

Samwaad

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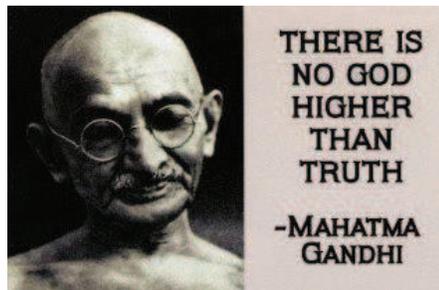
Samwaad: e - Journal

Samwaad Educational Society registered under MP society act, is happy to launch its second Issue of its online e-Journal “**Samwaad: e-Journal**”. This journal is hosted on the “Samwaad” website www.samwaad.in

On this occasion, the entire team of Samwaad thanks all its board members, Site members, Technical team, Professors & Researchers for their valuable suggestions, input & guidance.

With all the very best wishes,

- Team “Samwaad”





From the Desk of Chief Editor

I am happy to present this next volume of Samwaad to facilitate learning and enhance the knowledge about recent researches in education. In the light of rapidly expanding technology of this age, Education must become significantly more effective to retain its status and should be a progression towards excellence and wisdom. Samwaad is prolonging encouragement of “digital dialogue” to set a Learning Community of educators as a tool for that. Our endeavor could be seen as wings for the progress of the educators and learning surroundings. Dialogue helps in shared learning for teacher’s to improve creation, acquisition, dissemination, and implementation of the knowledge.

I intend to have an open interaction of all esteem Educationists, Teachers, Researchers and Learners in an ongoing fashion and welcome all for collaborative, encouraging, open-minded & accessible learning.

I welcome ongoing dialogue with you and can be contacted at editor.samwaad@gmail.com

- Anshu Mathur

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डॉ.संदीप सोनी* एवं दीपमाला सोनी **

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Environment, Agriculture and Mother: the Determining Trio of Girls' Education in Central Himalayan Villages

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Haramaya University, Ethiopia, Africa.
2. Dr. Manas Ranjan Panigrahi, Dept. of Pedagogical Sciences,
Haramaya University, Ethiopia, Africa.

Abstract

'The agriculture, environment and forest' is the trio which determines the condition of a village in Central Himalaya. Male dominated out migration and women as the de-facto head of the family is the common phenomena here. Domestic works and agriculture is strictly women's responsibility. Traditionally males of the family take most of the decisions, however in case of domestic affairs women have a decisive say, and so they can affect the decision of their daughter's education. Kumaon the study area lies in the eastern part of Central Himalaya, is the eastern division of Uttarakhand state of India. The study area was divided into four ecological zones i.e. Shiwalik, Lesser Himalaya, Great Himalaya and Trans Himalaya. Stratified random sampling technique was used to select 25 villages from study area giving due representation to each ecological zones. Questionnaire was developed and used to collect necessary data for the study. Descriptive statistical techniques were used for the analysis of the data. The data for positive and negative view for equal opportunity was calculated and related concerned arguments were also discussed. Lastly, the deviation in mothers' opinion among educational sets and ecological zones were also analyzed. The findings shows that mothers fully support the primary education (Stage I) for their daughters while for High school and Intermediate (Stage –II) this opinion goes down to 60.6 per cent and for higher education it sinks down to 24.24 per cent only. The major cause for primary education is 'it's good for their day to day life'. For Stage –II education is to 'get a good marriage alliance', and to 'get economic liberty'. For Stage –III education, the major cause (55.32%) is responded as the 'get job and economic liberty', 'good marriage alliance' and to 'bring out from tough rural life'. For negative responses, the prime cause is the 'traditional mindset' that girls have to look after the domestic affair in future and education of Stage-II & III is not use full for them. As girls are active work force and so they don't have time for study. Financial limitations are also the major cause. A big intra zonal variation in opinion was found; especially between the mothers of Trans Himalaya and the rest Kumaonies. In case of higher education it came out as a big contrast where Trans Himalayan, 90 per cent respondents supported it while in Great Himalaya 88 percent turned it

down. It is because of their socio-economic background and their geographical location. Besides financial support for girls' education and improvement in the educational network in terms of accessibility at Stage –II and III, the study recommend for an intensive awareness program for the rural mothers specially in Great and Lesser Himalayan zones for the importance of their daughter's education.

Key Words: Education, Girls' Education, Rural Education, Mother-daughter Relation, Kumaon Hills, Shiwalik, Lesser Himalaya, Great Himalaya, Trans Himalaya.

1. Introduction

Education is a key to the development of any society. It becomes more important when it is associated with gender based suppression and ignorance at family, village and society level. Education carries much importance for rural Women in Kumaon hills bourn and live under such conditions.

Women in almost all part of the country are showing a burgeoning interest for their daughter's education though the rate of interest could vary, depending upon the socio-economic condition of the family and the level of awareness in the society. Villages of Kumaon are more interesting in this regards because women here are not only perform the familial duties but traditionally they are also responsible for the economic activities such as agriculture, animal husbandry, handicraft, collection of fuel-fodder-timber-water etc. Working hours for women are quite high and they suffer with drudgery. Women are too much engrossed with their work and they don't have time to think on such issues.

Environment, agriculture and women are the three prime factors, closely interrelated, and upon which a Himalayan village really bank-upon. Problem to any factor means problem to 'the trio', and which finally leads to the deterioration of the socio-economic life of the village. Environment, primarily reflected by forests have undergone to heavy deforestation which is still going on. For fuel, fodder and timber, villages are totally dependent on their forests which are in bad conditions. Deteriorating environment has deeply affected agriculture. Fields demands more labour to meet-out the loss caused by the deterioration of environment. In absence of their male counterparts, it's the woman who has to bear the extra burden. Growing daughter is a big hope for the family work force, and loosing it for the education is a big question, especially for the mothers.

Rural society of Kumaon hills is basically a male dominated society where most of the decisions are taken by the males of the family, however in domestic affairs including the upbringing of daughter and decisions of her future are taken by the females of the family, especially the mother (Pandey, 1988). Due to tough physical terrain, harsh climate, and traditional subsistence type rain fed cultivation the workload of rural women is ridiculously high (Pandey, 1996; Dube, 2003). Agriculture is not sufficient to support the family. In case of Lesser Himalaya (excluding few valley villages) the cultivation is not sufficient enough to support the family for even half of the year; in some villages it is even less than for four months (Shah, 1988; Sharma, 1992). Extra money from outside is must to run the family, which lead for male to go out in search of job. Strong tradition of army also supported this tendency. High rate of male dominated out migration have largely devoid off the villages from their male work force which led to the drudgery of rural women (Khanka, 1985; Mehta, 1991). Growing girls are viewed as the great support for the strenuous and back-breaking work of their mothers. A young girl of a family is an extremely significant component of the family work force (Pandey, 1996). Here arises the main contradiction. In these circumstances some mothers consider that primary education is enough for her daughter and higher education is just wastage of time and money, as ultimately her daughter has to become a mother in future, run a family and do the same domestic duties as she is doing. But some mothers bear the extra burden of work and give their daughters to study, considering education as a ray of hope for their daughter's wellbeing. This vision of 'wellbeing' is not uniform for all mothers. It was observed that as we go beyond the range of literacy and primary education the opinion (daughter's wellbeing) of rural mothers loses its uniformity on the issue. This deviation from uniformity is not only observed at the stages of education but it also depicts variation over different ecological zones of study area.

Central Himalaya, represents the central portion of its the mighty Himalayan expansion of about 2600 KMs from Kashmir in the west to Arunachal in the East and further bends southwards down. Study area, the Kumaon Hills falls in the eastern part of Central Himalaya. It is also the eastern division of the Himalayan state of Uttarakhand is a newly born state of India and was early known as the 'Western U.P. hills'. To avoid the socio-economic contrast and follow the broader uniformity only hilly area of Kumaon was considered and to look into the matter on a spatial context the study area was divided into four ecological zones i.e. Shiwalik, Lesser Himalaya, Great Himalaya and Trans Himalaya. Due representations, based on population was given to all zones during study.

Education is a broad issue, ranging from literacy to higher education and is deeply and diversely associated with the overall development of women. Keeping in view the importance of this issue education was discussed with prominence and the entire range of education (from literacy to higher education) was divided into three sets or stages. The data for positive and negative view for equal opportunity was calculated and related concerned arguments were also discussed. Lastly, it was also argued that how arguments deviates from one set to other.

1.1. Rationalization of the study

Giving prominence to rural mothers is the unique aspect of this study. Growing daughter is the significant in the family's work force, and it's the mother who may relieve and motivate her for study, by bearing share of her extra work load. Now the point is what 'expectation' of a mother motivates her to relieve her daughter for education? This extremely important angle of solution was absolutely ignored in earlier studies.

To get a wide and clear picture the study deals with the 'Mother's expectations' on to two parameters. First is the stage of education and second is the spatial variation in terms of ecological zones. These two parameters make this study a unique one.

1.2. Statement of the problem: diminishing percentage of girl students with increasing education is a big challenge for the educational planners. Government efforts on improving the traditional factors like accessibility to school, infrastructure, free education etc. could not succeed in bringing the desired result. During collection of secondary information the study focused on the factors affecting the decision making process for girls education, especially at family level. It was found that mother's decision is decisive in her daughter's education. And so was must to know mothers mindset for it. Sparring a young girl or active labour of the family for education who is badly needed for agriculture, need some justification...why education? With what expectation?

Mothers' expectations are extremely important in this regard. And so the present study deals with the different dimensions of the problem. Variation in mothers' expectations and respective causes were studied with reference to the educational stages and ecological zones.

1.3. Objectives of the Study:

Major Objective: to know the mothers expectations from their daughter's education in rural Kumaon Hills.

Specific objectives:

- To find out willingness of mothers for their daughters' education at different stages of education.
- To study mothers expectations for their daughters from primary and junior high school (Stage-I) education.
- To study mothers expectations for their daughters from High school and Intermediated (Stage-II) education.
- To study mothers expectations for their daughters from higher education (Stage-III).
- To examine mothers logic for positive and negative options for different stage of education.
- To find out zone wise variations in the mother's expectations at different stages of education.

1.4. Delimitation of study

The study is delimited within the following frame:

- The study is confined to the Kumaon Division of Uttarakhand State of India.
- The study was focused on the hilly area of Kumaon, excluding the narrow belt of piedmont and plain to avoid the contrast socio-economical and ecological conditions.
- The field survey was conducted on the rural mothers' age ranging from 25 to 65 years.
- The entire range of education is divided into three stages i.e. Stage –I, which represents Primary and Junior High school; Stage-II represents the High School and Intermediate and Stage-III represents the Higher Education.
- The study area was divided into four ecological zones, to give proper representation to each zone and to study their inter-zonal variation.

2. Research Strategy of the Study

To undertake this study, descriptive survey research method was used. Because it helps to explain educational phenomena in terms of the conditions or relationships that exist, opinions that are going on, effects that are evident, or trends that are developing.

2.1. Sample and sample techniques

Table No -01: Ecological Zone Wise Distribution of Samples

S.N.	Ecological zones	Name of Surveyed Villages	Number of survey villages	Number of samples/ village	Total Samples
1.	Shiwalik	Amrit Pur, Saladi, Do gaon	03	15-16	46
2.	Lesser Himalaya	Chara, Padyula, Gadsiyari, Supi, Dol, Syahi devi, Bimola Supakot, Bilona, Girgaon	13	20	260
3.	Great Himalaya	Supi, Khati, Bhanar, Liti, Lilam	5	10	50
4.	Trans Himalaya	Milam, Bilju, Martoli, Ganghar	4	10	40
	Kumaon Hills	Total-22	25		396

Source: Field Survey-2009.

Selection of villages was based on Stratified random sampling and households within a village were selected randomly. In total 396 households were surveyed from 25 villages, throughout the study area. Twenty households were randomly selected from each village of Lesser Himalaya but in case

of other ecological zones the number of house holds were determined by the size of the village and scattering of households (Shivaliks) and house clusters within a village (Great Himalaya). In case of Trans Himalayan, due to excessive out migration villages are having lesser number of households. To get a better representation the study decided to go for four villages (in place of two) with 10 households from each village. The selected samples are shown in Table-01.

2.2. Tools used for data collection

Both open and closed-ended questions were developed and used to gather data for the study. Questionnaire was used to gather data from Three hundred and ninety six households from twenty five villages on mother's expectations from their daughter's education. These 'expectations' were studied at different stage of education and also their variations according to the ecological zones. The instrument covers mother's support for their daughter's education at different stage of education. It also covers the different causes given by the respondents for the positive and negative arguments at each stage of education.

2.3. Data Collection and Statistical Treatment

The data was collected through questionnaire and tabulated, coded and presented in the tabular form. The frequency distribution and percentage was used for the data analysis and interpretation in descriptive manner.

3. Analysis and Discussion

Education is a broad issue, ranging from literacy to higher education and is deeply and diversely associated with the overall development of women. Keeping in view the importance of this issue education was discussed with more importance and the entire range of education (from literacy to higher education) was divided into three sets or stages. The data for positive and negative view for equal opportunity was calculated and related concerned arguments were also discussed. Lastly, it was also argued that how arguments deviates from one set to other. To study the variation in arguments five sets or arguments were given in support and four in it's against.

The arguments for 'yes' (for daughter's education) at different stages are:

- (a) *Both male and female children and equal by birth.*
- (b) *To get a job and acquire economic liberty and self-dependency.*
- (c) *For a good marriage alliance.*
- (d) *It is must for day-to-day life.*
- (e) *To bring them out from hard rural life.*

While the arguments for 'no' (daughters should not get education) at different stages are:

- (a) *Not needed, as she has to do the domestic work after marriage.*
- (b) *Female children don't have time for education as they are too busy with their domestic affairs.*
- (c) *They can't bear the study cost.*
- (d) *Due to social customs and traditions prevailing in the society.*

Stage –I Education and Mothers Expectations

In this first stage (Stage-I) the education from primary to junior high school standard is being covered. Primary schools and joiner high schools are found in each village/ settlement, and between few villages respectively, at an affordable distance. According to Table no-II, all respondents supported primary education for girls. No doubt it's a positive sign for social transformation of rural Kumaon. But the arguments cited in support shows an interesting variation.

So far the overall picture for rural Kumaon is concern maximum respondent (34.14%) responded that '*it is must for the day-to-day life of the girls*'. Nobody supported the argument that with the primary education girls could bring out from the hard rural life. '*For a good marriage alliance*' only 9.59 percent respondent supported Stage-I education, obviously rest believes that this little education is not enough for a good marriage alliance. Similar low percent opinion was viewed for the argument that '*it will provide job and economic liberty to the girls*'. The moral question of gender equality does have its significant say, as 18.69 percent respondents in total responded it.

Trend was more or less same for all zones for all arguments except two significant variations. In Trans Himalayan zones 90.00 percent respondents believe that '*it must for a girl's day to day life*'. No body considers this primary education with "*for getting a job or getting a good marriage alliance*".

Table No – II: Views of the Respondents about Opportunities in Education up to Primary and Junior High School

Name of Zones	Weather Females children should go to school		Arguments for Yes					Arguments for No			
	YES	NO	Both male and female children are equal by birth	To get a job and accurate economic liberty or self dependency	For a good marriage	Elementary education is must for doily life	To bring them out from hard rural life	Not needed as she has to do the domestic work	They don't have time	It's not affordable to bear the study cost	Due to social customs and traditions prevailing in the society.
Siwalik	100	00.00	17.39	13.04	4.35	65.22	00.00	00.00	00.00	00.00	00.00
Lesser Himalaya	100	00.00	20.00	6.92	10.00	63.08	00.00	00.00	00.00	00.00	00.00
Great Himalaya	100	00.00	20.00	8.00	20.00	52.00	00.00	00.00	00.00	00.00	00.00
Trans Himalaya	100	00.00	10.00	00.00	00.00	90.00	00.00	00.00	00.00	00.00	00.00
Over all Kumaon Hills	100	00.00	18.69	7.07	9.59	64.64	00.00	00.00	00.00	00.00	00.00

Source: field survey-2009

In Great Himalaya, 20 percent respondents believe that '*it's useful for getting a good marriage alliance*', which somehow shows the lower educational status of the society.

High school and intermediate level education (Stage-II) and mother's expectations:

This set of education is most important with reference to the rural female population. The present generation of rural girls recorded a large progress in this set. Credit goes to the development of infrastructure, with the efforts of the state, role of NGOs and positive development in the attitude of rural people.

According to Table no- III, almost 61 percent respondent supported the view for daughter's education while 39.00 percent refuted from it. Arguments for 'yes' were as follows-

Table No – III: Views of the Respondents about Opportunities in Education up to High School and Intermediate Level

Name of Zones	View of respondent about female education		Arguments for Yes				Arguments for No			
	YES	NO	Both male and female children are equal by birth	To get a job and accure economic liberty or self dependency	Today it is must for a good marriage	To bring them out from hard rural life	Not needed as she has to do the domestic work	They don't have time	It's not affordable to bear the study cost	Due to social customs and traditions prevailing in the society.
Siwalik	62.56	30.44	12.50	18.75	50.00	18.75	42.86	28.57	00.00	28.57
Lesser Himalaya	63.33	36.67	10.53	19.74	51.32	18.42	53.70	25.92	12.96	7.41
Great Himalaya	40.00	60.00	00.00	20.0	60.00	20.00	53.33	20.00	20.00	6.67
Trans Himalaya	90.00	10.00	11.11	44.44	44.44	00.00	50.00	00.00	50.00	00.00
Over all Kumaon Hills	60.60	39.40	10.00	23.33	50.83	15.83	52.56	24.36	14.10	8.97

Source: field survey-2009

More than half (50.83%) of the respondents said today '*its must for a good marriage alliance*', which more or less followed by all zones. Almost one-fourth (23.33%) respondent said '*it's good to get a job*

and acquire economic liberty'. Not much variation was observed except the higher percent (44.44%) response by the Trans Himalayan zone. Not only the social liberty for women but the reservation in government jobs for scheduled tribes is also a major factor for it. 15.83 percent respondents reported that this equal opportunity given to their daughters could be helpful '*to bring them out from the hard rural life*'. It could easily correlate with the zone wise drudgery of rural women. It's as high as 20 percent in Great Himalaya while nil in Trans Himalayan villages.

Overall 10 percent respondents said yes for the moral issue of gender equality and almost all zones follow the overall average except the Great Himalaya, where females, believes more on the practical problem of marriage, economic liberty and drudgery than the moral question of gender equality. It could also associate with the poor social status of the zone.

Under the four sets of negative arguments, response of the respondents was as follows:

More than half of the respondents (52.56%) stick to the traditional answer, saying '*three is no need for it as ultimately she has to look after the domestic affairs*'. Response for all zones was almost similar. Girls as the active work force of the family are too busy with their domestic work and they don't have enough time to go to school. Trans Himalaya were time is not such a problem. Here due to transhumance, the students have to stay back near school, where domestic workload is nominal. Rest of the family move for half yearly (summer) migration to the summer villages which are located near the glacier areas. A total of 14.10 percent families believe that '*They can't bear the study cost*'. Though the education for girl is free (no tuition fee at schools) yet some of respondents feels it is too much for them specially when there are more children's in the family and boys get priority. Actually study cost just not includes the fee, but also the cost of books and stationary, dress and daily travel. The response for '*Due to social customs and traditions prevailing in the society*' was relatively low. It was absent in Trans Himalaya.

Higher education (Stage-III) and mother's expectations:

This stage is most interesting as the respondent mothers give varied reasons in support or oppose in their view for girls higher education. According to table no-III, the percentage of women respondents saying 'yes' for equal opportunity for daughters for higher education is less than one fourth (23.74%). Besides this over all low response, there is a huge inter zonal variation ranging from lower of 12 percent at Great

Himalaya and 14 percent at Lesser Himalaya to a highest of 90 percent of Trans Himalaya. Their variation could easily be associated with the socio-economic status of that zone and the drudgery of rural women.

Table No. IV: Views of the Respondents about Opportunities in Education for Higher Education above Intermediate

Name of Zones	View of respondent about female education (%)		Arguments for Yes				Arguments for No			
	YES	NO	Both male and female children are equal by birth	To get a job and acquire economic liberty or self dependency	For a good marriage	To bring them out from hard rural life	Not needed as she has to do the domestic work	They don't have time for it	It's not affordable to bear the study cost	Due to social customs and traditions prevailing in the society.
Siwalik	30.43	69.57	00.00	42.85	42.86	14.28	56.25	18.75	12.50	12.5
Lesser Himalaya	14.61	85.39	00.00	52.63	26.32	21.05	59.46	15.32	12.61	12.61
Great Himalaya	12.00	88.00	00.00	33.33	33.33	33.33	45.45	27.27	18.18	9.09
Trans Himalaya	90.00	10.00	5.56	66.67	27.78	00.00	50.00	00.00	50.00	00.00
Overall Kumaon Hills	24.24	75.76	2.13	55.32	29.78	12.77	56.95	17.22	13.91	11.92

Source: field survey-2009

In support of higher education for daughters more than half (55.32%) respondent mothers had supported the reason 'to get a job and acquire economic liberty and self dependency'. This priority was found lowest (33.33%) for great and higher for Trans Himalaya (66.67%). Getting a job is the high priority in the Bhotiya community (Scheduled Tribe) of Trans Himalaya, which is because of their socio-economic setup, and higher opportunities for job due to the reservation given to them as a scheduled tribe by the government.

The second most favored reason (29.78%) by mothers was '*to get a good marriage alliance*' for their daughters. All zones show the similar trend except Siwalik where it is quite high (42.85%). Large numbers of boys are going to big cities in search for job and after that they want their marital alliance from their respective native zones, a girl with higher education could have a better chance to get such alliance. In case of Siwalik, the high percent could be an impact of the adjoining rich plains area where higher education is the prerequisite for even an average marriage alliance.

The third most favored reason was '*to bring their daughter out from hard rural life*' was supported by 12.77 percent mothers. At this reason gives the maximum intra zonal variation (33.33 % in Great Himalaya to zero percent in Trans Himalaya). In case of Great Himalaya and Lesser Himalaya the large number of mothers (33% & 21% respectively) supports this reason. This priority is the clear cut indication of the drudgery of rural women in these two zones. Great Himalaya is ecologically most rich but terrain wise most difficult zone with harsh climate, while Lesser Himalaya is the most deteriorate zone of Kumaon hills, natural resources are under great pressure and women are under great work load (Pandey, 1997; Dube, 2003).

As more than 3/4th of total respondents say no for his opportunity for females. Reasons given in this regard are quite interesting.

Traditional answers that '*no need as she has to do the domestic work after marriage*' holds of the maximum percentage (55.95%). All zones follow the overall average with little variation. 17.22 percent respondents say females don't have enough time to devote for higher education. It reflects the drudgery of rural hill women and growing girls are the essential part of the family work force. Studies show that the drudgery is even higher in single women family (Pandey, 1996). Nucleated family with one working women (mother) is now a common trend in rural Kumaon (Pandey,1996; Dube, 2003), and so a growing daughter is a big support for an exhausted, middle aged mother. Sending her for higher education is a big challenge for such mothers. Financial constants reported by 13.91 percent respondents while 11.92 percent respondents find social customs and traditions responsible for it. All zones follow the trend of the average except Trans Himalaya, where factors social customs and workload of domestic work does not play a significant role.

4. Findings of the Study

The summary of the findings are as follows-

- All respondents/mothers, from all ecological zones supported Stage-I (the primary and junior High school) education for their daughter.
- Major reason was given as it is must for the day-to day life of their daughters.
- Most of the respondents/mothers don't consider stage-I education as sufficient enough to get a job and a good marriage alliance.
- Roughly Two-third of the respondents supported their daughters Stage –II education (High school and Intermediate), while rest opposed it.
- The main expectation of mothers was to get a good marriage alliance for their daughter.
- Other major expectations were to 'get job and economic liberty', and 'to bring out her from hard rural life'.
- Major arguments for 'No' was that 'it is not needed as ultimately she has to do domestic work' and 'they don't have time' as they are too busy with their domestic work.
- For Stage –III (Higher education) only one forth mothers supported the daughter's education while three-fourth refuted it.
- The main reason for Stage-III education was to get a job and economic liberty for girls. Other major reason given was a good marriage alliance.
- The main reason in oppose is that ultimately she has to look after the domestic affairs after marriage, so there is no need. Other major reasons were 'girls don't have time' and 'it is not affordable to bear the cost of study'.
- As the stages of education increases, the intra-zonal variations in the opinion of the respondents also get diverse. The responses are very much tuned-up with their zonal environment and socio-economic conditions of the zone.
- Siwaliks, with rich physical environment, better agriculture and proximity to the nearby rich plain areas is more intended for girls education. Here getting better marriage alliance and economic liberty for their daughters are the main expectations of mother.

- Lesser Himalaya is environmentally the most deteriorated zone, agriculture is poor and drudgery of women is high. They give very less support for Stage-III education, mothers expectations are similar to the Siwaliks but ‘bringing their daughter out from the tough rural life’ is an additional significant factor.
- Great Himalaya is environmentally most rich, geographically most difficult, agriculture is good but women suffer with drudgery. It’s a remote zone with least infrastructure. So support for higher education is least here. ‘to bring out daughter from tough rural life’ is equally important expectation of mother as ‘to get good marriage alliance’ and economic liberty’ for their daughters.
- Trans Himalaya is remotest, most difficult and un accessible zone but the social structure of Bhotiya tribe, their different economic set up and job oriented approach make this zone most progressive. Here support for higher education is ridiculously high. Major expectations of mothers are ‘economic liberty’ and ‘better marriage alliance’ for their daughters. Surprisingly, the major issue for other zone ‘to bring out daughters from tough rural life’ don’t get any significance in mothers expectations.

5. Research Implication

The mother’s response for the education of their daughters shows at lot of variation at different stages of education. Clear changes in the expectations of mothers are visible. If literacy and primary education is considered must for the girls’ day-to-day life then higher educations are certainly for the higher objects such as jobs, better life and better marriage alliance. The arguments for responses are not uniform for the entire Kumaon hills; it shows a sharp zonal variation. Besides physical environment, agriculture productivity, transport & communication, connectivity and proximity to the network of schools; the factors like drudgery of rural women, social awareness, economic set up and mothers’ willingness to educate her daughters are the significant factors in determining the education of rural girls in Kumaon hills.

Though the logics given by the rural mothers are based on their personal experience or vision yet they are quite useful for understanding the trend of growth of education among rural girls and the factors goading them to go ahead.

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Time management skills of teacher educators

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Introduction

One of the biggest challenges teacher educators face is managing their time. Because of the very nature of their job, teacher educators are often bombarded with competing demands on their time from staff, internal/external customers and management. Unmanaged, these demands can prove to be overwhelming. Yet, the ability to identify and focus their attention on the most important tasks is often the difference between successful or unsuccessful teacher educators. Consequently, as a teacher educator, the ability to successfully manage your time is one of the most important skill sets you need to develop.

Time Management is more than just managing time. It is about controlling the use of the most valuable - and undervalued - resource. It is managing oneself in relation to time. It is setting priorities and taking charge of the situation and time utilization. It means changing those habits or activities that cause waste of time. It is being willing to adopt habits and methods to make maximum use of time.

With good time management skills teacher educators are in control of their time, stress and energy levels. They can maintain balance between their work and personal life. They find enough flexibility to respond to surprises or new opportunities. It is not how much time they have, but rather the way they use it. The bottom line is how well they manage time.

Poor time management shows up by way of one or a combination of typical perceptible symptoms. Constant rushing, frequent delays, low productivity, energy and motivation, frustration, impatience, chronic vacillation between alternatives, and difficulty setting and achieving goals are some indicators of poor time management.

Time management is the process of planning, organizing and controlling time in order to avoid wasting of work time (Marsh, 1991)

Types of Time Managers

Following types of teacher educators are classified on the basis of their time management skills:

The Firemen - For them, every event is a crisis. They are always seen busy dousing the fires. They find scarcely any time for anything else and do not spare a thought on time-management. Tasks keep piling up around them, while they are seen rushing from fire to fire all day.

The Over-Committers – They just cannot say ‘No’ to anybody. They oblige and try to please everybody. All that anyone has to do is just ask, and they will chair another committee, take on another project, or organize yet another community event. Consequently, none of the tasks receives complete attention and remains half-done.

The Aquarians - There is such a thing as being too “laid-back” - especially when it starts interfering with their ability to finish tasks or bother to return phone calls. Getting to things that is when they get to them is not time management; it is simple task avoidance.

The Chatty Kathys - Born to socialize, they have astounding oral communication skills and cannot resist exercising them at every opportunity. Every interaction becomes a long drawn out conversation - especially if there is an unpleasant task dawning that they would like to put off.

The Perfectionists – Exactitude is their watchword, and they feel that no rushed job can be a good job. Finishing tasks to satisfaction is such a problem; they need more time zones, not just more time.

Objectives of the Study

Following are the objectives of the study

- To study the time management skill used by teacher educators on the basis of gender
- To compare the time management skill used by teacher educators on the basis of gender
- To study the time management skill used by teacher educators on the basis of type of college

- To compare the time management skill used by teacher educators on the basis of type of college
- To study the time management skill used by teacher educators on the basis of years of experience
- To compare the time management skill used by teacher educators on the basis of years of experience
- To ascertain the relationship between time management skill and years of experiences of teacher educators

Hypotheses of the Study

Following are the hypotheses of the study

- There is no significant difference in the time management skill of teacher educators on the basis of gender
- There is no significant difference in the time management skill of teacher educators on the basis of types of college
- There is no significant difference between time management of teacher educators on the basis of years of experiences
- There is no significant relationship between time management of teacher educators and their years of experience

Design of the Study

The present study is a descriptive research of co relational and comparative type. This method of research attempts to describe and interprets the time management of teacher educators. It compares the time management on the basis of gender and years of experience. This study also finds the relationship of time management with their years of experiences. The sampling technique used by the researcher was *simple random sampling method*. The final sample size consisted of 65 teacher educators. A readymade checklist by Jo Gibney's on Time Management Scale (2006) was used as a *tool* which comprised of 27 questions. The question is yes and no type, where no is assigned 0 marks and yes is assigned 1 marks. The minimum marks from the checklist suggest good time management skill, whereas highest marks obtained suggest need for improvement in time management required.

Analysis of Data

Collection of data present merely as stock of facts unless it is analyzed and interpreted properly. When different techniques of analysis are applied of these facts, these begin to speak. The analysis of the complex factors into the simplest ones and their interpretation fulfills the desired purposes and objectives.

Descriptive Analysis: Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis was used to describe the data.

Inferential Analysis: ANOVA, t-test and correlation was used to test the hypotheses.

Findings of the Study

Hypotheses were tested and the results were interpreted.

Table 1: Gender Wise Difference in the Time Management Skill of Teacher Educators

Teacher Educators	Mean	S.D.	Obtained t-value
Male	9.43	4.65	3.44 [#]
Female	5.82	3.53	

#Significant at 0.01 level

Table 1 reveals that the calculated value of 't' for time management is greater than the tabulated 't' value at 0.01 level. Hence the null hypothesis is rejected and it is found that there is a significant difference in the time management skill of male and female teacher educators.

Table 2: Type of College Wise Difference in the Time Management Skill of Teacher Educators

Type of College	Mean	S.D.	Obtained t-value
Aided	5.44	2.23	2.56*
Un-aided	8.21	5.00	

*Significant at 0.05 level

Table 2 reveals that the calculated value of 't' for time management is greater than the tabulated 't' value at 0.05 level. Hence the null hypothesis is rejected and it is found that there is a significant difference in the time management of teacher educators of aided and unaided colleges of education.

Table 3: F ratio for Time Management of Teacher Educators on the Basis of Years of Experience

Groups	Source of variation	df	Sum of Squares	Mean Square (Variance)	Obtained F-ratio
< 5 Years	Among Means	2	28.52	14.26	0.80 [@]
5-10 Years	Within Groups	62	1,099.70	17.74	
>10 Years					

@ Not Significant

Table 3 reveals that F ratio for the scores time management for the three levels of years of experience does not equal or exceed the tabulated F-ratio at 0.05 level. Thus the null hypothesis is accepted and it was found that there is no significant difference in the time management skill of teacher educators based on their years of experience.

Table-4: Co-efficient of Correlation between Time Management Skill and Years of Experience of Teacher Educators

Variables	Co-efficient of Correlation 'r'
Time Management Skill	0.08 [@]
Years of Experience	

@ Not Significant

Table 4 reveals that there is positive and negligible correlation between time management skill and years of experience of teacher educators. This relationship is not significant. Thus a null hypothesis is accepted.

Table-5: Co-efficient of Correlation between Time Management Skill and Three Levels of Years of Experience of Teacher Educators

Groups	Co-efficient of Correlation 'r'
<5Years	0.032 [@]
5-10 Years	0.453 [#]
> 10 Years	0.225 [@]

#Significant at 0.01 level, @ Not Significant

Table 5 reveals that there are positive and low correlation between time management skill and years of experience of teacher educators for the groups less than 5 years and greater than 10 years. These relationships are not significant. Thus null hypotheses are accepted. However there is a positive and moderate correlation was found between time management skill of teacher educators and years of experience of teacher educators for 5 to 10 years group. Thus a null hypothesis is rejected in this case.

Discussion

The study found a significant difference in the time management skill of male and female teacher educators. The mean score of male teacher educators is greater as compared to female teacher educators. This means that female teachers have less hindrance in managing their time or they have better time management skill as compared to male teacher educators. This may be because female employees are managing their time well for home as well as workplace. This finding is reverse of result of the study done by Al-Jaradat O.M. and Jadallah N.A.H. (2011) where they found that male employees were more aware of time management skill as compared to female counterpart. This study also found a significant difference in the time management skills of teacher educators of aided and un-aided colleges of education. Teacher educators from aided college of education have greater time management skill as compared to teacher educators from un-aided college of education. A no significant difference was found between time management skills of teacher educators on the basis of years of experience. This finding is not in the line of the finding of the study done by Abo El-Komson W.M.R. and El. Gebaly T.O.A. (2010) where they found that there were significant differences between the three experience levels from 1 to 5 years, from 6 to 10 years and over 10 years on time management skill. However a no significant relationship was found between time management skill of teacher educators and their years of experience. But a significant relationship was found between time management skills of teacher educators and years of experience for level 5 to 10 years. The finding of this study support the results of Al-Jaradat O.M. and Jadallah N.A.H. (2011), experience level 6 to 10 years make effective use of time management skill.

Recommendations from the Study:

1. Proper Planning: Failure to see the value of planning and getting impatient to get something done are the causes of poor planning. Absence of a plan of action is likely to trigger off a false start, resulting in unproductive time utilization on the critical path of the task being undertaken. Consequently, the teacher educators might not find enough time for completing the task. There the teacher educator should do proper planning for and every activity either it small or big.

2. Task Management: Most often, poor time management is an offspring of lack of prioritization of tasks. As a result of the inability to distinguish between the urgent, the important and the unnecessary tasks, unimportant tasks are likely to get done first at the cost of important tasks. Consequently, the teacher educators are not likely to find enough time to get around to the important things. Therefore the teacher educators should do the task management. They should prioritize the task in accordance to their importance and urgency and accomplish them accordingly.

3. Procrastination: It is easy to put off tasks if they are not due right away. The trouble is, tasks pile up and can force teacher educators to run into a time crunch later. Procrastination is generally triggered off by the fear of failure / success, perfectionism, wanting to do it all or incorrect priorities. It is a virtue to want to do a good job. But some teacher educators become so anxious about getting a job done perfectly that they never complete it. Teacher educators should examine whether their efforts to get the job done perfectly are really improving things or preventing them from getting the job done.

4. Avoid Interruptions: Interruptions and distractions arise due to lack of planning, poor concentration and lack of control over environment. They are unnecessary thieves of a teacher educator's time and come in many forms – drop-in visitors, telephones, e-mails unscheduled meetings, poor communications and confused chain of authority etc. Teacher educators should be less willing to automatically give away their time just because they demand it. They should learn to avoid distractions if they are to get work done. They should work in areas where they are less likely to be disturbed and tell people when they are busy and cannot be disturbed.

5. Delegating the Work: Wanting-to-do-all by oneself is yet another thief that could let the teacher educators lose control. They feel that employees can never do anything as well as they can. They fear that something will go wrong if someone else takes over a job. They lack time for long-range planning because they are bogged down in day-to-day operations. Teacher educators should delegate the work which can be efficiently done by subordinates or other colleagues.

6. Avoids Unnecessary Meetings: If a meeting is held without a specific agenda and nothing productive comes out of it, clearly that meeting was unnecessary. Obviously, such meetings are thieves as the time is wasted and things just do not get started. Therefore teacher educators should avoid unnecessary meetings.

7. Schedule: Teacher educators often waste much time because of disorganization. Keeping things that they need in a specific place, eliminating clutter, making sure that they have all the materials or information that they need before starting on the task and following a day-planner or schedule will help keep the 'shuffling blues' away at the work place.

8. Good Physical Setup: Not having the things that the teacher educators need frequently within easy reach and having a lot of the things that they seldom require close-by results in wastage of a lot of time, wearing out the carpet, retrieving what they frequently need. And of course, as they pass others they will often pull them aside to steal some of their time. Good time management needs good working environment and setup.

9. Good Networking: Quality relationships with staff and others can be a substantial time-saver as they open doors for the managers with all kinds of opportunities. Failing to develop a good network base will cause them to waste time creating what they might have had through their network.

10. Good Attitude: Nothing sinks a day more effectively than having a poor attitude. It causes the managers to dwell on the problems and not the solutions and makes it possible to throw the day away. When they are burdening others with their problems and complaints they are forfeiting their valuable time. The teacher educators should develop good attitude toward work.

11. Avoid Negative People: Being surrounded by negative people could mean the teacher educators are spending a lot of their time listening to them but getting nothing much or purposeful from them. Obviously, avoiding such people will help the teacher educators to minimize wasted hours and get some of their productive time back.

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A study of ego- strength of in-service teachers in relation to their adjustment

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Abstract

The teaching profession is universally regarded not only as one of the most important profession of civilized life, but also the noblest of all. It is therefore, important that those individual who adopted, the teaching profession should have the power of control their ego, so that they can adjust with there work. The teachers who can control their ego for the better adjustment can justice with there profession. In the study ego strength means ego strength is an important factor in determining the capacity of an individual to perceive a challenging situation realistically and to execute the response effectively. In the present study purposive sample of 200 pre-service teachers selected from the district of Haryana named Ambala. Ego strength was measured by Ego-Strength scale by Dr. Q. Hasen and Adjustment level by Bell's Adjustment Inventory by Dr. R.K. Ojha. Study tells us that there is negative relationship between ego-strength and adjustment. And there is a significant difference between ego-strength and adjustment of male and female pre-service teacher and ego-strength of urban and rural in-service teachers.

Key words: *Ego-Strength, Adjustment, In-Service Teachers.*

Introduction

Education is life long process and patent force for social reconstruction. It is concerned not only with social progress, but also with moral, political and economic development. Gandhi ji said, “Education is the preparation for complete living, adjustment to environment, perfection of one’s nature, character building and harmonious development of personality.”

“The destiny of India is being shaped in her classroom has been pointed out by education commission (1964-66) and to that it may be safely added that the destiny of these classroom is being shaped by teacher. It is an established fact that no system of education rise above the level of teachers who serve it. The teacher is fly wheel of the whole educational machine. Elaborate blue print, modern school plans the best equipments the newest of new media or the most progressive method will remain deed fossils unless the right of teacher’s breath life and spirit into them give there flesh, bones and blood.

Concept of ego strength

According to Freud, “the prop under of psychoanalytical view-point, in the structure of personality ego is that part of psychic structure which is primarily concerned which reality testing. However, in classical psychoanalytical, the position of ego is that of a meek mediator between id and superego. Freud (1933) used the analogy of rider and his horse to explain the relationship between the two components of personality. Usually, the rider guides the horse but often the rider is obliged to guide the horse in the direction in which it wants to move. Which the rise of ego psychology, the position of ego was elevated to that of such a controlling mechanism within the personality as is capable of taking positive steps in the interest of the person as a whole.

Ego strength refers to the inner personal strength by which we tolerate stress and frustration. It is ego-strength that allows us to infantile defense mechanisms.

In Freud's psychoanalytic theory of personality, ego strength is the ability of the ego to effectively deal with the demands of the id, the superego and the reality. Those with little ego strength may feel torn between these competing demands, while those with too much ego strength can become too unyielding and rigid. Ego strength helps us maintain emotional stability and cope with internal and external stress.

Ego" Ego is a complex construct subsumes a group of integrated constructions.

In the study ego strength means ego strength is an important factor in determining the capacity of an individual to perceive a challenging situation realistically and to execute the response effectively.

Concept of adjustment

Adjust is the main component part of human life. The dictionary meaning of the word adjustment is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. In some situations, one of the factor may not be changeable and so the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such an adjustment wearing of clothes according to the requirements of the seasons is another such example as ordinarily, it is beyond our capacity to change the seasons according to our clothes.

Living is a process of adjustment and it is a process of unique importance in human life. It is a satisfactory and harmonious relationship of an organism to its environment. Thus the term adjustment may be defined as, "the process of finding and adopting modes of behavior suitable to the environment as to the changes in the environment.

Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life".

Adjustment is a process by which an individual applies his resources to fulfill his personal needs by maintaining harmony with the environment.

In general, it can be said that adjustment means how well an individual copes with his changing conditions.

Significance of the study

In the present age of materialism every person has become egoist. Due the feeling of ego people faces many problem in their life. One of these problems of adjustment can be seen commonly.

The teaching profession is universally regarding not only as one of the most important profession of civilized life, but also the noblest of all. It is therefore, important that those individual who adopted, the teaching profession should have the power of control their ego, so that they can adjust with there work. The teachers who can control their ego for the better adjustment can justice with there profession.

There are numbers of similar problem. It was his experience and interest that made his selects this problem for investigation in this field. Hence this study was taken out to investigate the ego strength of in- service teacher in relation to the adjustment. Hence, the reason to choose this problem is to in investigate the effect of ego strength upon the adjustment of pre-service teachers.

Objectives of the study

To study the ego-strength of in-service teachers.

To study the adjustment of in-service teachers.

To find out the relationship between ego-strength and adjustment of in-service teachers.

To study the difference between ego-strength of male and female in-service teachers.

To study the difference between adjustments of male and female in-service teachers.

To study the difference between ego-strength of rural and urban in-service teachers.

To study the difference between adjustment of rural and urban in-service teachers

Hypotheses of the study

- There exists no significant relationship between ego-strength and adjustment in in-service teachers.
- There exists no significant difference in in-strength of male and female pre-service teachers
- There exists no significant difference in adjustment of male and female in-service teachers
- There exists no significant difference in ego-strength of rural and urban in-service teachers
- There exists no significant difference in adjustment of rural and urban in-service teachers

Sample

A sample is a miniature picture of the entire group or aggregate from which it has been taken. A sample in other words is a smaller representation of a larger whole to make the study easier and more economic. It has been rebuttal that even if the small representation Sample is drawn from the entire population the parameters are represented and estimated by the sample statistics, Sampling is both necessary and advantageous. It saves the investigator's time, money and energy. In the present study random method of sampling was used. In the present study purposive sample of 200 pre-service teachers selected from the district of Haryana named Ambala.

Tools

The investigator used the following tools.

1. Ego strength scale by Dr. Q. Hasan
2. Bell's Adjustment inventory by Dr. R.K. Ojha

Statistical techniques used

After collection of data, the same was put into a tabular form to make the process of analysis easier. For analysis and interpretation of the data, the investigator used product moment method of correlation in order to find out relationship between ego strength and adjustment of pre-service teachers.

To find out differences between mean scores of concerned variables with reference to relevant groups 'Z' test, the mean and standard deviation were found out. 'Z' test is best statistical technique when there are two large and not correlated groups of scores are two means are to be compared.

Interpretation of data

Once the research data have been collected and the analysis has been made, the researcher can proceed to stage of interpreting the data. The process of interpreting is essentially of the stating what the results show. It is the process of findings the meaning and significance of the results obtained.

Interpretation is not a routine and mechanical process. It calls for careful, logical and critical examination of the results obtained after analysis, keeping in view the limitation of the samples chosen, the tools selected and used in the study. In the light of the interpretation of data the researcher has to take all care and caution in formulating the conclusions and generalizations. This final step of researcher process

demands critical and logical thinking in summarizing the finding of the study and comparing them with the hypothesis in the beginning.

Section-I

In the section product moment of correlation method is used to see the relationship between ego-strength and adjustment of pre-service teachers.

Assumed Hypotheses

1. There is no significant relationship between ego strength and adjustment of in-service teachers.

TABLE - 1

Relationship between ego strength and adjustment

Sample	Size	Variable	'z'	Significance
Male	100	Ego strengths & Adjustment	-.208	Insignificant
Female	100			

The obtained value of r for ego strength and adjustment is -.208 which is not significant. So there is no relationship between ego-strength and adjustment. So the research hypothesis is accepted.

Section II

In this section 'z' test was used to test research hypotheses 2, 3, 4 and 5 which are given below for ready reference.

There exists no significant difference in ego-strength of male and female in-service teachers

There exists no significant difference in adjustment of male and female in-service teachers

There exists no significant difference in ego-strength of rural and urban in-service teachers

There exists no significant difference in adjustment of rural and urban in-service teachers

TABLE 2

Significance of difference between male and female in-service teachers in relation to there ego-strength

Assumed Hypothesis

There exists no significant difference in ego-strength of male and female in-service teachers

Sample	Size	Mean	S.D.	'z'	Significanc
Male	100	21.08	5.76	2.254	0.05 level Significant
Female	100	23.56	9.64		

Interpretation

The table 2 reveals that the observed 'z' value for Ego-Strength is 2.254, which exceeds the table value at 0.05 level of significance i.e. 1.96. Therefore concerned null hypothesis is not accepted. Hence male and female in- service teachers differ significantly in term of Ego-Strength. There by research hypothesis is rejected. It means that male and female in-service teachers differ significantly in term of Ego-Strength.

TABLE 3

Significance of difference between male and female in-service teachers in relation to there adjustment

Assumed Hypothesis

There exists no significant difference in Adjustment of male and female pre-service teachers

Sample	Size	Mean	S.D.	'z'	Significanc
Male	100	54.6	19.87	4.21	0.05 level Significant
Female	100	42.4	17.21		

Interpretation:-

The table 3 reveals that the observed 'z' value for adjustment is 4.21. Therefore, concerned null hypothesis is not accepted. Hence male and female in-service teachers differ significantly in terms of adjustment. There by research hypothesis is rejected.

TABLE 4

Significance of difference between urban and rural in-service teachers in relation to there ego-strength.

Assumed Hypothesis

There exists no significant difference in ego-strength of urban and rural pre-service teachers

Sample	Size	Mean	S.D.	'z'	Significanc
Urban	100	22.3	12.2	1.87	0.05 level Significant
Rural	100	24.4	7.01		

Interpretation:-

The table 4 reveals that the observed 'z' value for Ego-Strength is 1.87, which exceeds the table value at 0.05 level of significance i.e. therefore concerned null hypothesis is not accepted. Hence urban and rural pre service teachers differ significantly in term of Ego-Strength. There by research hypothesis is rejected. It

means that urban and rural pre-service teachers differ significantly in term of Ego-Strength.

TABLE 5

Significance of difference between urban and rural in-service teachers in relation to their adjustment.

Assumed Hypothesis

There exists no significant difference in Adjustment of urban and rural pre-service teachers

Sample	Size	Mean	S.D.	'z'	Significanc
Urban	100	51.40	19.05	2.689	0.05 level Significant
Rural	100	45.85	14.32		

Interpretation:-

The table 5 reveals that the observed 'z' value for adjustment is 2.689. Therefore, concerned null hypothesis is not accepted. Hence urban and rural pre-service teachers differ significantly in terms of adjustment. There by research hypothesis is rejected. Table further shows that mean adjustment of urban pre-service teachers (51.40) is more than that of rural pre-service teachers (45.85). It means that urban in-service teachers are better adjusted that rural in-service teachers.

Main findings

- There was negative relationship between ego-strength and adjustment of in-service teachers.
- There exists a significant difference in ego-strength of male and female in-service teachers
- There exists a significant difference in adjustment of male and female in-service teachers

- There exists a significant difference in ego-strength of rural and urban in-service teachers
- There exists a significant difference in adjustment of rural and urban in-service teachers

Conclusion

Following conclusion are drawn from the findings of the study:

- There is negative relationship between ego-strength and adjustment.
- There is a significant difference between ego-strength of male and female pre-service teacher and ego-strength of urban and rural in-service teachers.
- There is a significant difference between adjustment of male and female pre service teachers and adjustment of urban and rural in-service teachers.

Educational implications

The present study was undertaken to determine the relationship between ego strength and adjustment of in-service teachers. Ego-strength and adjustment are two important factors in the development of individual. It is the most important duty of Principal and Management of Institution and their families to develop excellent adjustment in in-service teachers so that they can make a balance in this ego-strength and adjustment. They should be providing with congenial and healthy atmosphere and opportunities to develop well adjustment and to strength their go.

After knowing the result of the present study following educational implications can be framed.

The in-service teachers should be making balance between this ego-strength and adjustment so that they can make themselves a better individual to the society.

The study suggests that the interaction of female in-service teachers with family members, peers, male pre-service teachers should be strengthened and to improve their ego strength level and adjustment.

Teachers and society and government and policy makers should create conducive environment, better interaction opportunities, self confidence in female in-service teachers and rural in-service teachers in order to improve their ego strength and adjustment during the course and after service.

Policy makers, administrators and department should make better policies for female and rural teachers so that during their service they make a better adjustment with male and rural teachers respectively and with atmosphere and congenive better for school and students.

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Alfred North Whitehead on Teacher's Role in Modern Time

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Abstract

In an education everything depends on teachers and pupils. We are discovering that in schools you cannot do without genius, genius of character, genius of insight, and genius of intellectual enthusiasm. Authorities who want successful schools must see to it that the conditions in the teaching profession are such that genius can thrive (Whitehead, 1948, pp. 127).

Alfred North Whitehead was a great mathematician, philosopher, metaphysician and educationist. His views on teaching are very relevant in modern era of 21st century.

Alfred North Whitehead's idea was that the student learns in a rhythm of three stages (romance-precision-generalization). Teaching is a rhythmic occasion, not a skill and that in a living world; none of our educational goals can claim any position of ideal completeness (Greshman, 1988).

Teaching which ignores the rhythm of life is relinquishing a pedagogical tool which can make the difference between the student's suffering through an imposed routine and transfiguring that routine into an experience of fruition. A rhythm is a "conveyance of difference within a framework of repetition" (Whitehead, 1929, pp.17).

In this paper author discussed the teacher's role in three stages of learning (romance-precision-generalization) and with suggestions for what Whitehead has to offer teachers today.

Keywords: *Three stages of learning: Romance, Precision & Generalization.*

Introduction

Alfred North Whitehead was an English Mathematician, philosopher of science and metaphysician. He was also an educationist. Whitehead's most commonly known educational concept is that of the three stages of growth. These are called romance, precision and generalization (Evans, 1998, pp.1).

In education everything depends on the teachers and on the pupils. We are discovering that in schools nothing can be done without genius, genius of character, genius of insight, and genius of intellectual enthusiasm. Authorities who want successful schools must see to it that the conditions in the teaching profession are such that genius can thrive.

But, at the end of it all, you who are the pupils must bring their own enjoyment to their tasks. Evans said no one else can do it for students. Students are not pieces of clay which clever teachers are modeling into educated men. It is your own effort which alone essentially counts. So, finally, you have got to provide your own enjoyment by interesting yourselves in things which are worth doing and worth thinking about (Whitehead, 1948, pp.127-128).

Teaching which ignores the rhythm of life is relinquishing a pedagogical tool which can make the difference between the student's suffering through an imposed routine and transfiguring that routine into an experience of fruition. A rhythm is a "conveyance of difference within a framework of repetition" (Whitehead, 1929, pp.17). It is for the teacher to convey the difference within the framework; he or she this by making conscious allowances for the student to experience all three stages. These stages are independent; and their sequence is not interchangeable (Greshman, 1988).

In this paper author discussed the teacher's role in three stages of learning (romance-precision-generalization) and the suggestions are provided what Whitehead has to offer to the teachers today.

Teacher's Role in Three Stages of Learning:

The stage of romance: Romance is the first moment in the educational experience. In this stage the student is allowed to enjoy a sense of adventure as he or she explores what a subject might have to offer. Here the student browses independently in a new material, finding for him or herself where the points of relevance are. In a sense, the stage of romance is the stage of research without strict criteria (Greshman, 1988). "It is the stage of investigation and discovery, of asking questions and looking for answers, of seeking and savoring a wealth of new experiences" (Garland, 2005). In this stage a child first realizes the relevance of something to her/his own life which arouses her/his curiosity, interest, enthusiasm and enjoyment of discovery.

A teacher's guidance is important to a child. "It is absurd to let him wander in the intellectual maze of men in the Glacial Epoch" (Whitehead, 1929, pp.33). However, it must not be forgotten that the emphasis during this stage is on "freedom", "to allow the child to see for itself and to act for itself" (pp.33). Rather, a teacher's goal is to "strengthen the emotions of the child in her love of learning" (Scarfe & Woodhouse, 2008, pp.175) by identifying what is important and relevant to the students.

A teacher's first task, therefore, is "to romance the students, to excite their curiosity and awe in order to give the path of learning a heart" (Schindler, 2005, p.48) since learning in this stage "has nothing to do with forced memorization" (pp.49). Since all human beings tend to "be interested in something interesting" (P.49), teachers should provide free expression to the interests in children.

Whitehead strong belief is that the cause of so much failure in the past has been due to the lack of careful study of the due place of romance. Without the adventure of romance, at the best you get inert knowledge without initiative and at the worst you get contempt of ideas- without knowledge (Whitehead, 1929 pp.33).

The stage of precision: When the stage of romance has been properly guided another craving grows. The freshness of inexperience has worn off; there is general knowledge of the groundwork of fact and theory; and, above all, there has been plenty of independent browsing amid first-hand experiences, involving adventures of thought and of action. The enlightenment which comes from precise knowledge can now be understood. It corresponds to the obvious requirements of common sense, and deals with

familiar material. Now is the time for pushing on, for knowing the subject exactly, and for retaining in the memory its salient features. This is the stage of precision. This stage is the sole stage of learning in the traditional scheme of education, either at school or university (Whitehead, 1929, pp.33-34).

Romance recedes into the background and the student proceeds to the second stage called Precision. The stage is dominated by two considerations: the student needs to know what the relevant details of the subject are (what is the symbol for Radium, when did the Greeks win Battle of Marathon) and the has a need to transfer to the student the cumulated (and relevant) knowledge of the subject. There is, wisdom tells us, no need to reinvent the wheel in every generation. So, in the second stage of Whitehead's rhythm, the "facts" are conveyed, with more or less inclination to dogmatism according to teacher style. Unfortunately this stage is the one which predominates in modern secondary education today. It is extremely difficult for a teacher to take the entire class down the path to Precision without dulling interest. Initiative and training are both essential, but too much of the later kills the former quickly (Greshman).

The desire for precision, for definiteness, for understanding beyond mere fascination, emerges naturally from (stimulated) exploration. The teacher has a definite role in stimulating this exploration. The teacher aids, helps, guides, stimulates the student in exploration. The teacher does not impose precision too early but guides the student in exploration as both teacher and student, cooperatively, throw ideas "into every combination possible" (Doll, W. E.).

The teacher should, in the best possible pedagogical world, make the transition from Romance to Precision pass almost without notice. The challenge is to have the student commit to memory theorems or grammar rules or history facts or piano scales using his or her interest, not eradicating it. This formidable task is accomplished by the "resonance of the teacher's personality" (Whitehead, 1929, pp. 39). As the student's interest begins to wane before the spectacle of so much new detail, the enthusiasm of the teacher for the subject should carry the stimulation along. The detailed knowledge of the precision stage is kept from being 'inert' because the student tests it against the knowledge learned in the Romance stage and against the background knowledge he or she brought to the subject originally. Perhaps the major failure in secondary school (where the precision stage is most in evidence) is that of

overlooking the fact that knowledge is being thrown into fresh combinations in the minds of students (Greshman).

The stage of generalization: The last stage is a return, in a sense, to the adventurous cycle of romance. Here the student allows the details of retreat from his or her total attention and emerges in the stage of freedom or generalization to apply the new knowledge actively. The student's mind responds to the richness of illustration and general truth of the precision stage and in response to a "natural" progression it seeks fruition of the effort in the freedom stage.

The teacher has begun by evoking initiative and ends by encouraging it. Always, as in all of Whitehead's philosophy, there is a feeling of movement. No entity, student or item of fact, can claim completeness, it is always moving into a relationship which defines it somewhat differently. The teacher watches and guides the movement's seed: -

According to Whitehead, "I am sure that one secret of a successful teacher is that he has formulated in his head what the student has got to know in precise fashion. He will then cease from half-hearted attempts to worry his pupils with memorizing a lot of irrelevant stuff of inferior importance. The secret of success is pace, pace, pace. Get your knowledge quickly and then use it. If you use it you will retain it" (Whitehead, 1929, pp.36).

The teacher decides which picture the students need to understand, and then they move together into action on it according the pace of the student's individual and the class's collective rhythm (Greshman).

For Whitehead the stages of rhythm can also be said to relate to the student's chronological age. In a general way the whole period of education is dominated by this threefold rhythm. Till the age of 13 or 14 there is the romantic stage, from 14-18 the stage of precision, and from 18 to twenty the stage of generalization. But these are only average characters, tingling the mode of development as a whole. Whitehead does not think that any pupil completes his stages simultaneously in all subjects. For example, Whitehead should plead that while language is initiating its stage of precision in the way of acquisition of vocabulary and of grammar, science should be in its full romantic stage. The romantic stage of language begins in infancy with the acquisition of speech, so that it passes early towards a stage

of precision; while science is a later comer. Accordingly a precise inculcation of science at an early age wipes out initiative and interest, and destroys any chance of the topic having any richness of content in the child's apprehension. Thus, the romantic stage of science should persist for years after the precise study of language has commenced.

Whitehead knew that within his large scheme of three cycles the individual student would be learning at a pace that would be influenced by the type of study required and the student's interest in it. "The development of mentality exhibits itself as a rhythm involving an interweaving of cycles, the whole process being dominated by a greater cycle of the same general character as its minor eddies" (Whitehead, 1929, pp.27). That is even within the Precision in French and Generalization in literature. Under ideal learning conditions we would predict that the student reaches a Generalization stage first, in the subject he or she enjoys most. The student will remain in the Precision stage of another subject if he or she cannot "experience" it enough to lift it beyond the rules it embodies (Greshman).

What Whitehead has to offer teachers today?

Whitehead was passionate in his opposition to the type of learning and teaching he saw going on in schools, colleges, universities. He felt the knowledge dispensed, by what we would usually call good teaching, was dead, lifeless and barren. Thus, the challenge he presents to all who read him for educational purposes is to reconsider the very act of teaching. What should this act comprise? For him, it should not be dispensation actually works against developing creative intelligence. As he says in a quote already given from one of his "Dialogues" with Lucien Price (1954): I have a horror of creative intelligence congealing into too good teaching- static ideas.... Teachers should be acutely conscious of the deficiencies in the matter taught.... They should be on their guard against their materials and teach their students to be on their guard against them. Once learning solidifies, all is over with it (Price, Lucien, 1954).

Whitehead designed an alternative to keeping knowledge alive. Whitehead's alternative, designed to keep knowledge alive and to actually develop the creative knowledge he believed the human species to

passes, was to approach teaching and learning from the tripartite perspective of romance, precision and generalization. William E. Doll call these three P's of teaching/learning: Play, Precision, Patterns (or Principles). To play with ideas, to be precise with one's facts, and to see those facts related into a set of patterns showing us principles in the way, William believe, of keeping knowledge alive.

We who are in teacher education have a long way to truly educate our future teachers, as our teachers have a long way to truly educate our future leaders and citizens.

Teaching is a rhythmic occasion, not a skill and that in a living word; none of our educational goals can claim any position of ideal completeness. Just reading A. N. Whitehead's educational theory, full of its process language (novelty, impulse, movement, and experience) would inspire creative change in any teacher's practice (Greshman).

In the Whitehead's perspective, the aim of teaching as enabling the growth of the student is directed by selectivity. On the one hand, for Whitehead, teaching is not simply the idle dissemination of inert data or ideas. In other words, the concept that is taught should be relevant and important to the student's lives. In Whitehead's perspective, teaching should involve the selection of facts and materials that are 'alive' and relevant. It includes the construction of a particular learning environment by way of a selection of themes, texts, units and points of evaluation, namely a selection of the curriculum to be taught (Regnier, R. 1989).

The mind is never passive; it is a perpetual activity, delicate, receptive, and responsive to stimulus. Teacher cannot postpone its life until teacher has sharpened it. Whatever interest attaches to your subject-matter must be evoked here and now; whatever powers you are strengthening in the pupil, must be exercised here and now; whatever possibilities of mental life your teaching should impart, must be exhibited here and now. That is the golden rule of education and a very difficult to rule to follow (Whitehead, 1929, pp.6).

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Incorporating Peace as a Value in Educational Programs

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Abstract

Recent reports in the print media about increasing cases of suicides/attempted suicides by young learners as well as educated adults for reasons as flimsy as failure in examinations/tests, fear of such failure, scolding by teachers/parents, fear of being shamed by peers and others, failure in getting the desired job/entry to the desired course /promotion in job give a cause for great concern. These along with reports of increasing incidences of violence depicted among students in educational institutions-ragging and all that- indicate the need for greater efforts to promote peace as an essential value in educational process. Peace is a state of mind as well as of environ naturally sought by one and all, as one would get maximum comfort in this state. There is scope for harnessing this natural tendency in learning situations. The author through the case study of self felt that an individual has a natural inclination for peace. This was revealed in a strange dream that the author had years ago. Also peace message was inadvertently incorporated in the songs composed by the author related to topics in Chemistry and Geometry. Of late the author has been gaining experience in the dialogue mode – adopted from David Bohm's model and propagated by Prof. B.K. Passi. The author feels that if this dialogue mode is adapted to learning situations, it would serve as an excellent device for promoting peace. Also concept of community learning incorporated into learning systems would promote peace. This paper examines the scope for promoting peace as value in learning situations based on the personal experiences of the author.

Back ground:

Recent reports in the print media about increasing cases of suicides/attempted suicides by young learners as well as educated adults for reasons as flimsy as failure in examinations/tests, fear of such failure, scolding by teachers/parents, fear of being shamed by peers and others, failure in getting the desired job/entry to the desired course /promotion in job give a cause for great concern. These along with reports of increasing incidences of violence depicted among students in educational institutions-ragging and all that- indicate the need for greater efforts to promote peace as an essential value in educational process. People at the helm of affairs have expressed deep concern as regards this and are mooting ways and means to reduce the stressful nature of examinations/tests and of school/college life in general and to enhance counselling process. In this paper the author would like to discuss scope of promotion of peace in learning situations.

The concept of peace:**What is peace?**

Peace can be viewed as a state of mind free from disturbances, anxiety, fear, stress etc.

It is a blissful state marked by satisfaction and calm disposition. This can be viewed as a contrast to agitated state of mind in which one depicts behaviour marked by nervousness, uncertainty, uncontrolled movements, uncertain dispositions, desperate acts, lack of confidence in one and in others and so on. Peaceful environment is the one where an individual experiences a peaceful state of mind and often it is shared by many individuals and hence has a communality (i.e having it in common) attached to it.

Peace as a Value:

Like Honesty, Truthfulness, Selflessness, Compassion, Brotherhood etc Peace also can be viewed as a value to be inculcated in the learning society – for good social living

in a constructive, creative and comfortable social environment devoid of destructive elements or such elements kept in good contrThere is good scope for inculcating thevalue in learning situations and hence in the educational systems.

Peace and Social Evolution?

Sociologists talk about plural behaviour as against individual behaviour and political scientists talk about the collective will in contrast to the individual will and these terms are obviously well linked. In a welfare society, there would be a high degree of matching between the individual will and collective will and individual behaviour and the plural behaviour. Development of plural behaviour is called socialization which is considered synonymous with education in a broader sense: There have been theories of socialization eg. Consensus Theory, Conflict Theory and Psycho Analytic Theory. These theories seem to explain Social Evolution each in its own way. We can also consider that societies have been evolving on the basis of blend of these theories. The goal seems to be a peaceful society with democracy as its feature. The various societies in the world can be viewed upon as at different stages in this process of Social Darwinism. Well meaning people have been working towards creating a world order for world peace. Vasudaiva Kutumbakam is a well known slogan related to this and is recognized as a great ideal.

The author's case study of the self

(If reader would like to call this as introspection there is no difficulty.)

The author has found that he is not alone in a particular track of thinking. There are many who think like him on many issues. This he found through articles and letters to the editor in newspapers, papers presented and key note addresses in conferences which largely reflected his own views. He found that some great authors as well as common people who wrote letters to the editor in various news papers have thought like him. At the same time there were also instances of different and contrary views expressed, but these can be looked upon as the result of cultural differences or being at a different stage of socio philosophical evolution. If well known social reformers seem to have thought differently from others it can be attributed to their advanced level of visualization, but ordinarily people think alike. It is on this basis the author concludes that in general a person has a strong inner desire to seek peace and under normal circumstances one's acts would be directed towards this end. This view can be given at least a status of hypothesis if not that of a well founded theory.

Years ago the author had an early morning dream which concluded with the author speaking these words to a gathering.

“May all fears be quelled with courage as the sword”

and he woke up and completed the couplet with these words immediately.

“May all tears be shed and (let) PEACE be the word”.

It was in that year that the *Babri Masjid* issue was gaining momentum.

The author spontaneously composed songs to be incorporated into teaching of Covalent Bond and Electrovalent Bond through dramatization.

The Hydrogen atom as a character sings:

“I have an electron and seek an electron Just give one electron to me

So that I am stable and be able to live in peace with thee.”

The two Hydrogen atoms after forming hydrogen molecule sing:

“We have shared our electrons in Covalent Bond

And now we each have two

We are now stable and are able

To live in PEACE with you”.

The author added a punch in Hindi,

”*Mile Electron Mera Thurmara Electrons Bane Hamara!*”

Here is a song composed by the author related to the concept of adjacent angles:

“We are adjacent angles we have common vertex and an arm

Our interiors are separate we mean each other no harm.”

While composing these songs the author had no conscious or deliberate intention of incorporating peace message. So in author's views 'peace loving' or 'peace seeking' teachers would inadvertently incorporate peace message in their innovations for teaching.

Promoting peace

While in learning situations peace message gets inadvertently incorporated into innovative teaching, one can also plan to promote peace as a value during teaching learning process

Peace through Co-operative Learning: Group activities in which children help

one another when required or take up different roles in performing a group task would promote the value of Co-operation which is an essential component of peace as a value.

Dialogue (adopted from David Bohm's Model) as a Mode for Learning: Here dialogue means a process of interpersonal and intra personal communication in fear free environ. Participants say about eight in number (in each group) sit in a circle with as close proximity as possible and share their views. They clear their doubts and learn new ideas from one another. The stress is not in one projecting one's views but is on listening to others- listening to the spoken words, non spoken words, and to one's own inner voice. Only one person talks at a time (participants would get used to this rule in course of time) and there is provision for immediate queries (placed in a humble spirit for the purpose of clarification of ideas and not in a combating spirit), expressing discovery of similarities of views and sharing one's own ideas with others (not in a sense of being superior to others). An external facilitator may help in conducting these sessions initially, but in course of time, these sessions would become self governed sessions with the entire group as a whole taking control. No one is allowed by the group to dominate and no one is left to be a mere passive participant. These sessions would prove as a good training in democratic process and hence promoting peace as a value.

The author has found this to be an excellent device in primary school, high school, and teacher education institutions. One gets cleansed in course of time from prejudices, biased mind etc. The

participants have opportunity to constantly review their mental models in the light of what they have listened to and what they have reflected upon thereafter.

Peace and Emerging Concept of Community Learning:

In the December 2008 issue of journal of All India Association of Educational Research, Manabu Sato of Japan has described how schools which were considered hopelessly backward rose to high grade institutions providing quality education by incorporating the idea of community learning without any support from Governmental and Non Governmental agencies.

The concept involved involving parents and citizens in the learning process of children and establishing colleagueability between teachers.

In this model, the terms learning, teacher and school are redefined thus:

Learning:- Practice of dialogue with the world in which one finds oneself, with others and with one self. It is cognitive (Cultural) interpersonal (Social) and existential (Ethical) practice.

Teacher: - a learning professional as well as teaching professional

Professional competence of teacher: - an ability to reflect upon teacher's own practices and to learn from each other's practice.

(1) Education in scientific discourse,

(2) Education in artistic skills and

(3) Education in citizenship

constitute the three basic themes. Such ideas would certainly promote peace as value if incorporated in our Educational System. The author would like to conclude with reference to a song in Tamil rendered by a famous singer in a U.N. Gathering. The first line of the song translated into English reads:

“Peace should prevail; Spiritual Prowess should enhance—

This is the dictum of Mahatma Gandhi for the enshrining of Compassion and Unity”

“*Shanti Nilava Vendum, Athma Sakthi Onga Vendum, Ulagile.....*”

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A Study of Attitude towards Sex-Education as Perceived by Parents & Teachers

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Abstract

The present study aims at the investigation of attitudes of parents and teachers towards sex-education for XI and XII class students. The sample considered 50 teacher and 50 parents of secondary and higher secondary UP Board Students. The teachers and parents were selected on the basis of double stage random sampling. Self constructed questionnaire are used for the study. Sex-education program has also recommended by UNESCO. In India due to the cultural and religious beliefs, generally peoples are not interested to talk about sex-education. So it is necessary to investigate the attitudes of parents and teachers towards sex-education to adolescents.

Introduction

Sex is universally strong biological drive in the life of human beings. It plays an important role in the preservation and building of human society. Much attention has been given to this drive by societies

since the dawn of human civilization. Psychoanalysts have tried to conceive a picture of the inner life of man in terms of sex energy, which is significant source of the action of human beings. The dynamic interplay of inner life of a person, his behavior, expression and experiences are attributed to this source of energy. Sex is supposed to provide certain influences that stress certain factors in human life. So, the normal and abnormal behaviour is related to sexual behaviour. To be natural and normal in this activity, sex-education is needed for human beings.

At all levels of human culture, instruction in matter of sex has been closely bound up with the social moves and the prevailing codes of ethics applied to sex conduct and in development of these codes, the religion has been a dominant factor. The declining influence of religious and social values and the increasing impact of scientific knowledge have brought the problem of sex-education into new focus. Culture in society has to be properly cultivated, so that future generation develops healthy attributes on sex. Parents and teachers have to play the vital role in the life of the adolescents. Generally young adolescents use different strategies to satisfy their curiosities and queries about sex. If adults round them do not provide proper information about sex, adolescents may either draw the wrong conclusions based upon inaccurate knowledge or they will make up their own explanations.

Today, parents have great responsibility in helping child to achieve these behavioural and value changes. For this, they should receive guidance and encouragement from responsible government officials, preferably through formal adult education programme. But the prime responsibility lies with the school system. The educational institutions are better equipped to guide and direct attitude formation, installing skills and competencies than other institution in adolescents about sex-education. Shirur (1998) arrived at a general agreement on the need of adolescents, to be better prepared on sex related health areas to develop readiness for marriage and parenthood. However, there is considerable disagreement and controversy regarding sex-education in human. This controversy has blocked sex-education programmes in schools and colleges for long. Nevertheless due to scientific intervention of United Nation Family Planning Association, India, with the support of UNESCO, a large number of Family Life Education Programs have been implemented in India and other countries.

The responsibility of imparting sex-education must be shared both by parents and the schools together to rescue the young generation from darkness of utter confusions, suspicious taboos and prejudices in the

changing socio economic scenario ruled by on draw porn pictures of sex abuse which instead of growing of positive attitude in their sometimes man their development mass media. Although the nation has taken a big leap on moon and set in the age of ICT revolution, still the country is not yet prepared to welcome the programme of sex-education in schools, because a large proportion of the rural population is ignorant in India. To teach them about sex is extremely difficult. Hence, sex-education is a very vital issue before the country. Therefore there is an urgent need of sex-education through proper organization of educational system. There is much importance of sex-education as a means of developing healthy attitudes among the students.

The scenario is quite changed now today's children are much more intelligent, alert, curious and conscious of the fact that their parents and elders talk some secret behind them. They want to know the secret. If the secret is concealed from them they may take some wrong approach and develop undesirable habits. School teachers are so much traditional and orthodox in their outlook that they do not prefer imparting sex-education as a noble work. Sometimes children satisfy their instincts and get mythical information about sex from sources such as servants, friends, relatives, and T.V. programmes etc., these information may be incorrect and could have spurious effect on them.

Indian society is closed in nature and it follows double standards on the question of sex-education. It generates an utter confusion in the mind of adolescents and sex taboos become a sense of great mysticism in their mind. Adolescent experience a great deal of anxiety emerging out of poor knowledge about their sexual developments, sex and form misconceptions. Sex-education would help students to develop positive attitude towards sex when their queries are satisfied honestly and scientifically. Adolescents have so many myths about their organic development systems, bodily changes, hormonal effects on reproductive system, chronological maturity and its physiological impacts, when they become anxious, stressful and over-pressurized, nobody is their to help, guide and to explain different facts of boy-girl relationship to cope with her / his felt sexual urges.

Attitude

Attitudes are positive or negative feelings that an individual holds about objects, persons or ideas. They are generally regarded as enduring though modifiable by experience and/or persuasion and as

predispositions to action. The needs and the goals of society and the beliefs and attitudes of adults influence the education.

Sex-Education

Sex-education as defined by SIECUS (Sex Information and Education Council of the U.S.) is “a life long process of building a strong foundation for sexual health through acquiring information and forming attitudes, beliefs and values about identity, relationship and intimacy.” The sex-education is defined as education which provides the learner an opportunity to have an access to authentic information and knowledge about the growth, development and related physiological processes of male and female sex organ separately.

Objective of the Study

To study the attitude of parents towards sex-education.

To study the attitude of teachers towards sex-education.

To compare the attitude of teachers at secondary and higher secondary levels.

To findout the relationship between parental education and their attitude towards sex-education.

Hypothesis of the Study

There exists, no significant difference between the attitudes of higher secondary and secondary teachers towards sex-education.

There exists, no significant relationship between the attitudes and education of parents towards sex-education.

Method of Study

Keeping the nature of the problem in the mind Descriptive Survey Method has been used for the collection of the data.

Selection of Sample

All the students of XI and XII classes of Agra district affiliated by U.P. Board of education, the teachers teaching Higher Secondary classes and the parents of the XI and XII class's students constituted the population. In study selection of the school has been based on purposive sampling method on the following grounds.

All schools are affiliated to U.P. Board of Education Allahabad.

Location and distance of the school.

The sample distribution of teachers and parents in Intermediate Colleges in Agra city:

S. No.	Name of School	No. of Teachers		No. of Parents	
		Graduate	Post Graduate	Under Graduate	Graduate
1.	Govt. Inter College, Agra	5	5	5	5
2.	Hubblal Inter College, Agra	5	5	5	5
3.	G.R. Inter College, Agra	5	5	5	5
4.	Chitra. U. M. Vidhya., Agra	5	5	5	5
5.	Rkamal Inter College, Agra	5	5	5	5
TOTAL		25	25	25	25

Construction of Attitude Scale

The researcher has constructed two attitude scales separately for parents and teachers to measure attitude towards sex-education as below:

Parental Attitude Scale towards Sex-education

Teacher's Attitude Scale towards Sex-education

Each Scale consists 30 items which can be rated on Five Point Scale.

Reliability of Tools

Reliability of the "Parental Attitude Scale towards Sex-education" is 0.92

Reliability of the "Teachers Attitude Scale towards Sex-education" is 0.90

Validity of Tools

The introspection reports of the experts and parents were given due consideration and incorporated in the test. On the basis of the above, it can be claimed that parents and teachers attitude scales towards sex-education to adolescents show adequate evidence of content validity.

Statistical Techniques

Descriptive Statistics- Mean, Median & Mode, S.D., Skewness, Kurtosis,

Inferential Statistics- t-Test, Correlation

Graphical Representation of data

Finding of the Study

Findings Related to Objective - 1 - To study the attitude of parents towards Sex-education

The distribution score of parental attitude of overall sample has been found to be negatively skewed and leptokurtic in nature.

Majority of the parents were in favor of providing sex-education to adolescents and they had positive attitude towards sex-education. Mean values of parents on attitude scale was found 108.5 that is high.

Findings Related to Objective - 2- To study the attitude of teachers towards Sex-education

The distribution score of teachers attitude of overall sample has been found to be positively skewed and leptokurtic in nature.

The teachers of XI and XII classes were also in favor of imparting sex-education to adolescents and they have positive attitude towards sex-education. Mean values of teachers on attitude scale was found 107.5 that is high. After analyzing the data statement wise it has been found that majority of the teachers are in favor of sex-education.

Findings Related to Objective - 3- To compare the attitude of teachers at different levels

The attitude of Higher Secondary level teachers (108.9) were found to better is comparison to secondary level teachers. But at both levels of significance this difference was found to be non-significant.

Findings Related to Objective - 4 - To findout the relationship between parental education and their attitude towards Sex-education

It has been found that overall (high qualified and low qualified) correlation between parental attitude and their educational qualification is negligible negative correlation (-0.11).

Testing of Hypotheses

There exists, no significant difference between the attitudes of higher secondary and secondary teachers towards sex-education. This hypothesis has been accepted as a significant difference has not been found in attitude of higher secondary and secondary teachers towards sex-education.

There exists, no significant relationship between the attitudes and education of parents towards sex-education. This hypothesis has been rejected as there is negligible negative correlation between attitude and education qualification of parents.

Conclusions of the Study

The conclusion, which can be drawn on the basis of analysis and interpretation that attitude of parents is higher than teachers towards sex-education. Parent's attitude showing that, they are in favor of sex-education to their adolescents in the school and teacher's attitude showing that, they are in favor of primary sex-education to adolescents start in the family. Attitude of higher secondary teachers and secondary teachers is same towards sex-education to adolescents. Parental education is not affects the attitude of parents towards sex-education to adolescents. Education of parents is not only a single factor which influences the attitude of parents. There are other factors like socio economic status, environment of society and family structure etc. which may influences the attitude of parents towards sex-education.

Limitations of the Study

The study was conducted on only those pupils, parents and teachers, who are in the higher secondary Schools. The study was conducted on small sample of parents and teachers. The study was conduct on schools affiliated to U.P. board in Agra city only. Rural areas were not taken in the present study, there fore scope of the study is limited. Due to shortage of time the student opinion could not be taken.

Educational Implications of the Study

The investigation will help to make the adolescents to realize as important part of the society, to enable them to adjust in the social environment and to appreciate the entire process of growing up. The investigation will help in the construction of the curriculum frame work for sex-education. The preferences in the frame work will be based on the parents and teachers preferences. The investigation will help to adopt a format for developing sex-education. The investigation will help to indentify the existing subjects at different school stages, which will lend themselves to effective integration of the elements of sex-education. The investigation will help in, to search the scope for handling sex-education through classroom teaching and school based activities. The findings of investigation will help teachers to develop insight into parents-child relationship at adolescent level.

Suggestions

Adolescence is the period of storm and stress. They form the largest part of our society and will form the future parenthood. It is the responsibility of parents, teachers and society as a whole to give them right knowledge regarding sex.

1. For Parents

This study is of great importance for parents. Parents should try to understand the needs, Queries and confusion of the adolescents. It is advisable for the parents to have good rapport with their children. They should give honest answer to their queries. It is not only the responsibility of teachers but also of parents.

2. For teachers

The teacher is in a position to facilitate the enrichment of the positive traits and alleviate the effect of negative ones, myths and misconceptions through aids. They should understand their duties and expectations of parents. They should not have the apprehension that teaching sex-education will tarnish their image. The teachers can use different methods as:

Suggestion box

Essay writing competition

Case study method

Painting competition

Group discussion

3. For Administrators & Policy Makers

This study will also be helpful for administration of schools such as in making provision for health environment in school for teaching and learning. They can provide various facilities, which would help in increasing teachers' effectiveness in the field of sex-education. Administration should bring awareness among teachers about the responsibility towards students, society and nations as a whole. The study is equally helpful for policy makers, as it will help framing the points to be included in teacher

training packages. This facilitates the teachers to have an idea of the content and many determine his methodology.

4. For Guidance Worker

Guidance plays an important role in improving the people's attitude and behavior. Proper guidance programme must be arranged for parents and adolescents. This should be organized on scientific basis by which awareness towards sex may be developed in the public. Guidance for the every day simple problems can be undertaken by teachers, parents and others concerned, provided they have the attitude, knowledge and patience to undertake it.

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**A study of influence of constructivism in teaching on academic motivation of
primary class students**

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Abstract

The study is an attempt to find out the influence of constructivism in teaching on academic motivation of IV class students. The sample consisted of 75 students of Central School, Muzaffarnagar (Uttar Pradesh). In which 38 students of control group and 37 students are of experimental group. Test of Academic Motivation made by Indrani Verma (2000) was used. Pre test of academic motivation was taken of both groups. Lessons based on constructivist methods were constructed and experimental group was taught for approximately 56 days with these lesson plans. Control group was taught with traditional methods. Then post tests of both groups were taken. Scores were compared with the help of t-test. The result shows that there is a significant effect of use of constructivism in teaching on academic achievement of primary class students.

Introduction

Quality Education is one of the key factors in the national development. Education is seen as an indispensable asset for achieving the idea of peace, freedom and social justice besides being an instrument to reduce poverty, ignorance and oppression of war. There is also a need for acquiring and developing curiosity and pleasure in learning. Effective learning to a great extent depends on the way of

teaching and overall atmosphere of learning. In the present era of LPG (Liberalization, Privatization and Globalization), when competition is very tough and one who wants to be in the race must be creative thinker, innovator and should possess the ability and attitude to solve problems and challenges by her/himself. These required traits are not cultivated in students through present traditional approach based education. As society is changing day by day, education and its three important pillars-Teacher, Student and Curriculum also need to be changed. Considering the changing needs of the learners and the society, the National Council of Educational Research and training (NCERT) developed National Curriculum Framework (NCF) in the year 2005.

The NCF 2005 emphasizes 'Learner centered approaches' to achieve required target. The National Curriculum framework (NCF-2005) also recommends that curriculum should help learners to become constructors of the knowledge and emphasizes the active role of teachers in relation to the process of knowledge construction. Learners construct knowledge while engaged in the process of learning and the teacher's role is to engage them in the process of learning through well chosen tasks and questions.

One such paradigm views learning as an active construction of concepts and teaching as a supporting role for this construction, this cognitive perspective of learning is called Constructivism.

"Active engagement involves enquiry, exploration, questioning, debates, applications and reflection learning to theory building and creation of ideas/positions. School must provide opportunities to questions, enquire, debate reflect and arrive at concepts or create new ideas". (NCF 2005, P.16).

Objectives of study-

The main objective of the study was to develop constructivist teaching based lesson plans for class IV to enhance their academic motivation. Keeping the main objective in view the following specific objectives were framed:

1. To develop lessons by using constructivism for teaching EVS for class IV.
2. To study the effect of constructivism in teaching on the academic motivation for class IV.

Hypotheses-

In order to achieve the objectives of the study following hypotheses was made:

That the constructivist method of teaching has a significant effect on academic motivation of class IV.

Variables-

Present study consists of two variables, constructivism in teaching and academic motivation. Constructivism in teaching is an independent variable while academic motivation is dependent variable. Present study is an attempt to answer the question that if constructivism in teaching is followed in classroom then how far they are effective to enhance the academic motivation of primary class students.

Method of study-

For the present study a number of research studies conducted so far were reviewed by the investigator and it was found out that in most cases of this type the researchers have used the Quasi-Experimental method.

All the steps of Quasi-Experimental method were followed. Pretest – posttest, Control group – experimental group research design was used for the study.

Population and sample –

For this study population has been defined as all class IV students studying in the schools of Muzaffarnagar city where N.C.E.R.T syllabus is being followed at primary level. After the extensive survey few schools were identified, where N.C.E.R.T. syllabus was followed. Out of these few school, Central School, Muzaffarnagar provided the opportunity to conduct the experiment. The sample was selected by using purposive random cluster sampling techniques. One section of class IV was selected randomly as experimental group and one section was selected as central group. Total sample consists of 75 students.

Procedure-

After selecting sample for the study, all the selected students were tested on academic motivation as pretest. Experimental group was taught with the help of intervention program based on Constructivism, while the controlled group was taught in traditional way. After the completion of 1/3rd syllabus which took approximately 56 teaching days, students were again tested on the academic motivation as post test.

Intervention programme and data gathering instruments-

For purpose of doing the study following tools were used by investigator

Intervention programme using constructivist practices

Test of academic motivation by Indrani Verma (2000)

Intervention programme

For purpose of providing intervention programme an Innovation approach was evolved which have following characteristics:

Constructivism based activities

Activity based class room environment

Cooperative Learning based activities

Units, which were scheduled in the school, were analyzed pedagogically and activities were planned by using above mentioned innovative practices, in this process a number of school teachers and subject experts were consulted.

Test of academic motivation by indrani verma- Types and number of items-

It has been decided to develop a Likert type three point scale response alternatives ranging from yes-uncertain-no number of items to be kept is has been decided as 30.

Administration of the test- The subjects are requested to read the instructions carefully and then the researcher discussed the instructions with students. There is no time limit for the test. Generally it should be completed in 20-30 minutes. The scores for yes answer 3 and for uncertain is 2 and for 'no' is one as

the test contains both positive and negative items. The scoring system becomes reverse for negative items-one point for 'yes' and two points for 'no'.

Table 1.1

Arrangement of negative and positive items academic motivation questionnaire

1.	N	16.	P
2.	P	17.	N
3.	N	18.	P
4.	P	19.	N
5.	N	20.	P
6.	P	21.	N
7.	N	22.	P
8.	P	23.	N
9.	N	24.	P
10.	P	25.	N
11.	N	26.	P
12.	P	27.	P
13.	N	28.	N
14.	P	29.	P
15.	N	30.	N

Reliability of the test-

The reliability of the test has been established on 25 students randomly from amongst 55 students on whom item analysis has been employed. The final draft of this test has been administered after 20 days to this group as to obtain other set of scores on the same group. Scores of rejected questions have been excluded from the first set of the scores. Thus obtained two sets of scores have, then been correlated by using Spearman rank correlation method. The value of p has been reported as .62 which is sufficient enough to accept it.

Validity of the test-

As no criterion measure has been available for ascertaining the validity of the test, the investigator has decided to take teacher's criterion for this inventory. Thus to attain this objective a group of 20 have been selected randomly from the 55 students on whom the item analysis was done.

In this way the researcher, in her hand has one set of scores to be compared with teacher's criterion. To acquire another set of scores for the same students, a ten item structured interview schedule has been prepared for the teachers of these students. The responses to be gathered have been on three point rating scale- response alternatives- yes/uncertain/ no type scale and items have been based upon subjects academic motivation, after interviewing the researchers has got two sets of scores for the same subject. These sets of scores have been correlated with the help of Spearman Rank Correlation as has been employed for establishing reliability of the test. This yields the value of P as .57, which is found to be significant enough to stand upon.

Data collection and organisation-

For the present study data was collected from 75 students of class IV. Tests for academic achievement, creative thinking and academic motivation were administered before and after the experiment, in this way the scores were organized to deal with appropriate statistical techniques.

Statistical technique-**Quantitative analysis-**

To study the influence of constructivism in teaching on academic achievement, academic motivation and creative thinking of primary class students, t-test was used to test the hypothesis. Pre test of experiment and control groups were analyzed by t-test & it was found that there is no significant difference in academic achievement, creative thinking and academic motivation scores. Then to see influence of Constructivism in teaching the post test scores for the same three variables were analyzed by using t-test.

Qualitative analysis-

Qualitative data was collected by observation method. Observation was done directly and indirectly. Researcher herself observed the students and data was also collected from class teachers. Students were enjoying teaching and they eagerly waited for their EVS period and for the research as their teacher.

Limitation of the study- The researcher should taught control group herself but school did not provide permission to teach two sections of same class.

Findings related to the academic motivation -

To find the effect of constructivism in teaching on academic motivation of primary grade students, hypothesis was framed in the form of research hypothesis.

For the purpose of testing, research hypothesis was converted in null hypothesis in following manner “That the constructivist method of teaching does not affect academic motivation of students studying in class IV significantly.”

To test the above hypothesis Test of academic motivation developed by Indrani Verma for testing academic motivation was applied on experimental and control group before conducting the experiment to ascertain the similarity between both the groups regarding their motivation. Pre test scores were analyzed by t-test, which showed no significant difference between the two groups.

Then the experiment was conducted and same test was again administered to find out the difference between both the groups due to the effect of experiment on their academic motivation. Pre test scores and post test scores for the experimental and control group are as such.

Results related to the academic motivation of the class iv students-

TABLE 1.2 : t value for academic motivation of students

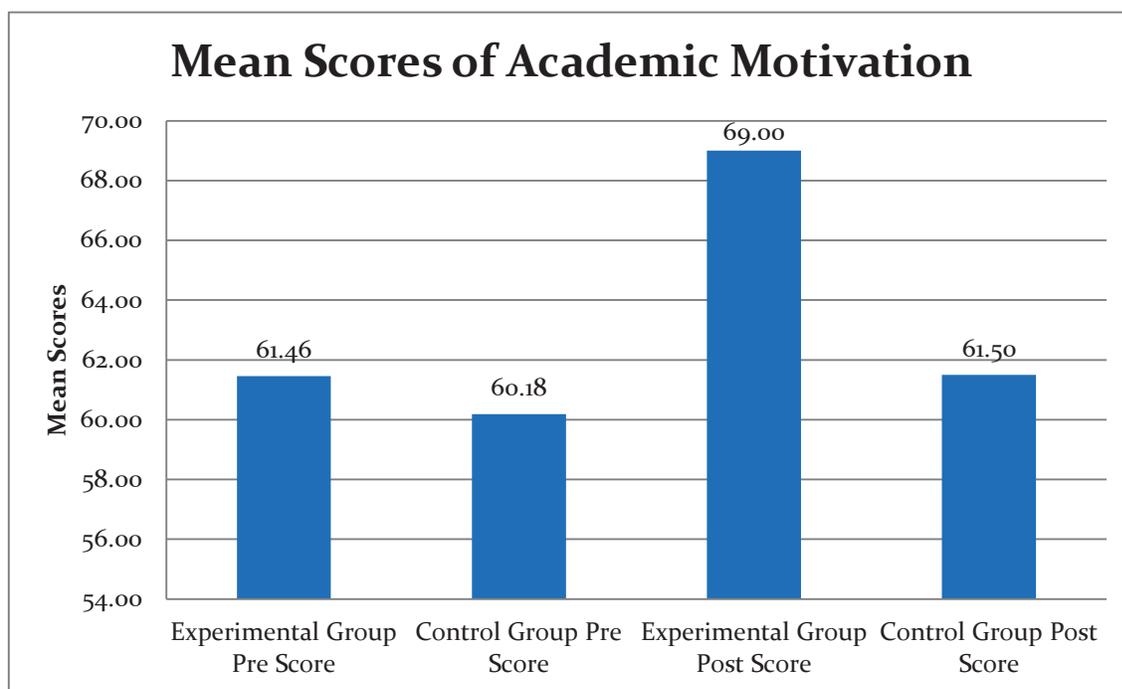
	PreTest		Post Test	
	Experimental Group	Control Group	Experimental Group	Control Group
N	37	38	37	38
M	61.459	60.184	69	61.5
S.D	16.1	12.76	12.44	12.133
S.ED	3.36		2.83	
Mean Difference	1.275		7.5	
Df	73		73	
t	.379(Not significant at any level of significance)		2.65(significant at .01 and .05 level of significance)	

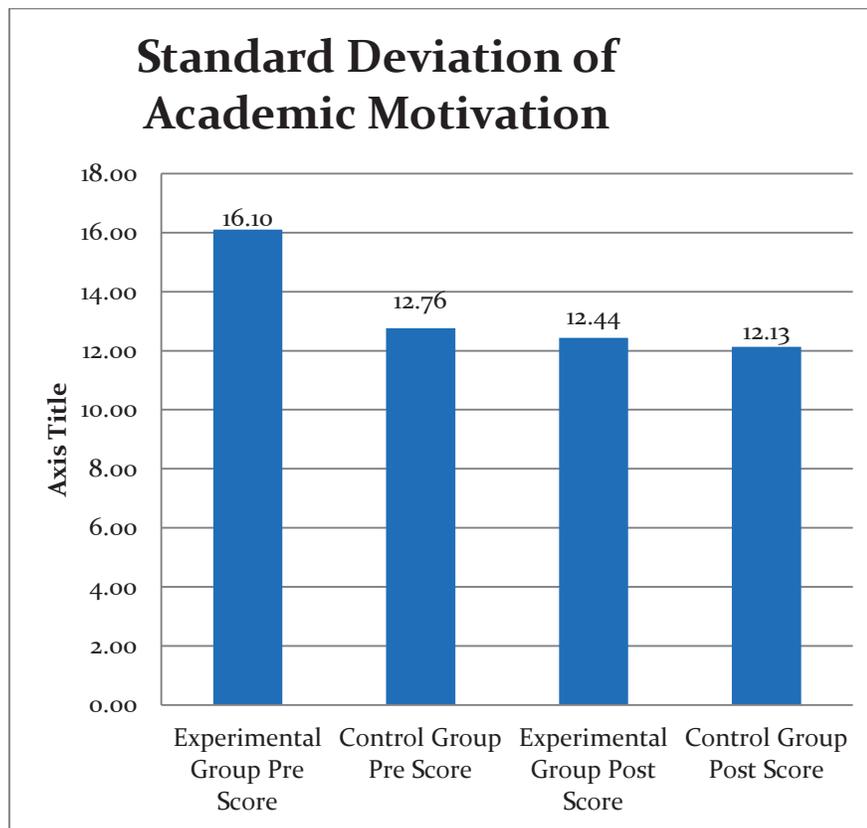
In the table 1.2, for the pre test scores, the value of N was 37 for the experimental group and 38 for the control group. The mean for the experimental group was 61.459 and for control group mean was 60.184. S.D was 16.10 for experimental and 12.76 for control group. S.E between experimental and control group was 3.36. After t-test at the degree of freedom, value was observed as .379. The table value at .01

level of significance is 2.65 and at .05 is 2.00. This shows that there is no significant difference between the scores of experimental and control group.

For the post test mean scores of experimental group & control group are 69 and 61.5. The S.D is 12.44 for experimental group and 12.133 for control group. S.E between the experimental and control groups was 2.83. After applying t-test at the degree of freedom 73, value was observed as 2.65. The table value at .01 level of significance is 2.65 and at .05 level of level of significance is 2.00. This shows that there is significant effect of constructivism based teaching on academic motivation of class IV students on both the levels of the significance.

Graphical presentation of result





Results-

There is significant effect of the use of constructivism in teaching on academic motivation of the students of the class IV on both levels of significance.

Discussion of result related to academic motivation- The reason behind the finding may be that in classroom students get chances to explore. They learn according to their needs as constructivism is a pluralistic approach. Every child has his/her own space in classroom. The class room environment is lively, pleasant and joyful in constructivist classroom these all reasons encourage students to learn and increase their motivation.

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Latest techniques in education**(Study of effect of SMART-CLASS as an innovative Tool)****Dr. Swapna Pillai**

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Abstract:

The purpose of this paper is to study the impact of innovative techniques likes smart class and other useful teaching methods in imparting knowledge to the students. Basically teaching includes sending and receiving information. Ultimately, a teacher tries her best to impart knowledge to the student. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and coordinate the efforts to achieve common goal. Education is a light that shows the mankind the right direction to surge. The purpose of education is not just making a student literate but adds rationale thinking, Knowledgeability and self sufficiency. When there is a willingness to change, there is Hope for progress in any field. Creativity can be developed and innovation techniques benefits both students and teachers in enhancing their creativity skills.

Keywords:

Innovative techniques

Introduction:

“Education is the manifestation of perfection already in man” –

(Swami Vivekananda)

Education is a light that shows the mankind the right direction to surge. If Education fails to inculcate self-discipline and commitment to achieve in the minds of Student, it is not their fault. We

have to convert education into a sport and learning process So as to generate interest in the students and motivate them to stay back in the institution than to run away from it. Education should become a fun and thrill to them Rather than burden and boredom. It is an integral part of their growth and helps them Become good citizens. Education is an engine for the growth and progress of any society. It not only Imparts knowledge, skills and inculcates values, but is also responsible for building Human capital which breeds, drives and sets technological innovation and economic Growth. In today's era, information and knowledge stand out as very important and Critical input for growth and survival. Rather than looking at education simply as a means of achieving social upliftment, the society must view education also as an engine of advancement in an information era propelled by its wheels of knowledge And research leading to development.

This becomes all the more important where we find Government reports indicating that 59 million children between the 6-14 years do not attend school. Official information further indicates that just a little over one third of all children who enrolls in grade one reach grade eight. And this in a country which has made education for children in the age group 6-14 years a fundamental right?

Objectives of the study:

1. To study the influence of innovative techniques in the learning pattern of students.
2. To study whether the use of technology creates more interest than through the traditional methods.
3. To find out whether the technology helps in improving the performance of students.
4. To make the process of teaching and learning an enjoyable and non- monotonous process
5. To bring about the aspect of student involvement and making class more interactive
6. To use of Visual and audio aids with Emphasis on thinking rather than just learning
7. To make students work in collaborative and competitive fashion

Methodology:

A general evaluation of small group to see the effect of technology in enhancing the knowledge of students.

1. A Sample of 100 students of class Vth was taken from a private school. Incidental sample technique was followed.
2. Tools: Questionnaires
3. Method: Survey Method was followed for this purpose questionnaire was given to students.

Innovative teaching method:

Teaching must include two major components sending and receiving information. Any communication method that serves this purpose without destroying the objective could be termed as innovative teaching. A benefit of innovative teaching is improvement in the learning process.

A few salient aspects of the innovative approaches that could be used are:

- Use of group-based and self-learning systems - in place of class/grade divisions;
- Flexible, customised learning programmes to suit group/individual needs;
- Curriculum oriented to suit local requirements and matches the context;
- Training of teachers in MGT techniques, processes, and teaching-learning methods;
- Enlistment of community, parents, and trained volunteers to support school's efforts;
- Using child-centred and self-paced learning without regard to age/grade considerations;
- Laying special emphasis on class-room settings, and learning environment;
- Promoting participatory approaches, and providing creative stimulus to children's.

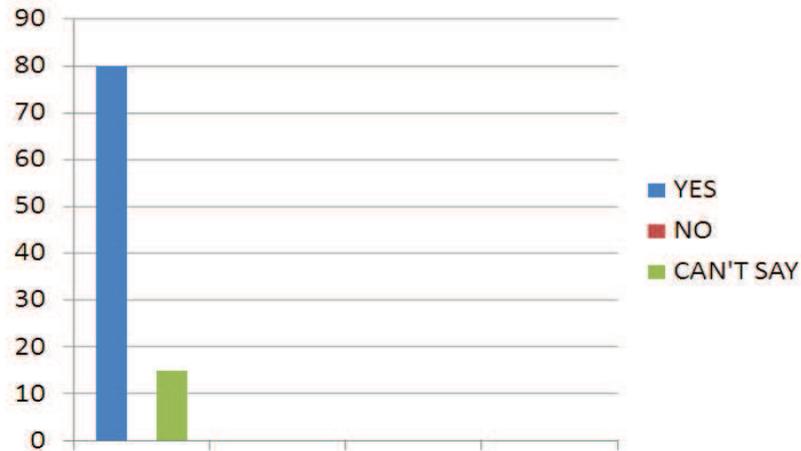
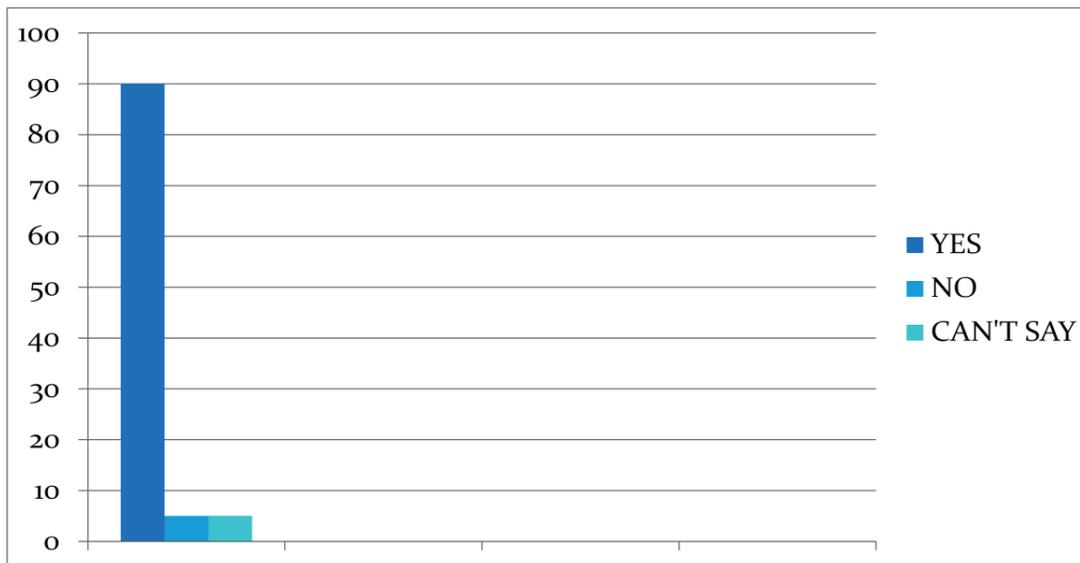
The outcomes of adopting such approaches include better learning/retention, stress-free learning, enhanced student-parent satisfaction, greater teacher involvement, and economy in operations.

Some outstanding examples of innovative teaching in rural India,(guided by NGO and supported by UNICEF)

- One of these is the RishiValley model, evolved around a child-friendly teaching-learning approach. Tried out and perfected in single teacher rural primary schools in Andhra Pradesh, this education model has evolved as a self-sustaining venture in the long run. Its economy, pedagogic value for learning achievement and strong community support and self-sustainability potential attracted many State Governments to replicate it in their States.

- Another example relates to the quality improvement interventions as demonstrated by UNICEF in Lalitpur District of Uttar Pradesh. It combines multigrade and multilevel group approaches, using locally relevant teaching-learning materials. That significantly contributes to child-friendly pedagogy; improve students' retention and learning achievements.

- Yet another case of an NGO initiative is that of Digantar in Rajasthan which has adopted the 'multi-level' approach, i.e., ability-based grouping rather than the age/grade system as in regular schools. A case of an 'alternative education model', this approach emphasizes flexibility in learning pace, and a learning progression clearly different from the age-grade centric curriculum and competencies.

Data interpretation of survey reports:**Has the technique influenced your learning behaviour ?****Has the technology created more interest than the traditional methods ?**

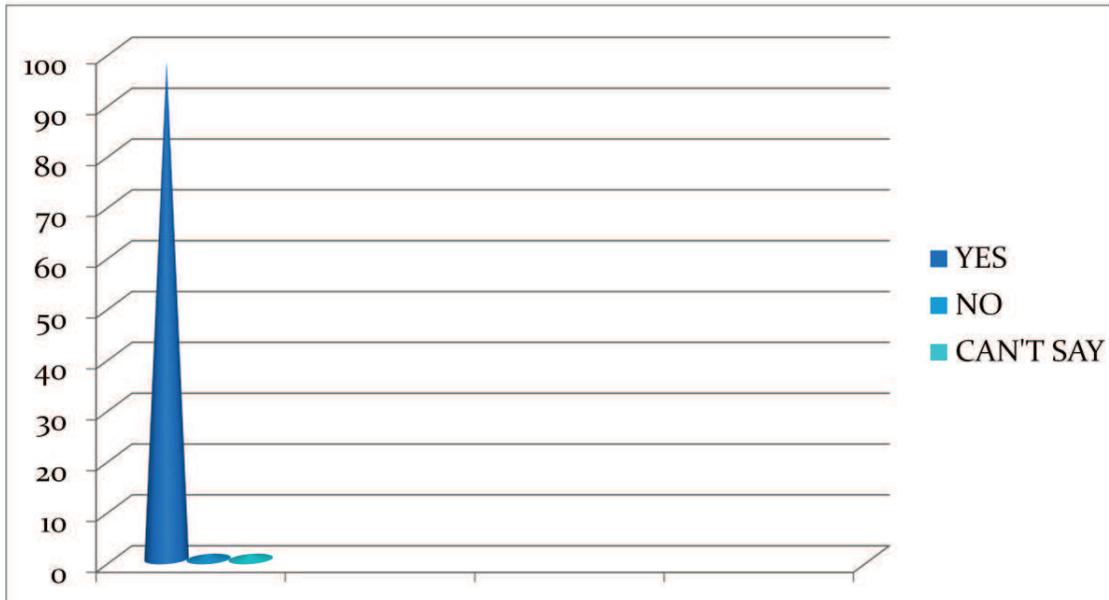
Has the technology improved the performance of students ?



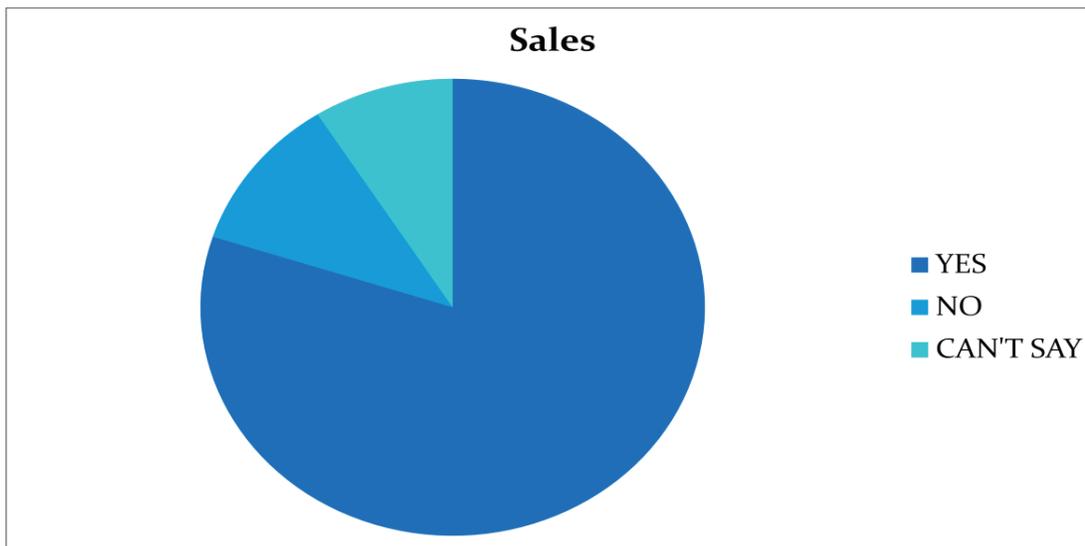
Is a process of teaching and learning through technology more enjoyable ?



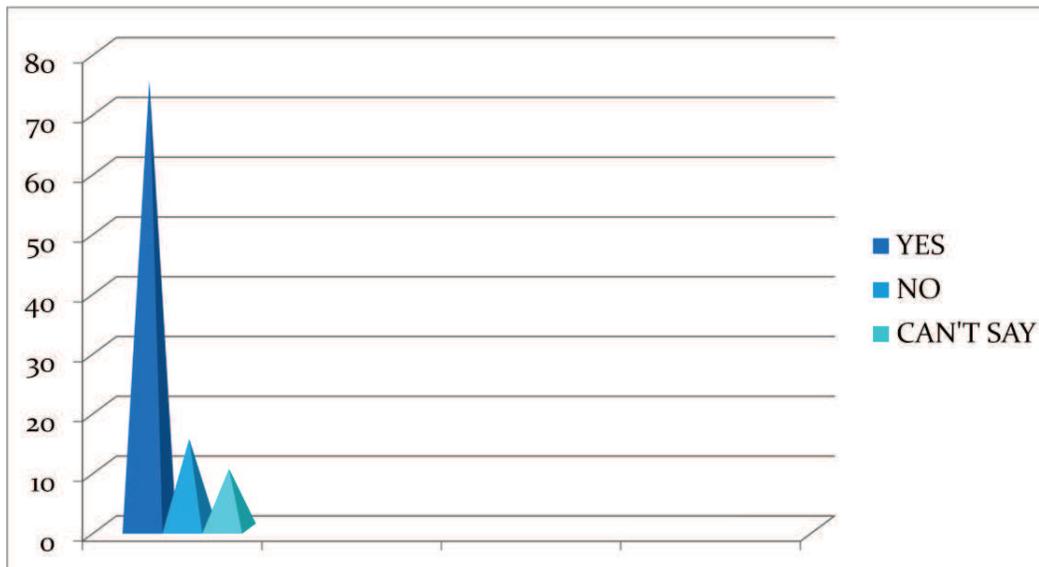
Has the technology made the class more interactive ?



Is this technology more thinking oriented than just learning ?



Has the technology brought about more competitiveness ?



Conclusion:

Strength:

The major strength of innovative technology is that it helps the students to understand things in a meaningful way. It motivates the students to pay more attention to the information presented and retain it better.

Weakness:

Excessive use of technology can make the student lazy and user dependent; instead of reasoning out things logically he may always depend on automotive tools.

Opportunities:

There are a number of multimedia tools available in the field for making teacher student learning process easier and more interesting like slide based macromedia, flash aurtherware etc .Icon based window based moviemaker etc. Movie based adobe acrobat reader and many more.

Threats:

Major threat is to keep pace with the changing world. The technology has to be more skill based so as to induce more reasoning power amongst children and to retain the interest of students. Training of staff on a regular basis to keep pace with the changing world.

Research limitations

As the weaknesses that are explained in this research work are purely the Views and perceptions of the researchers and which could not be generalized. Even The threats suggested might suffer from some limitations. The researcher has taken only a very small sample size of 100 students, but the outcome may vary for different situations.

Conclusion:

Across the world, information technology is dramatically altering the way Students; faculty and staff learn and work. Internet-ready phones, handheld Computers, digital cameras, and MP3 players are revolutionizing the college life. As The Information and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that of facilitator. We need to have interactive teaching and this changing role of education is inevitable with

the introduction of multimedia technology and the spawning of a technologically-savvy generation of youths.

The researchers believe that the core objective of teaching is passing on the information or knowledge to the minds of the students. Any method using computers or modifying the existing conventional chalk-talk method are innovative if they ultimately serve the attainment of core objective of teaching.

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Labeling a child with special requirements: A boon or a bane

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Abstract

The paper focuses on finding out the positive and negative impact of labeling on the minds of the special children. It is divided into parts where first part deals with introduction of labeling then we move to the find out the objectives of the same then positive and negative aspects of labeling are discussed and we then finally reach a conclusion. This paper is an analytical approach to find should we actually go in for labeling a child or not.

Introduction

How many disabled people are there in our country? Are there some laws which protect their rights? What has the State and Central Government done to meet the needs of the handicapped population? What **type** of services do they need and what is available in our country? These are the aspects that we shall discuss in this paper. But before we do that, it is necessary to think about an important issue and that is: How do we address the disabled person? What terms do we use to refer to them? The terms or the labels that we use to address the disabled can have far reaching consequences for them. Therefore, it is important that we understand and think about the labels that we use.

Purpose of study

There is growing trend in society for working on education of special children but we do not realize that it has a negative effect on the mind of child. This papers works on finding out the positive and negative effect related to labeling a child.

Key areas of research

- To discuss the issues involved in labelling
- State the magnitude of disability in India \
- Discuss the legal provisions for the disabled in India
- Explain what can be done to reduce the incidence of disability
- Describe the services available, for the disabled, particularly with reference to
- Educational and medical facilities.
- Explain the need for community based rehabilitation for the disabled.

Methodology

- **Primary Data:** 100 copies of questionnaires were distributed, to teachers and B.Ed students dealing with the need of special education
- **Secondary Data:** The secondary data from newspaper, magazines, journals, various web sources apart from this earlier research work is also implicated in the study of my research.

Editing of collected data

I did editing of the collected data because without editing the data it is not possible to make a proper use of the data collected.

Analysis of data

After the collection of data analysis of data is done because without analysis of data no investigation is complete. Analysis of data includes the classification of collected data into categories, coding the data and then tabulation. Data was analyzed using simple percentages and statistical tools.

Time and area of research

For research area BSSS college Bhopal was selected. The study is not limited to any time period as it deals with child psychology

Limitations

Many of the respondents also gave contradictory answers.

Hypothesis

Ho1: There is no destructive effect of labeling a child with special requirements.

The issue of labelling

You may have heard doctors and professionals who work for the special children use the following words - 'learning disabled', 'severely mentally retarded', 'autistic', 'and spastic', 'orthopedically handicapped', 'minimal brain dysfunction' and 'cerebral palsy'. Some of these terms we do not understand at all; others we try to guess at, more often than not reaching wrong conclusions about what they mean. The terms that we do understand, bring to our mind images of a person who has a certain physical appearance (most often unappealing) and who behaves in a certain way (usually peculiar). More often than not these images are unfavorable and arouse negative emotions and attitudes in most of us. Some terms (i.e. labels) for each **type** of disability Can you think of positive and negative effects of using these terms for the disabled?

The Negative Effects of Labeling

A child with a handicap may be very conscious of her disability. When you use a label to refer to her, it adds to her feeling of being different and she may begin to feel that she is in some ways inferior to others. The label then becomes 'a self-fulfilling prophecy - the child believes she is incapable; therefore, she does not try; consequently, she cannot do certain tasks and this reinforces her own and other people's beliefs about her. That the psychological impact of the label can be far worse than her actual handicap, you can well see.

Secondly, the label is almost a permanent thing. The child gets stuck with it for the rest of her life. A child who has a hearing loss but who, after being fitted with a hearing aid, hears just like any other child will still be referred to as 'deaf'. A **man** with a wooden leg is able to carry out most tasks just like anybody else; then does it make sense to refer to him as a "cripple"? Pause and reflect upon this from the point of view of the disabled persons. To them it must seem entirely insensitive to be called something

which they have overcome. And rightly so if the disability does not prevent the person from doing most of the tasks that 'normal' people do, why should he or she be called disabled. After all, **'disabled' means 'one who is not able to'. When they are 'able' and can meet most of the demands of -everyday living, then why should anyone call them 'disabled'?**

Thirdly, the label is a stigma. Upon hearing herself being called by different **names**, the child may feel shame, depression, embarrassment and loss of self-esteem. For the parents too, this can be **aided** and an unpleasant experience. Insensitive adults and children may tease the family about the handicapped child. The family may begin to avoid mingling with others. This withdrawal can be very harmful for the child, for she may be cut off from the simple pleasures of having a friend, of growing up together - things which are a **normal part** of the childhood of most children.

The fourth negative feature of labeling is that the label used for the child may be wrong. This means that a child may have been wrongly diagnosed. It is very difficult to make a diagnosis in some types of disabilities and there is the danger of making a premature judgement about the child's problem. Diagnosis is relatively easy when the child is blind or deaf or has some obvious physical disability. But diagnosing whether a child's intellectual functioning is below normal or not, is a different matter. The dividing line between average intellectual functioning and sub-normal intelligence is thin and it is quite possible that a child who appears mentally retarded in **the** school is actually not. The lower performance of the child in the school may be for reasons other than her intelligence. But since she does not do well in school, it is assumed that she is retarded and then this label sticks to her for ever, even though she may be well adjusted in other areas of life. Besides, there is a range in sub normal intellectual functioning as well; a child may be mildly, moderately or severely retarded. Here again, the possibility of a wrong diagnosis is strong child may be diagnosed as moderately retarded, where as she is only mildly retarded.

Of course, in some cases a person's behavior may be so different from the normal that there is no doubt that she has a problem. But in many other cases, the distinction between 'normal' and 'not normal' behavior becomes difficult to make. In such **cases**, a wrong label punishes the child, making her a subject of unnecessary comments and attention.

Yet another damaging consequence of the label is the effect it has on us (teachers and parents) when it comes to teaching the child.

Once we know that a child has difficulty in learning **and** understanding due **to** some reason, we tend to lower our expectations of her. 'We think that since the child cannot learn much in any case, there is not much point in teaching her, and through our actions and words, directly and indirectly, we convey this feeling to the child. We do not stimulate the child enough, do not give her adequate attention and do not make that extra **effort** that is required when dealing with special children. Obviously then, the child does not do **as** well and that gives us the reason to feel that our thinking had **been** right, that there would really have been no point in taking efforts to teach the child. **Thus**, our pre-conceived notions come in the way of the child doing her best.

What we need to remember is that most special children can do and learn much more than we think they can. In a majority of cases, disability prevents them from doing only a few things. In most other areas, the child can do **as** well, and in some, even better than most average children. What is needed in helping the child do her best is consistency in love and encouragement.

The Positive Effects of Labeling

Firstly, labeling helps to make the special needs of exceptional children more visible in the public eye. The use of terms makes people aware of special children and helps to mobilize public opinion in their favour.

Secondly, the use of labels enables the professional's concerned with special children to communicate with each other using a common language. It is necessary that each person be clear as to what others are talking about. This is possible only when each disability is defined accurately and a name (label) given to it that is agreed by most. Once every person working with special children knows what the different terms mean. Then teaching strategies, medication and research findings can be discussed and understood.

Thirdly, labeling helps to identify the treatment and the strategies for intervention that are needed for a particular child. For example, the term 'hearing impaired' immediately brings to one's mind that the child cannot hear normal conversation, that one needs to speak louder, that the child needs hearing aids and

that in the classroom, her seat should be in the first row. However, this is a controversial issue. The people against the use of terms say that while this may be true for professionals in the area of disability, to the ordinary teacher or the parent, the labels do not communicate anything about the treatment or education of the child. Rather than giving clues about the type of intervention needed by the child, this group of people say **that** the labels convey as if something drastic is wrong with the child. Whatever the arguments about the negative and the positive effects of labels, the point is that they will remain. If you remove one set of labels, they will be replaced by another and it is highly unlikely that everyone will agree with the t e r n suggested.

While it is true that some term or the other will be used while describing special children, we need to be aware that labeling has negative effects, particularly if used insensitively.

Terms and labels should be used only when necessary, and then too, one must **bear** in mind that you use them, not to just why a child behaves in a certain way ("He is retarded. You can't expect anything else from him: "). Not to pity her, and not to explain your lack of intervention ("She is blind. It is difficult to do anything with her "). Rather, the term should bring to your mind the child's specific disability and make you reflect on how to build upon the strengths to enable her to cope.

Survey Analysis

Ho1: There is no destructive effect of labeling a child with special requirements.

Serial Number	Particulars	Numbers of Classes	Users (in percentage)
A	Yes	90	90%
B	No	10	10%

Among 100 respondents only 10% of people believe that there is no negative effect of labeling a child on his mind whereas 90% believe that the child should not be labeled

Approach towards disability

What is it that the government the voluntary sector and the community can do with regard to disability?

This question can be answered at three levels, keeping in mind the conceptual model that we have adopted for disability. You would remember about impairment, disability and handicap. As you know, impairment can be prevented from becoming a disability and the disability can be prevented from becoming a handicap. This is what we have to strive for. To minimize the problems related to disability, it is best to prevent disablements at the earliest stage, to the extent possible. In other words, **the first step is to prevent the, occurrence of impairments.** The **second step, if impairment has occurred, is to limit its effect and even to reverse it.** This means to prevent the impairment from becoming a disability. **The third step is to prevent the disability from becoming a serious handicap.** This means providing necessary services to the disabled persons, so as to eliminate the effects of disability as far as possible and to enable them to live a fulfilling life.

Effects of a disability

This requires efforts in many directions. Some of the things one needs to do are to - help the handicapped persons become as able to look after themselves as possible.

This may involve medical treatment in the form of medication, surgery or physiotherapy. The person may also need to **be** fitted with some appliances and dairies

- Like an artificial limb or a hearing aid.
- prepare them for a vocation so that they can be economically independent
- create favorable attitudes among the community, so that the disabled are integrated and accepted into the community
- Mode the person's environment so that they can cope with the disability.

In other words, once a person has a disability he or she has to be 'rehabilitated'. You must have gained an intuitive understanding of this term by now. The World Health Organization defines 'rehabilitation' as - "**Rehabilitation** includes all measures aimed at reducing the impact of disabling and handicapping conditions, and at enabling the disabled and handicapped to achieve social integration. Rehabilitation aims not only at training disabled and handicapped persons to adapt to their environment, but also at intervening in their immediate environment and in the society as a whole, in order to facilitate their social integration." **Intervention** is another term that is used for rehabilitation. As is clear from the definition, it is not only the handicapped persons who have to adjust to their environment, but the environment (which includes the people as well) has also to be changed to meet the needs of disabled. As you would have understood, rehabilitation involves medical, educational, vocational, social and psychological measures. The effort that can be made to reduce the effects of a person's disability, depends not only on the type of disability, but also on the socio-economic and cultural conditions of the community the person lives in, availability of medical care, transportation services, the geographical terrain of the region. For example, a blind child in a remote village who has no access to a school where instruction is through Braille, will find it difficult, as compared to a blind child in a . Thus different measures will have to be adopted to rehabilitate each of these children.

Conclusion

In the present paper emphasize is on the prevalence of disability in our country, legislation for the disabled and the services available for prevention and early detection of disability and the rehabilitation of the disabled. While discussing the positive and negative effects of labeling, it has emerged that some term or the other will be used to refer to specific kinds of disability. What we need to be aware is that labeling can have negative effects, particularly if used insensitively. Terms and labels should be used only when necessary. While India is a signatory to many international and regional conventions as regards the rights of the disabled, legislation in this area is inadequate. The Bills and Act that have been proposed and enacted have many lacunae and drawbacks. Our approach towards disability should be to prevent the occurrence of impairments. If the impairment has occurred, to limit its effect or to even to reverse it, i.e., to prevent it from become a disability. If the disability 'has occurred, to provide services to the disabled so that they can lead a productive and fulfilling life, i.e., to prevent the disability from

becoming a handicap. Services are needed for prevention of impairments, early detection of disabilities and educational, vocational and medical rehabilitation of the disabled. However, our country has not been able to provide these basic services to the majority of the disabled population, the services that do exist are concentrated in the urban areas. While some community based rehabilitation projects have been initiated in the country, there is a need for initiating the **CBR** programme at the National level.

माध्यमिक स्तर पर देवास जिले की अन्य पिछड़ा वर्ग की ग्रामीण छात्राओं की शैक्षिक
स्थिति का अध्ययन

डॉ.संदीप सोनी *

विभागाध्यक्ष,

स्वामी विवेकानंद शिक्षा महाविद्यालय,

संघवा, जिला-बड़वानी, म.प्र-

दीपमाला सोनी **

रिसर्च स्कॉलर,

विक्रम विश्वविद्यालय, उज्जैन, म.प्र.।

सार,

डॉ. मुखर्जी के अनुसार, "माध्यमिक स्कूलों की स्थापना का मुख्य उद्देश्य धनी भारतीयों की अपने अंग्रेज शासकों की भाषा को सीखने की माँग की पूर्ति करना था।"

माध्यमिक स्तर वास्तव में शिक्षा के क्षेत्र में रीढ़ का कार्य करता है। जिस प्रकार रीढ़ मनुष्य के समस्त शरीर को सम्भाले रहती है, ठीक इसी प्रकार बच्चे के जीवन-निर्माण में इस स्तर की शिक्षा का विशेष महत्व है। यह ऐसी अवस्था है जिसमें बच्चे के शारीरिक व मानसिक परिवर्तन व विकास होते हैं कुछ लोग इसे उच्च शिक्षा की आधारशिला तथा तैयारी की अवस्था मानते हैं। कोठारी कमीशन ने शिक्षा को जीवन पर्यंत चलने वाली प्रक्रिया के रूप में माना है और माध्यमिक शिक्षा आयोग शिक्षा के विभिन्न स्तरों को स्वतंत्र इकाई मानता है। माध्यमिक शिक्षा आयोग के अनुसार – "हमें यह ध्यान रखना चाहिए कि माध्यमिक स्तर स्वयं में एक पूर्ण इकाई है, वह अवस्था की तैयारी नहीं है, इस अवस्था के अंत में यदि छात्र चाहे तो वह जीवन के उत्तरदायित्वों का निर्वाह करने के लिए किसी लाभदायक व्यवसाय को अपना सकता है।"

वर्तमान में म.प्र. में माध्यमिक शिक्षा के स्तरों के बढ़ने के साथ-साथ अपेक्षानुसार परिणाम प्राप्त नहीं हो रहे हैं, जिनके अनेक कारण हो सकते हैं। साथ ही जातिवार अध्ययन में भी यह तथ्य स्पष्ट हुआ कि शासकीय एवं अशासकीय विद्यालयों की सभी छात्राओं की उपलब्धि में सार्थक रूप से असमानताएँ हैं।

भूमिका

माध्यमिक शिक्षा को आधुनिक युग की देन स्वीकार किया जाता है। वैदिक कालीन शिक्षा प्रणाली में शिक्षा के केवल दो ही स्तर थे – प्राथमिक एवं उच्च। भारत में माध्यमिक शिक्षा का सूत्रपात करने का श्रेय यूरोपीय मिशनरियों को प्राप्त है। उन्होंने 18वीं शताब्दी के अंत में इस देश के कुछ भागों में माध्यमिक स्कूलों की स्थापना की। उनके उदाहरण से प्रेरणा प्राप्त करके, 19वीं शताब्दी के आरंभ में कतिपय राष्ट्रप्रेमो भारतीयों में उनके चरण चिन्हों का अनुसरण करके, माध्यमिक विद्यालयों की स्थापना का कार्य आरंभ किया। डॉ. एस. एन. मुखर्जी के अनुसार, “माध्यमिक स्कूलों की स्थापना का मुख्य उद्देश्य धनी भारतीयों की अपने अंग्रेज शासकों की भाषा को सीखने की माँग की पूर्ति करना था।”

स्वतंत्रता प्राप्ति के पश्चात् भारतीयों के हृदयों में देश की शीघ्र प्रगति के लिए असीम उत्साह था। देश के स्वतन्त्रता संग्राम के नेताओं ने देश के चहुंमुखी विकास के लिए बड़े-बड़े स्वप्न संजोए हुए थे। अब उन्हें साकार रूप में परिवर्तित करने का अवसर मिला। शिक्षा को प्रगति का एक सक्षम माध्यम माना जाता रहा है। शिक्षा के क्षेत्र में माध्यमिक शिक्षा का विशेष महत्व है।

माध्यमिक स्तर वास्तव में शिक्षा के क्षेत्र में रीढ़ का कार्य करता है। जिस प्रकार रीढ़ मनुष्य के समस्त शरीर को सम्भाले रहती है, ठीक इसी प्रकार बच्चे के जीवन-निर्माण में इस स्तर की शिक्षा का विशेष महत्व है। यह ऐसी अवस्था है जिसमें बच्चे के शारीरिक व मानसिक परिवर्तन व विकास होते हैं कुछ लोग इसे उच्च शिक्षा की आधारशिला तथा तैयारी की अवस्था मानते हैं। यदि नींव कमजोर रहती है तो फिर उस शिक्षा का भवन कैसा बनेगा, इसका अनुमान हम स्वयं लगा सकते हैं। अतः नींव का मजबूत होना आवश्यक है।

हमारे देश में माध्यमिक विद्यालयों का जाल सा फैला हुआ है। जनसंख्या वृद्धि हो रही है। अधिक संख्या का शिक्षा के स्तर पर प्रभाव पड़ता है। किन्तु इन सभी के बावजूद गुणवत्ता की ओर किसी का भी ध्यान नहीं है, साथ ही महिला शिक्षा को भी महत्व देना आवश्यक है।

माध्यमिक शिक्षा

माध्यमिक शिक्षा, प्राथमिक शिक्षा के प्रवाह की अगली कड़ी होती है तथा यह विश्वविद्यालयीन शिक्षा के पूर्व ही समाप्त हो जाती है। कोठारी आयोग ने इसे 5 से 7 वर्ष तक की अवधि का माना है।

मुदालियार आयोग (1952) के अनुसार, “स्वतंत्र भारत में माध्यमिक शिक्षा का उद्देश्य चरित्र निर्माण तथा नेतृत्व प्रशिक्षण होना चाहिए जिससे प्रगतिशील प्रजातांत्रिक सामाजिक प्रणाली में सृजनात्मक रूप से भाग लेने में समर्थ हो सके।”

माध्यमिक शिक्षा का स्वरूप

भारत में माध्यमिक शिक्षा का स्वरूप एक सा नहीं है। माध्यमिक शिक्षा आयोग ने सर्वेक्षण काल में देश में माध्यमिक शिक्षा के इन रूपों को देखा था।

1. हायर एलीमेंट्री अथवा मिडिल स्कूल :- कुछ राज्यों में मिडिल स्कूलों को हायर एलीमेंट्री, वर्नाक्यूलर मिडिल स्कूल आदि के नाम से जाना जाता है। प्राथमिक शिक्षा के पश्चात इन विद्यालयों में कक्षा 6 से 8 तक के शिक्षण की व्यवस्था है।

2. माध्यमिक विद्यालय :- माध्यमिक स्तर पर शिक्षा के 2 भाग प्रचलित हैं – जूनियर स्तर व हायर स्तर। कहीं-कहीं पर सीनियर बेसिक स्कूल भी इसी के अंतर्गत आते हैं। इनमें से 3 से 4 वर्ष की शिक्षा की व्यवस्था है। हाई स्कूल, माध्यमिक स्तर का उच्च स्तर है। कुछ जगहों पर इस अवस्था का कार्यकाल 3 वर्ष से उपर होता है।

3. हायर सेकेण्डरी स्कूल :- हायर सेकेंड्री स्कूल आधुनिकतम प्रकार के विद्यालय हैं। इनमें 3 से 4 वर्ष शिक्षा की व्यवस्था है।

4. हायर एजुकेशन :- कुछ राज्यों में प्री-यूनीवर्सिटी तथा डिग्री का पहला वर्ष भी माध्यमिक शिक्षा के अंतर्गत आता है।

5. इण्टरमीडिएट कॉलेज :- सैडलर कमीशन की सिफारिशों के परिणामस्वरूप इण्टरमीडिएट कॉलेजों की स्थापना एवं बोर्ड ऑफ सेकेण्डरी एंड इण्टरमीडिएट एजुकेशन का गठन हुआ। इनमें दो

वर्ष का पाठ्यक्रम होता है, कक्षा 11 व 12 के अंतर्गत विभिन्न पाठ्यक्रमों के शिक्षण की व्यवस्था इनमें है।

6. व्यवसायिक कॉलेज :- माध्यमिक स्तर पर अनेक व्यवसायिक कॉलेज हैं। इनमें इंजीनियरिंग, टेक्नालॉजी, मेडीसीन, वेटेनरी, एग्रीकल्चर एवं कॉमर्स के पाठ्यक्रम हैं। इनमें कहीं पर हाई स्कूल के बाद और कहीं पर इण्टरमिडिएट के बाद प्रवेश की व्यवस्था है।

7. तकनीकी संस्थान :- इस स्तर पर अनेक तकनीकी संस्थान भी हैं। इनमें व्यवसायिक एवं पॉलीटेकनीक संस्थान भी हैं। अनेक ऐसे संस्थान हैं जिनमें 12 वर्ष की आयु के बालकों के लिए प्रशिक्षण की व्यवस्था है।

8. पॉलीटेकनीक :- अनेक राज्यों में विभिन्न व्यवसायों के लिए विभिन्न अवधियों के प्रशिक्षण के लिए पॉलीटेकनीक संस्थानों का गठन किया गया है। इनमें मिडिल तथा हाई स्कूल के समक्ष योग्यता वाले छात्रों को प्रवेश दिया जाता है। इनमें तकनीकी ज्ञान व सामान्य ज्ञान का प्रशिक्षण दिया जाता है।

माध्यमिक शिक्षा की नवीन संरचना

कोठारी कमीशन ने शिक्षा को जीवन पर्यंत चलने वाली प्रक्रिया के रूप में माना है और माध्यमिक शिक्षा आयोग शिक्षा के विभिन्न स्तरों को स्वतंत्र इकाई मानता है। माध्यमिक शिक्षा आयोग के अनुसार – “हमें यह ध्यान रखना चाहिए कि माध्यमिक स्तर स्वयं में एक पूर्ण इकाई है, वह अवस्था की तैयारी नहीं है, इस अवस्था के अंत में यदि छात्र चाहे तो वह जीवन के उत्तरदायित्वों का निर्वाह करने के लिए किसी लाभदायक व्यवसाय को अपना सकता है।”

माध्यमिक शिक्षा आयोग ने शिक्षा का नवीन रूप इस प्रकार प्रस्तावित किया था। आयोग के अनुसार विस्तृत रूपरेखा का ध्यान रखते हुए माध्यमिक शिक्षा की नवीन संरचना प्राथमिक अथवा जूनियर बेसिक विद्यालय में 4 या 5 वर्ष की शिक्षा के पश्चात् आरंभ हो जो इस प्रकार है :-

1. इसमें मिडिल स्कूल या जूनियर सेकेण्डरी या सीनियर बेसिक स्तर पर 3 वर्ष का पाठ्यक्रम हो।

2. हायर सेकेण्डरी स्तर पर 4 वर्ष का पाठ्यक्रम हो। आयोग ने विद्यमान इण्टरमिडिएट प्रणाली को हायर सेकेण्डरी से बदलने की बात कही है, जो 4 वर्ष की हो एवं इण्टरमिडिएट का एक वर्ष इसमें सम्मिलित किया जाए।

आयोग ने इण्टरमिडिएट परीक्षा को दोषपूर्ण बताया है। विश्वविद्यालय शिक्षा आयोग 1948 के अनुसार इण्टरमिडिएट को समाप्त करके माध्यमिक व उच्च शिक्षा के स्तर को ऊँचा किया जा सकता है।

स्त्री-शिक्षा :-

हिन्दुस्तान में तो नारी को देवी, जननी, सहचरी, सर्वशक्तिमान के रूपों में देखा गया है। भारतीय दर्शन में वैदिक काल से ही नारी को असीम शक्ति की कुंजी माना गया है, व नारी की शिक्षा को आवश्यक बताया है। यह सच भी है कि शिक्षित माँ ही ऐसे बालकों को निर्माण कर सकेगी जो भावी जीवन में राष्ट्र की प्रगति करने में सक्षम होंगे। मनु ने एक जगत कहा है कि 'यत्र नार्यस्तु पूज्यन्ते रमन्ते तत्र देवता' अर्थात् जहाँ नारी की पूजा होती है वहाँ देवता निवास करते हैं। इसका अभिप्राय यह था कि समाज निर्माण में नारी जाति को भी पुरुषों के समान भागीदार बनाना, जिससे कि वह पुरुष दासत्व से बाहर निकल सके।

भारत के प्रथम प्रधानमंत्री नेहरू ने कहा – “परिवार में लड़के की शिक्षा एक ही सदस्य की शिक्षा होती है किन्तु परिवार में लड़की की शिक्षा संपूर्ण परिवार की शिक्षा होती है।”

कोठारी आयोग (1964-66) के अनुसार “गत वर्षों में घर के बाहर स्त्री की भूमिका देश के सामाजिक तथा आर्थिक जीवन का महत्वपूर्ण अंग बन गया है। इस दृष्टिकोण से स्त्रियों के प्रशिक्षण व रोजगार की समस्या पर विशेष ध्यान देने की आवश्यकता है। स्त्रियों के लिए घर की देखभाल के अतिरिक्त अल्पकालिन रोजगार के अवसर बढ़ाने की आवश्यकता है। शिक्षण, नर्सिंग तथा समाज सेवा ऐसे क्षेत्र हैं जिनमें स्त्रियाँ महत्वपूर्ण भूमिका निभा सकती हैं। इसके अतिरिक्त कुछ नए साधन भी उन्हें उपलब्ध कराने की आवश्यकता है।”

राष्ट्रीय शिक्षा नीति 1986 में महिला शिक्षा को बहुत अधिक प्रोत्साहन दिया। विभिन्न स्तरों पर तकनीकी व व्यवसायिक शिक्षा में भी महिलाओं की भागीदारी पर जोर दिया जाएगा ताकि पुरुषों व महिलाओं के बीच किसी प्रकार के भेदभाव की स्थिति न रह जाए। पाठ्यक्रम व पुस्तकों में भी जो लिंगभेद दिखाई देता है, नई शिक्षा नीति में उसे समाप्त किया जाएगा।

अनुसूचित जाति एवं जनजाति एवं पिछड़ा वर्ग का विकास :-

भारत एक विशाल राष्ट्र है जहाँ विभिन्न जाति, धर्म, भाषा एवं वर्ग के लोग एकजुट होकर रहते हैं। किंतु सामाजिक एवं आर्थिक स्तर पर समाज का एक वर्ग अपने को उच्च तो अन्य को निम्न दर्जे का भी मानता रहा है। यही कारण है कि देश की आजादी के पश्चात जब संविधान का निर्माण किया जा रहा था तब इस तथ्य का विशेष रूप से ध्यान रखा गया कि सभी को राष्ट्र में एक समान दर्जा मिले। इस हेतु निम्न वर्गों को क्रमशः अनुसूचित जाति, अनुसूचित जनजाति एवं पिछड़ा वर्ग का नाम दिया गया और इनके उत्थान एवं विकास के लिए संविधान में कुछ समय के लिए आरक्षण की व्यवस्था की गई। आज भी इन वर्गों के लिए शासन के द्वारा विभिन्न योजनाएँ क्रियान्वित की जा रही हैं जैसे इन वर्ग के विद्यार्थियों के लिए छात्रावासों की व्यवस्था, छात्रवृत्ति की व्यवस्था, उच्च एवं तकनीकी शिक्षा के क्षेत्र में निःशुल्क शिक्षा की व्यवस्था एवं विभिन्न शासकीय नौकरियों में विशेष आरक्षण आदि। देश के आजाद होने के बाद से लगातार शासन को अपने इन प्रयासों में सफलता मिलती रही है और उसी का परिणाम है कि आज बड़े शहरों में जाति के आधार पर किसी भी प्रकार का भेदभाव देखने को नहीं मिलता है।

समस्या कथन

माध्यमिक स्तर पर देवास जिले की अन्य पिछड़े वर्ग की ग्रामीण छात्राओं की शैक्षिक स्थिति का अध्ययन।

उद्देश्य

अन्य पिछड़े वर्ग की शासकीय एवं अशासकीय विद्यालयों के छात्राओं की माध्य उपलब्धि प्राप्तांकों की तुलना करना।

परिकल्पना

अन्य पिछड़े वर्ग की शासकीय एवं अशासकीय विद्यालयों की छात्राओं के माध्य उपलब्धि प्राप्तांकों में कोई सार्थक अंतर नहीं है।

परिसीमन

प्रस्तुत शोधकार्य की निम्न सीमाएँ थी :-

1. शोधकार्य केवल देवास जिले के ग्रामीण विद्यालयों में से शासकीय और अशासकीय विद्यालयों को उद्देश्य परक न्यादर्श तकनीकी को चुनकर किया गया था।
2. सभी विद्यालयों से छात्राओं को यादृच्छिक विधि से निम्न सारणियों के अनुसार चुना गया था।

सारणी क्र. 1 : माध्यमिक स्तर के अनुसार छात्राओं की संख्या :-

स्तर ⇒ विद्यालय↓	माध्यमिक स्तर की छात्राएँ	उच्च माध्यमिक स्तर की छात्राएँ	उच्चतर माध्यमिक स्तर की छात्राएँ	योग
शासकीय विद्यालय	600	300	200	1100
अशासकीय विद्यालय	200	200	100	500
योग	800	500	300	1600

सारणी क्र. 2 : जाति के अनुसार छात्राओं की संख्या :-

स्तर \Rightarrow विद्यालय \Downarrow	अनुसूचित जाति की	अनुसूचित जनजाति की	अन्य पिछड़ा वर्ग	सामान्य वर्ग की	योग
शासकीय विद्यालय	125	176	462	337	1100
अशासकीय विद्यालय	49	57	204	190	500
योग	174	233	666	527	1600

1. ये सभी छात्राएँ केवल माध्यमिक शिक्षा मंडल, भोपाल की कक्षा 6टी से 12 वीं की छात्राएँ थीं।
2. शोधकर्ता द्वारा देवास जिले के ग्रामीण विद्यालयों से छात्राओं के वार्षिक परीक्षाफल एवं सामाजिक आर्थिक स्थिति की सम्पूर्ण जानकारी एकत्र की गई।

न्यादर्श

प्रस्तुत शोध की जनसंख्या देवास जिले के विभिन्न ग्रामीण विद्यालयों के कक्षा 6टी से 12वीं की छात्राओं को लिया गया। इस जनसंख्या में से न्यादर्श के चयन हेतु उद्देश्य परक न्यादर्श तकनीकी का चयन किया गया। इस हेतु देवास जिले के विभिन्न ग्रामीण विद्यालयों में से 65 विद्यालयों की 1600 छात्राओं का चयन किया गया। इन विद्यालयों की कक्षा 6टी से 12वीं की 1600 छात्राओं का चयन यादृच्छिक रूप से किया गया। ये सभी छात्राएँ माध्यमिक शिक्षा मंडल भोपाल की थीं। ये विभिन्न जातियों की थीं।

प्रदत्त संकलन की प्रक्रिया

प्रदत्त संकलन निम्न सोपानों के अंतर्गत किया गया :-

- (अ) सर्वप्रथम न्यादर्श हेतु चयनित विद्यालयों के प्राचार्यों से शोधकार्य हेतु अनुमति ली गयी।
- (ब) शोधकार्य हेतु छात्राओं के वार्षिक परीक्षाफल की सम्पूर्ण जानकारी एकत्र की गई।
- (स) शोधकार्य हेतु छात्राओं की सम्पूर्ण जानकारी एकत्र की गई।

प्रदत्तों का विश्लेषण

शोध के प्रदत्त विश्लेषण हेतु निम्नलिखित सांख्यिकीय तकनीक का प्रयोग किया गया :-

अन्य पिछड़े वर्ग की शासकीय एवं अशासकीय विद्यालयों की छात्राओं के माध्य उपलब्धि प्राप्तांकों की तुलना “स्वतंत्र टी” परीक्षण द्वारा की गई।

परिणाम, विवेचना एवं चर्चा

अन्य पिछड़ा वर्ग की शासकीय एवं अशासकीय विद्यालयों की छात्राओं के माध्य उपलब्धि प्राप्तांकों की तुलना करना :-

शोध का उद्देश्य था – “अन्य पिछड़ा वर्ग की शासकीय एवं अशासकीय विद्यालयों की छात्राओं के माध्य उपलब्धि प्राप्तांकों की तुलना करना।” इस उद्देश्य की शून्य परिकल्पना निम्नलिखित थी – “अन्य पिछड़ा वर्ग की शासकीय एवं अशासकीय विद्यालयों की छात्राओं के माध्य उपलब्धि प्राप्तांकों में कोई सार्थक अंतर नहीं है।” परिकल्पना के परीक्षण हेतु स्वतंत्र ‘t’ परीक्षण सांख्यिकी का प्रयोग किया गया। प्राप्त परिणामों को सारणी क्र. 3 में दिया गया है –

तालिका 3 : वर्गवार माध्य, मानक विचलन तथा टी-मूल्य, उपलब्धि, सारणी :

वर्ग	N	Mean	SD	df	t-value
शासकीय विद्यालय	462	58.51	13.26	664	3.87**
अशासकीय विद्यालय	204	63.07	15.42		

** .01 स्तर पर सार्थक

उपरोक्त सारणी क्र. 3 से ज्ञात होता है कि अन्य पिछड़ा वर्ग की शासकीय एवं अशासकीय विद्यालयों की छात्राओं के लिए **t-value** 4.06 है जो कि सार्थकता के स्तर .01 पर सार्थक है। अर्थात् अन्य पिछड़ा वर्ग की शासकीय एवं अशासकीय विद्यालयों की छात्राओं के उपलब्धि के माध्य फलांकों में सार्थक अंतर है। अतः शून्य परिकल्पना “अन्य पिछड़ा वर्ग की शासकीय एवं अशासकीय विद्यालयों की छात्राओं के माध्य उपलब्धि प्राप्तांकों में कोई सार्थक अंतर नहीं है।” का निरस्त किया जाता है। अशासकीय विद्यालय की छात्राओं की उपलब्धि के माध्य फलांक 63.07 है जो कि शासकीय विद्यालय की छात्राओं की उपलब्धि के माध्य फलांक 58.51 से सार्थक रूप से अधिक है। अतः निष्कर्ष रूप से कहा जा सकता है कि अन्य पिछड़ा वर्ग की अशासकीय विद्यालयों की छात्राओं की उपलब्धि, शासकीय विद्यालय की छात्राओं की उपलब्धि से सार्थक रूप से उच्च है।

निष्कर्ष

अन्य पिछड़ा वर्ग की अशासकीय विद्यालय की छात्राओं की उपलब्धि के माध्य फलांक, शासकीय विद्यालय की छात्राओं की उपलब्धि के माध्य फलांक से सार्थक रूप से अधिक है। अतः निष्कर्ष रूप से कहा जा सकता है कि अन्य पिछड़ा वर्ग की अशासकीय विद्यालयों की छात्राओं की उपलब्धि, शासकीय विद्यालय की छात्राओं की उपलब्धि से सार्थक रूप से उच्च है।

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अध्यापक प्रशिक्षण में गुणवत्ता एवं मनोवैज्ञानिक अनुभव

दलबीर सिंह गरिया, चारु शर्मा

(सहायक प्रोफेसर) शिक्षा-संकाय

हिमगिरी जी विश्वविद्यालय, देहरादून

“शिक्षा को मनुष्य और समाज का निर्माण करना चाहिए। इस कार्य को किये बिना शिक्षा अनुर्वर और अपूर्ण है।”

डा० राधाकृष्णन्

प्राचीन काल से ही यह माना जाता है कि, औपचारिक रूप से विद्यालयों में शिक्षाप्रदान करने का मुख्य कर्त्तव्य अध्यापकों का होता है। अध्यापकों के ऊपर भावी भविष्य का निर्माण करने की मुख्य जिम्मेदारी होती है। इस जिम्मेदारी को अध्यापक भली-भाँति तभी पूर्ण कर सकता है जबकि अध्यापक शिक्षा, अध्यापक- शिक्षक व प्रशिक्षणार्थियों में अच्छा व उचित समन्वय स्थापित किया जायेगा।

अध्यापक शिक्षाजो कि एक पाठ्यक्रम है का अध्ययन करके एक नवयुवक-नवयुवती अध्यापक/अध्यापिका बनकर माध्यमिक विद्यालयों में अध्ययनरत् छात्र-छात्राओं का निर्माण कर उन्हें राष्ट्र का सुयोग्य नागरिक बनाता है तथा एक अच्छे समाज की नींव डालता है।

अतः प्रभावी व कुशल अध्यापकों को तैयार करने के लिए प्रशिक्षण के संन्दर्भ में संवेदन” गीलता की आव” यकता महसूस होती है, जो कि प्रशिक्षण संस्था में ही विकसित की जा सकती है।

शिक्षण – बालकों के व्यवहार में अपेक्षित परिवर्तन लाने के लिए शिक्षक तथा छात्रों के मध्य किन्हीं विशिष्ट उद्देश्यों की प्राप्ति के लिए एक अन्तःप्रक्रिया है। इस अन्तःप्रक्रिया में शिक्षा-मनोविज्ञान के भोध परिणामों का उपयोग करके शिक्षण प्रक्रिया को प्रभावी व उपयोगी बनाया जा सकता है।

क्योंकि एक कक्षा में विविध प्रकार के विद्यार्थी होते हैं, जिन्हें एक अध्यापक को एक ही समय में साथ-2 अध्यापन करना होता है। यह देखा जाता है कि प्रत्येक छात्र की सामर्थ्य, रुचियाँ, मनोवृत्तियाँ, भारीरिक अभिक्षमतायें, आव” यकतायें आदि अलग-2 होती हैं अर्थात दो व्यक्ति एक समान नहीं होते हैं। साथ ही हमारे देश में विशिष्ट बालकों को अलग-2 शिक्षाप्रदान करने की व्यवस्था (औपचारिक साधन) नाम मात्र के हैं। इसलिए शिक्षामनोविज्ञान का अधिक से अधिक ज्ञान भावी शिक्षकों (प्रशिक्षण शिक्षार्थियों) का दिया जाना चाहिए जिसे उपरोक्त सभी बातों को ध्यान में रखकर शिक्षण कर उद्देश्यों की प्राप्ति की जा सकती है। कहा भी गया है—**“शिक्षाजो कुछ भी करती है और जिस प्रकार भी किया जाता है उसके लिए उसे मनोविज्ञान के खोजों पर निर्भर होना पडता है।”**

बी0एन0ज्ञा0।

अभ्यास— अध्यापक प्रशिक्षण संस्थाओं का मुख्य कार्य प्रशिक्षणार्थियों में कौ” लों का विकास करना होता है, जिस हेतु शिक्षण की क्रियाओं का समय-समय पर दोहराव करना आव” यक होता है, जिसे सीखा हुआ कौशलस्थायी होता है। अक्सर यह देखा जाता है कि अध्यापक प्रशिक्षण संस्थायें बहुत कम पाठों का प्रशिक्षण करने का अवसर प्रशिक्षणार्थियों को प्रदान करते हैं। प्रशिक्षणार्थियों को घर पर बैठकर पाठ-योजनाओं का निर्माण करने का निर्देश दिये जाते हैं। कारणवश , किन विधियों द्वारा शिक्षण उद्दे” यों की प्राप्ति की जा सकती है, क्या उद्दे” यों की प्राप्ति हुई है या नहीं, किन विधियों द्वारा मूल्यांकन किया जाना चाहिए के ज्ञान का अभाव प्रशिक्षणार्थियों में देखा जा सकता है। अतः अध्यापक प्रशिक्षण हेतु निर्धारित समस्त आव” यक प्रश्न-पत्रों का सैद्धान्तिक ज्ञान देने के प” चात् प्राप्त ज्ञान को उपयोग में लाकर प्रशिक्षणार्थियों को निरन्तर अभ्यास कराये जाने से उचित कुशलता अर्जित की जा सकती है। कहा भी जाता है—**प्रैक्टिस मेक्स अ मैन परफैक्ट।**

शिक्षण –अभ्यास— प्रशिक्षणार्थियों को आव” यक पाठों (जैसे-शिक्षण विधियों, सहायक सामग्री, अभिप्रेरणा, थकान, समय-सारिणी, सीखना, विशिष्ट बालक, शिक्षण –उद्देश्यों, पाठ-योजना, व्यक्तिगत विविधता, सीखने का स्थानान्तरण आदि से सम्बन्धित) का ज्ञान व प्रशिक्षण दिये बिना ही

कई बार अध्यापक-प्रशिक्षण संस्थाएँ प्रशिक्षणार्थियों को सूक्ष्म शिक्षण व वास्तविक विद्यालय शिक्षण-अभ्यास (रियल स्कूल टीचिंग) कार्यक्रम को प्रारम्भ कर देते हैं, जिसे भविष्य हेतु एक कुशल व प्रशिक्षित अध्यापक की कल्पना करना व्यर्थ है। जबकि अध्यापक शिक्षाके सैद्धान्तिक ज्ञान व पयोगात्मक ज्ञान सम्बन्धित अर्जित कुशलताओं में समन्वय व सहसम्बन्ध को होना आवश्यक है। उपरोक्त आवश्यक पाठों का सैद्धान्तिक ज्ञान प्राप्त कर व उसे आत्मसात् करके छात्रअध्यापक शिक्षण के दौरान उपयोग में लाकर अभ्यास करके कुशलता अर्जित कर सकता है।

विद्यालय में कक्षा का वितरण— प्रशिक्षण संस्थाएँ, अभ्यासी विद्यालयों में कक्षा का वितरण मात्र इस उद्देश्य से किया जाता है कि, कम समय में अधिक पाठों का अध्यापन करवाया जा सके। इस बात पर बिल्कुल भी ध्यान नहीं दिया जाता है कि, एक ही कक्षा के छात्रों का दो-तीन वर्गों में वितरण तो कर दिया गया है लेकिन उनको अभ्यास प्रशिक्षण के दौरान अध्यापन कर रहे प्रशिक्षणार्थियों द्वारा विभाजित कक्षाओं को एक ही जैसा पाठ का शिक्षण किया जाता है या नहीं।

उदाहरणार्थ—प्राकृतिक आपदा प्रकरण का शिक्षण एक कक्षा के सभी वर्गों में किया जायेगा जरूरी नहीं है।

क्योंकि समय सारिणी में ऐसी कोई व्यवस्था नहीं बनायी जाती है जिसे एक ही प्रकरण एक ही कक्षा के सभी वर्गों को पढाया जा सके। जब कक्षा का किसी एक वर्ग का कोई प्रकरण छूट जाता है तो शिक्षण-अभ्यास के उपरान्त विद्यार्थी अपने विशय अध्यापक से उस प्रकरण को पढाने के लिए कहते हैं तो अन्य वर्ग के छात्र, विशय अध्यापक को बताते हैं कि यह प्रकरण पढा दिया गया है जिसे कक्षा में अव्यवस्था के साथ-साथ विद्यार्थियों में असंतोश उत्पन्न होना स्वाभाविक है। यह भी देखा जाता है कि, प्रशिक्षणार्थी, विशय अध्यापक को शिक्षण अभ्यास के दौरान पढाये गये पाठों की सूची भी देते हैं जिसे वह वर्ग उस पाठ को सीखने से वंचित रह सकता है।

प्रशिक्षणार्थियों को शिक्षण विशयों का आवंटन— प्रायः बी0एड0 कक्षा में प्रवेश विज्ञान संकाय, कला संकाय व वाणिज्य संकाय के आधार पर दिये जाते हैं।

विज्ञान संकाय से तात्पर्य स्नातक स्तर पर गणित, भौतिकी, रसायन विज्ञान, जीवविज्ञान आदि से है।

कला संकाय से तात्पर्य स्नातक स्तर पर भूगोल, इतिहास, राजनीति भास्त्र, अर्थ” ास्त्र व भाशा में से लिये गये विशयों से है।

कतिपय विश्वविद्यालयों में व सम्बद्ध कालेजों में सभी विद्यालयी विशयों में विधा सिखाने की व्यवस्था नहीं है कारणवश बी0एड0 के विद्यार्थियों को उपरोक्त संकाय के आधार पर ही शिक्षण विशय दिये जाते हैं। विज्ञान संकाय के प्रशिक्षणार्थियों को एक विशय गणित दिया जाता है इस बात की अनदेखी की जाती है कि, जिस अभ्यर्थी ने इण्टरमीडिएट, स्नातक स्तर पर यदि गणित विशय नहीं पढा है तो वह कैसे इस विशय का अध्ययन—अध्यापन करेगा। यदि मजबूरन करता है तो प्रश्न यह उठता है कि प्रशिक्षणोपरान्त क्या वह गणित विशय का अध्यापन करने हेतु योग्य होगा? जबकि राज्य व केन्द्र सरकार में नियुक्ति के सन्दर्भ में ऐसा कोई मानक नहीं है कि, स्नातक स्तर पर गणित विशय के बिना गणित विशय का अध्यापक बना जा सकता है। स्पष्ट है कि प्रशिक्षण संस्थायें या तो प्रशिक्षणार्थियों के हित को नजर अन्दाज करती हैं या फिर अध्यापक प्रशिक्षण संस्थायें मात्र अध्यापक प्रशिक्षक की अनुपलब्धता के कारण अन्य शिक्षण विशय का अध्ययन व अध्यापन करने को बाध्य करते हैं जो कि प्रशिक्षण की गुणवत्ता को प्रभावित करती है तथा प्रशिक्षणार्थियों में शिक्षण —प्रशिक्षण के प्रति अरुचि विकसित करती है।

आवंटित सीटों की भरपाई— विज्ञान विशय के अभ्यर्थियों के न मिलने पर रिक्त सीटों पर कला विशय के अभ्यर्थियों को प्रवेश दे दिया जाता है, जिसे कई बार ऐसा देखा जाता है कि अभ्यासी विद्यालय में अभ्यास—शिक्षण के दौरान विद्यालयी छात्र—छात्राएँ लगातार एक ही विशय को पढने व सुनने हेतु मजबूर हो जाते हैं जिसे पढने में उनकी रुचि अवरुद्ध होती है व कक्षा में अव्यस्था को जन्म मिलता है जिसे विद्यालय के प्रधानाचार्य भविश्य मे अभ्यास शिक्षण हेतु अनुमति प्रदान नहीं करते हैं।

विद्यालय में कार्यरत शिक्षकों व प्रधानाचार्य की प्रशिक्षणार्थियों से अपेक्षा रहती है कि शिक्षण –अभ्यास के दौरान छात्र-छात्राओं का कोर्स भी आगे बढ़ना चाहिए मात्र खानापूरति न हो जो कि स्वाभाविक भी है । अभ्यासी विद्यालय में अध्ययनरत् छात्र-छात्राओं को अपना पाठ्यक्रम निर्धारित समय में पढकर उत्तीर्ण होना होता है। मानकानुसार 30 पाठों का अभ्यास पूर्ण करने के लिए कम से कम 30 कार्यदिवस में विद्यालय में प्रशिक्षणार्थियों को शिक्षण अभ्यास करना होता है। अतः शिक्षण अभ्यास के दौरान प्रशिक्षणार्थी को निश्चित रूप से विद्यार्थियों के पाठ्यक्रम का अध्यापन करना चाहिए। साथ ही प्रशिक्षण संस्था को बी0एड0 कक्षा में कला विषय के अभ्यर्थी अधिक होने पर अतिरिक्त अध्यापक प्रशिक्षक की नियुक्ति करनी चाहिए।

प्रशिक्षण में आई0सी0टी0— अध्यापक प्रशिक्षण संस्थाओं को पॉवर प्वाइन्ट प्रजेन्टेशन ,एल0सी0डी0, आई0सी0टी0 से युक्त होकर प्रशिक्षणार्थियों में इनके उपयोग का कौशल विकसित करना चाहिए तॉकि ये भावी अध्यापक किसी भी कठिन प्रकरण की समझ विद्यार्थियों में विकसित कर सकेंगे। क्योंकि **“सीखने की असफलता का कारण समझने की असफलता होती है।”** मर्सेल।

आई0सी0टी0 शिक्षा को अध्यापक केन्द्रित से छात्र केन्द्रित में परिवर्तित कर सकती है। यह पाठ्यवस्तु, समय व स्थान के सन्दर्भ में लचीली होती है अर्थात कभी भी, कहीं भी व किसी भी स्तर का ज्ञान कोई भी व्यक्ति प्राप्त कर सकता है।

अध्यापक प्रशिक्षण में एल0सी0डी0 का उपयोग करके अनुभवी शिक्षकों का भाषण प्रशिक्षणार्थियों के सम्मुख प्रदशित किया जा सकता है जिसे वे इन रिनोन्ड टीचर्स के भाषण से नये व प्रभावी शिक्षण रणनीतियों को सीख सकते हैं व अपने शिक्षण के दौरान उपयोग में ला सकेंगे।

कक्षा-कक्ष अभ्यास शिक्षण की वीडियोग्राफी के माध्यम से नये अध्यापकों ,प्रशिक्षणार्थियों में शिक्षण के अधिक कौशल विकसित किये जा सकते है। जैसे—

1— लिखने का कौशल – दो पंक्तियों के बीच अन्तराल, दो भाब्डों के बीच दूरी, भाब्डों का झुकाव आदि के सम्बन्ध में प्रशिक्षणार्थी को समालोचना देनी हो तो वह कई बार स्वीकार करने में असमर्थता प्रकट करता है तो उसे वीडियोग्राफी के माध्यम से दिखाया जा सकता है तब वह सहर्ष स्वीकार कर सुधार करता है।

2-प्रश्न पूछने का कौशल- प्रश्नों का वितरण, भाशा, कैसे उत्तर प्राप्त किया जाय, आदि ।

3-शिक्षण सामग्री कैसे उपयोग किया जाये,

4-कक्षा-कक्ष में कैसे प्रवेश किया जाये व कैसे पाठोपरान्त कक्षा से बाहर जाना चाहिए आदि बातों को वीडियोग्राफी के माध्यम से प्रदर्शित व दोहराव कर शिक्षण को प्रभावशाली बनाया जा सकता है।

इसी प्रकार से मोबाईल के द्वारा प्रशिक्षणार्थी को समय-समय पर एसएमएस के माध्यम से विशिष्ट निर्देश (उपस्थिति से सम्बन्धित, प्रोजेक्ट सबमिशन, आन्तरिक परीक्षा व अन्य आव" यक निर्देशा) भेजे जा सकते हैं।

शिक्षक-प्रशिक्षण संस्थाओं को आईसीटी के उपयोग का समय-2 पर टर्म प्रशिक्षण का आयोजन करना चाहिए।

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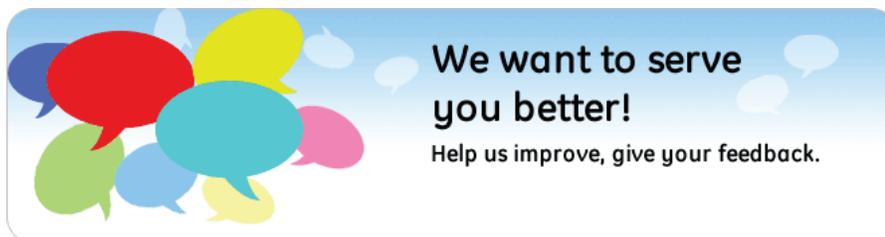


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