## Index

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Paper Title</th>
<th>Author</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is the Academic Life? Upholding Professional Standards and Ethics</td>
<td>Steve McCarty</td>
<td>4-14</td>
</tr>
<tr>
<td>2.</td>
<td>An exploratory study on the apprehensions and implementation of Right to Education Act, 2009</td>
<td>Shruti Kant Pandey</td>
<td>15-28</td>
</tr>
<tr>
<td>5.</td>
<td>Challenges in Implementing the RTE Act</td>
<td>Shivakumar,G.S &amp; T.Manichander</td>
<td>62-69</td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>Authors</td>
<td>Pages</td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>7.</td>
<td>Achievement and Social Adjustment of Elementary School Children in Relation to Working Pattern of their Mother</td>
<td>Rasmirekha Sethy &amp; Ramakanta Mohalik</td>
<td>75-95</td>
</tr>
<tr>
<td>8.</td>
<td>Perception of Teachers towards Constructivist Approach of Teaching</td>
<td>Akhilesh Shukla &amp; Dhananjai Yadav</td>
<td>96-120</td>
</tr>
<tr>
<td>9.</td>
<td>Social Anxiety and its Relation to Substance use among College Students</td>
<td>Suvashree Roy Chowdhury</td>
<td>121-130</td>
</tr>
<tr>
<td>10.</td>
<td>Cooperative Learning at Teacher Training Level as an Approach to Preparing Humanistic</td>
<td>Ms. Sonal Chabra</td>
<td>131-150</td>
</tr>
<tr>
<td>11.</td>
<td>Local Knowledge in the Globalizing Era: A Brief Review</td>
<td>Sardar M. Anwaruddin</td>
<td>151-157</td>
</tr>
<tr>
<td>12.</td>
<td>Education of Muslim Minority and challenges faced by them</td>
<td>Gulnaz khan</td>
<td>158-169</td>
</tr>
<tr>
<td>13.</td>
<td>Motivational Inputs Given by Teacher to</td>
<td>Sujeet Kumar&amp;</td>
<td>170-178</td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>Authors</td>
<td>Pages</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>14.</td>
<td>Students for Their Academic Enhancement in JNVs</td>
<td>Sumit Kumar Shukla</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Problem of Child Labour and Education</td>
<td>Rashmi Sinha Nigam &amp; Sarfaraz Ahmad</td>
<td>203-209</td>
</tr>
<tr>
<td>17.</td>
<td>A Comparative Study of Adjustment Level of Regular and Contract Teachers Working in Government Schools</td>
<td>Ritu Bala</td>
<td>210-220</td>
</tr>
<tr>
<td>18.</td>
<td>Self Awareness &amp; Environmental Awareness of Prospective Teacher Educators</td>
<td>Chhaya Goel &amp; D.R. Goel</td>
<td>221-254</td>
</tr>
<tr>
<td>19.</td>
<td>Strategies for Distance Learners</td>
<td>Beena Indrani</td>
<td>255-268</td>
</tr>
</tbody>
</table>
Paper-1

What is the Academic Life? Upholding Professional Standards and Ethics

Steve McCarty
Introduction

Previous articles in this series ventured general answers concerning the nature of the academic life, the time-honored but contested mission of universities, and the interconnected world community of scholars (McCarty, 2012a; 2012b). To review those articles before this conclusion, see http://www.waoe.org/steve/academic_life_1.html

This article will apply the previous principles to further clarify the nature of education and the exemplary life of the educator. Ethics will be distinguished from values and morals, with professional ethics added to academic ethics. The role of educators in society is suggested, with examples given of how professional ethics are upheld or violated. In order to clarify standards and to uphold ethics in the real world of experience, it is necessary to challenge unethical practices, because there is quite a difference in outcomes in each individual and society depending on whether educators live the academic life or not.

The role of Educators in forming Cultural Identity

Parents start to impart humanness to infants, but then education becomes a strong force of enculturation, steering students onto a certain track in a society. To illustrate the process

1 Steve McCarty, Professor, Osaka Jogakuin College and University & President, World Association for Online Education
of enculturation, pre-school children in Japan, wearing the same uniforms, their back pushed if necessary to bow before a shrine, start to become Japanese. With every act of communication in their ethnic group, their membership in a culture deepens. A culture is a distinct set of implicit expectations to behave, think, and communicate in certain ways cumulative of the history of the group.

If the social environment changes and a person encounters a different language and culture, an acculturation process of accommodation to the other culture can be observed. When the individual’s first culture is well established through education, the process of becoming bilingual, and bicultural if desired, or multilingual and multicultural, can be entirely additive, with cognitive benefits. Regardless of the outcome in terms of career or enlightenment, there was a certain prior education, and each educator in the process held a great responsibility for the future of each child.

Provided educators are treated with due respect by decision-makers in schools and governments, then educators can serve not as nine-to-five workers but exemplars of cultural identity and the educated life. In higher education, where foreign teachers widen the scope of learning, a collegial faculty can represent multilingualism, multiculturalism, and peace where reconciliation between cultures currently in conflict is sorely needed. Thus educators are stewards of cultural identity and bridges for enquiring minds to a more global outlook.

**Education as a Meta-Profession**

Having seen how education and the living example of educators influence the cognitive development of young people, education continually influences the shape of society for adults as well. Majors in higher education, vocational school courses, continuing education, or self-study with educational materials largely determine the kinds of
professions that exist, and influence their professional ethos. That is, a kind of education took place prior to each formal manifestation of the professions in a society. Moreover, what is learned in liberal arts or general education can apply to many if not all professions. Thus the educator is a meta-professional whose responsibility extends to the occupations that exist in society, the quality of work performed, and the level of professional ethics generally upheld.

The Professoriate as Stewards of the Professions

Focusing on professors and the worldwide community of scholars sharing academic standards and ethics, higher education is a meta-profession in various ways. American academics use the term meta-professional to describe the roles and skills expected of a professor besides the content area knowledge that they teach, particularly “scholarly or creative activities (including research), service to the institution and community, and administration” (Theall & Arreola, n.d.). The Kardia Group details the typical contemporary American faculty career trajectory, stating that “[f]aculty careers are considered to be a meta-profession: a complex collection of responsibilities, skills, and demands for which there can be no uniform training or preparation” (n.d.). While that is true as far as it goes, the formulation has been criticized as applying almost equally well to other professions. Gemma (2011) points to IT as an example of a meta-professional skill that is needed now by nearly all professions. The term “meta-professional” and the phrase “stewards of the professions” have also been used too narrowly to aggrandize a certain discipline such as management or some aspect of health care.

The above sources seem to completely miss the meaning of education as a meta-profession suggested here. Education is the ultimate meta-profession that sets the standards and ethics for the occupations that constitute each society, and as a global scholarly community, thus guides the world. Higher education particularly shapes and
upholds the standards and ethics of professional occupations. It stands above other professions in providing their education, guiding principles, methodology, and ethical responsibilities.

That is, in real life the professions tend to function autonomously and do not necessarily respond ethically to issues outside of their technical expertise. For example, expediency may prevail regardless of the environmental impact. Across professions, doctors do not instruct lawyers or economists to follow the Hippocratic oath to do no harm. Doctors themselves may be corrupted by the profit motive to perform unnecessary tests or to cover up their mistakes, as nurses well know. The military is actually a profession that maintains standards well at most levels, but it relies on obedience, so it must be pointed in the right direction by global ethics. Only the professoriate plays a role in society that can plausibly uphold professional standards and ethics across different fields. This makes it crucial for professors to exemplify the highest academic standards possible in their own conduct.

Values, Morals, and Professional Ethics

While the professoriate is best placed to guide society on global issues with reason, the proper scope of interventions in professional ethics needs to be clarified. Educators can speak out when other occupations go astray ethically, or when everyday practices are harmful and could be improved. Values may be part of an inviolable culture or interpretation of a religion, what is considered good or bad, to be embraced or avoided, and what is more or less important when it comes to priorities. Individuals may also refine their own values. Yet there are customs in certain cultures that are harmful, for example to women’s health. Their values reflect good intentions, so it is the practices, how they impart their values, that may need to be questioned, or education in alternative ways to accomplish the same goals may be offered.
There is some overlap among values, morals, and ethics, but morals tend to be widely accepted socially, and based in belief systems or ideologies. Morals are often codified in proverbs or narratives, where the conclusion is sometimes explicitly framed in English as ‘the moral of the story.’ Morals, however, tend to result in strong judgments that others are good people or immoral. To moralize would tend to just pit one cultural value system against another. Effective interventions would be constructive and probably indirect. For one thing, morals of individuals suffer under socio-economic duress, so the root causes may be treated, such as the lack of human dignity. The scope of peace-making may be limited where morals differ, except for educators to appeal to underlying common values and good intentions.

The concern of academics is more toward professional ethics, where being unethical is unprofessional (cf. Changing Minds, n.d.) and vice versa. Professional morals or values are not the issue but rather the ethos of a profession in the normative sense. Ethos or mores refer descriptively to the prevailing values practiced in a certain time and place. Academic standards and ethics apply particularly to professional ethics. For example, academic honesty versus dishonesty, where falsified research can be dangerous or misleading, can be readily applied to other professions.

Standards, as distinct from ethics, in an academic sense are scientific or mathematical signposts, statistical measurements or accepted practices to ensure quality, academic honesty, methodological reliability, and objectivity. To avoid subjectivity or emotionally laden value judgments, the quantitative paradoxically becomes qualitative as standards quantify quality. Conversely, to fall short of standards is considered poor quality, and to deliberately violate the standards of a discipline is considered unethical.

**Upholding Professional Standards and Ethics**
Thus far, this article has pointed out the great responsibility of educators in shaping the ethos of each society and the world, as each individual is educated either fairly or unjustly. Educators belong to a meta-profession that stewards the standards and ethics of professions that might otherwise devolve into self-serving occupations insulated from global ethical issues. While the scope of educator activism has limits, nowhere is critical thinking more justified than in academic professions and within educators themselves.

Previous articles in this series suggested that academic standards and ethics provide ample guidance for the educator to live by. That is, educators ought to play an active role upholding professional ethics in their society, but this mission would be undermined if they did not live it themselves. That is what the title of this series, the academic life, ultimately means. Not to privilege the professoriate, but professors are uniquely placed in society to publicly and credibly uphold professional standards and ethics, and, provided they have academic freedom, to speak truth to power. The responsibility to positively influence society has been entrusted to scholars through the centuries, represented by the idea of the university.

Unfortunately it is all too easy to make an endless list of betrayals of the academic mission, though it may sound judgmental to venture into specific examples. There are general problems such as economic and political pressures from society pushing universities toward vocationalization. University administrations and staff have swelled (Berrett, 2011) while part-timers teach more and more of the classes that students and families are hard-pressed to afford. Besides general problems there are institutional issues that go against Academia as a meritocracy, such as factionalism, nepotism, bribery, cronyism or favoritism. There should not be one set of rules for rank and file teachers, while insiders can abrogate the rules with impunity.
Universities lack universality either when their activities do not extend beyond their gates, or when opportunism and careerism determine what faculty members research and publish. When teachers find romance in the student body, even if they marry a former student, what began as an unequal power relationship was in effect exploited, and the non-physical social contract of trust in a credentialed authority figure was betrayed. Since the academic life does not end when the bell rings, the examples here simply apply academic standards and ethics to the conduct of professional educators.

In Japanese, ‘salaryman professor’ is a derisive expression understood by the general public. Whether male or female, there are expectations of academic and voluntary activities that distinguish a professor from a lower paid teacher. This also applies to side jobs, taking advantage of a lighter teaching load to supplement one’s income. Or when academic activities are actively pursued only until entering the desired position or promotion to full professor, that is not the academic life.

A similar notion in Japanese is the ‘salary thief,’ a sort of “free rider” (Hardin, 2003) who does the minimum necessary. For accreditation reviews or university rankings, the aggregate of faculty academic accomplishments is measured. The professor with seniority or connections may have little incentive beyond social activities on campus. Of course to cut corners, to vanity publish, to use graduate students and take credit for their work, to list an author who did not write part of a publication, to list authors in order of rank rather than the amount contributed, or any other misrepresentation would be unethical.

Nowadays many Westerners can get advanced degrees insofar as their socio-economic background affords, but if their research day or free time is spent on hobbies and so forth, perhaps their character was not really suited for Academia. Professors are given time for self-motivated initiatives, research, mentoring, community involvement, and so forth, not
so that they can moonlight, go bicycling or water their lawn before dusk. Colleagues ought to be collegial, not to gossip or withhold cooperation out of professional jealousy. Professors should be professorial and able to profess.

Educators are vulnerable to exploitation through excessive campus duties, classes at branch schools, or student recruitment activities. Such economically motivated duties are not justified insofar as they block scholarly activities and academic exchanges outside of the institution. Administrators from a high school background or who did not deeply internalize graduate education may overlook academic activities. Junior or community colleges may excuse faculty from research but assign them many classes, in some cases calling all teachers instructors, democratically equating them with driving school trainers, and then paying them accordingly.

A more positive notion seen in Japan is that of ‘Ph.D. or equivalent (accomplishments).’ While a degree is finished or terminal, graduate school is preparation for a career applying and building upon that concentrated study. A credential received years or decades ago is not an entitlement to a living without academic accomplishments having continually grown. An academic with a Master’s degree could be on a doctoral dissertation committee at a major university because of expertise in the area of the thesis. Peer-reviewed publications or reviewing such manuscripts, along with other such demonstrations of expertise can be taken as equivalent to terminal degree training. Some institutions are merely swayed by impressive titles or credentialism, but the notion of ‘Ph.D. or equivalent’ is closer to proven scholarship. Also the notion of a specialization ‘or related field’ takes into account the interdisciplinary nature of contemporary scholarship, where a related ‘cluster of specializations’ can be more comprehensive. Narrow-mindedness is the antithesis of the academic life.
In conclusion, the question is what each person in the world community of scholars can do to uphold academic and professional ethics, to improve society while conducting an honest search for truth in their own lives. By working hard and upholding professional ethics, the educator or professor merits recognition for being responsive to the needs of society and the world. If that sounds idealistic, so be it. Academia is or should be a meritocracy, so those who live the academic life should become leaders in some ways in their institutions, exemplars of professional standards and ethics to their societies, and, with global networking, guiding lights to the world.

References


*******************************************************************************
Paper-2

An exploratory study on the apprehensions and implementation of Right to Education Act, 2009

Shruti Kant Pandey
An exploratory study on the apprehensions and implementation of Right to Education Act, 2009

Shruti Kant Pandey²

Abstract

India, on September 03, 2009 became one among the 135 countries of the world to approve children’s right to free and compulsory education. The two houses of the Indian parliament viz. Rajya Sabha and Lok Sabha passed the bill on July 20, 2009 and August 04, 2009 respectively. The implementation of the ‘Children’s Right to Free and Compulsory Education Act, 2009; more popularly known as RTE, 2009 began on April, 2010. The bodies involved in framing, reflecting and discussing the bill since 2004 to 2009 tried their best to make it all competent and feasible to achieve the long awaited goal of UEE. But unfortunately there are certain lacunas in the act it self which put a huge question mark on the successful implementation of the same. On the other hand, there are certain impedimental factors like huge number of out of school and dropped out children, lack of competent teachers, pathetic administration, pitiable social demand, poor infrastructure, apathy of private schools, lack of required funds and lack of awareness regarding the key provisions of the RTE, 2009. Until these issues are resolved, the chances of success of the Act are quite diminishing. This study is an attempt to bring out the problematic provisions of the act and related challenges which are hampering the proper implementation of the RTE, 2009. Excessive investigation of the key provisions of the act is one of the tools used for the study. The other tools include the reports and

² Dr. Shruti Kant Pandey, Assistant Professor, Amity Institute of Education, Amity University Uttar Pradesh, Sector – 125, Noida, U P – 201303, Email: skpandey70@gmail.com, spande2@amity.edu, Mobile- 0987-141-8453.
investigations of implementing and observing agencies including the media. The paper concludes with alternative suggestions for ensuring the achievement of UEE in India.

Key Words


Introduction to the Concept

The concept of free and compulsory education is not exotic to India. A group of oriental educationists demanded free and compulsory education for the millions of deprived Indian children in 1882. In 1893, the king of Baroda state, Shrimant Gopalrao Gaekwad announced to provide ‘Free and Compulsory Education’ for the boys of Amreli Taluk. In 1906, veteran politician Gopal Krishna Gokhle voiced the plea of ‘Free and Compulsory Education’ in the Imperial Legislative Council of Bombay. The bill was trounced; but it inspired the Maharaja of Baroda to extend the provision of Free and Compulsory Education in the whole Baroda state in 1906 itself. In 1910 Gokhle again moved a private member’s bill demanding the same but the bill was rejected on the grounds of lack of required funds. However in 1917, Vithalbhai Patel got the ‘Compulsory Education Bill’ (Popularly known as Patel Act) passed in the Legislative Council of Bombay. In 1930 the ‘Compulsory Education Act’ was added in the Statute Book of all British Provinces in India.

In the post independence era, the concept of free and compulsory education as a right of children emerged out of a decision of the honorable supreme court of India in 1993. The apex court, while discussing a lawsuit viz. ‘Unnikrishnan and others Vs. State of Andhra Pradesh and others’ observed that; “The citizens of this country have a fundamental right
to education.” This decision of the court initiated the 86th amendment in the constitution in December 2002. The amendment got inserted in the constitution of India as Article 21A which says that “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.” In order to implement the said amendment a bill viz. ‘The Free and Compulsory Education for Children Bill’ was presented in the parliament in 2003. After the review of Central Advisory Board on Education (CABE) and consent of state governments; the centre revived the bill as ‘The Right of Children to Free and Compulsory Education Bill in 2008’. After the approval of the parliament (Rajya Sabha on July 20, 2009 and Lok Sabha on August 04, 2009) and consent of the President of India (August 26, 2009); the bill was published in the Gazette of India on the very next day viz August 27, 2009. With this India became the 135th country to approve the children’s right to free and compulsory education.

Passing of the bill is undoubtedly a path breaking event in the history of India. The proviso mentioned in clause 3(1) of the second chapter of the RTE, 2009 arouses an ardent hope in the hearts of millions and millions of out of school children, their parents, human right activists, social workers, educationists and people involved in the spread of knowledge and awareness through non-governmental organizations. The act, through its provisions of involving local authorities, schools, parents/guardians and representatives of society endeavors to create social mobilization for universalization of elementary education. It is therefore that, the Prime Minister Dr. Manmohan Singh, in his address to the nation on April 01, 2010 described the RTE as a historic stride and assured that financial availability will not be allowed to hamper the implementation of the Act.

In spite of proactive provisions of the Right to Education Act, 2009 the aim of cent percent the objective of achieving four ‘A’s viz. Availability, Accessibility, Acceptability
and Adaptability is still a distant reality. The surveys, studies, researches and news clips coming forth after two initial years of the enforcement of the act are not much encouraging. In fact, the kind of movement it was supposed to produce is not visible even in the progressive states and union territories. The Delhi, the National Capital of India seemed to be the least concerned in notifying the RTE, 2009 even one and a half year after the act was implemented. In response to a question (Ques. No. 568) put by Mr H K Dua on November 25\textsuperscript{th} 2011 in Rajya Sabha, Dr. D. Purandeshwari, the minister of state in the Ministry of Human Resource Development (MHRD) mentioned that seven states and union territories viz. Delhi, Goa, Gujarat, Karnataka, Puducherry and West Bengal had not notified the RTE, 2009 till date.

A study conducted by Ms. Shalini Prabhakar (2011) revealed gross lack of awareness regarding the key provisions of RTE, 2009 act among the teachers of rural and urban areas of NCT Delhi. Her study established that only 38.8 percent of teachers working in urban primary schools were aware of the key provisions of the RTE, 2009. In the same area the percentile of the rural school teachers was mere 17.54 which is really deplorable. Study by Dr. Rambir Sharma and Ms. Rita Saini (2012) established the declining confidence of people in the governmental system of education. As per the data analysis of the study 48.1 percent of rural school going children are either getting or seeking education in private schools. The percentage of 6-14 year children studying in public schools has gone up from 18.7% in 2006 to 25.6% in 2011. The study conducted on 6.5 lakh primary school students in 1600 villages of 558 districts tells that one out of four children in rural areas are studying in private schools.

In the light of aforementioned facts it is desirable to look into the weedy areas of the act in order to find out and suggest remedial measures thereof. This study aims at exposing the lacunae in the act and its implementation. Present study is relevant as the outcome of
the implementation of the act in the first two years is not only inadequate but also puts serious doubts regarding the competence and feasibility of the act itself. Findings of this study will contribute constructively in enhanced implementation of The Right of Children to Free and Compulsory Education Act, 2009.

**Objectives of the study**

The study aims at to detect the underlying get-outs of the Right of Children to Free and Compulsory Education Act, 2009 popularly known as the RTE, 2009. The findings of the study will undoubtedly be instrumental for ensuring the Availability, Accessibility, Acceptability and Adaptability of education for all strata of Indian society. The specific objectives of the study are:

1. To detect the underlying loopholes in the Right of Children to Free and Compulsory Education Act, 2009.
2. To expose the discontent of various sections of society regarding key provisions of the Right of Children to Free and Compulsory Education Act, 2009
3. To depict the state of implementation of various provisions of the Right of Children to Free and Compulsory Education Act, 2009

**Methodology**

To achieve the objectives of the study, an end to end examination of the Right of Children to Free and Compulsory Education Act, 2009 will be carried out. It is presumed that even after through efforts of Central Advisory Board of Education, Union Cabinet and the parliament of India, some of the provisions of the act are hampering the due implementation of the RTE, 2009. A survey of media reports on alleged discontent of several sections of society will be done to suggest ways and means to make the act more viable and acceptable. Grievances and submissions of the factions involved in the process
of UEE will also be taken into account to suggest to make the RTE, 2009 a success in the time to come.

Results of the study

Objective 1

To detect the underlying loopholes in the Right of Children to Free and Compulsory Education Act, 2009

Delayed Notification of the RTE: As per the provisions of the act, each state and union territory was supposed to notify the act of its own. But seven states including Karnataka, Gujarat, West Bengal, Goa, Delhi, Puducherry and Uttrakhand did not notify the act even by November 2011. The government of NCT Delhi notified the Right to Education Act notified the act on November 23, 2011 i.e. about one and a half years later than the proposed date of notification. This ignorance on the part of the government of GNCT Delhi becomes even more pitiable when we come to know that this notification was done after a question in this regard appeared in the parliament in November 2011.

a. Deficient Budget Allocation: The expenditure to implement the provision of the RTE would be borne by the central and state governments on 55:45 ratios. Financial estimates by the National University for Educational Planning and Administration suggest that an additional sum of about 34 crore per annum shall be required to implement the Act in the next five years. But the budgetary allocation in 2012-2013 collectively for RTE and SSA is Rs. 25, 555 crore only.

b. No legal authority with NCPCR/SCPCRs: NCPCR at the centre and SCPCRs in states have been appointed as the monitoring authorities to ensure
effective implementation, inquiring into complaints and to take necessary steps under the sections 15 and 24 of the RTE Act. But firstly, all states and UTs have not constituted SCPCRs yet and secondly; these institutions have not been empowered with any legal authority to penalize the offenders of the provisions of the RTE 2009. An RTI query by Umesh Gupta of ‘Action Aid India’ reveals that over the last two years, the NCPCR received 2,850 complaints regarding the RTE Act. However, it has been able to resolve just 692 cases, or just 24 per cent of the entire lot, by now.

c. **No commitment for 0-6 and 14-18 age group children:** Article 45 of Directive Principles, which is the seed for the RTE 2009, talks of governments responsibility for free and compulsory education of all children in 0-14 age group within ten years of the implementation of the constitution. But the Parliamentary Standing Committee on Education which drafted the 86th constitution amendment (Article 21 A), restricted the age group from 6 to 14 years and thereby removing the 0-6 age group from the right. It is ironical that India in one of the 142 signatories of the International Child Right Agreement, which prescribes free and compulsory education for all children upto the age of 18 years.

d. **Indistinct provisions:** There are several indistinct provisions which are apparent at intensive reading of the RTE, 2009. A list of such regulations is mentioned hereunder:

- Chapter III (Clause 01) of RTE Act provides that implementation of the act will be the responsibility of appropriate government, local authority and parents. In place of such ambiguous provision a specific authority could have been created and held responsible for the implementation of the act.
• Clause 7 (1) of the act has provision for financial bearings of the implementation of the RTE, 2009. There is no mentioning of any formula or source of finances.

• Clause 11 of the act talks about pre-school education for all children without estimating the ground realities thereabout and means therefore.

• In the chapter IV (Clause 1&2) of the act there is provision for 25% reservation for the children of Economically Weaker Sections (EWS) in private schools, but private schools are not taken in confidence for such provision. As a result this provision has become a matter of tussle between law implementing agencies and private school management.

• Clause 16 of Chapter IV declares that “No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.” This provision has become a cause of deteriorating learning outcome of students across the country.

• Chapter IV Clause 21(1) mandates for constitution of School Management Committee (SMC) for efficient, effective and transparent performance of schools. This committee will have representatives from local authority, parents and teachers. 50% members of the SMC will be women. The SMC has been given responsibility of monitoring, recommending develop plan for the school, monitoring unitization of grants and similar activities. Now the question is; whether the schools will be able to provide the society a leading or model angle of life and thought or will be following the society in all aspects. This provision makes schools followers and not the path finders. A batter option was to constitute a group of successful and distinguished educationists, social activists and teachers to perform all such functions.

• Chapter IV Clause 23 (1) has a provision for recruitment and service conditions of teachers. No attention has been paid at the ground realities of this aspect. As per an
RTI report, about twelve lakh posts of teachers at various level are lying vacant. 98% aspirants for teaching posts could not surpass the Teacher Eligibility Test (TET). Teacher Education facilities in the country are not capable of providing pre-service or in-service teacher education either to existing or required teachers. In this light, the plans or provisions of RTE, 2009 seem to be sheer illusion.

- Chapter IV Clause 25 (1) talks of maintaining appropriate pupil-teacher ratio within six months from the date of implementation of the RTE, 2009. This is not possible until sufficient number of schools and teachers is provided.

The mentioned details are evident that even after due care and concerns of CABE, Central Cabinet and the parliament; the act contains several ambiguous and airy provisions which hamper the due implementation of the RTE, 2009.

**Objective 2**

To expose the discontent of various sections of society regarding key provisions of the Right of Children to Free and Compulsory Education Act, 2009

a. **Stringent Opposition of Private Schools on the EWS Quota:** J.C. Kurian, a former member of the National Commission for Minority Educational Institutions, said that going by the April 12 Supreme Court judgment; unaided minority schools were free to decide whether they would implement the other provisions of the RTE or not. Similarly, The Association of Heads of Anglo-Indian Schools also is confirmed that the judgment of Supreme Court regarding permitting to frame independent policy is applicable to the unaided Anglo-Indian Schools as well and they need not to think of allowing EWS admissions therein. A suit has been filed by the Society for Un-aided Private Schools, Rajasthan in the Supreme Court for protecting their constitutional right to run and manage private
educational institutions without governmental interference. They claim that the provision of providing 25% reservation for EWS children is unconstitutional.

b. **Religious Institutions excluded from the provisions of RTE, 2009:** As per the provisions laid in the RTE (Amendment) Act, 2012; the provisions of RTE, 2009 will not be applicable to Madrasas, Vedic pathshalas and educational institutions primarily imparting religious instruction (Section 1 para V)

c. The date for ensuring pupil teacher ratio has also been extended from six months to three years.

d. As per the notification released by the Department of School Education and Literacy, MHRD; 1st day of 2012 has been designated as the date on which the provisions of the said act shall come into force.

**Objective 3**

To depict the state of implementation of various provisions of the Right of Children to Free and Compulsory Education Act, 2009

a. As per the first year status report upon implementation of the Right to Education Act, 2009 viz. “Things will be better next year” released by the Union HRD minister Kapil Sibbal; only five out of twenty eight states of India had notified the implementation of act up to April 01, 2010 i.e. one year after the act was implemented. The same report states that private independent school managements have challenged the constitutional validity of several provisions of the legislation including the burden imposed upon them to provide free and/or highly subsidized primary education to poor neighborhood children. As per the report Expenditure Finance Committee of the Union finance ministry has suggested a generous Centre-state expenditure ratio of 65:35, but no final
decision has yet been taken as some of the states are demanding the expenditure to be 90:10 (Uttar Pradesh) or 75:25 (West Bengal, Gujarat, Goa and Haryana)
b. The second year report published by MHRD on the completion of 2\textsuperscript{nd} year of implementation of RTE, 2009; the notification of state rules, academic authority, policy on eight year elementary education, no detention, no corporal punishment, no board examination up-to elementary level, banning private tuition, banning screening procedure and capitation fee is done by most of states barring a few.
c. As far as enrolment at primary level is concerned; it recorded marginal increment from 13,34,05,581 in 2009-10 to 13,52,07,057 in 2010-11. On upper primary level also it raised slowly from 5,44,67,415 in 2009-10 to 5,78,44,942 in 2010-11.
d. No of teachers in government and government aided schools went up from 44,77,429 in 2009-10 to 47,59,773 in 2010-11.
e. No commendable improvement was seen in infrastructure of schools throughout India with regard to drinking water, toilet facilities, boundary wall, student-classroom ratio, ramp for handicaps, playground and concerned.

Discussion

After analysis of the data collected to explore the state of acceptance of the RTE Act, 2009 among different sections of society and steps taken by the central as well as state governments for proper implementation of the same; the condition is not much encouraging. There are several loopholes in the provisions of the act, which provide escape routes to governments and its institutions to walk in snail speed and remain apathetic on the implementation of the act.

Though the RTE, 2009 is accepted by a large population as an able instrument of improvement in the state of elementary education in India but there are several sections of society which are not welcoming the act due to various reservations. On one side,
private schools are discontent due to the provision of 25% reservation to EWS quota in admissions; on the other side, several religiously minor communities are looking the act as intervention in their special rights of running minority institutions.

The record of governments, their departments and institutions is also much disappointing. The state of progress on various student, teacher and infrastructure related issues is not as per the targets set in the act. The second year report of Ministry of Human Resource Development reveals that the progress on implementation of many of the key provisions of the act is trailing much behind. Its impact can be seen on the marginal augmentation in enrolment of students at elementary level and provision of infrastructural facilities in government and aided schools.

**Conclusion**

In the light of above facts and discussion thereon it is evident that RTE, 2009 is a unique document as far provisions and norms are concerned. It can bring drastic changes in the state of elementary education in our country. But poor implementation, slackness on the part of several governments and their departments, as well as discontent of few fractions of our society are hampering proper progress on the implementation of the RTE, 2009. If these hindrances are embarked upon immediately; RTE, 2009 can bring unimaginable results and be an exceptional instrument in making India a knowledge superpower by 2020.

**References:**

- Haragopal G. Co-president of All-India Forum for Right to Education, 306 - Pleasant Apartments, Bazarghat, Hyderabad-4, # 04023305266
• Prabhakar Shalini, A comparative study on awareness of the RTE act 2009 among
the primary teachers of rural and urban schools of Delhi, submitted to the Amity
Institute of Education, Amity University, 2010.
• Sharma Rambir & Saini Rita, Research Analysis and Evaluation, An International
• Status Report on implementation of RTE, 2009 “Things will be better next year”
released by the Union HRD minister Kapil Sibbal in April, 2010.
• The Second Year Report of Department of School Education and Literacy,
Ministry of Human Resource Development on The Right of Children to Free and
• Times of India, (TNN), ‘Jamiat seeks exemption for madarsas from RTE
provisions’ July 24, 2010,

Web references:

• [http://mhrd.gov.in/rte](http://mhrd.gov.in/rte)
• [http://righttoeducation.in](http://righttoeducation.in)
• [http://www.rteforumindia.org](http://www.rteforumindia.org)
Paper-3

Vocational Preference of Higher Secondary School Students in Malappuram District

Shajimon P.K.
Mohamed U. A. Musthafa
Vocational Preference of Higher Secondary School Students in Malappuram District

Shajimon P.K.\textsuperscript{3}  
Mohamed Unni Alias Musthafa\textsuperscript{4}

Every young man and young women at the threshold of life has to find a satisfactory answer to an important question, "we shall I do in life"? It is upon satisfactory answers to this question that the success and future happiness of the young men/women depend. The selection of a wrong vocation leads to unhappiness, discontent and ultimate failure, for the occupation that a person follows is not merely a means of earning a livelihood but also a way of life. Through occupation, the individual tries to realise his needs for self enhancement and self realisation. In selecting a vocation for a young men, he and his parents are often attracted by the loftiness or the lucrative ness of the profession, irrespective of the fact whether he is fitted for that occupation or not. They think that “success is entirely confined to the high peaks-the Alps and Himalayas of life, forgetting that the lovely violet which most modestly fulfils its mission by shedding its fragrance all round it, is as worthy of praise as the mighty Oak under whose shadow it blooms and dies”.

The role of education in the developing India, at present is extremely critical. In every two three years different Educational Committees and commissions are giving their recommendations to bring changes in the educational perspective of free India. So that, the ultimate good of the nation, viz; development, can be achieved. Starting from the Kothari Commission (1964-66) to Pattel Committee (1977) and Adiseshiah Committee

\textsuperscript{3} Research Scholar, Karpagam University, Coimbatore, Mobile No: 09895363353

\textsuperscript{4} Dr. Mohamed Unni Alias Musthafa, Reader, UGC-ASC, University of Calicut, Kerala
(1978), each of this committee gives stress on the vocational aspect of education. One of the recommendations given by Kothari Commission Report reads that at the secondary stage the pattern of education should be such that it will enable the students to acquire proficiency in some vocational aspects so that they can get an opportunity to get self employment. The National Review Committee also declares the something - 'the immediate assessment of the vocational interest pattern of the students'. The ninth five-year plan (1997-2002) also gives enough emphasis on vocationalisation and employment oriented education at the secondary and higher level.

**Need and Significance**

In Kerala Education Scenario is full of problems, rush for admission to different courses establishment of numerous professional colleges like medical, dental, engineering and teacher training colleges. Here the real problem is not the lack of opportunities but is the unawareness of different occupations. Even though, the satisfaction has changed somewhat through popularizing IT, but the condition is not satisfactory. These problems can only be solved by making the students aware of different horizons in the world of occupations.

In Kerala, there is tendency for diverting the students to two specified fields ie, medical and engineering. In majority cases this selection is not from the side of the students but from that of their parents. Parents do not know or do not consider preferences. Actually, there are other various vocations in Kerala but because of the ignorance of the students and parents and because of improper vocational guidance, students’ fails to reach them. In this context, the investigator thinks his study will benefit them a lot.
Before mentioning anything about vocational preference of Malappuram District, we have to consider the past and present socio economic and educational condition of Malappuram district. Malappuram district was on educationally backward district. But, the wise and rich economic sector of gulf area, assured vast vocational opportunities and it also gives economic prosperity for district. But the circumstances has been changed, the political and labour laws changed a lot in the gulf countries. As a result of this, vocational opportunities have been diminishing considerably. Because of this the people of Malappuram district give more priority to educational fields, and vocational preferences. Knowing the vocational preferences of students to school administrators and parents could take effective measures that may suit to the vocational preferences of students.

If a teacher does not know about his students, their aspirations, habits and vocational preferences he cannot do much for the development for his students. This study helps the teacher to know about his students. It has been said that ‘youth is the season of hope’. But today for many of young people this period is a season of despair, disillusionment and alienation. This condition is due to lack of proper guidance especially in the field of vocation. Knowing the preferences helps in better and proper guidance. Now a day in the field of vocational guidance, there is very limited opportunity especially in school sector. In vocational guidance if the preferences are socially acceptable, the students’ preferences are to be taken to correct the course of students thinking from early stage of education itself. To promote vocationalisation of education at the +2 level, facilities have been created for 9.35 lakh students. Still the scheme has not been successful barring a few areas. The main reason for this is the improper match between the vocational preference areas and the vocational education provided to the students.
Now days there are mushrooming professional courses on every nook and corner of the state. Neither the parents nor the students do not have clear cut ideas about to which courses they have to select. In this context, the present study gains its significance. Since 1991, the impact of Globalization and privatization influence the country as a whole in a massive manner. It has influenced the society deeply. The new changes required from the part of students are high level efficiency and the ability to survive tight competition. So the selection of effective and suitable courses turns to be a must for the education of students. Parents, teachers, administrators, politicians, statesman are all discussing about the job-oriented, life-oriented education. There is mushrooming of courses of every sort all round. Many of these newly emerging courses have an eye on low economic investment and high profit. The present study will import, at least a glimpse of information, that will light the way of decision-makers as to which vocations are preferred by younger generation and which are not. This will help in designing, developing and conducting the new courses in accordance with the preferences of stakeholders i.e., students.

Statement of the Problem

The present study is entitled "VOCATIONAL PREFERENCE OF HIGHER SECONDARY SCHOOL STUDENTS IN MALAPPURAM DISTRICT".

Definition of Key Terms

To have a clear cut idea of the problem stated, the operational definitions of the key terms are given below.

Vocational Preference
The term ‘vocational preference’ in the present study means the preference of higher secondary school students for vocations, indicated by preference score given by the student to each, in a list of vocations.

**Higher Secondary School Students**

In the present study, the term higher secondary school students mean the students who are studying in the higher secondary schools run by government, aided and unaided management.

**Variables of the Study**

The major variable measured and analysed in the present study is vocational preference. Besides the vocational preference, the data was classified according to some categorical variables relevant for the population under study, viz; Gender, subject of study, SES, locality of the school and students achievement level.

**Objectives**

The objectives of the study are the following

1. To find out the vocational preference of higher secondary school students of Malappuram District.

2. To find out the preference for,
   
   a. Sectors of vocations,
   
   b. Occupational areas and
   
   c. Vocations

3. To compare the vocational preference among higher secondary school students in the relevant sub sample based on,
a. Gender  
b. Subject of study  
c. SES  
d. Locality of the school.  
e. Students achievement level

**Scope and Limitations**

The present study is specially intended to know vocational preferences of higher secondary school students in Malappuram District. The study was conducted on a representative sample of 1000 students drawn from 15 higher secondary schools of Malappuram District. The sample was selected proportionately using stratified sampling technique giving due representation to factors like gender, subject of study, locality of the school, SES and students achievement level.

In the present study, the investigator has listed 383 different vocations. In addition to this, the investigator has also identified 6 major sectors and 22 major areas of vocation. The investigator feels that even though the study conducted in Malappuram district, the results of the study can be generalised to whole population of Kerala. The investigator have also analyse the 383 vocations among the different sub samples.

The investigator has developed a tool vocational preference scale with the help of the supervising teacher, based on the discussion and the informations obtained from the experts in the field.

Even though maximum efforts were made by the investigator to make the study a perfect one and the present study being the first of its kind in this area of research, certain limitations are there.
1) The investigator did not consider the open stream and vocational higher secondary school students, because of practical difficulties (2) There is a limitation for selecting various jobs according to the subject of study at higher secondary level. Irrespective of this, in the present study this limitation was not taken into consideration while asking the preference of students. But in the present study the tested sample was divided on the basis of subject of study and vocational preferences in these sub samples were studied.

With these limitations the investigator hopes that the findings of the study given fruitful results. This will be of use to the students, teachers, parents, administration and other concerned in the field of education.

**Major Findings of the Study**

The following are the important findings of the study.

**I. Vocational Preference in the Total Sample**

1. In the total sample, the sectors of vocation according to the rank order of preference are: 1. Public sector, 2. Private sector, 3. Co-operative sector, 4. Foreign sector, 5. Self-employment and 6. House management.


The least preferred occupational areas in the total sample according the lack of preference are: 1. Traditional-Semi/Unskilled, 2. Traditional-Skilled, 3. Religious/Spiritual, 4. Agriculture/Animal husbandry/Forestry and 5. Secretarial/Clerical.


II. Vocational Preference in Subsamples

A. Based on gender

1. There is no considerable difference in the preference for sectors of vocation between male and female students. But in male subsample, foreign sector is
preferred than private and co-operative sector.


B. Subject of Study

1. There is no considerable difference between science, humanities and commerce students in their preference for sectors of vocation.


3. Occupational areas preferred by Commerce students than non commerce students, are 1. Computer/IT, 2. Accounting and 3. Marketing/ Advertising/Trade/Business. In other occupational areas, there is no considerable difference between the preference of Science, Humanities and Commerce students.
None of the occupational area is preferred by Science students than non Science students.

**C. Locale**

1. There is no considerable difference in the preference for Sectors of vocation between the rural and urban students.


None of the Occupational area is preferred by rural students than urban students. Regarding the preference for the other Occupational areas, there is no considerable difference between Rural and Urban students.

**D. Students Achievement Level**

1. There is no considerable difference in the preference for sectors of vocation between high, average and low achievers.

2. Occupational areas preferred by high achievers than average and low achievers, are 1. Medical and 2. Scientific/Technologic.

   Occupational areas preferred by Average achievers than high and low achievers, are 1. Academic and 2. Computer/IT.

   Occupational areas preferred by low achievers, than high and average achievers, are 1. Administration/Management, 2. Law/Judiciary, 3. Banking/Insurance, 4.

There is no considerable difference in the preference for engineering area between high, average and low achievers.

E. Socio-Economic Status

1. The low SES students showed a slightly higher preference score for all sectors of vocation than high SES students.


None of the occupational area is preferred by high SES students than low SES students.

Educational Implications

In the present study, it was found that Public sector is the most preferred sector and Self Employment and House management sector is the least preferred sector in the total sample and all subsamples. So the government has to take adequate measures to promote
vocations in the Public sector area. Reformation has to be made in the Self employment and House management sector to attract more students to select vocations under these areas.

The students give more preference to Computer/IT, Academic, Administration/Management, Media, Engineering, Banking/Insurance and Defence/Security/Law and Order areas than Medical and Scientific/Technologic areas. But actually parents do not consider this fact and they compel their children to Medical courses by paying high costs. So, special guidance and counselling must be imparted to Parents, Teachers and Administrators on these matters. A tendency has been observed that students seem to rush towards Computer, Academic and Engineering type vocations. Here the investigator seems to the acquaintance of these types of jobs. So, as well as this, the government and authorities try to bring in adequate measures in order to create acquaintance or familiarity with other vocations. The Humanities students, Low achievers and low SES students used to select most of the areas and vocations without regarding the specificity of those jobs. The Humanities students prefer even the vocations related to Science and Commerce areas.

Students need to be helped to acquire vocations which are appropriate to their interest based on biological, psychological, academic and social dimensions. Teachers, Counsellors and others concerned with the education of students must take an active role in help every students make the choice of vocation becoming him or her. Parents need to be made aware of the different types of vocations available and in which the younger generation is interested in. Special interest must be given to the vocational guidance in higher secondary classes, and it is most urgent among low achievers and Humanities students. Students tend to select vocation which are most acquainted to them and those which they have heard of, so schools need to bring persons employed in different fields in
to school, and give students an opportunity to share time with them, or field trip, excursions, media or such methods can be used for the purpose. Values like initiative, leadership, entrepreneurship, co-operation etc., need to be developed with a view of helping students create take up their own jobs in increasingly liberalising, privatising and globalizing scenario.

**Suggestions for Further Research**

Following are the major areas and topics for further research suggested by the investigator.

1. Vocational preference of college students.
2. Vocational preference of vocational higher secondary students.
3. Vocational preference of open stream students.
4. Major factors influencing the vocational preference of students.
5. A replication of the present study on a wider sample.
6. A comparative study of vocational preference and occupational aspiration level of students in different districts of Kerala.
7. Relationship between vocational preference and SES.
8. Vocational preference of adolescents.
9. Role of family as a unit and vocational preference of the intermediate students.
10. Vocational preference and Parental attitude in relation to socio-economic class.
11. Vocational interest as related to general mental ability and achievement motivation.

12. A study on the effectiveness of guidance programme on Vocational preference in different areas.

References


**************************************************************************
Paper-4

Factors affecting burnout: A study among elementary school teachers in Nayagarh district of Odisha

Lakshmipriya Malla
Rasmi Ranjan Puhan
Factors affecting burnout: A study among elementary school teachers in Nayagarh district of Odisha

Lakshmipriya Malla5
Rasmi Ranjan Puhan6

Abstract

The greatest resource in Indian schools is our teachers. They account for the vast majority of expenditure in school education and have the greatest impact on student learning, far outweighing the impact of any other education program or policy. But the Burnout Stress Syndrome affects the work output of the teachers both quantitatively and qualitatively. It causes deterioration in the quality of work of teachers and they can no longer function normally. This study examines and studies the levels of Burnout among elementary school teachers and to compare the three levels of Burnout between male and female elementary school teachers. For that case a representative sample of 350 elementary school teachers from Nayagarh Districts was selected for same purpose. Maslach Burnout Inventory was used for data collection and data was analyzed by using Mean, SD and ‘t’ test. Results indicated that majority of elementary schools teachers are experiencing medium level Burnout. It was also found that female elementary school teachers are experiencing more stress and Emotional Exhaustion and Depersonalization than male teachers but sex of an individual has not affected Personal Accomplishment of elementary school teachers.

5 Ms. Lakshmipriya Malla, Academic Consultant IGNOU, Regional Centre Delhi-III, Email- ignou.lakshmi56@gmail.com
6 Mr. Rasmi Ranjan Puhan, Asst. Professor, R.C.I.T, Najafgarh, New delhi, Email-rasmi.lakshmi@gmail.com
**Key Words:** Burnout, Stress Syndrome, Emotional Exhaustion, Depersonalization, Personal Accomplishment.

Education is a panacea for all types of present complexities in the burning society. Education is the apprenticeship of human life. It is a human process, which involves the teacher and taught. Teacher is the kingpin of educative process. His commitment, devotion really counts a lot. The effective and different functioning of school depends primarily on the quality and commitment of its human resources. Traditionally, the teaching role has been one of nurturing and developing students’ potential. However, teachers’ work today comprises a complex mix of various factors that include teaching; learning new information and skills; keeping abreast of technological innovations and dealing with students, parents and the community. These are demanding roles and there are growing concerns about teacher well-being and competence. That’s why teachers are experiencing increasing levels of attrition, stress and burnout. If the source of drinking water is contaminated what will be the condition of people drinking that water. Similarly, a teacher when becomes victim of depression, anxiety and tension, the institution cannot achieve its objectives. Therefore, it is essential to study the problems of the teachers and to remove them timely so that he may perform his duties as expected and may be an effective teacher. Very recently teachers and their problems have been attracting a great deal of attention. Teacher efficiency, stress and burnout have become the topics of increasing public and professional concern. Abrol (1990) revealed that intermediate college teachers to be suffering from interpersonal and psychological strains. One can simply say that the task of a teacher is enormous. In an attempt to survive, a teacher may struggle to handle many tasks at a time. Even though unable to balance his burden, he may try to move on. The pressure, at times becomes so heavy that he becomes exhausted, emaciated, defensive and offensive. This condition of a teacher is known as Burnout.
According to Maslach and Jackson (1984) burnout is “an emotional state in which the worker loses his beliefs and positive feelings (optimism), his sympathy and his respect for the ‘clientele’. This moral exhaustion is often accompanied by physical exhaustion, illness or disorders evolving in a psychosomatic mode” (Maslach, 1999, p. 212). Burnout is a syndrome of ‘Emotional Exhaustion’ ‘Depersonalization’ and ‘Reduced Personal Accomplishment’ that can occur among individuals who do ‘people work’ of some kind. Maslach (1982) argued that three core aspects of Burnout were commonly included in all of them. These are:

1. Emotional Exhaustion (EE): The key concept of Burnout is increased feelings of ‘EE’, as emotional resources are depleted; workers feel that they are no longer able to give of themselves at psychological level.

2. Depersonalization (DP): DP is a negative, cynical attitude and feelings about one’s client. This callous or even dehumanized perception of others can lead staff members to view their clients as somehow deserving of these troubles.

3. Personal Accomplishment (PA): It refers to the tendency to evaluate oneself negatively, particularly with regard to one’s work with clients. Workers may feel unhappy about themselves and dissatisfied with their accomplishment on the job.

**Review of related Studies**

Job satisfaction can be described as one statistically significant measure of effective schools (Zigarreli, 1996). Evans (1997) describes job satisfaction as ambiguous due to lack of distinction between what is satisfying and satisfactory and that re-conceptualizing the term into job fulfillment and job comfort is suggested. Trusty and Sergiovanni
(1966) surveyed 223 educators in elementary, middle and high schools in a school district and found teachers’ need deficiencies to be greatest during the age range between 25 and 35; and concluded that teachers in this range are most dissatisfied with their jobs. They also found male teachers less satisfied with their jobs than female teachers. With regard to experience, Mertler (2001) surveyed 969 teachers and found 23% were dissatisfied with their jobs. Previously, Mertler (1992) had found an equal number of teachers dissatisfied with their jobs. These teachers represented elementary, middle, and high schools in suburban, urban, and rural areas. Farbar and Miller, (1981) Burnout can be viewed as a process that occurs when workers perceive a discrepancy between their input and expected output. To balance the equation, burned out workers begin to give considerably less to their jobs. For example, teachers who become burned out may be less sympathetic towards students, may have a lower tolerance for frustration in the classroom, may plan for their classes less often or less carefully and in general may feel less committed and dedicated to their work. Kumar, Hemant (2002) was drawn government and private school teachers from Haryana state only whereas the residential school teachers were drawn from Haryana, Punjab and Delhi. He found that the most of the teachers experienced low and medium level burnout. Kahn (1978) found that lack of motivation among students was the major factor which caused stress to the teachers. The core aspect of burnout syndrome increased feeling of emotional ‘exhaustion’ caused by excessive psychological and emotional demands made on people helping people. Use of word ‘exhaustion’ reflects an important underlying assumption of burnout researches namely that the burnout syndrome is most relevant for job holders whose work is very involving. Exhaustion assumes prior state of high arousal in contrast to tedium which might be experienced by jobholders whose job is monotonous or forcing.
Rational of the Study

One of the measure problems in modern stressful lifestyle in special reference to the teacher society is the occurrence of Burnout Syndrome among the teachers. Most of the educated people in the districts of Nayagarh, who opt to be teachers, they couldn’t meet the challenges and demands of the professional obligations, so they are suffering from the Burnout Syndrome sooner rather than later. Because of this malady, one becomes indifferent and listless towards one’s profession and consequently happens to grow larger pathological apathy towards one’s profession. Research evidence has shown that there is high stress and burnout among teachers in elementary schools. Given that there are a few studies that investigated the relationship between job stress and burnout among elementary teachers and the moderating roles of personality and social support in the relationship, there is need to investigate how job stress is related to burnout among the elementary teachers. That, there are inconsistencies in the findings obtained by previous researchers on the relationship between job stress and burnout among elementary teachers indicates that research into the effects of job stress on teacher’s burnout is not conclusive. Furthermore, the negative consequences of job stress and burnout on the work of the teachers calls for further research on the job stress-burnout linkage in order to increase our understanding on how to stem the tide of increasing stress and burnout among teachers. The main purpose of this study was to investigate the relationship of job-related stress, personality and social support to burnout among a previously unstudied element of the population.

There are few studies conducted on burnout among elementary teachers. However, no studies have been conducted to focus on the burnout among elementary teachers of Nayagarh Districts of Odisha. Thus, the present study is aimed at throwing light on the mental condition of the elementary teachers in Nayagarh district in relation to:
- The level of occupational stress among the Elementary school teachers of Nayagarh District.
- The level of burnout between male and female teachers.
- Possible measures to free from burnout.

This will enable us to understand the current status of elementary teachers and also provide a base for designing and developing and improving quality of teacher training courses, professional development and the overall well-being of teachers.

**Objectives**

1. To study the impact of stress upon burnout among elementary teachers.
2. To compare the levels of Burnout between male and female elementary school teachers referring to the dimensions of burnout.
3. To provide possible measures to free from burnout.

**Research Questions**

1. What is the level of burnout of teachers among the Elementary school teachers of Nayagarh District?
2. What is the impact of the stress upon burnout among elementary teachers?
3. What could be the strategies to overcome issues related to burnout among teachers at elementary level?

**Method of the Study**

Descriptive survey method was used in the study as the investigators tried to get information about more than one variable and assigned numerical value to those variables also with better understanding of perceptions of stakeholders (Hittleman and Simon,
1997). Through this method information about conditions, situations and events that occur in the present can be obtained (UNESCO, 2005). Therefore, in the present study the investigator used this method to explore all possibilities to measure the level of burnout among elementary teachers of Nayagarh districts.

**Sample**

Keeping in view the nature of the population and variety of cliental group, the study was conducted total Eight Blocks of Nayagarh district with taking 350 elementary school teachers of government schools of Nayagarh district as sample. The sample was selected from each Block 44 elementary school teachers were selected randomly from seven blocks and 42 from Ranpur block due to my selected sample size. While selecting the sample care was taken that equal number of male and female teachers were selected. We may more clear if we see the distribution table of sample:

**Table-1: Sample distribution chart**

<table>
<thead>
<tr>
<th>Bhapur</th>
<th>Daspalla</th>
<th>Gania</th>
<th>Khandapara</th>
<th>Nayagarh</th>
<th>Nuagaon</th>
<th>Odagaon</th>
<th>Ranpur</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
<td>M</td>
<td>F</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>21</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

N=(350)

**Sampling strategy**

Multistage stratified random sampling technique was employed for selection of various subjects of the study namely; blocks, clusters, schools. Holton & Burnett (1997) states that: “ultimate function of stratification is to organise the population into homogeneous
subsets and then select appropriate number of elements from each. It permits the use of different sample designs for different portions of the population”

**Tools**

The Maslach Burnout Inventory (MBI) questionnaire was used to determine the levels of burnout of the participants. The MBI is a questionnaire designed by Maslach and her colleagues to measure three dimensions of professional burnout, namely emotional exhaustion, depersonalization and personal accomplishment (Maslach, Jackson & Leiter, 1997:192; Maslach, 1999:215; par 1.6.2.1(a)). It is a self-report questionnaire consisting of 22 questions which are sub-divided into three categories. Emotional Exhaustion (EE), Depersonalization (DP) and Personal Accomplishment (PA).

**Statistical Technique**

Keeping in view of objectives of the study the data so collected was statistically analyzed by using Mean, Standard Deviation and ‘t’ - test.

**Analysis and interpretation:**

**Table-1: Occupational stress Vs Elementary school teachers.**

<table>
<thead>
<tr>
<th>Burnout</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>139</td>
<td>45.22</td>
</tr>
<tr>
<td>Medium</td>
<td>173</td>
<td>51.31</td>
</tr>
<tr>
<td>Low</td>
<td>38</td>
<td>03.47</td>
</tr>
</tbody>
</table>

- Frequency and Percentage of Burnout of Elementary school teachers
From the examination of the above table it is observed that 45.22% of elementary school teachers of Nayagarh district are experiencing high level Burnout, where as 51.31% of teachers are experiencing medium level Burnout and other is 03.47%. Therefore it can be concluded that elementary school teachers are having Burnout of that district that is due to the occupational stress in schools like overloaded work, low salary structure and lack of recognition of them as a teacher in the society. Although it does not matter whether they have high, medium or low level Burnout.

Table-2: Dimension wise Percentage of Burnout Vs elementary school teachers.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Emotional Exhaustion (EE)</th>
<th>Depersonalization (DP)</th>
<th>Personal Accomplishment (PA)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L</td>
<td>M</td>
<td>H</td>
</tr>
<tr>
<td>Total Teachers</td>
<td>35</td>
<td>183</td>
<td>132</td>
</tr>
<tr>
<td>Percentage</td>
<td>03.75</td>
<td>51.76</td>
<td>44.49</td>
</tr>
</tbody>
</table>

- L=Low; M=Medium; H=High

On the basis of above table it is revealed that 51.76% of elementary school teachers are experiencing medium level Emotional Exhaustion, 50.56% are experiencing medium level of Depersonalization and 51.60% are experiencing medium level of Personal Accomplishment. Whereas 44.49% of the elementary teachers of Nayagarh district are experiencing high level of Emotional Exhaustion, 45.12% are experiencing high level of
Depersonalization and 46.07% are experiencing high level of Personal Accomplishment. In the same time average 2.47% of elementary school teachers are experiencing minimum level of burnout relating to all these three components. This indicates that majority of secondary school teachers are experiencing medium level Burnout in the district that’s due to the different type of environmental factors like overcrowded classroom, lack of sufficient teacher appointed by govt., multiclass within a single roof etc. and low salary and not provided in proper time. These are the major responsible factors which are compelled them for maladjusted.

Table-4: levels of Burnout between male and female Vs elementary school teachers

<table>
<thead>
<tr>
<th>Levels of Burnout</th>
<th>Male(N=175)</th>
<th>Female(N=175)</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>Mean</td>
</tr>
<tr>
<td>Emotional Exhaustion</td>
<td>15.45</td>
<td>9.19</td>
<td>17.69</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depersonalization</td>
<td>05.04</td>
<td>6.56</td>
<td>07.25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Accomplishment</td>
<td>30.12</td>
<td>7.13</td>
<td>31.26</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<0.05; **p<0.01 ns= not significant

By examining the above table, it is observed that there is a significant difference in male and female elementary school teachers on Emotional Exhaustion and Depersonalization but there is no significant difference in male and female elementary school teachers on Personal Accomplishment. Therefore it can be concluded that female secondary school teachers are experiencing more Emotional Exhaustion and Depersonalization than male. This may be due to that, working women have more responsibility for home and children.
than men as well as the overloaded work of schools. So it may be concluded here that Sex of an individual is not affected Personal Accomplishment of elementary school teachers.

**Findings**

Female teachers presented higher levels of job burnout than male and this is due two extra responsibilities with them that are family and other environmental problems. Majority of Elementary school teachers are experiencing medium level of burnout and they are the position of higher level burnout due to low salary structure and poor environmental condition of the schools. Female secondary school teachers are experiencing more Emotional Exhaustion and Depersonalization than male due to more expectations of society with lack of proper infrastructural facilities and Sex of an individual is not affected Personal Accomplishment of secondary school teachers.

**Implications/Suggestive Measures**

After the critical analysis of the situation here researcher may imply that if elementary school teachers are given adequate training and exposed to enabling environment to develop high level of emotional intelligence burnout would be reduced if not completely eliminated among them. In order to ameliorate the problem of job burnout among teachers and to alleviate their psychological pressures the Board, govt. or Ministries of Education in collaboration with each elementary school should have a well-planned training programme for the purpose of helping teachers understand their emotions and the emotions of others use the information to guide their thinking and actions as well as the salary should be provided by the govt. in proper time. Social and emotional learning should be introduced to teacher in schools. Due to the complex society parents want their children to attend schools with greater academic success; but in the same time the number of students or student teacher ratio in classrooms is large in the district. However, the opportunities offered to students and teachers in the schools with a greater number of
students are far more, compared to the ones on the outskirts of the city and the ones with smaller class sizes. Therefore, teachers want to be employed in schools which have larger class sizes in the city centres and they need to have lots of points of service for that. The fact that schools with larger class sizes have greater opportunities, as well as the fact that the classrooms are crowded, may have caused a difference in the burn-out levels of the teachers and their classroom management approaches. Policy makers should draw such a plan so that a conducive environment created in the school so that in the occupation level there will no place for stress and burnout in the learning temples. Govt. should organise timely various types of teacher Orientation program in the schools it may reduce the percentage level and through these programs a teacher can know about the school in all aspects. Government should provide material and other facilities so that they can give all the time energy to the progress and development of the students. School should focus on different techniques like innovative and activity based teaching for students. This will not only directly help the students but other hand teacher will also burn their emotions in activity based teachings. Value inductive sessions and meditation program can be started in school. There should be discussion among the teachers and the principal about the job satisfaction effectively.

Conclusion

The main stressors experienced by elementary school teachers of Nayagarh were related to an increase in workload as a result of managing the school finances, a lack of educational resources across the broad spectrum of resource provisioning and a lack of support from departmental officials and parents. Since burnout brings about negative effects in the instructional system leading to probable unsuccessful learning in classroom, it can be recommended that to overcome the syndrome, with a greater awareness and
understanding of coping techniques teachers are able to lead healthier, more stress-free lives and perform their roles more effectively.

References


************************************************************************

Archived Jo
Paper-5

Challenges in Implementing the RTE Act

Shivakumar, G.S
T. Manichander
Challenges in Implementing the RTE Act

Shivakumar,G.S

T.Manichander

Introduction

Right to free and Compulsory Education Act promises free and compulsory education to any child in the age-group 6-14. The Act says that schools should be within a radius of 1-3 km from where the child lives. All government-aided schools have to reserve 25% of their seats for students from economically weak sections (EWS). Private schools that are not government-aided also have to reserve 25% of their seats in Class 1 for EWS students; the government will compensate them. All government schools will have school management committees, 75% of whose members will be parents or guardians of the children. Fifty per cent of these have to be women.

State child rights commissions will monitor implementation of the RTE Act in their respective states. All states have to set up state education advisory bodies. School management committees will maintain the records of all children in the age-group 6-14 years and ensure that they are in school.

7 Dr.Shivakumar,G.S, Assistant Professor, Kumadvathi College of Education, Shimoga Road, Shikaripur-577427, Karnataka, India. Mobile: +91 9448929975, E-mail: shivagssdr@gmail.com

8 T.Manichander, Research Scholar, Faculty of Education, IASE, Osmania University, Hyderabad-500007, Andhra Pradesh, India, Mobile: +91 9490528352, Email: tmanichander8684@gmail.com
States’ role in implementation of the RTE Act

It has been observed that the Hindi-speaking states of Uttar Pradesh, Rajasthan, Madhya Pradesh and Bihar have been the most half-hearted when it comes to implementation of the RTE Act, despite the fact that 67% of out-of-school children are from these states. Uttar Pradesh has, in fact, gone to the extent of claiming that funds given by the Centre would be utilized to provide free and compulsory education to all children in the age-group 6-14. In other words, the state has no intention of contributing towards implementation of the Act and will depend wholly on the Centre.

It’s a strange irony that even as the states express concern over the financial burden of this ambitious Act, the government has been encouraging the corporate sector by offering major subsidies every year. The government has also favoured the growth of private educational institutions under the public private partnership (PPP) concept. Incidentally, the budget for implementation of the RTE Act throughout the country is just half of the amount spent on organising the 2010 Commonwealth Games last year!

So to say that the country does not have enough funds to make the right to education a reality is a farce. The Indian Constitution clearly says that it cannot be left to the states to provide people their rights according to convenience. It is clearly not lack of funds that is a hindrance in implementation of the RTE Act but lack of intent and political will. Similarly, in 1891, a proposal in the Imperial Legislative Assembly for free and compulsory education for all was opposed by the upper class and the ruling British. Maharaja Darbhanga went one step further and gathered 11,000 signatures from the influential creamy layer to oppose the move. The argument was: if everyone was to go to school, who would tend to their agricultural land?
A similar argument was put forward by a group of ministers to the prime minister, in 2006, that free and compulsory education for all children would cost the government Rs 50,000 crore annually -- an expense the government would not be able to handle. Even as civil society, teachers and educationists fought for it, the government washed its hands of the matter and left it to the state governments to implement the same. Now that the RTE Act has finally come about, the same paucity of funds argument is gaining momentum all over again.

Out-of-school children

According to the 2001 census, 8.5 crore children are out of school in India. However, latest figures from the Human Resource Development Ministry put the number at 80 lakh. This disparity is because the government has been trying to divide the children into two sections. According to the National Crime Records Bureau, every year around 65,000 children fall victim to trafficking. Only 10% of such cases are registered with the police. Officially, therefore, only 6,500 children are trafficking victims. Besides this, around 1.20 crore children are involved in child labour (2001 census), keeping them out of school. One of the sections into which the government has tried to divide out-of-school children is those who have never enrolled in school. But here the question arises: if these children have never been enrolled in school how have they been counted? By which agency? And what was the methodology adopted?

The second section includes children who have dropped out of school. Children who do not attend school for three months are considered to have dropped out. In some states the period is 15 days; in others it’s one month. Taking these two sections together, the total number of out-of-school children is around 80 lakh. Nevertheless, the disparity between the figures of the two departments -- a drop from around 8 crore to 80 lakh -- is nothing
short of magic! And even if the 80 lakh figure is correct, it’s still a huge number and the children are not out of school because of choice. To believe that the RTE Act will magically put all such kids into classrooms would be naïve. Some states have claimed that there has been a jump of 120% in school admissions. This has to be taken with a pinch of salt. The 2011 census will make the picture clearer. A recent survey under the Sarva Shiksha Abhiyan programme in Rajasthan found that 12 lakh children were out of school. Of these, 7.13 lakh children were girls and the rest were boys. Other states must carry out similar studies.

**Coordination between various implementing agencies**

Every other day we see children working at roadside restaurants, in people’s homes, on the roads and in tea stalls. To pick these children up and put them in school is hardly as easy as it sounds. To begin with, rescue of child labourers and punishing the employer is the work of the Labour Ministry and the police. The responsibility of bringing children to schools and providing them quality education is the work of the Human Resource Development Ministry. Then again, monitoring implementation of the RTE Act is the responsibility of the child rights commissions in each state, which are under the Women and Child Development Department. As of now, not all states have even notified the RTE rules. It is crucial therefore that the efforts of all these agencies are coordinated for the larger goal of providing education to all children to become a reality.

**Various kinds of schools**

It’s a strange irony that while on the one hand the government wants to provide quality education to all children, across all barriers, on the other hand it recognizes four kinds of schools under the Right to Education Act. Government schools. Government-aided
schools. Special schools recognized by the government such as kendriya vidyalayas, Navodaya vidyalaya and Sainik schools. There are others at the state level too. Private schools. With such a variety of schools, it is only natural that quality of education varies. Once again it boils down to the rich being able to afford better quality education and the poor having to compromise with something inferior.

**So what is the need of the day?**

For quality education to truly reach every child in the country, it is necessary that the following steps are taken:

- Each state should prepare a set of model rules for implementation of the right to education, with the participation of the community and other stakeholders.
- Although the RTE Act puts the applicable age-group at 6-14, it has been left to the states to decide whether they want to widen this group, say from 0-18 as Kerala has done. States should think about including more children under the Act’s ambit.
- With the Act coming into effect, it has been found that there is a shortage of 12-13 lakh teachers in schools. The states must take steps to employ more teachers and not rely on Para-teachers to provide children with quality education.
- The government should ensure that all government schools are well-equipped to take in students, so that they are not left with the sole choice of going to private schools.
- School management committees should take it upon themselves to spread awareness about the Act at the community level, in panchayats, so that people are encouraged to send their children to school.
- School management committees should be provided the necessary financial and other support by the state to go about their duties.
• For effective implementation of the RTE Act, states should give some sort of judicial power to the education department.
• The public private partnership (PPP) model in primary education should be avoided at all costs so that there is no commercialization of education.
• There is a conflict between the child labour law and the Right to Education Act, although both deal with related issues and promote the overall development of children. It is important to bring them in step, to avoid confusion.

Conclusion

There is an urgent need to consolidate the experiences of providing school education in the last five decades and evolve a realistic pro-child rights-based policy on education, which may then be translated into legislation. The institutional framework required to implement such a policy can be determined only after the policy itself is evaluated and updated using a rights matrix. To effectively implement the RTE Act, the Human Resource Development Ministry, Labour Ministry, Women and Child Development Ministry, Panchayati Raj Ministry and Rural Development Ministry have to work together. There should be an umbrella body that brings all these agencies together to work towards a common goal. The government must make every effort to become self-sufficient by using the education cess and other taxes to effectively implement the RTE Act.

References


************************************************************************
Paper-6

Educational Empowerment through Self Concept Development: A Vision towards the Educational Leaders

Abdul Kader Parambat
Rafeedali.E
Educational Empowerment through Self Concept Development:
A Vision towards the Educational Leaders

Abdul Kader Parambat⁹
Rafeedali.E¹⁰

Education today lost its hearts but it is decorative with polished languages and colourfull certificates. The essence of educational system of a country is to build its population socially, psychologically, economically and personally sound with intelligent democratic citizenship. The educational system should be able to achieve these qualitative aspects among its citizens. Merely the quantitative analysis on educational institutions and GER will not reflect the real sense of educational empowerment of a country. Educational empowerment constitutes both qualitative and quantitative realms.

The institution and its inmates should be aware of the aims and objectives of their functioning. Duties and responsibilities must be performed in full fledged manner in order to achieve the stated goals of the nation. For this purpose first and foremost essential quality of an educational leader is the awareness on his personal strengths and weakness that is self concept.

A person having self concept can lead the school/educational institution in well planned manner through identifying his abilities, and deficiencies. The awareness of the self of the head reflects the identity and reputation of the concerned institution. The teacher training programmes of the 21st century must emphasis on the programmes for developing self concept among the prospective teachers.

⁹ Dr. Abdul Kader Parambat, Assistant Professor, GCTE Calicut
¹⁰ Rafeedali.E, Research Scholar in Education, GBCTE Thalassery, Kannur University
Self Concept

Self concept can be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. It is an organized collection of beliefs and self perceptions about one self. The self provide a frame work that determines how human beings process information about their selves including motives, emotional status, self evaluation and abilities. Self Concept is a multi-dimensional construct which means one’s own awareness on himself from all perspectives, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles and so forth. Self Concept can be explained in three dimensions on the basis of self perception. Personal Self Concept, it is the facts or one’s opinions about oneself, regarding his physical, moral, behavioural states and so forth. Social Self Concept which includes awareness of a person regarding his competencies on social skills, leadership abilities, influencing power and decision making and so forth. A self ideal is the third dimension, means that the intense desire of an individual to what or how one would like to be, emerged from understanding of his personal strengths and weaknesses. In short it is the sum total of one’s knowledge and understanding of one’s self.

Research Reflections on Self Concept

Several studies were conducted related to self concept and its effect on important educational variables. The result shows that self concept of a person can enrich his potentials and achievements. Skariah (1994) studied creativity of teacher trainees' in relation to their self concept, attitude towards teaching profession and success in teaching. He found that there is positive relationship between self concept and success in teaching. Sugathakumar (2005) in a study revealed that self concept and achievement
motivation have significant relationship with teacher effectiveness. It was also found that self concept and achievement motivation are capable of predicting teacher effectiveness. Liu (2010) studied the Relation of Academic Self-Concept to Motivation among University English and Foreign Languages (EFL) Students in central Taiwan. He found that there is a positive relationship between academic self-concept and foreign-language learning motivation. EFL students who have more positive academic self-concept are more motivated to learn. The relationship between these two important affective variables was found to be stronger for higher ability group than for their lower ability counterparts.

**Self Concept and Leadership**

Self concept enables a person to recognize his personal strengths and weaknesses. A person can develop magnetic leadership power through knowing and developing his desirable behaviour such as the abilities of effective communication, intra personal skill, inter personal skill, and charming character and so forth. Knowing personal strengths alone will not make wonder in his leadership, besides, every individual have some unique personal characteristics which may be perceived by others as undesirable behaviour. Realization and elimination of undesirable behaviour is also essential to keep people attract towards him. Both of this process, like, developing desirable qualities and eliminating the undesirable behaviour will shape a person as influential human magnet. If a leader recognize “the self” and “ideal self” he can keep good mental health which may facilitate him to target and achieve the goal with easy and in pleasurable manner.

**Implications of the Present Study**

1. Life skill project should be incorporated in the teacher training programme
2. Residential Self awareness programme should be conducted for in-service teachers
3. The extent of self concept of educational institutional heads must be identified
4. Module for creating self awareness should be prepared by expert psychologist at state level
5. Three tier training programme should be conducted for educational heads such as cluster/District/State
6. The success history of world famous personalities must be included in the secondary school text book

References

Paper-7

Achievement and Social Adjustment of Elementary School Children in Relation to Working Pattern of their Mother

Rasmirekha Sethy
Ramakanta Mohalik
Achievement and Social Adjustment of Elementary School Children in Relation to Working Pattern of their Mother

Rasmirekha Sethy
Ramakanta Mohalik

Abstract

The main objectives of the study is to compare the achievement and social adjustment of children of working and non working mother and compare the achievement and social achievement among the children of working and non-working mothers at elementary level. The descriptive survey method was used with 160 sample students and 160 mothers selected randomly from Khordha district, Odisha. The achievement record of school and Social Adjustment Inventory’ by Roma Pal (1985) used as tool. The study found that (i) 47.5% of wards of working mothers have high achievement, 20% of the children of working mothers have average achievement and 32.5% of the children of working mothers have low achievement (ii) 50% of children of non-working mothers have high achievement, 27.5% of the children of non-working mothers have average achievement and 22.5% of the children of non-working mothers have low achievement (iii)45% of wards of working mothers have high social adjustment, 27.5% of the children of working mothers have average social adjustment and 27.5% of the children of working mothers have low social adjustment (iv)42.5% of wards of non-working mothers have high social adjustment, 30% of the children of non-working mothers have average social adjustment and 27.5% of the children of non-working mothers have low social adjustment (v) There exists a significant difference in the academic achievement among the children of

11 Dr Rasmirekha Sethy, Assistant Professor, Regional Institute of Education, (NCERT) Bhubaneswar
12 Dr Ramakanta Mohalik, Assistant Professor, Regional Institute of Education, (NCERT) Bhubaneswar
working and non-working mothers at 0.01 levels of significance and (vi) There is a high positive correlation (.97) between academic achievement and social adjustment among the children of both working and non-working mothers taken together. The study also reveals that achievement and adjustment is positively related. So proper care and initiatives needs to be taken by school authority as well as parents for developing social adjust skills among children as it enhances achievement in school subjects. All the schools need to provide guidance and counseling services to all children having adjustment problems for which teacher needs to be oriented as teacher counselor. The result of the study also points that mother is very significant agent in education of children.

Introduction

The child begins his life under the fostering affection of his parents and near ones. Mothers play a very crucial role in receiving his first lessons of life and the mother is regarded as his first teacher and guide. A caring and nurturing attitude of the mother helps in the all round development of the child, whereas, negligent behavior of mothers can mar his development and leads to the problem of social adjustment. Thus, adjustment is considered as an index of integration between needs and satisfaction and is related to achievement, social acceptance, age, sex, economic security. As more and more women are taking up jobs in organized and unorganized sectors, their children are either left with maids or other family members, whereas, non-working mothers on the contrary have more time to spend with their children, thus there develops a difference in pattern of development among the children of working and non working mothers as far as their social adjustment with peers, teachers and other members of the society are concerned. On the other hand, this also has a great impact on their academic achievement.
In educational institutions, success is measured by academic performance, or how well a student meets standard set out by local government and the institution itself. As career competition goes ever fiercer in the working world, the importance of students doing well in school has caught the attention of parents, legislators and government education departments alike. Although, education is not the only road to success in the working world, much effort is made to identify, evaluate, track and encourage the progress of students in schools. Parents care about their child’s academic performance because they believe that good academic results will provide more career choices and job security. Schools, though invested in fostering good academic habits for the same reason, are also often influenced by concerns about the school’s reputation and the possibility of monetary aid from government institutions, which can hinge on the overall academic performance of the school. State and federal departments of education are charged with improving schools, and so devise methods of measuring success in order to create plans for improvement.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from ‘Darwin’. In those days the concept was purely biological and was known as adoptions. The word adjustment means that behavior that permits the people to meet the demands of the environment. It is also defined as a response to stress and adjustment. Different psychologists and the leaders of educational thoughts have defined the process of adjustment in different terms. The concept of adjustment was first given by Darwin who used it as adaptation to survive in the physical world. Adjustments and Adaptations are frequently used in the same sense. Initially, ‘Adaptation’ was used by the biologists, it mean an attempt to survive in physical conditions of environment. Later on, Psychologists came out with the new term, ‘Adjustment’ with a broader concept. Now Adjustment means – behavioral reactions to personal demands and social
pressure. It is a commonly used word in our everyday life. It is equally popular in the disciplines of psychology, sociology and education.

Life is a continuous series of changes and challenges. Everyone is facing such situations for his growth and survival. Different persons use different ways to satisfy these needs. The strategy, used by the individual to manage this is called adjustment. An individual’s adjustment largely depends on his actions and interactions in the course of his competence in meeting his biological and psychosocial needs, within the framework of environmental facilities and constraints. Sometimes the efforts of the individual are successful in and satisfying and then it is a case of good social adjustment. But if a person meets frustration in his efforts continuously, the personality adjustment may not be proper then it might be a case of maladjustment

**Rationale of the Study**

“A mother-child relationship is paradoxical and in a sense, tragic. It requires the most intense love on the mother’s side, yet this very love must help the child grow away, from the mother, and to become fully independent”. Erich Fromm

Considering the present scenario in mind, it is an accepted fact that as the literacy rate of women is increasing, and there is reservation for women in the field of education and employment to provide them economic freedom and ability to take decisions on their own.

At the same time importance of mother–child relationship cannot be undermined, Studies have proved that the child who receives the parental love, conducive environment, proper care and facilities during his impressionable period of life helps to develop both cognitive and non-cognitive competence in the form of academic
achievement and socio-emotional adjustment in the children. But it is a well-known fact that in almost all societies the care of children is taken by the women, specially the mother. Even, in spite of her job, she has to see her domestic functions and social commitments also, so all these duties and responsibilities of a working women leave its impact on young children.

Previous studies conducted on the above stated educational problem at both National and International level have found that over the years, research on maternal employment and children’s social adjustment and academic achievement has been consistently producing mixed results. Null findings, beneficial associations and negative associations have characterized this area of enquiry. For example, Burchinal(1982) and Rossman(1997) found that there was no association between maternal employment and children’s achievement. However, Hutner (1972) reported that achievement scores were higher among children whose mothers did not work compared with children whose mothers worked and among children of mothers employed part-time rather than full time.

Surveys of public opinion reflect the nation’s ambivalence about maternal employment. Paralleling the demographic shift in mothers participation in the labor force, the tide of public opinion shifted from 1970’s to 1980’s. In 1977, slightly less than half of Americans agreed or strongly agreed with the statement “A working mother can establish just as warm and secure relationship with her children as a mother who does not work.(General Social Surveys-Davis, Smith and Marsden,1999). Yet, in both 1988 and 1994, most Americans also held the contradictory belief that when there are child under school age, mothers should stay at home rather than work for pay.(Davis, et. al, 1999). This belief may be rooted under the psychoanalytic underpinnings that permeated parenting advice in the middle of the last century. This maternal perspective(Gotfried,et.al,2004) conveyed the sentiment that young children’s cognitive,
psychological and emotional development would be harmed if the young children were
separated from the mother and the mother was not present to provide continuous care for
the child’s physical and emotional needs. While certain studies indicates that neither
part-time nor full-time maternal work status was significantly related to children’s
achievement and adjustment.

The studies conducted at the Indian context like that by Raja Manickam,M. and
Vasanthal,R., (1993) found that that the scores of the students on their adjustment
gradually decreases as the qualification of the parents increased while on the achievement
scores gradually increased as the qualification of parents increased, Studies conducted, Studies conducted by Panda, B.N. and Samal, M.C.,1995 found that there occurs a
significant difference in daughters of working and non-working women in academic
achievement in the subjects like Mathematics, Science and English. In another study
conducted by Pandey,P.T.,(1996) reported that social adjustment of non-working mothers
daughters was higher than working mother’s sons. It was also found that school
adjustment of working mother’s children studying in class IX was better than non-
working mother’s children studying in class IX. parents child rearing practices influence
the achievement of the students (Jain, S.1991).Similarly, Sahay, N. (1991) found that
parental support especially mother’s contribution is found to be more significant to the
achievement of the students. A study conducted by Sultana, S. showed inconsistent
results regarding the differences in the achievement in various subjects among children of
working and non-working mothers. It was found that adjustment is related to the
academic achievement.

While other studies reveal that there no such difference in the academic
achievement and social adjustment among the children of working and non-working
mothers. In the studies conducted by Panda, B.N. and Samal, M.C.,1995 found that
daughters of working and non-working women were found to be equal in the academic achievement in the subjects like language (Odia), Sanskrit and Social Studies. In another study conducted by Mantry, S.K. and Rout, M., (2010) reported that there exists no significant relationship between secondary student’s adjustment and their academic achievement.

However, the researcher is conducting the study no studies have been found to be conducted on the impact of Achievement and Social adjustment among the children of working and non-working mothers, to know what do the children of working mothers lose and what do they gain this study is being conducted. Therefore, investigators has raised following research questions for investigations.

1. What is the level of achievement and social adjustment of children of working and non-working mothers at Elementary level?

2. Is there any significant difference in achievement and social adjustment of children of working and non-working mothers at Elementary level?

3. Is there any relationship between achievement and social adjustment of children of working and non-working mothers?

**Objectives**

1) To study the achievement and social adjustment of children of working and non-working mother at elementary level.

2) To compare the achievement among the children of working and non-working mothers.

3) To compare the social adjustment among the children of working and non-working mothers.
4) To find out the relationship between the achievement and social adjustment in children of working mothers.

5) To find out the relationship between the achievement and social adjustment in children of non-working mothers.

Hypotheses

1) There is no significant difference in achievement among the children of working and non-working mothers.

2) There is no significant difference between the social adjustment among the children of working and non-working mothers.

3) There is no significant relationship between achievement and social adjustment among children of working mothers.

4) There is no significant relationship between achievement and social adjustment among children of non-working mothers.

Delimitations of the Study

The study is limited to 160 elementary level students of classes VII and VIII of schools of Khordha district Odisha and their mothers.

Procedure

For the present study, descriptive method of study is followed for studying achievement and social adjustment of children of working and non-working mothers. The researcher has involved 160 students of class VII and VIII standard as a sample from 16
Government schools of Khordha district in Odisha and 160 mothers of sampled children. These sample were selected randomly.

**Table-1 Distribution of Sample**

<table>
<thead>
<tr>
<th></th>
<th>Children of working mothers</th>
<th>Children of non-working mothers</th>
<th>Total number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys students</td>
<td>40</td>
<td>40</td>
<td>160</td>
</tr>
<tr>
<td>Girls students</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
</tbody>
</table>

For achievement of the children the researcher has collected the last three years of school performance from school records of the sample students. The subject-wise marks and total marks are recorded and the average of these records are taken for the purpose of research. The researcher has used the method of quartile deviation was calculated, and a range of scores is obtained, Thus, on the basis of this range the students are categorized into High, average and low academic achievement.

The investigators has used standardized tool such as ‘Social Adjustment Inventory’ by Roma Pal(1985) for measuring the social adjustment of the children. This inventory consists of 60 items, out of which 30 items are used to measure only social adjustment and 30 items are used to measure emotional adjustment. As emotional adjustment is the part of social adjustment so the composite scores of social adjustment and emotional adjustment are taken to measure the social adjustment. Scoring of the inventory is done by the following method, for the subject response of ‘yes’, score of 2 should be given and in case of ‘no’ response, score of 1 is given. the researcher has used the method of quartile deviation in which Q1, Q2 and Q3 was calculated, and a range of
scores is obtained, Thus, on the basis of this range the students are categorized into High, average and low on social adjustment.

**Analysis and Interpretation**

The first objective of the study is to study the achievement and social adjustment of children of working and non working mother at elementary level. For this, investigators categories into three such as High, Average and Low the achievement score by using Quartile. The number and percentage of students under different level of achievement is given in table-2.

**Table-2 Achievement among the children of working and non-working mothers**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Number and percentage of level of Achievement</th>
<th>Group</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Children of Working Mothers-N &amp; %</td>
<td>Children of Non-working Mothers-N &amp; %</td>
</tr>
<tr>
<td>1.</td>
<td>High</td>
<td>38 (47.5%)</td>
<td>40 (50%)</td>
</tr>
<tr>
<td>2.</td>
<td>Average</td>
<td>16 (20%)</td>
<td>22 (27.5%)</td>
</tr>
<tr>
<td>3.</td>
<td>Low</td>
<td>26 (32.5%)</td>
<td>18 (22.5%)</td>
</tr>
<tr>
<td></td>
<td><strong>Total Number</strong></td>
<td>80</td>
<td>80</td>
</tr>
</tbody>
</table>

The table-2 indicates that 47.5% of total sample wards of working mothers have high achievement, 20% of the children of working mothers have average achievement and 32.5% of the children of working mothers have low achievement. It is also found that 50% of total sample wards of non-working mothers have high achievement, 27.5% of the children of non-working mothers have average achievement and 22.5% of the children of non-working mothers have low achievement. This implies that the number and percentage having high achievement i.e. 47.5% and 50% respectively in case of both
working and non-working mothers, but in case of comparison the percentage of high achievement among the children of non-working mothers is greater than that of working mothers.

The second objective of the study is to study the social adjustment of children of working and non-working mother at elementary level. For this, investigators categories into three such as High, Average and Low social adjustment score by using Quartile. The number and percentage of students under different level of adjustment is given in table-3.

Table-3 Social adjustment among the children of working and non-working mothers

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Number and percentage of level of Social Adjustment</th>
<th>Group</th>
<th>Children of Working Mothers</th>
<th>Children of Non-working Mothers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>High</td>
<td></td>
<td>36 (45%)</td>
<td>34 (42.5%)</td>
</tr>
<tr>
<td>2.</td>
<td>Average</td>
<td></td>
<td>22 (27.5%)</td>
<td>24 (30%)</td>
</tr>
<tr>
<td>3.</td>
<td>Low</td>
<td></td>
<td>22 (27.5%)</td>
<td>22 (27.5%)</td>
</tr>
</tbody>
</table>
From the table-3 it is clear that 45% of total sample children of working mothers have high social adjustment, 27.5% of the children of working mothers have average social adjustment and 27.5% of the children of working mothers have low social adjustment. It is also revealed that 42.5% of total sample wards of non-working mothers have high social adjustment, 30% of the children of non-working mothers have average social adjustment and 27.5% of the children of non-working mothers have low social adjustment. It is clear from the analysis that percentage and number of social adjustment among the children of working mothers is high than non-working mother’s children, but in relation to average category the percentage of social adjustment among children of non-working mothers is more than the children of working mothers.

The third objectives of to compare the achievement and social adjustment among the children of working and non-working mothers. For this, investigators calculated t value for both achievement and social adjustment, which is given in table-4.

Table- 4 t-value for achievement among the children of working and non-working mothers
<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>df</th>
<th>t- value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>Children of working mothers</td>
<td>80</td>
<td>318.6</td>
<td>66.7</td>
<td>11</td>
<td>4.96</td>
<td>S</td>
</tr>
<tr>
<td></td>
<td>Children of non-working mothers</td>
<td>80</td>
<td>400.2</td>
<td>80.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>Children of working mothers</td>
<td>80</td>
<td>96.4</td>
<td>6.68</td>
<td>11</td>
<td>0.92</td>
<td>NS</td>
</tr>
<tr>
<td></td>
<td>Children of non-working mothers</td>
<td>80</td>
<td>95.1</td>
<td>6.66</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table-4 indicates that t-value for achievement of children working and non-working mothers is 4.96, which is greater than table value (2.46 at 0.01 levels). So the null hypothesis ‘there is no significant difference in achievement of children of working and non-working mothers’ is rejected at 0.01 level. The alternative hypothesis there is a significant difference in achievement of children of working and non-working mothers is accepted. It can be said that mothers work affects their wards school achievement. The mean of both the groups is presented graphically in figure-2.
The table-4 indicates that t-value for adjustment of children of working and non-working mothers is 0.92, which is greater than table value (1.96 at 0.05 levels). So the null hypothesis ‘there is no significant difference in adjustment of children of working and non-working mothers’ is accepted at 0.05 level. It can be said that mothers work affects their wards adjustment. The mean of both the groups is presented graphically in figure-2.
The last objectives of the study is to find out relation between achievement and social adjustment of wards of working and non-working mothers. For this, investigators has calculates r which is given in table-5.

**Table-5 Relationship between the academic achievement and social adjustment**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Category of Children</th>
<th>Variables</th>
<th>N</th>
<th>df</th>
<th>r</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Working mothers</td>
<td>Achievement</td>
<td>40</td>
<td>78</td>
<td>.93</td>
<td>High positive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Adjustment</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Non-working mothers</td>
<td>Achievement</td>
<td>40</td>
<td>78</td>
<td>.98</td>
<td>High positive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Adjustment</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Achievement</td>
<td></td>
<td>80</td>
<td>158</td>
<td>.97</td>
<td>High positive</td>
</tr>
<tr>
<td></td>
<td>Social Adjustment</td>
<td></td>
<td>80</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table-5 indicates that correlation between achievement and social adjustment of wards of working mothers is .93, which is high positive correlation. Similarly the correlation between achievement and social adjustment of wards of working and non-working mothers is .98, which is positive high. It also points that correlation between achievement and social adjustment of wards of both working and non-working mothers is .97, which is high positive. So it can be concluded that achievement and social adjustment is high positively correlated.

**Major Findings**
1. 47.5% of wards of working mothers have high achievement, 20% of the children of working mothers have average achievement and 32.5% of the children of working mothers have low achievement.

2. 50% of children of non-working mothers have high achievement, 27.5% of the children of non-working mothers have average achievement and 22.5% of the children of non-working mothers have low achievement.

3. 45% of wards of working mothers have high social adjustment, 27.5% of the children of working mothers have average social adjustment and 27.5% of the children of working mothers have low social adjustment.

4. 42.5% of wards of non-working mothers have high social adjustment, 30% of the children of non-working mothers have average social adjustment and 27.5% of the children of non-working mothers have low social adjustment.

5. There exists a significant difference in the academic achievement among the children of working and non-working mothers at 0.01 levels of significance. It can be said that the academic achievement among the children of non-working mothers is better than that of working mothers. There exists no significant difference in the social adjustment among the children of working and non-working mothers at 0.05 level of significance.

6. The coefficient of correlation (r) between academic achievement and social adjustment among the children of working mothers is .93. The correlation between achievement and adjustment of wards of non-working mothers is .98. It implies that there exists a highly positive correlation between academic achievement and social adjustment among the children of working and non-working mothers. There is a high
positive correlation (.97) between academic achievement and social adjustment among the children of both working and non-working mothers taken together.

**Educational Implications**

Now a day’s society, the educational institutions, the schools, the colleges, the families are so complex that the students are facing a number of problems in their daily life in relation to their adjustment and achievement. It is responsibility of the teachers, researchers and parents that the problems should be identified very soon and the immediate remedial measures should be provided to the students for the benefit of their lives. The present study is of significant educational implications. The result of study indicates that achievement and social adjustment of children of working mothers is poor in comparison to non-working mothers. Steps required to be taken by employer for providing proper educational facilities so that wards of working mothers can have equal education and adjustment. The study also reveals that achievement and adjustment is positively related. So proper care and initiatives needs to be taken by school authority as well as parents for developing social adjust skills among children as it enhances achievement in school subjects. All the schools need to provide guidance and counseling services to all children having adjustment problems for which teacher needs to be oriented as teacher counselor. The result of the study also points that mother is very significant agent in education of children. Therefore, government required to take initiatives for education all mother, with emphasis on illiterate mothers.

**Conclusion**

Overall development of any country is directly linked to the education of its citizens. The fast and radical changes occurring in the world at all levels have affected the lifestyle and family pattern of Indian society. Working women has changed the scene and
has affected the society at large. The family size is smaller, life expectancy has increased and youthfulness has been extended, expectations for personal fulfillment have expanded, modern technology has considerably diminished the housework and food preparation, women are more educated, marriages are less stable, traditional gender-role attitudes have been modified and are less widely held. In addition, women’s roles have been re-conceptualized, child rearing orientations are different, and the adult roles for which children are being socialized are not the same as before. However, it is an accepted fact that children are the backbone of the society so they need to be tackled in an efficient manner by parents. Their Social and Emotional adjustments are to be developed in the family. As mothers, women have the capacity to change the dynamics of the home, the child, and eventually the nation. Recent studies have shown that there is a minimum threshold of education that must be reached before the mother’s schooling positively affects her children. Thus, for academic achievement and all round development of a child a caring and nurturing attitude of mothers is necessary. Both working and non-working mothers required to facilitate learning and adjustment of their wards, school achievement is positively related to adjustment.

References

• De, Bimaleswar, and Singh, Ramdhar. (2001), Home adjustment as a determinant of academic motivation *Indian Journal of Psychometry and Education*, Vol 31(2)
• Nock, Steven L., (1993) “The Time with Children: The impact of couple’s work-time commitments”. *Department of Sociology, 539, Cabell Hall*, University of Virginia, Charlottesville, VA 239


********************************************************************************************************************
Paper-8

Perception of Teachers towards
Constructivist Approach of Teaching

Akhilesh Shukla
Dhananjai Yadav
Perception of Teachers towards Constructivist Approach of Teaching

Akhilesh Shukla13
Dhananjai Yadav14

In essence, constructivism is a view of learning that considers the learner as a responsible, active agent in his/her knowledge acquisition process. In constructivist approach;

- the learner as an autonomous thinker and explorer who expresses his/her own point of view, asks questions for understanding, builds arguments, exchanges ideas, cooperates with others in problem solving—rather than a passive recipient of information that reproduces listened/written ideas and works in isolation and make assessment of his own understandings.
- the teacher as a facilitator of learning, a coach as well as a partner who helps the student to understand and explain—rather than a ‘knowledgeable authority’ who gives lectures and imposes standard points of view;
- classroom learning that aims at developing competences and is based on collaboration—instead of developing factual knowledge focused on only validated examples and based on competition in order to establish hierarchies among students.

In recent years, the Indian curricula have incorporated the constructivist approach which maintains that learning takes place as a result of an active process. The classroom organization suggested by this approach differs in many respects from that of the traditional approach. One of the characteristics distinguishing between constructivist and

13 Akhilesh Shukla, Research Scholar, Department of Education, University of Allahabad
14 Dr.Dhananjai Yadav, Associate Professor, Department of Education, University of Allahabad
other classroom environments is the teachers who, instead of simply transmitting knowledge, serve as individuals orienting student opinions and helping them in knowledge construction. Teachers guide students in constructing information, and help them to associate previously-learned information with newly-encountered information by providing them with examples from daily life. In brief, in the constructivist approach the role of the teacher is defined as a guide who is supposed to provide students with appropriate means in structuring information (Taber, 2000). Given the duties and responsibilities of teachers in the constructivist approach, it is considered to be of importance to identify the attitudes of prospective teachers who will be the future implementers of the approach in the course of their professional lives.

A brief historical perspective on the background and origins of this concept is given. Constructivist conceptions of learning have their historical roots in the work of Dewey (1929), Bruner (1961), Vygotsky (1962), and Piaget (1980). A renowned constructivist in the 20th century is Jean Piaget (1896 - 1980). He is generally considered as the founding father of constructivism More recent views have been put forward by for instance Bednar, Cunningham, Duffy, and Perry (1992) and von Glasersfeld (1995). Bednar and colleagues (1992) have proposed several implications of constructivist theory for instructional developers stressing that learning outcomes should focus on the knowledge construction process and that learning goals should be determined from authentic tasks with specific objectives. In the late 19th century, the American philosopher and educator John Dewey reacted against the passive teaching in a rote manner, which was common practice in the late 19th to early 20th centuries. He believed that a child is an active learner who learns best by doing. He argued for constructive activities in the classroom that were meaningful and interesting (i.e., connecting with the child's social environment) for children. Education should not be about becoming narrowly educated in academic topics; it should be pragmatic and should teach children how to think and adapt

The purpose of this article is to highlight the various views on teaching - learning and evaluation pedagogies based on constructivist approach.

**Objectives of study**

1. To know the perception of government and non-government teachers towards constructivist approach of teaching.
2. To know the perception of male and female teachers towards constructivist approach of teaching.
3. To know the perception of trained and untrained teachers towards constructivist approach of teaching.

**Hypothesis**

1. Perception of teachers towards constructivist approach of teaching is independent of nature of schools (government/ non-government).
2. Perception of teachers towards constructivist approach of teaching is independent of gender.
3. Perception of teachers towards constructivist approach of teaching is independent of training background of teachers.

**Methodology**

Survey method was used for data collection. Purposive sampling was used to select the teachers from Allahabad district. 180 teachers were selected to know their perception towards constructivist approach of teaching. A perception scale was
prepared which comprising 32 items based on planning, execution and evaluation of teaching and learning. $\chi^2$ test was used to analyze the data.

Table:1 perception of government and non-government teachers

<table>
<thead>
<tr>
<th>S.N no.</th>
<th>Item</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Curriculum based on children’s need is better than curriculum based on social needs.</td>
<td>Govt 30</td>
<td>0</td>
<td>0</td>
<td>3.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non 27</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Teachers as a friend are more helpful for students learning.</td>
<td>Govt 27</td>
<td>0</td>
<td>3</td>
<td>3.17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non 30</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>It is difficult to complete syllabus by giving group projects to students.</td>
<td>Govt 8</td>
<td>0</td>
<td>22</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non 14</td>
<td>6</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>The teaching learning may be non-directional by giving group projects to students.</td>
<td>Govt 6</td>
<td>1</td>
<td>23</td>
<td>14.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non 0</td>
<td>11</td>
<td>19</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>It becomes challenging for a teacher to teach the subjects by correlating with each other.</td>
<td>Govt 1</td>
<td>0</td>
<td>29</td>
<td>15.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non 12</td>
<td>2</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Content becomes simple when teaching through correlating the subjects with each other.</td>
<td>Govt 30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non 30</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The concept becomes when teaching the</td>
<td>Govt 28</td>
<td>2</td>
<td>0</td>
<td>2.68</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Non 0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subjects by correlating with other</td>
<td>Govt</td>
<td>Non Govt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------</td>
<td>---------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students inquisition should be developed during teaching learning process.</td>
<td>26</td>
<td>4</td>
<td>0</td>
<td>1.96</td>
<td></td>
</tr>
<tr>
<td>Students inquisition should be developed during teaching learning process.</td>
<td>29</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of observation skill among students promotes their scientific thinking.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Development of observation skill among students promotes their scientific thinking.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development of leadership skill among students provide completeness of their personality.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Development of leadership skill among students provide completeness of their personality.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the classroom, the opportunity of analysis should provide to the students.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>9.24</td>
<td></td>
</tr>
<tr>
<td>In the classroom, the opportunity of analysis should provide to the students.</td>
<td>22</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self concept develops in students by providing the opportunity of analysis.</td>
<td>26</td>
<td>1</td>
<td>3</td>
<td>2.08</td>
<td></td>
</tr>
<tr>
<td>Self concept develops in students by providing the opportunity of analysis.</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking capacity of students increases by providing the opportunity of analysis in the class.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>6.66</td>
<td></td>
</tr>
<tr>
<td>Thinking capacity of students increases by providing the opportunity of analysis in the class.</td>
<td>24</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The tendency of cramming discourages students self learning.</td>
<td>18</td>
<td>8</td>
<td>4</td>
<td>0.34</td>
<td></td>
</tr>
<tr>
<td>The tendency of cramming discourages students self learning.</td>
<td>16</td>
<td>10</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperation of students in development of lesson helps in concept building.</td>
<td>26</td>
<td>4</td>
<td>0</td>
<td>3.14</td>
<td></td>
</tr>
<tr>
<td>Cooperation of students in development of lesson helps in concept building.</td>
<td>23</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Govt</td>
<td></td>
<td></td>
<td>Non</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------</td>
<td>------</td>
<td>---</td>
<td>---</td>
<td>-----</td>
</tr>
<tr>
<td>16</td>
<td>Freedom available to students respects their thoughts.</td>
<td>22</td>
<td>3</td>
<td>5</td>
<td>0.82</td>
</tr>
<tr>
<td>17</td>
<td>Content of lessons becomes interesting by using innovative techniques.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>4.28</td>
</tr>
<tr>
<td>18</td>
<td>Debates based on facts are helpful in construction of students’ innovative ideas.</td>
<td>26</td>
<td>2</td>
<td>2</td>
<td>0.76</td>
</tr>
<tr>
<td>19</td>
<td>Student’s freedom to ask question affects classroom teaching.</td>
<td>8</td>
<td>2</td>
<td>20</td>
<td>0.66</td>
</tr>
<tr>
<td>20</td>
<td>Appropriate feedback increases students curiosity during teaching.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td>Student based teaching learning motivates students to know their progress.</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td>4.66</td>
</tr>
<tr>
<td>22</td>
<td>Healthy competition develops by providing respect to student’s individual progress.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>1.02</td>
</tr>
<tr>
<td>23</td>
<td>Opportunity of ideas testing is helpful in preparing student’s identity.</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Students alround development can be confirmed through continuous evaluation.</td>
<td>Govt</td>
<td>30</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Govt</td>
<td>26</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Teacher takes help in removing his teaching weakness by continuous evaluation of students.</td>
<td>Govt</td>
<td>18</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Govt</td>
<td>17</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Teacher looses his much time in student’s continuous evaluation.</td>
<td>Govt</td>
<td>23</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Govt</td>
<td>26</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Student himself capable of doing his evaluation.</td>
<td>Govt</td>
<td>10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Govt</td>
<td>12</td>
<td>1</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Student’s self confidence increases by providing them opportunity of self evaluation.</td>
<td>Govt</td>
<td>30</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Govt</td>
<td>22</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Teacher tries to remove students weakness by evaluation process.</td>
<td>Govt</td>
<td>30</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Govt</td>
<td>28</td>
<td>0</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>A teacher training is essential for successful continuous evaluation.</td>
<td>Govt</td>
<td>20</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Govt</td>
<td>14</td>
<td>6</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Evaluation must be an integral part of teaching learning process.</td>
<td>Govt</td>
<td>30</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non Govt</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Nature of teaching aids affects the</td>
<td>Govt</td>
<td>22</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>0.76</td>
</tr>
</tbody>
</table>
Analysis of Table-1 reveals that $\chi^2$ value is significant for item no 3, 4, 5, 11, 13, 28 & 30 at 0.05 level of significance. This reveals that the two groups of respondents i.e. nature of schools (government/ non-government) have independent perception regarding constructivist approach of teaching in ‘It is difficult to complete syllabus by giving group projects to students’, ‘the teaching learning may be non-directional by giving group projects to students’, ‘it becomes challenging for a teacher to teach the subjects by correlating with each other’, ‘In the classroom, the opportunity of analysis should provide to the students’, ‘Thinking capacity of students increases by providing the opportunity of analysis in the class’, ‘Student’s self confidence increases by providing them opportunity of self evaluation’, & ‘Teachers training is essential for successful continuous evaluation’.

Analysis also reveals that –

- 26.67% govt and 46.67% nongovt teachers are agreed whereas 73.33% govt and 33.33% nongovt teachers are disagreed on ‘It is difficult to complete syllabus by giving group projects to students’. 77.66% govt and 63.33% nongovt teachers are disagreed on ‘The teaching learning may be non-directional by giving group projects to students’. 96.77% govt and 53.33% nongovt teachers are disagreed on ‘It becomes challenging for a teacher to teach the subjects by correlating with each other’. Hundred percent govt and 73.33% nongovt teachers are agreed on ‘In the classroom, the opportunity of analysis should provide to the students’. Hundred percent govt and 80% non govt teachers are agreed on ‘Thinking capacity of students increases by providing the opportunity of analysis in the class’. Hundred percent govt and 73.33% non govt teachers are agreed on ‘Student’s self confidence
increases by providing them opportunity of self evaluation’. 66.67% govt and 46.67% non govt teachers are agreed on ‘A teacher training is essential for successful continuous evaluation’.

When we see the perception of govt and non-govt teachers in statements which are showing insignificant value, it is found that:

100% govt and 90% non govt teachers are agree with the ‘Curriculum based on children’s need is better than curriculum based on social needs’. 90% govt and 100% non govt teachers are agreed on ‘Teachers as a friend are more helpful for students learning’. Hundred percent govt and nongovt teachers are agreed on the ‘Content becomes simple when teaching through correlating the subjects with each other’. 93.33% govt and 100% nongovt teachers are agreed on ‘The concept becomes when teaching the subjects by correlating with other’. 86.67% govt and 96.77% nongovt teachers are agreed with ‘Students inquisition should be developed during teaching learning process’. Hundred percent govt and nongovt teachers are agreed on ‘Development of observation skill among students promotes their scientific thinking’ and ‘Development of leadership skill among students provide completeness of their personality’. 86.67% govt and % nongovt teachers are agreed on ‘Self concept develops in students by providing the opportunity of analysis’. 60% govt and 53.33% non govt teachers are agreed on ‘The tendency of cramming discourages students self learning’. 86.67% govt 76.66% non govt teachers are agree with the ‘Cooperation of students in development of lesson helps in concept building’. 73.33% govt and 63.33% non govt teachers are agreed on ‘Freedom available to students respects their thoughts’. Hundred percent govt and 86.66% non govt teachers are agreed on ‘Content of lessons becomes interesting by using innovative techniques’. 86.66%
govt and 93.33% non govt teachers are agreed with the ‘Debates based on facts are helpful in construction of students’ innovative ideas’. 66.66% govt and 56.66% non govt teachers are disagreed on ‘Student’s freedom to ask question affects classroom teaching’. Hundred percent govt and nongovt teachers accepted that ‘Appropriate feedback increases students curiosity during teaching’. 80% govt and 73.33% non govt teachers are agreed that statement ‘Student based teaching learning motivates students to know their progress’. Hundred percent govt and 96.67% non govt teachers accepted that ‘Healthy competition develops by providing respect to student’s individual progress’. Hundred percent govt and nongovt teachers are agreed on ‘Opportunity of testing the ideas is helpful in preparing student’s identity’. Hundred percent govt and 86.66% non govt teachers are agreed on ‘Students all-round development can be confirmed through continuous evaluation’. 60% govt and 56.67% non govt teachers ‘takes help in removing his teaching weakness by continuous evaluation of students’. 76.67% govt and 86.66% non govt teachers are agreed on ‘Teacher looses his much time in student’s continuous evaluation’. 53.33% govt and 56.67% non govt teachers are disagreed on ‘Student himself capable of doing his evaluation’. Hundred percent govt and 93.33% non govt teachers are agreed on ‘Teacher tries to remove students weakness by evaluation process’. Hundred percent govt and nongovt teachers are favouring that ‘Evaluation must be an integral part of teaching learning process’. 73.33% govt and 66.67% non govt teachers accepted that ‘Nature of teaching aids affects the teaching learning process’.

Table:2 Perception of male and female teachers

<table>
<thead>
<tr>
<th>S. N</th>
<th>Item</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>(\chi^2)</th>
</tr>
</thead>
</table>

1. Curriculum based on children’s need is better than curriculum based on social needs.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

2. Teachers as a friend are more helpful for students learning.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>26</td>
</tr>
</tbody>
</table>

3. It is difficult to complete syllabus by giving group projects to students.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

4. The teaching learning may be non-directional by giving group projects to students.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

5. It becomes challenging for a teacher to teach the subjects by correlating with each other.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

6. Content becomes simple when teaching through correlating the subjects with each other.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

7. The concept becomes when teaching the subjects by correlating with other.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27</td>
<td>29</td>
</tr>
</tbody>
</table>

8. Students inquisition should be developed during teaching learning process.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>28</td>
<td>24</td>
</tr>
</tbody>
</table>

9. Development of observation skill among students promotes their scientific thinking.

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

10. Development of leadership skill among students provide completeness of their
<table>
<thead>
<tr>
<th></th>
<th>In the classroom, the opportunity of analysis should provide to the students.</th>
<th>Male</th>
<th>30</th>
<th>0</th>
<th>0</th>
<th>1.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Female</td>
<td>29</td>
<td>1</td>
<td>0</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>Self concept develops in students by providing the opportunity of analysis.</td>
<td>Male</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td>0.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Female</td>
<td>25</td>
<td>2</td>
<td>3</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Thinking capacity of students increases by providing the opportunity of analysis in the class.</td>
<td>Male</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>2.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Female</td>
<td>28</td>
<td>2</td>
<td>0</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>The tendency of cramming discourages students self learning.</td>
<td>Male</td>
<td>19</td>
<td>6</td>
<td>5</td>
<td>0.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Female</td>
<td>16</td>
<td>7</td>
<td>7</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Cooperation of students in development of lesson helps in concept building.</td>
<td>Male</td>
<td>28</td>
<td>2</td>
<td>0</td>
<td>2.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Female</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>06</td>
</tr>
<tr>
<td></td>
<td>Freedom available to students respects their thoughts.</td>
<td>Male</td>
<td>25</td>
<td>1</td>
<td>4</td>
<td>1.</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Female</td>
<td>26</td>
<td>2</td>
<td>2</td>
<td>02</td>
</tr>
<tr>
<td></td>
<td>Content of lessons becomes interesting by using innovative techniques.</td>
<td>Male</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>2.</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Female</td>
<td>28</td>
<td>2</td>
<td>0</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Debates based on facts are helpful in construction of students’ innovative ideas.</td>
<td>Male</td>
<td>24</td>
<td>0</td>
<td>6</td>
<td>8.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Female</td>
<td>18</td>
<td>8</td>
<td>4</td>
<td>68</td>
</tr>
<tr>
<td></td>
<td>Student’s freedom to ask question affects classroom teaching.</td>
<td>Male</td>
<td>10</td>
<td>6</td>
<td>14</td>
<td>1.</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Female</td>
<td>14</td>
<td>4</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Appropriate feedback increases students curiosity during teaching.</td>
<td>Male</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>Female</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Student based teaching learning motivates students to know their progress.</td>
<td>Male</td>
<td>22</td>
<td>3</td>
<td>5</td>
<td>0.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Female</td>
<td>24</td>
<td>2</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Healthy competition develops by</td>
<td>Male</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Female</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
providing respect to student’s individual progress.

Opportunity of ideas testing is helpful in preparing student’s identity.

Students all-round development can be confirmed through continuous evaluation.

Teacher takes help in removing his teaching weakness by continuous evaluation of students.

Teacher looses his much time in student’s continuous evaluation.

Student himself capable of doing his evaluation.

Student’s self confidence increases by providing them opportunity of self evaluation.

Teacher tries to remove students weakness by evaluation process.

A teacher training is essential for successful continuous evaluation.

Evaluation must be an integral part of teaching learning process.

Nature of teaching aids affects the teaching learning process.

Analysis of Table-2 reveals that $\chi^2$ value is significant for item no 18, 27, & 28 at 0.05 level of significance. It means the two groups of respondents i.e. gender (male and female)
female teachers) have independent perception regarding constructivist approach of teaching in ‘Debates based on facts are helpful in construction of students’ innovative ideas’, ‘Student himself capable of doing his evaluation ‘and ‘Student’s self confidence increases by providing them opportunity of self evaluation’.

The analysis also reveals that:

- 80% male teachers and 60% female teachers are agreed on ‘Debates based on facts are helpful in construction of students’ innovative ideas’. 66.66% male and 83.33% female teachers are disagreed on ‘Student himself capable of doing his evaluation. 83.33% male and hundred percent female teachers are agreed on ‘Student’s self confidence increases by providing them opportunity of self evaluation’.

When we see the perception of male and female teachers in statements which are showing insignificant value, it is found that:

- Hundred percent male and female teachers are agreed on ‘Curriculum based on children’s need is better than curriculum based on social needs’. 96.66% male teachers and 86.66% female teachers accepted that ‘Teachers as a friend are more helpful for students learning’. 63.33% male teachers and 66.66% female teachers are disagreed on ‘It is difficult to complete syllabus by giving group projects to students’. 70% male teachers and 73.33% female teachers are disagreed on ‘The teaching learning may be non-directional by giving group projects to students’. 76.66% male teachers and 73.33% female teachers are disagreed on ‘It becomes challenging for a teacher to teach the subjects by correlating with each other’. Hundred percent male and female teachers are agreed on ‘Content becomes simple when teaching through correlating the subjects with each other’. 90% male teachers and 96.66% female teachers accepted
that ‘The concept becomes when teaching the subjects by correlating with other’. 93.33% male and 80% female teachers agreed on ‘Students inquisition should be developed during teaching learning process’. Hundred percent male and female teachers agreed on ‘Development of observation skill among students promotes their scientific thinking’. 90% male and 83.33% female teachers agreed on ‘Development of leadership skill among students provide completeness of their personality’. Almost hundred percent both male and female teachers accepted that ‘In the classroom, the opportunity of analysis should provide to the students’. 80% male and 83.33% female teachers agreed on ‘Self concept develops in students by providing the opportunity of analysis’. Almost hundred percent both male and female teachers accepted that ‘Thinking capacity of students increases by providing the opportunity of analysis in the class’. 63.33% male and 53.33% female teachers agreed on ‘The tendency of cramming discourages students self learning’. 93.33% male and hundred percent female teachers agreed that ‘Cooperation of students in development of lesson helps in concept building’. 83.33% male and 86.66% female teachers agreed on ‘Freedom available to students respects their thoughts’. Hundred percent male and 93.33% female teachers accepted ‘Content of lessons becomes interesting by using innovative techniques’. Hundred percent both male and female teachers agreed on ‘Appropriate feedback increases students curiosity during teaching’. 73.33% male and 80% female agreed on ‘Student based teaching learning motivates students to know their progress’. Hundred percent both male and female teachers agreed on ‘Healthy competition develops by providing respect to student’s individual progress’. Hundred percent male and 93.33% female teachers agreed on ‘Opportunity of ideas testing is helpful in preparing student’s identity’. Hundred percent both male and female teachers agreed on ‘Students all-round development can be confirmed through continuous evaluation’ and ‘teacher tries to remove students weakness by evaluation process’. 86.66% male
and 80% female teachers accepted that ‘A teacher training is essential for successful continuous evaluation’. Hundred percent male and 80% female teachers accepted that ‘Evaluation must be an integral part of teaching learning process’. 86.66% male and hundred percent female teachers accepted that ‘Nature of teaching aids affects the teaching learning process’.

Table: 3 perception of trained and untrained teachers

<table>
<thead>
<tr>
<th>S.N o.</th>
<th>Item</th>
<th>Trained</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>$\chi^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Curriculum based on children’s need is better than curriculum based on social needs.</td>
<td></td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>4.66</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Teachers as a friend are more helpful for students learning.</td>
<td></td>
<td>28</td>
<td>2</td>
<td>0</td>
<td>0.72</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>22</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>It is difficult to complete syllabus by giving group projects to students.</td>
<td></td>
<td>12</td>
<td>0</td>
<td>18</td>
<td>6.86</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>16</td>
<td>4</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The teaching learning may be non-directional by giving group projects to students.</td>
<td></td>
<td>4</td>
<td>3</td>
<td>23</td>
<td>4.10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>9</td>
<td>2</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>It becomes challenging for a teacher to teach the subjects by correlating with each other.</td>
<td></td>
<td>2</td>
<td>0</td>
<td>28</td>
<td>7.32</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Content becomes simple when teaching through correlating the subjects with each other.</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>1.64</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>27</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The concept becomes when teaching the subjects by correlating with other.</td>
<td>Trained</td>
<td>28</td>
<td>2</td>
<td>0</td>
<td>2.96</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students inquisition should be developed during teaching learning process.</td>
<td>Trained</td>
<td>29</td>
<td>1</td>
<td>0</td>
<td>9.45</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>20</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of observation skill among students promotes their scientific thinking.</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>3.18</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>27</td>
<td>3</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Development of leadership skill among students provides completeness of their personality.</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>9.23</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>22</td>
<td>8</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the classroom, the opportunity of analysis should provide to the students.</td>
<td>Trained</td>
<td>28</td>
<td>0</td>
<td>2</td>
<td>11.3</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>20</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self concept develops in students by providing the opportunity of analysis.</td>
<td>Trained</td>
<td>24</td>
<td>0</td>
<td>6</td>
<td>2.65</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>20</td>
<td>2</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thinking capacity of students increases by providing the opportunity of analysis in the class.</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>9.23</td>
</tr>
<tr>
<td></td>
<td>Untrained</td>
<td>22</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The tendency of cramming discourages</td>
<td>Trained</td>
<td>16</td>
<td>2</td>
<td>12</td>
<td>1.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Cooperation of students in development of lesson helps in concept building.</td>
<td>Trained</td>
<td>28</td>
<td>0</td>
<td>2</td>
<td>2.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>26</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Freedom available to students respects their thoughts.</td>
<td>Trained</td>
<td>28</td>
<td>0</td>
<td>2</td>
<td>2.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>26</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Content of lessons becomes interesting by using innovative techniques.</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>2.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Debates based on facts are helpful in construction of students’ innovative ideas.</td>
<td>Trained</td>
<td>28</td>
<td>2</td>
<td>0</td>
<td>12.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>18</td>
<td>2</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>19</td>
<td>Student’s freedom to ask question affects classroom teaching.</td>
<td>Trained</td>
<td>10</td>
<td>4</td>
<td>16</td>
<td>1.39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>16</td>
<td>2</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Appropriate feedback increases student’s curiosity during teaching.</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Student based teaching learning motivates students to know their progress.</td>
<td>Trained</td>
<td>24</td>
<td>2</td>
<td>4</td>
<td>2.85</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>18</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Healthy competition develops by providing respect to student’s individual</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>2.07</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Opportunity of ideas testing is helpful in preparing student’s identity.</td>
<td>Trained</td>
<td>29</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>22</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Students around development can be confirmed through continuous evaluation.</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Teacher takes help in removing his teaching weakness by continuous evaluation of students.</td>
<td>Trained</td>
<td>20</td>
<td>4</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>16</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Teacher looses his much time in student’s continuous evaluation.</td>
<td>Trained</td>
<td>18</td>
<td>4</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>15</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Student himself capable of doing his evaluation.</td>
<td>Trained</td>
<td>4</td>
<td>6</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Student’s self confidence increases by providing them opportunity of self evaluation.</td>
<td>Trained</td>
<td>28</td>
<td>2</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>27</td>
<td>0</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Teacher tries to remove students weakness by evaluation process.</td>
<td>Trained</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>24</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>A teacher training is essential for successful continuous evaluation.</td>
<td>Trained</td>
<td>18</td>
<td>10</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Untrained</td>
<td>19</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
31 | Evaluation must be an integral part of teaching learning process. | Trained | 30 | 0 | 0 | 2.07
| | | Untrained | 28 | 2 | 0 |

32 | Nature of teaching aids affects the teaching learning process. | Trained | 22 | 4 | 4 | 2.09
| | | Untrained | 20 | 2 | 8 |

Analysis of Table-3 reveals that $\chi^2$ value is significant for item no 3,5,8,10,11,13,&18 at 0.05 level of significance. It means the two groups of respondents i.e training background of teachers (trained and untrained ) have independent perception regarding constructivist approach of teaching in ‘It is difficult to complete syllabus by giving group projects to students’, ‘It becomes challenging for a teacher to teach the subjects by correlating with each other’, ‘Students inquisition should be developed during teaching learning process’, ‘Development of leadership skill among students provides completeness of their personality’, ‘In the classroom, the opportunity of analysis should provide to the students’, ‘Thinking capacity of students increases by providing the opportunity of analysis in the class’ and ‘Debates based on facts are helpful in construction of students’ innovative ideas’.

The analysis also reveals that:

- 40%trained and 53.33% untrained teachers are agreed whereas 60%trained and 33.33% untrained teachers are disagreed on ‘It is difficult to complete syllabus by giving group projects to students.’ 93.33%trained and 66.66% untrained teachers are disagreed on ‘It becomes challenging for a teacher to teach the subjects by correlating with each other’. 96.66% trained and 66.66% untrained are agreed on ‘Students inquisition should be developed during teaching
learning process’. Hundred percent trained and 73.33% untrained teachers are agreed on ‘Development of leadership skill among students provides completeness of their personality’. 93.33% trained and 66.66% untrained teachers agreed on ‘In the classroom, the opportunity of analysis should provide to the students’. Hundred percent trained and 73.33% untrained teachers are agreed on ‘Thinking capacity of students increases by providing the opportunity of analysis in the class’. 93.33% trained and 60% untrained teachers are agreed on ‘Debates based on facts are helpful in construction of students’ innovative ideas’.

When we see the perception of male and female teachers in statements which are showing insignificant value, it is found that:

Hundred percent trained and 80% untrained teachers agreed on ‘Curriculum based on children’s need is better than curriculum based on social needs’. 93.33% trained and 73.33% untrained teachers agreed on ‘Teachers as a friend are more helpful for students learning’. 76.66% trained and 63.33% untrained teachers disagreed on ‘The teaching learning may be non-directional by giving group projects to students’. Hundred percent trained and 90% untrained teachers agreed on ‘Content becomes simple when teaching through correlating the subjects with each other’. 93.33% trained and 80% untrained teachers agreed on ‘The concept becomes when teaching the subjects by correlating with other’. Hundred percent trained and 90% untrained teachers agreed on ‘Development of observation skill among students promotes their scientific thinking’. 93.33% and 73.33% untrained teachers agreed on ‘In the classroom, the opportunity of analysis should provide to the students’. 80% trained and 66.66% untrained teachers agreed on ‘Self concept develops in students by providing the opportunity of analysis’. 93.33% trained and 86.66% untrained teachers agreed on ‘Cooperation of students in development of lesson helps in concept building’ and ‘Freedom available to students respects their
thoughts’. Hundred percent trained and 80% untrained teachers agreed on ‘Content of lessons becomes interesting by using innovative techniques’. Hundred percent both trained and untrained teachers agreed on ‘Appropriate feedback increases student’s curiosity during teaching’. 80% trained and 60% untrained teachers accepted that ‘Student based teaching learning motivates students to know their progress’. Hundred percent trained and 80% untrained teachers agreed on ‘Healthy competition develops by providing respect to student’s individual progress’. 96.66% trained and 73.33% untrained teachers agreed on ‘Opportunity of ideas testing is helpful in preparing student’s identity’. Hundred percent both trained and untrained teachers agreed on ‘Students around development can be confirmed through continuous evaluation’. 66.66 trained and 40 untrained teachers disagreed on ‘Student himself capable of doing his evaluation’. 93.33% trained and 90% untrained teachers accepted that ‘Student’s self confidence increases by providing them opportunity of self evaluation’. Hundred percent trained and 80% untrained teachers agreed on ‘Teacher tries to remove students weakness by evaluation process’. Hundred percent trained and 93.33% untrained teachers agreed on ‘Evaluation must be an integral part of teaching learning process’. 73.33% trained and 66.66% untrained teachers agreed on ‘Nature of teaching aids affects the teaching learning process’.

**Conclusion**

Perception of govt & non govt, male & female and trained & untrained teachers towards constructivist approach is found same in almost statements. The perception of govt and non govt teachers is found different in some statements viz. ‘It is difficult to complete syllabus by giving group projects to students’, ‘the teaching learning may be non-directional by giving group projects to students’, ‘it becomes challenging for a teacher to teach the subjects by correlating with each other’, ‘In the classroom, the opportunity of
analysis should provide to the students’, ‘Thinking capacity of students increases by providing the opportunity of analysis in the class’, ‘Student’s self confidence increases by providing them opportunity of self evaluation’ ,& ‘Teachers training is essential for successful continuous evaluation’. The perception of male and female teachers is found different in some statements viz. ‘Debates based on facts are helpful in construction of students’ innovative ideas’, ‘Student himself capable of doing his evaluation ‘and ‘Student’s self confidence increases by providing them opportunity of self evaluation’. The perception of trained and untrained teachers is found different in some statements viz It is difficult to complete syllabus by giving group projects to students’, ‘It becomes challenging for a teacher to teach the subjects by correlating with each other’, ‘Students inquisition should be developed during teaching learning process’, ‘Development of leadership skill among students provides completeness of their personality’, ‘In the classroom, the opportunity of analysis should provide to the students’, ‘Thinking capacity of students increases by providing the opportunity of analysis in the class’ and ‘Debates based on facts are helpful in construction of students’ innovative ideas’. The training of teachers plays important role in perceiving and understanding the constructivist approach of teaching.

References


Paper-9

Social Anxiety and its Relation to Substance use among College Students

Suvashree Roy Chowdhury
Social Anxiety and its Relation to Substance use among College Students

Suvashree Roy Chowdhury

Abstract

Social anxiety and problematic use of substances of addiction are to a great extent positively as well as negatively related. Interestingly, the mechanism for this is still not well understood. Researches have been conducted to establish various facts, but findings still lack. Drinking among societies depend a great deal on the race and ethnicity of an individual. But when it comes to the point of hazardous drinking, it becomes imperative to study the factors that an individual undergoes psychologically that affects his drinking habit as well as social drinking. The study will enumerate the various social factors that affect the individual’s (college student) drinking pattern.

Key words

Substance use, social anxiety disorder, social influence, college students.

Introduction

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM) Social anxiety disorder (SAD or SAnD), (DSM-IV 300.23), also known as social phobia, is an anxiety disorder characterized by intense fear in social situations causing considerable distress and impaired ability to function in at least some parts of daily life. Burke and Stephens (1999) [Burke, R.S., Stephens, R.S. Social anxiety and drinking in college students: Asocial cognitive theory analysis. Clinical Psychology Review, 19, (1999) 513–530.] Proposed a social cognitive theory of heavy drinking in college students. According to this theory, alcohol expectancies for social facilitation and self-efficacy for refusing

---

15 Suvashree Roy Chowdhury, Research Scholar, Department of Education, University of Calcutta
heavy drinking in anxiety-producing social situations moderate the relationship between social anxiety and drinking. College students seem to be particularly at risk for drinking to reduce social anxiety given the high social demands and frequent opportunities to drink inherent in the college environment. Problems like hangover, accidents, and injuries are common outcome of heavy drinking among students, especially at the college level. Hingson et al 2005; O’Malley and Johnston 2002; Wechsler et al. 2000, found out that not only hazardous drinking, or drinking patterns with negative consequences, example-getting in trouble due to drinking excessively or having symptoms of dependence,) among college students highly prevalent, but college students are easily and frequently exposed to environments that allow them to have easy access to hard liquor and other substances of addiction. But this is not all; there have been various kinds of reactions that have percolated down in the field of substance use and its relation to young minds. One such finding undertaken by Buckner et al. 2006; Lewis and O’Neil 2000 notices positive association between alcohol drinking and social anxiety. In the Tension Reduction Theory by Conger in 1956 and Self-medication hypothesis, it has been stated that alcohol provides a means for alleviating tension or other negative states. However the study of attachment to alcohol and substance use remains a domain which needs to explore more empirically the relation between stress reduction, alcohol use and social anxiety. In another study the stress response dampening model (SRD;Sher and Levenson 1982) said that alcohol may serve as an anxiolytic by relieving or insulating one from stress, however the magnitude of the stress response dampening experienced from alcohol use may across individuals. Another study reported that the beliefs concerning the effects of consuming alcohol that is likely influence one’s decision to drink, such that individuals, who hold positive expectancies about the after effect of alcohol intake, may feel free and more likely to drink more.

**Triad relation among Social Anxiety, substance use and college students**
Social anxiety is one individual differences variable that may be related to heavy drinking among college students. Social anxiety is characterized by fear of negative evaluation by others. In its severe form, social anxiety results in significant distress or functional impairment and is a clinical diagnosis referred to as social phobia (American Psychiatric Association [APA], 2000). Social anxiety often proves fatal to individuals’ existence. However students who come under the sway of this phobia often show various behavioural attributes. Goodwin (1990) found that a common reason college students reported for drinking was to meet new people, including members of the opposite sex. College students also report drinking to be sociable, to fit in with others, and to feel less shy (Kairouz, Gliksman, Demers, & Adlaf, 2002). In studies related to students’ alcohol consumption, it was found out that the pattern of young adult drinking is unique because it seems to be relatively variable and have a transitory course with only a subset of students exhibiting heavy drinking patterns consistently across time into adulthood (Weingardt et al., 1998). After an initial increase in alcohol consumption, many students show a gradual reduction in alcohol consumption to a more moderate level throughout later years in college. This phenomenon, often called “maturing out” or “developmentally limited alcoholism” (Zucker, 1987) suggests that as young adults gain more life responsibilities (e.g., employment and family obligations), their drinking rates decline (Marlatt, Larimer, Baer, & Quigley, 1993).

Social anxiety among college students mostly get created due to certain intrinsic as well as certain extrinsic factors. The former being, personal high or low thoughts about oneself, perception about how other look upon them (college students), attention seeking behaviour. Several studies with college students have examined both alcohol expectancies and social anxiety.

Burke and Stephens (1997) found that socially anxious college students held expectancies that alcohol would produce positive social effects. Lewis and O’Neill (2000) found that
college students who engaged in problem drinking had higher levels of social anxiety and held more positive alcohol expectancies than non-problem drinkers. O’Hare (1990) found that social anxiety significantly predicted alcohol expectancies of tension reduction and increased social assertiveness. Social anxiety includes symptoms like -Intense fear of interacting with strangers, fear of situations in which you may be judged, worrying about embarrassing or humiliating yourself, fear that others will notice that you look anxious. Keeping the above symptoms in mind, it was observed in a study that in addition to social anxiety and alcohol expectancies, drinking behaviour among college students is self-efficacy for refusing heavy drinking. In other words, some individuals may not feel capable of turning down drinks, or drinking a small amount of alcohol, in situations where other people are drinking and it is the norm. Refusing drink might look indecent or disrespectful toward the person who is offering it. Burke and Stephens (1997) found that students with high levels of social anxiety reported lower self-efficacy for avoiding heavy drinking in situations that cause social anxiety than students with low social anxiety.

**Social Anxiety gets generated from…**

1. **Parental motivational and amotivational attitude towards their children**

Some parents are the most important people to instil confidence in the child. Children look up to their parents as role models and imbibe qualities in themselves that they find in their parents. But often attitudes like scaffolding, thwarting, and immense resistance for certain activities and even restricting social mixing hampers the proper mental and behavioural growth of the child. The problem is mostly faced at the educational campuses, where these children, who have poorer self-concept, suffer the most. They are hesitant in going forward and socializing with others. They lack the skill of social mixing; either project too introvert behaviour or are too aggressive and have coarse responsestowards others. It is argued that stress is found among these students at a much heightened level and it is the result of an individual’s perceptions that they do not have...
the resources to cope with a perceived situation from the past, present or future (Lazarus et al.1984). Stress however is not a one-dimensional concept (Lazarus 1999) and some have proposed different types of stress. However, differences between individuals mean a situation regarded as stressful by one individual, may not be stressful for another (Omura2007). This is an important issue for it is an individual’s perception and interpretation of the demands placed upon them that causes harm, not the demands themselves (Ross et al.1999). Events viewed as being a challenge tend to lead to positive responses (studyingharder, for example), while those viewed as being a threat tend to lead to negative responses (avoidance or dropping out, for example) (Shields 2001). Stress and anxiety both can lead to substance use. Be the stress from academic front or from social demands or image building – students at his youth often act emotionally. Being rational or irrational toward their practice of substance use must not be taken up judgementally because any kind of thought that is creating anxiety within – has to be battled with.

2. Social Anxiety and Mass Media and substance use

Understanding factors that contribute to the adoption of smoking by youth is an essential element of tobacco control. A variety of theories have been proposed to explain tobacco use among adolescents. One of the most popular is social learning theory, which emphasises the importance of the interplay between individual traits and the environment. The view that exposure to smoking in mass media can have an impact on tobacco related attitudes and behaviours is articulated in the Institute of Medicine document, "Growing up tobacco free": "In developing norms, adolescents look to the greater social environment for concepts of adult identity, particularly the behaviour of leaders, heroes. Students exhibiting such characteristics as exhibitionism as well as having social anxiety are more towards substance addiction, either to prove they are different or to suppress the feeling that they cannot be one whom they see on the celluloid screen. Other possible
mediators involve self-identity. Adolescents who believe smoking fits into their self-view are more likely to start smoking because people choose behaviours that are consistent with their self-concept. Proper self-concept gets built up, when one’s mind is free of inhibition and negativity. Any kind of fear and agony is sure to trigger off certain traits in and individual that is either noxious or detrimental, substance use being one.

Discussion
The paper discusses the effect of social anxiety among college students in relation to substance use and social influence. There has been a triad relationship showed that explains how substance use is one of the consequences out of social anxiety among college students. Students’ addiction towards tobacco smoking and alcohol has been only mentioned as the substances of use and dependence. There have been two important social factors discussed that triggers the intake of substances among the students: one being the primary social agency (family and parents) and the other being the secondary social agent namely the mass media. Social anxiety was positively correlated with and a significant predictor of alcohol dependence and problems caused by alcohol. In a paper, Burke and Stephens (1999) point out that the strongest evidence for the link between social anxiety and alcohol problems among college students.

There has also been a lack of longitudinal studies regarding the correlation of social anxiety and substance use. There is a need to investigate how individuals’ stress levels fluctuate during their degree course. In addition, we need to develop a greater understanding of how individuals ‘capacity to cope with stress changes across a sustained period of time. Stress leads to anxiety and it gets further aggravated by social situations. No positive results are found out of social anxiety or stress, in fact substance use becomes a momentary relief for them who thinks that accepting a drink or smoking cigar among friends and in front of other others will bring them popularity or social acceptance.
The study on the relation between social anxiety and substance use need a much more serious approach and longitudinal study is required. Clinical approach to such problem is important as it includes one’s psychic state and somatic complications too. A holistic approach to such study is required for the wellbeing of students under this kind of circumstance.

**Conclusion**

Substance use is critical problem in almost every global society. But to speak specifically about the problem faced by the youths in society and which they think that they can mitigate through the usage of alcohol or any other substance of addiction – is just a myth. The substances used only deteriorate the physical and mental condition of the consumer-i.e. the consumers get psychosomatically affected. Verily, the problems that surfaces due to social anxiety must be treated medically or through other psychological treatment. The educational administrative body must take initiative to arrange intervention and preventive programs to keep the students at bay. Though the initiative of keeping the students away from substances is just next to impossible. There are various social influences that trigger the consumption of substances. On the more the easy availability of alcohol, cigarettes and few other substances is very much in vogue. The problem will remain and the battle to stop this social menace will run still……..the only thing that can be done is the endeavour to erase this social evil as strongly as we can for a better India.

**Reference**


*************************************************************************
Paper-10

Cooperative Learning at Teacher Training Level as an Approach to Preparing Humanistic

Ms. Sonal Chabra
Cooperative Learning at Teacher Training Level as an Approach to Preparing Humanistic

Ms. Sonal Chabra

Education, says Rogers, is facing challenges the response to which “will be one of the major factors in determining whether mankind moves forward or whether man destroys him on this planet leaving this earth to those few loving things which can withstand atomic destruction and radioactivity.” To assure human survival, the goal of education must be the facilitation of change and learning. Again citing Rogers, “The only man who is educated is the man who has learned to learn; the man who has learned to adapt and change the man who has realised that no knowledge is secure, that only the process of seeking knowledge gives a basis for security.” This goal not only includes cognitive or intellectual education, but also the education of the whole person. It should involve personal growth and the development of creativity and self-directed learning. Humanism as an approach to education is an answer to the changing needs and demands of the society. Humanism would concentrate upon the development of the child’s self-concept. If the child feels good about him or herself then that is a positive start. Feeling good about oneself would involve an understanding of one’s strengths and weaknesses, and a belief in one’s ability to improve. Learning is not an end in itself. It is the means to progress towards the pinnacle of self-development, which Maslow terms ‘Self-actualisation’. A child learns because he or she is inwardly driven, and derives his or her reward from the sense of achievement that having learned something affords. This accords with the humanistic approach, where education is really about creating a need within the child, or instilling within the child self-motivation.

Ms. Sonal Chabra

The Humanist Teacher

Educating children in such an environment and with such goals would place different demands from the teacher. The basic function of the teacher would be to facilitate learning in the student by providing the conditions which lead to meaningful or significant self-directed learning. This section would dwell on the expectations from the teacher in such circumstances-

1. The teacher has to play a genuine, authentic and honest role, or in other words he/she is not going to play a role but be rather himself/herself. There should be realness in the conduct of the teacher. The teacher should be a person to his students, not a nameless and faceless embodiment of curricular obligation nor a sterile tube through which knowledge is passed from one generation to the next.

2. The teacher should not express judgements and evaluations and should not be judgemental in their attitudes. He/she should accept each learner as a person of worth and as a unique individual. The self or the individual is important. Not the similarities between humans as much as the individuality of humans. The teacher should unconditionally respect feelings and opinions of a person. The teacher should have the confidence that the direction of change and learning will be towards the realisation of the potentialities of the person, towards growth and development.

3. The teacher should have an empathic understanding based on a diagnostic analysis from an external point of view. Much of a humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centred, and is typified by the child taking responsibility for their education and owning their learning.
4. The humanist teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery methods would be favoured instead of traditional didacticism (i.e. learn parrot-fashion everything the teacher says). As well as the child’s academic needs the humanistic teacher is concerned with the child’s affective (or emotional) needs. Feeling and thinking are very much interlinked. Feeling positive about oneself facilitates learning.

The above discussion leaves with a different role for a teacher, which is very different from the traditional role the teacher is playing in the present context. The teacher has to adapt to the instructional implications of humanistic theory - student-centred teaching; social personal development of the learners; a conscious de-emphasis of rigorous, performance-oriented, test-dominated approaches; provision of opportunity for success; discovery learning and empowering learners with right to self-determination.

**Changing Paradigms for Teacher Education Programms**

The humanist approach would want a combination of cognitive and affective dimensions and a focus on the interpersonal conditions for facilitating significant learning, requires changes in teachers. This would necessitate adaptations in the teacher education programs. Teacher education programmes in the present form emphasise subject matter and methods of cognitive learning.

In the humanist approach, it is the person of the teacher that is the most important factor in the teaching-learning process. Teacher education programmes are required to develop self-actualising teachers. Teacher education programmes should focus on the development of the person of the teacher. This requires primary focus to the feelings, attitudes, and beliefs of the teacher, including all the opinions, attitudes and beliefs which
the teacher holds to be true regarding one’s own personal existence: one’s self-concept. Some specific expectations from teacher education programmes are-

1. Teacher education programmes should provide conditions that facilitate the development and maintenance of self-actualising teachers.

2. The programmes should have a balance in the development of academic and instructional knowledge as well as focus on the person who is to teach and the student who is expected to learn.

3. Teacher education programmes must prepare teachers for further preparing citizens with cognitive abilities as well as interpersonal relations.

4. They should provide training in empowering the teachers to recognise various levels of the conditions of empathy, respect and genuineness.

5. There should be provision for engaging in self-exploration regarding his or her beliefs and attitudes so that they can understand themselves better and bring positive changes in their self-concept.

6. Teacher education programmes should train teachers in group processes like peer coaching, peer tutoring and peer helping.

7. They should train teachers for perceptual clarity. Teachers whose perceptual processes are free from distortion are more likely to take risks, recognise achievements and set realistic expectations about themselves as well as learners.

In the discussed milieu of differing expectations from the teacher education programmes, the whole paradigm of programmes would change. This would call for changes in the objectives, curriculum, methods, strategies and techniques employed in the programme. Since humanistic approaches propose the extensive use of group processes, Cooperative Learning can be one such approach which will help to achieve these expectations. The next section would discuss cooperative learning at teacher training level.
Co-operative Learning

There are three basic ways of interaction among the learners in the learning situation. These possibly will be- they can compete to see who is “best”; they can work individualistically on their own toward a goal without paying attention to other students; or they can work cooperatively with a vested interest in each other’s learning as well as their own. Of the three mentioned interaction patterns, most dominant in the present circumstances is the competition. This competitive expectation is already fairly widespread at all levels of formal education- be it school education or higher education. Over the past few years, the individualistic interaction pattern has been the most talked about but has never really caught on. Cooperation among students where they celebrate each other’s successes, encourage each other to do homework, and learn to work together regardless of ethnic backgrounds, male or female, bright or struggling, handicapped or not, is rare. Cooperation is basic to all human interactions and provides the context for constructive competition and development of individual competencies. Further, it not only combines cognitive and affective aspects of learning; emphasises participation and active engagement; and also stresses academic achievement and clearly defined curricular goals. Cooperative learning is not new; it has been around since the early 1900’s when it was used in one room school houses. During the 1950’s, educators moved away from cooperation toward a model of individualization and competition with the result being a learner deficit in the skills necessary to work effectively with one another, accept each other’s differences, resolve conflicts, and pool their resources to solve complex problems. There have been different notions of the word cooperative learning. Some of the popular definitions given by different theorists are given in the next paragraph. 

Panitz aptly says cooperation is a structure of interaction designed to facilitate the accomplishment of a specific end product or goal through people working together in
groups. Johnson et al. (1991) defines cooperative learning, also called ‘small-group learning’ or ‘peer interactive learning’, as an instructional approach in which learners attain interdependence and cooperation with one another. Betty Leaver (1997) defines cooperative learning as learning together in groups with others via active interaction in small groups. The model also involves enhancement of particular task-related and interpersonal behaviours that facilitate cooperation among learners. An informal situation is created based on mutual dependence, feeling of being accepted, liked and supported by fellow students. The cooperative learning approach assumes that learner’s intrinsic motivation leads them to respond in ways that encourage their disposition to work independently of the teacher, for instance by helping one another (Katz & Chard, 1989). Spencer Kagan (1989) provides an excellent definition of cooperative learning by looking at general structures which can be applied to any situation. His definition provides an umbrella for the work cooperative learning specialists including the Johnsons, Slavin, Cooper, Graves and Graves, Millis, etc. It follows: “The structural approach to cooperative learning is based on the creation, analysis and systematic application of structures, or content-free ways of organizing social interaction in the classroom. Structures usually involve a series of steps, with proscribed behaviour at each step. An important cornerstone of the approach is the distinction between ‘structures’ and ‘activities’. To illustrate, teachers can design many excellent cooperative activities, such as making a team mural or a quilt. Such activities almost always have a specific content-bound objective and thus cannot be used to deliver a range of academic content. Structures may be used repeatedly with almost any subject matter, at a wide range of grade levels and at various points in a lesson plan.”

Within this discussion of what cooperative learning is, it is important to also consider what cooperative learning is not. According to Johnson et. al. (1991), it is not having students sit side-by-side at the same table and talk with each other as they do with other
individual assignments, having students do a task individually with instructions that those who finish first are to help the slower students or assigning a report to a group where one student does all the work and the others put their names on it. To put it in more clear words, there is a difference between “having students work in a group” and structuring students to work cooperatively. A group of students sitting at the same table doing their own work, but free to talk with each other as they work, is not structured to be a cooperative group as there is no positive interdependence. (Perhaps it could be called individualistic learning with talking.) There needs to be an accepted common goal on which the group will be rewarded for their efforts. In the same way, a group of students who have been assigned to do a report where only one student cares, does all the work and the others go along for a free ride, is not a cooperative group. A cooperative group has a sense of individual accountability that means that all students need to know the material or spell well for the group to be successful. Putting students into groups does not necessarily gain positive interdependence and/or individual accountability; it has to be structured and managed by the teacher or professor.

**Elements of Co-operative Learning**

Johnson, Johnson & Holubec (1991) have established a definition of cooperative learning which identifies five basic elements necessary for a procedure to be considered cooperative. They also define structures and evaluation procedures within which any content may be taught, rather than defining procedures based upon specific curriculum. They have developed an extensive set of worksheets for teachers and students to use in establishing the five elements. These five elements become the ‘five pillars of cooperative learning’. The Johnson’s five items are as follows.

1. **Positive Interdependence**- Students perceive that they need each other to complete the group’s task (“sink or swim together”). Teachers may structure positive
interdependence by establishing mutual goals (learn and make sure all other group members learn), joint rewards (if all group members achieve above criteria, each will receive bonus points), shared resources (one paper for each group or each member receives part of the information), and assigned roles (summarizer, encourager of participation, recorder, time keeper etc.).

2. **Face-to-Face Promotive Interaction** - Students promote each other’s learning by helping, sharing, and encouraging efforts to learn. Students explain, discuss, and teach what they know to classmates. Teachers structure the groups so that students sit knee to knee and talk through each aspect of the assignment.

3. **Individual Accountability** - Each student’s performance is frequently assessed and the results are given to the group and the individual. Teachers may structure individual accountability by giving an individual test to each student or randomly selecting one member of the group to give the answer.

4. **Interpersonal and Small Group Skills** - Groups cannot function effectively if students do not have and use the needed social skills. Teachers teach these skills as purposefully and precisely as academic skills. Collaborative skills include leadership, decision making, trust building, communication, and conflict-management skills.

5. **Group Processing** - Groups need specific time to discuss how well they are achieving their goals and maintaining effective working relationships among members.

   Teachers structure group processing by assigning such tasks as (a) list at least three member actions which helped the group be successful and (b) list one action that could be added to make the group more successful tomorrow. Teachers also monitor the groups and give feedback on how well the groups are working together and the class as a whole. (p1:33)
The National Council of Teachers of Math (NCTM) has a similar definition as presented by Alice Artzt and Claire Newman (1990) in their book How to use cooperative learning in a math class. “Cooperative learning involves a small group of learners, who work together as a team to solve a problem, complete a task, or accomplish a common goal. There are many different cooperative learning techniques; however, all of them have certain elements in common. These elements are the ingredients necessary to insure that when students do work in groups, they work cooperatively. First, the members of a group must perceive that they are part of a team and that they all have a common goal. Second, group members must realize that the problem they are to solve is a group problem and that the success or failure of the group will be shared by all members of the group. Third, to accomplish the group’s goal, all students must talk with one another- to engage in discussion of all problems. Finally, it must be clear to all that each member’s individual work has a direct effect on the group’s success. Teamwork is of utmost importance.”

**Principles of Co-operative Learning**

The underlying premise for cooperative learning is founded in constructivist epistemology. Johnson, Johnson & Smith (1991) have summarized these principles in their definition of a new paradigm of teaching. “First, knowledge is constructed,
discovered, and transformed by students. Faculty create the conditions within which students can construct meaning from the material studied by processing it through existing cognitive structures and then retaining it in long-term memory where it remains open to further processing and possible reconstruction. Second, students actively construct their own knowledge. Learning is conceived of as something a learner does, not something that is done to the learner. Students do not passively accept knowledge from the teacher or curriculum. Students activate their existing cognitive structures or construct new ones to subsume the new input. Third, faculty effort is aimed at developing students’ competencies and talents. Fourth, education is a personal transaction among students and between the faculty and students as they work together. Fifth, all of the above can only take place within a cooperative context. Sixth, teaching is assumed to be a complex application of theory and research that requires considerable teacher training and continuous refinement of skills and procedures” (p1:6)

Many principles have been proposed for cooperative learning. Below is one list of eight such principles.

1. **Heterogeneous Grouping.** This principle means that the groups in which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence.

2. **Collaborative Skills.** Collaborative skills, such as giving reasons, are those needed to work with others. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills. Most books and websites on cooperative learning urge that collaborative skills be explicitly taught one at a time.

3. **Group Autonomy.** This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student groups are having difficulty, it is very tempting for teachers to intervene either in a particular group...
or with the entire class. We may sometimes want to resist this temptation, because as Roger Johnson writes, “Teachers must trust the peer interaction to do many of the things they have felt responsible for themselves” (http://www.clcrc.com/pages/qanda.html).

4. **Simultaneous Interaction** (Kagan, 1994). In classrooms in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time – usually the teacher – speaks. In contrast, when group activities are used, one student per group is speaking. In a class of 40 divided into groups of four, ten students are speaking simultaneously, i.e., 40 students divided into 4 students per group = 10 students (1 per group) speaking at the same time.

5. **Equal Participation** (Kagan, 1994). A frequent problem in groups is that one or two group members dominate the group and, for whatever reason, impede the participation of others. Cooperative learning offers many ways of promoting more equal participation among group members.

6. **Individual Accountability**. When we try to encourage individual accountability in groups, we hope that everyone will try to learn and to share their knowledge and ideas with others.

7. **Positive Interdependence**. This principle lies at the heart of CL. When positive interdependence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other members. It is this “All for one, one for all” feeling that leads group members to want to help each other, to see that they share a common goal.

8. **Cooperation as a Value**. This principle means that rather than cooperation being only a way to learn, i.e., the how of learning, cooperation also becomes part of the content to be learned, i.e., the what of learning. This flows naturally from the most
crucial cooperative learning principle, positive interdependence. Cooperation as a value involves taking the feeling of “All for one, one for all” and expanding it beyond the small classroom group to encompass the whole class, the whole school, on and on, bringing in increasingly greater numbers of people and other beings into students’ circle of ones with whom to cooperate.

Models of Co-operative Learning

Cooperative learning in its various forms is the most important instructional innovation available as compared to the computers, Skinners boxes, and just about everything except individual home one-to-one tutoring. There are several models available, however there is no one cooperative learning model which can be provided to the teachers forever and ever or can fit in all the situations. Some of the popular ones are discussed below; all of these have sound research histories. However, teachers can modify and adapt models when they put them into practice. Moreover, to a large degree, there is no typical classroom, but many classrooms with their won structures, influences and statuses and therefore these teacher modifications can be seen as rational.

Jigsaw – Elliot Aronson and his graduate students invented this one of the earliest format which emphasises high interdependence. In Jigsaw, each group member is given part of the material to be learned by the whole group and becomes an “expert” on his or her piece. Students have to teach each other, so everyone’s contribution is important. A more recent version, Jigsaw II, adds expert groups in which the students who have the same material from each learning group confer to make sure they understand their assigned part and then plan ways to teach the information to their learning group members.

STAD – Robert Slavin and his associates have developed a system for overcoming the disadvantages of cooperative goal structure while maintaining its advantages. The system is called Student Teams Achievement Division. Each team has about five members with a
mix of abilities, ethnic backgrounds, and sexes. The teacher calculates an individual learning expectation (ILE) score, or base score for each team member. This score represents the student’s average level of performance. Students work in their teams to study but take the tests individually just as in a regular class. Based on team performance, each team member can earn from one to three points for the group. Thus, every student has reason to work hard. Periodically, the group earning the greatest number of points is declared the winner.

**Team-Games Tournament** – DeVries and Slavin suggested this strategy which is similar to STAD. The difference being that here instead of taking individual assessments, students compete with classmates of similar achievement from other teams. Based on their relative success against competitors from other teams, students earn points for their won team and teams with high score are publicly recognised.

**Learning Together and Alone** – Suggested by Johnson and Johnson, in this method students work in small groups on assignments to produce a single project. Teachers use various methods for nurturing a philosophy of cooperation based on five elements: positive interdependence, face-to-face interaction, individual accountability, social skills and group processing. Students are instructed to seek help from each other before asking for teacher assistance. Students are usually rewarded based on a combination of individual performance and the overall performance of the group. A characteristics feature of this model is that neither individuals nor groups compete against one another.

**Group Investigation** – Sharan and Sharan proposed this strategy in which students work in small groups, but each group takes on a different task or project and within groups, students decide what information to gather, how to organise it and how to present what they have learned as a group project to classmates. In evaluation, higher level learning is emphasised.
**Scripted communication** – Donald Dansereau and his colleagues developed a method for learning in pairs called scripted communication. Students work together on almost any task, including reading a selection of the text, solving a math problem or editing written drafts. In general, same sex college students work partners to read, summarise, understand, quiz and help each other learn. Though well applied to college students, but can we use it with the high school students.

**Reciprocal Questioning** – This approach can be used with a wide range of ages and subjects. Reciprocal questioning requires no special materials or testing procedures. After a lesson or presentation by the teacher, students work in pairs or triads to ask and answer questions about the material. The teacher provides question stems then students are taught how to develop specific questions on the lesson material using the generic question stems. The students create questions then take turns asking and answering. This process has proved more effective than traditional discussion groups because it seems to encourage deeper thinking about the material.

**Kagan’s Structural Approach** - In his book ‘Cooperative resources for teachers’, Spencer Kagan (1992) details a series of in-class strategies that are content-free ways to organise instruction involving student-to-student interaction and cooperation. Some of these are extremely brief and easy to do and some are incredibly complex.

**Cohen’s Complex Instruction** – Cohen suggested engaging students in complex projects that require a vast array of abilities and talents, too broad and too diverse to be held by any one student working alone. She uses examples from the real world to force students to understand the interdependence of the modern world and she stresses that ability to recognise and foster strengths in others will predict future life success.

Various models have their own important characteristics and strengths. These models serve as the basis for the teachers’ instruction. While all theorists would prefer to see the
model implemented exactly as it has been outlined in their words, teachers generally make and can make slight modifications as they conduct their classes. Vermette (1998) through his research was able to synthesise the essential characteristics of different models for teamwork to succeed. His model suggests that there are four components that have to be dealt with adequately for a teacher to succeed with team learning. Three of these components are called structures, and they are precursors to actual teamwork. These structures must be in place before success can be realised. The three structures are (1) a sound grouping policy, (2) an effective grading policy and (3) a well-defined governance policy. These structures set the stage for the effective implementation of the well-designed team activities. In Vermette’s view, the teachers can choose to follow any of the models discussed earlier, or they can synthesise their own approach utilising Vermette’s model. Almost any teacher can find a way to use cooperative learning that is congruent with his or philosophies and practices.

Benefits of Co-operative Learning

Forty years of research has shown that when compared to other methods of instruction, cooperative learning is one of the most effective ways for students to maximize their own learning and the academic accomplishments of their classmates (New Horizons, 2008, Johnson & Johnson, 1994, Slavin, 1996). The major benefits of cooperative learning at the college level fall into two categories: academic benefits and social-emotional benefits, both are the focus of humanist approach in education.

*Academic paybacks* – Teachers is that category of professionals who are expected to be self-motivated and self-directed learners. They have already learned to work and succeed in variety of instructional setting throughout their formal education careers. Thus, the hundreds of studies showing increased academic achievement using cooperative learning in the college classroom suggest that cooperative learning promotes significant cognitive
results even for the most varied of student populations. Pre-service teachers also exhibit differences in pre-course characteristics and learning advantages, and cooperative learning was still able to leave a mark on them – their levels of understanding and retention still increased (Chabra, S, 2008). For decades there have been hundreds of studies, which ultimately have come to the same basic conclusion, post-secondary students learn more, are better able to remember and then transfer their knowledge when taught with the cooperative learning model than other instructional methods (Cooper et al., 1990).

**Social-emotional gains** – The humanist approach’s expectations from the teachers is more than just having academic knowledge. They believe that knowing academic content is not enough to make prepare reflective and creative students. Moreover, no longer can students just have sound academic standing, but they must be taught and have the opportunity to practice the social and personal competencies necessary to survive in the workplace. There is enough research evidence to establish that compared to other forms to instruction cooperative learning helps students become better communicators and listeners, cooperative members of a team and effective leaders. Using cooperative learning in the college setting enables students with the mindset that one must exercise their collaborative skills and work with others to achieve a common goal. In addition to promoting social skills, cooperative learning also enhances personal competencies of self-reflection and accurate self-assessment. By working closely with others students, learners can evaluate their own strengths and weaknesses, utilizing the diversity of the group to accomplish their mutual goal.
The brief description of the academic and social-emotional earnings from the usage of cooperative learning approach at the teacher education level are enough to exemplify that the discussed approach is a benefiter for preparing humanist teachers.

**Conclusion**

How teachers structure student-student interaction patterns will have a lot to say about how well the students learn, how they feel about school and the teacher or professor, how they feel about each other, and their self-esteem. The humanist orientation in the education setting has *humanised* the teaching-learning process, and thereby needs a different kind of teacher. “It could well be that faculty members of the twenty-first century college or university will find it necessary to set aside their roles as teachers and instead become designers of learning experiences, processes, and environments” (Duderstadt, 1999). The teacher education programmes in the present milieu are not equipped enough to prepare such teachers. They need revamping and restructuring, however there is resistance at higher levels of education to change their ways. Due to the expert nature of higher education, much evidence suggests that many college professors still cling to the notion of expounding knowledge to their students rather than engaging them in discovering such knowledge through active learning (Murry & Murry, 1992). Cooperative learning at the teacher education level would be like a fresh breeze which would bring some innovation in the otherwise mundane approach to teacher education. There is enough evidence to suggest that highly structured cooperative learning allows students to develop their own understanding of key concepts all the while encouraging and assisting others. So it offers both academic and social benefits to the teachers. However, it needs to be accepted here that only training in such approaches cannot always bring the desired results. Ultimately, it is attitude not technique that makes a humanistic teacher.
References


• Vermette, Paul (1998) *Making cooperative learning work: Student teams in K-12 classrooms*, Columbus, OH: Merrill
Paper-11

Local Knowledge in the Globalizing Era: A Brief Review

Sardar M. Anwaruddin
Local Knowledge in the Globalizing Era: A Brief Review

Sardar M. Anwaruddin


In this essay, I present a comparative review of two articles, both of which deal with the integration of local knowledge in educational reforms. The first article reports on how a teacher education innovation in India facilitates or impedes the integration of local knowledge in teacher development curricula. The second article delineates how Thailand, after the economic crash in 1997, is revitalizing its local knowledge in order to respond to the global forces of educational reforms. Both of these articles are purposively chosen because they focus on educational reforms in two strategically important Asian countries: India and Thailand. As growing economies, both countries are working hard to make a balance between the global and the local pressures of educational reforms.

Conceptual Frame & Method of Comparison: This comparative analysis is situated in a debate between two conflicting perspectives on schooling. On the one hand, world

Reviewed by: Sardar M. Anwaruddin, Ph.D. Student, Department of Curriculum, Teaching and Learning, Ontario Institute for Studies in Education (OISE), University of Toronto, Canada, Email: s.anwaruddin@mail.utoronto.ca
culture theorists argue that schools around the world are becoming similar by adopting common educational principles and practices (Myer & Ramirez, 2000). They believe that school cultures are converging because nations want to run their schools in “modern” ways. Although imitation is a powerful mechanism of educational change, this imitation is often deemed necessary for international competition. Moreover, the rise of global capitalism demands that big corporations produce similar products for a global market, and that schools prepare a global workforce with similar knowledge and skills (Han & Jarvis, 2013). On the other hand, many scholars of comparative education and anthropology point to the diverging cultures of schooling by showing variation—not only from nation to nation, but also from school to school and from classroom to classroom (Anderson-Levitt, 2003). They argue that although educational discourses such as standardization, decentralization, choice, teacher reform, student-centered pedagogy are spreading around the world, these words have different meanings in different contexts. Using this convergence-divergence debate as a conceptual frame, I discuss how local knowledge is being used in educational reforms in India and Thailand.

**Brief Summaries**

*Article #1:* One recent structural innovation in Indian teacher education is the establishment of District Institutes of Education and Training (DIETs). The DIETs were established as a response to a call for integrating local knowledge in curriculum and paying attention to local contexts in which teachers work. In order to explore how local knowledge is utilized in the DIET programmes, Dyer et al. (2004) conducted a study in six districts of India, two from each of the states of Rajasthan, Madhya Pradesh, and Gujarat. The study finds “a weak link between in-service training and local contexts” (p. 41). Taking a one-size-fits-all approach to teacher education, the DIETs continue to use an urbanized model of teacher education, which does not fit the local conditions. Their
training approaches reflect top-down, centralized views of knowledge and skills based teacher education. In summary, the Dyer et al. study finds that the DIETs do not seriously consider teachers’ local knowledge and the contexts in which they work. Therefore, the teacher education programmes need to attend to teachers’ knowledge and consider their views of what is possible in terms of educational achievements in their local contexts.

**Article # 2**: In this article, Jungck and Kajornsin (2003) describe how Thailand uses its local knowledge to meet the challenges of global educational forces. After the economic crash in 1997, Thailand enacted an educational reform plan known as the National Education Act, 1999. Like many other countries, Thailand has adopted the global educational discourses such as standards, outcomes, decentralization, privatization, teacher reform etc. However, its approaches to these discourses are unique in the sense that they embrace the global reform paradigms and, at the same time, utilize local knowledge—often referred to as Thai Wisdom—to develop locally relevant curricula. Drawing on examples from three recent projects, Jungck and Kajornsin (2003) show how local wisdom is honored in the development of locally relevant curricula. For example, a group of teachers “developed a curriculum in which their students studied the community’s curriculum by becoming apprentices to local artisans—in this cases, woodcrafters” (Jungck & Kajornsin, 2003, p. 41). In another project, students learned math and science through visiting local dairy farms and cattle breeding centers. Thus, a balanced mediation of global and local knowledge has been a national strategy for Thailand to face the global educational challenges.

**Critical Application of My Comparative Method**

A comparative analysis of these two articles indicates that the elements of both convergence and divergence models of education are present in the Indian and Thai reform initiatives. On the broader policy level, both countries are working within a
converging model, i.e., they are implementing the dominant discourses such as standards, outcomes, decentralization, quality assurance, and teacher reforms. On the other hand, both countries are willing to respond to the needs and realities of local contexts. India does this by establishing DIETs and Thailand by developing locally relevant curricula, which allude to the arguments of the divergence theorists. Thus, components of both theories—convergence and divergence—are found in the educational reforms reported in the articles compared in this essay. Therefore, I argue that none of these theories is sufficient to understand complex education reforms in countries like India and Thailand that are trying to make a balance between the global and the local. Taking any one side of this debate will be detrimental for such countries because if they uncritically embrace all global forces, they will lose their individual distinctiveness, educational traditions, and local wisdom. On the other hand, if they refuse to accept any global discourses, they will lose their competitive edge in the global market. Hence, I argue that we need to develop a third position to understand educational reforms in countries like India and Thailand.

**Developing of a Third Position**

I argue that the concept of glocalization—as a meaningful integration of global and local forces (Brooks & Normore, 2010)—should be a third lens through which we could look at education reforms such as integration of local knowledge in curricula in an era of international standards and competition. Based on my experience of growing up in a rural community in Bangladesh and later living and studying in North America, I am convinced that the world community has reached such a historical moment that it is impossible to formulate educational priorities and practices in complete isolation. However, I also believe that an uncritical acceptance of all global discourses is a threat to national identity and local cultures. Therefore, I find the concept of glocalization a powerful method of understanding educational reforms. Through this lens of
glocalization, we can (re)conceptualize the interplay of local and global, of tradition and modernity.

**Implications of This Comparative Analysis**

The Thai case (Jungck & Kajornsin, 2003) is an example of successful integration of local wisdom in school curricula to meet the global educational challenges. By utilizing community resources and wisdom, the Thai reforms are successfully localizing the global educational demands. Other reform initiatives such as the Indian case (Dyer et al., 2004) can learn a great deal from the Thai models. Otherwise, innovations such as the DIET will continue to impose top-down reforms and to treat teachers as “technicians” who, regardless of their contextual realities, are expected to fulfill the mandates of centralized curricula. As a researcher of comparative education, I find the Thai model a critical site for further inquiry because it shows a blend of the global and the local. I agree with Akiba and LeTendre (2009) that in today’s inter-connected world, nations do not have much freedom to set educational priorities and practices in isolation, especially in a time when countries are participating in such international tests as PISA and TIMMS to measure their national ability to compete in the global market. Nevertheless, I am also concerned about preserving local cultural traditions and educational ideals that should not be undervalued in the name of global competitiveness. Therefore, the concept of glocalization and the Thai model as an example of a successful blending of global and local have the potential to inspire further comparative studies to shed light on educational reforms and the importance of local knowledge in the globalizing ear.

**References**


************************************************************************

Education of Muslim Minority and challenges faced by them

Gulnaz khan
Education of Muslim Minority and challenges faced by them

Gulnaz khan

ABSTRACT

This paper is concerned with the Muslim minority education and the challenges they face while attaining education. The 21st century is witnessing huge change in terms of the way education is being imparted. A great need is there to bring every one under the umbrella of education. We can not afford to neglect any section of society. Muslims constitute the second largest religious group in India and thus the largest minority. Muslim community has set up many educational institutions at all levels, in spite of that, Muslims in India are educationally backward. Number of institutions increased but the quality of education declined. Education is one of the most lacking aspect in the Muslim community. Various committees on minority Education(Rangnath Mishra, sachchar…)reveals that current status of Muslim’s access to higher education level is very low and their representation(growth rate)at higher education level is even lower than that of the most deprived scheduled cast candidates of the country. So this paper is an effort to get to know the reason why do Muslims are educationally backward, and what measures can be taken to overcome the difficulties they face on their way to create equal opportunities of education for Muslim minorities .Many suggestions are given by the researcher for improving participation of Muslims in education.

18 Gulnaz khan, Research scholar, JMI New Delhi
‘I am a Mussalman and am proud of the fact.

Islam’s splendid tradition of 1,300 years is my inheritance.

The spirit of Islam guides and helps me forward.

I am proud of being an Indian. I am part of

that indivisible unity that is the Indian nationality. I

am indispensable to this noble edifice and without

me the splendid structure of India is incomplete. I

am an essential element which has gone to build

India. I can never surrender this claim.’

(Maulana Azad – who became President of the

Congress Party – speaking in 1940)

Islam which means peace, is the most codified religion in the world. starting with
conception till a Muslim dies every moment of his life has been defined and fixed. What
Muslims will read and who will teach at what stage is all written. There is no ambiguity
about it. Therefore, it is not possible to call Muslims backward or forward if they follow
the tenents of Islam.

But prevailing data and evidences reveals that Muslims are educationally backward. Muslims constitutes the majority among the minority despite the fact they are lacking in
Education. It is very sad to say that despite its seven century rule and having enjoyed all
powers that make its followers rich and prosperous find themselves educationally
backward within less than a decade of their political deposition. The basic causes of their decline, we find, the replacement of Persian with English in administration in the year 1837 halted the dominance of Muslims in administrative positions; the separation of religion from education aliened them additionally. It in fact, blurred the nature of Muslim identity. To think of duniya without deen is unacceptable to a Muslim.

The Purpose of Education in Islam

In Islam the purpose of education is to impart beneficial form of knowledge in a manner that will help the individual attain success in this life and the next. In more contemporary terminology, such an observation might suggest that in Islam there is a requirement for both temporal and spiritual knowledge.

Education should aim at balanced growth of the total personality of man through the training of man’s spirit, intellect, the rational self, feelings and bodily senses. In other words, knowledge of the worldly life should be imparted within and alongside the context provided by religious belief.

Although the 1988 Education Reform Act recognizes the place of the spiritual in education, faith based-based groups frequently criticise the modern education system for its predominantly secular and rather exclusive focus upon the functionality of life. This tendency reflects and is perhaps reinforced by, the external pressure of modern society.

Who are Minorities?

The term ‘minority’ includes only those groups of the population which possess and wish to preserve ethnic, religious or linguistic traditions or characteristics marked different from those of the rest of population. A sociological minority is not necessarily a numerical minority — it may include any group that is subnormal with respect to a
dominant group in terms of social status, education, employment, wealth and political power. To avoid confusion some writers prefer the term “subordination group” . In socioeconomics, the term “minority” typically refers to a socially subordination ethnic group (understood in terms of language, nationality, religion and/or culture).

Muslim, Sikhs, Christians, Buddhist and Parsis are the religious minorities in our country. Minorities in the country is about 18.4% of the total population of the country, of which Muslim are 13%, Christians 2.3%, and Sikhs 1.9%, Buddhists 0.8% and Parsis 0.007%.

Muslims constitute the second largest religious group in India and are thus the largest Minority. The 2001 census enumerated India's Muslim population at over 138 million, and by 2006 the Muslim population would be over 150 million. India's Muslim population is amongst the largest in the world, exceeded only by Indonesia's and close to the Muslim populations of Pakistan and Bangladesh.

Moreover, it is larger than the total populations of most countries of the world. India is considered an overpopulated country. Hence we can say that Muslim are the majorities among the minorities, Which also means that Muslim constitute a large part of the minority community in India, inspite of that they are lacking behind in the area of literacy and education, due to which even after so many years of independence the community lacks in major fields in the country. Besides education, Muslim falling behind other religious communities in the area of industrial promotion and economic pursuits they lack technical and vocational education as well as training in trades. A report of the High Level Committee on the social, economic and educational status of the Muslim community of India (popularly known as the Sachar report) had highlighted the fact that India’s largest minority group, the Muslim numbering 13.83 crore, have been left out of the development trajectory.
Major Problems

There are many practical reasons responsible for their educational backwardness, some of them are.

1. Education is one of the most lacking aspect in the Muslim community.

2. Low social economic status of minority groups is also a reason for their educational backwardness, although our government is trying hard to create equal educational opportunities for them by introducing new schemes and programmes which assist these groups financially but due to lack of information, education, and communication does not reach to target population.

3. Lack of enterprising leadership in education.

4. The another important reason for educational backwardness of Muslim is that Muslim girls and women lag behind their male counter parts, Women in the minority communities fare badly. They are not just a minority, but the 'marginalised majority' and are sidelined in decision making in the family, and usually cut off from a full involvement in the working of the society and from an equal share in the society’s rewards. If we talk about gross enrolment ratio(GER), the GER of Muslim female was 6.3% compared to 10.8% for Hindu female,12.7% for Sikh/Buddhist female,20% for Christian and 48% for Jain female, so in case of religious group Muslim women suffer the most.

5. The work participation rate among Muslim women is found to be low, affecting the quality of their life.

No community can progress if they neglect the education of women, it is very well said by Dr. Ambedkar ‘A country can not move forward who leaves their women behind’. 
Educational backwardness among girls is the most prominent feature of Muslim community. The average literacy rate is 50% approximately for Muslim women, which is very depressing. Situation is worst in states like Bihar and Uttar Pradesh. There are many reasons for their educational back wardness as- gender biasness, social economical status, Illiterate parents, early Marriages, shouldering the responsibility of house hold at an early age, care of siblings, absence of schools in the area.

6. Large number of Muslim children go to Madarsas to get education, but these Madarsas emphasis on religious education, in this era of competition a child need holistic development, which only religious education can not provide.

**Programmes Committions and Committees for the Welfare of Minorities**

Many programmes, committions and committees have been formed to look into the matter, some of them are-

**Sachar Committee**

On March 9, 2005 the Prime Minister issued a Notification for the constitution of a High Level Committee to prepare a report on the social, economic and educational status of the Muslim community of India.


**Main Recommendations**

The Committee made a number of recommendations to address the status of the Muslim community in India, including:

- Set up an Equal Opportunity Commission to look into grievances of deprived groups like minorities.

- Create a nomination procedure to increase participation of minorities in public bodies.
• Establish a delimitation procedure that does not reserve constituencies with high minority population for SCs.

• Increase employment share of Muslims, particularly where there is great deal of public dealing. Work out mechanisms to link madrasas with higher secondary school board.

• Recognise degrees from madrasas for eligibility in defence, civil and banking examinations.

The Committee suggested that policies should “sharply focus on inclusive development and ‘mainstreaming’ of the Community while respecting diversity

**The Prime Minister’s New 15-Point Programme**

The prime minister’s 15-point programme for the welfare of Minority was announced in June, 2006. The objective of programmes are –

a) Enhancing opportunities for education;

b) Ensuring an equitable share for minorities in economic activities and employment, through existing and new schemes, enhanced credit support for self-employment, and recruitment to state and central government jobs;

c) Improving the conditions of living of minorities by ensuring an appropriate share for them in infrastructure development schemes;

and d) Prevention and control of communal dis-harmony and violence. An important aim of the new programme is to ensure that the benefits of these schemes for the underprivileged reach the disadvantaged section of the minority communities.

**Rangnath Mishra Commission**

**National Commission for Religious and Linguistic Minorities**, also called as Ranganath Misra Commission was constituted by Government of India on 29 October 2004 to look into various issues related to Linguistic and Religious minorities in India. It
was chaired by former Chief Justice of India Justice Ranganath Misra. The commission submitted the report to the Government on 21 May 2007. 

Initially, the commission was entrusted with the following terms of reference:

(a) To suggest criteria for identification of socially and economically backward sections among religious and linguistic minorities; (b) To recommend measures for welfare of socially and economically backward sections among religious and linguistic minorities, including reservation in education and government employment; and (c) To suggest the necessary constitutional, legal and administrative modalities required for the implementation of its recommendations.

After nearly five months of its work the Commission’s Terms of Reference were modified so as to add the following to its original Terms of Reference: 

(d) To give its recommendations on the issues raised in WPs 180/04 and 94/05 filed in the Supreme Court of India and in certain High Courts relating to para 3 of the Constitution (Scheduled Castes) Order 1950 in the context of ceiling of 50 percent on reservations as also the modalities of inclusion in the list of Scheduled Castes

Main Findings of Commission

- 15% of jobs in government services and seats in educational institutions for minorities
- reserves 8.4% out of existing OBC quota of 27% for minorities
- SC reservation to Dalit converts
Suggestions to Overcome Difficulties Faced by Muslims on their Way to Education

1. A district wise Muslim minority development board should be created with adequate representation of the Muslim community which should oversee the implementation of welfare projects aimed at improving the educational and economic status of Muslims.

2. For the overall development of students enrolled in Madarsas, requires the Modernisation of Madarsas so that a holistic development can take place, not only of the students enrolled in it but of the whole Muslim community. Prime minister’s 15 point programme greatly emphasised the modernisation of Madarsas, according to which “The Central Plan Scheme of Area Intensive and Madarsa Modernization Programme provides basic educational infrastructure in areas of concentration of educationally backward minorities and resources for the modernization of Madarsa education. Keeping in view the importance of addressing this need, this programme will be substantially strengthened and implemented effectively”

3. Schemes like “leadership development of minority women” should reach to deprived women. A report of the High Level Committee on the social, economic and educational status of the Muslim community of India (popularly known as the Sachar report) had highlighted the fact that India’s largest minority group, the Muslim numbering 13.83 crore, have been left out of the development trajectory and within this group Muslim women are doubly disadvantaged. With this in mind, the Ministry of Women & Child Development (WCD) formulated a scheme of “Leadership development for life, livelihood and civic empowerment of minority women” in 2007-08 for ensuring that the benefits of growth reach the deprived women among the minority communities. The scheme has now been transferred to the Ministry of Minority Affairs in 2009-10.
Ministry of Minority Affairs has recast the scheme and renamed it as “Scheme for Leadership Development of Minority Women”. The objective of the scheme for leadership development of minority women, including their neighbours from other communities living in the village/locality, is to empower and instill confidence in women, by providing knowledge, tools and techniques for interacting with Government systems, banks, and intermediaries at all levels.

4. It was recommended that Sarva Shiksha Abhiyan should have a strong pro girl child programme, with added emphasis on Muslim girls; encourage and equip a continuous and comprehensive database; collect educational data through village education registers as is done in the Madhya Pradesh Model; provide cost free quality education for all children from BPL households; provide girls hostels in regular middle and secondary schools so that more girls can enroll, specially Muslim girls; open schools in states should waive off examination fees for girls; SYNERGY Model for holistic development should be adopted; early marriages should be stopped; self help groups should be encouraged; and higher percentage of GDP should be allocated for education.

5. Financial assistance should be made readily available to support industries that can satisfy the resource requirements of education on Islamic topics.

6. Greater time and resources needs to be devoted to the training of governors and teachers in religious awareness.

7. It would be a wise step to nationally identify centres and institutions that have a long and time tested history of educating these section of society and create special endowments for them also educational institutions that are managed by minority groups should be given adequate infrastructure and knowledge resources.
8. Muslims suffered most from lack of access to education, specially higher education in general, but Muslim women in particular. They suffered from multiple disparities. Therefore there is need for comprehensive policy of inclusiveness, which will reduce the disparities among them.

So to conclude my words I would like to say that beside all these suggestions, publicity campaign should carried out through advertisement on various schemes of the ministry, in English, Hindi, Urdu and regional language in print and electronic media all over the country. Besides religious education which stress only on spiritual development of the child, a child needs education which can give over all grooming to the child. These facts should be taken into the consideration while working on education reform agenda for minorities.

References

- Government of india(2006),emerging issues related to access, inclusiveness and quality,University grant commission, New delhi.
- www.minority ministry.nic .in
- www.islamicvoice.com
- PoulouseBasil.,(2009)Minorities in Delhi,summer research internship.
- Education of the minorities,jul 2006,Indian educational abstracts,Vol 6,p.3

*************************************************************************
Paper-13

Motivational Inputs Given by Teacher to Students for Their Academic Enhancement in JNVs

Sujeet Kumar
Sumit Kumar Shukla
Motivational Inputs Given by Teacher to Students for Their Academic Enhancement in JNVs

Sujeet Kumar\textsuperscript{19}  
Sumit Kumar Shukla\textsuperscript{20}

Abstract
The present study is aimed at studying the motivational inputs given by teachers during classroom teaching in special reference to JNVs. In this research JNV Bilaspur was selected for data collection. Seven teachers were selected as sample. The self-developed Teacher Motivational Input Scale was used to measure the level of motivational inputs given by teacher in classroom teaching. The raw score obtained on teacher motivation input scale were converted to Z-Score for analysis. The results found that there is variation in the motivational inputs given by teachers during classroom teaching.

Introduction
Swami ji defines education as ‘the manifestation of the perfection already in man.’ The aim of education is to manifest in our lives the perfection, which is the very nature of our inner self. This perfection is the realization of the infinite power which resides in everything and every-where-existence, consciousness and bliss (satchidananda) (Retrieved on 1\textsuperscript{st} of October 2012 from http://www.esamskriti.com/essay-chapters/Education-in-the-Vision-of-Swami-Vivekananda-1.aspx).

Dictionary of Education (ed. Good) defines “Education as the aggregate of all the process by which a person develops ability, attitude and other of behaviors of practical value in the society in

\textsuperscript{19} Dr. Sujeet Kumar- Associate Professor, Department of Education, Guru Ghasidas Vishwavidyalaya (A Central University) Bilaspur, C.G. 495009  
\textsuperscript{20} Sumit Kumar Shukla- P.G. Scholar, Department of Education, Guru Ghasidas Vishwavidyalaya(A Central University) Bilaspur, C.G. 495009
which people are subjected to the influences of a selected and controlled environment (especially that of school) so that they may obtain social competence and optimum individual developments”. *(Seshadri, C. (1983). Teacher and the Education. New Delhi: NCERT. Page No.84)*. This education is provided to the student through Formal learning, informal learning and non-formal learning. *(Source: A Memorandum on Lifelong Learning, European Commission, Unit E-3, http://www.irlgov.ie/educ/new/LifeLong_Learninghtm.htm)*.

The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country *(National Policy on Education, 1986(Modified in 1992, pp.5)*. Broadly we can divide formal education in to primary, secondary and higher education. Secondary education is given through government school, Aided school, unaided school, Private school,Public school, Kendriya Vidyalaya, and Jawahar Navodaya Vidyalaya. The National Policy on education, 1986, envisaged the establishment of Navodaya Vidyalayas in each district of the country. The Vidyalayas are fully residential coeducational institutions providing education from classes 6th to 8th. Initially two experimental schools were established in 1985-86. These Vidyalayas aim at identification and development of talented, bright and gifted children predominantly from rural areas who may otherwise find it difficult to avail of good educational opportunities. The Jawahar Navodaya Vidyalayas are working on following objectives:

- To provide good quality education including a strong component of India’s cultural heritage, inculcation of values, awareness of environment, adventure activities and
physical education to talented children belonging predominantly to rural areas, without regard to their family socio-economic condition.

- To ensure that all students of JNV attain a reasonable level of competence in three language as envisaged in three language formula, and


Navodaya Vidyalayas aim at inculcating values of national integration through migration scheme through which the inter-regional exchange of students between Hindi and Non-Hindi speaking States and vice-versa takes place for one academic year. Efforts are made to promote better understanding of the unity in diversity and cultural heritage through various activities. The Regional Language is generally the medium of instruction from Class-VI to VIII and from Class- IX onwards, it is English for Science and Mathematics and Hindi for Humanities subjects. Under the three language formula, the students learn regional language, English and regional language of migrated state. (Retrieved on 1st of October 2012 from http://www.navodaya.nic.in/welcome%20sbs.htm) Teacher teaches their student in class through various methods and during their teaching they give verbal and non-verbal motivation to their students. These motivational inputs given by teacher motivate the student and they concentrate on their study. These motivated studies also affect the student’s achievement. Migration scheme in JNVs were introduced to foster national integration and to minimize the cultural gap. In this scheme the inter regional exchange of students between Hindi and Non-Hindi speaking States and vice-versa takes place for one academic year. Efforts are made to promote better understanding of the unity in diversity and cultural heritage through various activities (Retrieved on 1st of October 2012 from http://www.navodaya.nic.in/welcome%20sbs.htm). When student
migrate from their Non-Hindi speaking States JNV to Hindi speaking States JNV, they met with new culture, food habits, environment and the most important the language. Language is the most important factor which connects the students directly to the teacher, students and local people of the JNV where they migrated. During academic activities, playground activities and in hostel they communicate with each other in local regional language. The students of non-Hindi background are not comfort freely in the local language. Although the medium of study in class ix is in English but teacher often communicate with their students in regional language. During teaching the teacher motivates their students for study and to get their answers. All teachers are expected to motivate students during teaching in classroom. So a question arose in researcher mind.

a) Is all teachers gives equal motivational input in classroom during classroom teaching?


To study the level of motivational inputs during classroom teaching.

**Research Hypothesis**

After formulating the objective of study, researcher needs to formulate the hypothesis for the process of research. Basically scientific research which keeps scientific approach based on the hypothesis. These hypotheses are formulated on the basis of previous research reviews. Here researcher formulated following research hypothesis:
➢ There is difference in the level of motivational inputs during classroom teaching given by teachers.

Method

For the testing of hypothesis data has been collected through normative survey method which was followed by the researcher. The data analysis and their presentation are based on Z-Score value.

Sample and sampling

Purposive stratified sample has been selected in three levels. In first level JNV Bilaspur has been selected as a purposive sample in first phase which is shown in table no. 1

Table No. 1

<table>
<thead>
<tr>
<th>No. of JNVs in Chhattisgarh</th>
<th>Purposive selected JNVs</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1</td>
</tr>
</tbody>
</table>

In second phase researcher has classified the group of migrated and non-migrated students of class ix has been selected which is shown in table no. 2

Table No. 2

<table>
<thead>
<tr>
<th>JNV Bilaspur</th>
<th>7 Teachers</th>
</tr>
</thead>
</table>

Tool

Researcher developed Teacher Motivation Input Scale (TMIS) for the collection of data. This tool has been administrated on teacher for measuring the level of motivational inputs given by teacher during classroom teaching.
Analysis Procedure

The raw score obtained on Teacher Motivation Input Scale were converted to Z-Score for their analysis. Division of teacher according to level of motivation obtained in the Teacher motivation input scale is given in table no.

Table No. 3

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Range Of Z-Scores</th>
<th>Level of Motivation</th>
<th>No. of Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.15σ to 0.55σ</td>
<td>Extreme</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>0.55σ to -0.50σ</td>
<td>High</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>-0.50σ to -0.65σ</td>
<td>Average</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>-0.65σ to -1.25σ</td>
<td>Below Average</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>-1.25σ to -1.85σ</td>
<td>Lowest</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1.15σ to -1.85σ</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

Results

The raw scores of teachers were converted in to Z-Score. Out of seven teachers 2 teachers were reported in giving extreme motivation, 3 teachers for high motivation, 1 teacher for average motivation and one teacher reported as lowest motivators among all seven teachers.

Discussion

The hypotheses formulated on objective were analyzed with Z-Score of teachers obtained in Teacher Motivation Input Scale and it was found that all teachers are not giving equal
motivational input in the class. Two teachers were giving extreme motivation in the classroom teaching, while three teachers were giving high motivation, one teacher was reported for average motivation and one teacher for lowest motivation.

Conclusion

On the basis of above findings it can be concluded that although it seems that all teachers provide approximately equal motivational input during classroom teaching but in this research it was found that there was variation in motivational inputs given by teachers. During classroom teaching teachers were reported from extreme motivational input to lowest motivational input,

References


Paper-14

Futuristic Teacher Education Curriculum: A Reflection on Innovative Curriculum Practices

Indrajeet Dutta
Vanita Chopra
Deepa Bisht
Futuristic Teacher Education Curriculum: A Reflection on Innovative Curriculum Practices

Indrajeet Dutta\textsuperscript{21}  
Vanita Chopra\textsuperscript{22}  
Deepa Bish\textsuperscript{23}

Abstract

The teaching profession is charged with the immense task of creating conditions and developing processes for building the human skills and capacities that are considered to be indispensable for economic growth, prosperity, social well-being, and individual development. It is no surprise that in any national education system teachers are considered the most important element where educational quality is concerned. During the last two decades, the teacher education curricula have received severe criticism and their weaknesses have been well exposed. Some educationists and social activists call it insipid, irrelevant because they do not address the needs of contemporary Indian schools and society and they do not prepare teachers who can impart quality education in schools. One often hears that there is little difference between the performance of trained and that of untrained teachers because of the outdated and defective curriculum. These charges may appear to be exaggerated but some of them compel us to rethink about the curricula and their transaction. Frequently criticized as being theoretical in its nature, the curriculum of teacher education is only partially theoretical. It is information loaded which are disconnected from each other. Information’s like this do not promote habit of thoughts and quality of mind. For disconnected information’s can neither be converted into ‘theory’ nor can they form mind. Utmost they can produce inert ideas, which cannot be transformed into action and wisdom. There is the burning need to integrate and

\textsuperscript{21} Indrajeet Dutta, Assistant Professor, MANUU, Bhopal  
\textsuperscript{22} Vanita Chopra, Assistant Professor, IHE, Delhi University  
\textsuperscript{23} Deepa Bisht, Assistant Professor, GIAST, GGSIP University
synthesize them for giving a disciplinary shape and change into well connected segment of knowledge, with its own specific area of serious study with an impendent methodology. Be it the Curriculum framework of Teacher education (1998) or more recent NCFTE (2009) one hardly talk about competency based teacher education programme or the process of making a competency based teacher. The experiential based teacher education is the need of the hour especially at pre-service teacher education programme. It's become further woeful when it is being managed by incompetent teacher education institutions or incompetent teacher educators be either in private institutions or in government institutions. Pre-service training needs to be improved and properly regulated both in public and private institutes. This can be achieved if the curriculum being practiced is based on sound practical and skill oriented. It is important to develop a broad framework that can address some of the crucial issues common to teacher education across different levels with a view to enable states to respond to needs specific to their contexts. Keeping this background in mind our paper will throw light and discuss in detail the good practices to be followed in the Teacher education curriculum of: a) Curriculum b) Curriculum Transaction c) Field- Experiences d) Assessment e) Miscellaneous

**Introduction-Conceptual Framework**

India has made considerable progress in school education since independence with reference to overall literacy, infrastructure and universal access and enrolment in schools. Two major developments in the recent years form the background to the present reform in teacher education – the political recognition of Universalization of Elementary Education (UEE) as a legitimate demand and the state commitment towards UEE in the form of the Right of Children to Free and Compulsory Education Act, 2009. This would increase the demand manifold for qualified elementary school teachers. The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. Given the problems of inadequate quality in most secondary schools due to poor
infrastructure and insufficient and poorly equipped teachers, the need for addressing the professional education of secondary teachers acquires great importance.

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills the teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and the larger processes of social transformation.

**Teacher Education Curriculum in relation to school education curriculum**

A teacher education curriculum framework needs to be in consonance with the curriculum framework for school education. A teacher needs to be prepared in relation to the needs and demands arising in the school context, to engage with questions of school knowledge, the learner and the learning process. The expectations of the school system from a teacher change from time to time, responding to the broader social, economic and political changes taking place in the society.

The Right of Children to Free and Compulsory Education Act and, in particular, increases the role and place of the school teacher. The teacher must be equipped not only to teach but also to understand the students and the community of parents so that children are regular in schools and learn. The Act mandates that the teacher should refrain from inflicting corporal punishment, complete the entire curriculum within the given time, assess students, hold
parent’s meetings and apprise them and as part of the school management committee, organize the overall running of the school.

The Act, vide section 29 (2), emphasizes the following areas while laying down the curriculum and evaluation procedures:

• Conformity with the values enshrined in the Constitution.
• All round development of the child.
• Building up child’s knowledge, potentiality and talent.
• Development of physical and mental abilities to the fullest extent.
• Learning through activities, discovery and exploration in a child-friendly and child-centered manner.
• Medium of instruction shall, as far as practicable, be in child’s mother tongue.
• Making the child free of fear, trauma and anxiety and helping the child to express views freely.
• Comprehensive and continuous evaluation of child’s understanding of knowledge and his or her ability to apply the same.

In addition, the NCF requires a teacher to be a facilitator of children’s learning in a manner that helps children to construct knowledge and meaning. The teacher in this process is a co-constructor of knowledge. It also opens out possibilities for the teacher to participate in the construction of syllabi, textbooks and teaching-learning materials. Such roles demand that teachers be equipped with an adequate understanding of curriculum, subject-content and pedagogy, on the one hand, and the community and school structures and management, on the other.

The launch of the massive Sarva Shiksha Abhiyan (SSA) in 2002 and the financial commitment and education cess to augment the UEE mission have underscored the need to
prepare the teachers adequately to address the growing demand for quality education. A similar demand may arise in the context of the impending universalization of secondary education in the coming years.

There is now a public acknowledgement that the current system of schooling imposes tremendous burden on our children. This burden arises from an incoherent curriculum structure that is often dissociated from the personal and social milieu of children as also from the inadequate preparation of teachers who are unable to make connections with children and respond to their needs in imaginative ways. Teachers need to be creators of knowledge and thinking professionals. They need to be empowered to recognize and value what children learn from their home, social and cultural environment and to create opportunities for children to discover, learn and develop. The recommendations of the NCF on school curriculum are built on this plank. Educationists are also of the view that the burden arises from treating knowledge as a ‘given’, as an external reality existing outside the learner and embedded in textbooks.

This view of education points to the need to take a fresh look at teacher preparation. Education is not a mechanical activity of information transmission and teachers are not information dispensers. Teachers need to be looked at as crucial mediating agents through whom curriculum is transacted and knowledge is co-constructed along with learners. Textbooks by themselves do not help in developing knowledge and understanding. Learning is not confined to the four walls of the classroom. For this to happen there is a need to connect knowledge to life outside the school and enrich the curriculum by making it less textbook-centered.

**Teacher Education in the Present Scenario**

The National Knowledge Commission (NKC) has observed that teachers are the single
most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as election-related responsibilities should not be allowed to interfere with the teaching process. Forums that allow and encourage teachers to exchange ideas, information and experiences including a web-based portal should be developed. At the same time, there should be transparent systems for ensuring accountability of school teachers. As far as possible, teachers should be recruited to particular schools.

The training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states. Pre-service training needs to be improved and differently regulated both in public and private institutions, while systems for in-service training require expansion and major reform that allow for greater flexibility.

There exists a wide variation in the status of teachers and the need for teachers at different levels of school education across the country. It is important to develop a broad framework that can address some of the crucial issues common to teacher education across different levels with a view to enable states to respond to needs specific to their contexts. Moreover, the diversity in the institutional arrangements for school education in terms of alternative schools, government and private schools places its own demands and will also need to be addressed. Diversity also exists in terms of the set of agencies that conduct teacher education programmes. These include state institutions, university-based institutions and private institutions that have grown enormously in number in the recent past, contributing to the commercialization of the process of teacher education.
Reforming Teacher Education

At the heart of teacher education is the question ‘What value does teacher education add to the prospective teacher’s ability to face challenges of facilitating the development of critical and creative students and subsequently adults?’ Reform of teacher education has been one of the abiding concerns in the reports of major Education Commissions and Committees on education.

Teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure. Considering the complexity and significance of teaching as a professional practice, it is imperative that the entire enterprise of teacher education should be raised to university level and that the duration and rigor of programmes should be appropriately enhanced.

There is also a dire need to critically review the secondary teacher education system. The one-year second Bachelor’s degree (B.Ed.) model seems to have outlived its relevance. With the proliferation of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. While the second Bachelor’s degree model may still be relevant, it is imperative that this needs strengthening in terms of intensity, rigor and duration.

Secondary teacher education institutes continue to exist as insular organizations even within the university system where many are located. This precludes the larger academic debates on equity, gender and community to enter the day-to-day discourse of teacher educators. Institutes of teacher education have become breeding grounds of academic stagnation and
resistance to change. The training of teachers happens in insular, intellectually impoverished environments that are severed from ground realities as well as the aims of education they espouse. Such an intellectual isolation actively discourages educational theorisation and the growth of disciplinary and interdisciplinary enquiry.

It is desirable within a finite time frame that the existing one-year second Bachelor’s (B.Ed.) degree programme is structurally transformed to a two-year one, with deeper and more protracted engagement with school-based experience and reflective and critical engagement with theory. In the transitory phase, however, the existing one-year programme can work towards better utilization of the time available, greater emphasis on school internship and emphasis on reflective practice based on perspectives on the learner and her context, contemporary society, basic concepts of education and curricular and pedagogic alternatives.

Keeping this in mind, the futuristic teacher education curriculum will reflect innovative practices in the following areas:

1. **Good Practices in Curriculum**

   - **Cross-Cultural Awareness Studies** - Diverse students have been part of school populations for many years, but as we enter the 21st century, schools include increasing numbers of students from a range of cultural, linguistic, and socioeconomic backgrounds. Achievement gaps between students of the cultural and linguistic mainstream and their peers from diverse backgrounds continue to exist. Teachers require support as they face the challenge of effectively teaching diverse students in their classrooms. Teacher-educators have used various methods to foster change in teachers' thinking, attitudes, and behaviors regarding cultural diversity, but these efforts have produced mixed results because they often focused on content rather than the process of cross-cultural learning. *Paulo Freire’s problem-posing method and case study research to introduce an alternative instructional and pedagogical*
methodology in teacher education. These approaches attempt to get at deep-rooted ideologies by creating a space in a social foundations course for teacher candidates to unlearn their stereotypical knowledge of race while analyzing and theorizing what it means to teach a diverse student population. When using such a methodology teacher candidates have access to a variety of cultural immersion and field experiences in communities of color. These experiences are critical to learning why they should and how they can talk about race and racism.

- **Enquiry-based learning and training** - Most of our teacher education colleges focus on teaching a set of basic skills that do not serve the needs of modern schools. Traditionally, schools stressed the accumulation of information, and did not emphasize skill development or nurturing enquiry-based habits of mind. Enquiry-based teaching fosters enquiry-based learning. Students benefit in many ways: they learn about a much broader range of topics; they develop advanced literature searching skills; they develop the ability to analyze and synthesize information in more than one way, such as, for a short presentation to students and for a critical account for the tutor; they develop independent and co-operative learning. Research studies showed that although students’ were wary about the approach initially, they feel they have learned more than they would through a more conventional approach. Enquiry-based learning differs from problem-based learning in that it is less directed and empowers students to take ownership of the course. This is something of a culture shock for many but their appreciation and enjoyment was expressed many times. This student population, being more mature and perhaps more diverse than many student groups, responded well to this type of learning experience. Since in majority of the teacher education colleges teaching takes place through conventional mode and hardly any teacher practices teaching through enquiry based pedagogy therefore, it is imperative that teacher trainees aren’t able develop the skill of teaching through enquiry based method or one can say hardly any teacher trainee trains on the line of enquiry based learning.
Competency-Based Training – In India the teacher education curriculum is more based on disciplinary knowledge rather on training. Repeated ‘practice’ in the teaching of a specified number of isolated lessons is considered as training. It is common knowledge that practice teaching which constitutes the most functional part of the teacher preparation has suffered severe neglect and dilution in quality. The common complaint is that theory dominates the curriculum and practice teaching continues to suffer from inadequacies of different kinds such as: it follows a mechanical routine (observation, micro-teaching, teaching practice and examination), operates with rigid lesson plan formats, inadequate mentoring and supervision; exhibits no original thinking, lacks variety and context specificity in teaching. This traditional, time-based approach to education have met with varying levels of success over the years, it is an ineffective system when the goal is to train individuals to perform specific, job-related skills. In a traditional educational system, the unit of progression is time and it is teacher-centered. A more appropriate approach is competency-based training (CBT). In a CBT system, the unit of progression is mastery of specific knowledge and skills and is learner- or participant-centered. There appears to be substantial support for competency-based training. Norton (1987) believes that competency-based training should be used as opposed to the “medieval concept of time-based learning.” Foyster (1990) argues that using the traditional “school” model for training is inefficient. Therefore, teacher education should be based on developing competencies and the following are the key characteristics of CBT:

- Competencies are carefully selected.
- Supporting theory is integrated with skill practice. Essential knowledge is learned to support the performance of skills.
- Detailed training materials are keyed to the competencies to be achieved and are designed to support the acquisition of knowledge and skills.
• Methods of instruction involve mastery learning, the premise that all participants can master the required knowledge or skill, provided sufficient time and appropriate training methods are used.
• Participants’ knowledge and skills are assessed as they enter the program and those with satisfactory knowledge and skills may bypass training or competencies already attained.
• Learning should be self-paced.
• Flexible training approaches including large group methods, small group activities and individual study are essential components.
• A variety of support materials including print, audiovisual and simulations (models) keyed to the skills being mastered is used.
• Satisfactory completion of training is based on achievement of all specified competencies.

**Compulsory Elective subject- Music/ Art:** The arts are essential to every child's education, which is why the arts are one of the core academic subjects. In addition to studying the arts for their own sake, experiencing and making works of art benefits students in their intellectual, personal, and social development. Importance of art education in the development of a child's overall personality and skills is undeniable. It is observed that children, who are engaged in art activities, develop a better understanding of other subjects, right from languages to geography to even science. Studies have shown that students who are exposed to any of the forms of creative expression, be it music, painting, or drama, on an average achieve higher scores in standardized tests. Art education enhances:

(a)**Creativity:** Free flowing art activities foster creativity in children and help in developing their imagination as well as decision making skills.

(b)**Interpretation Skills:** students are made to interpret and draw conclusions from
various pieces of art. This strengthens their interpretation skills and they can use the same in other subjects as well as in all other aspects of life.

(c)Critical Thinking and Communication Skills: Art develops a child's intelligence. Studies have shown that exposure of children to art helps in promoting brain activity. A child learns how to problem solve. He also learns how to convey his thoughts and ideas in numerous ways. During art classes, various pieces of art are discussed in detail. This discussion makes the students capable of expressing themselves well during debates or in speech classes.

(d)Personality Development: Art forms such as drama activities develop the overall personality of a child. They build a child's self esteem and make him disciplined. A child due to his engagement in art becomes much more creative and innovative. He develops motivation and also learns how to cooperate with others.

(e)People Skills: The importance of art education for children can be understood from the fact that engaging in art activities gives the child a better understanding of human nature. A child develops sensitivity and becomes considerate enough to think from the other's point of view. He starts respecting other people's feelings and thoughts.

(f)Observational Skills: Art activities for children improve their observational skills. For example, the skills that are required to draw a sketch of a house are the same that are required to understand the solar system or to figure out why a particular classmate is behaving in so and so manner.

(g)Inquisitive Spirit: Kids art activities make them curious. A child learns how to question things by participating in arts. After drawing a sketch, if a child does not like the final outcome, he erases and re-draws certain portions. Thus, he learns "trial and error" through art
and uses the same in real life situations.

The importance of art education can be understood from the fact that the whole of human history that we know of today, has been conveyed to us through various art forms such as literature, music, visual arts, dance and drama. Art transcends all boundaries be it geographical or cultural. Art can bring imagination to life and give life to imagination. So to conclude it can be said that engaging in art activities is a must for children for their social, emotional, intellectual and personal development.

- **Specialization in Special Needs Education within the Basic Teacher Training Course:** Good education realizes the fact that every child is special in some way or other and the purpose of learning is to optimize the child’s potential. Use of multi-sensory instruction in the classroom makes the teacher better and at the same time helps mentally challenged children and children with visual and hearing impairment. So the inclusion of disabled children depends on how effectively regular classroom teachers can teach. That is why teachers hold the key to creating an inclusive environment in the school. Teachers must recognize the fact that true learning occurs in a non-threatening environment and try to create such an environment in the classroom. Such an atmosphere facilitates inclusion of children who experience learning difficulties. These children often succumb under pressure but succeed in a non-threatening learning environment. The ability of the teacher to create different learning tasks within the classroom will satisfy the educational needs of all types of children on the basis of their cognitive and sensory abilities and generate interest in learning. Our Honorable Ex-President Dr A. P. J. Abdul Kalam often says that parents and teachers should allow children to dream and help them realize those dreams. In an effective inclusive setting, every child will be able to dream his/her own vision of the future and develop abilities to actualize it. The inclusive setting not only increases the involvement of children, but enriches their learning potential. It emphasizes that the child is a human resource in the
learning process. The paradigm shift from ‘child as a student’ to ‘child as a human resource’ paves way for a comprehensive and truly inclusive setting, where every child is treated as special and the teacher becomes a facilitator of learning.

- **Technology integration:** Teaching is becoming one of the most challenging professions in our society where knowledge is expanding rapidly and much of it is available to students as well as teachers at the same time (Perraton, Robinson and Creed, 2001). As new concepts of learning have evolved, teachers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. Recent developments of innovative technologies have provided new possibilities to teaching profession but at the same time have placed more demands on teachers to learn how to use these technologies in their teaching. (Robinson and Latchem, 2003). Use of ICT within teacher-training programs around the world is being approached in a number of ways with varying degrees of success. These approaches are subsequently described, refined and merged into four primary approaches as follows.

(a) **ICT skills development approach:** Here importance is given to providing training in use of ICT in general. Student-teachers are expected to be skilled users of ICT in their day-to-day activities. Knowledge about various software, hardware and their use in educational process is provided.

(b) **ICT pedagogy approach:** This approach emphasizes on integrating ICT skills in respective subjects, drawing on the principle of constructivism, pre-service teachers design lessons and activities that centre on the use of ICT tools that will foster the attainment of learning outcomes. This approach is useful to the extent that the skills enhance ICT literacy skills and the pedagogy allows student to further develop and maintain these skills in the context of designing classroom-based resources. Students who have undergone this type of training have reported significant changes in their understandings associated with effective implementation strategies, as well as their self-efficacy as to their ICT competencies.
(c) **Subject- specified approach**: Here ICT is embedded into one’s own subject area. By this method teachers not only expose students to new and innovative ways of learning, but also provide them with a practical understanding of what learning and teaching with ICT looks and feels like. In this way, ICT is not an ‘add on’, but an integral tool that is accessed by teachers and students across a wide range of the curricula.

(d) **Practice-driven approach**: Here the emphasis is on providing exposure to use of ICT in practical aspects of teacher-training also. Emphasizing on developing lessons, assignments etc. using ICT and implementing these in their practical work experience at various levels, the students are provided with an opportunity to assess the facilities available at workplace and effectively use their own skills to manipulate these facilities. Based on the concept that the pre-service teacher is a learner, manager, designer and researcher, he is expected to research their practicum school’s ICT facilities, design ICT activities with their tutor-teacher, manage those activities in the classroom, and evaluate their effectiveness in terms of student learning. Ideally, an integrated approach is to be followed for developing ICT skills in teaching. Whatever may be the approach followed in the institutions to develop knowledge about ICT, it has its own limitations and coupled with other reasons, they are not making student-teachers fully confident of using ICT in their day-to-day classrooms and other situations. In the opinion of authors, all the four approaches are required to develop awareness of expert level skills in student-teachers.

- **Language clinic**: Teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills. For a teacher, it is not just important to give a quality lecture but it is more important for the presentation of a lesson or lecture in class. Communication skills for teachers are thus as important as their in-depth knowledge of the particular subject which they teach. Teachers should be aware of the importance of communication skills in teaching. They must also realize that all students have different levels
of strengths and weaknesses. It is only through communication skills that a teacher can introduce creative and effective solutions to the problems of the students. All teachers undergo communication skills training even during college when they study their subjects. From there they learn how to handle different ages of students, or same students’ ages having different personalities. They are taught of different teaching styles and in turn learn to improve communication style to indicate authority when speaking in front of the class. It is necessary to have a language clinic where students who are poor in communication skills should be trained to improve upon their skills.

2. Good Practices in Field Experiences

Certain good practices which could be incorporated in the curriculum related to field experience leads to enhancement in professional competency are as follows:

- **Exchange programme of pupil teachers and teacher-educators:** Pre-service Teacher Exchange Programme is almost a new concept in teacher education programme. Many of the teacher education institutes are doing exemplary work related to various facets of teacher education like using innovative pedagogies in the classroom e.g. I-CONSENT e-teacher education programme in Maharashtra, Mirambika in New Delhi, Goa college of education in ICT which provides opportunities for trainee-teachers as well as teacher educators to participate in direct exchanges of positions with colleagues from different universities or colleges of teacher education for a semester or at least for a period of 4-6 weeks. By living and working in the cultures, teachers and his students gain an understanding and appreciation of the similarities and differences in education systems. Teachers enrich their institutes and students with their enhanced professional development as well as new knowledge of other events occurring in different parts of the world, providing students with new perspectives about the world in which they live. National or local collaborations such as
these foster enduring relationships and continuously provide students with opportunities to increase their subject knowledge and understand its relevance in the greater context of the world. Participating teachers develop and share their expertise with colleagues and gain from the experience of having a national resource in their communities.

- **Provision of Research work:** In India teacher education programme is heavily loaded with theoretical inputs rather practical ones result student has de-learn and then re-learn when they became a part of the regular school. Practical work components are generally carried out more in a ritualistic manner than reflective way. There is hardly any Department of education in universities or teacher education colleges where they have a curriculum wherein action research or community based research is a major component of pre-service teacher education. Teaching without research is just like “doctors without patient”. Until and unless one becomes a regular practitioner it will be difficult to cure or prevent the patient. Even the NCFTE 2009 stresses on training the teachers on action research or community based research. Therefore, curriculum must contain field based research or classroom based research.

### 3. Good Practices in Curriculum Transaction

One of the good practices which could be incorporated in the curriculum related to transaction of curriculum leads to enhancement in professional competency is as follows:

- **Mentoring and Peer-Tutoring:** During the past two centuries, a number of new changes occurred in the way leaning was perceived by psychologists of learning. According to Behaviorism, learner responded to external stimuli and learned through processes of classical and operant conditioning. Cognitivism focused on the internal processes of the learner such as problem solving, critical thinking and discovery learning which led to change the mental structure of the learner. Social constructivism acknowledges the importance of the role of the
others and of the interaction with them as the most important factors facilitating one’s learning. According to this theory, the learning experience is more effective, when the learner is actively directing his own experience. The more learning is done together with others, the better the process of exploring, defining, and explaining, validating and sharing one understands of concepts. Learning is enhanced through continuous feedback from peers as well as from experienced people. Further, learning requires an organization structure that offers opportunities to absorb, produce, enrich ad apply knowledge, to share that knowledge and to rethink and revise such knowledge. In line with this theory, it is necessary to change the school into a learning place for student teachers with the support of the principals and other teachers in the school. One mechanism to increase the involvement of the school is to appoint a ‘Mentor’ from the school itself to facilitate the development of professional competencies of student teachers who are enrolled in a teacher training programme. According to Tomlinson, mentors are skilled educators who actively assist less experienced educators to obtain the expected experience and skills. Having focused on the teaching profession, McIntyre and Hagger have introduced that as a mentor more experienced person facilitates the professional development of a new teacher or someone new to a particular stage in the career. Mentoring happens in teacher education serving different purposes in line with the requirements of different contexts. Maynard and Furlong have identified three basic models of mentoring: the apprenticeship model, the competency model and the reflective model. The apprenticeship model is applied in the early stage of practical teaching where trainee teacher work alongside mentors who act as models and interpreters to help the trainees see the complexity of the Teaching Learning process. In the second stage of practical teaching, Mentors take on the role of the trainers and instructors to engage the trainee in a more systematic training programme that involves routine of observation and feedback on agreed competencies. In line with the reflective model during the final stage of practical teaching,
mentors take the role of co-enquirers to promote critical reflection on teaching and learning in the trainees. However, all three models have some features in common:

• Mentoring takes place in a personal one-to-one relationship.
• A protected (social) room for learning is provided to serve psycho-social functions.
• A confidential, inspiring and trusting relationship is a basic pre-requisite for learning.
• The benefit is not only on the mentees side but also on the mentor’s and the institution as well.

Mentoring is one of the components to strengthen the support and guidance provided for developing teaching competencies of teachers within their own schools and to improve the quality of the training provided.

4. Good Practices in Assessment

Certain good practices which could be incorporated in the curriculum related to assessment in teacher education programme and leads to enhancement in professional competency are as follows:

• **Portfolio as a tool for assessment** : Teacher preparation programs across the country are showing an increased interest in the use of portfolios as valuable authentic assessment tools that can document students’ abilities and growth related to specific standards. Portfolios provide an integrated, purposeful, dynamic, and complete collection of materials and artifacts that demonstrate the effort, accomplishment, reflection, and progress of a pre-service student teacher in several areas of teaching. They engage students in authentic tasks in authentic contexts. According to Campbell, Cignetti, Melenyzer, Nettles and Wyman (2001), the use of the portfolio during pre-service education:
  • Allows the student to understand the teaching profession by reflecting on the practice of aligning artifacts with the teaching standards.
• Allows the student to “self-understand” and reflect upon the underlying rationale for creating a portfolio, namely, to engage in the process of authentic assessment. This process provides the opportunity to record the growth over time, ascertain measures of performance (qualitative and quantitative), and engage in scaffolding processes in which assessment and learning guide each other.

• Designs professional growth by identifying and reflecting on weaknesses and strengths. Learning is largely the result of student motivation.

• Provides a holistic or authentic assessment to capture the complexities of teaching that can be viewed and assessed by others.

As remarked by Milman (1999), they “can capture the complexities of learning to teach and the act of teaching itself,” allowing faculty to assess student teachers’ growth and development based on “standards, reflections, and examples of best work” (Aschermann, 1999). Portfolio assessment holds a great deal of potential as powerful tools for transforming teacher preparation programs; they help prepare tomorrow’s teachers to evaluate critically and reflectively, and improve current teachers’ practices. Portfolio assessment provides a richer picture of pre-service teachers’ abilities that could not be seen otherwise. They serve as snapshots of student learning and reflective practice, and add to existing assessment methods to create a more comprehensive representation of student achievement.

• **Performance-Based Assessment in Teacher Preparation Using a Web-Based System**: In the paper presented by Prof. Barnes and his colleagues (2002) at the annual conference on “Teaching, Learning and Technology” has discussed how assessment through web based system ensures programme and the graduates are of highest quality. Meeting this responsibility requires using information technologies in the systematic gathering and evaluation of information and making use of that information to strengthen the unit and its programs. The unit and its programs are informed by an assessment system that examines the
(1) alignment of instruction and curriculum with professional, state, and institutional standards; (2) efficacy of courses, field experiences, and programs, and (3) candidates’ attainment of content knowledge and demonstration of teaching that leads to student learning. With the advent of performance-based accreditation, teacher candidates are expected to show mastery of the content knowledge in their fields and to demonstrate that they can teach it effectively. Standard one moves candidate knowledge and skill to the forefront. Specialty professional associations play a crucial role in accreditation now, as their subject matter standards are the focus for program design and delivery in professionally accredited institutions. Institutions are expected to meet the standards of the specialty associations. In addition the College of Education must have a system in place to assess candidates. The system must include assessments at entry, throughout the program, and upon exit. As institutions develop better assessments of candidate performance, they are also expected to establish rubrics for acceptable versus unacceptable performance levels. Institutions must provide evidence that candidates who are completing their preparation have performed at acceptable levels. Candidates know the criteria by which their competence will be evaluated. Multiple and longitudinal assessments of candidates help the college form an assessment of candidate readiness to teach. The move to direct evidence of teacher proficiency, through examinations, on-demand tasks, and longitudinal assessment of performance, is one of the changes emphasized. Similar kind of strategies can be carried out not only by accreditation of teacher education institutes but also by accreditation of the teacher educators-serving in the institutes.

Conclusion

The above Framework is visualized to act as a catalyst to change the profile of teacher education so that the teacher education institutions become active centres not only of research but also of practical experiments directed to the improvement of educational
methods and curricula. This demands dedicated research in the areas of foundations of education in the Indian context by Universities, preferably in independently established departments. It is a matter of conviction that if teacher education institutions could be organized on right lines and become dynamic centres of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated.

**References**

- Foyster J. (1990). *Getting to Grips with Competency-Based Training and Assessment*. TAFE National Centre for Research and Development: Leabrook, Australia. ERIC: ED 317849


Paper-15

Problem of Child Labour and Education

Rashmi Sinha Nigam
Sarfaraz Ahmad
Problem of Child Labour and Education

Rashmi Sinha Nigam²⁴
Sarfaraz Ahmad²⁵

Abstract

The motion that children are being exploited and forced in the labour not receiving education has drawn the attention of people from many countries. The prevalence of child labourers in India is shown by the child labourers in India is shown by the child

Work participation rates which are higher in India than in other developing countries. Poverty is cited as the major cause of child labour. Children want to study but they have get unsatisfactory educational resources. Moreover government is providing financial help to poor families this help must reach the needy and not be wasted in useless hands. The health care and counseling service should also be extended to these children and their parents. The steps have brought certain changes but still a lot remains to be done to get the desired goals.

Article 39 (e) of Indian Constitution direct states policy such that“The health and strength of workers……………………………… and the tender age of children are not abused and that citizens are not forced by economic necessity to vocation unsuited to their age or strength”. The constitution of India clearly states that child labour in any form is wrong and measures should be taken to end it.

²⁴ Dr. Rashmi Sinha Nigam, Associate Professor (Faculty of Education-Training), D.W.T.C. Kanpur
²⁵ Dr. Sarfaraz Ahmad, Assistant Professor (Department of B.Ed), Halim Muslim P.G. College, Kanpur
From the time of independence, India has considered itself to be against child labour. In spite of this India is the biggest example of a nation plagued by the problem of child labour. The problem does not have an easy solution. Various laws, rules have brought some changes and the issue has been considered in context of human rights and development also, but the desired results in this direction still remain unachieved. Children are growing up as illiterates because they spend their time working and not attending school. A cycle of poverty is formed and the need for child labour is reborn after every generation.

There is a dire need to know the prominent causes which are responsible for these issues. Even though, poverty is cited as the major cause of child labour it is not the only determinate. Inadequate number of child labour schools their inefficiency or even the expenses of schooling leave some children with little else to do but work. The attitude of parents might also contribute to child labour; some parents feel that the children should work in order to develop skills useful in the job market, instead of taking advantage of a formal education. Child labour is a source of income for poor families. A study conducted by the ILO Bureau of Statistics found that Children’s work was considered essential to maintain the economic level of households, either in the forms of work for wages, or help in household members for economic activity elsewhere.

Some essential facts in this context from the news in Kanpur are:-

1) 200 children between the age 8-10 years work for about 12hrs at Kanpur central railway station. Family pressure has forced them to work. To ward off tiredness they inhale rubber solution, though constantly driven away from the station by Railway Protection force, there is no change in their schedule of work.
2) The survey team has to face money problems and ill-treatment due to opposition by the employers of the child laborers. Moreover the children are removed from the working place as the survey team approaches.

3) In the venture carried by labour department more children were seen working in the season of Diwali, Dussehra festivals.

4) Under INDUS project the team of International Labor Organization surveyed the child labour schools in Kanpur and schemes to educate these children were put forward. Besides awareness programmes were also organized to mark the occasion of International Anti Child Labour Day. It was said that 4000 children would benefit from INDUS project.

5) The child labour school had improper management and functioning high expenditure but negligible education for child labourers.

The news also reveals that the poverty is the most prominent cause of child labour. It was also found that all child labourers belong to large families. Their parents have large numbers of children because of which the children are unable to study and forced to work. Though child labourers and their parents feel that education is essential and can lead to success in life, but still they are unable to study and bound by poverty, to support and give financial help to their families. Their parents cannot feed and support them, the children have to earn for their livelihood. Their health and growth suffers. Sometimes when these children are interviewed they are not ready to answer the question. Their parents say if they will not work what they will eat. If they will earn they can get food and give economic support to the family. Moreover, their being engaged in work can prohibit the children from getting involved in illegal activities. So it is not morally unfair to keep the children as labourers.
The child labourers want to study because they think that education is essential and can give them success in life. Their parents too have the same desire but they are gripped by the chains of poverty. The basic necessities of life are food, clothes and shelter. When these necessities are met then one thinks or goes for other necessities. In the case of child labourers, the truth of life is that they are born in poverty and live in poverty throughout their life. They have to strive hard for basic necessities. What is the reason for their poor economic status generation after generation? An essential fact that has come out is that child labourers belong to large and joint families. The parents too are not in good health because they too have started working in their childhood. The number of children in the family is high. Thus a cycle of poverty is formed and the need for child labour is reborn after every generation. Another noteworthy fact which was revealed from the study is that the child laborers have no time to study. Moreover most of them don’t want to study along with the work. They and their parents cannot see the immediate benefits of studying so they are inclined towards working and earning money.

The problem of child labour is difficult and does not have an easy solution. The International Labour organization has launched many projects to tackle the problem. The government of India has also framed various rules and regulations and taken steps in this direction for an instance, the project of National Child Labour was started in 1988. Many Non-government organizations (NGO’s) too have worked for the education of poor children. On 12th June 2002, first Anti Child Labour Day was organized by the International Labour Organization. On this occasion many countries including India took a resolution to fight this problem, associated with poverty and
illiteracy, and eradicate it. Education for all and poverty eradication programme were also implemented to control child labour.

**Conclusion**

All these steps have brought certain changes but still a lot remains to be done to get the desired goals in this problem. Not only education, various other social issues should also be taken into account. There is a strict necessity of awareness programmes for child labourers and their parents. These programmes can help to acquaint them with fatal consequences of child labour. To reduce their poverty level there should be lesser number of children in the family. If the number of children is one or two they can think of education for their children. They should be made to realize that education and health care can change their attitude towards life.

Moreover government is providing financial help to poor families; this help must reach the needy and not be wasted in useless hands. The health care and counseling service should also be extended to these children and their parents. Employment opportunities’ and ways other than child labour should be provided to increase their family income.

It is well known fact that prevention of disease is better than cure so the objective of programmes in this direction should be to enhance the skill and ability of such families.

**Reference**


• Periodicals:
  • News Section- Times of India, Dainik Jagran, Amar Ujala

********************************************************************
Paper-16

A Comparative Study of Adjustment Level of Regular and Contract Teachers Working in Government Schools

Ritu Bala
Abstract

The fate of the pupils as well as the success or failure of an educational programme hangs on the degree of adjustment of the teacher. This research has focused on comparison of adjustment level of regular and contract Mathematics school teachers. Mangal Teacher Adjustment Inventory (M.T.A.I.) comprising of 70 items, designed for the preliminary assessment of the adjustment or maladjustment of the teachers belonging to Indian schools was used to find the level of adjustment of teachers. It was found that there is significant difference between the adjustment level of regular and contract teachers. It was also found that there is no significant difference between the teachers in relation to their gender and location as teachers working in government schools have the same social status and working environment. Effect of gender, location and interaction between type of recruitment and gender; type of recruitment and location; location and gender; type of recruitment, location and gender was found to insignificant.

Keywords

Adjustment Level, Teachers, Regular, Contract, Type of Recruitment

Dr. Ritu Bala, M.A. (Maths.), NET, Ph.D. (Education), PGDHE, E-Mail-ritu_bala11@yahoo.com
Introduction

Use of contract teachers increased rapidly in India since the mid-1990s and there were 543,671 contract teachers in India in 2008-09. In Haryana, recruitment of teachers in the service is made 67% by direct recruitment on contract basis. The officially stated rationale for provision of contract teachers is to achieve three major equity and efficiency aims in an affordable way: expanding access to schooling in un-served communities; eliminating single-teacher schools and relieving multi-grade teaching; and reducing high pupil teacher ratios. Contract teacher schemes are favoured because they expand schooling access, increase teacher numbers, relieve multi-grade teaching and reduce class sizes in a fiscally manageable way. Although the schemes vary across states, generally contract teachers have renewable (often annually renewable) contracts rather than regular teachers’ lifetime employment guarantees. Regular teacher pay scales are high. Nationally, contract teachers’ salary rate in 2005 was on average about 35% of regular teachers’ pay rate and have further fallen below 25% following Sixth Pay Commission related increases in regular teacher salaries (Kingdon and Sipahimalani-Rao, 2010).

Teachers are the most important input into schools; the relative effectiveness of contract and regular teachers raises educational quality and educational equity concerns. The quality aspect of education depends entirely on the character and personality of the teacher. A good teacher can communicate the divine spark of learning in a boon where as shallow one will achieve little even with the latest scientific aids. It is a fact that one good teacher can achieve more than a hundred bad or indifferent ones. The efficiency of a teacher is judged through her/his work and behaviour, which is very much dependent on the adjustment with her/him-self and her/his environment. A well-adjusted teacher is a source of inspiration to her/his students and a boon to the society. On the other hand, a maladjusted teacher can create havoc with her/his students and her/his own mental health.
In this way, the fate of the pupils as well as the success or failure of an educational programme hangs on the degree of adjustment of the teacher her/him-self. Higher level of adjustment of the teacher is directly linked with her/his efficiency in her/his work and a vital necessity for the welfare of the students and the nation in general.

Goyal (1980) in his doctoral research on “Relationship among Attitude, Job Satisfaction, Adjustment and Professional Interests of Teacher Educators in India” found that men and women differ significantly at .05 level in their social adjustment. Chattopadhyay and Bhattacharya (2002) found that subjects who were satisfied with their job reported higher job effectiveness and better social and emotional adjustment compared to those who were dissatisfied. Priyadarshani, Nibedita (2004) in her study found that the primary school teachers in the tribal area have been found to have average level of job satisfaction, moderate to high level of occupational stress and are highly committed to their profession. She also found significant three-factor interaction of sex, marital status, and professional commitment on teacher’s job satisfaction. Yadav, R. C. (2011) conducted a study on adjustment of secondary school teachers and observed no significant difference between male and female, rural and urban secondary school teachers. Goyat (2012) carried out a study to know the gender, demographical and educational impact on teachers adjustment behaviour and observed that there is no significant difference between male, female and rural, urban primary school teachers. Ritu Bala (2012) in her study found that there is no significant difference in the adjustment level of high school teachers in relation to their gender and location.

Therefore, if we wish to achieve the rationale for provision of contract teachers aimed to achieve quality in school education, we have to compare the adjustment level of regular and contract teacher and identify poorly adjusted teachers and take effective
remedial measures to enrich the school education. Present study focused on comparison of regular and contract schoolteachers working in Govt. schools.

**Objectives of the Study**

1. To compare the adjustment levels of regular and contract teachers working in government schools of Haryana.
2. To compare the adjustment levels of male and female teachers working in government schools of Haryana.
3. To compare the adjustment levels of urban and rural teachers working in government schools of Haryana.
4. To study the influence of type of service, location and gender on adjustment levels of teachers working in government schools of Haryana.

**Hypothesis**

1. There is no significant difference between the adjustment levels of teachers in relation to their type of recruitment.
2. There is no significant difference between the adjustment levels of teachers in relation to their gender.
3. There is no significant difference between adjustment levels of teachers in relation to their location.
4. There is no significant interaction between type of recruitment and gender.
5. There is no significant interaction between type of recruitment and location.
6. There is no significant interaction between location and gender.
7. There is no significant interaction between type of recruitment, gender and location.
Delimitations

1. The study is confined to the state of Haryana.
2. The study is confined to the teachers working at elementary school stage.

Methodology

Considering the nature of the problem under investigation descriptive survey method of research was used.

Sampling

The population of the study was elementary school teachers working in Government Schools of Haryana. A sample consisting of 200 teachers was drawn using random sampling technique.

Table 1

Distribution of Sample

<table>
<thead>
<tr>
<th></th>
<th>Urban</th>
<th>Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Regular</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Contract</td>
<td>25</td>
<td>25</td>
</tr>
</tbody>
</table>

Tool

Mangal Teacher Adjustment Inventory (M.T.A.I.) comprising of 70 items, designed for the preliminary assessment of the adjustment or maladjustment of the
teachers of both sexes belonging to Indian schools made by S.K. Mangal was used to find the level of adjustment of teachers.

**Data Collection**

The researcher personally visited the schools and collected data from the teachers. The teachers were given M.T.A.T. and they were asked to fill up the same.

**Analysis and Statistical Treatment of Data**

Three way ANOVA was used to interpret the data. The summary of ANOVA for the present study is given the following tables 2:

**Table 2**

**Summary of ANOVA**

<table>
<thead>
<tr>
<th>Sources of Variation</th>
<th>df</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>SIG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Recruitment</td>
<td>1</td>
<td>300.13</td>
<td>300.13</td>
<td>17.18</td>
<td>.01</td>
</tr>
<tr>
<td>Gender</td>
<td>1</td>
<td>0.24</td>
<td>0.24</td>
<td>0.01</td>
<td>n.s.</td>
</tr>
<tr>
<td>Location</td>
<td>1</td>
<td>3.65</td>
<td>3.65</td>
<td>0.21</td>
<td>n.s.</td>
</tr>
<tr>
<td>Type of Recruitment * Gender</td>
<td>1</td>
<td>22.44</td>
<td>22.44</td>
<td>1.28</td>
<td>n.s.</td>
</tr>
<tr>
<td>Type of Recruitment * Location</td>
<td>1</td>
<td>1.44</td>
<td>1.44</td>
<td>0.08</td>
<td>n.s.</td>
</tr>
<tr>
<td>Location* Gender</td>
<td>1</td>
<td>13.00</td>
<td>13.00</td>
<td>0.74</td>
<td>n.s.</td>
</tr>
<tr>
<td>Type of Recruitment * Gender* Location</td>
<td>1.00</td>
<td>12.01</td>
<td>12.01</td>
<td>0.69</td>
<td>n.s.</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Within</td>
<td>192</td>
<td>3353.68</td>
<td>17.47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>199</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table value: \( .05F_{(1,192)} = 3.89 \) and \( .01F_{(1,192)} = 6.76 \)

**Findings**

1. Effect of gender, location and interaction between type of recruitment and gender; type of recruitment and location; location and gender; type of recruitment, location and gender was found to insignificant. Therefore, the null hypotheses: there is no significant difference between the adjustment levels of teachers in relation to their gender; there is no significant difference between adjustment levels of teachers in relation to their location; there is no significant interaction between type of recruitment and gender; there is no significant interaction between type of recruitment and location; there is no significant interaction between location and gender; there is no significant interaction between type of recruitment, gender and location are accepted.

2. Effect of type of recruitment on the adjustment level of teachers was found to be significant at .01 level. Therefore the hypothesis: there is no significant difference between the adjustment levels of teachers in relation to their type of recruitment is rejected.

**Conclusions**

Based on findings following conclusions were drawn:
1. There is significant difference between the adjustment levels of teachers in relation to their type of recruitment.

2. There is no significant difference between the adjustment levels of teachers in relation to their gender.

3. There is no significant difference between adjustment levels of teachers in relation to their location.

4. There is no significant interaction between type of recruitment and gender.

5. There is no significant interaction between type of recruitment and location.

6. There is no significant interaction between location and gender.

7. There is no significant interaction between type of recruitment, gender and location.

**Suggestions**

In the light of the findings of the present study, following are some suggestions that can be used by Government to improve the adjustment level of the teachers:

1. Contract school teachers should be paid salary on average about 75% of regular teachers’ salary rate.

2. Contract teachers who perform their duties efficiently and sincerely should be given some incentives and awards.

3. Job of contract teachers who perform their duties efficiently and brings excellent results continuously for 7 years should be regularized.

4. Schoolteachers should not be overburdened by assigning those duties in surveys like surveys of population, surveys for elections, election duties etc.

5. Regular time based promotions should be adopted for regular as well as contract teachers.
6. The education of the children of contract schoolteachers should be made free in government institutions.

7. Professional and academic development programmes should be initiated for regular as well as contract teachers.

References


- Priyadarshani, Nibedita (2004). Occupational Stress and Job- Satisfaction in relation to Professional Commitment and Background Factors in Primary
School Teachers of Tribal Areas, *M.Ed. Dissertation*, Kurukshetra University, Kurukshetra


************************************************************************
Paper-17
Self Awareness & Environmental Awareness of Prospective Teacher Educators
Chhaya Goel
D.R. Goel
Self Awareness & Environmental Awareness of Prospective Teacher Educators

Chhaya Goel\textsuperscript{27}  
D.R. Goel\textsuperscript{28}

Happy, healthy, full and meaningful life demands, both, self awareness and awareness of the environment. A person is said to be self aware, if the self strength and weakness are fully known. But, it seems, very often, most of us, are rarely aware of our strengths and weaknesses comprehensively. Most difficult area for any researcher is to know the self, rest is the next. Is not it ridiculous some one else identifying and telling us our problem? Next ignorance is of the environment which is enveloping us. We do not know where we are residing, what we are inhaling and exhaling, what we are drinking, what we are eating, what we are studying, whom we are electing, and who our governors are. What is our sensitivity to the self and the environment? How do the self and the environment relate? Environmental Awareness is the sensitivity towards the environment, understanding of the environment and capability to sustain and better the environment. With the advent of 21st century, the environmental degeneration and decay are evident through endangered species, air water and soil pollution, non-bio-degradable massive waste, global warming, de-forestation, green washing, employment of BT Technology, change in architectural styles of buildings, contamination due to microwaves and industrial effluents. The self health hazards and Environmental hazards both are on the increase. It is Education & Education mainly which can contribute to wholistic development. In my

\textsuperscript{27} Chhaya Goel, CASE, The M.S. University of Baroda, Vadodara, Gujarat, India

\textsuperscript{28} D.R. Goel, CASE, The M.S. University of Baroda, Vadodara, Gujarat, India
country Education & Health, both, the twins are grossly neglected. Education is the least priority of the State. Predicaments are empty slogans. Assurance does not ensure. Medical malpractices are on the public fore. It is high time that India awakes. It is high time that the education, educators, and educated awake. It is high time that the Education, Society, State & Judiciary emerge & converge. All ministers are expected to formulate a national policy in respective domain, say, Health Education, Teacher Education, ICT in Education. How long we will go on treating the nation arbitrarily. We have relatively more of expectation with Education than any other agency. Education has to realize its identity wholistically. Indian Teacher Education, is in flux, furious & full of fire. No one should dare humiliate it, supersede it. No State is above Education. The present paper attempts to study the profile of prospective teacher educators on self awareness and environmental awareness, with a pious intent to enhance if wanting.

Objectives of the Study

1. To study the profile of M.Ed. Scholars on Self Awareness, and Environmental Awareness.
2. To study the correlation between Self Awareness, and Environmental Awareness.

Nature of the Study

It is a descriptive study attempting to study the profile of prospective Teacher Educators.

Sample for the Study

Sample for the study is constituted of all the M.Ed. (2012-2013) Students of the Department of Education, Faculty of Education and Psychology, The M.S. University of Baroda, Vadodara available on the days of data collection.
Tools for the Study

1. Self Awareness Test (Adapted)
2. Environmental awareness Test (Self Constructed)

Data Analysis

The data were analyzed through Mean, Median, Mode, SD, Maximum Score, Minimum Score and Correlation. The data analysis is presented as follows:

a. Self Awareness

Graph-1: Self Awareness Scores of the Prospective Teacher Educators

The Mean, Median and Mode were found to be 17.28, 18 and 20, respectively, out of the maximum score of 25. The SD was 2.506. The maximum and minimum scores obtained were 20 & 12.

b. Environmental Awareness

Graph-2: Environmental Awareness of the Prospective Teacher Educators
The Mean, Median and Mode were found to be 16.86, 17 and 16, respectively out of the maximum score of 28. The SD was 3.091. The maximum and minimum scores obtained were 25 & 11.

c. Correlation between Self Awareness & Environmental Awareness

Graph-3: Correlation between Self Awareness & Environmental Awareness
The correlation between Self Awareness and Environmental Awareness was found to be 0.1434. This value has not been found to be significant at .05 level against 27 degrees of freedom. Though the Self Awareness and Environmental Awareness have been found to be positively correlated, but the correlation has not been found to be significant.

d. **Awareness of Self Strength & Weakness**

The self strength and weakness as voiced by the M.Ed. Scholars, along with their most excelling and backward areas are presented through Table-1.

Table-1: **Self Strength & Weakness Awareness**

<table>
<thead>
<tr>
<th>SNO &amp; ID</th>
<th>Self Strength</th>
<th>Weakness</th>
<th>Excellence</th>
<th>Backwardness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>• Emotions</td>
<td>• Emotions</td>
<td>• Classroom Management</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>• Family Support</td>
<td>• No Patience</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Nature &amp; Behaviour</td>
<td>• Taking Things Lightly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hard Work</td>
<td>• A lot of Expectations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Always Smiling</td>
<td>• Remembering lots of sad moments rather than happy moments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>• Confident</td>
<td>• Trusting Easily</td>
<td>• Best</td>
<td>Use of latest</td>
</tr>
<tr>
<td></td>
<td>Free/Openness</td>
<td>Never in depression</td>
<td>Commitment</td>
<td>Leadership</td>
</tr>
<tr>
<td>---</td>
<td>---------------</td>
<td>---------------------</td>
<td>------------</td>
<td>------------</td>
</tr>
<tr>
<td>3</td>
<td>I can always adjust with any situation, happy or sad</td>
<td>I get angry sometimes</td>
<td>Sometimes I feel very alone, despite good family &amp; friends</td>
<td>Sometimes I do not realize what I value, say, wake up early morning.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time Management</td>
<td>Emotional</td>
<td>Computer using</td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----------------</td>
<td>-----------</td>
<td>----------------</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Confident</td>
<td>Emotional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Convincing Power</td>
<td>Short Tempered</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Always Positive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helping Nature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Honesty</td>
<td>Fearful</td>
<td>Dance &amp; Music</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooking</td>
<td>Get Angry Soon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dancing</td>
<td>Emotional</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Positive</td>
<td>Lack Confidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hardworking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>My family</td>
<td>Short tempered</td>
<td>Moving towards excellence in teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good Listener</td>
<td>Cannot see people crying</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patient</td>
<td>Handwriting not good</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding</td>
<td>Easily trust people</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Look beyond the perceptible</td>
<td>A bit lazy</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Good in maintaining</td>
<td>Weak in trusting others</td>
<td>Making friends</td>
</tr>
<tr>
<td>Relations</td>
<td>Easily get emotional</td>
<td>Intolerance</td>
<td>Sometimes speak unnecessarily</td>
<td>Weak in cooking food</td>
</tr>
<tr>
<td>-----------</td>
<td>---------------------</td>
<td>-------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Sensitive towards the behavior</td>
<td>Always try to remain happy</td>
<td>Helpful person</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>Firmness</th>
<th>Confidence</th>
<th>Communication Skill</th>
<th>Patience</th>
<th>Tolerance</th>
<th>Excessively worried</th>
<th>Dissatisfied self</th>
<th>Over sensitive</th>
<th>Think about others unnecessarily</th>
<th>Un-certain of life &amp; future</th>
<th>Writing poem</th>
<th>Mathematics - Economic transaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Liquidity, flexibility, fluid nature</td>
<td>Joyful nature</td>
<td>Observation Skill</td>
<td>Always follower of my heart</td>
<td>Laziness</td>
<td>Lack of Seriousness</td>
<td>Lack of Patience</td>
<td>Sentimental at times</td>
<td>Ignorant of many aspects, say, trusting people</td>
<td></td>
<td>Poor handwriting</td>
<td></td>
</tr>
</tbody>
</table>

**Exploring Nature, People & New Places**
<table>
<thead>
<tr>
<th></th>
<th>Work perfection</th>
<th>Improper time management</th>
<th>Poem composition, narrations &amp; essays</th>
<th>Poor in mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Quick Learner</td>
<td>Nervousness</td>
<td>Creative activity. designing &amp; drawing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Passion for</td>
<td>Very emotional</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>listening</td>
<td>Aggressive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hard Worker</td>
<td>Lack of proper planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Helpful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good reasoning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp; imagination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>power</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good observer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easily establish rapport with others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Easily understand feelings of others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Communication Skill</td>
<td>I cannot work hard</td>
<td>Communication Skill</td>
<td>Procrastinating things</td>
</tr>
<tr>
<td></td>
<td>Interpersonal skill</td>
<td>I have a very bad habit of</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 13 | • Empathetic  
• Always respect elders  
• I am a down to earth person  
procrastinating things  
• I take things very lightly  
• I cannot concentrate on a particular thing for long time  
• Sometimes I get extremely nervous  
| 14 | • I can learn Math easily  
• Understand emotions of others  
• Always ready to help, Never say no.  
• Tolerance  
• Rarely get angry  
| 13 | • Do not talk much  
• Do not connect freely with friends  
• Work not completed in time  
• Emotional attachment  
| 14 | • Communication  
• Leadership  
• Sociability  
• Joyful in every  
| 14 | • Teaching Math  
| 14 | • Communication Skill  
| 14 | • Leadership Use of Computer  

<table>
<thead>
<tr>
<th></th>
<th>situation</th>
<th>• Short tempered</th>
<th>• Most excelling area while teaching business studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15</strong></td>
<td>• Never speak lie to parents</td>
<td>• Less confident in speaking English in class</td>
<td>• Most excelling area while teaching business studies</td>
</tr>
<tr>
<td></td>
<td>• Always help others</td>
<td>• Think from heart not mind/Handle the situations emotionally</td>
<td>• Most excelling area while teaching business studies</td>
</tr>
<tr>
<td></td>
<td>• Respect Others</td>
<td>• In bad times, loose hope &amp; take much time to recover</td>
<td>• Most excelling area while teaching business studies</td>
</tr>
<tr>
<td></td>
<td>• Good Personality</td>
<td>• Don’t think of plan the things before action</td>
<td>• Most excelling area while teaching business studies</td>
</tr>
<tr>
<td></td>
<td>• Speak in limits</td>
<td>• Get Angry Easily</td>
<td>• Most excelling area while teaching business studies</td>
</tr>
<tr>
<td></td>
<td>• Maintain good relations with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Most backward while speaking English while teaching</td>
</tr>
</tbody>
</table>

<p>| <strong>16</strong> | • Hard Working | • Sensitive &amp; Emotional | • Language problem, specially in describing |
| | • Sincere about work | • Lack of Communication Skill | |
| | • Straight forward &amp; simple nature | • Feel difficulty in decision | |
| | • Confident | | |
| | | • Reasoning &amp; logical thinking | |
| | | • Drawing &amp; Coloring | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 17 | **Cope up with stress**  
**Do not trust people easily**  
**Taking tension**  
**Positive attitude towards any situation**  
**Sincere**  
**Helping**  
**Always raise my voice for the truth**  
**Adopt the things very fast and can settle as far as possible in new environment**  
**Tolerant**  
**Self Confident** |
|   | **Sometimes remain silent during discussion and avoid arguments**  
**Anger**  
**Emotional**  
**Do not trust anyone easily**  
**Treat every work seriously**  
**Get tense easily** |
|   | **Creative writing**  
**Oratory Skill**  
**Cooking**  
**Dancing**  
**Garba**  
**Mathematics Handwriting Punctuality Swimming** |
| 18 | **Truthful**  
**Nervousness**  
**Teaching**  
**Understanding** |
| 19 | • Open minded  
  • Believe in God  
  • Hard Working  
  • Mother, Husband  
  • Possessive Nature  
  • Stubborn  
  • Highly Sensitive  
  • Possessive Nature  
  • Stubborn  
  • High Sensitivity  
  • Hardworking  
  • Readiness to work  
  • Tolerant  
  • My Parents  
  • Helping  | • Low Self Confidence  
  • Emotional  
  • Get angry  
  • Depression  
  • Lack proper planning  | • Making things best out of the worst  
  | \hline
| 20 | • My family  
  • My Education  
  • Honesty  
  • Tolerant  
  • Hard Worker  
  • Emotional  
  • Anger  
  • Low Self Esteem  
  • Underestimating own self  
  • Poor Health  | • Accounting & Financial Management  
  | • Sports & Games  
  | \hline
| 21 | • Enthusiastic  
  • Lazy  
  • Cooking  
  | • Regularity  
<p>|</p>
<table>
<thead>
<tr>
<th></th>
<th>Chrismatic</th>
<th>Confused</th>
<th>Explaining Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sports Person</td>
<td>Anger</td>
<td>Very Sensitive</td>
</tr>
<tr>
<td></td>
<td>Deterministic</td>
<td>Compartmentalized</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good Voice quality</td>
<td>Irregular</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Positive Minded</td>
<td>Some times fearful</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Free Minded</td>
<td>Language problem</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hard Working</td>
<td>Very Sensitive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Questioning Skill</td>
<td>Sometimes careless</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Probing Skill</td>
<td>Drawing</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Capable</td>
<td>Spoken English</td>
<td>Spoken Gujarati &amp; Hindi</td>
</tr>
<tr>
<td></td>
<td>Self realizing</td>
<td>Cannot remember more than 5 number</td>
<td>English Language</td>
</tr>
<tr>
<td></td>
<td>Concentrate on studies</td>
<td>Forgetting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrating</td>
<td>I hesitate to help non-helping people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do not feel tired even after continuous work</td>
<td>I cannot read continuously</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Curiosity</td>
<td>Fear of some</td>
<td>Decoration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dancing</td>
</tr>
<tr>
<td>25</td>
<td>Honest</td>
<td>Not enough will power</td>
<td>Less Power of Concentration</td>
</tr>
<tr>
<td>26</td>
<td>I can understand the people &amp; their nature very well</td>
<td>Tension</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>Loyal</td>
<td>Lazy</td>
<td>Computer Programming</td>
</tr>
<tr>
<td></td>
<td>Considerate</td>
<td>Keep postponing things</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perfectionist</td>
<td>Communication Control</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Blunt</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution of Other People &amp; Encourage Them</td>
<td>Mistake &amp; Truth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calm, soft spoken &amp; less talkative</td>
<td>Very emotional</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 27  | Hard Working  | Temper shoots |
|     | Confident     | Over trusting |
|     | Accept, both, the +ve & -ve facts about me | Get in tension very soon if I have work pressure |
|     | Helping       | Emotionally weak |
|     | My writing is good | Speak very fast |

| 28  | Affectionate towards all |
|     | Somewhat of a perfectionist with regards to tasks |
|     | Balanced |

| 28  | Lazy |
|     | Short tempered |
|     | Have difficulty dealing with stress |
|     | Poor at managing time |

| 27  | Maths |
|     | English |
|     | Sports |

| 28  | I think I am doing well in terms of maintaining a balanced outlook towards all aspects of my life and not getting |
|     | One area in which I am performing very poorly: |

| 28  | Time Management |

| Maintaining old relations Losing many opportunities due to my misconception & over confidence |

| Losing many opportunities due to my misconception & over confidence |

| One area in which I am performing very poorly: Time Management |

| Time Management |

<table>
<thead>
<tr>
<th></th>
<th>outlook</th>
<th>Not ambitious and hence very often not focused.</th>
<th>carried away by any particular aspect.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Helpful</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unflinching faith and trust in God</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Forgiveness</td>
<td>Emotional</td>
<td>Business Administration &amp; Marketing</td>
</tr>
<tr>
<td></td>
<td>Respect Others</td>
<td>Lazy</td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Patience</td>
<td>Sleeping</td>
<td>Too</td>
</tr>
<tr>
<td></td>
<td>Responsible</td>
<td>Too Calm nature</td>
<td>Sensitive</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
<td>Sensitive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Work with perfection</td>
<td>Cry out very frequently when stressed</td>
<td>Education</td>
</tr>
<tr>
<td></td>
<td>Cooperative</td>
<td>Too good to accept everyone</td>
<td>Religious Education</td>
</tr>
<tr>
<td></td>
<td>Accept what it is</td>
<td>My body structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Happy Go Lucky</td>
<td>Share my notes but with a feeling of doing some favour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Creative</td>
<td>Expect a lot</td>
<td></td>
</tr>
<tr>
<td>Sr. No.</td>
<td>Strength</td>
<td>Weakness</td>
<td>Excellence</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>1.</td>
<td>• Use of natural sources: To swim in Natural Sources, such as, river, pond, canal, use of vegetables and fruits, roaming, living and enjoying life in natural environment</td>
<td>Unable to • reduce Water and Air pollution • use scientific gadgets • compete with Political Environment • cope up with psychological problems, like,</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>Social Environment</td>
<td>stress, anxiety adjustment with peers</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------</td>
<td>---------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>Social Environment • Political Environment • Mental Environment • Physical Environment</td>
<td>Spiritual Environment • Cultural Environment • Environmental Environment • Mythological Environment • Natural Environment</td>
<td>Social Environment • Spiritual Environment</td>
</tr>
<tr>
<td>3.</td>
<td>Cultural Environment • Social Environment • Relationship • Psychological • Academic</td>
<td>Politics • Foreign Affairs • Physical Environment • Metaphysical Environment • Ecological Environment</td>
<td>Relationship • Marketing</td>
</tr>
<tr>
<td>4.</td>
<td>Cultural heritage of India</td>
<td>Politics • IT Fields • Economics</td>
<td>Caring for others • Teaching</td>
</tr>
<tr>
<td>5.</td>
<td>Physical Environment</td>
<td>Spiritual Environment</td>
<td>Cultural Environment</td>
</tr>
<tr>
<td>----</td>
<td>----------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td></td>
<td>Social Environment</td>
<td>Economical Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Educational Environment</td>
<td>Metaphysical Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Environment</td>
<td>Mythological Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agriculture Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychological</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Political Environment</td>
<td>Social Environment</td>
<td>procrastinate things</td>
</tr>
<tr>
<td></td>
<td>Physical Environment</td>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geographical Environment</td>
<td>Honesty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Loyalty</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Environment Type</td>
<td>Environment Type</td>
<td>Environment Type</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>7.</td>
<td>- Spiritual Environment</td>
<td>- Natural Environment around me</td>
<td>- Mental or psychological Environment, i.e., knowing the thoughts and feelings of people around me</td>
</tr>
<tr>
<td></td>
<td>- Political Environment</td>
<td>- Economic Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Educational Environment</td>
<td>- Mythological Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Physical Environment</td>
<td>- Commercial Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mental Environment</td>
<td>- Materialistic Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>- Physical Environment</td>
<td>- Economical Environment</td>
<td>- Mythological Environment of my country</td>
</tr>
<tr>
<td></td>
<td>- Social Environment</td>
<td>- Spiritual Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Political Environment</td>
<td>- Physical Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Metaphysical Environment</td>
<td>- Mythological Environment</td>
<td></td>
</tr>
</tbody>
</table>

- **simplicity**

- **Mental Environment** around me
<table>
<thead>
<tr>
<th></th>
<th>Educational Environment</th>
<th>Cultural Environment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Knowledge of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Global warming</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Water Pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plastic Pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Usage of Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Harmfulness of cell</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>phones and mobile</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>phone tower on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Policies on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>environmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Metaphysical</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>system</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Aware about</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Air and Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tree Planting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use of Eco-Friendly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>things</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Global warming</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Wasting water</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• More use of Plastic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Unable to take</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>action about</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Industrial Pollution</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tree Plantation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Finding causes of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Natural Disasters, i.e.,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Earthquake, Flood</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and to aware people</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>about it</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Recycling of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>things</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Not much</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bother about</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>preservation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and protection of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>11.</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>12.</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>13.</td>
<td>•</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>14.</td>
<td>Social Environment</td>
<td>Political Environment</td>
<td>Social Environment</td>
</tr>
<tr>
<td></td>
<td>Educational Environment</td>
<td>• Cultural Environment</td>
<td>• Political Environment</td>
</tr>
<tr>
<td></td>
<td>Metaphysical Environment</td>
<td>• Mythological Environment</td>
<td>• Physical Environment</td>
</tr>
<tr>
<td></td>
<td>Cultural Environment</td>
<td>• Spiritual Environment</td>
<td>• Mythological Environment</td>
</tr>
<tr>
<td></td>
<td>Economic Environment</td>
<td>• Mental Environment</td>
<td>• Psychological Environment</td>
</tr>
<tr>
<td></td>
<td>Spiritual Environment</td>
<td></td>
<td>• Natural Environment</td>
</tr>
</tbody>
</table>

<p>| 15. | Social Environment | Psychological Environment | Economical Environment |
|     | Educational Environment | • Cultural Environment | • Historical Environment |
|     | Spiritual Environment | • Political Environment | |
|     | | • Mythological Environment | |</p>
<table>
<thead>
<tr>
<th></th>
<th>Environment</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 16. | • Geographical Environment  
      • Cultural Environment  
      • Biological Environment  
      • Physical Environment  
      • Social Environment  
      • Psychological Environment |   | • Political Environment  
      • Metaphysical Environment |
| 17. | • Metaphysical  
      • Social  
      • Cultural | • Astronomy  
      • Geography  
      • Politics  
      • Psychology | • Politics |
<table>
<thead>
<tr>
<th></th>
<th>Natural Surroundings</th>
<th>Political Environment</th>
<th>Educational Environment</th>
<th>Social Environment</th>
<th>Inter-personal Environment</th>
<th>Moral values</th>
<th>Metaphysical</th>
<th>Universal brotherhood &amp; international harmony</th>
<th>Economical aspect, such as, liberalization, privatization, open market system</th>
<th>Cultural</th>
<th>Historical</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Not aware about recent innovations in Science and Technology</td>
<td>discoveries regarding mystery of planets or space</td>
<td>political System</td>
<td>Geographical</td>
<td>Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Aware about different pollution, i.e., air, water, noise pollution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Social Environment</td>
<td>Political Environment</td>
<td>Economical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------</td>
<td>-----------------------</td>
<td>------</td>
<td>--------------------------</td>
<td>------</td>
<td>-------------------</td>
<td>------</td>
<td>---------------------</td>
<td>------</td>
<td>-------------------</td>
<td>------</td>
</tr>
<tr>
<td>• Aware about</td>
<td>• Metaphysical</td>
<td>• Social Environment</td>
<td>• Metaphysical</td>
<td>• Physical</td>
<td>• Social Environment</td>
<td>• Politics</td>
<td>• Educational awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pollution, Global</td>
<td>Global warming, water</td>
<td>• Relationship</td>
<td>• Politics</td>
<td>• Psychological</td>
<td>• Physical</td>
<td>• Cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>usability</td>
<td>usability</td>
<td></td>
<td>• Economical</td>
<td>• Political</td>
<td>• Educational</td>
<td>• Metaphysical</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relationship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>awareness</td>
<td>• Cultural</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Environment: Awareness about pollution, global warming, water usability, and relationship.
- Educational Environment: Metaphysical, political, and economical aspects.
- Cultural Environment: Tree plantation, to invent or prepare eco-friendly machines.
- Social Environment: Metaphysical, political, spiritual, and supernatural.
- Physical Environment: Physical, psychological, political, and not aware about self.
- Educational Environment: Educational awareness.
|---|---|---|---|
|   | • Culture and Glorious History  
• Value system of India, brotherhood, peace and co-operation | • Religion  
• Politics  
• Science and Technology related research | • Social communication  
• Politics |
|   | • Social  
• Political  
• Economic  
• Metaphysical  
• Mythological | • Geography  
• Astronomy  
• Psychology  
• Ecology | • Metaphysics  
• Geography |
|   | • Adjustment with people  
• Adjustment with situation in neighborhood  
• Cultural  
• Social | • Political  
• General Awareness  
• Technology area  
• Opportunities in society regarding Educational Administratio n | • Social Environment  
• Cultural Environment  
• Political Environment  
• Technological Environment |
Emerging Theses

1. The correlation between Self Awareness and Environmental Awareness on the scores obtained by the Prospective Teacher Educators has been found to be equal to 0.1434. It means co-efficient of determination is very low.

2. The Prospective Teacher Educators need to be groomed on various facets of Self Awareness as well as Environmental Awareness, such as, follows:
   - Very often remembering sad moments rather than happy moments of life demands reversal. Whatever has gone by has gone by. We need to learn to live in present. It is not worth to brood over the past.
   - Over trusting and not at all trusting others are the two extremes. Trust is a construct of many factors which need to be internalized and exercise, such as, level of concern, empathy, fellow feeling, welfare, unselfishness, openness, clean dealing, level of identification, trust worthiness.
   - Trust ought to be scientific and systematic rather than blind based. False trust is a crime. Let those Trustees seize to be Trustees who are not trustable & trustworthy.
   - There is no reason to imprison the sorrows within. This biosphere becomes meaningful when both happiness and sorrows are shared
A large majority of Prospective Teacher Educators have been adversely affected by anxiety, tensions, emotions and defiance. Rather than seeking external guidance they ought to establish self talk to come out of these phobias and clouds.

Two of the Prospective Teacher Educators have developed the habit of procrastinating, i.e., delaying things. It can be controlled progressively through learning management.

Some of the Prospective Teacher Educators have been found to be highly extroverts where as some alienated & introverts. Such personalities have due scope for intervention.

A critical mass of Prospective Teacher Educators has reported to be backward in Mathematics, Computer Programming and Spoken English. All these discrepancies can be over powered with passion and perseverance.

Some of the Prospective Teacher Educators has been found to be victims of low self esteem, and low estimation. They can develop their morale by employing indigenous mechanisms.

A sizeable number of Prospective Teacher Educators are suffering from depression, aggression, nervousness, uncertainty of future and over sensitivity. There is a need to explore aggressively to find out what has made them regress to such a realm.

3. The Prospective Teacher Educators have been found to be reasonably aware of their strengths and weaknesses.
4. There is a need to emulate the strengths of all the Prospective Teacher Educators, such as,

- their level of commitment,
- adjustment,
- hard work,
- passions,
- imagination,
- confidence,
- positive and helping nature,
- honesty,
- meta perception,
- relationship,
- firmness,
- tolerance,
- flexibility & fluidity,
- joyful nature,
- work perfection,
- straight forwardness,
- sociability,
- simple nature,
- Sincerity,
- co-operativeness
- adjustment,
- adaptability,
- truthfulness,
- open-mindedness,
- enthusiasm,
- determination,
- positive and free mind,
- questioning skill,
- tirelessness,
- loyalty,
- bluntness,
- calmness,
- judicious acceptance,
- balanced outlook,
- forgiveness,
5. The scholars have exhibited many a creative attributes, such as, creative composition in the form of poems, narrations, dance, music, drawing, painting and cooking.

6. Their class cohesion, roaring synergy, cultural heritage, educational identity, continuous curiosity and spontaneous respect are perceptible every moment, promising their Teacher Education Proficiency.

7. However, the class profile of Prospective Teacher Educators has been found to be relatively wanting on natural Environment. A large majority of them have not been in a position to respond correctly on areas, namely, whether landfills are designed to help biodegradable waste decompose quickly, whether green washing is an alternative to white washing, whether Expanded Poly Styrene & Poly Propylene are recyclable, whether more than 50 million of Bangladeshis are exposed to excessive Arsenic in their drinking water, which are the green House gases, whether it takes more than 1 million years for a plastic plate to decompose, whether acid rains cause most problems in Australia & California, which is the most beautiful, cleanest, greenest planned city in India & which one is the most polluted, how the once common sparrows are now harder to see, how the honey bees are disappearing globe over, how the fast food contributes to health, which are the endangered species, which substances are more eco friendly, What is global warming due to. It seems inspite of Environmental education as a Special area in Teacher Education, it has neither been in a position to develop environmental awareness, nor environmental ethics. Even in the 21\textsuperscript{st} century the Post Graduate Students with Science background do not know the structures of many a polymers, such as, Expanded Polystyrene, PolyPropylene, Poly-Ethylene, Poly Vinayl Chloride.
8. Some of the Prospective Teacher Educators are wanting in the domains of Politics, Economics, Spiritualism, and Metaphysics.

Concluding Remarks

It has been a valuable experience researching the self awareness & environmental awareness of our M.Ed. Scholars, the Prospective Teacher Educators. It was overwhelming to find the youth aware of the self strengths and weaknesses, and moreover, sharing whole heartedly. They have been found to be socio-centric. But, largely they have been found not to be groomed into the natural, political, economic, spiritual and metaphysical environment. Their level of self awareness has not been found to be the determinant of the environment and vice-versa. Their ought to be ample inputs on environmental awareness & ethics right from nursery to higher education.

************************************************************************

Paper-18

Strategies for Distance Learners

Beena Indrani
Strategies for Distance Learners

Beena Indrani

Distance education is becoming a good way to acquire knowledge separate from the traditional method of attending the classroom. Examples of the use of variety of distance delivery methods, such as teleconferencing in Australia, show how useful distance delivery is around the world (Olive & Reeves, 1996).

To the learners, distance learning means more freedom of access and thereby a wider range of opportunities for learning and qualification. The barriers that overcome by distance learning include not only overcome by distance learning include not only geographical distance, but also other confining circumstances, such as personal constraints, cultural and social barriers and lack of infrastructure. Distance learning may also mean a more learner-centered approach, allowing greater flexibility and choice of content as well as more personal organization of learning programme (UNESCO, 2002). http://unesdoc.unesco.org/images/0012/001284/128463e.pdf

Distance learning, sometimes called e-learning, is a formalized teaching and learning system specifically designed to be carried out remotely by using electronic communication. Because distance learning is less expensive to support and is not constrained by geographic considerations, it offer opportunities in situations where traditional education has difficulty operating. Students with scheduling or distance problems can benefit, as can employees, because distance education can be more flexible in terms of time and can be delivered virtually anywhere.

29 Beena Indrani, Senior Research Fellow, Research Scholar, mn Department of Education, University of Allahabad, Allahabad
Studies indicate that distance learning can be as effective as the traditional format when the methods are appropriate to the teaching tasks, there is student-teacher interaction, and the teachers provide students with appropriate and timely feedback. (http://searchcio-midmarket.techtarget.com/sDefinition/0..sid183__geci509906.00.html). This paper mentions the complexities of distance learners and strategies to be successful as distance learner.

**Definition of distance learning**

The term “Distance Learning” or “Distance Education” have been applied interchangeably by many different researchers to be a great variety of programmes, providers, audiences and media. Its hallmarks are the separation of teacher and learner in space and or time (Perraton, 1988), the volitional control of learning by student rather that the distant instructor (Jonassen, 1992), and non contiguous communication between student and teacher, mediated by print or some form of technology (Keegan, 1986; Garrison & Shale, 1987).

Distance learning is a general term used to cover the broad range of teaching and learning events in which the student is separated (at a distance) from the instructor, or other fellow learners (Hoyle, Glenn; 2008).

The United States Distance Learning Association (USDLA), an advocacy group founded in 1987, defines distance learning as… “The acquisition of knowledge and skills through mediated information and instruction, encompassing all technologies and other forms of learning at a distance”.

Distance learning is defined as ----
• Education that takes place when the instructor and student are separated by space and/or time. The gap between the two can be bridged through the technologies.
• A mode of education in which students enrolled in course do not attend the institution but study off-campus and may submit assignments by mail or email.

I think, distance education is instructional programmes or courses in which the instructor and students need not be in the same physical place, particularly those relying on computers, audio or video technology as the medium for delivery and sometimes for two-way instructions.

**Advantages of distance learning**

1. Distance learning requires no committing – therefore saving your money and time.
2. You complete most of the classes at your own pace – no pressure.
3. You can live anywhere in the world, study from anywhere in the world, and pursue your choice of distance education course studies.
4. Gain extra knowledge while you are learning – taking those computer and internet skills you gain and then applying them to other facets of your life.
5. The self-paced learning environment can be taken advantage of by the quickest or the slowest of learners – increases the satisfaction level while reducing stress in the process.
6. Accessibility factors – distance education courses address the physical accessibility issues that people with mobility problems oftentimes encounter while being enrolled in the traditional on-campus classes.


**Benefits of distance learning**
1. **Convenience:** Distance learning technologies can provide convenient locations for both students and instructors. Many of the technologies, such as the internet and telephone, are easily accessed at home. Others, such as videoconferencing, can be distributed from a single point (such as a university) to multiple remote sites (such as schools). Satellite transmissions can be viewed at specified sites, or the transmissions can be recorded for later viewing at home or school.

2. **Flexibility:** Many forms of distance learning provide students the option to participate whenever they wish, on an individualized basis. For example, some students may want to review a podcast in the middle of the night or read their e-mail during early morning hours. In addition, one student may wish to spend 30 minutes reviewing a website, while another spends an hour.

3. **Effectiveness:** Not only is distance learning convenient, it is also effective. Several research studies have found that distance learning is equally or more effective than traditional instruction when the method and technologies used are appropriate to the instructional tasks, when there is student-to-student interaction and when there is timely teacher-to-student feedback (Moore & Thompson, 1990; Verduin & Clark, 1991).

4. **Affordability:** Many forms of distance learning involve little or no cost. For example, almost all of the homes in the United States have televisions and many are connected to a cable-TV service. For these homes, it is relatively easy for the students to watch a public broadcast television show or educational documentary. In addition, almost all homes have access to a telephone and/ or the internet, enabling the use of voicemail and auto conferencing.

5. **Multi-sensory:** One of the benefits of distance learning is that there is a wide variety of materials that can meet everyone’s learning preference – at least part of
the time. For example, some students learn from visual stimuli, such as video, and others learn best by listening or interacting with a computer programme. If distance learning courses are well designed, they will likely offer learners a wide range of choices, thereby providing the optimal combinations of interaction and media.

6. **Interactivity**: Contrary to popular opinion, distance learning courses can offer increased interactions with students. In particular, introverted students who are too shy to ask questions in class will often “open up” when provided the opportunity to interact via e-mail or other individualized means (Franklin, Yoakam & Warren, 1996). Through the increased interactions, teacher can better meet individual student’s needs.

7. **Equity**: Educational inequity is a major issue in this and other countries. Rural schools often have less contact with educational trends, fewer qualified teachers, and more need for technology. Distance learning offers great potential for alleviating these issues and has been employed very effectively in Canada and Australia – two countries with geographically diverse student populations.

http://fcit.usf.edu/distance/chap3.htm

**Complexities of distant learners**

The primary role of the student is to learn. Under the best of circumstances, this challenging task requires motivation, planning and the ability to analyze and apply the information being taught. In a distance education setting, the process of student learning is more complex for several reasons (Schuemer, 1993).

- Many distance-education students are older, have jobs and families. They must coordinate the different areas of their lives which influence each other: their families, jobs, spare time and studies.
• Distant learners have a variety of reasons for taking courses. Some students are interested in obtaining a degree to qualify for a better job. Many take courses to broaden their education and are not really interested in completing a degree.

• In distance education, the learner is usually isolated. The motivational factors arising from the contact or competition with other students is absent. The student also lacks the immediate support of a teacher who is present and able to motivate and if necessary, give attention to actual needs and difficulties that crop up during study.

• Distant learners and their teachers often have little in common in terms of background and day-to-day experiences and therefore, it takes longer for student-teacher rapport to develop. Without face-to-face contact distant learners may feel ill at ease with their teacher as an “individual” and uncomfortable with their learning situation.

• In distance education settings, technology is typically the conduit through which information and communication flow. Until the teacher and students become comfortable with the technical delivery system, communication will be inhibited.

Distance learners

Beginning students may have some difficulty determining what the demands of a course of academic study actually are because they do not have the support of an immediate peer group, ready access to the instructor or families with the technology being used for delivery of the distance-education course. They may be unsure of themselves and their learning. Morgan (1991) suggests that distant students/learners who are not confident about their learning tend to concentrate on memorizing facts and details in order to complete assignments and write exams. As a result, they end up with a poor
understanding of course material. He views memorization of facts and details as a surface approach to learning and summarizes it as follows:

- **Surface approach**
  - Focus on the “signs” (e.g., the text or instructor itself).
  - Focus on discrete elements.
  - Memorize information and procedures for tests.
  - Unreflectively associate concepts and facts.
  - Fail to distinguish principles from evidence, new information from old.
  - Treate assignments as something imposed by the instructor.
  - External emphasis focussing on the demands of assignments and exams leading to a knowledge that is cut-off from everyday reality.

Distant learners need to become more selective and focused in their learning in order to master new information. The focus of their learning needs to shift them from a surface approach to a deep approach. Morgan (1991) summarizes this approach as follows:

- **Deep approach**
  - Focus on what is “signified” (e.g., the instructor’s arguments).
  - Relate and distinguish new ideas and previous knowledge.
  - Relate concepts to everyday experience.
  - Relate and distinguish evidence and argument.
  - Organize and structure content.
  - Internal emphasis focussing on how instructional material relates to everyday reality.

**Improving distant learning**
The shift from surface to deep learning is not automatic. Brundage, Keane, and Macknesson (1993) suggest that adult students and their instructors must face and overcome a number of challenges before learning takes place including: becoming and staying responsible for themselves; “owning” their strength, desires, skills and needs; maintaining and increasing self-esteem; relating to others; clarifying what is learned; redefining what legitimate knowledge is; and dealing with content. These challenges are considered in relation to distance education.

- **“Becoming and staying responsible for themselves”**- High motivation is required to complete distant courses because the day-to-day contact with teachers and other students is typically lacking. Instructors can help motivate distant students by providing consistent and timely feedback, encouraging discussion among students, being well prepared for class, and by encouraging and reinforcing effective student study habits.

- **“Owning one’s strengths, desires, skills needs”**- Student need to recognize their strengths and limitations. They also need to understand their learning goals and objectives. The instructor can help distant students to explore their strengths/limitations and their learning goals/objectives by assuming a facilitative role in the learning process. Providing opportunities for students to share their personal learning goals and objectives for a course helps to make learning more meaningful and increases motivation.

- **“Maintaining and increasing self-esteem”**- Distant students may be afraid of their ability to do well in a course. They are balancing many responsibilities including employment and raising children. Often their involvement in distance education is unknown to those they work with and ignored by family members. Student performance is enhanced if learners set aside time for their instructional
activities and if they receive family support in their academic endeavors. The instruction can maintain student self-esteem by providing timely feedback. It is critical for teachers to respond to students questions, assignments and concerns in a personalized and pleasant manner, using appropriate technology such as fax, phone, or computer. Informative comments that elaborate on the individual student’s performance and suggest areas for improvement are especially helpful.

- **“Relating to others”**- Students often learn most effectively when they have the opportunity to interact with other students. Interaction among students typically leads to group problem solving. When students are unable to meet together, appropriate interactive technology such as E-mail should be provided to encourage small group and individual communication. Assignments in which students work together and then report back or present to the class as a whole, encourage student-to-student interaction. Ensure clear directions and realistic goals for group assignments (Burge, 1993).

- **“Clarifying what is learned”**- Distant students need to reflect on what they are learning. They need to examine the existing knowledge frameworks in their heads and how these are being added to or changed by incoming information. Examinations, papers and class presentations provide opportunities for student and teacher to evaluate learning. However, less formal methods of evaluation will also help the students and teacher to understand learning. For example, periodically during the course the instructor can ask students to write a brief reflection on what they have learned and then provide an opportunity for them to share their insights with other class members.

- **“Redefining what legitimate knowledge is”**- Brundage, Keane and Mackneson (1993) suggest that adult learners may find it difficult to accept that their own experience and reflections are legitimate knowledge. If the instructor
takes a facilitative rather than authoritative role, students will see their own experience as valuable and important to their further learning. Burge (1993) suggests having learners use first person language to help them claim ownership of personal values, experiences and insights.

- **“Dealing with content”**- Student learning is enhanced when content is related to examples. Instructors tend to teach using examples that were used they received their training. For distance learning to be effective, however, instructors must discover examples that are relevant to their distant students. Encourage students to find or develop examples that are relevant to them or their community.

**Strategies for distance learners:**

Seven success strategies for distance learners are suggested by Randall Shierly. Follow the simple tips below, and you will do better in your learning.

Set goals

Establish a regular study/learning schedule

Talk about it

Join a study group—this does not have to be stuffy

Know your learning style and use it

Celebrate successes

Ask questions

**Conclusion**
Teaching and learning at a distance is demanding. However, learning will be more meaningful and deeper for distant learners, if the students and their instructor share responsibility for developing learning goals and objectives; actively interacting with class members; promoting reflection on experience; relating new information to examples that make sense to learners; maintaining self-esteem; and evaluating what is being learned. This is the challenge and the opportunity provide by distance education.

Due to the nature of the distance learning process, students need to take considerable responsibility in managing their own learning. It is essential to explicitly communicate program expectations about student responsibilities in program announcements. Learning occurs through interaction with faculty members and other students, sustained independent study, and the use of technology to produce meaningful learning experiences. Maturity and motivation to learn characterize the successful distance learning student.

Reference


- [http://fcit.usf.edu/DISTANCE/chap11.htm](http://fcit.usf.edu/DISTANCE/chap11.htm)
• http://fcit.usf.edu/distance/chap3.htm
• http://searchcio-midmarket.techtarget.com/sDefinition/0..sid183gci509906.00.html
• http://www.scottsgravy.com/126-definition-of-distance-education
• http://www.hoyle.com/distance/define.htm
• http://www.slideshare.net/Asma44/distance-education-definition-presentation
• http://www.infrastructure.com/barriers.htm
• http://www.worldwidelearn.com/education-articles/distance-learning-success.htm