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HUMAN KNOWLEDGE AND DEEP INTELLIGENCE: TRANSITION TO CONNECTEDNESS

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INTRODUCTION

We live in an era of stark and increasing alienation of humankind from ourselves, each other, and the natural world. Around the globe we are being confronted with the human and technological consequences of grossly inadequate assumptions about human knowing and functioning. The way we conceive, teach and apply knowledge in many disciplines and fields of endeavour overshadows intuition. It overshadows direct experience, spiritual connectedness, and the perception and wisdom of the heart.

We tend to assume that having defined things, we know what they are. We do not. Most of us live in a world deadened by mental abstraction, and no longer sense the aliveness of the universe. Modes of human functioning beyond the cognitive and conceptual are largely ignored. The history of the adoption of new policies and strategies, of new models of organization and development, of educational reform agendas, and of new 'knowledge', shows that, by themselves, these things are not helpful. They have not led to the achievement of more creative and dynamic organisations. They have not led to more productive and equitable economies, more sustainable relationships with Nature, or more sane, humane and evolutionary societies.

However, author's doctoral research confirmed that a different way of 'being' is possible for humanity. My thesis synthesised a 'Dynamic Paradigm of Learning and Change' from a wide variety of research, theories, and experiences regarding human intelligence, consciousness and experience. There is an old Indian story of three blind men who were led to an elephant. They reached out to touch it and told what they thought it was. One touched the elephant's side, and said it was like a wall. A second touched the tail, and said, no, it's like a strong rope. The third man touched a leg, and said, no, you are both wrong, it's like a tree trunk. Each individual's perspective is to some extent unique. However, the thesis looked at many theories of knowledge, learning and intelligence, and instead of looking for what was unique in each view, the author looked for what was similar or complementary.

The study found that the philosophical and, more importantly, the experiential foundations of human knowing and functioning affirm an extended image and experience of ourselves as deeply connected to the dynamic intelligence underlying the natural world. They affirm our positive role in the co-creation of our reality, and open the way to solving humanity's pervasive economic, social and psychological problems.

THE LIMITATIONS OF 'HUMAN KNOWLEDGE'

It is only our discriminative intellect that defines and categorises elements of reality as though they were discrete or separate. Our definitions of many things are mutually exclusive, only because we have defined them that way. Defining something is not the same as knowing what it is. Words, concepts and definitions are not only constructed by each individual, but they are merely constructions (see, for example, Glasersfeld 1995). Our 'human knowledge' is an interpretation of reality, an abstraction, a fabrication, an illusion, *maya*. It may be helpful in limited contexts to categorise and define things, but *it is a mistake to let the definition dominate our perception and experience of the world*.

We tend *not* to see things freshly, as they are, here and now. We tend to 'see' through our memory, through our definitions, through our expectations, through our judgements. Ordinary human perception is selective. You and I can look at a scene, or experience an environment for an hour, and come away having 'perceived' them very differently. Our perception is selective in two senses (see, for example, Glasersfeld 1995, pp. 10-11, 115-116). First, we attend to some things and not others, because they are more relevant to our interests or our fears. Secondly, what we *do* selectively attend to, we then interpret. In ordinary perception we do not perceive things as they are, but as we interpret them, and a large element of this interpretation is that we perceive things *as we expect to perceive them*, or want to perceive them. If you tell me that John Smith is a horrible person, when I meet him for the first time I am much more likely to 'perceive' him critically, than if you had told me he was the most loving, kind and intelligent person you had ever met.

Our mental 'furniture' can powerfully affect and limit what we 'see'. There is a story of the natives of central America, who could not perceive Columbus's ships on the horizon, because they had no previous knowledge of people travelling by ships. The medicine man first saw some disturbance, some ripples on the surface, then kept looking and looking, and finally saw the ships. He told the rest of the tribe what he saw, then they were able to see them too. Take as another example a child growing up in a very poor family. They continue to see and experience poverty as they grow into an adult, largely because that is what they expect to see.

So there is a third, important sense in which human perception is selective, and that is that our dominant thoughts and intents influence our behaviour and our environment. We *create* what we expect. In some famous research by Rosenthal and Jacobson (1968), two teachers came to a new school where they did not know the children. One was given a class of high achieving kids and the other a class of low achieving kids. But they were told the opposite. The teacher with the high achievers was told they were strugglers, and not to expect too much in the way of academic achievement. The other teacher was told the opposite. After one semester, one year and two years, the students were tested. The low achievers showed great achievement, the high achievers did relatively poor. This phenomenon is widely known as the self-fulfilling prophecy, and in education circles as the Pygmalion Effect. Rosenthal also found that the maze performance of rats is influenced by what their keepers are told about their maze performance ability (Rosenthal & Lawson 1964). Increasingly, scientists are reporting findings that human consciousness influences the world around us in profound ways. For example, Pert (1997; 2004) explains that our state of consciousness powerfully influences the cellular functioning within our body. So powerful is this influence that a person with multiple personalities 'can be near-sighted in one state and far-sighted in another, or allergic to cats in one state, and not allergic to them in another' (Pert, 2004). Quantum physicist, Goswami (1995), explains that it no longer makes sense to think of the world as being 'out there', independent of our experience. Our consciousness is involved in choosing from among the quantum possibilities within and around us to bring about our actual experience. And Japanese scientist, Emoto (2004), has found that human thought or intent affects the structure of water molecules (and, of course, most of the natural world, including human beings, is mostly water).

Our habitual, conditioned mental and emotional functioning alienates the individual from him or herself, from others and from the natural world. It may sometimes be helpful to think about and do things in standard or routine ways, but the key is not to be bound by the routines. Everybody has sensings, intuitions, dreams, ideals of the ways things are or can be for themselves or for the world. However, in most people these get swamped by the dominance of a head and a family, institutional and/or cultural environment cluttered with concepts, definitions, expectations, judgements, emotions, and cultural assumptions that block out what they know in their "heart of hearts", in the depths of their soul. "Most people are other people", said Oscar Wilde. Conditioning blocks us off from sensitivity to our inner world, and to the freshness of experience of the world through which we live. It also leads us to unwittingly create realities of experience out of conditioned frames of mind (conscious or unconscious) that do not reflect the intents and wisdom of our inner core. Fromm (1976) refers to this alienated mode of being as the *having* mode, the most common mode of human functioning in modern society, one which concentrates on material possession, acquisitiveness, consumption, image, power and aggression.

DEEP INTELLIGENCE

Despite the almost universal experience of separateness brought about by our almost exclusive focus on rational processes in schooling, separateness is *not* the ultimate reality. Despite the claims of the so-called "European Enlightenment", the faculty of reason is not the highest faculty in man. Buhner [2004] refers to this period as the "Endarkenment". Human beings have within us, all of what it takes to manifest now a very different kind of experience, a different 'way' of being in the world, one consistent with the Dynamic Paradigm of Learning and Change. Fromm (1976) refers to this mode of human functioning as

the *being* mode, an unalienated, authentic mode, which is based on love, identity, autonomy and critical reason, on the pleasure of sharing, on the satisfaction of contributing, and on purposeful and productive, rather than wasteful activity. For civilisation to make a transition from the *having* to the *being* mode, we must learn to play the instrument of our whole human 'being', and herein lies the essential role of education.

There is not a variety of intelligences, despite some popular views to the contrary. Certainly, however, the old notion of IQ is grossly inadequate. It ignores the existence and significance of a variety of intimately connected human faculties. Human intelligence is the combined functioning of all our faculties that seeks to ensure our survival and the satisfaction of our expectations and intentions. To express this more complete notion of human intelligence, the term Deep Intelligence has been used, which means *our ability to prosper through conscious and intentional coordination of the inner and outer faculties of our being with the inner and outer qualities of the world through which we live*.

Educational experiences can be provided that help people to detach from abstract concepts and programmed patterns of thinking and emotion, and help them to perceive things freshly and more deeply, and to sense the bubbling up of intuitions and inner yearnings. Such experiences help people to begin to find, and to express, and to create in their lives those realities that are more deeply satisfying to them, that are more sustainable and life-supporting.

As we begin to live more 'consciously', all things begin to work in continuity with each other, in a form of unity, in a dynamic and sustainable relationship. However, choice plays a crucial role in such conscious, 'mindful' living. Choice and fully conscious functioning require that each of us knows our 'self' deeply and fully, including all our selfish impulses, all our emotions, reaction patterns, and conditioning, as well as our 'inner' perceptions, intuitions and soul urges.

Human beings behave any way we must so that our perception, or experience, matches what we physiologically or psychologically believe we should, or would like to experience (Powers 1973; 1998). In a very real way, we individually and collectively create our own reality. However, there may be differences between the formulations of what we think or feel we should experience that arise from different areas of our body-mind-soul system. Various patterns of emotion, for example, are built around past experiences and instinctual fears and drives that constitute the subconscious mind, which modern science shows is 'located' throughout the body (Pert 1997; 2004). There are also a variety of patterns of thought, belief and emotion associated with the laws and mores of those around us – our community, our parents, close friends, relatives and associates. Those thoughts and beliefs include some we have been socialised into, and some we have consciously adopted or formulated for ourselves. Some of the concepts, beliefs and judgements operating on this 'level' explicitly serve the purpose of over-riding certain instinctive and/or ego-based impulses.

However, on a 'deeper' level, there may be promptings or values or motivations that arise through intuition, or some sense of inner knowing or feeling. Feelings, perceptions, motivations and expectations at this level typically have a quality of universality, of connection, of self-transcendence. They may contradict the socially sanctioned beliefs and judgements of our conditioning (and of our social group). The irony is that it is only by respecting, supporting and enlivening consciousness at this deep level

within each individual, that we experience the flowering of the self-transcendent feelings and intents. Universality, Deep Intelligence, and sustainability, have their place in the dimension of depth, not breadth.

The solution to the dilemma of the struggle between the *having* mode and the *being* mode, the dilemma of our suppressed Deep Intelligence, lies in strategies relating to this 'hierarchy of controls', and to the very conscious use of choice. There are many ways in which we can manage our environments, our experiences, deliberately to facilitate the shifting of our functioning, our state of consciousness, from our sense of self as separate ('lower') to the sense of self as connected to or one with universal Being ('higher'), so that the latter 'controls' the former. The objective is not to deny the 'lower' ones, to hide from them, fear them or feel guilt or shame for them. The objective is to recognise them, face them, and bring them into the governance of the 'higher' by full awareness and conscious choice.

When we allow ourselves to see our definitions and conditioned beliefs and fears for what they are, when we face and experience our buried memories, and our hidden emotions and impulses, we release ourselves from their hold. A mode of perception, knowing and connectedness opens up that is beyond the purely cognitive, beyond the abstract, beyond *maya*. We perceive and relate with 'true nature' and with the core of other people. The reality and depth of the oneness experienced when such Deep Intelligence is activated within us has been recorded by countless people who have chosen not to be bound by the limitations of the discriminative intellect.

EDUCATION FOR DEEP INTELLIGENCE

How does an education program cultivate Deep Intelligence? A few of the more direct considerations are these: The first part of the answer concerns providing people with an adequate conceptual framework. Human beings can only perceive things they have some expectation or sense of possibility of perceiving. People need a conceptual framework of 'reality' and of human nature that allows for the operation of the mechanisms of transformation of consciousness briefly outlined above. For example, appropriate selection of stories for the young to hear and to read. People need to be familiar with ways of deciding if something makes sense – if it is illogical, unfounded, or unhelpful. They need the simple basics of philosophy to discriminate between formulations, and to reflect 'critically' on whose purposes they may serve or not serve. People need to be familiar with a variety of ways of determining if an idea, process or action is viable. Familiarity with applying the basic elements of scientific method is useful here. People need encouragement in bringing their *attention* fully to bear on their present experience. People need encouragement and opportunities to choose a clear *intention*, and to give it their attention. People need encouragement, guidance and skilling in *taking action* to realise an intention. This includes being able to express, explain or communicate their understanding or intent, as well as to apply, pursue or create it. People need opportunities to recognise, express and accept their bodily sensations, their emotions, their thoughts, their pains, fears and desires. People need opportunities to identify their beliefs, and to test the helpfulness of beliefs, behaviours and lifestyles, both their own, and those of others. People need opportunities, encouragement and inspiration to review and *reconstruct* from a higher 'reference point' their own body, emotions, thoughts, goals and behaviours, if they find them inadequate, unhelpful or unsatisfying. Strategies here can include reviewing the day, journaling, affirmations, 'sounding', writing 'cutting the cord' and forgiveness letters, and rituals. People need encouragement and skills to challenge the beliefs and behaviours of others, if they are experiencing others' beliefs or behaviours as limiting,

damaging or disempowering. People need a variety of kinds of opportunities for experiencing, expressing and changing their emotions, their body, their perceptions and their relationships. They need opportunities to give visual expression to their emotions, their experiences, their intuitions and their beliefs. And they need to be encouraged to find or place into their living environment forms of visual art which have the ability to inspire and lift the spirit, that is, to bring about a shift in consciousness from one category or level to a larger or higher one, respectively. People need similar opportunities with regard to sound, the voice, and various forms of instrumental music – to express in these ways and to experience them with full attention, deliberately for the purpose of enjoyment and altering consciousness in evolutionary ways. People need similar opportunities with regard to touch and movement – to express their emotions, their experiences, their intentions and their beliefs in tactile and kinaesthetic ways, including free form dance movement and breathing techniques. People need opportunities for contact with things that awaken feelings of the magical, of beauty, tenderness, and ethereality, such as babies, baby animals, flowers, incense and other aromas, ritual, open sharing of themselves with others, and regular time communing with nature. They need opportunities and encouragement to be alone, to be silent, to be fully aware of their internal environment, to be aware of themselves as a field of energy, to be aware with full sensory attention of their external environment, and of their connectedness to it.

Education programmes characterised by such experiences are liberating and empowering. They involve more than just conceptual learning. They involve consciously changing and transcending concepts, definitions, beliefs and patterns, which limit how we perceive ourselves, others and the world. They go beyond cognition, into experience. They involve emotions, feelings, intuition, expanded perception, bodily experience, a new consciousness of Being, and purposeful and creative expression and action. Of course, opportunities need to be provided first for teachers and teacher educators to have experiences in cultivating Deep Intelligence. The resulting changes in identity, disposition and orientation to the world will enable them to support others in their cultivation of Deep Intelligence.

CONCLUSION

Education for Deep Intelligence develops a much broader set of human faculties, qualities and abilities than traditional education has done. In contrast to conventional schooling programmes, education characterised by such experiences genuinely cultivates the Deep Intelligence required for sustainable living and development in all its forms. Such education enables us to find more effective and satisfying ways of thinking, feeling, knowing, relating, living and being-in-the-world. It opens the way for humanity's transition to a civilisation characterised by connectedness, prosperity, and cooperation with the natural world.

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NRCLC PROJECT ON E-LEARNING AND ONLINE TUTOR COMPETENCIES

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Hirday Nath Pandit

INTRODUCTION

The recent evolution of the Internet and other technologies like the use of *whiteboard*, *videoconferencing* and *multimedia* have fuelled the growth of new opportunities in teaching and learning away from classroom-centered and textbook-based traditional learning environment. The Internet has helped to introduce new modes of delivering subject content and provided a creative learning environment, now known as "*e-learning*". According to the current research, the total market value of online education (e-learning) world wide is expected to grow to 21 billion US dollars by 2008. In India alone, the current market value of the online education industry is estimated to be at 200 million US dollars and within 3 years it is expected to grow to 1 billion US dollars. E-learning offers several advantages both to the students and the tutors in terms of time and space. They can access subject content at anytime from anywhere in the world. The interaction between the learner and the tutor can take place at times convenient to both of them. E-Learning offers various options for presenting educational material in a variety of formats (*text, visual, sound*). It helps to meet the needs of students

with different learning abilities and allows them to choose the appropriate modes of learning suitable to them. Soon the learners will be able to use mobile devices to download educational materials from anywhere in the world and study them at anytime from any location.

NRCLC Project on E-Learning

The NR Computer Learning Center (www.nrclc.com), based in California, in 2002, developed an online education project to take advantage of the growing web based educational learning system. The aim of the project has been to explore and experiment with various modes of Internet based teaching-learning strategies and help students improve their understanding and achievement levels in the most cost-effective manner. The experiment consisted of providing e-learning opportunities to the boys and girls of Orange County, California from a multicultural environment with different social, cultural and economic backgrounds. The 5 years of experiment has helped the Center to develop appropriate teaching and learning environment for students at locations of their choice by utilizing the technology and high quality of teaching resources available in US and in India. These services are available to the students for 24 hours a day and 7 days a week. At the NRCLC, the subject content is provided over the Internet and consists of different formats like *text, digital audio, digital video, animated images and virtual reality*. With its speed and flexibility, the online education has enabled the learners to take advantage of a variety of technologies to facilitate their learning and also to interact with the tutors on a real-time basis. The NRCLC E-Learning project has following elements. Some of the experiences gained and major findings of the Center with respect to *subject content, delivery systems, management style and technologies* used during the past 5 years are summarized in this paper.

Modular Based Content

At NRCLC, the contents for *English, Mathematics and Computer Science* for students from age 5 to 18 are presented in a modular form. Each module is designed keeping in view the difficulty levels of individual students. The tutor can choose to develop individualised instruction/learning module by using the subject material bank on various aspects of the three subjects within the frameworks of the educational programme of California.

Modes of Learning

At NRCLC, students can choose to communicate with their tutor synchronously or asynchronously. The *synchronous* form of communication helps students to communicate with their tutors on a real-time basis. It includes *chat rooms, whiteboard, videoconferencing and teleconferencing.* Under the alternate arrangement of an *asynchronous* communication mode, students can *email* or post a question on a *bulletin board* and their responses are emailed to them within few hours. NRCLC also provide the Interactive environment with *simulations* and *educational* games to help student learn while they have fun.

Continuous Assessment of Student's Achievements

NRCLC has developed several online self assessment tools to measure the student's achievement level

so that the tutors and the parents can identify the strength and weakness of the student. This way the tutors are able to modify the content and individualise the programme and delivery method to serve the needs of the individual student to help them overcome their weaknesses.

Tutor Competencies for Online Teaching

The experience at the Center has revealed that the online teaching cannot be organised in the same manner as classroom-based teaching. The tutor should possess variety of skills and experiences to make online teaching a success. The role of a tutor in online education is a very crucial, and that before participating in an online teaching programme, a tutor should be equipped with following competencies:

Technical Skills

The technical skills include:

1 Ability to use .search engines *like google, yahoo, askJeeves, altaVisa etc* to access additional learning materials on the Internet

2. Ability to upgrade the content consistently and be able to assist the students to different websites for more information;

2. Ability to use Online communication tools such as *whiteboard, online chat, broadcast videoconferencing, teleconferencing* to be able to demonstrate ideas to the student;

3. Ability to undertake resolution of the technical/operational challenges faced due to failure in the communication system on a real-time basis;

4. Ability to use Word processor and basic typing skills;

5. Ability to develop multimedia presentations with embedded audio and/or video to demonstrate his or her ideas to the students.

Management Skills

Management skills include ability to:

1. Establish the rules of communication with the learners;

2. Develop a harmonious professional relationship with the learners;

3.Guide the learner by helping him/her to set challenging but achievable goals;

4. Provide encouragement to learners to sustain their interest on a continuous basis;

5. Develop and monitoring the learner's plan to complete the learning material for the course;

6. Enforce controls to keep the learners on track.

Subject Content Specialisation Skills

Subject content specialisation skills include:

1. A deep understanding of the subject, so that, he/she is able to generate content to supplement class-room materials, to fill in any gaps, and to clarify any misunderstandings.

2. Ability to supplement and act as a backup to content that is presented elsewhere.

Teaching Skills

Teaching skills includeability to :

1. Develop capacity in learners to solve problems, generate creative thinking and help in conducting research to avoid from becoming completely dependent on the online instructor;

2. Ask the right questions that stimulate learners to think for themselves, lead those to more powerful insights than could ever be obtained from regular teaching methods;

3. Help the learners achieve their learning goals by challenging, encouraging and providing constructive feedback;

4. Respond to questions received in email, chat sessions or the practical assignments based on multiple choice questions.

Communication Skills

Communication skills includeability to:

1. Handle children from different culture, accent, ethnic and religious backgrounds;

2. Be sensitive to the linguistic background of students, under go *accent neutralization* process;

3. Initiate discussion topics and questions to get things going;

4. Control discussions so that students don't digress from the objectives of the course;

5. Encourage all members to participate in the discussion;

6. Be articulate in responding to the question posed by students and deliver in the format acceptable by them;

7. Be a good listener and respond to the question asked by the students.

Assessment Skills

Assessment skills include ability to:

1. Assess the learning outcomes and ensure that the learners are able to master up to 90 per cent of the learning objectives of the course.

2. Provide the learner with objective and constructive feedback based on specifics and not based on his/her personal opinion or values.

CONCLUSION

The Center intends to conduct more and more research and experimentation with respect to material development, online-tutor training, choice of appropriate technologies for delivery system and interactive teaching-learning strategies so that online education becomes more interesting, creative, cost effective, functional and can be made available on a universal basis.

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IMPLICATION OF DIALOGUE MAPPING AS EVALUATION TOOL IN LEARNING TECHNOLOGY

Vinita Singh

INTRODUCTION

Learning is an indispensable capability of human intelligence system, which works in real world environment with complexity and unpredictability. Many methods of learning have been proposed and investigated. However a number of them are within the area of “learning from examples” where static learning examples are laid out in advance and fed into human learning systems. It was proclaimed that learning system, which can behave robustly in real world environment, should exploit more dynamic scheme. In other words, the learning system and environment of human users should be coupled more tightly to make them believe in it.

A very powerful communication channel between learning systems and teacher trainees is dialogue with natural language. The question remains as “How effectively dialogue between trainees can be used in understanding learning technology?” Learning technology is multidisciplinary which includes a range of output of learning process from different fields (educational research, literary criticism, semantic and ontological research areas, cognitive psychology, and instructional design etc.) as well as contextual factors. However, if we are to capitalize on this richness of learning technology, it will be necessary to have a dialogic view of knowledge sharing of the area, along with a mapping of the feedback cognate disciplines. This in turn should lead to a better theoretical underpinning that will allow these diverse cultures to engage with and develop the use of learning technology. (Cook, et al 2002).

Dialogic View of Knowledge Sharing

The term dialogue is all about two or more people acquiring a deep understanding of the experiences, emotions and mental models that underline an idea. The dialogue encompasses aspects, as the participants need to be aware of emotions explicit during communication process, since emotions are related to values, mental models and tactic knowledge. (Goleman 1995). But foremost the member of the group has to have the skill of dialogic listening. Dialogic listening is having active listening in which "our" views and the emerging product of the conversation is focused upon. (Stewart & Thomas 1995). Further, as earlier experiences are the basis for understanding new knowledge it prevents learners to accept new concepts easily. During knowledge creation Ba, is the space for context sharing. (Nonaka & Takeuchi 1998). Therefore, unless participants of dialogue do not question the former experiences related to that subject, the process of comparing, reasoning and accepting becomes difficult. Lastly, during knowledge sharing the recipients need to understand the speaker's context, analyze it, understand attitudes and feelings using indirect utterances and finally learn how to use this new knowledge in another context. All these aspects are related to context of the speaker and only by remaining conscious the listener can precede with the dialogue. Model of Dialogic View of Knowledge Sharing Retrospective dialogue differs from simple dialogue as it entrails recipient recapturing and telling how they understood each other. It emphasizes the individual and social factors of communication for creation and sharing of knowledge. It is a method that accounts that understanding and judgment of knowledge depends on the specific context. This context is experienced by every participant, yet in sharing knowledge, one participant needs to be aware of other participant's experiences, emotions and mental models. (Singh 2006). This paper describes the first step experiment where the dialogue based learning was applied to map acquisition task.

DIALOGUE BASED MAP ACQUISITION

Map acquisition is an important learning task for teacher trainees to exhibit their common thoughts. Dialogue Mapping is a graphical way of organizing knowledge. There are many different forms, but all have in common that concepts or themes or ideas are identified and then related ideas are linked together. Often ideas containing a brief description are drawn to related ideas to form a network. Dialogue maps are sometime called mind-maps or graphical organizers, which are usually limited to hierarchal structures while concept maps allow more complicated linkages. In some maps the lines connecting concepts (the links) are sometimes labeled to convey the nature of the relationship between the concepts. The use of maps in learning and teaching stems from the assimilation theory (new knowledge is assimilated into existing cognitive structures) of David Ausubel. Joseph Novak and others carried out much research on the use of concept maps in teaching science. Harnisch et al. (1994) identified three ways that concept maps support teaching and learning: for instructional planning, for learning and for assessment. Dialogue Mapping differs in features such as facilitation and mapping (listening!) to Issue Based Information System (questions!), and finally a shared display (interactive

shared focus integrated with group memory!). It is about deeply listening to each person … one at a time … until they have been heard. It is authentic dialogue about the mess – not superficial agreement, not voting or brainstorming. It follows the group energy in an 'opportunity-driven' way. There are no steps or sequence, just questions. It is a 'meta-method' that integrates with all other methods and tools. It is not about logic or structure. It is about what people are saying. The map of the mess (not "consensus") is the product. The points of view in the display are depersonalized. It displays detailed group memory of issues, assumptions, decisions and their rationale, supporting and related data, etc. All types of mapping work well under some assumptions and their effectiveness is well defined in different studies. However, the mapping taken up to evaluate the teaching process is never considered. Here, the investigator tries to apply the idea of dialogue based learning to map acquisition task of student teachers' understanding the procedure as well as evaluating the paradigm of learning technology.

OBJECTIVES

1. To investigate whether there is a difference on performance between these groups of trainees in putting across their thoughts in dialogic mapping.

2. To investigate whether there is a difference between the cognitive structures of these groups concerning Dialogue map.

3. To investigate whether students' misconceptions in learning technology are clarified by the process of dialogue mapping.

4. To investigate whether there is a correlation between concept mapping ability of students and their performance in dialogic thinking exists.

DESIGN AND PROCEDURES

This study adapted qualitative approach and the design of this research is divided into two sections as follow:This study focused upon a community of 80 student teachers of different disciplines in order to find out how content delivery through dialogue had affected their knowledge of learning. This community consisted of graduate as well as postgraduate level trainees as with teaching experience. These teachers were divided into eight groups according to their subject discipline [2 groups from Bioscience, Chemistry, Mathematics, Civics, Social studies, English and Hindi]. Once groups formed, teachers were made to sit in groups and take up dialogue on questions related to course content. Other methods were also included along with dialogic thinking. These group members were also introduced to exhibit the groups viewpoint through mind maps or concept-maps and directed to use them when designing learning activities, and personal reflection. Later this skill of Mapping was used as feedback cognate disciplines. Four dimensions of teachers' knowledge of dialogic practice (1) teaching activity design, (2) learning content design, (3) implementation in practical teaching, and (4) reflection of teachers followed by evaluation of Learning paradigm will be discussed in the rest of this research.

The condition of the study

Members of the learning technology were graduate student teachers enrolled in Faulty of Education, Banasthali Vidyapith. The project focused on continuous training and improvement of teachers' expertise as well as the completion of the course. The group had experienced as well as novice graduate as well as post graduate teachers from every discipline. The dialogic group members were divided into eight groups including four teachers. The dialogic interaction sessions were carried out regularly during 45 minutes class for five months. Student teachers in the sessions discussed about teaching knowledge, and felt mix-up in their learning of teaching. Therefore, the investigator introduced the dialogic mapping method to help them in clarifying their confusion and in solving problems.

Researcher's Role

The investigator was the facilitator of the learning technology through dialogic thinking. At the same time, the investigator also attended sessions of the community with student teachers and perform as a participatory observer.

Data collection

There data collection procedures were: observation, face-to-face interviews, and interaction at the sessions, documentations, and open-ended questionnaires.

FINDINGS

1 **Teaching Activity Design**

Findings I : Dialogue maps method was helpful in clarifying mazy thoughts and easy to capture the objective of activity with less intervention. Student teachers can design a clear sequence of teaching activities and choose proper assessments quickly.

Findings II: Discussing the linkage of the map with other group members helped student teachers integrate their thoughts after repeatedly generating dialogue maps several times. For example, teachers tend to design teaching content, assessments, and teaching methods individually at the beginning of the process. However, after many dialogic sessions, they constructed the cross-connected line of the map, and considered content, assessment, and method as a whole and start to move towards systematic design.

Findings III: Student teachers often forgot to state the linkage between ideas when they start to construct the map. It is difficult for them to state the relationship of two ideas, especially for future teachers and initial teachers. However, teachers agreed that the relationship among concepts were like bridges to connect and combine different levels of ideas, and to make teaching procedure smooth.

2 **Learning content designs**

Findings I: Creating dialogue map for the learning content design and later assessment of pedagogy of learning process helped student teachers to organize and reconsider the levels of learning concepts in

order to match up with their prior knowledge. Teachers discovered this phenomenon by discussing the misconceptions between nodes.

Findings II: Teacher designed learning content reflected their mental models and habit for easy content acquisition at the beginning. The group members of mathematics, chemistry, one of the bioscience group and English group performed better than the ones from Social sciences, civics, biology and Hindi. However, after discussing with each other and implementing teaching in practice, they soon changed their view of thinking.

Findings III: Teachers present deep interest in the context of the learning content (here methods of teaching) especially in the sequence of learning experiences. After discussions, they found that the sequence was depending on students' prior knowledge and the objective of course content.

3. **Implementation in Practice**

Findings: Teachers tried to use dialogue map for evaluating technique of learning. Yet some groups members especially senior subjects could recognize its application in the class to make the content clear when they teach multiple formulas in one unit. They agreed that dialogue maps strategy is useful in integrating students' thinking and reduce their confusions. They found that students reconstructed what they had learned and made that learning meaningful.

4 **Reflection of Student Teachers**

Findings: Reflection with dialogue map forced members of different group to constantly check their maps step by step, and discovered their defects easily. They modify their displayed ideas quickly through the map and improved the results of evaluation.

CONCLUSION

Exploring the effect improving teachers' knowledge of practice when they learn the dialogue mapping method in the Learning technology Growth Community was the objective of this study. The problem of the study was to find out how to use the concept map to evaluate student teachers' professional knowledge, and content understanding. Upon the findings, we found out that a concept map was a good tool for teachers to prepare and -design the learning activity systematically, and to reflect for further modification of teaching. It's a good guideline to clarify confusion of concepts and integrate teachers' experiences in the discussion or group working. Dialogue Mapping yet provided an essential supplement of evaluation of the trainees understanding, which in course revealed the different view of students' cognitive structures The study though is case specific and studied under Qualitative approach. However, the outcomes encourage the use of the dialogue mapping technique and provide evidence that it is not only a useful but necessary supplementary tool for the evaluation in learning technology. This study made the investigator continue with dialogue with a few changes such as decreasing the questions, dividing time schedule for dialogic thinking, inclusion of other methodology of learning and conclude daily by provision of notes in the form of concept maps.

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TEACHER EDUCATION IN MADHYA PRADESH

Asha Shukla

INTRODUCTION

The State of Madhya Pradesh (M.P.) came into existence on 1st Nov, 1956 as a result of the merging together of the erstwhile States of Madhya Bharat, Vindhya Pradesh and Bhopal alongwith the old M.P. and Sironj Subdivision of the Rajasthan Province. The State has recorded phenomenon growth of teacher training institutions. NCERT(Regional Institute of Education), State Centre of Education, University Departments of Education, Colleges of Education, M.P. Bhoj (Open) University, Rehabilitation Council of India, IGNOU, DIETs and teacher training institutes are promoting teacher education in the State. Regional Institute of Education, (RIE), Bhopal takes teacher- trainees from the States of Chhatisgarh, Goa, Gujrat, Madhya Pradesh, Maharastra and UTs of Dadra and Nagar Haveli and Daman and Diu.

M. Ed. Course

RIE Bhopal provides M.Ed. (Elementary) course that prepares teachers educators for the teacher training institutes at elementary level. Its duration is one academic session (in two semesters) covering Principles and Problems of Elementary Education, Psychology of Elementary School Learners, Methods of Educational Research, Statistics in Educational Research, Early Childhood Care and Education (ECCE), Non-formal Education (NFE) and Alternative Schooling as Special Papers). Planning and Management of Elementary Education, Core Foundation Courses- Sociological perspectives of Elementary Education, Psychology of learning, etc. There is a growing need of teacher-educators at elementary level teacher training institutes which are well versed in imparting training with excellence. M.Ed. in elementary education may be started in all the colleges of education as quality education at elementary level are crucial to educational development at all levels of training and learning. There are also M. Ed. Courses in a few other institutions which prepare educators for B. Ed colleges. M. Ed. in Special Education may be introduced in selected colleges and University Departments of Education.

B. Ed. Course

The number of colleges offering One Year B.Ed. course in the State has crossed 300 during 2006-2007. Such increase in number is unprecedented. Thre is also a Two Year B. Ed. course at Regional Institute of Education, Bhoopal. This Institute also runs Four Year Integrated B. Sc, B. Ed. course. Four Year Integrated B.Ed courses in Sciences, Social Science and Languages may be introduced in Govt. Colleges of Education and University Departments of Education. B.Ed course be made two year (two academic sessions) course with equal emphasis on content and methodology coupled with research in teaching and learning processes. NCTE should ensure quality in teacher education by making Ph. D. (Education) compulsory for educators of B.Ed. colleges. Special Education should be introduced in B.Ed. and Diploma courses as one of the core subjects. Since a good number of B. Ed. colleges are functioning in the State, B.Ed. (Correspondence Course) needs to be reviewed.

Diploma Education (D. Ed.) Course

There are 38 DIETs in the State covering all the Districts. Since most of the pass-outs from DIETs shall seek their teaching career in primary schools located in rural and tribal areas in particular, it is suggested that 60% time schedule should be on teaching-practice in rural and tribal area schools. There should be 60% weightage on practice teaching . There should be provision for One Year Special Course of Training in Educational Technology, Educational Developments and Research as to enable to pass outs of DIETs to serve as Educational Supervisors and Counsellers. Board of Secondary Education, Madhya Pradesh is running D. Ed. Course comprising two academic sessions. It is a regular course. Private recognized colleges are running this course. Although the Board has laid down specific conditions for the opening of D. Ed. the supervisory role lies with the Education Officers. How to ensure quality Education in D. Ed. needs to be examined.

Pre-Primary Teacher Training

Every year new pre- primary schools are emerging. Their number has become almost uncountable for the reason that they need no permission; only registration of the society is enough. Pre-primary teacher training institution may be opened in every district. DIETs may also be given the responsibility of these training courses. Teachers may be trained in activity based teaching-learning processes and practices. Quality in ECE and child - centered education be emphasized.

CONCLUSION

Research is crucial to all educational development programmes including teacher education. Teacher education in the state is growing very fast. Expansion with quality is the need of the hour. NCTE and the Govt. of M.P. should initiate steps to ensure quality at every level of teacher education. M. Ed. and B.Ed. in Elementary Education may be introduced. Universities and Govt of M.P. may initiate early action. Ph.D. in Education may be made compulsory for the educators in M. Ed. & B.Ed. colleges.

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RESEARCH IN SCERT AND DIETS IN PUNJAB: WHERE DO WE STAND?

M. S. Sarkaria

Jaspal Singh

INTRODUCTION

State Council of Educational Research and Training (S.C.E.R.T.) Punjab, Chandigarh came into existence in July 1981 as nodal agency for bringing qualitative improvement in school education. The main objectives of the Council are:

To bring about improvement in the present educational system of the fields of education.

To undertake and promote investigation, surveys studies and researches in various fields of education.

To provide pre and in service training of teachers and educational supervisors.

To formulate and implement pilot project for bringing about qualitative improvement in different fields of education.

To develop new techniques and methodology in the field of school education.

To introduce implement new policies of Centres/States.

District Institutes of Education and Training (DIETs) came into existence for the realization of one of the five components of a centrally sponsored scheme namely reconstructing and reorganisation of teacher education, approved in October 1987. DIETs are the most significant educational intervention in the country. While the NCERT came up in the 1960s and the State Councils of Education Research and Training came up in 1970s, the need for a third tier of training and resource support structure, right at the district level was genuinely felt in order to improve the quality of basic education. As a result, DIETs were set up in almost all the districts of all the States in the country. DIETs have been established with the mission to provide academic and resource support at the grass root level for achieving quality and universal elementary education. It was envisaged that DIETs' activities would reflect pursuit of excellence. Besides its own excellence, it would help the elementary education achieve excellence. Each DIET would be a model educational institution in the district in terms of meticulous, efficient and effective planning and execution of functions, harmonious and creative organizational climate, and maintenance of a clean and attractive campus.

In case of Punjab, there are 17 DIETs. There main functions are: (i) Training (both of induction level as

well as continuing varieties); (ii) Resource support (extension/guidance, development of materials, aids, evaluation tools, etc.); and (iii) Action research. At the district level DIETs have the responsibility for studies to be conducted on district specific problems. In addition, they are expected to support action research at school level. Hence, research is one of the main functions of SCERT and DIETs. While DIETs are expected to undertake research to build an improved understanding of elementary education in the district, the SCERT, being the nodal agency, has the responsibility for capacity building of DIETs in the area of research. It is supposed to provide them guidance on selection of research topics, sampling, and preparation of tools and data analysis. It has to organise workshops and training programmes for DIET faculty members.It is also to identify experts to act as resource persons for such training programmes and maintain a panel of experts for this purpose. DIET faculty members are in a better position to assess the local needs and areas in which studies are needed in view of the problems that are specific to the district. They are to use the SCERT resources and services of experts for their capacity building. A research advisory committee is to be constituted at their level for providing guidance in selection of research topics and implementing research projects.

STATUS OF RESEARCH IN SCERT AND DIETS IN PUNJAB

Regretfully the status of research activities in SCERT and DIETs in Punjab has been far from satisfactory. Punjab Govt. itself supports this view; it acknowledges that there is not much educational research being undertaken in Punjab at the grass root level. It suggests that DIETs will adopt ten schools from their respective district for detailed studies and SCERT will coordinate the research activities of DIETs in consultation with education departments of the universities. It further adds that all the research activities and their brief findings will be anually documented by SCERT. Nothing concrete has come out thus far out of this important exercise. So far, funds allocated for research remained unutilized or under-utilized in SCERT as well as in DIETs. As a matter of fact, Rs. 30,000 was allocated for action research to each DIET in Punjab when DIETs came into existence (MHRD, 1989). But the same remained un-utilized or under-utilized and eventually the funds ceased to be allocated for action research in Punjab. As per the norms of Central assistance, under the teacher education scheme there was a provision of Rs. 5.00 lakh upto 9th Plan for extension, action research etc. for DIETs. During the 10th Plan (2002-07), separate provision for amount for action research etc. is not kept, rather a sum of Rs. 17.00 lakh per year per DIET is provided for all projects . Similarly, for strengthening of SCERTs, Central assistance upto a maximum of Rs. one crore per SCERT is admissible over the Tenth Plan period provided the State Government contributes a matching share on 50:50 basis. This amount could be spent, inter alia, on specific projects including assessment/research related to school education and pre-service and in-service teacher education.

Needless to mention that as per the guidelines for DIETs, the lecturers of DIET are encouraged to bid for funds for specific research projects from NCERT, NIEPA, MHRD, ICSSR, State government, other sources/ agencies/ schemes and for this purpose, it is understood that the institutes receive 7.5% of the total sanctioned amount of the project apart from the books which the researchers buy to carry out the research project. Further, NCTE appraises the status and functioning of DIETs, inter alia, on the basis of research studies carried out at the DIET Level. It is pertinent to mention here that, as funds allocated for the research to DIETs and SCERT remains unutilised. MHRD in association of NCTE organised a national

conference of directors of SCERTs and principals of DIETs on Feb. 8th 2006. Its main agenda was on role of SCERT and DIET in research and evaluation. Now sufficient funds are available for research relating to SSA under the Research, Evaluation & Monitoring head of SSA. It is important to plan research activities at the state level and district level properly. To make much of the funds available for research in SCERT and DIETs some suggestions is given in the ensuing paragraphs.

SUGGESTIONS

Taking account of the sorry state of affairs of research in SCERT and DIETs in Punjab, the following suggestions are put forth: Programmes of capacity building of staff should be undertaken from time to time. The staff members who are actively engaged in research or who are likely to be assigned research projects, should get necessary orientation on the sampling, drafting of research proposals, preparation of tools and data analysis. In particular, they need training in carrying out multivariate analysis of data, which is generally required in educational research, but is not undertaken due to lack of expertise. Also the needed software for analysis of tests data and data of educational studies or surveys should be procured and some faculty members should be specially trained in the use of such software. Research oriented staff should be posted in DIETs and SCERTs. As of now the teachers get themselves transferred in DIETs for convenience/proximity. As far as the post of head is concerned, DIET as also SCERT is considered as the dumping station. This mode of staffing these institutions should be done away with. Fairly good numbers of M. Phil and Ph. D. teachers are working in schools they should be given a chance to work in DIETs and SCERT. Priority areas and topics for the studies to be conducted at state level: should be listed. A Research Advisory Committee may be set up to deliberate on the priority areas and to select topics of research. The committee should meet 2 or 3 times in a year to discuss research issues and to consider the problem that require research, arising from findings of previous studies. Generally not much attention is paid to the findings of research studies after their completion. A system for critically examining the findings of research studies and dissemination of the findings should be set up. The Research Advisory Committee would suggest the follow up action to be taken at different levels. Both SCERT and DIETs apart from utilizing the findings of research for improving the quality of education or bringing about improvement in any area in which there is deficiency, they should have a programme of scanning information on whatever is available in research journals, research or survey reports, on internet. It should document the findings that could be of use to teachers and other functionaries. They should publish bulletins or monographs on specific areas of concern to teacher, administrators, teacher trainers and others who are expected to provide academic support to teachers.

Ensuring quality of research: It is important to ensure the quality of research. For that it is necessary to have a system of monitoring the quality of research by checking how the data sampling is done, how data are collected and how the analysis is done. The research reports should be evaluated by experts and discussed in seminars before the findings are disseminated for follow up action at various levels. Often national level organizations such as NIEPA, NCERT and Ed. CIL conduct studies and surveys that cover several states. Mostly NGOs and commercial organisations get associated with such studies. SCERT should develop the capacity to participate in such studies actively. It has been participating in

Achievement surveys conducted by NCERT, but its contribution should not be confined to data collection, it should also do some analysis on its own. Organising state level achievement surveys: SCERT can organise state level achievement surveys covering all the districts for once in 2 or 3 years. The national surveys organized by NCERT do not provide information for every district; also these surveys are based on common elements of the syllabi of various states. In the state level surveys, tests based on specific state syllabi can be developed for use in survey. However, for conducting such surveys, SCERT needs to develop expertise in sampling, preparation of tests and analysis of test data.

CONCLUSION

This paper takes stock of the research activities in SCERT and DIETs in Punjab vis-à-vis provisions and guidelines for research for such institutions. Research activities in Punjab are negligible. Nothing concrete has come out so far out of this important exercise. Funds allocated to these institutions for research remained unutilized or under-utilized. What is more disturbing is that the Education Department of Punjab does not seem to add much significance to the research activities in the state. If the situation is to be improved the Education Department should immediately initiate measures such as staffing these institutions with research oriented teachers and improving their competence through programmes of capacity building in research.

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IMPACT OF AGE AND FAMILY TYPE ON EMOTIONAL MATURITY OF URBAN ADOLESCENT GIRLS

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INTRODUCTION

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Emotional maturity is not only the effective determinant of personality pattern, but it also helps to control the growth of adolescents development. The concept 'Mature' emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, who is able to broke delay and to suffer without self pity, might still be emotionally stunned and childish. According to Walter et.al. (1976) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra personality. Emotional stability is one of the seventh important indicators of mental health. It simply means being grown up so that one may be able to personally manage his/her desires and feelings and may be better able to cope up the adverse life situations in a most benefiting and socially approved manner. The most outstanding mark of emotional maturity is ability to bear tension. The emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hospitability but it is continuously in process of seeing himself/herself

in clearer perspective, continually involved in a struggle to gain healthy integration of feeling and thinking action. Adolescence is the period of heightened emotionality. It is the most demanding periods in one's life- a period of storm and stress because accurate portrayal of self to others, which is an identifying criterion of healthy personality, is in the process of establishment during this period. Considering this stage as a crucial, stage of emotionality, the present study was planned with an objective to study the impact of age and family type on emotional maturity of urban adolescent girls.

METHODOLOGY

The study was conducted on sixty randomly selected college going adolescent girls falling in the age range of 17-22 yrs. The subjects were further divided into two groups (30 each) and equal number of girls was taken in both the age groups i.e. 17-19 yrs and 20 to 22 yrs. Three point scale was used for answering the questions i.e. very much, much and never. The items were so stated that if the answer was in positive, i.e. very much, a score of 3 was given and for much, score 2 was given and for negative answer i.e. never a score of 1 was awarded. Therefore, the higher the score on the scale, the greater the degree of emotional immaturity and vice versa.

FINDINGS

It was satisfying to note that there was no illiterate father in both the age groups. Majority of fathers i.e. 41.66% were graduates and 25% were post-graduates. 28.33% were either matriculate or above. Regarding mothers' education, no mother was found to be illiterate and 46.66 % were graduate followed by matriculates and above (41.66%). 66.66% of adolescent girls belonged to nuclear family, where as a small percentage of 33.33% belonged to joint family. It was surprising to note that 46.66% of younger adolescent girls were found to be emotionally stable than the older ones (40%). A drastic difference was observed in moderately stable category of the two groups, older girls scored higher (46.66%), whereas just 30% fell in this category belonging to younger group. No respondent of older group fell in the category of extremely unstable, whereas 3.34 per cent girls were there in this category belonging to younger group. Emotional unstability was less in older group as compared to younger ones. It was interesting to note that no girl was found to be placed in extremely unstable category in the older group, whereas 3.33% girls were there in extremely unstable category belonging to younger group. Results indicated that 60% of girls belonging to joint family fell in 1st category i.e. emotional stability, whereas just 45% girls belonging to nuclear family were in this category. On the other hand, more percentage of girls of nuclear families scored higher than the other group and were placed in moderately stable category. It was very much satisfying to note that very less percentage of girls belonging to joint family were placed in unstable categories of emotional maturity. The percentage of unstability was quite high in adolescents of nuclear family. No girl was found to be extremely unstable in joint family system, whereas 2.5% of girls were there in nuclear family.

CONCLUSION

From the above results it is very clear that type of family definite has impact on emotional maturity. Joint family system has a positive impact on emotionality because maximum percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family. It might be due to the reason that in joint family system, there are more members in the family wherein there are more chances of disclosure of pent up emotions, there are more number of adults advising young ones during their stressful period where as such intimacy is not found in nuclear family, where the number of family members is very less and majority of mothers are working. It can be concluded from the results that emotional maturity is affected by age, as adolescents grow in age there comes more stability in their emotions. Level of unstability and extremely unstability decrease with increase in age. Joint family system plays a significant role in emotional maturity and stability of adolescent girls.

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DO TEACHERS HAVE RELATIONSHIP WITH AWARENESS OF AND ADHERENCE TO VALUES INHERENT IN FUNDAMENTAL DUTIES?

Kalplata Pandey

INTRODUCTION

We know that man-value-education is a sacred triangle, where education is a vital medium to imbibe, foster and perpetuate values in man. While teaching of facts (sciences) makes man wise, the teaching of values makes him truly human. 'Value' comes from the Latin word 'valere' which means to be worth, to be strong. Values are an individual's blue print for the way that they perceive the world and to that extent people have different sets of core values. For example, a person that views world as a hostile environment will place great emphasis on the values of security and stability, while another person who views the world as a creative environment will have values of integration and interconnectedness. Now the question arises here that what are the essential elements which help in leading value based living. The first and foremost word comes in this regard is Dharma, the duty boundness, which helps an individual to adhere values in himself/herself. The importance of Dharma or duty is very well recognised and established in the writings of Mahatma Gandhi. He said that he learned from his illiterate but wise mother that all rights to be deserved and preserved come from duty done.

NEED OF THE STUDY

It is generally believed that teachers are the nation builders. Teachers are supposed to play "a pivotal role in the value adherence among their students. It is believed that only teacher can make tremendous positive changes among his students. This belief still persists with minor changes in the society. It is also said that the teachers teaching in private schools are performing their duties in a better manner as compared to the teachers teaching in Aided or purely government schools. Along with this, researches also prove that there exists sex wise difference between the teachers as far as their values preferences are concerned. Findings of various researches are supporting the assumption that sex and level of teaching affects the value preferences among teachers. Therefore in order to know whether teachers of

different sex and teaching at different levels of education have relationship between their awareness of and adherence to values inherent in Fundamental Duties enshrined in Indian constitution, the present study is planned.

OBJECTIVES

The objectives of the study were:

To find out the relationship between awareness of and adherence to values inherent in Fundamental Duties among male and female teachers teaching in primary and secondary school teachers;

To find out the relationship between awareness of and adherence to values inherent in Fundamental Duties among the teachers teaching in primary and secondary schools run by various educational agencies.

METHODOLOGY

The present study belonged to the category of descriptive field research and included composite characteristics of co-relational survey researches. The sample comprised 900 teachers of both sexes (450 male & 450 female) teaching in Govt. aided and recognised primary and secondary schools located in urban and rural areas of Varanasi and tribal areas of Sonebhadra District. Stratified random sampling technique was used to collect data from 105 Govt. aided and recognized primary and secondary schools situated in 5 wards and 4 blocks of Varanasi and 4 blocks of Sonebhadra District. Following tools were used:

(i) Fundamental Duties Awareness Questionnaires for Teachers (FDAQT). constructed by the investigator;

(ii) Values inherent in Fundamental duties questionnaire for teachers (VFDQT) prepared by the investigator.

FINDINGS

Relationship between Awareness of and Adherence to Values among Male and Female Primary Schools Teachers

It was found that there exists significant positive relationship between awareness of and adherence to values inherent in the Fundamental Duties among primary male teachers. For primary male teachers, patriotic, social, cultural, spiritual, knowledge and excellence values strengthen with increase in awareness of Fundamental Duties. Contrary to this, for environmental and law abiding values no such significant relationship was observed. For female primary school teachers, it was observed that adherence to values inherent in the Fundamental Duties strengthens with increase in awareness of Fundamental Duties. Contrary to this, no such significant relationship was observed for social, spiritual, knowledge and value for excellence. Findings revealed that for male primary teachers, adherence to patriotic, social, cultural, spiritual, knowledge and excellence values increases with increase in

awareness of Fundamental Duties. For female primary teachers, adherence to patriotic, cultural, environmental and law abiding value strengthens with increase in awareness of Fundamentals Duties. The reason behind this relationship lies in the fact that without having awareness, the evaluation of anything is not possible. Similarly without having awareness of Fundamental Duties, adherence to values related to the same can not be made possible. Male and female primary teachers having different educational qualification may need to be aware of Fundamental Duties first in order to adhere to the values related to the same. This might be the reason of having positive relationship between awareness of Fundamental Duties and adherence to various values related to those duties. Adherence to these values strengthen with increase in the awareness of Fundamental Duties among male secondary school teachers. Contrary to this, no such significant relationship was observed for patriotic, environmental and law abiding values. For female secondary school teachers, it was observed that social, cultural, spiritual and value for excellence strengthen with increase in the awareness of Fundamental Duties. Contrary to this, no such significant relationship was observed for patriotic, knowledge, environmental and law abiding values. Findings revealed that for male secondary school teachers, social, cultural, spiritual, knowledge and excellence value increases & with increase in awareness of Fundamental Duties whereas for female secondary teachers, social, cultural, spiritual and excellence values increases with increase in awareness of Fundamental Duties. For remaining values, no such significant relationship was observed. The probable reason of having positive and significant relationship between awareness of Fundamental Duties and adherence to social, cultural spiritual and excellence values on the part of male and female secondary school teachers may be that all these values are directly related to the awareness of Fundamental Duties. Therefore, for formal adherence a teacher has to become aware of what constitution directs about the same. This might be the reason of their having positive and significant relationship. As far as the knowledge value is concerned, it can be said that adherence to knowledge as value has not to do anything with awareness of Fundamental Duties. Valuing knowledge is highly essential for a teacher who is teaching adolescents of this modern age of information technology. This might be the cause of low relationship between adherence to knowledge value and awareness of duties related to same. Similarly, for law abiding and environmental values also no such significant relationship was observed. The reason for this finding may again be same, as being a teacher of secondary schools, they have to inculcate these values in their students. As we all know that now a days people specially residing in urban areas are facing lots of health and other related problems due to not having proper awareness of the protection of environment. This might be the cause of their not relating values with the awareness of Fundamental Duties. Similar reason persists with the law abiding value also. It is an undeniable truth that due to urbanization and encroachment of technology in public sector, the unemployment rate has increased a lot. The greed of becoming rich within a forth night has worsened the law and order situation in the cities. Therefore, teachers, the most awakened citizens of the country, may not feel necessary to have awareness of Fundamental Duties first for inculcation of value related to abiding by the law. This might be the reason for not having significant relationship between the two variables among male and female, secondary school teachers.

Relationship between Awareness of Fundamental Duties and Adherence to Values Inherent in the Fundamental Duties among Primary School Teachers

The second objective of the study was to find out the relationship between awareness of Fundamental Duties and adherence to values inherent in the Fundamental Duties among primary school teachers teaching in schools run by various educational agencies. It was found that there exists significant positive relationship between awareness of Fundamental Duties and adherence to values inherent in Fundamental Duties as far as primary school teachers teaching in Government, aided and recognized schools are concerned. Adherence to values inherent in the Fundamental Duties strengthen with increase in awareness of Fundamental Duties. For primary school teachers teaching in aided schools, it was observed that there exists significant and positive relationship between awareness of Fundamental Duties and inculcation of values inherent in Fundamental Duties. Contrary to this, for environmental and law abiding values, no such significant relationship was observed. For primary school teachers teaching in private schools, except for cultural & environmental values no significant relationship was observed between awareness of Fundamental Duties and adherence to values inherent in the same. Findings revealed that for primary school teachers teaching in Govt. schools, adherence to all the eight values strengthens with increase in the awareness of Fundamental Duties. For primary school teachers teaching in aided schools, adherence to patriotic, social, cultural, spiritual, knowledge and excellence value increases with increase in awareness of Fundamental Duties. The reason behind the variation of relationship between primary school teachers teaching in Govt. and aided school regarding awareness of Fundamental duties and adherence to values related to the same may be that aided schools teachers may not feel necessary to be aware of law abiding and environmental value as Govt. school teachers have to work under fixed norms, rules and regulation, forced upon them by Govt. This situation is not generally faced by aided school teachers. This might be the reason of their having low relationship between awareness of Fundamental Duties related to environment and law and the adherence to the same.

Relationship between Awareness of and Adherence to Values among Secondary School Teachers

The second objective of the study was to study the relationship between awareness of and adherence to values inherent in the Fundamental Duties among secondary school teachers teaching in schools run by various educational agencies. It was found that as far as secondary school teachers teaching in Govt. schools are concerned, there exists significant relationship between awareness of Fundamental Duties and adherence to cultural, spiritual, knowledge, environmental value and value for excellence. It means that adherence to cultural, spiritual, knowledge, environmental and excellence values strengthen with increase in awareness towards Fundamental Duties. Contrary to this no such significant relationship was observed for patriotic, social and law abiding values. It is observed that adherence to social, cultural and value for excellence strengthen with increased in the awareness of Fundamental Duties among secondary school teachers teaching in aided schools as the obtained 'r' value for all these values are significant and positive. Contrary to this, no such significant relationship was observed for patriotic and environmental values. Findings revealed that for secondary teachers teaching in Govt. schools, cultural, spiritual, knowledge, environmental and excellence values increases with increase in their awareness of Fundamental Duties. It was observed that for secondary teachers teaching in aided schools, adherence to social, cultural and excellence value increases with increase in awareness of the same. It was also observed that for secondary teachers teaching in recognized schools, social, cultural, spiritual,

knowledge, law abiding and excellence value increases with increase in awareness of Fundamental Duties. It indicates that for all teachers teaching in schools run by various educational agencies, adherence to cultural and excellence values increases with increase in their awareness of Fundamental Duties. The probable reason for this relationship may be that due to over increasing population and negative effect of westernization, people are not thinking seriously about protection and preservation of their cultural heritage. Similarly due to the rat race for survival of fittest, the concept of quality based development is vanishing from the present social context. Therefore, in order to attract the people of this very fundamental and important issue, it is highly essential to make the people aware of the Fundamental Duties. This might be the reason for having positive and significant relationship between these two values and awareness of the same. The probable reason of having low relationship between social, law abiding and patriotic values and awareness of Fundamental Duties may be that for the adherence to these values awareness of Fundamental Duties is not essential as teachers have to be already aware of all these duties for dealing with the students, parents and society daily. it is very well accepted fact that teachers are the makers of future citizens and they shape the future of the nation in their classrooms. Therefore they may not feel necessary to be aware of Fundamental Duties to become dutiful in their classrooms. Contrary to this, teachers teaching in private schools have positive and significant relationship between social, cultural, spiritual, knowledge, law abiding, excellence values and awareness of Fundamental Duties. The probable reason for this relationship is that private teachers have to be extra cautious in dealing with the students due to their nature of job. They might feel necessary that awareness of the Fundamental Duties is essential for inculcation of these values of common use. For environmental and patriotic values they may not feel like the same as these are the values which have to be adhered by teachers without having any doubts or special awareness as it is the prime duty of teachers to make their students a patriotic citizen who have the capacity and will to protect their nation and make environment pollution free and hand it over to their successors. This might be the reason of having low relationship between these two values and awareness of Fundamental Duties on the part of teachers teaching in recognized schools. Finding, that there exists significant positive relationship between awareness of and adherence to values inherent in Fundamental Duties has proved the importance and urgency of making people specially teacher community, aware about Fundamental Duties, definitely helps in the adherence of the values related to same. This finding strongly advocates that Fundamental Duties must be included in the syllabus of teacher training courses.

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EDUCATIONAL BROADCAST THROUGH RADIO

J. K. Das

INTRODUCTION

Radio is a powerful mass medium used in education for disseminating information, imparting instruction and giving entertainment. It serves with equal ease in both developed and developing countries. It spreads information to a greater group of population thereby saving time, energy, money

and man-power in an effective way. Radio is a simple and cheap medium readily available as a small toy. Now small and handy transistors are available with even poorest of people. A small transistor can carry the message to any place on - the earth. It needs very little for maintenance and cheaper production can be taken up with more and more resources. Radio speaks to an individual so also to millions at a time. Hence, any listener can think the broadcast is meant for him whereas when listened in group all think the massage directed towards them. Each student takes the broadcast as very intimate to him. Due to its portability and easy accessibility radio could found its place everywhere whether it was a field, a school, a kitchen or a study room. Radio is a blind man's medium and is meant for ears only. It plays with sound and silence where the sound can be any thing like voice or word, music and effect. When one hears radio, simultaneously one can imagine happenings in his/her mind. So it is called as theatre of blind or a stage for the mind. Radio can be listened to simultaneously along with another work like reading also.

Radio can be used as an effective and interesting tool in education both for formal and non-formal education. Where conditions have permitted, it has become well established and wide spread; yet, it seems to us that insufficient educational use is made of this virtually universal method of distribution. People often seem to have been deterred by the repeatedly greater efficiency of other media which, however, have the major defect, compared with radio of being unable to cope for such widespread distributions - or anything like it for a long time to come. The very low cost and adequate reliability in all climates of miniature transistor radios mean that radio broadcasting should more and more be recognised as a particularly suitable medium for educational purpose. Radio, in reality, has been used extensively as an educational medium both in developed and developing countries since beginning. Its educational programmes supported in a wide range of subject areas in different countries. Educational radio has also been employed within a wide variety of instructional design contexts. In some cases it is supported by the use of printed material, by local discussion group, and by regional study centres. It is sometimes so designed to permit and encourage listeners' reaction and comments. Evaluations are also carried out with the feedbacks received.

HISTORICAL PERSPECTIVE

In United Kingdom, education was taken up through radio just after two years of starting of broadcasting in 1922 with initiation of British Broadcasting Company. This company became British Broadcasting Corporation (BBC) after 5 years. Then educational radio was controlled by an Educational Council. Twenty local radio stations are now in operation in England, each of them broadcasting locally devised programmes. Australian Broadcasting Corporation introduced educational broadcast in 1929 where representatives from schools assisted in their earlier attempt. The State Department of Education took up the responsibility of production since 1939. Presently all the schools receive information about next years' school broadcast on a regular manner. The broadcasts are more of 'open-ended' style giving students scope to draw their on conclusion. Early thirties saw the beginning of school broadcast in United State of America, first with National Broadcasting Company having 'Music Appreciation Hour'. 'American School of the Air' has had a significant contribution by broadcasting daily programmes on science, music, history, literature, and current events. Even prior to 1936, about 202 radio stations were broadcasting educational programmes which gradually came down within next thirty years. It has seen

some increase in number with the advent of FM broadcasting by 1945. In Canada also Canadian Broadcasting Corporation (CBC) started school broadcast on an experimental basis at various places. On getting positive response it was made permanent with daily 20 mts. broadcast for schools. It was here in 1941 that radio education was successfully used for providing agricultural information for "Farm Radio Forum". Here it was proved again that the radio can contribute substantially to the process of transformation of agricultural tradition, as well as some social and economic attitudes in general. Then this was extended to other countries including India. Education through radio in France devotes more then one half of its output for education both in Primary stage as well as in Secondary grades. Japan, though a developed country, has used radio for education since 1933. The Japan Broadcasting Corporation (Nihon Hoso Kyokai—NHK) broadcasts for kindergarten, elementary .middle, high school etc and provides yearly time table of educational programmes, teachers' guide and text book for students to all the schools. Radio plays a supplementary role in enriching the knowledge of class teachers here in Japan. In Malaysia also educational programmes are broadcast in four of their National language like English, Chinese and Tamil from Monday to Thursday. Utilisation of educational radio in developing countries was more significant and covered various field of the development. Whether agriculture or health, adult education or family planning, the educational element used to take-the first priority. School broadcast, in Mathematics or Science, Civics or Language, sometimes takes a major chunk of radio broadcast in various places. However, utilisation of radio for school broadcast though started with developed countries but it had seen its extensive use in developing countries. Thailand used radio to teach mathematics to school children and for teachers' training. Kenya supported correspondence course with broadcast and Botswana for civics education. Dominion Republic and Paraguay used Radio for primary education. Adult education was promoted through radio in many countries, though successfully in Mali, Mexico and Bulgaria.

INDIAN SCENE

Radio came to India through amateurs with educational purpose first in1923 in a small way and after four years it could find its root here. In India, then it was used for educational purposes in almost all the possible fields. Being the only instrument to reach to masses in this country for a long time, its educational role was exploited thoroughly. All India Radio was a government medium and had the opportunity of covering the entire Country. It has been mostly used for developmental activities after independence. As such All India Radio has an objective to broadcast education with information and entertainment. So in most of its broadcasts the educational element used to be there. While the accent of all the programmes whether for the general listener, or specific groups like farmers, women, children, students, teachers or industrial workers, is on education in the widest sense, some programmes planned with a specific educational objective. Educational elements in broadcasts consist in the form of informal, non- formal and formal nature. In every programme some massage or morals are given with a purpose to educate the listener but in an informal way. Non-formal educational programmes are broadcast for school drop outs, neo-literates, illiterate adults, farmers etc. The formal educational broadcast programmes are for the Primary Schools, Secondary Schools and Universities. Education was first taken up by Radio in January, 1929 in Bombay on an occasional and informal way to be followed at Madras next year in April, school broadcast was started with a view to educate the unprivileged pupil. But in

November, 1937 All India Radio, Calcutta took up educational broadcast in a systematic and regular manner on getting requests from University of Calcutta and Education Department of Bengal Government. Seeing the success, the then Controller of Broadcasting issued an instruction to follow this step by other stations from October, 1938. His objective was very clear, "that Educational Broadcast should not attempt to replace the teacher (professor) but to supplement his work". In post independence years, school broadcast was taken seriously at radio and most of the main stations started this broadcast in the languages prevalent in their area. Gradually other auxiliary stations also relayed to their main channels. They then produce the programmes themselves at a later date.

School Broadcasts

All India Radio is putting out school broadcast programmes from 73 stations in different languages as per the area where the stations are situated. The duration of each programme varies from 15 to 30 mts. having 20 mts. per day in most of the cases. According to the local requirements their frequency also differs from weekly to daily and mostly on week days. School Broadcast Programmes are meant for formal educations like secondary schools, primary schools and programmes for teachers' education. Then in non-formal category broadcasts for adults, neo-literate, farmers etc are also included. Secondary School Broadcasts are mostly syllabus oriented, covering textbooks taking local needs into consideration in regional languages. They work as a supplement to the curriculum and cover subjects like English, Sanskrit, Science, Social Studies; Mathematics etc. giving updated information thereby enriching the knowledge. They also stimulate the awareness and curiosity on various branches from science to current affairs. During examinations some of the stations broadcast special capsules of important programmes keeping the examination tension in mind for the betterment of the students' of class 10th & 12th. Subjects like General Science, Mathematics and Languages are covered up in these programmes with due precautions. During vacations, some stations give lessons to help the student for preparing for entrance examinations for professional courses like Engineering, Medical, Agriculture, Veterinary Science etc. Information on other vocational courses where by students can get exposures about their prospective futures are also broadcast taking experts from different fields. Primary School Broadcast is mostly meant for children up to 10 years and is of enrichment type. The programmes are broadcast for duration of 15 to 20 mts., 3 to 5 days in a week for individual listening. Ideas and concepts from text books and curriculum are adopted and interesting radio production techniques are used for presenting the programmes with a view to see the personality development of the children. There is a feeling that dullness of the classroom, irrelevance of curriculum, rigidity of school timing etc caused heavy dropouts. The post SITE experiment has shown that radio can brighten up a primary school environment and reduce the drop-outs. Hence the present policy is to concentrate on primary school broadcast. These programmes also cover interviews with top ranking children in the field of academics, curricular activities, Sports, Music etc. Short stories, poems, songs, adventure stories and essay written by the Students are also included to bring out their creative talents. To create interesting listening among the students, efforts are made to present lessons in different formats like Talklets, Lectures, Class Room Teachings, Question and Answers, Quiz, Features, Playlets etc. All India Radio separately arranged programmes for teachers also. Like other educational programmes here the teachers' programmes are of 15 to 30 mts. durations once or twice in a week. The objective of this programme is

to familiarise curriculum changes, technology advancements and advance contents that are necessary for teaching staff. Methodology of teaching, child psychology, educational policies and other relevant topic are also covered. New developments in educational technology are also taken up in these programmes for the betterment of the teachers. Subjects like Science, Mathematics, Social Studies, and English etc. have seen number of changes with time. Teachers have been oriented and up-dated with these changes. Hence, teachers' training programme through radio played a significant role. The state government of Kerala in collaboration with All India Radio of Trivandrum organised a radio correspondence-cum-contact course for training the teachers in 1975. The State Institute of Education in Assam in collaboration with AIR carried out a radio-cum-correspondence course for science teachers during 1978-79. A training course for improving the standard of English at the upper primary stage was also tried out in the HMP Institute of English, VV Nagar with the help of AIR, Ahmedabad. The Educational Broadcast Unit at Madras and Trichi supported such a training programme of Tamil teachers. In Maharashtra both Nagpur and Pune stations had taken up similar teacher's training programmes for two months every year. These types of programmes save lots of expenditures, botheration and movements.

Taking part in National Literacy Mission various All India Radio stations' are producing and relaying programmes to achieve 100% literacy. Programmes are generally based on various topics like development through literacy, behavioural science programmes, educating about various diseases etc. Major concern of National Literacy Mission based programmes is on educating women and girl child. Programme based on importance of literacy, how to eradicate illiteracy, education of students, education in villages, adult education and education for industrial workers etc. are broadcast by All India Radio stations. Talks and slogans are the most popular and effective formats used in National Literacy Mission programmes broadcast. These programmes are broadcast by ten stations on weekly basis for duration of 10 minutes each.

Management

Each of the educational broadcast unit of radio station consists of a staff group of one Producers/Programme Executive, an Assistant Editor/Script Writer, a Production Assistant and one or two Presenters/Compeers as per the requirement. They are all qualified teachers with advance training in educational broadcast. The staffs have to update their knowledge by attending both in-service and outside trainings in different places regularly. They have to carry out the planning, scheduling and production of programmes by co-ordinating with different agencies available in the field of education. The programme schedules are prepared in close collaboration with experienced teachers, representatives from education department, state institute of education in informal subject committees. Then these schedules are approved by a higher consultative panel attached to the particular station comprising officials and experts in the field of education. After finalisation of the schedules, booklets and charts are prepared for the entire session by All India Radio and then supplied to all the available secondary schools covered under the listening zone of the Station well in advance. Evaluation forms are provided to the schools with a request to give feedbacks. These feedbacks are analysed to improve the programme from time to time.

Formats Used

The success of educational radio depends on the transmission of high quality programmes which should support the current needs of both teachers and pupils. There is no single "best" format available for utilizing in educational radio. It is only the experience that can help in finding some such solutions. But it has been proved time and again that radio can teach; it can present new concepts and information effectively when good programmes are given. Direct talks are always avoided in this programme. Various formats like Dialogues, Discussions, Interviews, Documentary, Quiz, Docu-Drama, Drama, Demonstration and experiments, Music and Magazines are used. The non-formal educational programmes are originated directly in the concerned stations. But the school broadcasts are planned in co-ordination with other languages stations in the state by sharing the production at different Stations. The planning of these programmes have to be carried out in close co-ordination with all the stations, education department, secondary boards, NCERT, SCERT etc of the state. Better and veteran experts in different subjects are hired to advice for preparing the schedules. Then best teachers available in the subjects are invited to present the lesson.

Agencies Involved

Many agencies have been created to look into the successful implementation and improvements of the educational radio programmes. To find its utmost utilisation organizations like Central Institute of Educational Technology (CIET) in National Council of Educational Research and Training (NCERT), State Institute of Educational Technology (SIET) in State Council of Educational Research & Training (SCERT), Training Unit of Teachers' Colleges Educational Department of both the Centre and the State are established. But they are not getting the required success because of lack of proper co-ordination. Provisions for such facilities were created but they hardly utilised the required context. Now a systematic arrangement is required for proper co-ordination. All the agencies should be brought under one umbrella so that the programmes broadcast should be utilised in an utmost manner. Presently the School broadcast is 7.13% of the total programme in a station. This percentage is expected to go up with educational broadcast becoming broad-based and encompassing formal, non-formal and continuing education. To take care of this growing need Central Educational Planning Unit (CEPU) has been established in All India Radio, Delhi, CEPU, apart from supervising the Educational Broadcasting Units, is also planning a number of innovative serials and making proto-type programmes for broadcast from different stations in various languages. Followings are some such serials:

Vigvan Vidhi: A 13 episode serial on development of science and scientific temper was first broadcast in Hindi, and then followed with 16 other Indian languages. It was the first collaborative programme with the Department of Science and Technology and had a registered listener size of 1.4 lakhs. Science was taught in a simple and illustrative manner. To make the subject simple charts, toys, illustrations etc. are also given to the common student listeners.

Nisarga Sampad: Started first in Kannada from Bangalore, this 13 episode programme on Social Forestry was also broadcast in other Indian languages including Hindi from all other stations subsequently. This was a systematic broadcast dealing on environment with a set of registered listeners and created a great impact in imparting the knowledge.

Radio DATE: Radio Programme dealing with education on Drug, Alcohol, Tobacco was taken up with 30 episodes first in Hindi, then in other Indian Languages. In association with Indian Council of Medical Research (ICMR), All India Radio broadcast it through out with one lakh registered listeners over 84 stations. In a random survey conducted in rural areas, it was revealed in Karnataka and Goa, over 31% of the users had reduced the frequency of use of Drug etc. About 95% of the listeners rated the programme as "very good" and 92% felt that it would definitely have an effect in helping in discontinuing the habits.

Evolution of Man: Seeing the success of the earlier serials in radio, a mega serial of 144 episodes namely Manav ka Vikas was broadcast in collaboration with National Council for Science and Technology Communication (NCSTC). Unlike earlier cases here all the 18 language versions were broadcast simultaneously. Apart from 10 thousand schools, over one lakh children in the age group of 10-14 years have been registered from different part of the country.

CHEERS (Children's Enrichment Experiment through Radio):

CHEER Programme was meant for pre-school children of socially deprived classes studying in Anganwadis in the age group of 3-6 years. It was carried out in four states viz Andhra Pradesh, Orissa, Haryana and Uttar Pradesh respectively from Visakhapatnam, Cuttack, Rohtak and Lucknow for a year starting from 2nd October 1992. It was a joint venture of All India Radio, Department of Women and Child Development and National Council of Educational Research and Training (NCERT). The serial attracted the target audience and policy makers alike with a continued demand to replicate the experiment in other languages. The serial was repeated from All India Radio, Lucknow and also extended to Union Territory of Andaman & Nicobar Islands from Port Blair (in Hindi) from 02.10.1995. On persistent demand from the State Government of Andhra Pradesh, CHEER programme was repeated once again from AIR, Vishakhapatnam with effect from 02.10.1996. All these reflect the popularity gained by the serial among target audience. A baseline study was conducted by NCERT in Haryana to find out the impact of the CHEER programme had some revealing facts: (i) Nearly 50% of the Anganwadi Workers were listening to the programme regularly, (ii) Half of them commented the programme to be clear and interesting. (iii)But a very negligible i.e. nearly 4% and 33% of the AWWs were conducting the pre and post broadcast activities respectively, that also without prior planning. (iv)Guide books were not supplied in time and even Radio sets were provided only after a year of completion of the programme, (v) Lack of co-ordination among the implementing agencies and the schedules was responsible for not getting the full impact. The success of such serials and their positive impact on listeners led radio to go for many more such serials on different problems and finding out some solutions. Problems of adolescence was covered in Jivan Saurabh Part I (13 episodes) and Dehleez (52episodes), Marriage incompatibility and Inter-spouse communication, Family harmony etc. were taken up in Jivan Saurabh Part-ll (13 episodes) and Tinka Tinka Sukh (104 episodes), Problems of Women was taken in a serial '(39

episodes) and pollution problem was covered in “Yeh Kahan Aaa Gayee Hum (52 episodes). In all these programmes outside agencies acted as collaborators and the serials are successfully implemented.

UNIVERSITY BROADCAST

All India Radio broadcasts programme for various target groups. Youth is one such segment for which certain programmes have already been earmarked. In 1969 a separate programme namely Yuva Vani was inaugurated from various Stations with varying duration starting with half an hour to two hours. But the Programme for young listeners was given since the beginning of broadcasting in India. In this occasional broadcast higher educational opportunity, various courses available in the Universities, admission procedures, eligibility for admissions, introduction of new courses etc were generally covered. Personalities like Vice-chancellors, Professors and the Directors concern for the section were either interviewed or given direct talks. This was an opportunity for the students to know about various options available and opportunities there of. With the regular introduction of Yuva Vani programme, a forum was given to a larger percentage of listeners between the age group 15 to 35 years. The programme was meant for the youth, of the youth and by the youth. This was a type of enrichment programme meant for the young listeners with informal education. They not only participated with their talents and problems but also used to listen for their betterment in different fields. Formal University Programme was broadcast from Delhi in 1966 for one hour daily on week days. It came because of the starting of Correspondence courses by University of Delhi in 1961. To facilitate the students of this correspondence course, every day, three different topics of 20 mts. each were taken up in “University on Air” programme at 7A.M. As such though the programme was broadcast from Yuva Vani Channel of All India Radio, Delhi, the schedules used to be prepared with the help of Directorate of Correspondence, University of Delhi. About 700 talks are broadcast annually by the expert professors covering subjects like History, Economics, English, Hindi, Political science etc. They are syllabus oriented and are meant for undergraduate University Examinations. Seeing its success, presently 5 stations like Madurai, Patiala, Chandigarh, Hyderabad and Delhi are broadcasting for student of correspondence courses, respectively for Venkateswar University, Punjab University, Punjabi University and Dr. Bhim Rao Ambedkar University for a long time. It was the only source of contacting lakhs of students admitted in different branches of Correspondence courses.Indira Gandhi National Open University (IGNOU) has been using the radio for its educational broadcasts from select stations of All India Radio (AIR). In November 2001, IGNOU launched an exclusive educational radio, Gyan Vani through FM Channels. Out of 40 Channels allotted to the University for different cities, 26 such stations have already been airing this programme. Each channel covers a radius of nearly 70 Kms and gives programmes of duration between 3 to 13 hours. There has been a review of the entire project of Gyan Vani. Three stations - Bhubaneswar, Jam Nagar and Ludhiana are to be closed and 15 more stations are to be included in phase II, giving stress on expansion in NE States & in A& N Islands.

Interactive Radio Counselling (IRC)

While radio broadcasts are useful in their own way, the fact that broadcasting was an one-way medium for a long time limiting their use in the educational context. Through Phone-in programmes radio has overcome this limitation to a large extent. All India Radio started this” Phone In” programme on an

experimental basis sometimes in 1979 at their Cuttack station to be followed at Pune and Delhi within next 10 years. IGNOU has initiated 'live' radio counselling sessions through various stations of AIR in bigger way and the response was found to be very encouraging. Apart from its registered students, many others such as parents, potential future students and the general public listen and interact actively during these broadcasts. The regional centres of IGNOU prepare the radio counselling schedules as per the needs of students located in their regions and conduct the same in collaboration with the respective AIR stations. A typical session is addressed by two counsellors well-versed in the scheduled topic. A radio professional acts as the moderator to regulate the incoming telephone calls from the listeners to ensure a smooth interaction. Radio counselling sessions are held through 21 main AIR stations every Sunday for one hour mostly from 4 to 5 p.m. This programme is also relayed by other 167 radio stations. Once radio counselling takes root, it can be used as an alternative to face-to-face counselling at the study centres or at least as a supplement to it. Some of the inherent disadvantages of the face-to-face counselling, namely variations in academic standards, higher cost and the need for rural students to travel long distances to reach the study centre will all be obviated through extensive and regular radio counselling classes. It is also possible to extend the radio counselling methodology through the forthcoming Gyan Vani educational channel. In India the role of open universities can not be ignored. For successful implementation of these open universities and correspondence courses, radio can play a very significant role.

FEEDBACK AND EVALUATION

Regular monitoring and time to time evaluation becomes absolutely necessary for improvement of any programme. Especially in the case of educational programmes, it is still more important for a change in regular manner. Collection of data and proper feed back makes the programme more and more useful to the target students. All India Radio has an inbuilt system of evaluations from the reports received from the Headmasters/Principals and direct feedbacks from the listeners. These are critically reviewed and improvements are carried out in future programmes. But that is not proved to be sufficient. Constant monitoring and reactions by outside agencies associated with relevant educational fields can provide more and more scopes for such monitoring and neutral analysis for developing better programmes. Apart from radio, agencies like NCERT and SCERT have also undertaken some very serious studies on different aspects of educational radio. However, many studies on School Broadcast programmes were taken up by the scholars for the purpose of their M.A., M.Phil. or Ph.D.Degrees. All India Radio has its own Audience Research Units (ARU) conducting surveys regularly on different programmes from time to time.

PROBLEMS AND PROSPECTS

Educational Broadcast was occasionally started by All India Radio long back in 1928 and regularised after a decade. Over 7 decades have passed since then. Still it has not been utilised the way it should have been. All India Radio is originating the programme in religious manner providing the printed Schedules, Charts, etc., regularly but the schools are not utilising this programme properly. Different studies at various places proved that the educational authorities, the teachers, the pupils are not giving adequate attention to this programme for various reasons. The surveys undertaken by Audience Research Unit of

All India Radio from time to time proved the same, which was also confirmed by many of the agencies time and again. These reasons are many. No special period has been given for this programme though many of the students are interested to listen. Whenever listening arrangements are made in auditorium or veranda of the school, hundreds of students gather there for gossiping but not giving scope for proper listening. Though provision was there for pre and post broadcast discussion on the lessons but it hardly takes place in the school., vii) There is no monitoring or very negligible supervision by the Authorities so the very purpose of the school broadcast is not meted out. All India Radio is a mass medium whose first priority is to provide information and entertainment. So it is very difficult to allot time for such unused programme. Because of this poor response the time for school broadcast gets less importance in comparison to other programmes. Even the timings at places are not adequate and properly suitable for the schools. All the subjects are also not covered from the syllabus in radio. Due to lack of interest at users end there are little efforts to provide a good mixture of programmes to the pupils as per their requirements, so also quality could not be maintained. Teachers are not trained or even motivated to adopt this programme or even its importance. Hence, huge expenditure that is made has almost been wasted. So, many of the stations of All India Radio are reviewing the cases and are either reducing the frequency and duration of the programme or even thinking of stopping it in totality. After proper planning, educational radio can prove to be very effective in a systematic manner to impart the education.

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ORGANIZATION OF TEACHER EDUCATION AT VIDYA BHAWAN IASE, UDAIPUR, RAJASTHAN

M. P. Sharma
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Shima Sarupria

BACKGROUND

Established in 1942 as a teachers college it was the first teacher training college in Rajasthan to start B.Ed (in 1948), M.Ed. (in 1953), and PhD in Education (in 1958). The college was upgraded to an Institute of Advanced Studies in Education (IASE) in 1993 by MHRD, Govt. of India. However, it gets grants as a CTE. The Institute is affiliated to M.S. University, Udaipur, Rajasthan.It is managed by the Vidya Bhawan Society, Udaipur .

OBJECTIVES OF THE INSTITUTE

To impart quality pre-service education through STC, B.Ed., M.Ed., Ph.D. Programmes and also quality in-service education.

To prepare personnel for the faculties of elementary and secondary teacher education Institutions, and their continuing education.

To provide general resource support to the secondary schools and elementary teacher education Institutions, and

To conduct research, innovations and extension work in the field of secondary education and elementary teacher education.

FACULTY

The institute has a well qualified faculty of 22 teachers including professors, readers, lecturers, instructors, a physical education director, and a librarian as per the norms laid down by the state govt, MLS University, and the NCTE.

BACHELOR OF EDUCATION PROGRAMME

This is a full time one academic year course. Selection of candidates for admission to B.Ed. course is made in accordance with the result of P.T.E.T. (Pre Teacher Education Test) conducted by a State University only. The number of seats as sanctioned by the NCTE is 180. The fees for the course are charged as per the fee schedule decided by the state government. The Theory papers includes four compulsory and two school teaching subject papers which are: I: Education in the Emerging Indian Society; II: Development of Learner and Learning Process; Educational System in India and School Organization; Essentials of Educational Technology and Classroom Management; and V&VI: Two out of Hindi, English, Sanskrit, Mathematics,General Science, Physics, Chemistry, Biology, History, Political Science, Economics, Geography, Music and Elements of Commerce, Book Keeping & Accountancy; and VII : Optional specialization papers (one) out of: Audio-visual Education; Basic Education; Education of the handicapped; Educational Psychology; Educational Television; Educational and vocational guidance; Environmental Education; Measurement and Evaluation; Moral Education; Non-formal Education; Physical Education; Population Education; Primary Education; Programmed Learning; School Library organization; Yoga Education; and VIII: a qualifying compulsory paper entitled Computer Literacy and Educational Application (CLEA).Teaching Practice Programme consists of the following practical aspects: Every candidate is required to (a) give Micro lessons in 5 different skills/EPS (Experiencing Pedagogical skills) including Communication skills; (b) give 40 Macro Lessons(20 lessons in each teaching subject); (c) attend the Internship Programme(also called Block Teaching Practice) for Minimum 3 lessons per day for two weeks; Group feedback and sharing of classroom experiences; and Understanding school system and the community. The teaching practice programme is conducted in two rounds in schools after micro teaching sessions are over. A group of approximately 15 students teaches their respective subjects in actual classroom situations under the supervision of the supervisor who provides them with pedagogic guidance as well as logistics for the successful conduct of their daily lesson. After 15 lessons, students are required to deliver criticism lessons which are methodically evaluated and assessed by a team of two supervisors followed by open group discussion cum feedback session. During teaching practice adequate emphasis is put on motivating and training the students in delivering a variety of subject specific lessons through a variety of pedagogical scaffoldings added by suitable audio visual and technological aids. The reinforcement thus provided generally helps the trainees in assimilating the training ingredients and in honing their teaching skills during block teaching practice also. At the end of the teachi8hng practice rounds the students are assessed in teaching skills through Final Lessons assessed by a team of four examiners comprising two internal and two university appointed external examiners in their respective teaching subjects. Participation in and organization of the co-curricular activities (Literary, Cultural

and Games), and Extension Lectures is also desirable. The internal assessment scheme for 200 Marks is

1. Micro Teaching/ EPS (20 Marks - Each skill: 4 Marks);

2. Regular Practice Teaching including Unit-Test (60 Marks - Each subject:30 Marks);

3. Criticism Lesson (Each Subject : 10 Marks); 4. Observation of lessons (5 Marks);

5. Preparation of teaching aids (5 Marks);

6. Psychological practical tasks (3) including case study(5 Marks);

7. Physical Education(5 Marks);

8. Review of a text book(5 Marks);

9. Practical in the use of Audio-Visual equipment (two) (5 Marks);

10. Open Air Session/ SUPW camp and community service (10 Marks);

11. Social participation and community life at college level(10 Marks);

12. Internship (Block Teaching Practice) (50 Marks)

ASTER OF EDUCATION PROGRAMME

The M.Ed. Programme is a full-time and one academic year programme. The theory programme comprises 4 compulsory papers and two optional specialization papers. The compulsory papers are: Philosophical and Sociological Foundations of Education; Psychological Foundations of Education and Educational Technology; Methodology of Educational Research and Data Analysis; and Essentials of Teacher Education and Comparative Education. Area of specialisation (Optional Paper) include one out of the following: Curriculum Development; Educational Measurement and Evaluation; Guidance and Counseling; Management, Planning and Financing of Education; Teacher Education. All theory papers carry 25 marks for sessional work and 75 marks for external examination. Sessional work carrying 25 marks in each theory paper is evaluated both by the internal and external examiners. Field Based Experiences include supervision and evaluation of teaching practice and other aspects of school experiences of B.Ed. Programme (50 Marks) internally evaluated consisting of teaching at least 3 lessons to B.Ed. Classes (15 Marks); supervision and guidance of two B.Ed. students (at least 5 lessons) (20 Marks); and Community service and organisation of co-curricular Activities (15 Marks). Dissertation and Viva-voce carries 150 Marks which are distributed as follows: 40 Marks for the internal assessment made by the supervisor of the dissertation; 10 Marks for seminar presentation.assessment is made by a team of the internal examiners constituted by the principal of the institute; 50 Marks for external assessment-made by an external examiner appointed by the university; and 50 Marks for an external viva-voce by a team of the external examiner, dissertation supervisor concerned and the Principal.

SPECIAL FEATURES

Eco-Education Camp (Open Air Session)

In order to develop in the student-teachers a social outlook and to awaken their interest in environment and social welfare, one week's Open-Air-Session camp is organised by the college at a suitable place. Study projects and surveys are undertaken. On the last day, student teachers present their work in the form of an exhibition. There is a special stress on community living (learning to live together), community service and community education. All the student teachers and faculty members, except the Ph.D. scholars are required to attend the OAS Camp. During the Camp the student teachers also learn how to use environmental resources for classroom teaching purposes. The major aim of the OAS camp is to develop organisational skills in them.

Group System

The students are divided into groups according to the special subjects offered by them with the faculty members concerned as the advisers. Each group has its own President and Secretary and organises academic, social and cultural programmes in consultation with its adviser. The programmes include hikes, picnics and visits to places of importance, organising lectures, paper-reading, debates, etc. This gives the members of the group an opportunity to come in professionally and academically close contact with one another and with the advisors who help them.

Tutorial Groups

Teachers under training are divided into small groups for tutorial work. In these groups, they complete their work related to theory and practice, present papers and receive individual help and guidance in their studies and personal problems.

Demonstration and Practicing Schools

The Vidya Bhawan IASE has a unique advantage of using Vidya Bhawan Senior Secondary School, a progressive school, run by Vidya Bhawan Society, as its demonstration and practising school. Besides Senior Secondary School, Vidya Bhawan Society also runs an English medium school and a Basic school. Facilities of other local schools are also utilised for teaching practice.

Yoga and Physical Education

Physical training at the Institute includes includes games, rhythmic activities, corrective or posture training exercises, self testing activities and various forms of drill and gymnastics and team games such as football, basketball, Kabaddi , kho-kho etc.

S. N. Mukerji State Level Debate for Teachers Colleges

In order to keep in touch with other teachers' colleges of Rajasthan, an Inter-Teachers' College State Level Debate Competition is organised every year. Two running trophies, donated by Dr. S.N.Mukerji, and individual prizes are given to outstanding student debaters.

Shri P. L. Shrimali Memorial Lectures

To commemorate late Shri P.L. Shrimali, former Principal of Vidya Bhawan Teachers College, a prominent educationist of the country is invited to give a series of two lectures every year under the auspices of" Snatak Parishad" ,an alumni association.

Teaching Competitions

The college under the auspices of its Extension Services Department took an initiative in organising teaching competitions in four areas every year : (i) Humanities (ii) Social Sciences (iii) Physical Sciences and (iv) Commerce for in -service teachers of secondary and higher secondary schools of Rajasthan. This innovation has now been taken over by the Board of Secondary Education, Rajasthan. The faculty of the institute extends full cooperation to the agency in this regard.

Music Room

Keeping in view the all round development of the students there is a music room with necessary musical instruments. Students have practice in different aspects of music and teaching of music.

NEW PRACTICES

Innovation in Theory transaction includes engaging the students in active learning, strategies like brain storming sessions, group discussions, panel discussions, workshops, team teaching, assignments, presentations and discussions by the students are adopted in theory classes. In *Experiencing Pedagogical Skills*, teaching skills are identified and practised by the student teachers in small groups. Prior to actual teaching practice in schools students are given enough practice in simulated conditions in the institute through "Simulated Teaching". A "Learning Facilitation Plan" has been developed by the faculty which is flexible. It incorporates the use of various teaching methods, strategies, techniques etc. by the student- teachers during teaching practice and allows shifting the role of teacher to facilitator and makes learning student centered. Students' assessment of both curricular and co-curricular activities are done comprehensively and continuously through self-appraisal forms called "Portfolios" developed and evaluated by the faculty. Peer and self-evaluation strategies have also been incorporated for student teachers' evaluation.

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EXTENDING BACHELOR OF EDUCATION PROGRAMME FROM ONE YEAR TO TWO YEARS

B. N. Panda

INTRODUCTION

Research studies in last fifty years in the area of teacher-education suggest that teacher as a professional should answer the following questions:

Attribute Question

Personal integrity, human sensitivity and academic competency etc. are some of the basic qualities/characteristics of an effective teacher. A teacher must be well integrated with these personality qualities.

Knowledge Question

Knowledge question states, what teacher should know or what should be the knowledge base of teacher-education. Knowledge question intends to professionalism teaching and teacher-education by building a common base for profession. Different version of knowledge needed for a teacher are theoretical knowledge, practical knowledge, content knowledge, pedagogical knowledge, codified knowledge, culturally relevant knowledge etc.

Effectiveness Question

The effectiveness question focuses on these two issues mainly, i.e. what are the teaching strategies and processes used by effective teachers, and what teacher-education processes are most effective in ensuring that prospective teachers learn these strategies. Scientific bases of teaching and empirical evidences about effective teaching strategies both affect deeply in effectiveness question. Now-a-days many anthropological and socio- linguistic theories have been developed for making classroom events meaningful.

Outcome Question

The outcome of teacher-education has become a serious topic for analysis now a day. One should be clearer about the resultant part of teacher-education from outcome question. Outcome question clearly states what should be the benefits of teacher - education programme. What the teacher will do for the self and the society, and why huge amount of money will be spent on teacher-education programme.

ARGUMENTS FOR CONTINUATION OF ONE YEAR SCHOOL

The supporters of one year B.Ed. say, the trainee-teachers posses the basic content knowledge before their admission into B.Ed. course and, therefore, after their admission into the B.Ed course, the trainee teachers are given more treatment in pedagogy of teaching/teaching learning .strategies along with a tinge of content tasks. And, for this purpose, one year B. Ed.. is a sufficient / sound time duration for developing pedagogical skills in teaching / developing knowledge on teaching-learning strategies among the trainee-teachers, say the supporters of one year B. Ed. course.

ARGUMENTS FOR TWO YEAR BACHELOR OF EDUCATION COURSE

The critics of one-year B.Ed programme claims that the one-year course fails to answer all these above stated questions. The critics of One Year B.Ed. argue that, one year B.Ed is an in-sufficient time duration to provide adequate and stable knowledge in content areas, in pedagogy of teaching and at last in

developing a sense of positive attitude towards teaching among the trainee-teachers. The National Commission on Teachers-I (1985) under the Chairmanship of D.P. Chottopadhyaya stated that the existing one year B. Ed. Courses must be made effective both by the lengthening the time available and by revamping the current course and curricula. The Commission also suggested that two summer months may be added to the academic year ensuring a working year of at least 220 days, an increase in the working hours per day, and in some places appointment of additional staff and restructuring of the programme of studies allowing sufficient time for practical works in the school and community.

TWO-YEAR BACHELOR OF EDUCATION COURSE

NCERT is a leading council at the national level, whose main objective is to bring qualitative improvement in school education. Teacher-education is a significant part of this school education programme. Along with many other functions, some of the important functions of NCERT in the area of teacher- education are to prepare the curriculum for teacher education, to revise the teacher-education curriculum in accordance with existing needs, to judge the suitability of some innovative curriculum for teacher education, to judge the suitability and effectiveness of some new teacher-training strategies etc. After a long-term debate and discussion, realizing the insufficiency/ inadequacy of one year B.Ed. programme, NCERT introduced two year B.Ed. course in its four wings from session 1999-2000 in accordance with NCTE guidelines. Since then this course is continuing in these four RIEs keeping in view many hopes and aspirations.

The two-year B.Ed. programme introduced by NCERT in its RIEs has certain special features/characteristics.It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully. Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It intends to bring integrated development of the trainee-teachers touching both cognitive and non- cognitive aspects of their behaviours.It is primarily practical oriented. It gives stress on practical activities like internal assessment, project works, sessional works, internship in teaching, practice of micro-teaching skills, community works, practical works relating to work experiences innovative ways for conducting practical activities related to health and physical education, work experience, fieldwork with community etc.

The content materials of its programme are transacted to the trainee-teachers through many innovative teaching-learning strategies like problem solving, group discussion, panel discussion, seminar reading, brain storming, practical and project work, discovery method, competency based teaching, contextual transaction of the contents, demonstration-cum-discussion, participatory/activity based group work, case studies, practical exercises, innovations, individual/ group assignment, face to face contact, tutorial / library work, research approach etc. contrasting to the uniform teaching-learning strategy of one year B.Ed. programme. Two year B.Ed. trains the trainee-teachers properly to meet the

multifarious problems of the school or classroom. It provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum. This pedagogical analysis becomes helpful for healthy integration of contents, methods, theories, practical etc. for meaningful transaction.•About one month pre-internship in teaching programme (during Part-1 B.Ed. stage), two-month internship in teaching programme (during Part- 11 B.Ed. stage), post-internship meet, twenty days community work programme (10 days in Part-1 & 10 days in Part-11 B.Ed. stage) etc. are some of the special features of this course. Both the pre- internship and internship programme are supplemented by many other innovative activities like practice of micro teaching skills in simulated classroom situation, orientation of teachers of co-operative schools, multi-cultural placement, substantial field experiences, field observation, team teaching, substitute teaching, demonstration of the lessons, observation of the lessons, taught by subject teachers, preparation, use and exhibition of teaching aids, conducting action research/ case study, participation in both curricular and co-curricular activities of the school, application of skills, getting opportunities for reflection and application of their own experiences in the school situation, development of teaching learning materials, observation of school processes, taking the arrangement classes, peer group observation of teaching, analysis of school experiences etc. along with the practice teaching.

CONCLUSION

The scheme of studies, and the structure and scheme of examination of two year B.Ed. course are mostly same in all the four RIEs located at Ajmer, Bhopal, Bhubaneswarand Mysore. The format, the scheme of studies, the structure and scheme of examination of two year B.Ed. programme are more or less the same from RIE to RIE.

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INITIAL TEACHER TRAINING IN UTTAR PRADESH

Amita Bajpai

INTRODUCTION

Uttar Pradesh has a rich history to its credit. During Vedic age, it was the land of many great sages like Valmiki, Yagyavalkya, Vashishtha etc. The sacred books of Hindus- Ramayana and Mahabharata were also composed over here. Sarnath, Ayodhya, Prayag, Varanasi and Mathura were the centres of learning. U.P. under Muslim rule led the way to a new synthesis of Hindu and Islam cultures. Kabir, Tulsidas, Soordas and others contributed to the growth of Hindi and other languages. The land preserved its intellectual leadership even under the British administration and produced many scholars and intellectuals.

INITIAL TEACHER TRAINING FOR PRE-SCHOOL STAGE

Pre school teacher education also called nursery teacher education took roots in U.P. in 1951 after the upgradation of HTC (Hindustani Teacher Certificate Course) training schools to prepare trained teachers for nursery schools of the state. There are at present only two government nursery training institutions in the state. These institutions conduct two year nursery teacher training courses and have only 68 intake capacity. This meager number is woefully inadequate to cater for the ever-growing number of children seeking pre-school education.

The nursery-training course is known as C.T. (Nursery) course. Minimum qualification for admission in this course is intermediate or its equivalent. Registrar, Departmental Examination, U.P. administers the admission test and a merit list is prepared which is sent to the institutions for carrying out admission. The admission process is completed by the principal of the institution as per the instructions of the Department. The Registrar Departmental Examinations, U.P. conduct the final examination also and provides certificates to the successful candidates. The courses provided are: NTT (19); NTEP (1); CT (Nursery) (1)

INITIAL TEACHER TRAINING FOR ELEMENTARY SCHOOL STAGE

When teacher education for elementary level made its appearance in the state, courses conducted those days were Vernacular Teacher Certificate (V.T.C.) and Hindustani Teacher Certificate Course (H.T.C.). Later HTC was converted into Basic Teacher's Training Certificate (BTC). Course. At present, 84 DIETs conduct the BTC course. The courses offered are: B. El. Ed. (5); BTC (84); D.P.Ed. (1); DGP (1); DTE (1); ETE (12); and ETEP Course (1). The DIETs are under the direct control of SCERT and are recognized by the Education Department of the state government. The Registrar, Departmental Examination conducts all the examination from admission test to the final examinations and issue Basic Teacher Certificate to the trainees on successful completion of their training.

INITIAL TEACHER TRAINING FOR SECONDARY SCHOOL STAGE

The courses offered for secondary school teaching are: B.Ed. (699); B. Ed. (Special Education)(1), B. P. Ed. (83), B. Ed. (Distance Education Course (1). The situation in U.P., especially in respect of government and aided schools appears to be much better as far as the academic and professional qualifications of teachers are concerned. During the part six decades or so several attempts have been made to modify and Indianise the inherited system of teacher education. But the system persists with its usual chores to function more or less on the same old footings, the same old principles, similar content and approaches characterised by inertia and unwillingness to change. With the establishment of NCTE by the Giovernment of India as a statutory body, the magnitude of the task in respect of reforming or reengineering teacher education programmes and policies in the country as a whole and that of U.P. in particular assumes a menacing proportion. The State has been operating with different kinds of training institutions to produce a large number of trained teachers every year for secondary level. The state has approximately 699 colleges of Education in all. In addition to departments of B.Ed./Education as part of general colleges and colleges of education there are 16 University Departments of Education and 3 IASEs. The minimum qualification for admission in the B.Ed. course of any university is graduate or its equivalent in arts, commerce and science from any recognized university. Only those who possess B.Ed. degree are qualified to teach at secondary level of education. Only a post graduate in the school subject with B.Ed. degree is qualified to teach at 10+2 level. For admission in B.Ed. courses, all the universities of the State conduct admission tests according to rules and procedure approved by the concerned University. The University prepares the merit list for the seats sanctioned for each B.Ed. College affiliated to that University. The format of admission test and maximum amrks assigned to various aspects may vary from one University to the other. The admission tests were started during 1989-90 and these seem to be quite effective.

OTHER COURSES

These are many other institutions which offer following courses: Diploma in Physical Education; Diploma in Guidance psychology; Diploma in English Language Teaching.

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INITIAL TEACHER TRAINING IN MAHARASHTRA

Cima M. Yeole
Raamaa A. Bhoslay

INTRODUCTION

Teacher education has been playing crucial role in the development of quality of teacher training programme. Continuous efforts are being made to improve quality of teacher training to ensure high

standard in teacher effectiveness. The efforts for improving quality of teachers are also never ending. The task is important, huge and continuous. As a sequel to NPE 1986, some teacher training institutions have been upgraded. There are 12 CTEs and 2 IASEs and 29 DIETs in Maharastra..

BACHELOR OF EDUCATION PROGRAMME IN MAHARASHTRA: THE CASE OF SHIVAJI UNIVERSITY

Admission

In almost all the universities in Maharashtra admission procedure for B.Ed. is centralized. Government has organized specific admission test, 'CET' – Common Eligibility Test and the admissions are decided by the committees appointed by the Government of Maharashtra. Actually students who want to take admission to B.Ed. course must successfully pass CET Examination. Through CET examination the Mental Abilities, General Knowledge and Teaching Aptitude is measured. Government should provide orientation about 'CET'. In Maharashtra, 20% seats are allocated as management quota seats, where as remaining 80% seats are filled up on the basis of merit. At least 45% marks on the aggregate at Degree for open category and 40% marks for reserved category students are required. The academic session of the colleges starts from second week of June. The student teacher ratio in B.Ed. college is 1:12 at present, The number of teaching staff is 8 Lecturers and 1 Principal. Very often due to delay in admission process, starting of academic session is delayed whereby the course is hurriedly completed. In this situation, it is questionable whether transfer of required teaching skills and attitudes take place. Govt. must make it mandatory for admissions to be completed within stipulated time period.

Duration of the Programme

Duration of programme varies from University to University. As per the NCTE norms, working days in case of Shivaji University is 210 days. This duration is inadequate keeping in view various types of activities suggested for practical work. Time allocation for teaching and for practical work also differs from NCTE norms. The time allocation should be strictly followed so that proper training can be imparted, by not forcing teacher educators complete course work hurriedly.

Student Teacher Method Master Ratio

The number of student teachers to be trained under a method master may vary from 10 to 34. IWhile admitting students, the subject ratio is 40% students from science and mathematics method and 60% students from languages and social sciences. In case of Shivaji University B.Ed. students can not select two methods from language group. There is no freedom of choice for method selection. Similarly there is unequal distribution of work load for method masters.

Theory-Practical Weightage

As there is variation between the weightage given to theory and practical, the products of B.Ed. courses differ in their skills. In case of Shivaji University curriculum, 60:40 weightage is given to theory and practical. Actually, theory part of curriculum is bulky. Some of the portion is out dated. It should be the need of time that policy planners should avoid unnecessary repetitions and outdated concepts and make the curriculum up to date advanced and competitive. The Shivaji University, Kolhapur has been

conducting the B.Ed. teacher education course since 1972. Although, B.ed. course has been revised a number of times, some basic irregularities are observed, which need to be taken cognizance of in order that the objectives of the course are fulfilled.

lectives

In case of Shivaji University, 5th paper of the B. Ed. course is related to electives. It is a special paper. It includes 10 electives> Contents of some of the elective subjects are outdated. Some other subjects such as "Education of Children with Special Needs" requires specially trained teacher educators. The theory papers should be need based. Their continuous updating is necessary. Electives like 'Yoga Education' must be added. There is limited freedom or lack of freedom of choice for selection of electives. Colleges provide facility of teaching only for 2-3 electives. In some colleges, teaching of electives is done as a compulsory subject that denies the freedom of choice for electives.

Practice Lesson

In Maharashtra all institutions undertake pre-practice teaching preparation through training in skills under micro teaching. The number of demonstration lessons is generally one per subject. A full lesson is delivered, observed by teacher educators and student teachers and the various aspects of lessons are thoroughly discussed. Demonstration lessons are taken with real school students. But in all colleges they do not distribute demonstration lesson plans, prior to delivery of lesson. If this is done - the quality of critical observation will improve thereby contributing to student- teachers - improvement in their teaching. In all the universities in Maharashtra, the trainees are required to complete the 30-40 lessons in each method. These lessons are divided into Micro-teaching lessons, Stray lessons, and Lessons during Block Teaching, Computerized Lessons, Lessons using Models of teaching and Content-Cum-Methodology Lessons. Under Shivaji University, the trainees are required to complete 12 lessons in each method subject. On the whole, eacjh teacher trainee is required to deliver 24 lessons and 6 micro teaching lessons, and 2 additional annual test lessons. In case of Shibvaji University, there is no provision for observation of classroom teaching of regular school teachers. Only the Method Master is permitted to observe all lessons. NCTE norms need to provide for journey expenses of supervisors at the time of practice teaching. In case of Maharashtra, there is no such institute which provide journey expenses for supervisors at the time of practice teaching. This becomes a deterrent factor for the whole process. NCTE document has specified Block Practice Teaching of four weeks to enable student teachers to work as intern teachers in concerned schools. In case of Maharashtra, all the Universities have accepted internship programme for 15 days or two weeks only as a part of practicum. This period of internship programme is insufficient for involvement of B.Ed. students with school programmes. NCTE document states that every teacher training institution should preferably have a practicing school attached to it. In case of Maharashtra, majority of B.Ed. colleges do not have their own practicing schools, and hence have to compromise with the whines and fancies of the local schools.

Lesson Plan

In case of Maharashtra, there are variation in lesson plan formats and steps in lesson planning. In case of Shivaji University there is uniformity in all B.Ed. Colleges in lesson plan formats. However there is a need

of innovation in lesson planning, depending on the content and strategy to be used.

Laboratories

The NCTE document suggests laboratories. The charge of these laboratories is to be with specially recruited technicians, but in most of the Teacher Training Colleges in Maharashtra this type of ideal infrastructure is not available. One hall is used for multi purpose work with no recruitment of special technicians. Some lecturers themselves carry out the extra work of a technician.

Paucity of Resources

Most of the teacher training colleges in Maharashtra especially affiliated to Shivaji University suffer from paucity of resources. Majority of the training colleges are located in rural areas and do not have adequate resources. Such colleges are unable to provide healthy practices for their trainees.

Organisation of Practical Work

The syllabus of Shivaji University includes all practical work that NCTE prescribes, which makes the syllabi unnecessarily bulky. Along with NCTE's prescribed practical, there are provision for field work with community, S.U.P.W., Physical Education and Personality Development programme. There is no separate provision for organisation and qualitative evaluation of above said types of practical work. There is no provision for appointment of separate physical education instructor or Art teacher to guide f such practical work. Even some practical work like Models of Teaching,CCM are arranged only for the sake of knowledge and they are not internally evaluated.

School Teaching Experience of Method Masters

School teaching experience of teacher educators of the method masters should be a issue for debate. Teacher educators do not have any school teaching experience. NCTE needs to consider at least teaching of one unit of a subject as a part of work load. In case of Shivaji University also, only one demonstration lesson is given by each method master. This is insufficient.

INITIAL TEACHER TRAINING FOR ELEMENTARY SCHOOL

In case of Maharastra, elementary teacher training course is known as Diploma in education course. There are 20 Govt. D. Ed. colleges, 89 aided D. Ed. colleges and 29 DIETs engaged in pre-service teacher training for elementary teachers, where approximately. 45,000-47,000 trainee teachers are taking training.

Admission

Admission procedure for D. Ed. is centralised. Admissions are made on the basis of marks obtained at 12^{th} std. (higher secondary board exam.) annual board exam. In Maharashtra govt. is not taken any entrance test for D. Ed. admission. There are eight regional level centres for centralized admissions for D.Ed. course. 20% seats are allocated as management quota seats for non-aided D.Ed. colleges only. Where as, 80% seats are allocated on the basis of merit. In aided colleges, Govt. colleges and in DIETs

100 % seats are allocated on the basis of merit. 40% seats allocated to arts faculty students, 10% seats allocated to commerce students and 50% seats allocated to science faculty students. Admission process starts after the declaration of results of 12th std. board exam. The academic session of the D. Ed. college starts from October. Admission process completed before the academic session. This process continues for four months.

Details of fees

The Govt. prescribed fees for D. Ed. course is Rs. 2,025/- per year in DIETs, Aided colleges and Govt. colleges. But for Non-aided colleges the prescribed fee for course is Rs. 12,000/- per year. This fee structure is followed in all over Maharashtra. However, non-aided institutions illegally charge extra fees from the 20% students admitted through management quota, the rate of which vary from college to college.

Structure of the Course

District Institute of Educations have been established by MHRD with a view to accelerating the quality of primary education. These DIETs have been functioning in Maharashtra since 1989. The staff pattern includes: Principal - 1, Senior Lecturers - 4, Lecturers - 6, Superintendent - 1, Librarian - 1, Lab assistant - 1, Steno - 1, Junior clerk - 4, Auditor - 1, Technicians - 2, and Peons -3. Actually this staff is not sufficient, as considering the nature of work. Senior teachers must teach 10 hrs per week while junior teachers must teach 12 hrs. per week. Each one must work 38 hrs. per week. Additionally they complete their administrative duties provided by the institute.

Teaching Practice

This is the most important part of the course and needs careful planning and organization. Trainees are required to teach a particular class only after they have (a) observed demonstration lessons, (b) participated in micro-teaching workshops and acquired mastery on teaching skills, and (c) acquired some grasp on the syllabus and teaching materials prescribed for that class. For teaching practice, 4 lessons are prescribed for each method. Every trainee is required to observe 10 periods of peer trainees in each subject. The trainee is also expected to teach minimum of two lessons during internship. There is one final lesson in each subject, assessed by the external board constituted for this purpose. 44 lessons must be completed within two years-1st year 14 and 2ndyear 30. Teacher Educator delivers only one demonstration lesson of a concerned subject and one micro-teaching demo-lesson. This is insufficient for effective transaction of teaching skills. Hence, teacher educators should deliver minimum five demonstration lessons and thoroughly discuss them with trainee teachers.

Routine of the D. Ed. Colleges

The routine of D. Ed. colleges is normally from 11 a.m. to 5 p.m.. The assembly programme from 11 to 11.30 a.m. requires the presence of all staff members. The events of the morning assembly includes up-keeping the campus, National anthem, Pledge, Sanskrit *shloka* and its interpretation, Prayer, News Reporting, Highlights of daily news, Narration of reminiscence of great personalities, Parables, Scientific

world, Good thought, Choir, Meditation, and Criticism of assembly session by students and teacher.The teaching periods are of 45 minutes duration with 5 periods per day. As per the NCTE norms working days for D. Ed. course is 240 days per year.

Course Content

Total Marks for the Course is 2000 out of which Theory Marks 1040 and Practical Marks 960. There are 36 weeks per year out of which 32 weeks for learning teaching and internal evaluation, 2 weeks for social service and school experience and 2 weeks for examinations and competitions. During first year, the weekly periods for each paper are: 1.Indian Society and Primary Education (4periods), 2.Psychology of Learning and Teaching (5 periods), 3.Educational Evaluation(3 periods), ,4.Educational Management (3 periods); 5.*School subjects-content cum methodology:* First/ Regional language (4 periods), Second language (4 periods),

Mathematics (4 periods),Work education (4 periods),Physical Education (3 periods).

During Second Year: Total weeks 32

Primary education- present status, problems and remedies/ measures

Information Communication Technology

Action Research and Innovations

School subjects: Content cum Methodology: Third Language (5 periods),Science and Technology (5 periods), Environment/ Social study (5 periods) and Health-Individual/ school (2 periods).

Practical Work during First Year, Practice Lessons(8 periods), Social service, Arts(2 periods),Music (1 period) and during Second Year, Arts(2 periods), Music (2 periods), Physical Education(3 periods), Practice Lessons (8 periods).

SUGGESTIONS

Comprehensive colleges of education having both elementary and secondary teacher education programmes may be set up. Only well designed and need-based in-service education programmes may be offered by DIET and SCERT and NCERT as well as by universities including open universities mainly through distance education. Each course should have a final examination and those passing be given certificates. Each course should have a course-fee to be paid by the participant. These courses may be considered essential for some specific jobs and for promotion in service. Research in teacher education institutions may be encouraged by providing research grants for approved projects.

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THE GREATEST CHALLENGE

Alok Pandey

The twentieth century has been a period of phenomenal advancement. It was a period when many age old notions and long held beliefs and traditions were challenged and either broken or else recast in a new form closer to the eye of truth. It was a period when man explored distant Space and measured minutest Time. He raced with both and even bent them to his use. It was an era when man played at once with the atoms and the stars. And all his education was accordingly moulded along this line that is a study of outer objects, of life itself as an object cut into neat bits and pieces and reassembled in the classroom with the help of reason. Truth was no more a mystery but stood naked and raw before the searching gaze of Science that tied its body and limbs into new formulas while remaining careless of its soul. Nothing was left unguessed, nothing left untouched, nothing left to imagination. Subjectivity was abolished to a minimum and along with it the subject too. Man was a machine amidst other machines, the engine of his life driven mechanically by organs that were nothing more than mud and water. With all his achievements man was a soulless machine nothing more than an oversized worm wriggling in spacious halls and in the skies rather than in the mud and water of earth. It was as if the world's disorder was hardening into law. But then somewhere around the middle of the previous century or perhaps a little past it a new force began to stir in man. It was the well known revolt of the sixties with the coming of the flower children and the hippie revolution whose vibrations still continue to echo in the footsteps of our children today. It was the revolt of the human heart, its cry for a soul lost in the crowd of politics and industry and science. It was a cry from the bosom of man that has revolted against the idea of state machinery and government machinery and scientific machinery and all machinery that had only led to an increasing mechanization of life under the nice and neat name of organisation and order. Yet this was a closed organization with no room for freedom and error, the two trap doors through which truth often enters disguised into our life. The revolt was therefore as if God ordained, it was the saving grace of life which sought to free itself from too tight a machinery that Science and Politics had created entrapped the human soul in it. What is worse, his Science had enthroned man's ego as the lord of nature and survival of his solitary self. And this we taught and continued to teach in our schools. The first results are already coming! We have manufactured children as products who have either become perfect machines disconnected with their souls, whose sole motive is to succeed and stand first in the rat race of life. Or else they have revolted against all this and gone over board to the other side, to another extreme of freedom, to drugs and to licentiousness, to a life given only to recklessness and fun. It is sometimes difficult to say which one is better. They are rather two sides of the same coin.

Today as we enter into the present century, we stand at the cross roads where our children do not know whether to choose between a life given only to a blind rat race where you bear the labels of marks percentage and degree and post as badges and seals along with your name much as market products bear the various specifications and quantity of each ingredient in them. Or else to choose to be a

vagabond and out of the mainstream of collective existence. It is truly hard on them when we as teachers and parents and guides ourselves a product of the past labouring under the night of the previous century are ourselves not clear about who we are and why are we here upon earth, with what goal or purpose, if any? Whither goes the journeying wheel of life? To what unknown port of hope sails our life's ship? And who is its compass and pilot and guide? This is the real challenge before us in this present century. The challenge is to know man himself, to discover the true and real man, to find the lotus soul blooming within this mass of mud and water. After we have explored our outer spaces what is left and is of much more fundamental importance is to explore our inner spaces. After we have measured time what is left is to discover That which is Timeless and cannot be measured. After we have learned all the laws and organized truth into bits of formulas it is perhaps time to discover that which is free, beyond laws, beyond organization. We have learnt about the small but not yet of the vast. We have learnt about our surfaces but not yet of our depths. We have learnt about our bodies but remain ignorant of our souls. After we have known all about all the objects building this universe the greatest challenge before us today is to know about man himself!

What happens to us as a race depends upon the answer we give to this most fundamental question "Who am I?" If the answer is that we are just a body, a conglomeration of cells dependent upon chemistry as the source of life and biology for thought and action, then it is idle to teach value education and any such higher things. For then we give to the child a contradictory message. On the one side we tell him that you are an animal, even if a social animal whose sole aim is survival, an ephemeral creature of mud and water who is ever chased and ultimately caught by death in its unseen claws. On the other side we expect this ephemeral creature of mud and water to beat celestial wings in some ethereal space and dream of nobility and virtue and truth and good. On the one side we stress so much on the ego-individuality, on the temporary identities formed of the circumstances of birth and family and custom. On the other hand we expect a child to grow up into a selfless being who thinks of the whole world as one large family. Such inherent contradictions plague a child's mind and generate conflict between what he has been taught and has learnt from significant others and what he dreams and instinctively feels. For it is a fact that children if unpolluted by the conditioning imposed by the elders have generally a natural trust in life and are instinct with a sense of the larger picture. That is why they can dream the impossible and fantasize and imagine the unthinkable. They have a sense of careless freedom which we find often too disconcerting to our stress-laden life. We almost find it strange that they can be so carefree and laugh in the face of destiny. Perhaps behind this carefree outlook is a trust in life and destiny, a trust we have hence lost chasing the shadow of life through the pursuit of desire. The paradox is that we feel happy when the child has also got into the rut and begun to chase the shadow rather than the light. And we are happy when we see him/her sitting before bagful of books and doing his/her homework diligently as if that is the peak of Nature's possibilities in man.

This is not to say that studies are not important or that children don't do worse things when they have time, such as being caged by the TV and the PC. They do and these are genuine problems that each parent and teacher has to face as an additional challenge today. But that apart the point is the excess importance given to school performance and career that would fetch a handsome salary or help the child settle in some wealthy country is the real spoiler. Even when parents complain about the child

being glued to the television it is not so much because they are concerned about the child's inner good as much as the concern is about the dropping performance due to the TV mania. It means that if a child does well in exams then he can do whatever he/she feels like. The rest is of importance only in relation to his/her performance. And somewhere in all this the child begins to loose contact with his/her soul and he/she no more has trust in life and begins to doubt himself/herself and his/her destiny. Then he/she resorts to one of the two things. Either he/she studies very hard to get good marks so as to secure a good future or else unable to cope up he/she opts out of the struggle of life and takes to the life of a vagabond of a recluse, as if he/she were simply life's leftover, an unwanted byproduct of the factory called school.

If only we could inspire a child to discover his/her own true self-worth, his/her own true image which is independent of all the rest. If only we could inspire him/her to believe in himself/herself and his/her destiny, to help him/her develop trust in life and trust in God and trust in himself /herself and his/her uniqueness. If only we could help him/her understand that we are each given something unique, a role in the grand drama of life that we alone can fulfill, a place that we alone can occupy and it is our task to find that place and to fulfill that role. If we do what we are meant to do, then we fulfill life's demand in us, however small that place may be in the eyes of men/women. But if we fail to find that place meant for us, then we loose life's mission and our purpose even if we are in the most fortunate of circumstances. Better to be a competent shoe-maker than to be an incompetent king! That is the true meaning of discovering one's own self-worth which has to be guided by the child's *swadharma*, Nature's unique mode of working, the existential angst. One indication of this *swadharma* is to find that which is a natural source of satisfaction , life-line of joy and accomplishmentin a child. Another indication is special abilities and capacities that Nature has gifted to each one for the work that is intended. The child has to be led to discover that and it is here is the need for some help and guidance and not in doing projects and home-works. Through this, the child would discover its true individuality, soul's need, the cry of life, the very purpose of birth. And once that is discovered then the rest is easy. Otherwise he or she has to be contented to lead a borrowed life, someone else's life and that is never a happy situation even if it be outwardly a comfortable one. But how can we help the child discover that unless we stop laying this excess, almost exclusive stress upon material success. This is the canker in the fruit of our education that has crept into our efforts at child-building and nation building and whatever else that we seek to build through our children. A better world!! But how can we build a better world with children who have been taught over and over again to strive for material success alone as if that was the one and only thing desired in them. Because if that be so then it is only natural they would become increasingly selfish and money-centered and power hungry and then nature in them will take a deviant and distorted course in life rather than a straight and natural one. What we need therefore is a re-orientation of the central value. What we need therefore is not a change of policies and systems but first and foremost a change of the very aim of education. What we need therefore is not job quotas and job centered education but rather a child oriented and soul centered education. If we can change the very purpose of education from man manufacturing to man making, from career building to soul building, from finding a job to discovering himself/herself, then all the rest will flow and follow from this. But if we cannot do so and our education continues to cater simply to job and careers as the primary aim then it does not matter what systems or syllabi we use, we will end up manufacturing the same

average product, that of a wealthy and powerful man but one without a soul. This will be the challenge before the coming century, the path that we take on this high curve of destiny where either with one giant leap we can reach the rare summits to which we secretly aspire for or with one wrong step we loose all and drown into an abyss. For it is education alone that can prepare us for the right decision when the call of destiny comes knocking at our doorsteps. We shall make the right answers if we have grown conscious of our soul and seek to fulfill its urge in us. But if we continue to remain careless of its voice and answer to its intimations with a deaf ear, then we have to only remember a message to us at the turn of the previous century: 'Men, Countries, Continents, the choice is imperative-Truth or the Abyss.'

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TEACHER EDUCATION IN NAGALAND

Buno Liegise

INTRODUCTION

Nagaland is the 16th state of the Indian Union measuring a total of 16,579 sq km. It is home to 16 major tribes, in 11 districts. In 2001 census, it had a total population of 19,88,636 with a population density of 120 per sq km. The state is still predominantly rural, 82.26% of the population living in as many as 1278 villages. Naturally, agriculture is the chief economic activity. The history of formal education in Nagaland may be traced back to the arrival of the American missionaries to the then Naga Hills in the 1880s, almost simultaneously with the advent of British colonial power. The first school was set up in 1878 by Mrs. E.W Clark at *Molungyimsen*. It was a school for girls only. Most of the students later became teachers.

GENESIS OF TEACHER EDUCATION

The Nagaland College of Teacher Education was established in 1975, by the State Government, in Kohima. This was the first such institution. After twenty years, in 1995, Salt Christian College, Dimapur, started its Bachelor of Education (B.Ed) course. This was followed by the Bosco College of Teacher Education, Dimapur, in 2003. The latter two are private institutions. It is gratifying that the prestigious Indira Gandhi National Open University began offering B.Ed. course in 2002 and Certificate in Primary Education (CPE) in 2005. There are presently 6 Government managed DIETs and 2 private run institutes providing Two Year Pre-service/In-service Teacher Education Course for primary school teachers. Three of the Government-run DIETs at Chiechama, Mokokchung and Tuensang were established in the year 1997; the other three at Dimapur, Mon and Pfütsero were more recently set up in 2006. In this field the

private sector has stolen a march on the Government. St Paul Institute of Education at Phesama began primary teachers training in 1977. The Salt Christain College, Dimapur, has followed suit in 2006.

TYPES OF TEACHER EDUCATION IN NAGALAND

As mentioned above, the number and types of teacher education have risen in recent times with the rise in number of three more DIETs. However, as we all know, sheer numbers do not ensure quality. It may be noted that there is still no Master of Education (M.Ed.) course in the State. Two of the institutes have women principals. It was found that the Government institute had the most number of teacher educators with B.Ed and Ph.D qualifications as compared to the other two privately managed institutes. While there was uniformity of salary for the teacher educators at the starting point, there was better incentive in the Government Institute. The two private institutes also had part-time teachers who were, naturally, paid less. In case of Govt. institution ,majority belong to inservice category and in case of private institutions, majority belong to fresh category. The number of B.Ed trainees in all three Institutes ranges from 76 to 100 student trainees in a class. While the most of student trainees in Government Institute were in-service local people, majority of the student trainees from the other two Private Institutes were fresh candidates from outside the state. Of the three institutes in the State, the Government institute provides hostel facilities to girls only. Of the two private institutes, one has a hostel for boys while the other provides residential facilities to both girls and boys. All the institutes, happily, have library and laboratory facilities even if access to computer and Internet facilities are limited. Some of the institutes were understaffed with only five teacher educators each, while one institute had as many as twenty-five teacher educators. It may be noted that these were newly opened Government institutes. There is scope for improving the staffing pattern in the DIETs. Perhaps exposure to additional orientation and motivational programmes would add an element of purpose and mission to the teaching profession. Total number of enrolment for the in-service / pre-service teacher education is 349 in the first year in eight institutions and 110 in the second year in the four institution. It may be noted that three new Government DIETs were established in the year 2006 and one private college introduced the course only recently.

IGNOU B.Ed course Contact Centre is located at the Nagaland College of Teacher Education, Kohima and the Centres for the CPE course are located at the District Institutes of Education and Training at Chiechama, Mokokchung and Tuensang as well as the privately run St. Paul Institute of Education, Phesama.The annual number of applicants for the IGNOU teacher education course is gradually growing in recent years. Learning via mass media, both electronics and print, without daily interaction with faculty is still an arrangement many have not got accustomed to. The fact that many probable aspirants are not computer/ Internet savvy is a barrier. Inadequate Internet and television connectivity particularly in the remote regions of the state acts as a ‘deterrent’. However, IGNOU Regional Center Kohima has already achieved impressive results despite the bottlenecks that distance education is confronted within the state. The IGNOU instructional materials and learning packages are much sought after by the student trainees of the conventional system and its own students. The practical aspects of the programmes also need serious attention as much depend on the hands on experience to become effective in teaching. The limited face-to face interaction between the academic councilors and the student trainees and among the student trainees themselves deprives them of the rich experiences their

counter-parts in the conventional institutions enjoy.

The State Council for Educational Research and Training besides managing the teacher education conducted at the DIETs, also organises short and medium term courses and trainings from time to time. The District Center for English is a five-year project, 2005 to 2010. The center conducts a ten-day programme, from time to time, for in-service graduate English teachers in schools. A certificate is issued after completion of the training. This is a program mesponsored by the Ministry of Human Resources Development. All learning and instructional materials are provided by the Central Institute for English &Foreign Languages, Hyderabad. Another noteworthy programme organised by the SCERT during 2002-2004 was titled 'Educational Quality Improvement Program' – popularly known as 'EQUIP'. It was directed towards overhauling education especially in the areas of curriculum development, teacher training, text-book writing and capacity building. 'EQUIP' was sponsored by the UNICEF. As many as 42 programmes were conducted in the form of workshops, seminars, training sessions and the like. EQUIP culminated in an adaptation of pedagogy called Activity Based Learning (ABL) approach. It also resulted in the development of 17 textbooks for Class I to Class IV and integrated learning.

TEACHER TRAINING CURRICULA

The B.Ed course provided at the Nagaland College of Teacher Education was recently reviewed on the basis of the model provided by the University Grants Commission (UGC). The new course of study included four core papers, which are compulsory, two optional papers (method papers) and one elective subject (special paper). Evaluation scheme for the theory is 75% external and 25% internal. The total marks for the theory papers are 700. Practical work consist of field-based experiences including practice in teaching (micro and macro), peer observation, community work; work experience (food preservation, campus beautification, painting/art, knitting/embroidery, envelop making, toy making, paper cutting, candle making, cookery skill, decoration items etc.) and co-curricular activities (physical, health education). Scheme of evaluation for practical is : Field -based Experience -300 Marks (External 62.5% & Internal 37.5%); and Co-curricular Activities & Work Experience -100 Marks (External 50% & Internal 50%).Total Marks of the B.Ed course is 1,100 marks.

The course structure of Pre-service /In-service Teacher Education conducted at the various institutes for primary school teacher preparation included (a) foundation course (b) content and methodology (c) practicum & field work - internship: micro and block teaching. Report writing of one project work is also included. Evaluation is done on the basis of essay type questions, short answer questions, very short questions and objective type of questions. A scheme of 75% external and 25% internal is followed.

The programme structure for IGNOU B.Ed. Course consists of core courses (20 credits), content-based methodology courses (8 credits), special courses (4 credits), practical courses (16 credits). IGNOU CPE course structure consists of four theory papers with 10 credits - teaching language, teaching of mathematics, teaching of environmental studies and understanding the primary school child. The practical component has 8 credits, which covers school-based activities, workshop based activities and practice teaching. The main aim of the programme is to cover the backlog of a large number of untrained teachers working in primary/elementary schools in the North- Eastern States and Sikkim.

SUGGESTIONS FOR IMPROVEMENT

Most of the institutes/colleges have libraries and laboratories except in the newly established institutes. Keeping in mind the rapidly changing world, teacher education institutes also need to upgrade its facilities - introduce new and innovative methods and materials - to meet the aspirations of the people and demands of the evolving society. The strategy to improve the quality of teacher education in the state may take into account the need to stop political interference in the recruitment of both teacher educators and trainees, particularly in the Government institutions. Some suggestions for improvement of teacher education in the state are given below:

1. There is advance preparation with head of schools for conducting the practice teaching. However, the half-hearted support given by some of the schools leaves much to be desired. It may be required for the Directorate of School Education, the State Council for Educational Research and Training and the Nagaland Board of School Education to address this perennial problem. A directive from higher authority almost always has weightage. Rotation of schools for practice teaching may prove to be a viable option.

2. Practical work comprising of field-based experience, peer observation, community work and work experience should be monitored and supervised stringently by the teacher educator in-charge. The importance of timely and accurate evaluation and feedback cannot be emphasised enough. Criteria for evaluation should be defined clearly and communicated. The duration of internship may be utilised creatively. It is no longer unusual for a teacher to do administrative work, handle student's queries and problems with the ease of a trained counsellor. Talented multifaceted teachers are the flavour of the times and teacher education institutions too should encourage student trainees to gain cross-functional expertise beyond theoretical knowledge of subject matter.

3. Professional ethics should be promoted during the entire period of teacher education and training. Teacher trainees may be evaluated and records maintained in terms of grades on certain definable aspects of personality such as sincerity, punctuality, regularity, cooperation and participation. A special pledge-taking programme may be organised as the training period comes to a close in order to inculcate professional code of conduct. Playing truant, irregularity, proxy teaching and lack of discipline and dedication in work are contributing to erosion of academic quality and values.

4. The culture element seems to be largely absent in the education system. One way around this problem would be to prepare teacher trainees to make use of indigenous material and device ways and means to promote culture through the instructional aids they formulate and construct.

5. Bulky syllabi, particularly of the B.Ed. course, adversely affect the quality of teaching and performance.Learning becomes a psychological stress instead of being a joyful experience. Currently, institutions are able to cover the course within the given period of one year but with difficulty. The B.Ed.course may be extended to one and half years if not two years.

6. Hostels for student trainees and residential quarters for teacher educators are essential as transport and communication means remain deplorable particularly in the districts of Mon, Tuensang, and Phek to cite a few.

7. Teacher education institutions should not merely become teaching/training shops but should kindle interest among their faculty members for research and innovation. Institutions should provide scope for serious research projects. For example, one study that is long over due is to examine the effectiveness of teacher education in the state. Further, teacher educators may be motivated to undertake Doctorate of Philosophy (Ph.D.) studies to better meet with future challenges.

They should be encouraged to attend refresher courses and orientation programmes. The State Government and/or the Nagaland University need to recognize the growing demand for provision for Master of Education (M.Ed.) course in Nagaland and expedite the process of running the course.

8. Better coordination among various institutions is urgently called for. Lack of communication appears to hamper effective implementation of teacher education programmes. For instance, delayed declaration of B.Ed. results is proving to be a formidable problem for many a teacher trainee. Late communication of guidelines for examination is yet another debilitating factor in the functioning of the institutions. In this regard, it may be suggested that the Nagaland University in consultation with the institutions should draw up an annual calendar for teacher education in the state. Similar actions could be taken up by other authorities.

10.Concerned authority needs to address the issue that may be arising out of the use of different nomenclatures for the same teacher education programme, in respect to In-service Teacher Education (ISTE) and Pre-service Teacher Education (PSTE).

11.Awareness must be created about the value of various teacher education and training programmes provided by IGNOU through distance education mode in the state. Wide dissemination of information with respect to the time, criteria and procedure of admission must be made. Better coordination between the Directorate of School Education and the State Council for Educational Research and Training should be established for facilitating smooth functioning of the programmes. On the curriculum transaction, it was found that the quality of study materials was high but the conduct of various practical activities needed to be better scrutinised and coordinated.

CONCLUSION

Recognising the need for quality improvement is not the same as dismissing teacher education as a non-beneficial programme. It is taking cognizance of the potential of teacher education to transform the quality of school education in the state. Nagaland is changing and teacher education cannot remain out of sync with the changed and changing aspirations, needs, values and preferences of the people. It is the responsibility of teacher education institutions to make proactive contributions to the emergence of finer values in the socio-cultural-political life of the people and to take ‘strong measures’ to raise the bar of performance and productivity in a creative way. The consequence of not doing anything is certain to be serious.

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ROLE PERCEPTION OF TRIBAL TEACHERS OF THE PRIMARY SCHOOLS OF VIJAYNAGAR TALUKA

Manoj Shastri

INTRODUCTION

Many Psychologists believe that the way in which an individual perceives himself/herself is the most important factor in his personality structure. One important dimension of self –concept is self-esteem; the degree to which one perceives himself/herself as being worthy or unworthy. The degree of self-esteem that he/she possesses goes far in determining how he/she will behave under various kinds of circumstances, what his/her level of aspiration will be, what happiness and contentment he/she will enjoy in the course of his life. The way in which an individual conceives of himself/herself is a highly complicated matter. One's self-concept is a function of one's total experience, not just that of one's experience in school, and beyond the limits of the school setting. A teacher with a strong self-concept may influence others, so that they tend to rate him/her as he/she rates himself/herself but develops his/her self-concept in terms of some objective criteria and also with a realistic bias about whether his/her perception of himself/herself is realistic or not. Role perception is deemed as an important factor in analysing the whole personality of an individual. What is the role of a teacher in society? Does he/she consider his/her work "worthy enough"? What is his/her attitude towards his/her life? The social framework where the role is to be played is also equally important. The tribal society with a distinct folk culture influences the teacher in a different manner. The unique feature of the tribal society taken in this study is a matrilineal one where the role perception of teachers may be somewhat different from others. After all, to know teachers' views regarding their profession is the main purpose of the present study.

OBJECTIVES

To know the importance of training for the primary schools.

To analyse the status of teaching as a profession at the primary schools level.

To understand the teacher - student relationship and the teaching methods of primary school teachers.

HYPOTHESES

Teacher education has an impact on the attitudes of teachers.

Teacher education helps teachers in their professional growth.

Teacher education improves the extent of relationship between the teacher and the students.

METHODOLOGY OF STUDY

The techniques adopted to carry out the study were: (i) Questionnaire, (ii) Interview, and (iii) Field study. Questionnaire was related to attributes of the role perception of primary school teachers.

The research area of the study is Vijaynagar Taluka situated in the northern part of the Sabarkantha district. It is famous for forest, ancient fort, temples and polo nagaries. Fifteen primary schools and 62 tribal teachers were sample of the study. There are altogether 15 schools. Among them 5 are government, 5 are government aided and 5 private. Again, against 25 trained teachers there are 5 untrained teachers and their respective percentages are 83.33% and 16.67%. In the government-aided schools, the percentages are 33.33% and 66.67% respectively. But it is strange to note that 100 per cent teachers are untrained in the private schools of the Taluka.

ANALYSIS OF THE FINDINGS

The investigator used percentage and descriptive statistics for analysing the data. The performances of the primary school students are not up to the mark and hence there are high dropout rates and stagnation in the primary schools. The reason may be that, trained teachers did not get the required equipment to draw the attention of the students, or it may be due to the techniques which they learn in the training institutes that remain only in theory or only in black and white. And naturally, there cannot be hope for universalisation of free and compulsory education even after 56 years of Indian independence. From the responses made by the primary school teachers regarding the importance of teacher education (training), it has been noticed that out of 62 teachers, 38 (61.29 per cent) teachers have said that teacher training is important for better teaching or to improve the teaching methods. Four teachers under training have said that the training has no importance because there are some untrained teachers who can teach better than the trained ones. Again, 20 (32.25 per cent) teachers did not give any response to this question. As a large number of teachers considered that teacher training is necessary and helpful, we may conclude by saying that to be an effective and ideal teacher, training is necessary. Again, most of the teachers 61 (98.38 per cent) considered students as their own children, so it may be said that they are concerned about an ideal society. In case of the teaching method, out of 62 teachers 60 (96.77 per cent) responded positively. Moreover, they said that they adopted the question - answer methods. They said that the students like questioning in the primary stage and due to their inquisitiveness they even ask their teachers irrelevant questions. 96.77 per cent (60) of teachers said that they used blackboards in the classrooms; the most frequently used teaching aid in class. So it may be said that through the teaching aids such as, blackboard, map, models, pictures, drawings, textbooks,

etc., the students of primary schools can be better taught. The inquisitiveness of the students are met with, through interaction. 91.93 % (57)agreed that teaching is a respected profession, and 96.77 % (60) supported statement that it is an ideal job. Hence, it may be said that teachers are partly or wholly involved in the upliftment of society and they are socially more recognised and respected.

MAJOR FINDINGS

Majority of teachers use the blackboard and are of the opinion that teaching is an ideal job. Majority of thems pay attention to the students' problems and s are of the opinion that students like questioning. Majority of the tribal teachers at the primary school level can read and write two languages, are of the opinion that they are in this profession as teachers because of the respect accorded to teachers in society; They do not feel irritated if the students ask them any illogical questions. A little more than 50% of the teachers take account of current affairs by reading newspapers. A minority of them do so by watching TV, by listening to the radio and by communicating with others. All teachers are of the opinion that there is a difference between trained and untrained teachers. Majority of the taechers said that they are interested in training as it helps them teach in a better way. Less than 50% of the teachers said that they will leave the profession if they get any other job with a higher salary.

CONCLUSION

The role perception of tribal teachers at the primary level plays a vital role in the career of a teacher which makes him/her aware of his/her aptitude, techniques and his/her position in the arena of a school as well as in society. This has to be stimulated by pedagogical research and has to be made intellectually richer and more challenging through further education. Further, it needs to be extended far beyond professional renewal and career development, keeping in mind that education is the basis of economic upliftment of society. Only then will the uniformity of the world and the dream of a global village can take shape, as one enjoys the new millennium.

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TEACHER EDUCATION IN SIKKIM

R. B. Kumar

INTRODUCTION

Expanding growth of modern education gave rise to felt-need for having teachers equipped with the skills of teaching profession so that output indicators of students' performances are appreciably good. As a consequence, first ever Teachers' Training Institute was established at Temi, South District of Sikkim in 1955 based on Gandhian philosophy of "Basic Education". The lone T. T. I. was then shifted to the campus of Government Senior Secondary School Felling, West Sikkim, 7 kilometres away from Gyalsing,

the District headquarters of West Sikkim where it continued till 1977-78. Finally, the institute was shifted to the state capital Gangtok in 1978where from it started One Year Training Programme for in-service teachers. After successful completion of One Year Training Course, the government teachers were given the benefit of two advance increments. Thus, teacher education scheme in Sikkim is relatively of recent origin.

EACHER EDUCATION FOR ELEMENTRY SCHOOLS

The State of Sikkim has been sanctioned three DIETs one each for East, West and South districts. However DIET East is located at Gangtok alone is functional and it serves, therefore, the entire State. The lone T.T.I, established in 1955 was upgraded in 1998 and runs apart from other activities, a 2 year pre-service diploma course with an intake capacity of 50.Besides pre-service training, other programmes conducted by DIET Gangtok are: 1. Short-term in-service programmes for pre-primary and primary teachers; 2.Short term training programmes to prepare resource persons for taking up 20 days in-service programmes at CRC and BRC level; 3. Academic inspection of schools; 4.Preparation of training package and textual materials required for pre-primary and primary school stage. The 2-year pre-service programme has been structured into four semesters. First two semesters are devoted to on theory part and include important components related to teacher and education in emerging Indian society, educational psychology, school organisation, educational technology, Some contemporary issues like inclusive education, disaster management education and curricular areas with methodologies are also covered. At the end of second semester, student teachers are deputed to different schools under School Experience Programmes for 15 days. Their performance is evaluated by the lecturers of DIET Gangtok as they visit each school where pupil- teachers are deputed. In the subsequent semesters student teachers are given exposure to different teaching skillsalong with other theoretical components. Examination is conducted by the Institute itself. Mode of evaluation includes assignment, home work, class tests and project work etc apart from term examination. In cse of qualification of Faculty of DIET Gangtok ,all the teaching members expect two are M Ed. (either B.A. & M. Ed. or M. A. / M. Sc. & M. Ed.) Some of the lecturers are pursuing Masters degree courses in their respective disciplines. Principal DIET Gangtok holds the degree of M.A. M. B.Ed. & M. Phil. Lecturers of DIET Gangtok are on regular establishment in the scale of Rs 7,000 - Rs 11,500 plus other allowances admissible under Government of Sikkim norms. Notification has been brought to operationalise DIET West at Soreng, one of the sub-divisional headquarters, at the earliest. Similarly, all efforts are being to operationalise DIET, South. DIET Gangtok has hostel facility for girls and boys.

Mount Carmel Teacher's Training Institute, Pakuong has been set up by Apostilic Carmel Sisters' Organisation, Kolkata at Pakyong, a sub-divisional Headquarters of East District (Sikkim) which is about 30 kilometres away from the state capital Gangtok. Since 1995, it is running a two-year pre-service course. The institute is self-financed. At present, the institute is functioning in a small campus with manageable infrastructure.The intake capacity of 40 teacher pupils has the provision of seat reservation for Sikkimese candidates. Generally, 1 or 2 seats remain vacant. The institute charges from each pupil-teacher Rs. 500/- per month as monthly tuition fee. There are six lecturers and all of them are M. A., B. Ed. with good background of teaching experience. One new hand with Science background has joined the Institute for teaching science and mathematics. A total number of more than 185 days is the

working days for the institute.

TEACHER TRAINING FOR SECONDARY SCHOOLS.

There are two teacher training institutions for training of teachers for secondary schools: Loyola College of Education, Namchi and Harka Maya College of Education, Tadong. The B. Ed. course offered by the colleges is affiliated to North Bengal University, Siliguri .

Loyola College of Education, Namchi is a college established and managed by the Darjeeling Jesuits of North Bengal (DJNB) and is self-financed. Established in 1993, with a land area of 4.6 hectares made available by the State Government on lease basis for 99 years with an initial endowment of Rs. 30 lakhs. As per the MOU between the college and the State Government, annual rent of Rs 10 a year is being paid by the college. At present, the college's one-year B. Ed. course has an intake capacity of 100. Actual teaching days of the college is more than 180 days. Method papers are in the subjects- English, History, Economics, Geography, Life Sciences, Physics, Chemistry and Nepali. There are ten faculty members including the Principal out of which eight members possess M. A. / M. Sc. & M. Ed. degree and are on regular establishment in the scale of Rs, 8,000-13000. Remaining two faculty possess M. Sc. B. Ed. and M. Sc. B. Ed. are on part time basis. Harka Maya College of Education, Tadong has been established under the Society Act of Rhenock Education Society, Gangtok in the year 2003-04 with an intake capacity of 100 candidates for B. Ed. course. Annual fee to be paid by a pupil teacher for B. Ed. course is about RS 40,000 Admission to the B. Ed. course is based on the merit list prepared by the college by taking into account the Admission Test conducted by the college and curriculum vitae of the candidate

Practice teaching for B. Ed. course is conducted for 15 days duration wherein a teacher trainee is required to deliver at least 15 lessons in each of two methods papers selected by them. There are 5 method papers available, which include Geography, English, Biology and mathematics. Periodical tests are conducted by the college for B.Ed. students. It also has One Year M. Ed. Course since 2006-07. Annual fee to be paid by student for the M. Ed. course is about Rs. 55,000.One of the features of M. Ed. Course is Seminar where the students are given good exposure to seminar presentation. .

OTHER TEACHER TRAINING PROGRAMMES

Apart from these institutions, there is a District Centre for Teaching English (DCTE) set up at Namchi, the headquarter of South District, under the District Centre Scheme of the Central Institute of English & Foreign languages, (CIEFL) Hyderabad, MHRD, Government of India a Deemed University. It conducts short-term training programme with an objective for improving English Language Teaching in the schools. Teachers teaching English at the Secondary level are invited to undergo such short term training course for English. Besides the Centre conducts a one year Correspondence -cum- contact Course in the Certificate in English Language Teaching (C. ELT) This specialised course consists of five papers of 100 marks each on Reading-100 marks, Writing -100 marks, Grammar- 100 marks, Study Skills-100 marks and Principles and Methods 100 marks. Successful candidates are awarded certificates by the CIEFL, Hyderabad.

The State Government is strongly committed to enhance the professional skills and capacity of in-service teachers. To clear the backlog of untrained teachers the HRD Department Government of Sikkim has launched two-year B. Ed. and six-month C.P.E. Course with the technical and academic support from IGNOU, New Delhi through distance education mode . The enrolled teachers get counselling from trained counsellors at selected centers on Saturdays and Sundays which does not disturb there school routine. Till now quite a good number of teachers have benefited from this scheme. Entire expenditure for this programme is borne by the State Government of Sikkim. Besides, SIE (State Institute of Education) Gangtok virtually functioning as SCERT extensively orgasises various programmes for in-service teachers on different aspects viz. content enrichment and capacity building, innovative approaches , action research , disaster management AIDS Education, Value Education etc.

CONCLUSION

All teacher education programmes in the State need a fresh look in the light of emerging concerns of quality education and contemporary issues. Teaching is a profession and in every professional course, practicum is very important. In teacher preparation Programme internship of about six months' duration may not be a bad proposition. Under this internship programme, every pupil-teacher may be attached to a school for at least a period of six months and the candidate may compulsorily be involved in all activities of the school. His performance may be evaluated by the subject teachers, headmaster and finally through the academic inspection of the Faculty of teacher education institute. After successful completion of the internship, the candidate may be allowed to appear at the annual examination.

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PROBLEM SOLVING ABILITY AND SCIENTIFIC ATTITUDE AS DETERMINANT OF ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Indira Sharma

INTRODUCTION

Teaching of science at school stage helps in development of scientic literacy. It also helps in the formation of scientific attitude. which is essential to dispel social evils and helps in development of open mindedness, decision taking ability. Training in scientific method thus improves the quality of thinking.

OBJECTIVES OF THE STUDY

*To study the scientific attitude of higher secondary students in relation to sex and three levels of achievements.

* To study the relationship among academic achievement scientific attitude and problem solving ability

of higher secondary students.

HYPOTHESES

*There is no difference in scientific attitude of higher secondary students, sex and achievement wise.

* There is no statistical difference in problem solving ability of higher secondary students, sex and achievement wise.

* There is norelationship among academic achievement, problem solving ability and scientific attitude of higher secondary students.

METHOD OF THE STUDY

Descriptive survey method was followed and Null Hypothesis was framed. The sample consisted of 240 students of XI class of Government aided Hindi medium school governed by U.P. Board, Allahabad, selected by multistage random sampling. The tools used were: 1) Scientific Attitude Scale by P.A. Grewal; 2) Problem Solving Abil1ity test by L.N. Dubey. The marks of X Class Board Examination were treated as academic achievement score of students.

ANALYSIS & INTERPRETATION

The scores of problem solving ability and scientific attitude were analysed with reference to sex (Male & Female) and three level of achievement (HA, AA, LA). The Higher Secondary students were divided into three categories of achievement on the basis of Ql and Q3. To analyse the data Mean, SD & 't' test and product moment and multiple correlation were used.

Study of Problem Solving Ability Score

Higher secondary students have shown average problem solving ability as indicated by Mean and insignificant 't' value indicated no difference in problem solving ability of boys and girls. Thus null hypothesis is accepted. It can be said either science curriculum or the way of imparting that subject and may be both are not up to the mark and needs revaluation. To know the effect of achievement on problem solving ability of students the PSAT Score were treated at three level of achievement and Mean, SD and 't' value was calculated. The calculated 't' value of male and female students of the three groups on the basis of achievement is found significant at .01 level except average and low achievement in male group thus confirming the significant difference in problem solving ability among three level of achievement and here also null hypothesis is accepted. It was revealed that high achievers had high PSA in comparison to average and low achievers. Hence, it can be said 'that the present curriculum, for high school is developing some attribute of systematic learning, thinking and reasoning which are helpful in developing the problem solving ability to some extent but not upto the mark as high achievers did possess high value of problem solving ability, but were of average level, so it might be possible that students cram the subject matter and achieve high in examination.

Study of Scientific Attitude of Higher Secondary Students

Scientific attitude of Higher secondary students was studied sex wise and achievement wise (three level H.A.L.) and the Mean, SD and 't' values were calculated. It was found that the group had average scientific attitude and mean and insignificant 't' values confirmed statistically no difference in the scientific attitude of boys and girls and thus null hypothesis was rejected. The calculated 't' values of male and female students on the basis of three groups of achievement inferred the difference among HA and LA only. HA and AA did not differ in their scientific attitude as confirmed by insignificant 't' values. Hence, it can be said that high achievers have high scientific attitude in comparison of low achievers; but in reality that is of only average level, which is due to unscientific way of teaching this subject. On the basis of value of coefficient of correlation, it can be inferred that all the three variable achievement and problem solving ability, achievement and scientific attitude, scientific attitude and problem solving ability all are significantly correlated as all the values are significant at .01 level, but relationship is low in boys and not in girls.

CONCLUSION

The present school science curriculum is able to develop only average level of scientific attitude and problem solving ability among higher secondary students and a positive relationship exists among among Achievement, problem solving ability and scientific attitude. Hence, the improvement in academic achievement and for the eradication of superstition, high level of scientific attitude and problem solving ability has to be developed among students and for that science education must be improved.

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HIGHER SECONDARY SCHOOL TEACHERS' COMPUTER KNOWLEDGE AND THEIR ATTITUDE TOWARDS COMPUTER

Rajasekar S.
Vaiyapuri Raja P.

INTRODUCTION

In the present digital era, the development in various aspects of computer technology has reached beyond our imagination and expectations. Even though computer has a lot of applications in various fields, one should not forget its applications in the field of education. It is very useful and helpful in the teaching and learning process. Therefore, computer literacy is very much needed for teachers as well as learners. The computers have created a revolution in the content of education and in the nature of learning process. They have the capability of multiplying the human intellect beyond part conceptions and have tremendous implications for education. They have a great impact upon our educational system. The teachers should be in terms with the

physical reality of the computers, and learn how to take actual advantage of the machines' educational potential. For this, computer knowledge is essential for teachers. Computer knowledge may be stated as "knowing about the various fundamental aspects of computers and the basic skills involved in the operations of computers". It also includes the applications of computer in teaching and learning process. if we consider teachers as sample. E- learning, helps the learner to know about the subject he/she wants to learn with the help of the latest technology, the computer. Favourable attitude towards computer plays a very important role in making one really interested in it. Unless the teachers possess a favourable attitude towards computer, they may not be interested in it, which in turn will affect their knowledge of computer and also they will find teaching with help of computer difficult, which in turn will affect students learning. Therefore, if the teachers have favorable attitude towards computer, then there may be a chance for them to be motivated in acquiring knowledge of computer, as it is clear that the computer knowledge is very much needed for teachers. There are some studies conducted abroad on computer knowledge and also the attitude towards computers (Timothy Teo, 2007; Smith & Oosthuizen 2006; Sam HK et al., 2005; Tsai & Tsai 2003 and Denise 2003). In India very few studies have been conducted in this area (Rajasekar.S and Vaiyapuriraja.P, 2007; Rajasekar, 2005; Inamdar et al., 2004; Umme Kulsum, 2002 and Kumaran and Selvaraj, 1997).

The central and state governments are taking tremendous efforts to implement the computer application in the process of teaching and learning. The state government has introduced computer course in the higher secondary schools and in other classes also. The government has started supplying computers to higher secondary schools with suitable software and has started providing facilities to develop computer laboratory. At this juncture, the investigators feel that the Government, after conducting more studies in this area would have taken these efforts. To fall in line with this, an attempt has been made to study the teachers' computer knowledge and their attitude towards computer.

OBJECTIVES

*To study the level of computer knowledge of teachers.
*To study the teachers' attitude towards computer
*To study the significance of the difference between the sub-samples of the teachers in respect of their computer knowledge and their attitude towards it.
*To study the nature of the relationship existing between the teachers' computer knowledge and their attitude towards computer.

HYPOTHESES

1. There is significant difference in the computer knowledge between: male and female teachers; teachers working in urban schools and rural schools; teachers working in government schools and in private schools; secondary grade teachers and graduate teachers;sSecondary grade teachers and post graduate teachers; and graduate teachers and post graduate teachers
2. There is significant difference in the attitude towards computer between the sub-samples of teachers, falling into as many as six pairs as under hypothesis (1).
3. There is significant relationship between the computer knowledge of teachers and their attitude towards computer .
4. The above relationship is positive, too.

PROCEDURE

Tools

Tools used were:

Computer Knowledge Test (CKT) constructed and validated by the investigators (2007).

Attitude towards Computer Scales (ATCS) constructed and validated by Kumaran D and Selvaraj K (1997).

The computer knowledge test contains as many as 21 multiple choice items for 21 marks and needs 30 minutes for an average person to answer. The person one who scores above 11 is said to have high level of computer knowledge and one who score 11 and below is said to have low level of computer knowledge. The attitude towards computer scale consists of 36 statements, some depict favorable attitude and some otherwise. Each statement has five options, namely "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree". The responses of the subjects were scored by assigning numerical values or arbitrary weights to the two set of items i.e., the statements showing favorable attitude towards computer and the statements showing unfavourable attitude towards computer. The statements showing the favorable attitude towards computer having the scoring as 4,3,2,1 and 0 and for the responses from "strongly agree" to "strongly disagree" and it has been reversed for the statements showing the unfavourable attitude towards computer i.e., 0,1,2,3 and 4 for the responses "strongly agree" to "strongly disagree". Also there are 18 statements showing the favorable attitude towards computer and the statements were 1 to 16, 34 and 35 . Also there are 18 statements showing the unfavorable attitude towards computer and the statements were 17 to 33 and 36. An individual score is the sum of all the scores of the 36 items. The score ranges from 0 to 144. The maximum score that one can get in this is 144. The person who scores above 72 is said to have favourabe attitude towards computer and the one who scores 72 and below is said to have unfavourable attitude towards computers.

Sample

Cluster sampling technique has been used in the selection of the sample of as many as 670 teachers working in Higher Secondary Schools situated in the Cuddalore district of Tamil Nadu, India. There are 137 Higher Secondary Schools in Cuddalore district. Out of these, Higher Secondary Schools as many as 45 Higher Secondary Schools have been chosen by lottery method. Out of these 45 Higher Secondary Schools, 25 happened to be located in the urban areas and the remaining 20 were located in the rural areas. Likewise out of the 45 Higher Secondary Schools, 30 happened to be Government Higher Secondary Schools and the remaining 15 happened to be Private Higher Secondary Schools. All the available teachers working in each of these selected Higher Secondary Schools were chosen as sample. This sample of 670 teachers working in the Higher Secondary Schools is found to have the following sub-samples: (i) Male (N=375), (ii) Female (N=295), (iii) Teachers' working in urban schools (N=299), (iv) Teachers' working in rural schools (N=371), (v) Teachers working in Government schools (N=315), (vi) Teachers working in private schools (N=355), (vii) Secondary grade teachers (N=183), (viii) Graduate teachers (N=256), (ix) Post-Graduate teachers (N=231).

Statistical Treatment of the Data

The means and standard deviations of the computer knowledge scores and Attitude towards computer scores were computed directly from the respective raw scores for the entire sample and its nine sub-samples of the higher secondary teachers with the help of computer. The percentages of the entire sample and its nine sub-samples of the higher secondary school teachers who had high level and low level of computer knowledge and those who had favourable attitude and other

wise were also computed and were diagrammatically presented. The test of significance was used ('t' test) in order to study if there was any significant difference between each selected pair of sub-samples in respect of their computer knowledge and their attitude towards computer. Pearson's product-moment 'r' was computed between computer knowledge scores and attitude towards computer scores of the higher secondary school teachers

Reliability and Validity of the Tools Used

For the computer knowledge test, the reliability was found to be 0.81 using the split-half technique and its intrinsic validity was 0.90. For the attitude towards computer scale the reliability was 0.78 using the split-half technique and its intrinsic validity was 0.88.

FINDINGS

*In respect of the entire sample of teachers, only 16.70% of them belonged to the high level of computer knowledge and as much as 83.30% of them belonged to the low level of computer knowledge. This trend is seen in respect of the sub- samples, too. These findings reveal that the teachers are weak in their computer knowledge.

*As much as 60.40% of the teachers had relatively a favourable attitude towards computer and only 39.60% of them had relatively a unfavourable attitude towards computer. This trend is seen in respect of the sub samples, too.

*There was a significant difference in computer knowledge between the male teachers and female teachers. Moreover, the female teachers were better than their male counterparts in their computer knowledge.

*There was significant difference in computer knowledge between the teachers working in the urban and rural schools. Moreover, the teachers working in urban schools were better than their rural counterparts in respect of their computer knowledge.

*There was no significant difference in computer knowledge between the teachers working in Government schools and private schools.

*There was no significant difference in computer knowledge between the secondary grade teachers and graduate teachers.

*There was no significant difference in computer knowledge between the secondary grade teachers and postgraduate teachers.

*There was a significant difference in computer knowledge between the graduate teachers and postgraduate teachers. Moreover, the postgraduate teachers are found to be better than the graduate teachers in respect of their computer knowledge.

*There was no significant difference in attitude towards computer between male and female teachers.

*There was no significant difference in attitude towards computer between the teachers working in the urban and rural schools.

*There was no significant difference in attitude towards computer between the teachers working in Government schools and private schools.

*There was significant difference in attitude towards computer between the secondary grade teachers and graduate teachers. More over, the secondary grade teachers were f better than graduate teachers in their favourableness of attitude towards computer.

*There was no significant difference in attitude towards computer between the secondary grade teachers and postgraduate teachers.

*There was a significant difference in attitude towards computer between graduate teachers and postgraduate teachers. More over, the postgraduate teachers were better than graduate teachers in their favourableness of attitude towards computer.

*There is a significant and positive relationship between the computer knowledge and the attitude towards computer of the higher secondary school teachers.

CONCLUSION

It is a very unique study conducted in a developing country like India, to study the teachers' computer knowledge and their attitude towards computer. The present study has revealed many interesting findings. Viz., the majority of teachers working in the higher secondary schools, situated in the Cuddalore district of Tamilnadu, India, belong to the low level of computer knowledge and majority of teachers have a relatively favorable attitude towards computer. This reveals that the computer knowledge of the teachers needs to be improved.

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INTERACTION EFFECT OF ADJUSTMENT AND NEED ACHIEVEMENT UPON CREATIVITY

Shruti Mishra
Shraddha Shukla

INTRODUCTION

Education is the process where by potential skills or potential ways of being are made actual through experience as distinguished from innate development patterns. Change is one of the constant factors in human experience. There is a reason to believe that originality is almost habitual with individuals which produces a really singular idea, what this implies is that a highly organised mode of responding to experience is a precondition for constant creativity. The process of human adjustment also depends on a degree of acceptance of things that can neither be ignored (adopted to) nor can be changed. Life in general, requires the acknowledgement of certain limitations and the renunciation of certain specific goals. This means that acceptance of the inevitable factor is a part of a satisfactory stage over all adjustment process. A motive is conceived as a disposition, a strive for a certain kind of satisfaction as a capacity for satisfaction in the attainment of a certain classes of incentives which produce essentially the same kind of experience of satisfaction. It is small wonder that many people come to view the world as a "forest primeval" subject only to the law of the "survival of the fittest". Such attitudes hinder the development of healthy ego structures in winners and loser alike. Therefore, one has to use maximum creative power and mental potential if he/she wants to win the race. Creative individuals remain happy in creating something new and original. A creative person respects that creative spark of other individuals. This is one of the reasons why education for creativity is so important. Creativity is energy being put to work in a constructive fashion.

OBJECTIVE

To analyse the interaction effect of adjustment and need achievement upon creativity.

HYPOTHESIS

There is a significant interaction effect of adjustment and need-achievement upon creativity.

PROCEDURE

Sample

The study does not aim at clinical or diagnostic analysis of behaviour. Students of higher secondary classes such as 10^{th} or 12^{th} grade were not taken in consideration. The population of present study constituted of college going students of district Jalaun U.P.. Sample was selected from the college going students of the age group of 18-21 years. Total 400 units of the students were selected in which 200 hundreds were male and 200 hundreds were female students. Sample of the present study was selected by combination of non-probability and probability techniques through quota sample (stratified cluster sampling) and systematic random techniques.

The present study was concerned with the study of impact of adjustment on creativity. An ex-post facto design was considered suitable for the study. Actually the present study was of exploratory nature in which the independent variable has occurred and the research starts with the observation of dependent variable. Independent variables were : adjustment and need-achievement and dependent variables were: creativity.

Tools

The tools of the study were: Standardized tests were of creativity, adjustment and need-achievement and Creativity test by Dr. N.S. Chauchan and Dr. Govind Tiwari; Taresh Bhatias's Adjustment inventory; and Deo-Mohan Projective Test or Achievement Motivation. The principal and teachers of those colleges were contacted personally and importance of study and utility of the study was explained to them. In the beginning, the investigator gave an orientation lecture to the students in the group. Creativity test, adjustment and need-achievement scale were administered to collect the data.

STATISTICAL ANALYSIS

The statistical operation followed for the present investigation involved descriptive and inferential technique. Computation of mean, S.D., 't' test and ANOVA (2x2 factorial design) found out significant mean difference among the sub-groups. Quartiles were computed for getting 25% of highest and lowest 25% cases on adjustment, need-achievement and creativity. For the purpose of interpretation factorial technique 2x2 was adopted. This technique illustrate interaction between two variables i.e. adjustment and need-achievement upon creativity.In order to know whether adjustment and need-achievement had any impact upon creativity, 2x2 factorial design was used. The sample was divided into two adjustment categories i.e. high and low, and same two need-achievement categories. In this way four groups were obtained.

FINDINGS

It was found that both high pupils (adjustment and need-achievement) had high level of creativity. It can be stated that high pupils have high level of creativity. To find out the interaction effect of need-achievement and adjustment on total creative power, 2x2 factorial design was used and analysis of variance was calculated. It was found that need-achievement affected creativity as a whole has effect on need-achievement. Adjustment has also effect upon creativity. Total need-achievement and adjustment had no interaction effect upon creativity.

CONCLUSION

The period of adolescence is the most period of human life. Several studies in this area have concentrated their attention on the relation between adjustment and achievement and found positive relationship between adjustment achievements. Therefore the hypothesis "There is a significant interaction effect of adjustment and need-achievement upon creativity" was partially accepted. Separately adjustment and need-achievement have effect upon creativity.

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TEACHER EDUCATION IN ASSAM

Ajanta Brahma

INTRODUCTION

It is universally accepted that a teacher's personality and professional competence has a direct bearing on the growing mind of the pupils. The quality of a particular kind of education is largely depended on the quality of the teachers. In a nutshell, it can be stated that professional competence of a teacher is a most important pre- requisite without which even the best curriculum, syllabi and teaching-learning materials cannot ensure desired learning outcome. Therefore, to be a good teacher and also to ensure the desired learning outcome to the target group professional training is a must for every aspiring teacher. Unfortunately, the teacher education system is yet to be tuned to adjust with the changing educational need of time. The curriculum and syllabi review effort being undertaken in the context of child centric, joyful and competency based teaching especially at elementary level education has not yet been fully supported by the teacher education programmes. As a result, there is large gap between what is expected and what is achieved at field level. On the other hand, for teaching at Secondary and Sr. Secondary stage B.Ed or M.Ed degree has yet not been made compulsory in the state. There is no provision for undergoing compulsory in-service teacher training particularly at this stage of school education. As different universities of the state control these teacher training institutions therefore, there is lack of uniformity and continuity in the curriculum and syllabi followed by them. Besides, no visible efforts can be seen for establishing linkage between various teacher education programmes of pre-primary, primary, secondary and higher education level. Lack of adequate numbers of up to date teaching –learning materials especially at elementary stage in vernacular medium is also posing as hindrance on the path of quality teacher education in the state.

HISTORY OF TEACHER EDUCATION

Unlike other parts of India, educational expansion in the context of teacher education could not be started earlier in Assam. It was the Christian missionaries who were pioneers in establishment of a few Primary Teacher Training Schools in the state as early as 1888-89. To provide training to MV and ME level teachers of the state the then government had established a few Normal Schools in the early part of 20th century. The duration of these in-service Normal schools course was for the period of 3 years and policy was that teachers were appointed after completion of the training in Normal schools. The provision for providing training to then in service teachers teaching in Secondary level of school education was imparted at St Edmund's college in Shillong which was later on shifted to St. Mary's college. In the post independent Assam as per the Basic Education Act of 1954 a number of Basic Training Centres were established throughout the state to train in service teachers teaching in primary schools. Pre-service training along with in service training for Middle School teachers was introduced in the state in the already established Normal Schools. But it was discontinued in 1970's because of problem related to jobs for such trained teachers. Upon realization of the need for providing of pre service teacher education and also to clear the huge backlog of untrained teacher the Government of

Assam re- introduced the pre service teacher training for elementary level School Teacher of 2 year duration in the year 2000 in the 15 DIETs. However, this course was discontinued from 2001 onwards. Since then no fresh enrolment in this course has been made. For training of secondary level teachers Gauhati University as well as Government established B.T. colleges under its direct management. At present there are altogether 37 B. Ed. colleges out of which 8 are Colleges of Teacher Education which belongs to the government and rest are belonged to private parties.

EXISTING TEACHER TRAINING INSTITUTE OF THE STATE

1. Basic Training Centre (BTC): There are 19 BTCs which provide Primary (in-service) programme for 6 months duration having an annual intake of 4500. It was always a one-year course, reduced to 6 months in 1999 for greater coverage.
2. Pre-primary Training Centre (PPTC): There is 1 PPTC. Initially, it was meant for Pre-primary (pre-service and in-service) but now primary (in-service). Initially, Pre-primary Training Centre (1 year) now provides Junior Basic Training Course (JBTC) for 6 months duration with intake of 100. At present, the institute is imparting JBT course for in-service primary School Teachers.
3. Normal School: There are 7 Normal schools which caters to teachers for Middle (in service) having duration of 1 year with intake of 350. Pre-service training was provided for a few years along with in-service training but the former was discontinued sometime in the late 1970s.It is running JBT course of 6 months duration.

4. District Institute of Education and Training (DIET): There are 18 DIETs which provide (a) Primary (in-service) for 6 months duration with intake of 1500 and (b) D.E.Ed. (Pre-service) for duration of 2 years with intake of 600.

5. B Ed. College: There are 57 B.Ed. colleges that provide B.Ed. course of 1 year duration with intake of 3420. Graduate teachers are deputed to selected B Ed. College /CTEs for in-service training. There are many private B. Ed. colleges of which some are recognized by NCTE but others are not.

6. College of Teacher Education (CTE): There are 7 CTEs which provide Secondary (pre-service and in-service) B Ed. of 1 year duration with intake of 800
7. State Institute of Science Education (SISE), Assam, Guwahati : This institute provides (in service) short term course on subjects especially science, Mathematics and Environmental Science for teachers of Primary, Middle, Secondary schools.
8. State Institute of Education, Assam, Jorhat: This institute provides (in-Service) short term courses on school subjects and teaching Methodology for teachers of Primary, Middle, Secondary schools.
9. English Language Teaching institute (ELTI) Assam Guwahati: This institute provides(in-Service) short term courses on English language teaching for teachers of Middle, Secondary and Higher Secondary stage.
11. Board of Secondary Education Council (SEBA), Guwahati: This Board provides short term training in school subjects. for Middle and Secondary level (in-service) teachers.
12. Assam Higher Secondary Education Council (AHSEC) Guwahati: This Council provides Summer institutes/short-term training courses in various +2 level subjects for Higher secondary school teachers. Besides, there are number of NGOs which organize time to time subject based short term in service teacher training courses often by themselves or in collaboration with different teacher training institutes of the state. The SSA also provides short-term subject specific teacher training programme for primary and Upper Primary level teachers. The SCERT as a part of their extension service activity provides

teacher training to various organizations and institutions in addition to AIR programmes for the Primary and Upper Primary level teachers on many academic issues related to approach, philosophy and pedagogy. Dibrugarh University and Gauhati University also conducts regular B. Ed and M.Ed. course (pre-service) for secondary level teachers.

VISION FOR TEACHER EDUCATION

It has traditionally been practiced that the schools of different category were established by the community on the basis of public demand. Teachers were also appointed by community. These schools were managed and financed by the local community which was later on recognized by the government on the basis of terms and condition laid by the later. Therefore, the service of the person engaged as teachers in these schools also get absorbed without least consideration whether the person concerned has ability or interest in the teaching profession. Although at present preference is given for pre-service training at the time of selection of teachers. This practice has lead over the year to the phenomenon of recruitment of batch after batch of untrained persons who lack both competence and commitment to be a teacher. As result the responsibility of teacher training institutes along with the course have increased manifold as because they are bound to make the existing teachers professionally competent to be able to continuously attempt to formulate one's own professional orientation as a teacher in a situation specific context. However, besides reviewing the curriculum and syllabi the existing teacher training institutes have lots to do in terms of infrastructure development, empowerment of teacher educators and in development of teaching-learning materials To address such a phenomenon complete restructuring of entire teacher training scenario of the state is the need of the hour. For doing so, a state level Core committee comprising of distinguished educationists, representatives from universities and teacher training institutions etc may be formed with the aims of advising the Govt. to1. Restructure teacher education programmes from pre-primary to university level; 2.Establish linkage between various teacher education programmes; 3. Monitor and supervise and to extend support; and 4.Undertake timely need based intervention related to implementation of curriculum. In order to overcome problem related to appointment of untrained teacher there is an urgent need to re- introduce need based context related Pre-service teacher education course especially at elementary level. As stated earlier that the state had introduced PSTE course in 2000 but could not continue it due many reasons. Problem related to this course and its successful implementation in letter and spirit may be found out if any, so that it can be introduced again in the larger interest of the state. For teaching profession at Secondary and Sr. Secondary stage there is an urgent need to introduce compulsory B.Ed course for those who do not have this degree at the time of their recruitment. Besides, the practice of organising time to time refresher course of short term duration on various emerging educational issues may be continued with renewed vigour. This may be made compulsory and for better result may be linked with professional incentives. This will go a long way in motivating the teachers to undergo training. In order to provide quality teacher education there is a need to introduce Integrated Teacher Education course of 4 years duration at degree level. This may be introduced in some selected colleges or teacher education institutes of the state having sufficient infrastructural facility. This course is being successfully run in some Regional colleges in Education of the country. If required, we can take help from these TTIs.

CONCLUSION

As can be observed, to be able to face the challenges of the new millennium, the teacher education requires a new approach. At present teachers are not the mere transmitters of information but facilitators in the path of students urge for more knowledge. If he/she fails to play this role confidently

and effectively then, the status of the teacher would be eroded in the eyes of the students. He/she has to continuously evaluate the activity undertaken by him/her to see whether the activity undertaken by him/her has achieved the desired result in terms of students' performance. If not, why? How it can be improved? Therefore, critical analysis of one's teaching-learning methodology, practicability of curriculum in use need to be re-evaluated time and again till desired objectives are achieved. The existing teacher training institutions of the state has a lot to do for themselves in order to articulate innovations in terms of approach, pedagogy for qualitative improvement of school education, so that they can respond to the various demands.

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EVOLVING SELF INSTRUCTIONAL PACKAGE ON PERSONNEL MANAGEMENT

Ummed Singh
Opas Intarawong

INTRODUCTION

Twentieth century seems to be a period of revolution in the field of educational technology. Many researchers have emphasized the need for individualized instruction for developing each and every child as per his or her capabilities. The areas which have been given attention fall into the following categories : individualization of instruction, systematic development of instructional materials, tasks performed by the instructional designer and the design of the environment in which instruction takes place. The educators are aware of the significance of individual performance and, indeed, their concern with adapting to the needs of the student is a familiar theme which has been repeated over and over and again which provides the justification and basic premise for many current educational innovations and experiments. Mass instruction seems to be least effective method of instruction because pupils differ widely in readiness, potentiality, levels of development, skills and learning styles. Non-participating children usually do not know what they must do in order to learn. Every child is to be made an independent learner at whatever level his native endowment permits. Self-learning begins with the mass, but moves toward the individual through subgroups. Therefore, in order to make the student more active and his learning more effective, we have to introduce the concept of self-learning with education as 'pupil-centered' .It is usually found that the educational administrators, when join an educational institution as a raw hand or at any time of their administrative career, come across certain problems which they have to solve for the smooth running of their institutions. For lack of any systematic training in management and administration with special emphasis on decision making, they often find it quite difficult to take right and quick decisions. Unfortunately, our present system of teacher education does not provide for the training of educational administrators. When the problems suddenly appear before them , they take decisions instantaneously. It has also been observed that most of the educational administrators hesitate to take independent decisions. Either they look towards

higher authorities or always seek the help of senior teachers in the schools. The present research work was taken up with the objective to develop self –instructional package for the training of educational administrators in personnel management.

OBJECTIVES OF THE STUDY

1. To develop self-instructional package in the form of Computer slide show in Power point on selected two topics of ' Personnel Management' for B.Sc. students.

2. To study the effectiveness of the developed self-instructional packages on 'Personnel Management' for the B.Sc. students of Rajabhat Institute Rambhaibarni , Chantaburi.

3. To study the effectiveness of the developed self-instructional packages on 'Personnel Management' for the B.Sc. students of Rajabhat Institute Rambhaibarni , Rayong campus.

4. To study the effectiveness of the developed self-instructional packages followed by discussion for the B.Sc. students of Rajabhat Institute Rambhaibarni, Chantaburi.

5. To study the effectiveness of the developed self-instructional packages followed by discussion for the B.Sc. students of Rajabhat Institute Rambhaibarni, Rayong campus.

6. To study the effectiveness of the developed self-instructional package with worksheet for the B.Sc. students of Rajabhat Institute Rambhaibarni, Chantaburi.

7. To study the effectiveness of the developed self-instructional package with worksheet for the B.Sc. students of Rajabhat Institute Rambhaibarni, Rayong campus.

8. To compare the effectiveness of self-instructional package-1 developed on 'Personnel Management' and used for teaching in three different situation.

9. To compare the effectiveness of self-instructional package-2 developed on 'Personnel Management' and used for teaching in three different situation.

10. To evaluate the self-instructional package developed on 'Personnel Management' by educational experts.

11. To get the opinions of the selected students of Chantaburi and Rayong campus regarding the developed self-instructional package on 'Personnel Management'.

HYPOTHESES OF THE STUDY

1. There will be no significant difference at 0.01 level between the mean pre and post-test scores obtained after the treatment of Self-instructional package in experimental group- I .

2. There will be no significant difference at 0.01 level between the mean pre and post-test

scores obtained after the treatment of Self-instructional package followed by discussion in experimental group- II.

3. There will be no significant difference at 0.01 level between the mean pre and post-test scores obtained after the treatment of Self-instructional package with worksheet in experimental group- III.

4. There will be no significant difference at 0.01 level between the mean gain scores obtained on the basis of pre and post criterion tests on B.Sc. students of three Experimental groups for Package-1.

5. There will be no significant difference at 0.01 level between the mean gain scores obtained on the basis of pre and post criterion tests on B.Sc. students of three Experimental groups for Package-2.

6. There will be no significant difference at 0.01 level between the mean gain scores obtained on the basis of pre and post criterion tests on B.Sc. students of Chantaburi and Rayong campus for treatment-1.

7. There will be no significant difference at 0.01 level between the mean gain scores obtained on the basis of pre and post criterion tests on B.Sc. students of Chantaburi and Rayong campus for treatment-2.

8. There will be no significant difference at 0.01 level between the mean gain scores obtained on the basis of pre and post criterion tests on B.Sc. students of Chantaburi and Rayong campus for treatment-3.

9. There will be no significant difference at 0.01 level between the means of post test and Retention test (taken after one month of the experiment) scores for Experimental group-1.

10. There will be no significant difference at 0.01 level between the means of post test and Retention test (taken after one month of the experiment) scores for Experimental group-2.

11. There will be no significant difference at 0.01 level between the means of post test and Retention test (taken after one month of the experiment) scores for Experimental group-3.

12. There will be no significant difference at 0.01 level among the mean Retention test scores of three Experimental groups taken after one month of the experiment for package-1.

13. There will be no significant difference at 0.01 level among the mean Retention test scores of three Experimental groups taken after one month of the experiment for package-2.

14. There will be no favourable opinions of the majority (80 percent) of the trainees about the developed self-instructional package on selected two topics of 'Personnel Management'.

DESIGN OF THE STUDY

For providing teaching one group Pre Test- Treatment- Post test design was followed. At first Pre test based on content was administered. After Pre-test three Treatments were given in three Experimental groups differently. Then to know the impact and effectiveness of the treatment Post test was administer and influence of treatment is evaluated through gain score analysis. Therefore, research design for present study was : Single Group Pre test – Treatment – Post test Design with Replication.

Sample

180 Students studying B.Sc course in Rajabhat Institute Rambhai barni , Chanta buri and 180 students studying B.Sc. course in Rajabhat Rambhai barni , Rayong Campus formed the sample for the present study.

STAGES OF DEVELOPMENT OF THE PACKAGE

In order to develop a Self-instructional package on " Personnel Management " following steps were followed :Need Assessment of the Training; Determination of Training Objectives; Selection and Organisation of content of the Training; Selection of Methods and Tools required for Package; Plan for Execution; Plan for Evaluation; and Finalization of Training Programme Package.

DESCRIPTION OF VARIOUS TASKS INVOLVED IN THE DEVELOPMENT OF THE PACKAGE

Steps Involved in the Evolving a Package and Activities done in each step were as follows:

1. Need Assessment of the Training: Conducting Need Assessment Test

2. Setting the Objectives:

Analysis of the objectives from the trainer's

point of view, from the participants' point of

view and deciding the objectives of the training

programme in each phase.

3. Selection and Organisation of content of the Training:

Content Analysis; Preparation of Trainer's Manual; Preparation of Trainees Manual

4. Selection of Methods and Tools required for training Package:

Deciding the Objectives of the Training Programme; Finalization of activities for each traits in Training Programme; Selection of Tools and Resources required for a Training Programme; Selection of the Methods of Instruction.

5. Plan for Execution:

Deciding the time of execution of the Training Programme.

6. Plan for Evaluation:

Finalization of the aspects to be evaluated in Trainer's Manual, Trainees manual and Activities

7. Finalisation of Training Programme Package: Analysis of the responses of the B.Sc. students for the Statements asked in the Trainees Manual Check List, Activities evaluation Check list.

In the present study in order to collect data Self-instructional package in the form of slide show in power point, worksheet, criterion tests, evaluation sheet for experts and opinionnaire were developed by the investigators. Significance of the difference between pre and post test scores for the experimental groups were computed by finding out't' ratio for the two correlated means. Whereas the significance of the difference among gain scores obtained on the basis of pre and post criterion tests by three experimental groups were computed by analysis of variance. The opinions of the students about the self-instructional package were computed by finding out the percentage and chi-square. The whole data were analysed on computer through SPSS-package to maintain the accuracy of calculations.

MAJOR FINDINGS OF THE STUDY

1. The study has resulted in the development of Self-instructional packages on selected two topics of 'Personnel Management' for self- learning of the B.Sc. students of Rajabhat Institue, Rambhai barni .

2. The developed Self-instructional packages on 'Personnel Management' were found significantly effective in learning by the B.Sc. students of Chantaburi and Rayong campus.

3. The developed Self-instructional packages with worksheet on 'Personnel Management' were found significantly effective in learning by the B.Sc. students of Chantaburi and Rayong campus

4. The developed Self-instructional packages on 'Personnel Management' followed by discussion were found significantly effective in learning by the B.Sc. students of Chantaburi and Rayong campus.

5. The packages were qualitatively evaluated by the students with the help of an opinionnaire. The majority of the students found the packages knowledgeable, informative, systematic and interesting. Some of the students pointed out few limitations related to the quality of conversations and visuals. Majority of the students liked and enjoyed learning through self-instructional package. They were also shown their interest to use such packages in future for other subjects too.

6. All the experts under qualitative evaluation of the package found the theme and sequence of slides very appropriate. They differed on visual aspects and narration. In spite of some limitations, experts evaluated the package as an appreciable attempt.

EDUCATIONAL IMPLICATIONS OF THE STUDY

Self-instructional package holds great potential for individual as well as group learning if properly and systematically developed in accordance with the needs of the learners. By such package one can learn at

his own pace with immediate personalized feed back and knowledge of progress.The result of present study indicates that teacher made instructional package based on their student needs can be used effectively for teaching and providing information to the learners. Therefore , such more attempts should be taken for some other important subjects and topics as per the needs of the clients.The study has also implications for administrators , principals , teachers and students for better planning the teaching learning process.

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A STUDY OF SELF-EVALUATION OF LESSONS BY STUDENT-TEACHERS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING PROFESSION

Venkoba Narayanappa
Syeda Akthar

INTRODUCTION

It is universally accepted that the quality of development of a nation depends on the quality of its citizens. The quality of its citizens depends on the quality of education they receive and the quality of education depends on the quality of the teachers. And it is also considered that any system of education does not rise higher than the level of its teachers. Hence, the teachers are considered as the real architects of a nation and the importance of teachers in a nation is a clear as the presence of the sun in the sky. The success of the teacher much depends on their Self-evaluation of their own teaching and their perception towards teacher training programme. In the light of this, a research is undertaken to study the role of self-evaluation of lessons by student-teachers in enhancing their teaching efficiency at secondary teacher training level as the student teaching is the heart of teacher education and the self evaluation is the soul of teaching efficiency.

OBJECTIVES

1. To identify the teaching efficiency through self-evaluation of lessons.

2. To identify the positive correlation between teaching efficiency through self-evaluation of lessons and attitude towards teaching profession.

HYPOTHESES

1. There is no teaching efficiency through self-evaluation of lessons by student teachers.

2. There is no positive correlation between teaching efficiency through self-evaluation of lessons and attitude towards teaching profession.

ETHODOLOGY

Sample

The study was conducted on a sample of 596 student teachers of colleges of education affiliated to

Gulbarga University. The sample was selected on the basis of cluster sample technique.

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1. Self evaluation of lessons- A checklist :The self-evaluation of lessons-check list constructed and standardized by DBRao was used to collect the data. Self evaluation of lessons was used by student teachers to express their opinion about their teaching the student teacher has to attend the check list after completing his or her teaching. There are 21 items in the checklist. As the items in the check-list are yes/No type. Positive response ('Yes') carry two marks and negative responses ('No') carry one mark).

2. Attitude towards teaching profession: Attitude scale towards teaching profession constructed and standardized by Kulsum was used to know student-teacher's attitude towards teaching profession. There are five areas in this scale i.e. (i) academic aspect of teaching profession (ii) administrative aspects of teaching profession (iii) social and psychological aspects of teaching profession (iv) co-curricular aspects of teaching profession and (v) economic aspect of teaching profession. Attitude scale towards teaching profession consisted of 55 items of which 25 were favourable statements and 30 were unfavourable statements. Each statement had four alternative responses against it namely, strongly Agree (SA_), Agree (A), Disagree (D) and strongly Disagree (SD). The weight ranged from 4 (strongly agree) to 1 (strongly disagree) for favourable positive items. In the case of unfavourable / negative items range of weights is reversed that is, from 1 (strongly agree) to 4 (strongly disagree). The theoretical range of scores is from 55 to 220 with the higher score indicating more favourable attitude towards teaching profession.

ANALYSIS OF DATA AND DISCUSSION The percentage, means and deviations were computed for the different sub-groups. To identify the teaching efficiency through self-evaluation of lessons by student-teachers t-test was administered and to identify the positive correlation between teaching efficiency through self-evaluations and student teachers perception towards teacher trainings programme person's 'r' was employed. It was found that on the whole, the student-teachers hade greater satisfaction about their teaching. They had followed the techniques of teaching a lesson to the most possible extent, according to their personal opinion. Hence, it was concluded that the student-teachers undergoing at secondary teacher training level are possessing high teaching efficiency. The student-teachers of the respective sub-groups differed significantly in their teaching efficiency through self-evaluation of lessons. It was found that there was significant positive correlation between the teaching efficiency through self-Evaluation of lessons and attitude towards teaching profession of the respective sub-groups. However, in the case of obtained r-values 0.046, 0.191, 0.124, 0.66, 0.064, 0.111, 0.231 and 0.106 are showing insignificant positive correlation between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of sub-groups respectively.

FINDINGS

The student teachers undergoing at secondary teacher training level possess high teaching efficiency through self-evaluation of lessons. There is a significant difference between the sub-groups i.e, men and women, Kannada and English, arts and science, graduate and post-graduate, high caste and SC/ST in their teaching efficiency through self-evaluation of lessons. There is no significant difference between the sub-groups i.e high caste and OBC, SC/ST and OBC, govt. and aided, govt and unaided, aided and unaided in their teaching efficiency through self-evaluation of lessons. There is no significant positive correlation between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the all student-teachers. There is a significant positive correlation between the

teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the sub-groups i.e. English, Graduate, Post-Graduate, High caste, OBC, aided and unaided. There is no significant positive correlation between the teaching efficiency through self-evaluation of lessons and attitude towards teaching profession of the sub-groups, i.e. all student-teachers, Men, Women, Kannada, Arts, Science, SC/ST and government.

CONCLUSION

The teacher, a national integrator as he/she is the backbone of society. The preparation of teachers need to change with the passage of time and with the changes in expectations of the society. The student-teachers should possess the qualities of teaching efficiency and should have positive perception towards training course, their training institution and practice teaching facilities available to them, teacher-educators, principal. They should have positive attitude towards teaching profession, which is very much essential for qualitative improvement of school education.

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REHABILITATION OF THE DISABLED WOMEN: NEED OF A HOLISTIC APPROACH

Santoshi Halder

INTRODUCTION

More than 500 million people in the world are disabled as a consequence of mental, physical or sensory impairment. 97% of disabled children in developing countries are without any form of rehabilitation and 98% without any education. India, often described as an emerging superpower has a population of one billion, yet it is estimated that approximately seventy million are characterized as disabled (NSSO 1991). This projected nearly 10% of Indians with some disabling conditions. The 2001 Census figures show the motor disability counts the second highest percentage of disability (27.9%), but it is perhaps the most neglected. Approximately 6 % of persons with disabilities belong to the age group 0-14 years in rural areas and 5.4 % to urban areas (Census 2001; NSSO-2002). The purpose of the World Programme of Action concerning Disabled Persons is to promote effective measures for prevention of disability, rehabilitation and the realization of the goals of "full participation" of disabled persons in social life and development, and of "equality". Equalization of opportunities means the process through which the general system of society, such as the physical and cultural environment, housing and transportation, social and health services, educational and work opportunities, cultural and social life, including sports and recreational facilities, are made accessible to all (United Nations Decade of Disabled Persons, 1983-1992). Rehabilitation means a goal-oriented and time-limited process aimed at enabling an impaired person to reach an optimum mental, physical or social functional level, thus providing her or him with the tools to change her or his own life. Rehabilitation usually includes the following types of services:(a)Early detection, diagnosis and intervention;(b)Medical care and treatment (c) Social, psychological and other types of counseling and assistance (d) Training in self-care activities, including mobility, communication and daily living skills, with special provisions as needed (e) Provision of

technical and mobility aids and other devices (f) Specialized education services;(g) Vocational rehabilitation services (including vocational guidance), vocational training, placement in open or sheltered employment ;(h) Follow-up.

WOMEN AND DISABILITY

In India the ugliest expressions of gender discrimination are found in the field of disability, frequently cutting across social, economic, political and cultural dimensions. Thus, the meaning of disability in India is embedded in this basic struggle for survival. Statistically speaking the birth of a girl child in India is still treated as a curse from God, fate worst than death which is a reason for gender discrimination in the society (Ghai 2001). As a mother lamented, *"What will happen to our challenged daughter in our absence?"* Feeling of insecurity regarding future of challenged daughter haunts their mind. Children with locomotor disabilities are enrolled in large numbers in mainstream than other children with disabilities. In West Bengal amongst different categories of disabilities, persons with locomotor disabilities are the highest in number. The principle of equal rights for the disabled and non- disabled implies that the needs of each and every individual are of equal importance, that these needs must be made the basis for the planning of societies, and that all resources must be employed in such a way as to ensure, for every individual, equal opportunity for participation.

OBJECTIVES OF THE STUDY

To identify the various constraints faced by the orthopaedically challenged women in their way of Rehabilitation

Sample

This study is a result of a pilot study for partial fulfillment of a Project work on 25 orthopaedically challenged women. Data was gathered by situational sampling technique from different West Bengal in and around Kolkata. The mean age being 25yrs.The nature of disability included all forms of orthopaedically challenged excluding the cerebral palsy due to unavailability.

Tools

- Information Schedule
- Constraints faced by the orthopaedically challenged- Opinion of teachers, Parents, challenged women - Interview schedule
- Socio economic background schedule
- Academic performance - school records from teacher/institutes/challenged
- Vocational information from the challenged-Interview schedule

DATA COLLECTION AND STATISTICAL TREATMENT

At initial stage tracking these physically challenged was really a cumbersome affair taking help from

various special institutes and employment exchanges spread over different parts in and around Kolkata. After collecting addresses, initial contact was made by post to nearly 250 such challenged, out of which only 50-55 responded via phone or letters. Final data was collected from 25 challenged women by personally visiting each individual and their family at their home or institutes on the basis of personal interviews, discussions with parents, teachers and the challenged women. Some of the Institutes also arranged for some interviews to be taken at the spot .Very few with minor disability also managed to come at the researcher's home. Mainly descriptive analysis was done for the study and findings were supported by case histories of some orthopaedically challenged women.

FINDINGS AND DISCUSSION

Data reveals 64 % (figure 1) of the orthopaedically challenged to be *polio victims* and 56% of them were not given vaccination (figure 2) .With the massive polio vaccine programmes launched by the government, one expects that the number of orthopaedically challenged persons would decline substantially in the coming years. But the programme alone is not a guarantee that the orthopaedically disabled would be eliminated altogether. Main problem was financial constraints, orthodoxy, and superstition as most of them fall under the low socioeconomic status. Parents were unaware and ignorant of the medical treatments, immunizations available and some also didn't have the knowledge of polio or its consequences. Some parents who were from rural areas in spite of going to doctors went to quacks or even applied some home remedies as advised by others which in some cases adversely affected the impaired. It was found from the study that nearly 68% of the challenged have done various vocational courses from different institutes but when it comes to job they were disappointed. Immediate attention is to be focused on the nature and type of vocations offered to the orthopaedically challenged which was not able to provide them a minimum job. It was found that most of the orthopaedically challenged were approaching the general institutes for vocational courses but were facing environmental barriers and as well as financial crises. The types of courses offered in the special institutes were outdated. There was *no facility for placement* or follow up or even there was no personal endeavour or services after the courses, in the absence of which just doing a particular course was of no use. From the table its visible that more than educational attainment they were more focused on doing vocational courses so that they can get a job. Data revealed that the disabled are not having the access to the quality of life like any other citizen and that in reality they are not treated as equal partners in community by the job owners, in the absence of which rehabilitation of disabled become an unsuccessful task. The unemployment rate for people with disabilities is significantly higher than for people who are not disabled. Approximately 66% of all adults with disabilities between the ages of 16-64 are not employed (Harris and Associates, 1986). Young women with disabilities are unemployed at rates significantly higher than young man with disabilities or young women without disabilities. While the unemployment rate is about 5% nationally, a full 66% of all Americans with disabilities between age of 16 and 64 are not working (Harris and Associates, 1986, Bureau of the Census, 1989). The Vocational Rehabilitation Centers offering courses to the disabled were on full time basis and also they *lack flexibility* which was not possible for the disabled students to pursue along with their education. Parents and even their challenged ward were confused when comes to choosing of a particular vocation which will enable them to further get a job.

A general co-ordination deficit and huge gap exist between the demand of job market and the type of vocational courses done on their own by these challenged as well as those offered by the special institutes.(Satcher and Dooley-Dickey 1992) reported 66% of their disabled respondents wanted to work but were unable to obtain employment. In all the cases it was found that the main priority was to get a job so that they may earn their livelihood but only a handful few were able to get a job. In spite of the 3% reservations in government jobs huge gaps persist in the number of vacancies and the number of challenged in need of a job. There were problems regarding placement after training (Field and Tormochlen 1985).Unable to get a job the disabled becomes cases of depression, isolation .Only a handful few who were lucky enough for further studies leaving many to struggle through out with only certificate to proof their disability and with an employment exchange card renewing year after year in hope of a call from the government for a minimal job to carry on their lives on their own. Struggling hard for the basic amenities of life when they went to private firms to compete, they are taken as complete misfits amongst the average .It's really surprising that though peoples attitude is very sympathetic but when it comes giving them a chance there is a stumbling block. It will surprise us if we analyze the daily labour taken by these disabled in their day today life activities in and out home in spite of their disability. But who cares! They may be confident and competent enough in their own way but no body has the time to give it a thought. Thus in spite of doing so many courses with such difficulty in the midst of financial crises they are bound to remain dependent. Some even complains that the financial institutions show extreme reluctance to providing aid to the self employment projects proposed by the disabled persons as most of them are very poor and have nothing to pledge by way of security. Barriers to employment for disabled persons can either be physical or attitudinal (Stone and Dipboye1992; Jones and Stone1995).

It was found from the study that nearly 80% of the challenged have done various vocational courses from different institutes but when it comes to job they were disappointing. Immediate attention is to be focused on the nature and type of vocation & rehabilitation of the orthopaedically challenged which was not able to provide them a minimum job. It was found that most of the orthopaedically challenged were opting the general institutes for education & as well as vocations. The type of courses offered there were outdated .There was no facility for placement or follow up or even there was no personal endeavour or services after the courses, so just doing a particular course was of no use. Data revealed that the disabled are not having the access to the quality of life like any other citizen & that in reality they are not treated as equal partners in community by the job owners, in the absence of which rehabilitation of disabled become an unsuccessful task. Institutes are not adequately prepared for employment, are unable to access resources that enhance their participation in community life. The unemployment rate for people with disabilities is significantly higher than for people who are not disabled. Approximately 66% of all adults with disabilities between the ages of 16-64 are not employed (Harris and Associates, 1986). Young women with disabilities are unemployed at rates significantly higher than young man with disabilities or young women without disabilities (Hasazi, Johnson, Gordon & Hull with press). According to Department of Commerce, (Bureau of the Census, 1989) the employment rate of people with disabilities is very low.

SUGGESTIONS

The fact is that 90% of the disabled belong to the lower income group and unawareness, ignorance, orthodoxy are further associated causes that's where government energies need to be concentrated. Community workers can support *the integration of disabled persons into open employment* through a variety of measures, such as incentive-oriented quota schemes, reserved or designated employment, loans or grants for small businesses and co-operatives, exclusive contracts or priority production rights, tax concessions, or other technical or financial assistance to enterprises employing disabled workers. There should be *mutual co-operation, strong collaborative efforts* at the central and local level between government and employers and workers organizations, between the institutes offering vocational courses to the disabled and the firms offering job in order to develop a joint strategy and joint action with a view to ensuring more and better employment opportunities for disabled persons**.** The institutes should include vocational assessment and guidance, vocational training, placements and follow-up. With minor *modifications and alterations in the regular courses* with assistance from regular teachers is needed. Institutes need to set up *disabled friendly and barrier free environment*. The children need support in terms of structural arrangements and teaching methods mobility. Availability of transport facilities for children with disabilities is a must. Making education of the disabled *vocation oriented* is a must .The curriculum should be a perfect balance of academics and vocations which would enable them to provide them a job after completion. The institutes need to *revise the prevalent vocational courses* offered to the disabled according to the existing demands and also it should be revised from time to time after interactions with the public and private sectors so that placement doesn't become a problem and also there is no wastage. Most of the vocational courses provided are not practical for girls with disabilities. A considerable number of specialized vocational training programmes for girls with disabilities have been identified but are not available due to lack of faculties or technical support. There is a need to extend such programmes to the rural areas and create awareness about the benefits of such programmes for the disabled. There is a need for a *vocational and career counselor* to guide them regarding self-employment programmes, government schemes and referral services for placement officers. Continuous efforts towards empowering parents and families on the management of their disabled wards/ would assist them in becoming informed consumers of services leading to implementation of most government policies and programmes. Translating the policies and training materials in Indian languages in print and nonprinting media can make the people aware of the policies and provisions.

CONCLUSION

The image of disabled persons depends on social attitudes based on different factors that may be the greatest barrier to participation and equality. What is required is to focus on the ability, not on the disability of disabled persons. Studies on handicapped women in Indian context are very scanty and in view of the present government policy for education and rehabilitation of the handicapped persons particularly women, such research studies are relevant and needed. Findings of the present study will help us in planning and formulating right kind of vocational training and educational programme so that the orthopaedically challenged women can be brought in to the main stream of society.

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CONTENTS

EDITORIAL
IMPROVING STRATEGIES FOR TEACHER LEARNING

Teacher learning is a lifelong activity that starts from his/her school days and continues throughout the life. The techniques through which a teacher was taught during his/her school days, plays effective role in the techniques he/she uses in his/her own teaching (Schwille, Dembele and Schubert 2007, P. 27). Some individuals are born teachers and do not need much training for learning skills of teaching. Their sincerity paves the path for self-learning and some times, such self-made teachers have been found more effective than formally trained teachers. However, in case of majority, teacher learning is facilitated by training programmes delivered before entry into teaching profession and also while continuing in teaching profession. They need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectations placed on them (Delors 1996, p.142). Teacher education has been given importance throughout the world. Training provides certain skills; but whether to utilise these skills or not depends on the professional values and the attitude of the concerned teacher. Teacher learning through participation in initial training programmes or through continuing education programmes is a complex activity. Formulating strategies for teacher training has become problematic because of lack of consensus on what constitutes a qualified teacher. Teacher education scenario is like the Bermuda triangle (Cochran-Smith 2003). Teaching is an art as well as science, so also teacher training. Cultural roles and identities of teachers, details of definition of teacher quality and details of initial teacher training programmes including nature of practical training vary from one country to another. Within a nation, these also vary from one State to another. "Teacher preparation has become a controversial issue all over the world." (Bray 2007, P.11). This is also true for teacher education scenario in India.

Knowledge Commission (2008) stated that both pre-service and in-service training of school teachers is extremely inadequate and also poorly managed in most States. "Pre-service training needs to be improved and differently regulated in both public and private institutions, while systems for inservice training require expansion and major reform that allows for greater flexibility." Initial (pre-service) teacher training programmes in India vary from State to State. Variations are prominent in respect of aspects like: (a) state subsidy for tuition fee, degree of scope for private initiative, (b) scope for self financing programmes by examining bodies including universities, government institutions and private managements, (c) involvement of universities through their Departments of Education, (d) admission criteria for teacher education courses on the basis of performance in common admission test / career marking etc., (e) selection of teacher trainees in B. Ed. programmes for secondary school teaching on the basis of number of eligible faculty members available in an institution for teaching a method subject, (f) amount of fees, (g) qualifications necessary for the head of the teacher training institution / department and for the faculty members, (h) level of content knowledge of a faculty member

for teaching a method subject or for supervising lessons during internship / practice teaching, etc. Some of the aspects on which universities inside a State / UT also vary include (a) total marks for a course, (b) number of papers for theory and practical, (c) titles of papers and the aspects covered by them, (d) lesson planning formats, (e) amount of time devoted for observation of a lesson delivered during internship / practice teaching period and for the purpose of evaluation of teaching performance, (f) specialisation of the faculty member required for observing a lesson, (g) number of spells in which internship is organised, (h) types of records maintained by teacher trainees for their practical examination, (i) number and categories of practical work other than teaching, (j) marks distribution for theory and practical, (k) percentage of internal assessment, (l) manner of assessment of theory papers, (m) amount of time given for observation of teaching of school teachers and types of schools covered for the purpose, (n) degree of involvement of school teachers in supervision of teacher trainees, etc. Some of the aspects on which institutions, affiliated to an examining body within a State / UT vary include (a) dress code for teacher trainees and faculty members, (b) organization of daily morning assembly that includes prayer and other activities, etc., (c) duration of stay of faculty members in the institution in a working day, (d) quality and quantity of various types of teaching aids including multi media and power point presentation.

As part of various efforts to improve quality of teacher training, a number of developed countries have prescribed Standards for school teachers and school leaders (heads of schools). In USA, professional standards for teachers and school leaders vary from State to State. Its New Jersey State has 10 different sets of standards and each standard has three components: (a) knowledge, (b) disposition and (c) performance. In UK, since September 2007, the Training and Development Agency for Schools has come out with six types of standards for teachers. In India, quality of teacher training can be improved by working out and prescribing national level as well as state level standards for teachers and leaders working in various stages of school education. This will improve teacher education curriculum for various stages of school education.

Teacher performance is strongly influenced by teacher motivation. There can be various strategies to improve level of teacher motivation. One such strategy is creating an advanced level scale for efficient teachers. A number of developed countries such as UK have advanced skills teachers. Such strategies should also be introduced in India to initiate teacher motivation for self-improvement. The selection process for advanced level teachers needs to be more rigorous and scientific and should also include evaluation of video recorded lessons. The teachers selected through national level tests can be posted in schools under Central Government schemes.

The Centrally Sponsored Scheme of Teacher Education of the MHRD has been instituted to support efforts of the governments of various States and UTs for improving quality of initial training as well as for providing continued professional development of teachers. The scheme provides assistance to 38 Institutes of Advanced Study in Education (IASEs), 86

Colleges of Teacher Education (CTEs) and 471 District Institutes of Education and Training (DIETs). On the eve of the XIth Plan, MHRD sent teams to the States and the UTs to evaluate the status of implementation of the scheme. The editor as member of the assessment team, came across huge wastage of funds in terms of under utilised human and physical resources. In most of the IASEs and CTEs, the faculty members did not have adequate workload because of non availability of funds from the concerned State governments for conducting in-service programmes. In case of one Govt. College of Teacher Education, huge over staffing gave a work load of as low as 3 periods per week per faculty member. In case of DIETs, in a State, there was no pre-service training programme. However, the faculty members were fully involved in SSA activities. There was also variation among States and UTs with regard to salary scales of the faculty in these institutions. The deterioration process is further accentuated by lack of separate cadres for teacher educators and lack of State policy of creating posts with appropriate specialisation and selecting faculty members without specifying their specialisation. Hence, there is a necessity to modify this scheme. The system of providing grants for IASEs and CTEs should be abolished. The existing ones should be managed by the respective State governments out of their own funds. The central government should establish its own IASEs and CTEs. The funding of DIETs should be transferred to SSA.

The Tenth Five Year Plan document stated that "New courses for teacher educators and curriculum developers would be developed and tried out on a pilot basis. Innovations and pilot projects in pre-service and in-service teacher education will be supported."(Planning Commission 2002, Art. 2.2.58). There is an urgent necessity to develop special courses for teaching in special schools. Navodaya Vidyalayas have been set up to give education to rural talents. Teachers of such schools should have not only higher scale of pay than available for teachers in Central schools, but also better initial teacher training. Persons aspiring for posts in Navodaya Vidyalayas should undergo training through Special Two Year B. Ed. courses to be instituted for this purpose.

A higher / senior secondary school teacher teaches only one subject in which she or he has acquired PG Degree. Making such a teacher trainee study two method subjects is wastage of time and resources. In order to teach at this level, instead of a B. Ed. degree, a Diploma of duration of 36 weeks with provision for practical training of 18 weeks may be introduced.

In certain States, teaching of Education as a subject of instruction extends from higher secondary to post graduate stage. The subject also provides training in teaching in primary schools. Hence, graduates with Education subject need to be allowed to sit for B. Ed. examination privately, after undergoing training in practical teaching under an approved guide. Two year Certificate/Diploma courses were instituted for training lower secondary passed students for making them primary school teachers. At present, in most of the parts of the nation, the minimum qualification for admission to these courses is higher secondary. These courses spend a lot of time on content

knowledge up gradation. There is a B. Ed. (Nursery) course at Jamia Millia Islamia, New Delhi and a B. El. Ed. course at University of Delhi. There is provision for PGCE (Primary) in UK. Similarly, there may be provision for One Year B. Ed. (Primary / Nursery) courses in India. All types of teacher training courses should be brought under university system so that the university team visiting an institution for granting affiliation evaluates all types of physical and human resources available in the institution for various courses being offered by it.

In order to make Indian teacher training qualifications acceptable in UK and other countries, there is a necessity to make comparative studies of teacher training programmes from international perspective. For instance, in UK, duration of the One Year PGCE Course is 48 weeks that includes 24 weeks for training in practical work. Hence, there is a necessity to increase practical component in initial teacher training programmes.

Teachers need to get opportunities to upgrade their formal qualification and training. The graduate teachers who have been working with Diploma qualifications, should get opportunity to appear at B. Ed. examination as private candidates.

Qualitative improvements in initial teacher training programmes require more participation of schools in teacher training programmes. The school heads and the school teachers whose classes are utilised for practical teaching should be paid remuneration for their work in connection with giving guidance and feedback. Generally, assessment of teaching skills is carried out by direct observation of teaching and in some cases evaluation of records. In addition to this practice, it shall be more appropriate to have continuous evaluation by involving concerned school teacher whose classes have been utilised. There may be provision for assessment of video recorded lessons, teaching performance portfolio and professional attributes questionnaire.

Many developed countries have been providing training for school leaders, so that they function better. UK has started a National College for School Leadership. Hence, the Govt. of India should take steps for training of heads of schools. To make it cost effective, the training programme may be provided through distance mode.

Programmes for continued professional development of teachers are considered more important than their initial training programmes. However, many urban teachers, especially those who earn extra money through their teaching in coaching classes, make effort at their individual level to update their knowledge and skills. However, majority of teachers, especially those who work in rural areas, need continued professional development programmes. The cost effectiveness of programmes can be improved by delivering them through distance mode. Peer feedback system may be introduced as a support system for teacher development.

In earlier days, teacher educators not only had school teaching experience before entering to a teacher training institution, but also continued to take classes in schools. In order to improve

quality of demonstration lessons and supervision of practice teaching lessons,the practice of school teaching at least for one unit in a year needs to be introduced. Unfortunately, to keep themselves abreast In case of minimum qualifications of teacher educators, in certain States, a graduate spends two years (one year B. Ed. and another year M. Ed.) to become eligible to become a Lecturer in Education for teaching in B. Ed. and M. Ed. courses. This is also the UGC prescribed qualification to appear at National Eligibility Test (NET) for lecturer in Education. However, in many States, a graduate has to study for four years (one year B. Ed., one year M.Ed. and two years another PG) to become eligible for the post of lecturer in Education. UGC failed to make all the States accepts its Guidelines. While UGC norms do not differentiate between minimum qualification for a lecturer in Education to teach B. Ed. or M.Ed. course, NCTE norms have made the difference. As per NCTE, a post graduate with a B.Ed. can also be a lecturer in Education for B.Ed. courses. NCTE itself has also violated its prescribed norms and standards. For instance, NCTE has recognised a Govt. College of Teacher Education for B.Ed. course, although the principal and most of the faculty members of the institution do not have even B.Ed. degree. A decade of functioning of NCTE has not enabled creation of separate cadre for teacher educators in many States. The universities do not bother to adhere to UGC guidelines for minimum number of teaching days in an academic session. They also do not adhere to NCTE guidelines for minimum number of teaching days in a session. B. Ed. qualification is yet to be made compulsory for higher secondary school teaching in a State, where the size of a general higher secondary class is 128, which is more than the double of the maximum strength for a class prescribed in many States.

It may be noted that attempts to have teacher education programmes centrally recognised failed in Australia (Chadbourne 1997). The Australian Teaching Council set up in 1994 was abolished in 1997 as the Government decided in favour of decentralisation and deregulation. USA has a number of non-government agencies for accreditation. According to Murray (2005), a large number of good teacher education institutions in USA have not got them accredited. Accreditation is also not a requirement for the State's teaching licensing regulations and for the hiring decision of the school districts. In India, a decade of functioning of NCTE is a story of success and failures. Its important success includes extending duration of B.Ed. (distance Mode) from one year to two years. During the decade of its existence, NCTE has modified several times its norms and standards for teacher education courses. Its latest revision has created confusion in the field, especially in case of faculty qualification that contradicts UGC Norms. Functioning of National Council for Teacher Education as a statutory body, brought in another quality supervisor in addition to already existing quality supervisors in form of examining bodies and education departments of the governments of the States and the UTs. In order to improve quality of functioning of NCTE, it may be appropriate for the Central Government to undertake modification of NCTE Act so that its General Body may consist of only experts having professional qualification and experience in teacher education. The Act needs to free NCTE from

its regulatory role, as it is not possible for a central agency in a large country to regulate teacher education programmes on the basis of a common standard, disregarding cultural and socio-political and economic diversities existing in States. The Act may suggest academic activities for NCTE which may include (a) Formulating standards for (i) teacher educators for different stages of teacher education, and (ii) heads of schools and school teachers of various central level organisations, (b) Formulating guidelines for developing state level standards for heads of schools and school teachers for various stages of school education, (c) Developing and operationalising resource centres for teacher education at national and regional levels, (d) Providing guidelines to the States and the UTs for their resource centre activities, (e) Identifying and disseminating innovative and excellent programmes of teacher education, (f) Maintaining a register of teacher educators including index of experts in various fields, and (g) carrying out comparative studies on teacher education.

CONCLUSION

There is a necessity for the Central Government to have a Standing Committee for co-ordination among various statutory bodies involved in improving quality of teacher learning. The statutory bodies need take into account the place of education in the Constitution. If the Central Government is keen to improve quality of teacher learning, it should impart model initial (pre-service) teacher training programmes through its own teacher training institutions and should provide high quality continued professional development programmes for teachers through distance mode. It should carry out modification in NCTE act to make it function as a Resource Centre for teacher learning.

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PROMOTING BETTER EDUCATIONAL FACILITIES FOR CHILDREN WITH HEARING IMPAIRMENT

M.S.Lalithamma

Generally, children with hearing impairment are grouped under disabled or challenged children, who need to be attended to with a separate focus perspective and efforts. Realizing the importance of integrating these children under the mainstream, efforts have been made under the centrally sponsored IED programme to educate such children, especially at the primary schools through specially trained teachers in such schools. Under this programme, the special teachers receive special salary benefit and children receive books, uniforms, and allowances for medical, hostel, transport, equipment etc.

The UN- ESCAP Decade of the Disabled (1993-2002) indicated that the countries in the region should make Education for All for disabled children a reality by 2002, implying that all the member countries including India should achieve literacy rate on par with that of non-disabled children by 2002. This target has still remained a utopian dream. Efforts should be made to provide secondary education to more number of children with disabilities. Along with efforts to achieve universalisation of elementary education by 2010 by Sarva Shiksha Abhiyan (SSA), efforts are also being made to universalise secondary education (CABE Committee Report, June 2005). The CABE committee advocates the need for a paradigm shift in the conceptual design of secondary education and suggests four guiding principles on which universal secondary education can be built. 'Universal access', being one of the principles, suggests that solving the problem of providing access at the physical level alone for the child with disability or a child from deprived background or a girl child without a change in the mind sets of the classmates, teachers and the curriculum planners or text book writers would be inadequate. The school should be able to create a new cultural ambience and a child friendly curriculum. Another principle related to equality and social justice suggests that the school system will have to strive for six dimensions of equality and social justice namely; a) gender, b) economic disparity, c) social i.e.; SC and ST, d) cultural (including the issues of religious and linguistic diversity, e) disability (both physical and mental), and f) rural-urban. These need to be reflected in the curriculum to build up the self esteem of each child so as to ensure that all children are able to complete secondary education. While discussing the quality of secondary education, the CABE Report suggests the need for paradigm shift in the conceptualization of secondary education from mugging up of a few content items for writing examination to school as a holistic living experience, whereby it is more inclusive to allow every child the right to exercise his/her full potential and achieve excellence. Adequate opportunity must be offered for exercising varieties of intelligence expressed in the concept of multiple intelligence and unfolding the full potential in each child. The different types of intelligence including linguistic and verbal intelligence, logical - mathematical intelligence, spatial

intelligence, bodily kinaesthetic or sport intelligence, musical intelligence, interpersonal intelligence, intra-personal intelligence and naturalist and environmental intelligence need to be nurtured.

All the above thinking related to universalisation of elementary education and universalisation of secondary education suggests that disabled children are not to be discriminated from non-disabled children. Both have to be treated at par in all walks of life. The disabled children are not charitable objects but as productive members of the society as non-disabled counterparts. A change in the approach in education and inclusion of 'disabled children' in the society should start from the primary level itself and continue at the secondary level and beyond. International declarations on special education point out that disabled children should be included in general education. The general educators should be concerned about disabled children as much as special educators. An inclusive education means creating conducive learning environments for all.

Focusing on hearing impaired children, one would like to examine the question 'whether they are disabled at all'? The concept of disability is a relative term. It is a context of a group of members with respect to a specific factor. An individual in a group can become disabled on any factor but not disabled on some other factor. Further, the concept of disability connotes a negative note, whereas the concept of ability connotes a positive note. Again, the contextual factors in the society make one individual as disabled non-disabled. Hence, the same contextual factor/ factors should be adapted to suit the needs of the individual to make him/her non disabled. If one examines the percentage of dropout of children from normal school at the end of elementary stage and secondary stage which is about 50% and 60%. Such children who drop out are they not disabled, if they come out with no minimum literacy, numeracy and vocational skill? This situation emerges when instruction and curriculum is not differentiated according to the differential needs of children. When the principle of 'One suit fits all' is applied, everybody will be disabled except for the one who fits into the suit. In other words, the instruction, curriculum, examination system, the infrastructural facilities etc., in a school system should cater to the needs of all types of children so that nobody is branded 'disabled'. This is what is implied by 'inclusive' education. Some of the adaptations need to be more specially designed with hearing impaired children. It may not be appropriate to bracket them as children with disability (physical and mental) as mentioned in CABE committee report. Except the sensory handicap in hearing, they are normal or more than normal than children without such handicap. Because the methods of teaching, examination and instructional materials are all verbal oriented and demand acquisition of lot of words by children with or without meaning, hearing impaired children find it difficult to adapt to the learning environment and opportunity created by the teacher along with children without hearing impairment. The hearing impaired children may not require a change in the curriculum, but they require adaptations in the methods of presentations, display, content etc. that will enhance learning. Such approach helps children with hearing impairment as well as who have learning problems without any

hearing impairment. May be more use of non-verbal communication helps both children with or without hearing impairment. Suitable communication and instructional strategies which promote the independence of these children are required. Hearing impaired children find it difficult to communicate at the secondary level due to the absence of a uniform sign language and also due to the limited vocabulary in the existing sign language documents. Sri Ramakrishna Mission Vidyalaya, Coimbatore has developed a comprehensive sign language dictionary covering 1,800 words and phrases (Mani, 2002). Such efforts help in providing these children with equal educational experience. Once these children are able to acquire the basic concepts through their minimum vocabulary and able to learn independently employing information technology for the educational enrichment of these children, goes a long way in reducing the gap between the hearing impaired and the normal children. Once the threshold is reached, they will be able to manage their learning themselves. This principle in teaching is in no way different from that which need to be adapted for children without any hearing impairment because in the present social and educational context with knowledge explosion and technological advancement the role of the teacher is not information giver with verbalism rather is facilitator who promotes learning by creating suitable learning environment differentiated for different types of learners. She / he is a manager of learning environment, allowing children to learn on their own and construct knowledge for themselves, as all of know that it is the learner who should participate in the learning process which can only be induced by the teacher from outside.

To conclude,some principles are suggested here:

*Hearing impaired children are to be treated at par with children without hearing impairment in all walks of life. A new cultural ambience should be created with changed mindset to treat all children alike.

*Differentiated instructional methods and materials are to be provided for children with different learning needs, thus ensuring equality and social justice.

* The curriculum should be child friendly and build up the self esteem of each child.

*Adequate opportunity should be provided for nurturing multiple intelligence, leading to unfolding of full potential in each student.

*The teacher should focus on information processing, rather than information giving; play a facilitator's role in the classroom by providing suitable learning environments to all types of children with different background and sensory capabilities, so as to make each child construct his/her own learning in a joyful child-friendly situation.

*The four pillars of learning suggested by International Education Commission 1996 namely; learning to know, learning to do, learning to live together and learning to be should form the basis of curriculum and instruction.

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CREATING A SAFE AND WELCOMING SCHOOL

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INTRODUCTION

Our fundamental mandate: a safe and welcoming place to learn. We expend a great deal of resources attempting to create schools that provide quality education for young people. Yet, as we search for the latest technological advances to increase our effectiveness in education, we can neglect the fundamental need for a school to be a safe and welcoming place for children to learn and thrive. If a school is not safe, the consequences for children are many. Furthermore, if the students do not feel safe inside the school, the consequences to the school and to the staff are just as serious. When children feel unsafe, vandalism against school property increases, abusive behaviour toward school staff escalates, conflict among peer groups heightens and, in general, young people are unable to learn their lessons. The most common response among young people who feel unsafe is that they close themselves off from others. In a school setting this leads to students 'shutting down' and not responding to their lessons or any other influences that the adults at school will try to impart to them. How can learning effectively take place in such an environment? Conflict in the larger society that the school belongs to, world conflict, lack of school resources, and the school staff 's response to distress in the students are all contributors to making students feel unsafe at the school. Similarly, if a school does not convey a feeling of welcome to the students, young people will also respond in the same ways as if they were feeling unsafe. They will close themselves off from the school and attempt to stay in a protective bubble, isolated from the efforts of the teachers and staff to educate them. Creating a welcoming school goes hand-in-hand with safety. If a school is not inviting, students will feel anxious and will not fully participate in their education, no matter how vigorous a school is in trying to reach them. The consequences to the school will be the same as those when students feel unsafe. Vandalism, negative behaviour towards adults and conflict with other students often result when students do not feel welcomed. It is with this in mind that we propose that creating a safe and welcoming school is a fundamental concept that all schools should take into account in an effort to successfully educate the children of the world.

1. A WELCOMING ENVIRONMENT

A child should feel pulled towards the school, in the same way that they react when a mother's face welcomes them with a wide smile and kind eyes. The school building and grounds can be made to convey this same feeling. We also welcome students into learning with our enthusiastic and positive attitudes toward them. Children are very visual. They delight and thrive in environments that evoke pleasure, comfort and safety. An infant's response to their mother's loving face is a primal example. A school's buildings and grounds announce a welcome to the students. As a child approaches the school grounds, does this area stimulate their natural playfulness and curiosity? A bright colour, an expressive face or an interesting object naturally pulls a child toward

it. Yet, most school buildings do not have these qualities. We so desperately want our children to embrace education enthusiastically, yet we do not realise that emotionless, unwelcoming buildings may be a child's first impression of learning. Assess your school surroundings. If it doesn't pull a child into the embrace of education, then work hard to create that look and feel to it. Does it convey a sense of adventure, curiosity, fun or excitement? A child should be pulled into the building, curious about what the people inside have in store for them. Changing the feel of your school building and grounds is not difficult; nor would it take much, if any, money. Engaging the children to help achieve this could be a wonderful school project for them and heighten their sense of ownership of their school experience. Have the students create artworks to adorn the outside of the school. They will show you the colours and shapes that will attract them. The same idea can be used for the school grounds. Let the students decorate the grounds. A side effect from this increased student ownership will be less acts of aggression, less vandalism and less absenteeism. The school will become a safe and welcoming place. The teachers and staff will also feel this new energy and this will lead to better work habits in them as well. Another basic way that a school can convey this sense of welcoming and safety is by being clean and tidy. Children view the world from a very different level than adults. Disorder conveys a strong message of an uncaring administration. Unclean and disorganized places also create real danger and potential harm to students, whose physical nature is full of energy and impulsive behaviour. The school's physical surroundings often make the first welcoming impression on students. Adult's attitudes reinforce the message of welcome and safety. Consider your students as gifts that come into your life each day. Smile at them, thank them for being at school and offer a positive greeting. ***Suggested reading:*** Couchenor & Chrisman, 2003; Hopkins, 2005; Hulley & Dier, 2005; Mayer, 2004.

2. SAFETY

Ensure a safe environment for students; respond to sickness and acts of aggression immediately. Keep strangers away from the school. A child's most basic reaction in the face of fear is to shut down, hide and deny the reality of the situation. So, if children walk into a school environment that is oppressive to them, they will shut down. In other words, they will stop their school work. Children pick up feelings of safety from very subtle signals in adults. If a student comes to school physically sick and the teacher just ignores their distress, then the other students in the classroom feel unsafe. The other students will feel: "What would happen if I am sick?" All the students will feel safer when a sick student is attended to or sent home as quickly as possible. Responding to sickness is not the only way that we make students feel safe. Outsiders should not be allowed on the school property. Adults and young people who have no relationship with the students should not be allowed on the school grounds. Outsiders on the school grounds cause your students to feel uncertain, confused and unsafe. Preventing and stopping physical aggression is another way we can make children feel safe. Strict rules and regulations should be in place that respond immediately to aggression among the students. A child's perception of time is unique. The time that elapses in a threatening situation can seem like an eternity in the scared child's mind.

Having clear rules and procedures for responding to aggressive acts in the school allows adults to respond immediately.

Suggested readings: Bluestein, 2001; Brand et al., 2003; Kibble, 2004; Randazzo, 2006; Weist, Evans & Lever, 2003.

3. HOW TO IDENTIFY A TROUBLED CHILD

The most effective way to identify a troubled student is to observe whether that student has deviated from their 'baseline behaviour' pattern.In a safe and welcoming environment, an academically or emotionally troubled student needs quick attention—as much as the physically ill. At every age, each student expresses behaviours and attitudes that are normal for them. We can call these characteristics 'baseline behaviours'.The best method for a school to assess the well-being of students is to monitor these baseline behaviours. This monitoring does not take any more effort from the staff than being with the students in order to educate them. When students deviate from their baseline behaviour, teachers should anticipate trouble.

Suggested readings: Mayer, 2000; McAuliffe, 2002; Prout & Brown, 2007.

4. STUDENT AND PARENT ORIENTATION

Orientate students and parents on the ways they can help make the school a safe and welcoming place. Do this early in the school year and repeat it throughout the year. It is very important that a school instructs the parents and the students at the beginning of each school year on how they can help make the school a safe and welcoming place. This orientation should stress:

- Alerting school officials if strangers are near the school grounds.
- Explaining why the school doors are locked.
- How the school responds to ill students and what is the parents' responsibility.
- A list of items that cannot be brought into the school—anything resembling a weapon.

Announce and explain all of the school's rules, particularly:

- The school philosophy and goals.
- The need to speak positively about the school at home.
- Encourage parents to take an interest in the school.
- Reward students' efforts even more than their accomplishments.

Repeat this process throughout the school year. Children's fresh minds thrive on repetition and parents will benefit from reminders about how to keep the school safe and welcoming.

Suggested readings: Couchenor & Chrisman, 2003; Wessler & Preble, 2003.

5. HOME AND SCHOOL CO-OPERATION

Give students and parents guidance on ways they can help make the school a safe and welcoming place. Do this early in the school year and repeat it throughout the year.The foundation of co-operation between the home and the school is COMMUNICATION. Children learn best when the lessons provided in school are supported at home. Certainly, orientation of parents is critically important in gaining their co-operation. But, a school should not rely on just this as its sole method of communication with parents. Other techniques can be employed to solicit this co-operation. One such technique is to have teachers send home a weekly 'classroom note' with each

student at the end of the school week. This note could be hand-written by the teacher and then copied by machine and given out to every student to take home. If you do not have access to a copier, then the teacher could recite aloud the note and have the students write it down. This exercise in note-taking could be a very beneficial addition to the students' lessons. An easy and efficient way to compose this classroom note is to encourage teachers to jot down their thoughts throughout the week. Then, at the end of the week they simply put the notes on one sheet of a paper. Some suggested thoughts to communicate in your classroom note are:

• What this class has been learning this week in each subject.
• How the entire class is responding to these new topics.
• Any difficulties the entire class is experiencing with a particular topic.
• The teacher's past experiences with certain topics that are coming up and what to watch out for at home.
• Tips on how parents can help their child grasp the lessons taught in school.
• Any overall conduct problems with the entire class. (Do not ever name individual students.)
• How the parents can help with conduct problems.
• Any general health, hygiene or safety concerns. (Again, never identify individuals.)
• Any messages from the principal that need to be conveyed to the parents.
• School equipment needed for the next week.

Always include praise and affirmation of the students and of the parents' involvement with their child's education. Always be positive and friendly in your wording.

Another technique to promote co-operation between the parents and the school is to hold 'parent/teacher nights'. These events should encourage informal discussions between the parents and the teachers. Report cards could be distributed at these times and refreshments served. A positive and affirming tone should be conveyed throughout the evening.

Finally, we would encourage schools to hold parent education presentations frequently. These presentations should focus on topics of very high interest, such as:

• Community health concerns.
• Basic child care.
• Medical concerns in parenting.
• Topics aimed at helping students in their lessons.
• Conduct and home discipline.
• Special community news and events.
• Artistic or cultural presentations—possibly using students as performers.

All the above suggestions make the school a welcoming place for parents and this feeling transfers directly to the students. When parents are co-operative, informed and invited into the school, the school becomes a safer and more welcoming environment.

Suggested reading: Cotton, 2000.

6. CRISES IN THE COMMUNITY AND A SCHOOL'S RESPONSE

When crises occur in the community or in the world, it is important for schools to provide factual information for the student body. This conveys to the student that the school is a safe island against storms of potential danger. Never overlook communicating to the students about a tragedy.Negative events that occur in the community have profound effects on students. Children react quite differently than adults toward crises in the community and to world

events. Adults assume that children will react to crises in the same way that they (the adults) do. Children do not have an experienced emotional or intellectual frame of reference to understand negative events. A child's immediate response to a tragedy is to personalize it. They automatically think that the same or a similar event is going to happen to them. They personalize out of fear. Fear comes from the unknown. A child's next most common response is to worry about loved ones' safety, particularly if they are themselves at school and separated from their family. A variety of other responses often occur in children. A child can have lingering fears caused by the crisis that can last for a very long time. The specific fears are personal to that child and may become associated with a small part of the tragedy or crisis. For example, one student who witnessed a mentally disturbed man behave wildly on a crowded bus when she was 3 years old had a severe panic reaction to the horse-play of other teenage students on a school bus. The teachers and adult chaperones on the bus felt helpless to calm her. Another common reaction that children have to a crisis is that other fears will appear, not necessarily related to the crisis situation. For a child, fear and anxiety are generalized feelings; therefore, a child may respond by associating their fears with something else that they are afraid of. The most effective method to handle a crisis situation is for the school to provide information to the students about the crisis. When we provide facts about a crisis, then the unknown becomes known. Information has a calming effect. A school should not take for granted that the students will be hearing about a crisis from other sources, such as parents, newspapers or radio/television. A school is in a powerful position in a child's life. The school is already viewed by students as the most reliable source of information—the distiller of knowledge. Information heard from the school can be trusted in the same way that they can trust the content of the lessons they are being taught. The school can become an island in the lives of students. A safe school conveys to the student a feeling of safety, in spite of what is happening outside the school grounds. The school is then seen as a refuge for students. It becomes a place away from the chaos around them. Creating such a place and keeping distractions away from the thoughts of the students allows them to fill their minds with knowledge. Communication by the school of facts and even strategies for understanding crises in their community is a key element to create this perception of the school as an island. ***Suggested reading:*** Jaycox et al., 2006.

7. CRISES MANAGEMENT

It is important for the school to have the attitude of calmness and control in the face of a crisis. A strong method of handling crises situations is to have a Crises Response Team in place that can act quickly and decisively. In today's world, a crisis can occur inside a school more often than ever before. A school needs a plan for handling crises. Students will judge the school's response to a crisis as a measure of the long-term safety of the school. It is crucial that the school acts decisively and quickly in the face of a crisis. The first step in forming a Crises Intervention Programme is to determine who will lead the school in a crisis. Don't assume that the headmaster (principal) or president of the school is the best person to lead what we will define shortly as the Crises Response Team. The head of the Crises

Response Team should be a person who should be able to:

• Handle traumatic situations, both as a leader and personally;
• Make quick decisions;
• Convey to students, parents and the community a feeling of strength and being in charge;
• Possibly have experience of handling crises;
• Be an excellent communicator;
• Know how to communicate with sensitivity so as not to offend the community, nor to further upset the students;
• Intimately know the school;
• Intimately know the students;
• Intimately know the parents and the community.

Once the leader of the Crises Response Team has been chosen, then the other members of the team need to be picked. The Crises Response Team is a group of school staff members who have volunteered to fulfil the necessary roles in response to a crisis to ensure the safety of the students and the school. The number of staff members comprising the team should be chosen based on the resources of the school and the amount of tasks that need to be accomplished. There should be at least two or three other staff members in the team. One advantage of having at least this many staff members on the Crises Response Team is to share responsibility and any liabilities so that this entire burden does not rest solely upon the leader. This helps the leader cope with the stress of the situation and also ensures that all of the needed responses are undertaken in a timely fashion. The remainder of the Crises Response Team members should be chosen using the same guidelines as those that were used to designate the leader. Turning our attention to the duties of the Crises Response Team, the essential duties in response to a crisis are to:

• Make sure that the students and staff of the school are safe;
• Assemble the Crises Response Team members immediately;
• Check all school safety procedures. If warranted, make sure that all doors are locked, emergency alarms are working, students are accounted for through a roll call, out-of-control or dangerous students are isolated from others, and so forth.
• Provide a space where Crises Response Team member(s) can provide counselling and guidance services to the students and allow the students to "drop-in" on a staff member as needed. Inform the students of this service.

If needed, the leader of the Crises Response Team works closely with the local police or other government agencies to resolve the crisis and guarantee the safety of the school. The leader is the main and possibly only liaison between the school and such agencies. The leader of the Crises Response Team, with the help of the entire team and the administrator of the school, should provide a Statement of Fact about the crisis. This statement is to become the official statement of the school on what happened in the crisis and what steps have been taken to ensure the safety of the students and the school as a whole. This Statement of Fact should be read to the students and given to them to take home. If the media (television, newspaper or radio) contacts the school, this statement will be the only information given out. Students, staff and parents are also instructed that these facts are the only statements to be made to others. All inquiries made to the school should go directly

to the leader of the Crises Response Team and will be answered by this person. There should only be one voice that speaks for the school in the aftermath of a crisis. This avoids misinformation and reduces rumours or gossip about the crisis. The leader of the Crises Response Team should provide updates to this Statement of Facts as needed. Decisions about bringing in outside help and/or holding meetings with the students to help them cope with this crisis are made by the Crises Response Team as a group. Do not automatically feel that either of these decisions is appropriate in every situation. Taking either of these actions may just heighten the students' fears and prolong them from getting over the crisis. As a general rule, it is important for problems to be handled first internally by the school and school staff before considering bringing in outside help. When the school solves its own problems, it reinforces the feeling that the school is a safe place in the minds of the students. Having a Crises Response Team is a key tool in avoiding the need to call upon outside help during a crisis situation. The Crises Response Team continues to monitor the safety of the students and the school. The Crises Response Team meets after the crisis to resolve any conditions in the school that caused the crisis. The Crises Response Team meets one or more times to evaluate their functioning throughout this crisis and to provide feedback on how to improve their work in the future. Notes are made on these meetings. These notes are important as they can be passed on to new staff members who may in future fill roles in the Crises Response Team. Throughout every step that a school takes in a crisis, the adults should be able to respond with:

• Calmness.
• Being in control.
• Confidence.
• Unity.

These qualities reinforce that the school is a safe place to be now and in the future.

Suggested readings: Broch et al., 2001; Johnson, 2002; Mayer, 1999; Peterson & Straub, 1991.

8. SCHOOL DISCIPLINE

School discipline is a key to school safety. The simplest rules are the building blocks of school discipline. Enforcement of the rules, even those rules that seem least important toward learning, should be taken very seriously by all staff.When a school believes in and enforces discipline among the students, it sends a strong message of safety to the student body. Young people learn how to obey rules when the adults in charge respond consistently in enforcing the rules. It is important for each school to determine what rules will be set for the students. Many of these rules will be specific to the school and the community that it serves, but some rules should be universal among all schools. We would suggest the following rules of conduct for all schools:

• Students should arrive on time every school day.
• Students shall attend each official school day.
• Students shall dress cleanly and neatly for school.
• Students shall maintain good hygiene and health.
• Students shall arrive at school ready to learn. If required, they should bring the necessary supplies to do this.
• Students shall respond courteously, attentively and respectfully to all school staff.
• Students shall do what school staff members ask of them without question or protest.

• Students shall help in keeping the school a clean and safe environment to learn.
• Students shall use appropriate language when in school and not use profanity or vulgarity.
• Students shall never harm another student(s).
• Students shall never disrupt the education of another student(s).
• Students shall respect and be courteous to the other students at all times.
• Students shall not bring weapons or harmful materials into the school.
• Students shall not bring illegal drugs into the school.
• Students shall inform the staff if they require special medical attention and need to take medications while at school.
• Students shall do coursework and homework as assigned by teachers.
• Students shall notify the school if an illness causes them to miss a school day or need to be absent from school for any other reason.
• Students shall not eat food, use tobacco, chew gum or drink liquids except at the designated times throughout the school day, such as lunch periods or official break periods, unless documented medical needs are on record for that student.

In addition to these general guidelines, we would suggest that any other rules that individual schools wish to include should be written down into a Student/Parent Handbook and given to the students and parents at the beginning of each school year. Achieving compliance becomes easier when all staff unite to enforce the rules of the school. The leading cause of rule systems breaking down is when they are inconsistently enforced by the staff. If some staff are very diligent on enforcement and others are not, this sends a message to the students that the adults are not in agreement with the rules and, therefore, the students can also disagree. At the very least, this inconsistency in the enforcement of rules sends a message to the students that they have a good chance of 'getting away' with disobedience. The rewards associated with breaking the rules then become worth the risk to the student. This is not the beginnings of a criminal mind in a child, it is just human nature. Consistency in the enforcement of rules starts with strict enforcement of the smallest of the rules. When staff enforce the least of the rules, this sends a strong message that the rule system is being taken seriously. Many staff members may take the attitude that their training and expertise places them above the role of a policeman who has to enforce petty rules. After all, they were trained to be educators, not law enforcers. Such staff members should be made aware that enforcing the smallest of the rules acts as a building block that makes students obey the rules that are essential to the students learning— and thus makes the staff person's job easier. Teachers who have the most disruptive classes are often the ones who have let the students ignore the basic rules of the school. Thus, it quickly happens that students become disrespectful toward the teacher and disruptive in class, and are not paying attention to their studies.

Suggested readings: Borich, 2006; Charles & Senter, 2004; Cotton, 1990; Darling-Hammond & Sykes, 1999; Jones & Jones, 2006; Lindberg, Kelly & Swick, 2004; Wolfgang, 2004.

9. ILLEGAL SUBSTANCE ABUSE IN SCHOOLS

Effective substance abuse prevention does not take overwhelming amounts of resources. By

weaving it into the basic fabric of the school, it is efficient and inexpensive. Expensive, concentrated substance abuse programmes, often carried out by someone from outside the school, are not nearly as effective as this integrated approach. Sadly, the use of illegal substances is a worldwide concern. Children of all ages are vulnerable to being influenced into substance abuse. Substance abuse prevention is critical to creating a safe and welcoming school. The problems with most substance abuse prevention efforts are:

• The tone: moralistic and punitive.
• Their position in the curriculum: isolated.
• Time allotment: concentrated.

We must approach drug prevention and education in the same way that it attracts young users—not isolated from their everyday world, but integrated into it. The components of an effective substance abuse prevention programme are:

• Make your school a SAFE and WELCOMING place. The very subject matter of this booklet!

• The use and possession of illegal drugs by students must be against school rules and violations of this rule must be enforced strictly. Our world is filled with messages saying that the use of illegal drugs is acceptable, even desirable. These messages are subtle, powerful and integrated into our lifestyle. The school should be a living environment that says illegal drugs are not a part of this place. Go through your school and remove any messages that support illegal drug use. Look for decorations, advertisements, scenes in instructional movies and other places. Educate all the staff at school on how they can give anti-drug-use messages to the students. Make adults aware that we sometimes talk about drugs casually in front of young people in a way that may make it seem acceptable to use drugs. Young people should be shown that there are so many other ways to enjoy and cope with life. We, as adults, must talk and behave differently about drugs and illegal drug use in our everyday language and conduct. Parents, as a co-operative part of the school community, should also be taught how the school is preventing illegal substance abuse by these new methods. Also invite anyone from the larger adult community to become involved in this education. Direct education about drug abuse is integrated into the school curriculum. All teachers, no matter what subject they teach, should include drug education as part of their instruction to the students. Drug education should not be relegated to one subject, such as science or health class, and taught for a short, limited time. The use of illegal drugs pervades our world by infiltrating ALL aspects of society. The best drug prevention education fights against drugs in this same manner. Get students actively involved. Let the students create 'positive lifestyle' presentations or displays. These presentations could show other students ways to live a positive, healthy lifestyle. They could stress physical activity, good nutrition, friendship, the arts, music and culture, amongst other things.

Suggested readings: Fisher & Harrison, 2004; Mayer, 2001; Mayer, 2002; Zucker, 2003.

10. MOTIVATION-BUILDING FOR STUDENTS

Motivation is most effective when it is self motivation. Success in motivating students comes from adults surrounding the student with a positive, motivating atmosphere.

Keeping students motivated and enthusiastic about education is yet another powerful way

to keep your school safe and establish a welcoming environment. Motivated students take ownership of their education and of their school. The best motivation is self motivation—no threats, no bribes, no punishments. There are several steps that adults can take to keep students motivated academically. These techniques are just as effective at home or at school. These are:

• Maintain a positive attitude toward the school. It is surprising how adults give out subtle messages that are negative about school or schoolwork. Be careful of talk that accidentally makes the school seem like a burden rather than a joy in the life of the child.

• Surround the student with motivation. Use affirmations repeatedly and liberally around the school and the home. Make posters or signs with positive phrases that affirm the student's success in school. Use phrases or sayings that support schoolwork. Try and make these affirmations personal to the student and their school.

• Model motivation. It is important for adults to demonstrate motivation for the young person. It is through modelling that we best transfer behaviours we want to see in our children. Be active in the child's education. Help them with their homework, go to school presentations and talk enthusiastically about the school. Don't be lazy yourself. Be energetic and work hard.

• Praise the students' efforts even more vigorously than accomplishments. Accomplishment in many students can be the result of that student's natural intellectual ability. In order to instill self-motivation, it is very important to praise effort even more than accomplishment.

• Verbal praise from an adult is the best reward. When adults praise young people, it is the best reward they can get for their hard work. It is better than treats, money or privileges.

• Watch your expectations of students. Don't confuse the lack of motivation in a student with the lack of ability. A student may be failing a subject because that subject is hard for them to grasp.

• Frequently praise them for the basics. Adults forget that the basics of attending school are a challenge. School attendance is often the first time that a child is away from home. School is also the first time that a child will experience loss and failure, pressure, formal rules and regulations, and so many other aspects of life that adults take for granted.

Suggested readings: Brier, 2006; Lane & Beebe-Frankenberger, 2003; Mayer, 1998, Pintrich & Schunk, 2001; Rathvon, 2003; Sansone & Harackiewicz, 2000; Shapiro, 2004; Stipek, 2001.

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ACHIEVEMENT IN ACCOUNTANCY AND EDUCATIONAL ADJUSTMENT OF HIGHER SECONDARY STUDENTS

R. Babu
K. Kaliamoorthy

INTRODUCTION

Far-reaching changes are evolving in different walks of life as the people change their profession especially within a few years after entering into them. This is due to poor adaptability to the new situations around them. This happens after selecting subject at higher secondary level. In order to subjugate to the varied complex situations, one has to appropriately adjust himself/herself. Accountancy being a skill subject to higher secondary students, a better achievement and well adjusted personality is essential for learning to be pleasurable. It gives emphasis on memorization and regurgitates the "trained-monkey" approach. There is too much emphasis on lecture, reliance on textbooks as course drivers. In order to improve the situation, there is necessity to develop creative types of teaching such as team work, assignments with multinational companies, case analysis, oral presentations, role playing, team teaching, assignments, videos, writing assignments, exposure to accounting professionals in the classroom, studying current events and discussion on accounting practices. There is also necessity for making adequate use of out-of-classroom experiences such as internship, field studies, foreign business trips, on-line experiences, and service-learning assignments.

The pattern of education is test-for-content, and is limited to preparing students -for-certifying-examinations. This educational model is inefficient, but more importantly, it does not prepare students for the ambiguous business world which they encounter upon graduation. The pedagogy is not effective to the needs of the business world. It is bound by class time and does not give emphasis on student contact with business world. Teaching Accounting subject is carried out as if information processing is still costly. Information processing, which has been an important part of modern educational model, can now be managed quickly by anyone using the right software. Accountancy students are not exposed enough to the impact of technology on accounting and ways in which technology can be leveraged to make business decisions easily. Hence, one needs to enter explicitly into the core aspects of accounting education and become conversant with the current practices. Therefore, the investigators are keen on studying the achievement in Accountancy and educational adjustment which is the panorama of the skill development.

OBJECTIVES

1. To find out the higher secondary students' achievement in Accountancy and also their educational adjustment;
2. To find out whether any significant difference exists in higher secondary students' achievement in Accountancy and their educational adjustment in respect of : a) gender, b) locality of the school, c) father's education, and d) mother's education.

METHOD

Normative survey method was used in the present investigation. It sought to obtain precise information concerning the current status of phenomena and to draw valid conclusions from the facts discovered.

Sample

A sample of 700 higher secondary students was randomly selected from different schools of Cuddalore, Villupuram, Nagapattinam and Trichy districts of Tamilnadu State.

Tools

Accountancy Achievement Test (2006) was prepared and validated by the investigators. A part of adjustment inventory prepared and validated by Sinha and Singh (1993) was used to measure the educational adjustment of higher secondary students.

RESULTS AND DISCUSSION

Data were analysed in terms of mean, standard deviation and 't' ratio. The achievement test in Accountancy was conducted for a maximum score of 39. Hence, having score of 28 or above was considered as high achievement in Accountancy and above a score of 19.5 was considered as average and below 19.5 was considered as low achievement in Accountancy. The mean (22.51) and standard deviation (6.59) of the higher secondary students' achievement in Accountancy was average. Similarly, educational adjustment inventory was conducted for maximum marks of 20. Hence, having a score of 10 or above was considered as low educational adjustment and a score of 5 or above was considered as average educational adjustment and a score of less than 5 was considered as high educational adjustment The mean (4.19) and standard deviation (3.13) educational adjustment of higher secondary students was high. The entire sample showed average achievement in accountancy and high educational adjustment of higher secondary students. There was significant difference in mean Accountancy achievement scores of male and female higher secondary students, urban and rural higher secondary school students and students' mothers' education. Female higher secondary students showed better achievement than that of their male counterparts. Rural higher secondary students showed better achievement than that of their urban counterparts. There were significant differences in respect of students having educated mothers with respect to achievement in Accountancy. There was no significant difference in mean Accountancy achievement scores of students of literate and illiterate fathers. There was no significant difference in the students in respect of their fathers' education. There was significant difference in mean educational adjustment scores of male and female higher secondary students. Female higher secondary students showed better educational adjustment than that of their male counterparts; whereas, there was no significant difference in mean educational adjustment scores of urban and rural higher secondary school students, higher secondary students' fathers' education, and higher secondary students' mothers' education. Rural higher secondary school students had better educational adjustment than that of their urban counterparts. The results of the study show that there are no significant differences in respect of education level of fathers and mothers of students with respect to educational adjustment.

RECOMMENDATIONS

Male students must be given sufficient practices to educational adjustment and female students should be further encouraged. It is suggested that urban students should be given better attention to arrive at better achievement in accountancy. Urban students must be prepared to face the educational challenges by developing educational adjustment at higher secondary level. Higher secondary students of illiterate fathers and mothers should be motivated to learn so that it will promote better achievement in accountancy subject. Accounting education must be given with apprenticeship placement for students. Employability of accountancy proficient candidates must be explored. Software packages of accounting should be taught at higher secondary level.

CONCLUSION

It has become the need of the hour to focus attention on renovation of accounting education in higher secondary level by which professionals of international standards can be produced. Educationists and policy makers need to realise that accounting education has to be emphasized from secondary classes onwards so that learning would become more meaningful and explorative in nature.

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SOCIO-ECONOMIC AND ENVIRONMENTAL IMPACT ON THE CHILDREN HAVING LOW INTELLIGENCE

Shailaja Bhangale

INTRODUCTION

Education is mainly considered as a process of human development. Educational processes are adapted to the age and maturity of the children. All round development consists of social, emotional, physical, mental and intellectual development. Intellectual development describes the importance of organism but an alternative view point emphasizes the importance of the environmental context and particularly the social environment. Surroundings affect motivation, therefore, intelligence.

L.S. Vygotsky a soviet psychologist suggests that intellectual development may be largely influenced by a child's interactions with others. An Israeli psychologist, Reuven Feuerstein has elaborated upon this point of view, suggesting that the key to intellectual development is mediated learning experience. The parent mediates or interprets the environment for the child and it is largely through this mediation that the child learns to understand and interpret the world. Bernstein has shown that the handicap reflects itself in the poor educational performance of working class children, particularly those from semi and unskilled families. It seems that the very nature of their ability is profoundly influenced by the social environment. Intelligence has both positive and negative and negative dimensions. The positive higher range is called the gifted and the negative lower range is called mentally retarded.

SIGNIFICANCE OF THE STUDY

There have been many schemes and programmes for children's development. At early phase of childhood stage, learning takes place to the maximum and there is need for a proper channelisation. Hence, the necessity to study socio-economic and environmental impact on the children having low intelligence.

OBJECTIVES

1. To study socio-economic condition of mentally retarded children;
2. To study the environmental condition of mentally retarded children;
3. To study the view of family of the mentally retarded children;
4. To study the behaviour of people with mentally retarded children.

METHOD

Sample

The study was carried out on a random sample of 200 parents in Jalgaon district.

Tools

Two tools were used: 1) Observation; and 2) Questionnaire for parents.

Procedure

Survey method was used for the present study. The questionnaire was used to elicit the required information about socio-economic condition and environmental condition.

FINDINGS

Higher proportions of mentally retarded children were from labour and agriculture family. Service and commerce person family had lower proportion of mentally retarded. 51.2% mentally retarded children were from lowest annual income group. The highest income group had 3.2% mentally retarded children. Percentages of various categories of parents were : 39.20% illiterate, 55.20% literate and 5.6% graduate. The literate parents did not possess more awareness about the future of their children. 50.4% mentally retarded children had lower social environment, 45.6% had medium and only 4% children had well to do social environment. Surrounding in family consisted of behaviour of all family members with mentally retarded children. Majority, 55.2% family behaved like sympathetic, whereas,16.8% behaved as affectionate, 20% behaved as contemned and 8% behaved as disrespect to mentally retarded children. As regards behaviour of neighbours with mentally retarded children, 42.4% people behaved like disrespect, 46.4% people behaved like contemned and only 12% people behaved like sympathetic and affectionate.

CONCLUSION

Most of the mentally retarded children have lower social, economic status and lower environmental situation. The lower social environment of mentally retarded children influences the awareness of development, education, and socialization of such children. Socio-economic environment exerts its influence on child's personality and educability through his / her family. Nature of the family, occupation of the parents, parent's attitude, and love and aspirations towards their children are of utmost importance. Illiteracy, social bindings, poor economic condition and , lower treatment by family and people influence the awareness about these children.

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TEACHER EDUCATION IN JHARKHAND

Kumar Sanjeev
Khagendra Kumar

SECONDARY TEACHER EDUCATION PROGRAMME

Of late, all universities in Jharkhand have taken a new initiative for starting B. Ed. Programmes under self-financed scheme (SFS). As a result of the new initiative, the number of secondary teachers' training institution rose to 36 by 2006. Of these, four are government training colleges running under regular scheme where a nominal fee is charged. Rest 32 colleges run B. Ed. programme under SFS. Four of these are private minority managed colleges. The overall intake in all these institutions is about 3,650. The B. Ed. Course of Vinoba Bhave University, Hazaribag consists of 5 theory papers(5x100=500 Marks) and 3 Practical papers (3x100=300 Marks). Total Marks for the course is 800 Marks. The theory papers include 4 foundation papers: 1.Theory of Education, 2. Educational Psychology and Educational Measurement, 3. Educational Administration and Health Education, and 4. Educational Reconstruction in India and Abroad. The fifth paper has two parts, each part carries 50 Marks. The method subjects include Physical Science, Biological Science, Mathematics, Hindi, Urdu, Sanskrit, English, History, Geography, Domestic Science, and Civics. Elementary Education is also offered as a part paper carrying 50 marks. There are 3 practical papers - one paper for each of the two method subjects and a paper for craft. Subjects covered under craft include: tailoring (only for girls), woodwork (only for boys), spinning and weaving and metal work.

Fee Structure

The fee structure is as follows:
Registration Fee - Rs. 1, 000/-
Tuition Fee - Rs. 12, 000/-
Admission Fee - Rs. 3, 000/-
Development Fee - Rs. 1, 000/-
Sports and Excursion Fee - Rs. 1, 200/-
Electricity and Allied Charge - Rs. 1, 200/-
Internal College Exam. Fee - Rs. 600/-
Common Room Fee - Rs. 1, 200/-
Course material & technical fee - Rs. 2, 000/ -Library fee - Rs. 500/-
College Magazine fee - Rs. 300/
Total - Rs. 24, 000/-
However, fees for SC and ST candidates are Rs. 12, 000/ - only.

PRIMARY TEACHER EDUCATION PROGRAMME

There are 23 Primary Teacher Training Colleges (PTTCs) and 10 DIETs in the state. Two training programmes - Two Year Basic Training (BT) and One Year In-service Elementary Teacher Education (ETE) are currently provided in these institutions. The B.T. curriculum consists of 8 compulsory theory papers: Education in Emerging Indian Society, Child Psychology, Curriculum and Evaluation, Mother tongue, Mathematics, Science, Social Science, Rashtra Bhasha Hindi (for non-Hindi speaking children) and Sanskrit. One may opt for English as an extra paper. The practical papers include SUPW, Teaching, Construction of self learning material, and Community life.

The theory papers carry 800 marks and practical work carries 700 marks. The ETE course consists of four theory papers namely- Education in Emerging Indian Society, Educational Psychology (with special reference to child development), Educational Problems and School management and Contents and methodologies. The practical papers include Practice teaching, SUPW, Fine Arts, Music and other related works, Health and physical Education (Drill / Play / Yoga etc.) and Community life. The marks weightage for theory is 600 and for practical 400. There is also provision of internal evaluation.

Fee Structure

The fees structure is as follows:
Tuition Fee - Rs. 4, 800/-
Admission Fee - Rs.3, 000/-
Development Fee - Rs.1, 000/-
Sports and Excursion Fee - Rs.2, 400/-
Electricity and Allied Charge - Rs.2, 400/-
Internal College Exam. Fee - Rs.1, 500/-
Common Room Fee - Rs.2, 400/-
TOTAL - Rs.17, 500/-.

INSERVICE TRAINING

Almost entire primary teacher population of Jharkhand was given short duration in-service training through UJALA-I and II training modules. Ujala I module (focusing on the pedagogical skills required for grade I and II) covered aspects like increasing community contact, training in gender sensitive teaching methods, developing communication skills and effective use of teaching aids. UJALA- II module (focusing on the pedagogical skills required for grade III, IV and V) covered the aspect of Multi Grade Teaching (MGT) along with many others. As short term in-service training has been conceived as a continuous programme for empowerment of primary teachers, short duration training modules have been developed to make teachers abreast of new and relevant skills. During UJALA- II training, the need was felt to improve upon this module and another training module called SAMAJH was developed. Apart from UJALA and SAMAJH, training modules have also been developed for teaching of English, Mathematics and Science subjects in the light of subject specific needs of teachers and teachers training evaluation study. Training of teachers in English is important as English has been introduced as a subject right from class I. This training enables the teachers to develop proficiency in English and professional competency for teaching English as well. Altogether 9,625 teacher were trained in English during 2003-04. Visualizing the need for learning Mathematics in joyful manner, an innovative training module was developed. A total of 17, 708 teachers were trained in teaching of Mathematics. Another training module was also developed for training teachers to teach science through experiments and activities, in a very simple manner. During 2003-04, 7, 301 teachers were trained under this programme (JEP, 2003-04).

In addition to training through subject specific training modules, there are provision for induction training for EGS teachers, training for BRC co-coordinators and CRC coordinators so that the implementation, monitoring and supervision take place in a co-coordinated manner. In order to provide in-service training to all primary teachers of the State, an elaborate support mechanism has been developed. At the apex level, the State Level Office (SLO), has the State Resource Group (SRG) consisting

of experts in teacher education. A large number of teachers and pedagogues work together to develop the training modules. The implementation of in-service training is largely the responsibility of the District Level Office (DLO) of the project, District Institute of Education and Training (DIET) and the District Education Office.

Block Resource Centres

All the districts of the project are divided in educational blocks and each block has been provided with a Block Resource Centre (BRC) with self-sufficient facilities for training. Teachers from each block are identified and trained to function as Resource Persons. Local Block Education Extension Officer (BEEO) or Area Education Officer (AEO) is designated as coordinator of the BRC (BRCC). BRC was intended to offer 10-day training to each of the teacher every year. The idea was to impart various phases of short term training modules alternately till a different demand emerged from the teachers. All the districts have been able to achieve nearly 90 per cent of training target.

Cluster Resource Centres

The batches of 35-40 teachers drawn for 12-16 physically contiguous schools undergo training in a school identified as Cluster Resource Centre (CRC). The same group selects one of the teachers as coordinator (CRCC). CRC may be singled out as the most crucial mechanism in translating the training inputs in classroom transactions and institutionalizing the pedagogical reform processes started by recurrent Ujala training. The qualities of activities in CRC, the contributions that teacher makes and the continuity of the process combined together give a fair indication of teacher's practices in classrooms. CRC may be viewed as a mirror of quality of classroom transactions. Realising that a 10 day exposure in a year may not be enough to achieve the desired transformation, provisions for one day recurrent monthly training at CRC were strategically planned. The same trainers/resource persons who had trained these teachers offer academic help to these training sessions. It is expected that this arrangement would provide opportunities to teachers to address the missing links of annual training besides opening up new vistas of self-sufficiency in academic trouble shooting at the local level itself.

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EFFECT OF INDIVIDUAL AND GROUP SETTINGS IN PROBLEM – SOLVING PERFORMANCES

Poonam Sukul

INTRODUCTION

The general exploratory behaviour of the organism accompanies the presence of needs in the organism. In the evolution of the response mechanism and in the adjustment of the organism to its environment, the general activity becomes the first step in ensuring that the organism has an opportunity to obtain the satisfaction of its needs. Although in a new and unfamiliar situation, general exploration is the only available means for finding the satisfaction of a need, when the need arises again and again in the same situation, learning has an opportunity to take place. Activity, then becomes less random and more stereotyped and specific learned patterns of behaviour emerge. Such learning behaviour is called problem-solving.

Since many years, experimental study of human problem-solving behaviour has continued in a sporadic manner. Psychologists have tried to investigate the conditions that influence the problem solving behaviour of the individuals. They have tried to analyse whether an individual can solve problems in a better way working in a group or when she / he is alone. Evidences suggest that group problem solving is generally superior to individual situation. It has been argued that it occurs because the presence of one able person in the group ensures that all the individuals will be able to perform the task. The proponents of problem solving as a brain storming or idea eliciting behaviour also emphasize the value of group participation.

OBJECTIVES OF THE STUDY

1. To study the effect of individual condition in problem solving;
2. To study the effect of group participation in problem solving;
3. To study the effect of mixed conditions i.e. working in both individual and group conditions in solving problems.

HYPOTHESES

1. The number of solutions would not be greater when working individually than when working in a group;
2. The individual condition of problem solving would not be superior to the mixed conditions of working.

METHOD

Sample

40 male students of higher secondary classes studying in different schools in Bhopal (Madhya Pradesh) who had secured 60 to 65% marks in their secondary school examinations were selected on the basis of random sampling.

Materials

Five problems of general interest and creative thinking each having numerous answers were selected for the purpose of study.

Experimental Design and Procedure

Four experimental conditions each composed of 10 same sex subjects were utilised. The conditions were as follows:

I - Working individually;

G - Working in a group;
IG - Working first half of the time individually and then working in a group; and
G I - Working first half of the session in a group and then working individually.

In individual condition, all the 10 subjects were told that they had to respond for a test on creative thinking. They were asked to read all the problems carefully and to write down all the ideas or solutions, they could think of. Quantity and not the quality of the solutions were stressed. The time limit of 20 minutes was provided for solving the problems. In group condition, the subjects were instructed in the same manner as in individual condition. The time limit was also same. All students sat around a large table working in a group.

In condition I-G, the subjects were given the same instructions as in condition I except that they were given only 10 minutes to solve problems privately. Then they were asked to assemble and work in a group. They were asked not to raise before the group the ideas produced privately. They were given the time limit of 10 minutes for this condition also. They worked on the same problems assigned to them as individually. In condition G-I, the subjects first worked in a group for 10 minutes and then they were sent separately to write solutions on the same problems. Again they were given 10 minutes. The number of solutions for each problem was counted. Though the quality was not stressed, yet the relevancy of the solutions to problem was checked.

ANALYSIS AND INTERPRETATION

It was found that the subjects produced more ideas in individual condition than in group condition. Similarly, the total number of solutions in I-G condition and G-I conditions were less than individual and group scores. Factorial analyses of variance indicated that the difference in the solutions to the problems in different conditions was not due to chance. The difference was significant as the F value crossed the .05 and .01 limit of significance. Hence, the hypotheses that individual condition of problem solving is not superior to group or mixed conditions of working are rejected here.

CONCLUSION

On the basis of the findings, it can be concluded that the individual setting is better than group situation for solving problems. In this condition of working, not only the number of ideas increases, the quality of solutions is also at par. Though it has been found in many studies that group participation facilitates the working, yet it was also proved that it was better for only increasing the speed of problem solving. The brain storming or idea producing situations, or to state in a more general terms, the intellectual activity is in loss in the group situation. The feeling of group responsibility inhibits the quality and the quantity of the performance. Mixed conditions of working are also not very fruitful as the numbers of ideas produced in mixed conditions in the present study are less than individual and group condition. Thus, it can be concluded that individual settings can be more fruitful for the students for their studies.

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EFFECTIVENESS OF A MASTERY LEARNING INSTRUCTIONAL STRATEGY IN ATTAINMENT OF COMPETENCIES IN MATHEMATICS

Shailaja P. Shanbhag

INTRODUCTION

Teaching of Mathematics, like that of the other subjects taught at the primary school stage, is predominantly textbook based, rather than competency based. Especially for teaching of Mathematics, the conventional approaches seem to be inadequate in terms of the nature of learning experiences provided and their sequencing. There seems to be hardly any theoretical basis to follow a particular approach to teaching of Mathematics. Hence, if learning experiences are based on some sound psychological principles of learning and if they take into account the learner characteristics, it must be possible by a majority of children to attain all the competencies that they are required to attain in a particular class. Mathematics as a subject has often been said to be too abstract for some children. "Any idea, problem, concept or a body of knowledge can be presented in a form that is simple enough for any particular learner to understand it"(Bruner 1966). Hence, the mode of representation of content is to be planned in such a way that the learner is able to master the corresponding competency. Presentation of learning experiences from concrete to semi-abstract to abstract levels may ensure attainment of a competency by every child.

Mastery learning is an appropriate strategy to overcome the limitations of the existing system of instruction at the primary level (Bloom 1968; Block 1971; Guskey and Gates 1986; and Patterson 1993). It refers to a level of learning that each pupil attains when he / she is able to give at least 80% correct responses on a unit test that has been constructed based on instructional objectives with respect to that unit. Carroll (1963) explained the concept of mastery theoretically which was transformed into a learning strategy by Bloom (1968). Research efforts since then have been going on for establishing the effectiveness of the strategy and also to modify the strategy for better results.

Mastery Learning Instructional Strategy (MLIS) is a plan, developed explicitly and systematically to ensure that the learner achieves the expected instructional objectives. It starts with concrete experiences involving actions on the part of the learner and proceeds gradually to the abstract experiences. Such a strategy is based on the theory of instruction as propounded by Bruner, for teaching concepts in Mathematics. The advantage of presenting learning experiences on a concrete to abstract continuum is that those learners who possibly operate at the concrete level find the concrete representations of abstract concepts in Mathematics more amenable for conceptualization. Further, the instructional strategy provides optimum time for learning by employing a mastery-learning paradigm, since the outcome expected is the mastery of the competencies in Mathematics. The MLIS provides learning experiences which are appropriate to the level at which a learner can process information. As a result of this, the

learners have a high rate of success experience. It is in this background, a Mastery Learning Instructional Strategy based on the "concrete to abstract" learning continuum for attainment of competencies in Mathematics at the primary level was developed and its effectiveness was experimentally tested.

OBJECTIVES

1. To develop a mastery learning instructional strategy (MILS) based on concrete to abstract learning continuum for the attainment of competencies in Mathematics;
2. To validate the instructional strategy in terms of content accuracy and organization; and language comprehensibility;
3. To study the effectiveness of the instructional strategy in terms of mastery of competencies in Mathematics; and learners' liking towards mathematics.

HYPOTHESES

1. The mastery learning instructional strategy (MLIS) is effective in enabling mastery of competencies in Mathematics;
2. The MLIS is effective in developing a liking towards study of Mathematics;
3. The MLIS and the conventional approach have differential effect on mastery of competencies in Mathematics;
4. The MLIS and the conventional approach have differential effect on students' liking towards Mathematics.

VARIABLES

Independent Variables:

The instructional strategy based on concrete-abstract learning continuum for teaching mathematics; the level of mastery of pre-requisite competencies; and the home background of the students.

Dependent Variables:

Achievement of the minimum levels of learning in Mathematics and students' liking towards Mathematics.

METHOD

Sample

The sample of the study consisted of a total of 129 students of standard II from two schools: one experimental and one conventional. The two groups were matched on the basis of pre-requisite competencies in mathematics comprising of first standard competencies, sex, age, parental education, availability of academic help at home and students liking towards mathematics using χ^2 test.

Tools

A criterion referenced achievement test was developed to measure the pre-requisite competencies of the students in Mathematics. The learners' liking towards Mathematics was measured on an interview schedule developed for the purpose.

Procedure

The pre-test-post-test matched group design was employed in this study. MLIS based on concrete to abstract learning continuum for the attainment of competencies in Mathematics of standard II was developed. It was designed as per the formulations of Benjamin Bloom for a group-based and teacher-paced strategy. The broad areas of second standard Mathematics identified for developing the MLIS were 'Understanding the whole numbers and numerals', and 'Understanding geometrical shapes'. There were a total of 15 competencies

under these two areas. The MLIS consisted of concrete, semi-abstract and abstract level activities and games for each competency with formative tests and enrichment activities for 'masters' in the first formative test. The MLIS developed was validated in terms of content accuracy and organisation, and language comprehendability. Implementation of MLIS in classroom involved four major steps viz., defining for mastery, planning for mastery, teaching for mastery, and grading for mastery. The implementation took in to account the components of MLIS viz., 'Orienting students for mastery', 'Specification of instructional objectives', and 'Determination of mastery standard'. MLIS was implemented at concrete, semi-abstract and abstract level for all competencies. First formative test was administered after the implementation of MLIS for each competency or for similar competencies. The formative tests developed in the MLIS were also criterion referenced achievement tests and scoring was done following the same procedure as used for scoring the criterion referenced achievement test scores to measure the pre-requisite competencies of the students. Based on the formative test performance, number of masters and non-masters were identified. Non-masters were provided remedial instruction and activities and second formative test was administered. Number of masters and non-masters were identified based on their performance on the second formative test. Non-masters were provided remedial instruction till they mastered the competency. The summative test to measure the competencies considered in the MLIS was administered after implementation of the strategy. Data obtained were analysed using χ^2 test and z-test for their significance.

ANALYSIS AND INTERPRETATION

Effectiveness of the MLIS was determined in terms of achievement of competencies in mathematics and learners liking towards mathematics. In the Experimental School, the effectiveness of the strategy was established by finding the number of masters of each of the fifteen competencies considered in the MLIS and number of masters of overall competency (that is who have mastered 12 or more of the individual competencies). Significance of proportion of masters and significant proportion for each competency were obtained for the first formative test, the second formative test and the summative test. The proportion of masters in all the competencies and overall competency in the first formative test were more than the expected proportion of 0.70 to be significant at 0.05 level. Obviously, the proportion of masters in all the individual competencies and overall competency in the second formative test and summative test was also more than the expected proportion of 0.70 to be significant at 0.05 level. Hence, MLIS was successful in producing significant proportion of masters at 0.05 level on the first formative test itself in the experimental group.

After arranging data on a four-point scale from mild and high liking or disliking, the proportions of students with high and mild liking and disliking on pre-test and post-test were calculated. There was a shift from disliking to liking after the implementation of the MLIS. With a view to test the significance of the shift, a 'z-test' was conducted. The two levels of liking and the two levels of disliking were combined to produce a dichotomous data. The two categories were called "liking" and

"disliking" for Mathematics. The z-value (5.40) obtained was significant at 0.01 level. This indicates that the shift observed from disliking to liking towards Mathematics as a result of teaching through the MLIS was significant. The effectiveness of the MLIS was measured by comparing the achievement of competencies of the experimental group students with that of the conventional group students. This was done by finding the significance of difference between proportion of masters of individual and overall competencies in mathematics of experimental group and the control group. It was found that all the students in the experimental group had mastered all the individual competencies. All of them were overall masters of the competencies in Mathematics. In the control group, for four individual competencies, the proportion of masters were more than the expected proportion of 0.73 and hence, significant. For all the remaining eleven individual as well as overall competencies, observed proportion of masters were less than the expected proportion of masters and hence, not significant at 0.05 level. Hence, all students learning through the MLIS had attained cent percent mastery of competencies, whereas conventional approach had produced significant proportion of masters on only four competencies. In experimental group, 98 per cent showed a liking towards Mathematics, whereas in conventional group only 52 per cent showed a liking towards Mathematics. The χ^2-value (49.77) obtained was significant.

The Mastery Learning Instructional Strategy for teaching Mathematics at standard II was found to be effective in producing significant proportion of masters. There was a significant gain in the students' liking for mathematics as a result of learning through the mastery learning instructional strategy. A significant difference was found in achievement of competencies in Mathematics between the students taught by the investigator using the MLIS and those taught by the teacher using conventional approach. Significant difference was found between the experimental group students and comparison group students in their liking for Mathematics.

CONCLUSION

All the pupils taught through the MLIS mastered all competencies in mathematics. Pupils taught through MLIS develop high liking towards Mathematics as it provides opportunities to play and perform activities as well as the success experiences that they get while learning.

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ATTITUDE OF UNDER, NORMAL AND OVER-ACHIEVERS TOWARDS TEACHING PROFESSION AND THEIR HOME ENVIRONMENT

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INTRODUCTION

Education is the foundation stone of nation's intellectual power. This paper aims to study the under, normal and over-achiever's attitude towards teaching and their home environment.

OBJECTIVES OF THE STUDY

1. To study the attitude of over-achievers, normal achievers and under-achievers towards teaching profession;
2. To study the home environment of over-achievers, normal achievers and under-achievers;
3.To study the significance of the relationship between over, normal and under-achiever's attitude towards teaching and their home environment.

HYPOTHESES

1. The under, normal and over-achievers have favourable attitude towards teaching;
2. The under, normal and over-achievers have satisfactory home environment;
3. There is significant relationship between the over, normal and under-achiever's attitude towards teaching profession and their home environment.

METHOD

The present investigation was undertaken by using normative survey method.

Sample

The sample for the present study consisted of 892 randomly selected B. Ed. students from the B. Ed. colleges in Cuddalore and Nagappattinam Districts of Tamilnadu State. There were 252 under-achievers (28.3%), 460 normal achievers (51.6%) and 180 over achievers (20.2%). The under, normal and over-achievers were identified with the help of regression equation (intelligent score and achievement score).

Tools

Group Test of Intelligence:

This test consisted of five subtests among which two were verbal and three were nonverbal. There were 100 questions split into 5 sections, each having 20 questions, each carrying one mark for the correct one. There were four alternative responses expect verbal classification. It has five alternatives. The total score in all the five tests was taken as a measure of intelligence. The reliability of the tests was calculated by split half method. It was found to be 0.82 for the half test and 0.09 for the full test.

Achievement Test for B. Ed. Students:

This test consisted of 50 questions in two different parts. Part A consisted of 25 questions from the core subjects of B.Ed. curriculum and part B consisted of 25 questions

from the teaching skills. Each item had four alternatives. Maximum score for this test was 50. The reliability of the tool was 0.72 found by test-retest method.

Attitude towards teaching profession:
This scale consisted of 48 items with five alternatives i.e. strongly agree, agree, undecided, disagree and strongly disagree. Maximum score for this scale was 240 and minimum score was 48. The reliability of the tool was 0.77 by split half method and 0.65 in test retest method.

Home Environment questionnaire:
This questionnaire consisted of 32 questions with two responses 'yes' or 'No'. The response 'Yes' carried a score of one and the responses' No' carried zero mark. The reliability of the tool was 0.89 by split half method.

Statistical techniques used
Statistical techniques used to analysing the data were: descriptive analysis- mean and standard deviation and correlation analysis - coefficient of correlation (r)

ANALYSIS AND INTERPRETATION

The mean scores of under, normal and over-achievers in attitude scale were found to be 106.85, 130.98, and 168.26 respectively and their mean scores in home environment were found to be 19.82, 22.86 and 24.78 respectively. The mean scores of normal and over-achievers in attitude scale indicated that they had favourable attitude towards teaching but the under-achievers had unfavourable attitude towards teaching. The home environment score indicated that the under-achievers had average level of home environment but the normal and over-achievers had satisfactory home environment. The mean score of total sample in attitude scale was 131.69 indicating favourable attitude towards teaching profession. The score in home environment was 22.39 indicating satisfactory level of home environment. The computed 'r' value for the total sample was 0.297, which was significant at 0.05 level. Therefore, it is concluded that there is significant relationship between B. Ed. student's attitude towards teaching and their home environment. The computed 'r' values of under, normal and over-achievers were found to be 0.103, 0.069 and 0.061. These values were not significant at 0.05 level. Therefore, it is inferred that there is no significant relationship between the under, normal and over-achiever's attitude towards teaching and their home environment.

CONCLUSION

The normal and over-achievers have favourable attitude towards teaching but the under-achievers have unfavourable attitude towards teaching. The normal and over-achievers have satisfactory level of home environment but the under-achievers have average level of home environment. There is significant relationship between the B.Ed. students' attitude towards teaching profession and their home environment. Unfavourable attitude towards teaching and satisfactory home environment may be the reason for discrepancy between performance and proficiency of under achievers. Normal and over-achievers have favourable attitude towards teaching and extrovert type of personality. By providing proper motivation, the students can develop positive attitude and behaviour.

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AN ACTION PLAN TO OVERHAUL TEACHER EDUCATION CURRICULUM

Vasundhara Padmanabhan

INTRODUCTION

The teachers in this era of globalization, are confronted with varied problems that are anticipated in this new knowledge age. This necessitates redefining philosophy of education for the development of a holistic personality. The paper presents the emerging trends in instructional technology and proposes a plan of action to overhaul the B. Ed. curriculum within the parameters approved by the university so that implementation does not face many hurdles.

CONSTRUCTIVISM VS OBJECTIVISM

To the objectivists, knowledge and truth exist outside the mind of the individual and are therefore objective. 'Learners are told about the world and are expected to replicate its content and structure in their thinking'. Learning is thus viewed as the acquisition and accumulation of a finite set of skills and facts. The role of a teacher here is to 'deliver the goods'. The teacher is to plan, prepare and deliver the content in such a way as to impart the knowledge of the subject matter. Constructivism, on the other hand, emphasizes the construction of knowledge, while objectivism concerns mainly with the object of knowing. Central to the tenet of constructivism is that learning is an active process. Information may be imposed, but understanding cannot be, for it must come from within. Instruction refers to providing learners with a collaborative situation in which they have both the means and the opportunity to construct 'new and situational-specific understandings'. Cognitivists emphasize on discovery approach and problem solving methods so as to result in retention and transfer of the knowledge imparted. Bruner emphasized on structuring of instruction in such a way as to foster conceptualization and the development of problem solving skills through the processes of inquiry and discovery. He advocates autonomy in learning. Bigge emphasized that thinking is to be fostered through conceptualization. Ausubel advocated providing ideational anchors / subsumers as advance organizers to make verbal learning meaningful. Gardner advocated the use of multimedia in instruction. Gagne's conditions of learning provide guiding principles for instructional designing.

COOPERATIVE & COLLABORATIVE LEARNING

The major theme of Vygotsky's theory of social constructivism is that social interaction plays a fundamental role in the development of cognition. A second aspect of Vygotsky's theory is the idea that the potential for cognitive development depends upon the "zone of proximal development" (ZPD): a level of development attained when children engage in social behaviour. Full development of the ZPD depends upon full social interaction. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone. From a constructivist perspective, the primary responsibility of the teacher is to create and maintain a collaborative

problem-solving environment, where students are allowed to construct their own knowledge, and the teacher acts as a facilitator and guide.

INFLUENCE OF ICT ON EDUCATION

With the advancement of ICT, there have been revolutionary changes in all the aspects of our lives, so also in education. Distance education is becoming more effective and popular as it is flexible. Many open universities have been offering excellent programmed course material, teleconferencing and videoconferencing facilities, TV programs using EDUSAT, etc. A multitude of distance education courses in science, humanities, IT, management, paramedical courses are available to choose from, several twinning programs, transnational collaborations and , on line courses offering foreign degrees are available for a price. But the traditional classroom teaching is still by the lecture method, without much scope for individualized learning. It emphasizes more of knowledge of facts and figures rather than understanding and application which, in turn, encourages rote memorization. Teachers should shed complacency, arise, awake and live up to the expectations of the students and the society by updating themselves about the latest trends and make instruction globally relevant.

AN ACTION PLAN

* Including concept of constructivism and the constructivist theories including Vygotsky's theory of social constructivism in teacher education curriculum;
* Making computer education and educational technology subjects compulsory;
* Including ICT topics such as instructional design, programmed instruction, interactive multimedia, e-learning, etc. at D. Ed., B.Ed. and M.Ed. levels;
* Making provision for following practical work and giving weightage for grading in addition to the action research project: (a) Teaching of at least one practice teaching lesson per subject (method) using power point presentation (as a teaching aid), (b) Preparing one self learning material (textual) on any one unit in the subject of specialization (as a teaching aid); (c)Preparing programmed instructional material) on any one unit in the subject of specialization; (d) Compulsory surfing of the websites of ten foreign universities and their review; (e) Compulsory surfing of the websites of ten on-line courses and their review; and (f) Compulsory networking and correspondence via e-mail with at least ten teachers/teacher educators in China, US, Japan and/or Europe;
* Giving emphasis on cooperative and collaborative learning while transacting the curriculum: (a) Covering at least two units in each paper by cooperative learning, and (b) Teaching at least one practice teaching lesson per subject (method) by cooperative learning;
* Making provision for courses which can add on credits to B. Ed. course, which can also be offered to foreign students under twinning programmes and these courses may be Certificate Courses in Indian Fine Arts; Indian Culture and Heritage; Indian Handicraft; Yoga and Stress Management; Vedic Mathematics; Communication Skills; Life Skills; Multimedia and On-line Learning; Website Designing; Instructional Designing; Research Methodology; Foreign Languages: Chinese, French, German, and Japanese and conducting these certificate courses during vacation soon after the end of the academic session and annual examinations so that the vacation could be utilized productively.

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WORK VALUES AMONG HIGH SCHOOL TEACHERS OF INDIA AND IRAN

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INTRODUCTION

Values are concepts or beliefs that determine how we live in our life. At work, they are major influences on how individuals approach to work. Values drive our decisions and cause us to summon up energy to preserve what we believe in or what we want to defend. As such, they can be principal determinants of behaviour and will influence our views about people, situations or events. When team members share the same values, the team will have the energy to deliver outstanding performance. Where individual values clash, conflict will occur and teams are unlikely to reach their full potential. Work related demands appear in literature on the subject as *work values*. These can be readily characterized as relatively time-resistant and comprehensive interpretation patterns regarding work per se. Work values represent our personal relation to what we want to achieve through our work and career (S¡ verko 1999). They are acquired early in the process of socialization and are relatively stable in the personal system of values of each person. There has been growing interest, in recent years, in the analysis of human values in general (Levy 1990; and Shwartz and Bilsky 1990) and of work values specifically (Elizur *et al*. 1991). Work values can be defined as generalized beliefs about the desirability of certain attributes of work (e.g. pay, autonomy, working conditions), and work-related outcomes (e.g. accomplishment, fulfillment, prestige). Like general values, work values act as the criteria that an individual uses in selecting appropriate work-related behaviours and goals. The match between teachers' work values and supplies offered by the schools is important for teacher's outcomes like job involvement, work motivation, and turnover intentions. Values related to work have received considerable scholarly attention for many decades (Hofstede 1980). Work values are linked to motivation and job satisfaction, and others have demonstrated a strong link between having a high achievement value and being aggressiveness in and showing initiative in one's work. Work values have also been related to organizational commitment (Elizur and Koslowsky 2001), vocational choice (Super 1970), ethical decision making (Shafer et al. 2001) and cross-cultural management (Mellahi 2001). Tarnai (1995) indicated that various authors have presented theoretical drafts of work value structures. Rosenberg distinguishes a further construct termed social oriented, people oriented and value complex and categorizes work values using three components. The social oriented value complex represents the need for contact with others and activities benefiting society. Classifications of work values structurally similar to Rosenberg's have been produced by Elizur (1984) and others. Alderfer introduces the three needs - existence, growth and relatedness, whereas Elizur distinguishes material or instrumental, cognitive and affective work values. Pawlowsky differentiates between acquisitive, non-acquisitive and social oriented dimensions. The concepts developed by Rosenberg, Alderfer,

Elizur and Pawlowsky differ more in semantics and less in structure.

Work values are goals that one seeks to attain to satisfy a need; they may be satisfied by more than one kind of activity or occupation. Theory of work values includes three categories, instrumental, affective and cognitive (Elizur 1999, p. 77; Elizur and Kowslowsky 2000, p. 594). In order to analyse work values systematically, two basic facts of the domain were distinguished : modality of outcome, and system performance contingency (Elizur 1984). Modality of outcome includes various values. Instrumental (material) values have some material return or outcome, such as pay and benefits. These values are more salient than other values and are associated with Maslow's physiological/safety/security needs. Various work outcomes are of material or instrumental nature.This class of outcome can be defined as material, or instrumental, in a sense that they are concrete and of practical use. Affective values deal with interpersonal relationships, which are less salient than the instrumental needs, and relate to Maslow's interpersonal need categories of belongingness, love, and esteem. Most studies include items that ask about relations, and others. These items relate to social relations, and they are affective outcomes rather than material. Cognitive values include items that deal with contribution to society, achievement, personal growth, responsibility, independence, interest , and use some of the same descriptive words and concepts as Maslow's levels. These items represent psychological rather than social or material outcomes. In today's world, the efficiency of a country's system represents the most important standard of assessment and comparison for societies.

The present study extends the existing empirical research about work values in the educational sectors by examining the influence of age and subject taught on work values of high school teachers. The aim of this study is to enable teachers to see themselves in perspectives and to identify and to explain features which seem to them to be significant for their country's educational policies.

OBJECTIVES

1.To assess and find out the difference in work values of high school teachers in India (Bangalore) and Iran (Sanandaj);
2.To find out the influence of age on work values of high school teachers in India (Bangalore) and Iran (Sanandaj);
3.To find out the influence of subject taught on work values of high school teachers in India (Bangalore) and Iran (Sanandaj).

HYPOTHESES

1. There is no significant difference in the work values of high school teachers in India and Iran;
2. There is no significant difference in the work values of high school teachers of different age groups in India and Iran;
3. There is no significant difference in the work values of high school teachers teaching different subjects taught in India and Iran.

METHOD

Sample

In India, data were collected in Bangalore city in south part of India. Iranian data were collected in Sanandaj city in west part of Iran. A sample of 71 (37 Indian and 34 Iranian) high school was selected randomly. From the

selected schools, 721 teachers were selected using stratified random sampling technique. While selecting teachers, consideration was given to their age and subject taught by them that is, science or arts group subjects.

Tools

The questionnaire having 24 items on work values developed by Elizur (1984), thoroughly tested in various cultural contexts (Borg, 1986; Elizur et.al, 1991) was used for this study. The scale was administered to all respondents in its original English version for India and Persian version for Iran. The scale range is from 1 to 6 (1=very important to 6=very unimportant). The work value score of an individual is the sum total of item scores on all three areas included cognitive, affective and material component of work value. The range of scores is from 24 to 168 with the higher score indicating the more value toward work. Along with this, data on age and subject taught were also collected.

Procedure

In Iran and India, one of the investigators personally visited all the selected schools after getting prior approval from the principals or vice-principals of the concerned schools for collecting data. Questionnaires were distributed to the teachers selected as described above. These teachers responded to the teacher's version of the survey. Over five hundred sets of questionnaires were personally delivered to 50 randomly selected schools spread over the Sanandaj city (Iran) and over six hundred sets of questionnaires were personally delivered to 60 randomly selected schools spread over the Bangalore city (India). A total of 360 useable questionnaire sets were returned in Sanandaj city (Iran) and 361 useable questionnaire sets were returned in Bangalore (India), at a response rate of 72% for Iran and 60% for India. Completed data sheets were scored according to the manual provided. Later, a master chart was prepared and fed into computer for further statistical analysis.

Statistical Analysis

MANOVA (Multivariate Analysis of Variance) was employed to find out the significance of difference between countries, age groups and subjects taught for work values. In the present investigation, countries (India and Iran), age groups and subjects taught (Arts and Science) were taken as independent variables and sub-component of work values were taken as dependent variables. SPSS for windows (version 11.0) was used for statistical analysis.

RESULTS

Main Effects

Between Countries: In cognitive component, Indian and Iranian teachers had statistically equal scores. In material component, high significant difference was obtained between Indian and Iranian teachers ($F=31.844$; $P<.000$), whereas Iranian teachers had significantly higher work value than Indian teachers did (means 9.80 and 7.98 respectively). In affective component, Iranian teachers had significantly higher scores than Indian teachers (means 9.14 and 8.28 respectively) and high significant difference was obtained between Indian and Iranian teachers ($F=9.096$; $P<.003$). In case of total work values of Indian and Iranian teachers statistical significant difference was obtained ($F=4.526$; $P<.034$), whereas Iranian teachers had significantly higher work value than Indian teachers did (means 43.64,

and 40.81) respectively.

Between Age Groups: Age groups did not have any significant influence over any sub-component or the total scores as the obtained F values for all the sub-components and the total work value scores were found to be non-significant.

Between Subjects: As in the case of age groups, in subjects also, none of the sub-component and total work value scores and F values reached the significant level criterion. In other words, subject taught did not have any influence over work values.

Interaction Effects

Country and Age Groups: In rest of the sub-components and total work value, non-significant interactions were found. From the mean values, it is clear that in India as the age increases mean values of cognitive work values decreases linearly, whereas in Iran as the age increases this does not happen. From the mean value of sub-component and total work value of India and Iran, it can be seen that the age group of 30-39 is a different group that in all the score mostly has the upper score.

Country and Subject: None of the interaction effects was found to be statistically significant as all the obtained F values for interaction effects were found to be non-significant indicating that pattern of work values was same for teachers with different subjects taught irrespective of the country they belonged to. Indian and Iranian science teachers in work value and in all sub- components had the highest score.

Hypothesis 1 was not accepted, as there were high significant differences between Indian and Iranian teachers in their material and affective sub-components of work values, and as there was a significant difference for total work value. Hypothesis 2 was accepted, as there was no difference between teachers with different age groups in their work values in India and Iran. Hypothesis 3 was accepted, as there was no difference between teachers with different subject taught in their work values in India and Iran.

DISCUSSION

Indian and Iranian teachers have equal work values in cognitive component. Iranian teachers have better work values in material and affective component compared to Indian teachers. There is a high significant difference between Indian and Iranian teachers in their affective and material component. There is a significant difference between Indian and Iranian teachers in their work values. Age groups and subject taught do not have any influence over work value. In total work value and affective and cognitive component, in the age group of the 50-59 for Iranian teachers, there is mostly increase in score than other age groups. Indian and Iranian teachers have significant difference in work value and in total mean, Iran has the higher score than India. Iranian teachers have higher score in material and affective component of work values. It is necessary to find the reason for which although position of salary, retirement, in India and Iran are almost same,what makes cognitive level of teachers of India important. The personal observations by the investigator revealed that perhaps the differences between the salaries, additional salary, and lack of facilities for a

teacher in comparison with other jobs are some of the reasons. Another reason is the lack of appropriate jobs for those who have Bachelor in some subjects like social science, literature, mathematics, and physics in Iran. In India, job security is very high compared to Iran. People in Iran, when fail to find better job, join teaching job. Moreover, before their retirement, they think about one extra job, after retirement. In India, teachers once join teaching profession, hardly think of alternate employment. Most of them retire from jobs in the teaching profession only and they are satisfied with their job. As far as the time factor for Iran is considered, Bachelor of Education takes same time as the time taken for other Bachelor degrees, but prestige and position of teaching subject is less than other jobs. Hence, there is a need to anlayse teacher policy in Iran and India.

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IMPACT OF STUDY SKILLS TRAINING ON ACHIEVEMENT IN BIOLOGY OF STANDARD VIII STUDENTS

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INTRODUCTION

These are days of self-directed learning, active learning and life long learning. Active and constructivist modalities of learning are gaining ground in the field of education. 'Learning to learn' is one of the main purposes of teaching, training and learning. Study skills, study habits, meta learning skills etc. are major factors that help students for attaining this goal. Students need direction and guidance about how to study and how to become good achievers. Efficient learning process does not depend on teaching alone, it depends on learning procedures and learning techniques as well. The acquisition, integration, organization and storage of knowledge are all facilitated by the use and practice of effective and efficient learning strategies and techniques. These processes can be facilitated through study skills training.

OBJECTIVES

The major objective of the study is to test the effect of study skills training on the achievement in Biology of standard VIII students.

HYPOTHESES

1. There will be significantly higher mean post test scores of achievement in Biology for study skills trained group than the control group in the total sample;
2. There will be significantly higher mean post test scores of achievement in Biology for study skills trained group than the control group in the sub sample of: boys and girls;
3. There will be significantly higher mean post test scores of achievement in Biology for study skills trained group than the control group in the sub samples; of : a) high achievers, b) average achievers, c) low achievers; based on previous achievement in Biology;
4. There will be significant difference in the mean percentage scores of achievement in Biology of study skills trained group over the control group in total sample and sub samples based on gender and levels of achievement;
5. There will be remarkable improvement in study skills and student performance as perceived by the teachers and students, after study skill training.

VARIABLES OF THE STUDY

Independent Variable

Study skills training is the idependent variable in the present study. It denotes the systematic training and practice for scheduling the study time, note making, efficient reading , correct and neat drawing, different techniques of organizing ideas, preparation for examination etc. for improving the academic performance of students.

Dependent Variable

Achievement in Biology is the dependent variable. It denotes the knowledge attained or skills developed in biology determined through test scores on the content of the unit 'Excretion' of standard VIII Biology of secondary schools of Kerala.

Control Variables

Sex and previous achievement are the control variables in the present study.

METHOD

Sample

The sample was from standard VIII of a Govt. Higher Secondary School of Malappuram district of Kerala. Two divisions of standard VIII with a combined strength of 64 students formed the experimental group and an equal number formed control group, selected through ndividual to individual matching technique on the basis of previous achievement in Biology.

Tools

1. Test of achievement in Biology;
2. Study skills questionnaire;
3. Study skill training module;
4. Questionnaire on teacher's opinion about student's performance; and
5. Questionnaire on student's perception about the usefulness of study skills training.

ANALYSIS AND INTERPRETATION

The mean performance of study skills trained group and control group on the pre-test of achievement in Biology was studied and compared by using the test of significance of difference between means, in the total sample. The obtained critical ratio for test of significance of difference between the mean pretest scores of study skills trained group (25.74) and control group (25.07) was 0.36, which was not significant because the value obtained was less than the tabled value (1.67) required. Hence, there was equality of the study skills trained groups and control groups on the previous achievement in Biology. The mean post test scores of achievement in Biology of the study skills trained group and control group were studied and compared by using the Test of Significance of difference between mean scores, in total sample. Critical ratio obtained for the test of significance of difference between means (3.90) was found to be exceeding the limit set (2.39; $P<0.1$) i.e. there is significant difference in the mean post test scores of achievement in Biology between study skills trained group and control group in the total sample. Mean scores indicated that study skills trained group was superior over the control group with regard to post test scores of achievement in Biology. The means and standard deviation of post test scores of achievement in Biology of study skills trained group and control group in the sub samples were found out and subjected to the test of significance of difference between means for small samples. There was significant difference in the mean post test scores of achievement in Biology for study skills trained group (14.60) and control group (9.97) in the sub sample of boys at 0.01 level of significance (C.R. = 3.07; $P < 0.01$). There was significant difference in the mean post test scores of achievement in Biology for study skills trained group (19.50) and control group (15.14) in the sub sample girls at 0.01 level of significance (C.R. = 4.48; $P < 0.01$). There was significant difference in the mean post test scores of achievement in Biology for study skills trained group (20.43) and control group (16.90) in the sub sample high achievement category at 0.01 level of significance (C.R. = 4.28; $P < 0.01$). Significant difference was found in the mean post test scores of achievement in Biology for study skills trained group (13.95) and control group (10.90) in the sub sample average achievement category at 0.01 level of significance (C.R. =

7.82; P < 0.01). There was significant difference in the mean post test scores of achievement in Biology for study skills trained group (9.72) and control group (5.50) in the sub sample low achievement category at 0.01 level of significance (C.R. = 5.86; P < 0.01).

In order to know the extent of difference in mean post-test scores of achievement in Biology of the study skills trained group and control groups, the difference in the post-test scores were transformed into percentage terms, for the total sample and sub samples. The difference between study skills trained group and control group scores in percentage score terms gave an index of the effectiveness of the study skill training in enhancing the achievement in Biology. In order to know whether the obtained percentage differences were significant, the test of significance of difference between percentages was also employed. In total sample, the difference in the mean scores of achievement in Biology between study skills trained group and control group was 13.60 %. In the sub samples of boys and girls, the difference in the mean scores of achievement in Biology between study skills trained group and control group was 18.60 % and 17.50 % respectively. In the sub samples of high, average and low achievement categories, the difference in the mean scores between study skills trained group and control group were 14.10%, 12.20% and 16.80% respectively. All these percentage score differences between the study skills trained group and control group were significant as indicated by the critical ratios obtained for the test of significance difference between percentages. An average student made an improvement of 13.60 % in achievement in Biology due to study skills training. It is also notable that boys gained in achievement better than girls, and low achievers improved better than average and high achievers in Biology achievement owing to study skills training.

Responses of other teachers and students regarding the effectiveness of study skills training on the improvement in students' performance related to various study skills were analysed. From student as well as teacher perspectives, the effectiveness of study skills training was highest in the area of time management. 91 per cent of teachers' opinion was that time management skill practice made more effect on student's performance in terms of organizing their available time purposefully for study and other activities. 98 % students agreed that time management skill helped them more in scheduling their time for study, home work, play etc. The importance and usefulness of note-making was supported by 90 % of students. Their opinion was that as a result of skills training they could prepare notes by considering the important components of the skill and able to prepare notes, outline and organize ideas by different techniques. About 86 % teachers reported that there was a notable improvement in students in note keeping, note-making, etc. A marked improvement in student's drawing ability was perceived by 83 % teachers and was supported by 90 % students. According to students, important guidelines for drawing diagram and the techniques of drawing were of great importance in their studies. The usefulness of memorization strategies and preparation for examination skill was reported by 71 % and 65 % of teachers respectively. The same was supported by 97% and 95 % students

respectively. Majority of the students supported the advantages of mnemonic aids and metaphor using techniques in learning. There was a notable improvement in reading ability and concept mapping skill as perceived by 78 % and 75 % teachers respectively. In the case of students, it was 97% and 95 % respectively. Thus, students and teachers highly appreciated the effectiveness of study skills training in improving the learning skills.

CONCLUSION

There is a marked effect on Achievement in Biology in study skills trained group as a result of study skills training in the total sample. The same result was obtained from the analysis of sub samples based on gender and levels of achievement. The percentage of mean post test scores of study skills trained group and control group in total sample and subsample, 10-18 percent of increase in the achievement in Biology of standard VIII students was observed. Students and teachers highly appreciate the effectiveness of study skills training in improving the learning skills. It was very useful in enhancing achievement as its effect is highest in low achievement strata, though high achievers and average achievers also are supported by it in improving their learning skills. The findings in general goes along with the observation of other researchers from experimental studies (Shinde1993; Viswanath 1993; Gelat 1998) that study skills are positively related to academic achievement but goes against the findings of some others that achievement increase is not significant after study skill training (Mehta & Kumar 1985; Saroda 1999). The development of study skills will remain important in advancing student's academic, personal and professional success. By providing proper assistance and guidance, low achievers and average achievers can improve their academic performance. In teaching process, if teachers take the responsibility of equipping students with the important study skills, students would become independent learners to a great extent. At least a few hours in every term should be set apart to develop newer techniques and skills which will make the learners better in learning and achieving.

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EMOTIONAL INTELLIGENCE OF STUDENT TEACHERS (PRE-SERVICE) AT PRIMARY LEVEL IN PUDUCHERRY

Singaravelu S.

INTRODUCTION

Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables. Emotions if properly used are an essential tool for successful and fulfilling life. But if emotions are out of control, it can result in disaster. In day-to-day life, they affect our relations with other people, our self-identity and our ability to complete a task. Emotional process is not an isolated phenomenon but component of general experience, constantly influencing and influenced by other processes going on at the same time. Emotions are personal experiences that arise from complex interplay among physiological, cognitive and situational variables.To be effective, the cognitive processes must be in control of the emotions, so that they work for rather than against . Here comes the importance of emotional intelligence. The famous psychologist E.L. Thorndike, through his concept of social intelligence, laid down a solid foundation of the essence of emotional intelligence in 1920. He used the term social intelligence to describe the skill of understanding and managing other people. Gardner introduced the idea of multiple intelligences, which included both interpersonal intelligence and intrapersonal intelligence. Sternberg referred to the concept of social intelligence in the name of contextual intelligence through his triarchic theory of intelligence. This component of one's intelligence (other components being componential and experimental) relates with one's capacity of making adjustment to various contexts with a proper selection of contexts so that one can improve one's environment in a proper way. The term emotional intelligence appears to have originated with Charles Darwin in 1872, who theorized about a broader emotional social intelligence necessary for human survival and adaptation. In modern times, the term EI was popularized by Goleman. Emotional intelligence refers to the capacity for recognising our own feelings and those of others, for motivating ourselves and for motivating emotions well in ourselves and in our relationships. It is the ability to perceive accurately, appraise and express emotions, generate feelings that facilitate thoughts and an ability to regulate emotions to promote growth. It is also defined as an array of non-cognitive capabilities competencies and skills that influence one's ability to succeed in coping with environmental demands and pressure. According to Goleman, emotional intelligence has five elements: self-awareness, self-regulation, motivation, empathy, and social skills.

RATIONALE OF THE STUDY

McDowelle and Bell (1997) found that lack of emotional intelligence skills lowered team effectiveness and created dysfunctional team interactions and most effective performers lost the best networking skills. Tapia and Marsh (2001) found an overall significant main effect of gender and two-way interaction of gender - GPA on emotional intelligence. Annaraja and

Jose (2005) found that rural and urbn B.Ed., trainees did not differ in their self-awarenes, self-control, social skills and emotional intelligence. Devi and Uma (2005) found that the parental education, occupation had significant and positive relationship with dimensions of emotional intelligence like social regard, social responsibility, impulse control and optimism. Harrod and Scheer (2005) found that emotional intelligence levels were positively related to females, parents' education and household income. Amirtha and Kadhiravan (2006) found that gender, age and qualification influenced the emotional intelligence of school teachers. The main aim of education is the all round holistic development of the students. In the pursuit of this goal, teachers play a significant role. Emotionally Intelligent teachers help students with improved motivation, enhanced innovation, increased performance, effective use of time and resources, improved leadership qualities and improved team work. Hence, it is essential to develop the emotional intelligence of student teachers during pre-service. The present study aims at studying the level of emotional intelligence of the student teachers at primary level in Puducherry region.

OBJECTIVES

1.To find out the level of emotional intelligence of student teachers (pre-service) at primary level.

2.To study the differences in the level of emotional intelligence between the groups regarding sex, locality and marital status.

HYPOTHESES

1.Emotional intelligence of student teachers (pre-service) is high.

2.There is no significant difference between the means scores of emotional intelligence regarding sex, locality and marital status.

METHOD

Sample

The sample for the study consisted of 220 student teachers selected randomly from the Union Territory of Puducherry.

Tool

Scale of emotional intelligence, developed and standardised by Balasubramanium (2003) was used that consisted of 50 objective type questions of multiple choice type.

Procedure

Scale of emotional intelligence was administered to the student teachers after obtaining prior permission from the principals of teacher training institutes in the Union Territory of Puducherry. The data collected were analysed with the help of suitable statistical techniques.

RESULTS AND DISCUSSION

Emotional intelligence of student teachers in Puducherry region was above average as the mean and standard deviation were found to be 33.46 and 9.46, respectively. It was observed that 68% of the student teachers had above average level of emotional intelligence. No significant difference was observed in emotional intelligence between men and women student teachers as the calculated't' value 0.86 was not significant at both levels of significance. Therefore, null hypothesis formulated for this purpose was accepted. Hence, men and women student teachers have same level of emotional intelligence. Significant difference was observed in emotional intelligence between the groups regarding

locality of the residence of student teachers as the calculated't' value 3.42 was found to be significant at both levels of significance. Therefore, the null hypothesis formulated for this purpose was rejected. Hence, locality of residence has a significant effect on emotional intelligence of student teachers. Significant difference was observed in emotional intelligence between the groups regarding marital status, as the calculated 't' value 2.88 was found to be significant at both levels of significance. Therefore, the null hypothesis formulated for this purpose was rejected. Hence, marital status has a significant effect on emotional intelligence of student teachers.

CONCLUSION

It is concluded from the findings that the emotional intelligence of student teachers (pre-service) at primary level in Puducherry is high. There is necessity to develop the emotional competencies of the student teachers, which in turn helps them to develop the same among their students. Inspirational subjects like art, literature, poetry and music help in developing an appreciation of the beautiful and sublime emotions in life. They should be included in the teacher education curriculum. Religious beliefs and an abiding faith in God help in tolerance and stability of emotions. There should be no suppression of emotions. They should be sublimated through constructive activities. Sports, games, dramatics, and other co-curricular activities are of great value. Skill, confidence and involvement in work as well as a healthy sense of humour are basic to emotional intelligence. Therefore, work ethics and balanced work and healthy living must be stressed in the curriculum. Emotions should be concentrated or directed towards some good object or healthy idea. Such a direction and concentration can lead to development like justice, patriotism and other moral qualities. Strategic competency in teaching can be developed in teachers by means of emotional intelligence. The concept of emotional intelligence may be incorporated in the teacher education curriculum to revitalize teacher education programme.

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ENVIRONMENTAL EDUCATION AWARENESS AMONG SCHOOL TEACHERS

Vipinder Nagra

INTRODUCTION

The goal of environmental education is to develop a world population that is aware of and concerned about the environment and its associated problems and who has the knowledge, skills, attitudes, motivations and commitment to work individually and collectively towards solution of current environmental problems and prevention of new ones. School system provides the largest organized base for environmental education and action. It offers an effective instrument for embedding in them the desirable environmental ethics. Teacher is one of the important factors, which is bound to affect this programme. Teachers can provide a vital link in the delivery of environmental knowledge, its associated problems and their solutions. Taking into consideration this situation, the investigator felt a need to conduct a study to examine whether residential background has any effect on the environmental education awareness of school teachers along with their level.

HYPOTHESES

1. There will be no significant difference between the environmental education awareness of schoolteachers in relation to level.
2. There will be no significant difference between the environmental education awareness of schoolteachers in relation to residential background.
3. There will be no significant interaction between the level and residential background upon environmental education awareness.

METHOD

Sample

The sample consisted of 3600 school teachers of Punjab, selected using stratified random sampling technique from the districts of Amritsar, Jalandhar, Kapurthala, Nawanshahar and Gurdaspur. There were 1800 elementary and 1800 secondary school teachers from urban and rural areas.

Tool

The study was conducted with the help of self-made questionnaire. The reliability coefficient of the questionnaire by test- retest method was +0.99. After standardizing the tool, the final draft of the questionnaire consisted of 100 multiple-choice items. Each correct test item was given a weightage of one mark and each wrong response or omitted item received zero mark. As there were 100 items, an individual could get a maximum score of 100.

Statistical Techniques

The two way (2*2) ANOVA technique and t-tests were employed for the analysis and interpretation of data and for testing the hypotheses. Means, standard deviations, maximum scores, minimum scores, medians were calculated. Scores were arranged into various quartiles (0-25, 26-50, 51-75, 76-100) to know about the number and percentage of

respondents who have low, moderate, high and very high environmental education awareness.
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RESULTS AND DISCUSSION

The results obtained for the main effects and interactions of factors were as follows: ANOVA results showed that the F-value for level of schoolteachers in the mean environmental education awareness test scores was 15.32, which was statistically significant at both levels (P<.01 and P<.05). Hence, it was concluded that level of school teachers affect their environmental education awareness. Further, the mean of elementary school teachers (64.28) was lower (p<0.01) than that of secondary school teachers (66.04) showing a difference of 1.76. The 't' value calculated for this group difference was 3.90, which was significant at 0.01 level. This significant difference showed that secondary school teachers had a higher level of environmental education awareness than elementary school teachers. The percentage distribution of the respondent's scores in the highest quartile of secondary teachers was 26.8%, which was higher than that of elementary teachers, which was 22.2%. All these findings revealed that there exists significant difference between both the levels of school teachers. Hence, H1 was rejected. The F-value for residential background of schoolteachers in the mean environmental education awareness test scores was 1.24, which was statistically significant at both the levels (P<.01 and P<.05). Hence, residential background of school teachers does affect their environmental education awareness. It was further noted that the mean of urban teachers (66.22) was higher than that of rural teachers (64.1) showing a difference of 2.12. The 't' value calculated for this group difference was 4.71, which was also significant at 0.01 level. Hence, urban teachers had a higher level of environmental education awareness than the rural teachers. The findings of Patel and Patel (1994), Pradhan (1995), Pareek and Sidana (1998) and Pradhan (2002) also suggested that there exists significant difference in the environmental awareness level in relation to residential background. Even the percentage distribution of the respondent's scores in the highest quartile of urban teachers was 26.8% which was higher than that of rural teachers, which was 22.2%. All these findings support the assumption that there exists significant difference between urban and rural school teachers. Hence, H2 was rejected. The F value for the interaction of variable, level and the residential background of school teachers (A x B) was 0.54, which was insignificant at both the levels (P<.01 and P<.05) . This showed that there does not exists an interaction effect between the variables i.e., the level of schoolteachers along with residential background. Hence, H3 was accepted.

CONCLUSION

The secondary school teachers showed significant variation in environmental education awareness than elementary school teachers. This suggests that level influences the environmental education awareness of teachers. The urban and rural school teachers showed significant variation in environmental education awareness highlighting that residential background affects the environmental education awareness of the school teachers. There was insignificant interaction between level and residential background upon environmental education awareness. However, independently both varied

in their results. Teachers should have the necessary level of environmental education awareness. Pertinent steps have to be taken to prepare environmentally conscious teachers. More attention should be given for teachers, teaching at school levels. Environmental education programmes should be included in both in-service and pre- service programmes meant for elementary as well as rural teachers.

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JOURNAL OF ALL INDIA ASSOCIATION FOR EDUCATIONAL RESEARCH

Invitation from Prof. S. P. Malhotra, President, AIAER for Manuscripts for a Special Issue of the Journal focusing on Research Issues in Education

Dear Friends

With the advent of changes in the world scenario like Globalisation, Liberalisation and WTO etc. many changes have taken place in the education system in the country. To name a few, the aspects like knowledge economy have been added in to the system. The teachers have no more remained teachers alone they have become knowledge workers. Economy has been attached to the gains of educational system. Knowledge generation is attached to economy outputs. Even in the school education many new vistas have been added. For example, mothers have started taking interest in the education of their children. The poverty can no more be taken as refuge to avoid getting each child in the school. There are good governmental systems that are providing good quality education to the children. Private enterprise in school and higher education has changed the entire policy planning structure of education in the country. All these issues and aspects have made the researchers to rethink over the methodology of research as well as issues to be investigated. Simple positivism may not find answer to various questions of education. The so called Qualitative research is also not able to get theorising of various issues concerned with education in the country and the world over.

It is in this light that I am going to request all the members of Association especially the elderly persons to write an article for the guidance of the young researchers. I tell you, a little effort on your part will provide a guidance schedule for the researchers to delve upon and who knows the research scenario in the country may change with your write up on research. I shall wait for your contributions.

The manuscripts may be on Perspectives on Educational Research, Research issues or on Status study on Educational Research in a State or Union Territory. Authors interested to write for this issue of the journal may go through the guidelines for authors given at page 24 of this journal.

Two copies of the manuscript has to be sent to

Prof. S. P. Malhotra, National Professor, National University of Educational Planning and Administration, 17B Sri Aurobindo Marg, NEW DELHI -110 016 by 31st July, 2008 along with a copy by e-mail to president@aiaer.net

ATTITUDE CHANGE ON POPULATION EDUCATION OF IXTH STANDARD STUDENTS

P. Padmaja Rani

INTRODUCTION

Population education is an educational innovation in response to population problems only about four decades ago, is now being experimented in over a hundred countries of the world. It has been introduced in the educational systems of different countries as an important component of the multi-pronged strategy employed to help nations in order to attain the goals of population stabilisation and sustainable development. The concept of population education emerged in the context of population and development - the two most pressing issues before humankind today. Both are closely interrelated and both encompass a number of complex factors.

OBJECTIVES

1. To study the separate and relative effectiveness of the three treatment groups in producing changes in attitude in the desired direction in sub-urban secondary school students.
2. To relate the initial attitudes and the changes in the attitudes produced by the treatments to sex and family size.

METHOD

Variables

The independent variable was the attitude change. The communication strategy employed in affecting attitude change took three treatment forms. Population education and family planning were the dependent variables. Recipient variables were also adequately controlled by systematic sampling technique and rotation design.

Population and Sampling

The effective sample for the experimental study consisted of 240 IXth standard students drawn from sub-urban Zilla Parishad High School in Madhurawada, Visakhapatnam. Initially, 240 students were included. Due to the absence of some of them either for more than one session or for the post-test, finally 200 students were considered. The students were divided into three treatments groups, formed by systematic sampling, including every third name in the attendance registers in one group.

Procedure

Experimental method was adopted to change the attitude towards population education and family planning. All three strategies of verbal-visual, dramatized and combination of two strategies consisted of four kinds of activities each. The programme for attitude was planned to take four sessions, each of one hour duration, while actual treatment would take 45 to 50 minutes. The rest of the time was to be used for report establishing, summing-up highlights, etc. The three treatments selected for the experiment were defined and designed. The tool used in the present study was developed, constructed and validated by Rao (1983). Visakha Students Attitude towards Family planning Scale (VISAF Scale) was constructed following the Linkert (1932) method. Both Telugu and English versions were made with adequate control of language, though it was only the Telugu version that was

administered. Pre-test was conducted and there was no time limit for answering the questionnaire. Detailed instructions were given for filling the questionnaire. After pre-test, experimental strategies were applied for the three treatment groups. Finally, post-test was conducted for the above three groups.

STATISTICAL ANALYSIS

Statistical software package (SPSS Windows version-11) was used to analyse the standard parameters like mean, t-test, standard deviation. The significance of acquiring more marks in post-test was observed. All the means of difference between pre-test and post-tests were positive, indicating gain in the direction of more positive attitudes in respect of all the treatments and the attitudes. The differences indicated that the quantum of change or gain were statistically significant in pre-test and post-test. All the treatments, therefore, proved to be quite productive and promising of change in attitude in the desired direction. All the mean differences between the final and the initial scores were positive. Hence, each of three treatments would produce substantial changes in the desired direction. In 200 samples of IXth standard students of Zilla Parishad High School in Madhurawada area, a sub-urban of Visakhapatnam, boys (male) were 81 and girls (female) were 119. The small family size were numbered 73 where as large family were 127. Relationship between sex and family size taken as predictors on the one hand and the initial scores on the attitude scale taken as criteria on the other, was tested by the two-tailed 't' test for the significance of difference between means. Sub group mean followed by 't' values of differences between pairs of means. The differences by sex were not significant in any case.

RESULTS

The effect of the three communication strategies (verbal-visual, dramatisation and combination) in changing attitude to population and family planning predicted that the three treatments would produce significant change in the desired direction. This was tested by the 't' test of significance of differences in means between initial and final scores on the attitude scales concerned. All the mean differences between the final and the initial scores were positive. Hence, in general, each of the three educational treatments produce substantial change in the desired direction. Hence, the research experiment was sustained in respect of the three treatments. All the means of the differences between pre-test and post-test scores were positive indicating gain in the direction of more positive attitude in respect of all the three treatments.

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RELATONSHIP BETWEEN ATTITUDE TOWARDS HISTORY AND ACHIEVEMENT IN HISTORY

Preeti Sinha

INTRODUCTION

The progress, welfare and prosperity of a nation depends on rapid, planned and sustained growth in the quality and extent of education and this can be achieved only with peace and stability in the country in which informative subject like history can play a pivotal role. Thus, history as a subject becomes a priority area in education. History is a store house of information, knowledge and culture. This knowledge, information and culture can preserve the unity in diversity. It has the power to check the fissiparous tendencies by enriching the cultural life of the nation by developing the culture of the various groups as part of a single nation. History forms a part of the curriculum in general education for the first ten years of schooling. The course up to this stage is aimed at acquainting the pupil with important trends and developments in history of India and the world. The subject has been incorporated in the curriculum with varied aims and objectives, some of which are: teach tolerance, cultivate a forward look, foster nationalism, develop international understanding, give training to handle controversial issues, help resolve our contemporary social and individual problems etc. The purpose is to fight the tendencies of parochialism, linguism, communalism, egoism, etc. In order to retain our hard won freedom, national emotional integration has to be our natural tune. For this, a right attitude towards history is the greatest need of the hour. History learning should help to preserve the unity in diversity, ensure rapid social, economic and educational progress, enrich the cultural life of the nation and ensure security from internal and external dangers. The children should be exposed to this store house of information through the right methods of teaching and the right kind of teachers.

OBJECTIVES

1. To find the proportion of high attitude towards history.
2. To find the proportion of low attitude towards history.
3. To find the relationship between positive attitude towards history and achievement in history.
4. To find out the significance of difference between achievement in history of the low and high attitude students.

METHOD

Sample

The sample consisted of 96 students of B. Ed. course studying in St. Xavier's College of Education, Patna , Bihar. They were graduates / post graduates from not less than 28 universities of India.

Tool

A scale of attitude towards history was developed and was standardised by the investigator. The tool was on 3 point scale, with 12 items and the respondents had to give one of the three clear indications- yes, no, or uncertain. The test- retest reliability of the scale was 0.58.

RESULTS AND DISCUSSION

Achievement scores in history were taken into consideration from their performance in the first semester examination of the college held in December 2004. These scores were arranged in accordance with the attitude scores yielding two groups, i.e., high attitude group and low attitude group. The mean, SD and t-ratio were calculated for the scores obtained. The obtained t – ratio [11.76] appeared to be significant beyond 0.01. This leads us to reject our null hypothesis that there is no difference in achievement in history between high- and- low attitude groups. Thus, the higher the attitude towards history, the higher is the achievement in history. Hence, attitude affects achievement.

CONCLUSION

Knowledge, attitudes and behaviour are very closely linked. The formation of attitude is unquestionably conditioned by experience. It is generally accepted that attitudes are determined largely by social environment and home and school influences are specially important. Hence, the development of a right attitude towards a subject has to be created from the very beginning. Parents and teachers should be conscious enough not to disillusion the child in relation to any subject. The right attitude will definitely result in right action in form of high achievement. The negative attitude is largely based on environmental stimuli.

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MINUTES OF THE GENEARAL BODY MEEING HELD ON 29TH JANUARY, 2008 4.00 P.M. AT LOVELY PROFESSIONAL UNIVERSITY, PHAGWARA, PUNJAB

1. ***Minutes of the Meeting of the General Body Meeting held at Kolhapur on 30th January 2007 were read and approved.***
2. ***Audit Report 2006-07 were read and approved***
3. ***Prof. B. K. passi was elected as Patron of the Association.***
4. ***Following persons were elected to the Executive Body.***

President: *Prof. S.P. Malhotra, Haryana (now at Delhi)*

Vice- Presidents

Higher Education: Prof. R.D. Mulia, Gujarat; Education of Teacher Educators: Prof. (Mrs) S.K. Bawa, Punjab; Teacher Education for Pre Primary & Elementary School Teaching: Dr. S. S. Chaugule, Maharastra; ***Teacher Education for Secondary School Teaching:*** Dr. Nidalt P. Barat, Gujarat; ***School Education:*** Dr. (Mrs) Nirmala Sarma, Assam; ***Medical Education:*** Dr. Hiren Saikia, Assam; ***Technical Education:***Dr. B.S. Kapoor, Chandigarh; and ***Legal Education:*** Mr. K.M. Sethi, Punjab.

General Secretary: *Dr. Sunil B. Mohanty,Pondicherry*

Joint Secretaries:

Headquarters: Dr. H.K. Senapati East: Mrs. Archana Bahttacharjee North: Dr. H.S. Brar
South: Dr. K. Jayaraman West: Dr. Harishankar Singh

Members:

1. Dr. (Ms) Ruprekha Bardoloi,Assam; 2.Dr. Dala Ganjan Naik,Orissa;3.Dr. Bipin T Savalia,Gujarat;4. Dr. (Mrs) Vaishali Zankar,Maharastra 5. Ms. Madhuri Hooda, Haryana;6. Mr. Paraveen Kumar, Punjab;7. Dr. Ashok B Surapur,Karnataka; and 8. Dr. (Mrs.) Meena Kute,Maharastra

5. AIAER resolved that the NCTE fix qualification for Lecturers and Principals for B.Ed. & M. Ed. Courses as fixed by the University Grants Commission, New Delhi.

6. Editorial Board for the Journal of ALAER shall consist of Prof. B.K. Passi, Prof. S.P. Malhotra, Prof (Mrs) Ms Lalithama, Prof. D.R. Goel, Prof. S. Rajasekar, Dr. D.C. Mishra & Dr. S.B. Mohanty – Editor.

6. Dr. D.C. Mishra, Treasurer shall be the Publisher & Printers of the Journal

Journal of All India Association for Educational Research Vol. 19, Nos.3 & 4, Sep. & Dec. 2007

ERRORS IN ORAL EXPRESSION OF ENGLISH LANGUAGE BY SECONDARY STUDENTS

D. Vinodh Kumar

INTRODUCTION

One very common problem the teacher of English faces today is a large number of errors made by the learners at all levels. This is mainly observed in the oral expression. The four important basic skills necessary for communication are: listening, speaking, reading and writing. When a person learns the mother tongue, he/ she masters speech first. It is later, at the age of six or seven; he/she begins to learn reading and writing. In learning a second language, a learner should start with speech and then learn reading and writing. Language is primarily a spoken thing, the written representation is secondary. Teachers are often annoyed at the number of errors committed by their learners, especially in the spoken area. A study of error analysis can make it clear to the teachers that no one can learn a language without committing errors. They would realize that errors are a part of learner's learning process. The significance of the errors as revealed by error analysis would change the attitude of the teachers. They would look at the errors as something, as a part of language learning, and not something which hinders the process of language learning.

OBJECTIVES

1. To collect errors in terms of deviance of randomly selected secondary school students of classes VIII, X and XII;
2. To study the efforts of the teachers to improve the oral expression of the learners;
3. To analyse and find out the sources of these errors;
4. To suggest remedial measures to improve the oral expression of the learners.

METHOD

Tools

1. Paragraphs (oral reading texts): In the all three classes i.e. Standard VIII, X and XII learners were asked to read a couple of paragraphs from their texts;
2. List of words (oral reading): A list of words was prepared for each of the three classes: std VIII, X and XII. These words were taken from their texts. Care was taken in selection of the words. Difficulty level was also maintained;
3. Interview: A number of simple questions were asked to the learners of std VIII. This was in form of an interview;
4. Story Building: The learners of std X were asked to build a story and produce it orally from the shown picture;
5. Elocution: Since the learners of std XII were older and more advanced than learners of std VIII and X, they were asked to say a few sentences on the given topics;

With the help of above tools and techniques the learners were made to speak. This oral expression of the learners was recorded on a cassette-tape.

Sample

A sample of 60 students were taken randomly from std VIII, X and XII (form each class, 20 students).

Procedure

The researcher carefully listened to the available data of each learner of class VIII, X and XII. Learners' responses were transcribed. It is to be noted that only a deviance response was singled out and was transcribed separately. This deviance was given a frequency counts. The frequency counts deviance was counted of each of the following areas: 1. Deviance in consonants; 2. Deviance in vowels; 3. Unnecessary repetition; 4. Clusters of sounds; 5. Unnecessary deletion; 6. Unnecessary replacement; 7. Not clear sound; 8. Unnecessary repetition and hesitation; 9. Hesitation and unclassified deviance; 10. Deviance in sound consonants and sound vowels; 11. Unnecessary replacement and unclassified deviance; 12. Unnecessary addition; 13. Missing; and 14. Unclassified deviance.

FINDINGS

Deviance in different fourteen areas was found. The learners of the school under study committed 535 (40%), 456 (35%) and 396 (25%) deviance in the class VIII, X and XII, respectively. The highest rate of deviance was found in pronunciation of vowel sounds 395(28.4%). The second highest rate of deviance was found in pronunciation of consonant sound 316 (22.7). Learners rate of deviance in terms of not clear pronunciation was 145 (10.4%). The least rate of deviance in terms of replacement and unclassified deviance was 11(0.79%). The deviance in terms of deletion, repetition, hesitation and missing were 14 (1.00%), 15 (1.08%) and 15 (1.08%) respectively.

SUGGESTIONS

In order to improve the oral expression of the learners, consonant sound must be practised well. The vowels and diphthongs present difficulty to the students. Teachers should take care of them. Clusters such as/st. lm/. ksts / must be practised so that students can pronounce them well. The reading should be done carefully with proper grouping of words and avoiding substitutions and omissions. The pronouncing dictionary should be regularly utilised. The dissimilarities between English and the mother tongue need to be highlighted. There has to be correct length in pronouncing long and short letters. Use of audio-visual aids be profitably made. Charts with phonetic symbols be used. Oral drills can help a lot to improve learners' pronunciation.

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AWARENESS ABOUT POPULATION PROBLEM AMONG SCIENCE AND ARTS STUDENT TEACHERS

Ranu Joshi

INTRODUCTION

Population education is broadly defined as an educational intervention aimed at helping individuals in understanding the interrelationship between population and development, in appreciating the determinants and consequences of population processes and changes, and in assessing the possible actions that they and their respective families and communities can take to modify these processes and in carrying out selected actions. It is the educational process in which a basic awareness about population problems and favourable attitudes towards a small family size are developed. The teacher educators, the teachers who are already in the schools and the future teachers need to be oriented to the population problem that the country is facing today and which is likely to become even more critical within next few decades. The student teachers are the pivots of social structure, so it becomes utmost important to analyse their level of awareness first. Further it is generally accepted that the students with science background are better aware regarding the population explosion problems as compared to the students with arts background. Hence ithe need to study the difference in the level of awareness regarding population problem between the science and arts student teachers.

OBJECTIVES

1. To study the level of awareness regarding population problem among science student teachers;
2. To study the level of awareness regarding population problem among arts student teachers;
3. To compare the level of awareness regarding population problem between science and arts student teachers.

HYPOTHESES

1. There is general population problem awareness among student teachers;
2. There exists a difference of the population problem awareness between science and arts student teachers.

METHOD

Tools

The tool of research for this study was a self-made questionnaire. The questions were related to different problems that have emerged due to increase in population. There were items to analyse the awareness about different problems that have emerged due to rapid population growth, such as poverty, unemployment, shortage of food articles, pollution, deforestation, urbanization, illiteracy, depleting natural resources, migration of youth,

declining values and quality of life. Few items dealt with measures to control population growth like, small family norms, late marriage of girls and boys, birth control measures, population education, and raising the status of women. .

Sample

A sample of 160 student teachers had been contacted - 80 student teachers were of science stream and 80 were of arts stream. For this purpose, the investigator visited four Colleges of Education.

RESULTS AND DISCUSSION

It was found that the percentage score in case of all the variables was more than 50%. Hence, it can be concluded that the respondents possessed at least average population problem awareness. Hence, hypothesis 1 that there is general population problem among student teachers was accepted. Critical Ratio (C.R.) obtained was 3.19. The value of C.R. at 0.01 level of significance is 2.58. As the value of C.R. exceeded the C.R. at 0.01 level of significance, it can be concluded that the mean difference of population problem awareness between science and arts student teachers was significant. Hence, the second hypothesis, "There exists a significant difference of the population problem awareness between science and arts student teachers" was accepted. An average level of awareness was found among student teachers. The level of awareness regarding population problem in student teachers of science stream was found to be higher than the level of awareness in student teachers of arts stream. A significant difference was found regarding population problem awareness between science and arts student teachers. The mean score of science student teachers was more than mean score of arts student teachers.

CONCLUSION

Population growth in India is a matter of serious concern and various methods have been suggested to control it. It has to start at grass-root level to tackle this huge problem. A major step towards solution of the problem is to make the young generation highly aware of the current demographic trends, causes of population growth, consequences of rapid population growth, which India is facing, and methods of population control. They should realize the importance of small family size norm. The young people can be made conscious of the dynamics of population growth and its implications for their own well being and that of the nation, through schools, colleges and non-formal education. So to create a basic awareness about population problems, population education should be introduced in school curriculum. The responsibility of making the young people aware of population problems lies with the teachers. So the teachers at the various levels should be oriented and made aware of complex population problems. Various seminars and extension lectures on population education should be organised to make the student teachers more aware of population problems.

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LIBRARY FECILITIES AND THE ACADAMIC ACHIEVEMENT OF SECONDARY STUDENTS

Jagannath K. Dange
Praveen R

INTRODUCTION

Education is often regarded as synonymous with learning, as the acquired experience of any sort like intellectual, emotional or sensory motor. It is a product of experience. It is the process by which knowledge, skills and attitudes are transmitted to members of the community. Education proceeds from birth to death and the school is not the only agency that imparts education. Though the school exerts greater influence in educating the child, other social agencies like home, press, radio, library, cinema, television, etc. supplement its work. Library is a storehouse of resources and it provides many more opportunities to the learners to acquire the knowledge, which facilitates to achieve academic performance of students up to a great extent. This study attempts to find out the effect of library facilities on academic achievement of 9th standard students.

OBJECTIVES

1. To find out the correlation between library facility and academic achievement of secondary students;
2. To study the library facilities of aided secondary schools in relation to students' academic achievement;
3. To study the library facilities of un-aided secondary schools in relation to students' academic achievement;
4. To study the library facilities of government secondary schools in relation to students' academic achievement;
5. To find out the academic achievement of boys and girls in relation to proper utilization of library.

HYPOTHESES

1. There is no significant difference between the academic achievement of 9th standard students of aided and un-aided schools;
2. There is no significant difference between the library facilities of 9th standard students of aided and un-aided schools;
3. There is no significant difference between the academic achievement of 9th standard students of aided and government schools;
4. There is no significant difference between the library facilities of 9th standard students of aided and government schools;
5. There is no significant difference between the academic achievement of 9th standard students of un-aided and government schools;
6. There is no significant difference between the library facilities of 9th standard students of un-aided and government schools;
7. There is no significant difference between the academic achievement of boys and girls 9th standard students;
8. There is no significant difference between the use of library facilities by boys and girls students of 9th standard;

9. There is no correlation between academic achievement and library facilities of 9th standard students.

METHOD

The school survey method and stratified sampling technique was used. Aided, un-aided and government - two schools each, were selected for the sample from Koppal district. It consisted of 150 students of 9th standard and maintained equal sex ratio (75 male, 75 female).

Tools

A questionnaire consisting of 32 items was constructed. An academic achievement test was prepared for the purpose.

ANALYSIS AND INTERPRETATION

The statistical techniques like mean, SD, 't' test were used to find out the difference between library facilities in aided, un-aided and government schools and academic achievement of students. The Pearson's-r was used to find out the relation between library facilities and academic achievement of students.

FINDINGS

Academic achievement of students of aided schools was more than un-aided school students. Aided schools had better library facilities than un-aided schools. There was no significant difference between the academic achievement of students of aided and government schools. Government schools had better library facilities than aided schools. Academic achievement of government school students was more than the un-aided school students. Government schools had more library facilities than un- aided schools. Academic achievement of girls was better than the boys. There was no significant difference between the use of library facilities by boys and girls of different schools. The library facilities had direct effect on academic achievement of students of different schools.

CONCLUSION

The study found a positive and significant correlation between the academic achievements of secondary students with their use of library facilities at schools. Hence, there should be stress on development of good study habits by the students. There is the necessity to develop and maintain a good library and provide more opportunities for the students to visit and spend more time in library.

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FOCUSING LEARNER CENTERED SECONDARY EDUCATION INTEGRATING MIND TOOLS

C. Girija Navaneedhan
K. Saraladevi

INTRODUCTION

Learner-centered education places the student at the center of education. It begins with understanding the educational contexts from which a student comes. It continues with the instructor evaluating the student's progress towards learning objectives. By helping the student acquire the basic skills to learn, it ultimately provides a basis for learning throughout life. It therefore, places the responsibility for learning on the student, while the instructor assumes role of facilitator. This approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place.

Education can be made learner focused through Neuro Linguistic Programming. The name Neuro Linguistic Programming is explained as follows: The term 'Neuro' has originated from the fundamental idea that all behavioural outcomes are from neurological processes through which one experiences and processes information using senses (visual, auditory, kinaesthetic,olfactory, gustatory). Linguistic refers to use of language - verbal and non-verbal, to express feelings and thoughts. Programming refers to the ability to organise ideas and actions to achieve specific goals and results. A regular practice of Neuro Linguistic Programming, being learner centered, enhances the academic performance of the students.

OBJECTIVES

1. To establish the fact that metaphorical thinking increases the intelligence level of the students;
2. To find out the dependence of emotional intelligence of the students on metaphorical thinking;
3. To identify the impact of metaphorical thinking on confidence level of the students;
4. To find out the correlation between intelligence and emotional intelligence of the students;
5. To find out the correlation between intelligence and confidence level of the students;
6. To find out the correlation between emotional intelligence and confidence level of the students.

HYPOTHESES

1. There are significant differences in the "t" values of pre post achievement tests administering metaphorical thinking as a learning tool;
2. There are significant differences in intelligence scores for pre and post tests by applying metaphorical thinking;
3. There are no significant differences in the scores of emotional intelligence for pre and post achievement tests;
4. There are significant differences in the scores of confidence level for pre and post achievement tests by the application of

metaphorical thinking;
5. There is no relationship between intelligence and emotional intelligence amongst the students after the application of metaphorical thinking.

METHOD

Sample

In the present study, a sample of 100 students, (boys and girls) in the age group 16 – 17 years was selected.

Tools

Intelligence was measured with the help of Cattell & Cattell intelligence tests. The other tools were manual for emotional intelligence and confidence level questionnaires.

Procedure

The sample population was exposed to metaphorical thinking as learning tool in the academic learning of Chemistry. Pre and post achievement tests were conducted before and after implementing the technique. The test scores were subjected to statistical analysis. The achievement scores were further supported by the application of psychological tools such as Intelligence Questionnaire, Emotional Intelligence Questionnaire and Confidence level questionnaire.

RESULTS AND ANALYSIS

As the "t" value was found to be greater than the table value, the metaphorical thinking has a positive impact on the academic performance. The level of significance was 99.9% ($P < 0.01$), proving the validity of hypothesis 1. Intelligence is defined as a property of mind that encompasses many related abilities, such as the capacities to reason, to plan, to solve problems, to think abstractly, to comprehend ideas, to use language, and to learn. Application of metaphorical thinking helps to develop various skills related to intelligence of an individual, which is evident from the "t" test value. From the statistical calculation, it was found that if a person was intelligent, he / she was equally confident in all his/her endeavours. Therefore, intelligence and confidence are directly related psychological characters of an individual. The statistical calculation supported the fact that the intelligence level of the students increased by administering metaphorical thinking. The confidence level of the students in the post test was greater, showing a vital evidence in favour of utility value of metaphorical thinking. There was a positive correlation between intelligence and confidence level of the students.

CONCLUSION

Metaphors can be used to improve communications. They can add impact or can help explain a difficult concept by association with a more familiar one. They are powerful short-cut to instant and memorable understanding and evoke vivid images and allow one to "see" things from a new perspective. Hence, they are useful tools for creative problem solving.

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REFLECTIONS ABOUT THE CAL PROGRAMME IN ELEMENTARY SCHOOL CLASSROOMS

Viththalbhai V. Chaudhary
Pankaj M. Desai

INTRODUCTION

The introduction of information technology in the field of education has brought about a revolution in the field of teaching – learning process. The computers have become more accessible in the schools. The introduction of computers has changed the definition of classroom instruction. Sarva Shiksha Abhiyan (SSA) has implemented the CAL (Computer Assisted Learning) programme in elementary schools of Gujarat state.

RATIONALE OF THE STUDY

As part of SSA initiative, in Valsad district of Gujarat State, totally 32 primary schools were equipped with computers. 24 schools were benefited since the year 2003-04 and 8 schools since the year 2004-05. SSA also has the monitoring system and evaluation programme for measuring the outcomes and effectiveness of the programme. But that is the formal way and therefore one can not see the real picture of the whole phenomenon. With this point of view, the researchers thought of surveying the reflections about the CAL Programme of Sarva Shiksha Abhiyan (S.S.A.) in elementary schools. The present paper is a small attempt in this direction.

OBJECTIVES

1. To study the opinions of the students of elementary school about the CAL programme;
2. To study the reflections of the elementary school teachers about the CAL programme;
3. To study the reflections of the CRCCs about the CAL programme.

METHOD

This study comes under descriptive research and therefore, survey method has been employed.

Tools

1. Observations;
2. Documents - The government circulars, the CDs, the hard copy;
3. The opinionnaire for studying the responses of the teachers and students; and
4. Interview schedules for teachers and CRCCs (Cluster Resource Centre Coordinators).

Sample

The sample for the present study was selected from the elementary schools of Valsad district, having CAL programme. The students and teachers were selected randomly while the CRCCs were selected as per their availability.

Collection of Data

The data for the present study were collected in the month of December 2005. The researchers took the permission of the District Project Office and related CRCCs. The

documents related to the programme were collected from the district office and studied thoroughly. Researchers visited the schools on working days and observed the teaching learning process related to the programme. The opinionnaire was administered on students. The responses of teachers on opinionnaire were collected on the days of their regular meetings. Interviews with the teachers and the CRCCs were arranged on working days as well as on holidays.

ANALYSIS AND INTERPRETATION

The opinionnaire had 25 statements having responses on three points - agree, neutral and disagree. Frequency of the responses of the students and teachers were found for each statement. The data so gathered were analysed using X^2- test. Teachers were not satisfied with the facilities of electricity, while students did not have any significant opinion on this statement. The opinions of students and teachers about the furniture facility were significantly satisfactory. They agreed that there was no separate provision for CAL in the time table, but the time allotted was sufficient. There was a demand for increase in number of periods. The teachers and students were satisfied about the teachers' presence and their guidance about the programme. Students were unable to operate computer individually because of overcrowded classes. The students were positive about this programme being helpful in answering in examinations. Students were not sure about the effect of this programme on memory. The opinions of students and teachers regarding the effect of this programme on learning of Mathematics, Science and English were significantly positive. In case of learning of Geography, students were not sure while teachers were positive. In case of Gujarati language grammar, students felt the necessity of this programme, while teachers had the negative opinion. Students agreed that the teachers were more engaged in learning / using computers, whereas the teachers disagreed with this. Due to power cuts, the programme could not run on most of the days in classroom.

The CRCCs and teachers showed a positive attitude for their cluster and schools being selected for the project. Teachers got the training for 10 days at nearby places and the CDs and introductory book were provided. During and after the training, the teachers realized the amount of responsibility they had to carry on their shoulders. 22% of the trained teachers accepted the necessity of the CAL programme and had started taking up the responsibilities. 80% of the teachers felt that the training period was very short and complained of shortage of time for practice. The power supply was not regular. There was electricity supply problem in rural areas for which computer could not be used at the scheduled time. Computers in 60 % schools had some technical problems regarding clarity and quality of volume which created difficulties in learning. Computers had UPS, but the backup was less, 15-20 minutes only. Computer efficiency was damaged because of irregular power supply and power fluctuations.

CONCLUSION

The success of a programme can be gauged by the impact it could make on the system. The survey of above responses reveals on the whole a satisfactory picture. The CAL programme has been warmly received by the

schools. The schools have developed a new approach towards learning. The teachers have become conscious. They are now aware of the progress being made in the field of knowledge acquisition. They are unhappy by the degree of training provided and the related facilities. Increase in time allotted for CAL needs to be considered.

SUGGESTIONS

More schools should be covered under this programme. LCD projectors should be provided to the CRCs. Basic facilities like furniture and fans and lights should be provided to schools. Teachers should be given an intensive training for not only operating computers but also for preparing instructional material. Students of fifth standard can be given training for operating computers so that they can be self-learners in future. A teacher in each school should be free from other responsibilities and administrative works to manage the programme effectively. There should be proper power supply and better service facilities for the maintenance of computers.

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IMPACT OF MULTIMEDIA PROGRAMME IN TEACHING SCIENCE ON ATTITUDE TOWARDS COMPUTER

V. Nimavathi
R. Gnanadevan

INTRODUCTION

In a vast country like India, enormous work is now being done in the field of education, but it is still not possible to equip each and every school with all the facilities for teaching science. The secondary schools need high quality teaching aids. Multimedia, as a teaching aid, is very much effective with colour, sound, graphics, which are found in the audio media and video media and movie media. Any diagram can be explained in detail with 3D effect, which helps the students to understand clearly. Multimedia can present the biological information concepts so as to develop generic skills. The students can get a live vision of life's aspects and scientific factors. Multi media includes use of computer. The students who have favourable attitude towards the computer can very effectively use multimedia. If the students have unfavourable attitude towards computer, they may be interested in learning by using multimedia. Therefore, the present study aims to find out the impact of multimedia programme in teaching science for the development of attitude towards computer.

OBJECTIVES

1. To prepare multimedia programme for the teaching of science at secondary level;
2. To find out whether there is a significant difference between: (a) mean achievement test scores of the experimental group and control group before experimentation; (b) mean achievement test scores of the experimental group and control group after experimentation; (c) mean attitude towards computer scores of experimental group and control group before experimentation; and (d) mean attitude towards computer scores of experimental group and control group after experimentation.

HYPOTHESES

1. There is a significant difference between the mean achievement test scores of experimental group and control group after experimentation;
2. There is a significant difference between the mean attitude towards computer scores of experimental group and control group after experimentation.

METHOD

Sample

The sample of the study consisted of 60 students studying ninth standard in three different schools under Tamil Nadu Board syllabus (Tamil medium) in Thiruvannamalai district. The sample included both boys and girls.

Tools

1. An achievement test in science constructed and validated by the investigator;
2. Computer attitude scale standardized by S. Pramila to find out the attitude of students towards computer;
3. Multimedia programme, in Macromedia flash version 6.0, developed by the investigators for the teaching of the concepts in Biology topics included in the ninth standard science syllabus

(Tamil medium) that provides multimedia platform to attract the senses of the learner for easy and happy learning.

Procedure

The physiology lesson of ninth standard was broken down into 84 small learning modules. All the learning modules were based on the psychological principles of learning i.e., proceeding from easy to difficult, simple to complex and from the known to the unknown. Two group experimental designs were adopted. The sample was divided into two groups viz, experimental group and control group. The students of experimental group were taught with the computer multimedia programme and the control group through the conventional method. After the treatment period, post-test was administered. The collected data were subjected to statistical analyses and the results obtained were interpreted.

FINDINGS

The 't' test was applied to test the significance of difference between the mean achievement test scores of the experimental group and the control group before experimentation. The 't' value (0.14) was not significant at 0.05 level. Hence, it can be inferred that there was no significant difference between the mean achievement test scores of experimental group and control group before experimentation. The 't' test was applied to test the significance of difference between the mean achievement test scores of the experimental group and the control group after experimentation. The 't' value (12.9) was significant at 0.01 level. The students of the experimental group and control group differed significantly in their mean achievement test scores after experimentation. As indicated by the mean value, the students of the experimental group fared better in their achievement than the students of the control group. Hence, the multimedia increased the achievement of the students.

The 't' test was applied to test the significance of difference between the mean attitude towards computer scores of the experimental group and the control group before experimentation. The 't' value (1.21) was not significant at 0.05 level. Hence, there was no significant difference between the mean attitude towards computer scores of experimental group and control group before experimentation.The 't' test was applied to test the significance of difference between the mean attitude towards computer scores of the experimental group and the control group after experimentation. The 't' value (3.82) was significant at 0.01 level. Hence, the students of the experimental group and control group differed significantly in their attitude towards computer after experimentation. As indicated by the mean value, the students of the experimental group showed favourable attitude towards computer than the students of the control group after experimentation. The students learning with the help of multimedia showed favourable attitude towards computer than the students learning through the conventional method.

Other findings included no significant difference between the mean achievement test scores of experimental group and control group before experimentation. There was a significant difference between the mean achievement test scores of experimental group and control group after experimentation. The students of the

experimental group fared better in their achievement than the students of the control group, after experimentation. This showed that the multimedia increased the achievement of the students. There was no significant difference between the mean attitude towards computer scores of experimental group and control group before experimentation. There was a significant difference between the mean attitude towards computer scores of experimental group and control group after experimentation. The students of the experimental group showed favourable attitude towards computer than the students of the control group after experimentation. The students learning with the help of multimedia had favourable attitude towards computer than the students learning through the conventional method.

CONCLUSION

The results of this study reveal that that multimedia has an impact in teaching science to ninth standard students and also in their attitude towards computer.

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PLIGHT OF RURAL PRIMARY SCHOOLS OF ASSAM

Dulumoni Goswami
Pradip Roy

INTRODUCTION

Of the three basic pillars of rural development i.e. village school, village panchayat and village co-operative, the school is the most vital component of human development and the most enduring tool for rural transformation. Education of rural children plays a crucial role in enabling them to meet the complex challenges of the world around them. Sarva Shiksha Abhiyan has been launched in 2001 throughout the country including Assam. The Government of Assam has created 'Axom Sarba Siksha Abhiyan Mission' a society under its Education Department for this purpose. The main goals of SSA are:

*All children in school, Education Guarantee Scheme, Alternative School, ' Back to School' camp by 2003;

*All children complete five years of schooling by 2007;

*All children complete eight years of elementary schools by 2010;

*Focus on elementary education of satisfactory quality, emphasis on education for life;

*Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010;

*Universal retention by 2010.

The quality of education is one of the most important components of SSA to promote universalisation of elementary education. No doubt quality of education depends to a great extent on factors like physical condition, learning environment, activities outside the classroom etc. A few primary school indicators as per NIEPA 2004 were as follows:

No. of Govt. provincialised primary schools - 1839;

No. of Govt provincialised rural primary schools - 1773;

Percentage of single teacher schools -12.0%;

Percentage of single classroom schools -7%;

Percentage of schools with common toilet – 14.2%;

Percentage of schools with girls' toilet - 1.1%;

Percentage of schools with drinking water facilities - 28.1%;

Percentage of schools without blackboard - 13.0%;

Percentage of SC enrolment in primary school -7.4%;

Percentage of ST enrolment in primary school- 7.7%;

Percentage of girls' enrolment in primary school - 49.3%;

Percentage of female teacher in primary school - 22.1%; and

Teacher pupil ratio (PTR) - 1.37.

OBJECTIVES

To find out and analyse the

(a) Infrastructural condition;

(b) Teaching Learning situation;

(c) Teacher's condition; and

(d) Implementation of Midday Meal scheme in the rural primary schools in Barpeta district.

METHODS

Sample

Sample was taken from all the eight educational blocks of Barpeta district. Five schools from each block, (8 x 5 = 40 rural provincialised primary schools) were selected randomly.

Tools

For collection of primary data, two types of questionnaires - one for school head masters and another for assistant teachers were constructed in Assamese language. An observation schedule was also prepared by the investigators to observe the school environment and classroom transaction.

Procedure

The present study was conducted under descriptive survey method. The questionnaires were administered to 40 Head Masters and 80 assistant teachers of different 40 sample schools.

FINDINGS AND DISCUSSION

Barpeta district is situated in Western part of Assam with total land area of 3,307.3 sq. km.. The district is very much rich in flora and fauna. According to the 2001 census, the total population of the district was 16, 42,420 out of which 8, 46,106 were male and 7,96,314 were female The sex ratio was 941 female per 1000 male and density of population was 506 per sq. km. Literacy percentage was 61.25 %, out of which 65.95 % was male literacy and 57.35% was female literacy. Barpeta district has been divided into eight educational blocks with one Block Elementary Education Officer in each Block. Total number of primary schools in the district is 1,839. Total number of Gaon Panchayats in the district is 155 with 1,077 villages of which 131 villages are without school.

The present study covered various aspects of rural primary schooling in Barpeta district. It found that 22.5 % schools had kaccha building, 57.5 % schools did not have ceiling and 42.5 % schools did not have partition. No school had separate library room. 23 % students had no bench for sitting, 42.5 % teachers had no chair for sitting and only 15 % schools had separate office room. 50 % schools had no boundary wall, 67.5 % schools had no toilet facility, 30 % schools had no drinking water facility and not a single school had separate toilet for girls.

Although 35% of the teachers reported that they followed approved lesson planning while teaching, during observation of classroom transaction, it was found that no teacher followed approved lesson planning. 85 % schools reported that they had adequate blackboard, whereas 12.5 % reported inadequate numbers of blackboard and 2.5 % had no blackboard.

Again 90% teachers mentioned that they used Teaching Learning Materials (TLM) and only 10% said that they never used. During observation, it was found that TLMs were kept inside the box, almost in bad condition and teachers were not motivated to use these in classroom transaction. Teachers mostly followed lecture method. They read the lesson and explained it later. Not a single teacher was found practising improved methodology like competency based, activity based, child centric, joyful learning centered strategies.

The average percentage of single teacher schools in the district was 12 %, but the percentage of single teacher schools as found in the sample was 25 %. The average Teacher Pupil Ratio (PTR) in the rural schools of the district was 1:19, which was below the state norms. PTR varied from 1:10 to 1:90 in different schools. As regards qualification of the teachers, it was found that large numbers of teachers in the rural schools of Barpeta district were untrained and ill qualified. 2.17 % teachers were below secondary level, 54.34 % up to secondary level, 21.73 % up to higher secondary level and 17 % were up to graduate level qualification. 30.43 % teachers were still untrained. It was also found that teachers in primary schools were engaged in activities other than teaching. The percentage of female teacher was only 34.78 % and only 15% head masters were female.

As regards implementation of Mid-Day-Meal Scheme, 75% of the schools reported that they provided cooked meal, while other 25% schools distributed uncooked meal to the children, as these schools did not have any infrastructure for mid-day-meal. During observation, it was found that the meal was cooked in very unhygienic condition. Only 56 % schools had separate kitchen for cooking, while others cooked in open space. 30 % schools had no provision of drinking water. Some schools used to borrow water from nieghbours. Community participation was found poor in mid-day-meal arrangement. All the head masters and assistant teachers expressed their dissatisfaction in the Mid-Day Meal Scheme.

RECOMMENDATIONS

The school building should have either separate room orat least a partition for each classroom, separate office room and teachers' common room.There should be toilet facilities including separate toilet for girls and drinking water facility in all the rural schools. The schools committees should consist of committed local persons and should be made responsible for physical infrastructure of the school and also should look after teachers' attendance. Pupil Teacher Ratio (PTR) should be as per norms. Special allowances should be paid to primary school teachers for serving in backward areas.There should be proper inspection and supervision. All the teachers should be trained.Training should be followed by follow up action. Social awareness should be developed on the importance of primary education for rural people. Budget allocation should be increased for planning and providing educational facilities in rural areas. As far as possible, the engagement of teachers as well as head masters in activities other than teaching should be reduced. Community should be involved in arrangement of mid-day-meal.

CONCLUSION

Educating people in rural areas is crucial for achieving goals of sustainable development. In the rapidly globalising world, the sooner the challenges are taken up, the better it is for the future progress of the nation.

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ACHIEVEMENT ORIENTATION OF STUDENTS AT UNIVERSITY STAGE

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INTRODUCTION

Achievement orientation is defined as an internalized tendency to strive for standard of excellence. It attempts to account for the determinants of the direction, magnitude and persistence of behaviour.As a result of independent thinking, skill development and personality development in the academic atmosphere of an institution of higher learning, it is expected that students desire to excel i.e. achievement orientation will be enhanced.

OBJECTIVES

1. To study achievement orientation among university students, pursuing different types of academic courses;
2. To study gender difference in achievement orientation of university students, pursuing different types of courses;
3. To study achievement orientation of university students in relation to locality and types of courses of study.

HYPOTHESES

1. There will be significant differences in achievement orientation of students pursuing different types of academic courses;
2. There will be significant gender differences in achievement orientation of university students, pursuing different types of academic courses;
3. There will be significant differences in achievement orientation of rural and urban university students, pursuing different types of academic courses.

DELIMITATION OF THE STUDY

Only students of Punjabi University, Patiala, Punjab pursuing different types of post-graduate courses of study were taken into consideration. The variable of achievement orientation was analysed only in terms of gender, location and types of courses of study with the help of t-test and no factorial design was used.

METHOD

The universe of the study was post graduate students of Punjabi University, Patiala, pursuing their studies in different courses divided into four strata on the basis of nature of courses i.e.: i) social sciences, ii) sciences, iii) professional, and iv) languages. A sample of 200 post-graduate students (101 females and 99 males) was collected for the present study.

Tools

Achievement orientation scale of Kahl 1965 was used to measure achievement motivation of university students. It consisted of 20 items to be responded on a five point scale rating from strongly agree (5) to strongly disagree (1) to provide 4 dimensional scores and total across

viz. i) trust consisting of 6 items; ii) activism consisting of 7 items; iii) occupational primacy consisting of 4 items; and iv) integration with family consisting of 3 items.

ANALYSIS AND INTERPRETATION

Trust

The mean trust scores for social sciences, sciences, professional and language groups were 15.37, 15.34, 15.10 and 15.90 respectively. It was observed from mean scores (on a scale of 6-30) that the overall trust scores were of moderate range among university students. The t-value, testing the significance of mean differences between social sciences and science was 0.04, whereas it was 0.33 as compared with professional group and 0.68 as compared with language group. Further, t-value testing the significance of mean difference of science group, as compared to professional and language groups were 0.30 and 0.74 respectively, whereas it was 0.94 in case of professional and language groups. Since none of the t-values was significant at .05 level, it may be concluded that the university students, pursuing different courses of study have nearly equal mean performance on trust dimension of achievement orientation.

Activism

The mean activism scores of social sciences, sciences, professional and language groups of students were 21.36, 24.02, 22.10 and 21.60 respectively. Science students had the highest mean score i.e. 24.02 and language group had the lowest mean score i.e. 21.60 on activism and were above average on a scale of 7-35. They differed significantly from their social sciences counterparts as the t-value comparing these two groups was 3.45, significant at .01 level. The t-value, testing significance of mean difference between science and professional groups of students on activism was 2.06, significant at .05 level. Also the t-value, testing significance of mean difference on between science and language groups of students on activism was 4.03, significant at .01 level. However, the professional, social sciences and language groups of students did not differ significantly amongst each other, as none of the t-values comparing these groups was significant even at .05 level. Hence, science group of students has significantly higher mean activism score than social sciences, professional and language groups of students.

Occupational Primacy

The mean of occupational primacy scores of social sciences, sciences, professional and language groups of students were 12.25, 14.36, 13.94 and 14.00 respectively. Science students had the highest mean score i.e. 14.36 and social sciences group had the lowest mean score i.e. 12.25 on occupational primacy and were moderate on a scale of 4-20. The science students differed significantly from their social sciences counterparts as the t-value comparing these two groups was 3.29, significant at .01 level. The t-value, testing significance of mean different between social-science and professional groups of students on occupational primacy was 2.64, significant at .01 level. Also the t-value, testing significance of mean difference on between social sciences and language groups of students on occupational primacy was 2.65, was significant at .01 level. However, the science, professional and language group of students did not differ significantly amongst each other as none of the t-values comparing these groups was significant

even at .05 level. Hence, social science groups of students have significantly lowest mean occupational primary score than science, professional and language groups of students.

Integration with Relatives

The mean scores on integration with relatives for social sciences, sciences, professional and language groups were 10.10, 11.02, 10.30 and 10.10 respectively. These scores were of below average range among university students. The t-values testing the significance of mean difference between social sciences and sciences was 1.70, whereas it was 0.31 as compared with professional group. Further, t-values, testing the significance of mean difference of science group, as compared to professional and language groups were 1.28 and 1.61 respectively, whereas it was 0.33 in case of professional and language groups. Since none of the t-values was significant at .05 level, the university students, pursuing different courses of study have nearly equal mean performance on integration with relatives dimension of achievement orientation.

Total Achievement Orientation

The mean of total scores of social sciences, sciences, professional and language groups of students were 61.08, 65.50, 62.00 and 61.37 respectively. Science students had the highest mean score i.e. 65.50 and social science group had the lowest mean score i.e. 61.08 on activism and were moderate on a scale of 20-100. Science students differed significantly from their social science counterparts as the t-value comparing these two groups was 3.17, significant at .01 level. The t-value, testing means differences between science and professional groups of students on total was 2.16, significant .05 level. Also t-value, testing significance of mean difference of between science and language groups of students on total was 2.90, significant at .01 level. However, the professional, social sciences and language groups of students did not differ significantly amongst each other, as none of the t-values comparing these groups was significant even at .05 level. Hence, science groups of students has significantly higher mean achievement orientation score than social sciences, professional and language groups of students. On the basis of above results showing 'social science' faculty low on occupational primacy and science faculty being better than other faculties in activism and total achievement orientation, the hypothesis, "There will be significant difference in achievement orientation of students, pursuing different types of academic courses" is partially accepted.

CONCLUSION

The university students do not differ in their 'trust' and integration with relatives' scores of achievement orientation across different facilities of study. Science students have significantly higher levels of 'activism' scores than their social science, language and professional courses counterparts. Social science students have lowest score on "occupational primacy" and are significantly lower in their occupational primacy as compared to social science, professional and language faculty counterparts. As a whole, science students are compared to their social science, professional and language counterparts, have significantly higher level of achievement orientation.

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LEARNING THROUGH VIRTUAL CLASSROOM

Atasi Mohanty
Madanmohan Samanta

INTRODUCTION

In the recent era of globalization, technological advancement has increased dramatically in every sphere including mainstream education. These advances have introduced new educational nomenclature i.e. "virtual education", "virtual classroom", "virtual Universities", "on line Courses", "electronic" and "cyberspace institution" etc. Profound investments in technology in this decade have given rise to a worldwide explosion of information. Many educational institutions have been mystified by this information chaos. They are driven by the goal to use newly found access to global data communication.This step will increase enrolment and will award a vast range of degrees through massive investments in distance education programmes. There has been much talk among educators that these acts begin to modify the students' worth to the academic world, as the students begin to assume both the tangible and intangible characteristics associated with those of a "Customer" as opposed to the characteristics of a student. Marketing strategies abound that beseech the "students-customer" to take advantage of "fast, universal access", "earn a degree in a short period of time", and other creative approaches that guarantee satisfaction and quick delivery of the degree-of-choice. Moreover, in the fast growing competition in the job market, there have been increasing demands for specialists, professionals over population, increasing awareness as well as demand for higher education, shortage of qualified teachers and infrastructure facility. Virtual classroom has taken a lead role in the teaching-learning process. Generically, the virtual classroom is a teaching and learning environment located within a computer mediated communication system. It consists of asset of group communication and work "spaces" and facilities that are constructed in software.

Virtual learning, environments are hugely diverse in size, capability and services offered and can cater for individuals ranging in attainment, ages, and special needs. Virtual schools are of three broad categories i.e., independent, collaborate and broadcast. According to Russell (2001) independent models can often be referred to as "asynchronous" because they do not rely upon direct communication between teacher and students, as they do not avail of chat or video conferencing facilities. Synchronous models usually involve more communication and collaboration through video conferencing and live chats. Broadcast models allow students to access lectures or broadcasts on the Internet. All these models offer a wide range of learning flexibility in virtual environments that serve the individual needs of the learners regardless of their age, gender, religion, nationality or disability. A virtual classroom environment successfully mixes up different media inputs i.e., (a) face to face plus virtual classroom which can vary from adding system use to enrich on-campus courses conducted to traditional means; to

distance courses where system, use is supplemented by one or two fact-to-face meetings (b) virtual classroom as the sole means of delivery, with the use of print media in the form of text books or course notes, and (c) multi-media i.e., virtual classroom plus video, audio or audio-graphic media. Thus, there is a move towards multi-media based interactive learning process and computer assisted instructional system.

CHARACTERISTICS OF VIRTUAL CLASSROOM LEARNING

Virtual classroom also needs equivalent equipment and tools in the form of network-based software application to allow a group of instructors and students to carry out the learning process. The sophistication of such software structures vary widely, from simple electronic mail systems to systems that have been specially enhanced to support classroom – like experiences, such as virtual auditoriums. Some of them are well established on the Internet and new ones are still emerging. No physical boundary is required for getting access to virtual learning; entire universe is the classroom. But unlike the formal school learning, virtual learning is a collaborative process and emphasizes on cooperative effort and interactions. The medium of instruction in virtual learning in India is broadly restricted to English and Hindi languages, and occasionally some regional programmes are being telecasted. It would take some time to develop the software for teaching-learning in vernacular languages. The output of virtual teaching-learning process depends upon the factors like students' motivation for self-learning, subject expertise and communication skills of the teacher, on-line problem-solving facility, connectivity to e-library, and use of technology based lightly interactive multimedia, etc.

Basically, there are four principles to be kept in mind for successful teaching in the virtual classroom such as dealing with i) media richness, ii) timely responsiveness, iii) organization and iv) interaction. In the traditional classroom, a pleasing voice, occasional jokes, dramatic gestures, eye contact with the teacher and the classroom interaction can help to enliven a long lecture. But in virtual classrooms, there is only the computer screen and the printed pages. Even if the multimedia is there, long segments of lecture-type materials are boring. Hence, in order to maintain interest, the instructor should use written language in a skillful way by putting some humour and metaphors. It is better to orchestrate active participation by the students and stimulate collaborative assignments that involve both social and task-oriented activities. The instructor should deliver small segments of lecture with print/pre-recorded materials accompanied with opportunities for students' participation. Secondly, unlike the traditional classrooms, the students in the virtual classroom will not receive an immediate response to their questions and comments. This can be very frustrating, especially if they are 'stuck' in the middle if a mathematics problem or project assignment. In this case, in order to encourage the students, the instructor can promote more active participation / interaction and provide the feedback to students in the virtual classroom more frequently/daily. In the ideal situation, the conscientious teacher/instructor can become a "perpetual professor" when he/she could realize that teaching is continuous, like parenthood, rather than being confined to computer screen,

printed materials or a few specific hours of lecturing. Thirdly, unless the study materials of online courses/virtual classrooms get organized, students will become very confused. Therefore, the instructor must establish regular rhythms and schedules, based on dividing the course into modules which last a week, a week and half, or two weeks each so that the participants can plan ahead in terms of when they will need to sign online and when work will be due, and so that the group moves through the topics in an orderly manner. One basic strategy to segregate and organize different modules and activities is to use several conferences for different types of activities, and to have the class move from one to another as they progress through topics.

Another strategy is for the instructor to enter the stimulus materials for each week's work on a regular basis, with new material predictably appearing at least twice a week. The most significant determinant of the students' satisfaction in the online courses/ virtual classrooms is the amount and quality of interaction between the instructor and the students, and/or among the students. This is not always easy for the instructor, but if he/she can cajole or coerce the students into this collaborative approach to learning, then they would share ideas with each other. This is both the key and challenge for being an effective teacher in the virtual classroom environment. Collaborative learning is encouraged in case of virtual classrooms which emphasize group / cooperative efforts among faculty and students. In this context, knowledge is viewed as a social construct, and therefore, the educational process is facilitated by social interaction in an environment that facilitates peer interaction evaluation and cooperation (Bruffee 1984; Whipple 1987). The "teacher" becomes primarily a facilitator who structures learning opportunities, serves as a resource, and encourages the students to work together to build a common body of knowledge. The virtual classroom/learning environment not only facilitates collaborative learning but also supports independent learning and generative, active learning techniques that are self-paced by each participant.

MERITS & DEMERITS OF VIRTUAL CLASSROOM

Merits

For centuries, textbooks have been the most important teaching-learning tool in all types of schools. The physical format of the textbook does not easily allow student and teacher to depart from the prescribed path, or to link to new concepts and ideas from other disciplines (Liaw 2000). Whereas the virtual textbooks move the learners beyond content mastery to information seeking and problem solving skills. This enables the learner to evaluate and synthesize information from diverse sources and understand and apply the difference between facts and opinions, grasp multiple and diverse perspectives and draw insights from these and utilize these within the context of one's own knowledge base and experiences (Siegel & Sousa 1994). In comparison to traditional textbook, the Web seems to be more suitable for learning, where the information can be delivered in both linear and non-linear format. It can be presented via multimedia with text, pictures, video, sound and animation. Vast amount of information can be searched and downloaded from Internet. In traditional classrooms, most teachers make use of a

chalkboard for further clarification of a point. But the instructor of a virtual classroom may use the whiteboard to answer questions from students. Such tools allow images to be displayed, manipulated, annotated, and shared between two learners or among a whole group (Turoff 1995). An important part of the physical class environment is the personal interaction as questions are asked by the students. Allowing all students to 'hear' the questions and answers helps everyone to learn and encourages additional questions. In virtual learning environment, list servers can be used to redistribute e-mail messages. Usenet newsgroups, computer conferencing and collaborative work spaces may serve for sharing this kind of interactions. More dynamic questions and answer interaction can be created using text-based chat sessions, text-based virtual learning environments and net-based virtual auditorium or lecture room systems. The net-based virtual auditorium or lecture room systems are more sophisticated and provide voice communications and more features of traditional classrooms such as slides, application sharing and students' feedback. Virtual classrooms use videoconferencing, and teleconferencing to make the presentation more attractive and lively.

Virtual classrooms are more accessible, flexible and convenient in their approach towards education, students and teachers. Virtual learning environment encourages freedom of expression and students are more open to communicate and express opinion and would often thrive in these environments. Studies have shown that online learning has a valuable learning experience due to its novelty effects, which creates a perception of increased value (Wright et. al. 2000). Recent research found that online courses supported critical thinking skills, leadership, communication, problem solving and ethics. Often the students' prefer the delivery mode and work at their own pace and take time to analyze and synthesize the learning materials. Research has shown that students take online classes because they are able to get the course schedule they want to fulfill the degree requirements.Moreover, multimedia use has made the virtual learning more interesting and lively, thus has paved the way for fulfilling the emerging needs of higher education (i.e., mass education, professional education) in 21st century India. Online courses offer more flexibility, convenience and access to students. Virtual classrooms promote collaborative learning attitude among students. Through Web based learning, vast amount of information can be searched, reorganized and downloaded from decentralized worldwide digital libraries. Also the quick delivery feedback ability of the Web can make learning more effective (Liaw 2000). Through virtual collaboration researchers can also share data visualization and create documents collaboratively producing and editing text in real time.

Demerits

Learning in virtual classroom is not natural and spontaneous rather artificially created. The teacher in the virtual classroom is present in virtual image, not physically. Thus, virtual classroom lacks the human touch. The virtual students seem more frustrated, not only from the technology but from the inability to ask the teacher questions in a face-to-face environment. As the virtual learning environment lacks human face-to-face

interaction, critics are of the opinion that probably it has a long-term effect on the children's emotional development and interpersonal relationship when they would be grown up as adults in society. It is thought that children will miss out on the important friendships that are usually formed in traditional schools and this will lead to poor social skills in adulthood. Virtual classrooms are suitable for higher learning only, not for primary level children. For availing the facilities of virtual learning the learner has to be matured, self-motivated, computer literate and well versed with the components of virtual classroom. Primarily the teacher in the virtual classroom follows the Lecture-cum-demonstration method with multi-media use which is suitable for higher level courses. It is not suitable for lab-based and activity oriented courses. There is no scope for testing the entry level behaviors; thus a teacher cannot judge the degree of disparity among students. Also the differences in learning styles and ranging aptitude levels would result in further discrepancy. Subsequently, some students would learn less effectively in virtual environments and thus would require more individual/personal contact with a teacher. Moreover, as more numbers of schools and universities are now operating online, it is becoming increasingly difficult to judge and evaluate the academic virtue and quality of education provided by them. In a virtual classroom set up, the role of a teacher is significant but students' response is secondary. Hardly the teacher does have the scope to get an immediate feedback regarding his teaching. In virtual classroom, the teacher's communication skill is more important than any other competencies i.e., managerial or interpersonal or liaisoning skills. There is a little scope for the all round personality development of the children. Individual caring, counselling, emotional sharing mentoring etc. are absent in virtual classrooms with the teacher only present on the audio-visual screens. There is little scope for direct teacher-student intervention and two-way communication. The factors, like subject expertise, communication skill, expression through body language, personality, skill of holding students' interest and attention play a very crucial role in virtual learning and the success of the programming course primarily depends on these factors.

The whole system of virtual classroom education is based on technological advancement and operations and any sort of technical fault will create chaos in the education system. Even if the learner gets Web-based electric textbooks, often they do not provide all of the details that users need. Sometimes also insufficient emphasis given on good human-centered design of the interface and huge amount of overloaded information create frustration among the users. Another disadvantage with online courses is that students may encounter problems with software compatibility, connection, connection speed, server unreliability, computer problems etc. If students encounter problems they may become easily discouraged and dissatisfied with online education. Moreover, the misconception persists that online courses are easier. But in reality, online courses are equal or more challenging than traditional face-to-face courses because the primary responsibility for facilitating learning shifts to the students. Thus, if a student is not motivated and matured enough to be reflective and evaluate his won learning strategies, he or she may not succeed

in virtual education. So, the students need to be self-motivated to keep on track. (Wright et. al 2000).No face-to-face contact with classmates or instructors can lead to feelings of isolation or lack of connectiveness.

FUTURE CHALLENGES & OPPORTUNITIES

Researches have found out some new trends for future which may have a beneficial impact on Web based learning, such as "Haptic Interfaces" "New Networks" and "PDA/ Wireless Connections". Haptic interfaces are not widely used in current Web based learning environments but are found in some commercial games (Bussell 2001). This technology has come to include tactile feedback for example, smooth and rough textures; and force feedback - kinaesthetic - sensation movement resistance and muscle tension. Many learning resources employ the sense of touch to involve learners for example children's books with textures, illustrations or embossed letters or the wide use of sand, modeling materials in the classroom. The haptic technology can benefit the children with special needs especially visually impaired and also be used to successfully teach concepts in physics and math. It allows for a more interactive learning experience which could be potentially implemented across a wide range of subjects. The other future prospects in Web based learning is new network which can offer opportunities to virtual learning environments. For example, "Tele-immersion" is the technology that will allow people in different parts of the world to feel as if they are sharing the same physical space connecting the real places in real time through the development of "tele-cubicles." With such practices virtual learning environments would be able to make the real time tutorials and teacher-pupils meetings/interactions/discussions. The above techniques can also be used in new curriculum areas less suited to a virtual learning environment and with the objects even though these are miles away. Thus, it accelerates the interactive learning in virtual classrooms. Of course, these developments require much more organization and imaginations than simply placing text on the Web.Future developments in virtual learning environments may also embrace wireless and portable devices. The benefit of portable devices would mean that students would be able to collaborate and share solutions, thus fully acting out the learner's roles of apprentice and peer-tutor as described by (Hung 2001). Students can also fully utilize a PDA by taking it with them for reference – for example a student on a biology field trip could use their device to identify an unfamiliar organism. Wireless local area networks, can also be used to provide access to virtual learning environments while allowing the learner to choose their own personal learning location. The future of virtual learning environments has many possibilities. If issues of cost and programming would be resolved one can undertake self-directed learning using a range of senses. New networks can allow students new opportunities way beyond those offered by the Web in its current state, but careful planning and innovations will be required to ensure that the potential for the scope of delivery is reached.

CONCLUSION

The future of virtual learning environments has many innovative and exciting possibilities. At the same time adventures in learning call for

creative and potent environments where individuals share meaningful knowledge and experiences in constructing new information and ideas. These adventures foster mutual collaboration that allows learners to apply newly acquired learning in the design of insightful, cognitive processing without detachment/ obscurity from real-life situations. A judicious blend of both traditional and virtual learning environment with special attention to students' needs and satisfaction can create constructive and creative learners, teaching community and learned society.

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JOB SATISFACTION OF TEACHER EDUCATORS IN RELATION TO THEIR ATTITUDE TOWARDS TEACHING

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INTRODUCTION

A teacher, who is happy with his job, plays a pivotal role in the upliftment of society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. A dissatisfied teacher can become irritable and may create tensions which can have negative influence on the students' learning process and it consequently affects their academic growth. Job satisfaction implies the overall adjustment to work situation. Attitude is readiness to react towards or against some situation, person or thing in a particular manner. The attitudes, ideas, feelings and interests of a child are influenced by the organization of his/her family, thinking of parents and customs of the society. Personality of parents, their education and their behaviour towards the children is the basis of development of attitudes. Teachers having favourable attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Conducting a study on the secondary school teachers of Bangalore city Umme (1999) concluded that attitude towards teaching correlated positively and significantly with their job-satisfaction.

OBJECTIVES

1. To compare the job satisfaction of teacher educators with their attitude towards teaching;
2. To compare the job satisfaction of male teacher educators with their attitude towards teaching;
3. To compare the job satisfaction of female teacher educators with their attitude towards teaching.

HYPOTHESES

1. There is positive and significant relationship between job satisfaction and attitude towards teaching among teacher educators;
2. There is positive and signification relationship between job satisfaction and attitude towards teaching among male teacher educators;
3. There is positive and significant relationship between job satisfaction and attitude towards teaching among female teacher educators.

METHOD

The study was descriptive survey type.

Sample

The sample comprised of 250 teacher educators with 100 male and 150 female teachers educators from 20 Colleges of Education affiliated to Panjab University, Chandigarh, Guru Nanak Dev University, Amritsar and Punjabi University, Patiala.

Tools

1. Job Satisfaction Scale (JSS) by Amar Singh and T.R. Sharma (1999) revised version;
2. Teacher Attitude Inventory by S.P. Ahluwalia (1998) revised version.

Statistical Techniques

Product moment correlation technique was used to find the relation between job satisfaction and attitude towards teaching.

RESULTS

Product moment correlations were worked out between job satisfaction and attitude towards teaching. The value of correlation between job satisfaction and attitude towards teaching was 0.0456, which was not significant. This leads to the partial confirmation of hypotheses 1. Hence, job satisfaction of teacher educators thus is positively but not significantly related to attitude towards teaching. The value of correlation between job satisfaction and attitude towards teaching was 0.123, which was positive but not significant. Thus, the hypothesis 2 was partially accepted. Hence, job satisfaction of male teacher educators is positively but not significantly related to attitude towards teaching. The value of correlation between job satisfaction and attitude towards teaching was 0.0034 which was positive but not significant, which leads to the partial confirmation of hypothesis 3. Thus, relation between job satisfaction and attitude towards teaching of female teacher educators is positive but not significant.

CONCLUSION

The job satisfaction of teacher educators was positively but not significantly related to their attitude towards teaching. The job satisfaction of male and female teacher educators was also positively but not significantly related to their attitude towards teaching.

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DEVELOPMENT AND ASSESSMENT OF HANDBOOK OF CONCEPTS BASED ON SOCIAL SCIENCE SUBJECT FOR SECONDARY LEVEL STUDNETS

Sunita Joshi

INTRODUCTION

The quality of education depends, in a large measure, upon the quality of teacher, selection of appropriate teaching method for specific content. In social science subject, the pupil is required to learn a number of concepts, phenomenon, generalization procedures, functions and reasons for certain occurrences. He/she is to learn about their attribute, constituent elements, relationships and applications. Social science is collection of the above information. It is divided into four major areas namely History, Geography, Economics and Civics. All these subjects are comprehensive, broad and detailed. Change in attitude towards educational psychology has unfolded the importance of the concepts. Learning of concept enables the student to get the knowledge of differentiation and similarity in stimulus. This in turn helps in understanding the environment. Concept helps in understanding the worldly things easily by categorizing. e.g. Mango can be remembered well by categorizing it as a fruit. Concept reduces the cramming habit in permanent learning. A child when learns the qualities of a domestic animal,does not need to be taught again. Examples are used to clarify the concept. As a brick is required in making a house, different levels of concepts are needed for construction of knowledge. The investigator felt that same strategy has to be included in social science teaching. She developed one handbook to understand analyzing concepts, definition of concept, attribute of concept, related to social science on the basis of Concept Attainment Model (Bruner). The handbook was expected to strengthen the quality, norms of social science. In future, the handbook will make the student aware of the correct and meaningful concepts and elaborate the depth of subject conveniently. The social science subject is collection of different important informations about society and community. There are many difficult concepts to understand for knowing their basic knowledge and they are interrelated concepts. Hence, for a social science teacher, it is very difficult to understand all the concepts related to History, Geography, Economics and Civics. Thus, handbook provides the fundamental for analyzing concepts, definition of concepts and attributes of concepts related to social science on the basis of Concept Attainment Model (Bruner). Therefore, the investigator felt that the present study might help to strengthen the quality norms of social science. The developed handbook of concepts will be very useful to social science teachers. In future, this handbook may help to become aware of the correct and meaningful concepts and to elaborate the depth of subject conveniently.

OBJECTIVES

1. To develop a handbook of concepts based on social science subject for secondary level students.
2. To know the reactions towards handbook of concepts based on social science subject.

LIMITATIONS

All the concepts are based on the text book recommended by NCERT. The examples of the concepts were based on the understanding level of students. The handbook was be developed in Hindi language.

METHOD

Sample

The investigator used different phases for developing handbook of concepts as well as for assessing the hand book of concepts. There were 15 subject experts selected for testing and analyzing handbook for improvement. These teachers had minimum two years teaching experiences. There were 5 teacher educators selected for evaluating and analyzing the handbook for improvement. These educators had technical knowledge of Concept Attainment Model (Bruner) because, these concepts were prepared on the line of CAM. 15 teacher-trainees were selected for testing handbook. These teacher-trainees were teaching the same. To know the effectiveness of hand book of concepts based on social science subjects, 30 students of secondary level were selected. The selection criterion was same socio-economic status.

Tools

Concept Attainment Achievement Test (CAAT) was developed by the investigator. This test comprised of two parts. One part had multiple-choice questions and the other part had true and false questions. This test evaluated the achievement of students according to their understanding of concepts in the handbook. Reaction scale was developed by the investigator. In this scale, different aspects of hand book like simple language, standard of selection of concepts and different examples used to understand selected concepts, way of presentation of examples, and writing the definition of concepts.

Data Collection

The main objective of the present study was to develop a handbook of concepts based on social science concepts. Hence the main emphasis of the investigator was developing carefully the handbook. Investigator opted for different phases for developing the handbook. First phase was analyzed and assessed by the subject teacher. The second phase was analyzed and assessed by teacher educator. The third phase was assessed by teacher-trainees. The Fourth phase was administered to the students of secondary level. After collecting the data, the investigator analyzed the data according to percentile and chi-square.

FINDINGS

The handbook provided facilities for easy understanding of the attributes and identification of concepts with the help of given examples. Thus the students will take interest in the social science subject. Students showed interest in knowing the different attributes, definitions and name of the concepts. The teacher trainees and students tend to concentrate on and analyze one concept with the another concepts. The handbook is the best guide for developing interest among the social science teachers. The handbook provided freedom to take their own time to understand the concepts. While reading the handbook, students were very active. With the help of the handbook, the students analyzed concepts according to essential and non-essential attributes, because all the samples agreed that the handbook might develop critical

thinking among the students. While using the handbook, the mental activities of the students increased. According to the subject teacher and the teacher educator the handbook will develop confidence in the students. While using the handbook, the students will be able to express their own thought in words. They will understand clear-cut difference among the concepts with the help of criterion attributes. The way of presentation of examples of concepts was appropriate to learn concepts and the students will retain the concepts for long time.

CONCLUSION

On the basis of results derived from the reaction scale, the handbook for the middle level students, for the concepts of social science was designed in a simple and a systematic form. Examples were chosen from the regional language and vocabulary, which helped the students in identifying the concepts. The availability of the content in a systematic form helped the students in describing the definition logically. With the help of pictures and other equipments the students could frame their own examples and concepts. After analyzing the achievement score statistically, it was found that handbook reading improvised the social science knowledge in students.

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ELEMENTARY SCHOOL EDUCATION IN HIMACHAL PRADESH

Sanjeev Kumar

INTRODUCTION

There are four stages in school education structure in H.P. Primary (Age group 6-11) classes I-V; Middle (Age group 11-14) classes VI-VIII, High (Age group 14-16) classes IX-X and Senior Secondary (Age group 16-18) classes XI-XII. The SCERT has the responsibility of designing the curriculum, developing text books, evaluation criteria and tools and providing training for DIET faculty. The Director of Education is assisted by the Additional Director (Schools), who is assisted by the Joint Director (Elementary Schools). Each district has a Deputy Director. The Grampanchyat has the responsibility of controlling and maintaining the primary and middle schools, providing mid day meal to the students, and providing grants and scholarships to the students. The Grampanchyat reports to the Block Development Committee and Zilla Parishad regarding the requirements and performances. There is tremendous progress of education in Himachal Pradesh since 1990. In 1990 - 91, there were only 7,471 primary schools and 1,066 middle schools. In 2003 - 04, there were 11,013 primary schools. In March, 2006, there were 2,400 middle schools.

ELEMENTARY EDUCATION

There is lack of trained teachers in Govt. sector. In some schools, one or two teachers teach all the five classes. It has been reported that 47.76% male and 34.88% female teachers are working in Govt. primary schools on regular basis and 09.09% male and 7.3% female are working in Govt. primary schools as para - teachers. In the primary schools, along with senior secondary schools 47.02% male and 49.96% female teacher are serving on regular basis in Govt. institutions, and percentage of para - teachers in such schools is very low. In the primary schools, 8.41% are SC male and 3.58% are ST male teachers, while 3.50% are SC female and 1.93% are ST female teachers. The ratio of SC/ST teacher is still low. Himachal Government has made primary education compulsory by promulgating "Compulsory Primary Education Act; 1997" with effect from April, 1998. To encourage enrollment and reduce the drop out rate in these schools, various scholarships and other incentives are being provided to the students of primary schools in the State which include: IRDP scholarship @ Rs. 150 per student per annum, free writing material and free text books for all students in tribal area, free clothing/uniform to girl students in tribal area, free text books to IRDP/SC/ST and OBC students in non-tribal areas, girl attendance scholarship @ Rs. 20 per student per annum, poverty stipend scholarship @ Rs. 4 per month, scholarship @ Rs. 8 per month on Lahaul-Spiti pattern for all students of tribal area, Rs.150 per month scholarship to the children of army personnel. In the year 2006 -2007, Rs.539.07 crore was spent on the primary school education. The Mid-Day-Meal scheme was launched in the State on 15.8.1995. This scheme was implemented initially in 13 CD Blocks, then, it was extended to 33 CD Blocks and finally, in all the 72 CD Blocks of the state. Initially the Government of Himachal Pradesh provided food grains @

3 kgs rice per month/ to children in classes I-V in Government and Government aided school with 80% attendance for 10 academic months in a year. However, it was found that distribution of food grain *per se* would not achieve the professed objective of providing supplementary nutrition, since uncooked rice is either used by other members of the family, or resold in the market for economic benefits. With effect from 1.9.2004, therefore, the Government of Himachal Pradesh provided hot cooked meal of high calorific value and protein content to all children of primary classes, in Government / Govt Aided primary schools as well as EGS centres of the state. For the year 2007-08, it is expected that 5,30,016 children in classes I-V and 39,229 children in classes VI-VIII in Educationally Backward Blocks (EBBs) will avail the mid day meal programme for 242 days. The State Government has made a provision of Rs. 14.40 crores in their budget.

To achieve total literacy in the State, a Literacy Mission has been started in each district with the co-ordination between primary school education Department and the *District Saksharta Samiti* under the Chairmanship of Deputy Commissioner.

The State Government has launched an ambitious scheme known as "*Saraswati Bal Vidya Sankalap Yojna*" under which 13,612 new class rooms are proposed to be constructed in three years in a phased manner. Under decentralization of powers to Panchayti Raj institutions, some powers were devolved to them during the year 1996 which includes inspection of primary schools, repair and maintenance of primary school buildings and monitoring of various incentive schemes being provided to the children of primary schools. Now the ownership of all the primary school buildings has been given to PRIs. The State Government is formulating a policy to recruit Gram Vidya Upasaks under *'Himachal Gram Vidya Upasak Yojana'* in view of large number of vacancies in the remote / difficult/ inaccessible areas of the state. Sarv Shiksha Abhiyan launched by the Government of India for achieving the goal of Universal Elementary Education (UEE) in the country has also been adopted by the State Government. Its objective is to provide elementary education to all children up to the age of 6-14 years. Education of girls and children belonging to the scheduled castes and scheduled tribes are identified for special focus. In the financial year 2007-08, Rs. 90, 00,000 has been allotted for pre matric scholarships for OBC poor family students of elementary classes and Rs. 594 crores for SC students under Sub-plan. Also Rs. 197 crores on capital works on schools and colleges which include new class rooms, science labs and other infrastructural needs. During the year 2001-02, there were 3,188 middle units i.e. 1,674 middle schools, 978 middle units of high schools and 536 middle units of senior secondary schools were functioning in the Pradesh under the State Govt. management. Up to March, 2006 there were 2,400 middle schools, 850 high schools and 1,150 senior Secondary schools.

Teacher Empowerment

Himachal Pradesh government has made provision for the short term training courses for primary school teachers under Sarva Shiksha Abhiyan (SSA). As short term in training has been conceived as a continuous program for empowerment of lower primary and upper primary school teachers, short

duration training modules are being developed time to time as per the emergence of needs for making teachers abreast of new and relevant skills. At present, these training programmes are conducting under ADHAAR programme. More emphasis is being given to (CCE) Continuation Comprehensive Evaluation (*Samagra Mulyankan*). It means that the students are to be evaluated without conducting examinations. Training modules have been developed for teaching of languages (English and Hindi), Mathematics and Science subjects in the light of subject specific needs of teachers and teacher training evaluation study. Training of the teachers in English is important as it has been introduced as a subject right from class I. It enabled the teachers to develop the proficiency in English and professional competency for teaching English as well. Another important training module has also been devised so that the teacher can teach topics of science through experiments and activities in a very simple manner. In addition to subject specific training modules, induction training for EGS teachers, training modules for BRC co-coordinators and CRC coordinators have also been developed so that the implementation, monitoring and supervision would take place in a co-coordinator manner. The implementation is largely the responsibility of the State Project Director (SSA), District Institute of Education and Training (DIETs) - 12 DIETs in 12 Districts and Deputy Director of Education. All the districts have educational blocks and each block has a Block Resource Centre (BRC) with self sufficient facilities for the training. Teachers from each block are identified and trained to function as Resource Person (RP). The batches of 35-40 teachers undergo training together in an identified school Cluster Resource Centre (CRC). The same group selects one of the teachers as coordinator or sometime these duties are carried out by the CHT. The coordinator decides all the formalities for the training. The training programmes aim is to include all the teachers in the training turn by turn. Every teacher has to attend the training programme sessions for 15 times in one academic year. There are 6 special training lectures on the specific subject and 9 general lectures on teaching learning strategies and teaching aids. At intervals, the feedback is taken by the coordinator of the BRC/CRC. The training programme sessions are arranged in the vacation periods so that the regular teaching is not affected.

Students' Enrolment

In the year 2003 - 04, there were 5,90,139 students in Govt. primary schools and 16,128 students in private primary schools. In primary rural Govt. schools, there were 5,68,009 students and 14390 in students were in private primary rural schools. In Govt. primary with middle, high and senior sec. school, there were 5,195 students while such Private schools, there were 67,440 students. In such rural Govt. schools, there were 2,331 students while in Private schools; this number is again very - very high, that is, 42,202. The most of the parents prefer Private Public schools for providing their children better quality education (English medium). The percentage enrolment of SC students in primary schools was 30.2% and middle school was 26.3%. The SC girl students were 48.7% at primary level and 48% at middle level. But, the enrolment of ST students was very low - 5.5% in primary and 4.7% in middle schools. ST girl students were enrolled 49.1% at primary and 46.2% at middle school level.

Drop Out

There is very low drop out rate compared to previous years. In 2003- 04, the total drop out rate for classes I - V was 16.98% in which 15.87% were boys and 18.15% were girls. The drop out rate for class I - VIII was 14.28% in total, in which 13.29% were boys and 15.32% were girls. This drop out rate was 26.28% in 1993 -94 for classes I-V and 19.74% for classes I - VIII.

Infrastructure

In 2003-04, there were 11,013 primary and 2,076 middle schools. In 11,013 Govt. primary school buildings, 6,758 were cemented and well equipped, while 943 were partially cemented. 815 buildings were kuchha and 2,278 buildings were of multiple types. Some schools had no building. These are located in remote villages in some houses or in rented buildings. In most of the villages, schools are located at reachable distance except in remote snowy areas located in Lahaul and Spiti, Kinnour and Chamba districts.

Drinking Water and Toilet Facilities

During 2003 - 04, 85.6% primary schools had drinking water facilities and 96.8% primary + senior secondary schools had this type of facilities. 28.2% primary schools had common toilets and 70.9% primary + senior secondary schools had this facility. Only 12% primary schools had girls' toilets and 88.1% primary + senior secondary schools had this facility.

Education of Children with Disability

A number of awareness programmes are advertised with the help of Grampanchyats and Anganwadis (pre - primary schools). 12,525 disabled were enrolled at primary school level out of which, 7,475 were boys and 5,050 were girls. 3,898 boys and 2,753 girls were enrolled at middle school level and there were total 11,373 boys and 7803 girls enrolled at primary school and middle school level. Assistance is being given to children in the form of books, stationery, free transport facility, escort allowance for blind children.

Literacy Programme

As per Himachal Gyan Vigyan Samiti, there are 4, 97, 974 people who are illiterate. The Samiti has taken the task of making these people literate.

CONCLUSION

Many new schools are going to be opened under SSA and Govt. Special quota. Special funds are being provided for taking care of quality. H.P. Govt. is now focusing on the remote areas and snowy areas. Activities are being undertaken to make people aware of their responsibility in respect of the education of the deprived group. Let this march continue towards the peak of excellence.

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BEGINNING WITH THE END IN MIND: A NEW APPROACH IN ASSESSMENT

Ananda Kumar Palaniappan

INTRODUCTION

Assessment in schools has always been a topic of contention especially with regard to whether the present system of assessment reflects the actual potential of students. Recent events relating to unemployment and the inability of college and university graduates to solve problems and to adapt to the changes in the environment have prompted both the government and the educational institutions to reconsider the current approaches of assessment. Many views for and against the various approaches of assessment have been put forward with the aim of humanizing assessment – an approach that takes into account the individual differences among students and caters for the identification as well as the optimal development of students' potential. So far, government policies and regulations appear to feature dominantly in deciding which assessment approach will be adopted in schools. However, there is clear trend in recent years where views and suggestions have been put forward not only by educators but also the government and policy makers on the need to "de-stress" and decentralize the formal examination component of assessment to make assessment more authentic and better reflect the actual potential and performance of students. This does not mean doing away with the formal examination completely but reducing the weightage given to better reflect the students' potential.

PROBLEMS WITH CURRENT ASSESSMENT APPROACH

Assessment today, unfortunately, is seen to drive instruction (Linn 1987) and this is evidenced by the "*gerak gempur*" or skill and drill approach practised in most schools in Malaysia today. It is also found that what gets assessed is what gets taught (O'Day & Smith 1993). Under increasing pressure from parents and education departments to produce excellent results, more and more teachers are beginning to teach to the tests. Gaining creative and critical thinking skills to become effective problem-solvers is no longer the main objective of instruction. Acquiring as many as possible has been the main objective since this guarantees placement in prestigious universities and places of employment. More and more graduates who are churned out by institutions find it increasingly difficult to secure or keep jobs that now require higher cognitive skills and other competencies. Communication and other soft skills including social skills relating to the ability to work collaboratively as well as having an inquisitive and inquiring mind appear to feature prominently in the list of criteria employers set today. Schools are entrusted to help students discover and develop their talents and potential (Campbell 1997). Unless schools and institutions of higher learning prepare students to fit these requirements, unemployment rate will increase and schools will be deemed to have failed in their mission.

Since what gets tested is what gets taught, assessment has a bigger role to play in transforming today's educational environment especially in the areas of policy formulation and implementation as well as in curriculum development and instruction.

BEGINNING WITH THE END IN MIND

Often, strategies and approaches are better designed if one is clear about the required end result. The National Education Philosophy (1988) which was formulated after thorough thought was given with respect to the Malaysian educational vision is an excellent guide to formulate strategies and approaches. This philosophy places great emphasis on creating a Malaysian citizenry with holistic intellectual, physical, emotional and spiritual development. With this end in mind, assessments in schools need to be structured such that these aspects are given due emphasis. All educational policies are aimed at enhancing optimal intellectual development amongst students but not all have been successfully implemented. Curriculum initiatives undertaken by the Curriculum Development Center (CDC) to enhance thinking skills are indeed commendable but the implementation of these initiatives which requires the concerted effort of all parties has somewhat fallen short of expectation. Physical development initiatives in schools can be said to be well planned but certain areas are not assessed adequately to initiate remedial work or to sustain efforts to enhance performance. For example, very rarely does one hear of students being given extra coaching in short putt after the annual sports event or in drama or singing after the competition is over. Instead, very sporadic efforts have been expended towards enhancing emotional development in the classroom. While moral and spiritual development have been incorporated in the school curriculum, there are no valid assessments aimed at identifying and initiating additional programmes for those in need of further help. Hence, it is imperative that assessment be given a new meaning and approach to set in motion initiatives that sustain efforts to develop individuals in all areas.

Assessment as a Means not an End

Although a variety of assessment approaches are still widely used in grading and categorizing students based on their performances, there is a growing realization that assessment should be used more to facilitate learning and skills development as well as to diagnose areas that need further remedial work or enhancement of students' potential. More educators are looking at assessment as a way to motivate students to perform better in subsequent assessments as well as prepare students for self-directed and lifelong learning. The rationale for these views is that assessments are beginning to take the fun out of learning. Students are learning just for the examinations. There is too much rote learning and examinations are just reinforcing this behaviour. Studies have shown that problems such as truancy, high drop-out rates and crimes in schools are to a certain extent consequences of these rigid traditional testing and assessment procedures. Assessment when used to diagnose areas of weaknesses and to develop remedial instruction to facilitate mastery of content and skills tends to build confidence among students and enhance their self-efficacy and self-esteem. When used as a motivator it tends to help prevent truancy, reduce the drop-out rate and overcome discipline problems.

Based on these findings, it is proposed that assessment be transformed to incorporate a more humanistic modality serving the following functions: (a) diagnostic, (b) remedial / enhancement, and (c) motivation. To operationalise this, assessment can take place in the following areas with different approaches thus giving instructors greater flexibility. These may be categorized as areas and approaches. Areas refer to content, skills (e.g. communication, music and ICT skills), level of motivation, attitude, changes in thinking, values and personality development as well as competencies and abilities inherent in the Theory of Multiple Intelligences. *Approaches* refer to paper and pencil, interviews, portfolio, school based assessment including teacher observation, parent and peer ratings. Based on these two aspects of assessment, various forms of approaches for assessment can be designed to provide a more holistic picture of the students' abilities and competencies. Areas of assessment are crucial in that they should be comprehensive and encompass all relevant areas in which the students should be assessed. Gardner's theory of Multiple Intelligences affords a comprehensive model to assess these areas of student potential and competencies. For example, when assessing a content area in Biology, the initial assessment may adopt the diagnostic approach at the beginning of the term using the Paper and Pencil approach. Input from this may be used to design classroom instruction and activities to address students' weaknesses and enhance their strengths. Ongoing informal classroom assessment aimed at studying how students are improving can also incorporate aspects of motivation so that students are encouraged to do their best. Similarly, when assessing skill-based competencies like communication skills, leadership skills or skills relating to the performing arts, initial assessment may take the form of observations where teachers, parents and even peer ratings are used. Having identified areas of weakness and strength, remedial and enhancement strategies can be planned based on ongoing formative assessments which can also be designed to enhance students' motivation to continue doing their best. When assessing personal characteristics such as attitude, motivation, perception and values, teachers may start with observations and short interviews to gain some insights into the students' background. Based on the information gathered, classroom activities can be designed to address any anomalies in these areas and changes are recorded. Subsequent interventions are planned based on the recorded information and assessment. This iterative approach which is similar to Action Research may help teachers enhance motivation and correct undesirable attitudes and perceptions. Based on these considerations, a structured and comprehensive model of assessment for each student for each subject would help in identifying the student's strength and weakness.

Quality of Assessment

While it is advocated that assessment should place less emphasis on the traditional examination approach, the quality and accuracy of assessment inherent in the traditional measures should be maintained or even enhanced in school-based assessment. Various aspects of assessment need to be considered to ensure quality of assessment. Omrod (2006) suggests the RSVP approach which stands for Reliability, Standardization, Validity and Practicality. In all assessment approaches,

RSVP can be applied to ensure accurate and authentic assessment. For reliability, it is important to ensure that similar results are obtained regardless of who the assessor is (inter-rater reliability). This is ensured by using a very objective, detailed and structured checklist that makes it easier to assess. To further ensure its consistency or stability, several assessments are made over a period or after a lapse of some time (test-retest reliability). Standardization is also important for non-traditional assessment. Since many schools with different assessors will be involved in the assessment, authenticity is ensured by standardizing the instructions, time and resources allocated. Validity is normally enhanced for non-traditional assessment since it is carried out without any time constraints and in situations resembling the actual situations or scenario. Hence, the assessment results accurately measure the actual potential of the students. As for practicality, it is important that these non-traditional performance based approaches of assessment are practical and easily carried out. However this is not always the case (Hambleton 1996). Assessments of performances are always time-consuming and expensive. However, they are still carried out because the benefits outweigh the expenses involved. To these four criteria, it is important to add one more criterion, authenticity. It addresses the issue: To what extent does the assessment assess skills and knowledge that are similar to the one the students will encounter in the real world? The ability to transfer knowledge and skills from the classroom to the outside world is the ultimate aim of education. Hence an assessment of this ability is crucial to indicate the relevance and the appropriateness of the education received.

Humanizing Assessment Reporting

Assessment reports should lead to educational improvement. A narrative report helps communicate the results and the interpretation effectively. It should not only indicate the level of performance of the individual in the various areas but also customize the report to each individual by indicating how he or she should be able to improve. Hence, assessment reports should aim at providing suggestions for individuals on how they can overcome weaknesses and enhance strengths. The reports should be self-explanatory and provide other teachers and parents with information on not only the strengths and weaknesses of the students but also offer suggestions on what remedial and enrichment activities are most appropriate and how these may be carried out. Such detailed assessment reports will better cater for the individual's future needs.

CONCLUSION

Humanizing assessment involves addressing students' individual differences as well as identifying and optimally enhancing their potential. Aspects where changes need to be made include information or characteristics of the end result of the whole process of education - beginning with the end in mind. Based on this, curriculum and classroom activities are planned around these characteristics. Planning also should take into account the holistic development of individuals and at the same time consider the individual differences and needs. For the school-based assessment, teachers should be given the responsibility to ascertain factors or criteria based on Gardner's Multiple Intelligences and other current requirements as well as the aspects that should be emphasized both in the teaching and assessment process.

Assessment of performance should not be aimed at grading or labeling students but identifying areas for remedial as well as enrichment work in subsequent classroom activities. One humanistic approach of assessment may be based on the Function and Area assessed. Assessment reports should focus on suggestions for overcoming students' weaknesses and enhancing their strengths.

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TEACHER EDUCATION IN JAMMU & KASHMIR

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INTRODUCTION

Jammu & Kashmir State is the northern most part of the India with population more than one crore as per Census figures and covers the area of approximately 2,22,236 sq. Kms. The State is divided into three regions namely, Kashmir, Jammu and Ladakh and further subdivided into 22 districts for administration and carrying out developmental programmes. The State of J & K has its own Constitution, besides the Constitution of India and enjoys special status under article 370. Topography of the State comes in the way of developing adequate infrastructure and is further compounded by terrorism and militancy, which have taken a heavy toll of life and public property besides throwing normal life out of gear. Education could not escape from this tragedy as most of the educational institutions in rural areas in the valley were destroyed and loss of schooling hours immensely affected the learning outcomes. As per Economic Survey 2006-07, the State of J & K lags far behind in social sector i.e. education, public health, sanitation, and social welfare. Per capita income is Rs.17,174 per annum as against the national average of Rs.25,907. J & K figures among the last four most illiterate and educationally backward states. It is fact that no system of education can rise above the level of its teachers. Good teachers are invaluable assets for nation building and this fact has been recognized and highlighted in the National Policy on Education 1986. This emphatically calls for a drastic and urgent revision in the existing policies and practices regarding recruitment, training and retention of teachers based on well tried out programme of innovation, experimentation and research. Therefore, teacher education is in urgent need of reorganization so as to ensure the highest quality and standard. The system of teacher preparation or training in J & K has come under sharp criticism at the hand of both experts and public at large. Critics have termed our system of teacher preparation as "obsolete" "bookish"' "ill concerned", impractical", "ill planned", "uninspiring" and "mushroom growth". It affected adversely: (a) the quality of faculty and the head, (b) access and use of learning resources (library and ICT), (c) teaching and evaluation methodology, and (d) professional development. It also suffers from 'adhocism', 'politicization', 'groupism', 'and half hearted efforts at developing teacher competencies among prospective teacher'. The casual implementation of pre-service programme for student teacher could not produce good teachers. The training programmes are divorced from realities of the school and suffer from lack of financial support. The teacher training institutions, therefore, need to be revamped to produce professionally trained teachers, fully equipped with both high academic standards, pedagogical practical skill, ethical and moral values. In the back drop of the past, quality in teacher education has always been given top priority by the rulers of J & K

State. In order to improve the quality of teaching and to leaven student's learning activities with conscious efforts and perseverance, these rulers laid much emphasis on frequent revision of pedagogic learning contents and on periodic seminars and group discussions. The outstanding teachers were given certificates and cash awards. The rulers also provided substantial grants and scholarships for training of teachers at the local normal schools and the college at Lahore. As a result, the number of certified teachers increased every year but the proportion of untrained teachers still remained large, especially in the Kashmir province.

In 1939, the Saiydian Committee Report recommended that teacher training schools should be properly staffed and equipped and a scheme of refresher courses for all categories of teachers should be started to acquaint teachers with new thought and trends in education. As a result, sufficient funds were allocated for upgradation of labs, library and building of teacher training school. Refresher courses were started for enhancing competency of teachers. In 1950, the Kazimi Committee Report observed that untrained and unqualified teachers could not produce the best results. Moreover, teacher education institutions were not equipped with infrastructure such as building, labs, and library and the teaching staff deployed was also not qualified and trained. The committee recommended that no untrained teacher should be recruited to the department and that qualified and trained teachers should invariably be posted in the teacher training schools to improve the quality of teacher education in the State of J & K. The Committee also recommended the scraping of Basic Education Course, Junior Vernacular, and Senior Vernacular (BEC, JV& SV) and the institution of a uniform training to be called Certificate in Teaching (CT). Most of the recommendations of the committee were implemented to raise the standard of teacher education. After independence, the State Government took initiative to improve the quality of teacher education. Teacher pay scales were revised on the basis of qualification and training. Scholarships and incentives were provided to the teachers undergoing teacher training courses outside the State. By the end of the year 1956 two full fledged teacher training colleges each in J & K were set up. The concept of multipurpose school was initiated in the country in the year1952-53 and J & K was the first State to accept that proposal and in consequence thereof, three multipurpose schools were started in the first instance state. Teachers were also gradually trained to cater to the needs of the new courses of studies.

In 1972, Bhagwan Sahay Committee Report observed that one of the weakest areas in the state was that of the training of teachers. The percentage of trained teachers was low as 63% in primary school, 78% in middle school and 89% in secondary schools and the duration of training for primary and middle school teachers was only one year as against the needed two years. There was hardly any provision for in-service education. The teacher training schools did not have adequate status and high quality staff. They were also not properly provided with building, land, labs, libraries, hostels and equipments. The committee recommended that: -infrastructure i.e. buildings, labs, library, hostels should be provided at teacher training schools and college level.

-Qualified and trained teachers should be posted in teacher education schools and colleges.
-Teacher in college of education should have a Master degree in Education (M. Ed.)
-Model school at district level should be attached with teacher education school or college for practice of teaching.
-Resource persons (subject wise) should be identified and trained through subject expert of the NCERT.
-In service programmes should be provideds and the programmes may include school complex , refresher courses based on selected themes, and refresher courses of two months duration for every teacher of five years of service.
-The colleges of Education should have three specific responsibilities-pre-service education of one year, refresher course for teachers and provision of extension service to schools in the district. They should function as local agents for many programmes of the State Institute of Education.

As a result of actions taken on the bais of the Committee Report, the backlog of untrained teachers was reduced. Teacher training schools and colleges were equipped with infrastructure and trained staff. Services of NCERT were requisitioned in the preparation of subject-wise resource persons who further trained teachers to improve the quality of education in J & K State.

The first College of Education in the private sector was sanctioned by the Government of J & K in the year 1980-81 at Model Institute of Education and Research, Jammu to meet the burgeoning demand as well as to provide quality education. The first attempt was made in 1973 to restructure the curriculum and the document on teacher education was prepared. The objective of the teacher education programme in this document was to bring out improvements in the content and the design and also to restructure teacher education programmes. All recommendations made through this document could not be translated effectively, meaningfully and purposefully by the state.

As a follow up of 1986 Policy, a number of programmes were initiated to improve the quality of teacher education in J & K State. These include establishment of District Institutes of Education (DIET) and Institutes of Advanced Study in Education(IASE). Substantial financial support was provided in upgrading of existing buildings, labs, library, hostels etc. Qualified trained and experienced teachers were deployed in teacher education institutions. Various programmes for teacher capacity building were initiated. Innovative good practices in teacher education institutions were introduced. Restructuring of teacher training curriculum was carried out. More emphasis was laid on practice of teaching. In fact, much emphasis was laid on expansion of teacher education in the State of J & K and little effort was made in the direction of improving the quality of teacher education. In 1990, the report submitted by NCTE Review Committee chaired by late Prof. Buch found that leaving aside a few universitiy departments and colleges of Education that can be counted on finger tips, a large majority of teacher education colleges were effectively run for less than three months a year. Practice teaching was a ploy. Guides ruled the scene. Learning from text

books was unknown entity. As in all other colleges, a large majority of faculty reproduce what they had learnt as students" Under these circumstances, "there is an urgent need to make a detailed study of state of art of teacher education curriculum and research on teacher education."At present (2007), there are 146 B.Ed. colleges in the State. Except two, the rest are private colleges with intake capacity of more than 44 thousand as against three colleges of Education in the year 1981 with intake capacity of less than three hundred. More than 70 colleges of education opened during 2001 and 2003. Most of these colleges have hardly any infrastructure but got affiliation without any question being raised. Expansion of teacher education could not match the quality in teacher education. Various initial teacher training programmes in the State are as follows:

* One Year Nursery Teacher Training by Social Welfare Department (Fee: Rs.8, 000);
* One Year Elementary Teacher Training for In-service Teachers by J&K Board of Secondary Education(BSE) ;
*Two Year Elementary Teacher Training by J&K BSE (Fee: Rs.32, 000);
* One Year B. Ed. by Universities (Fee: Rs.24, 100);
* Two Year B. Ed. (Distance Mode) (Fee: Rs.8, 600).

ELEMENTARY TEACHER TRAINING

There are 107 Elementary Teacher Training Institutions in Jammu Region and 60 in Kashmir Region. More than 20,000 trainees are admitted every year to undergo Diploma in Elementary Teacher Training. 98% of the trainees are from adjoining States of Punjab, Haryana, Himachal and Rajasthan. Reason of low intake from the home state is that no weighatge is given to elementary trained teachers in recruitment. Elementary Teacher training is of two year duration. There is centralized system of admission under the exclusive control of J & K BSE. Admission is strictly on the basis of academic merits. Allotment of trainees to various educational institutions is prerogative of BSE. Courses of study comprise of theory and practice of teaching. There are four compulsory and one optional subjects and five teaching subjects namely, Math, Science, any two language and Social Studies in 1st year focusing on classes I-V, and in 2nd year there are four compulsory and one optional and three teaching subjects pertaining to classes VI-VIII. In case of practice of teaching, each trainee delivers 30 Mirco and 40 Macro lessons. Academic calendar is circulated by the BSE, but it is not followed in letter and spirit by the BSE. Frequent changes and cult of adhocism has given a lot of controversy question marks to the functioning of the apex body. Of late, the falling standard of teacher education in elementary teacher training institutions has forced government to revise its policy for issuing 'NOC' to these institutions . Therefore, Elementary Teacher Training Institutions have been categorized into three categories namely, 'A''B' and 'C', and the following conditions have been laid down:

(i) They will record an attendance of 75% and above for the students pursuing ETT course. In case of shortage such students would not be eligible for the examination;

(ii) The principals of DIET or his/her authorized HOD and District/Sub-Offices of the J&K BSE are empowered to have surprise / periodic checks to monitor the attendance and teaching practices of the students. However, the

checking will be done by DIETs /J & K BSE on rotation basis to be directed by the BSE.

(iii) The institutions will fulfill all the norms and standards as laid down in Government Order No. 446-Edu of 2006 dated 21-9-06 read with Govt. Order No.251-Edu. of 2007 dated 16-7-2007 prior to the start of academic session Oct.-Nov. 2008;

(iv) That one trust will be permissible to run only one ETT in the name of such trust

Course Outline includes: Theory - *Compulsory Papers:* Philosophy of Education; Sociology of Education; Child Development; Educational Technology ; Physical & Health Education; Process of Child's Learning; School Management; Guidance & Counseling; and Population Education; Optional:Physical & Health Education. Practice taeching includes delivery of 30 Micro lessons and 40 Macro lessons.

BACHELOR OF EDUCATION COURSE

At present, there are 146 B. Ed. colleges in the State. Except two, the rest are private colleges. A total number of 44,241 candidates were enrolled in private colleges which included 11,845 locals and 32,396 non-locals in the year 2007-08. Most of these colleges have hardly any infrastructure but got affiliation without any questions being raised. The Government, however, constituted a committee to examine the matter for opening up of more colleges in the State. Suitable criteria have not yet been fixed for setting up new colleges. Expansion of teacher education could not match the quality in teacher education. There is a centralized system of admission under overall control of University of Jammu or Kashmir, as the case may be. Admission is strictly according to academic merit i.e. marks obtained in graduation. Minimum 45% of marks in graduation are mandatory for open category and 40% for reserved category for admission to B.Ed course. 6% is earmarked for management quota. Allotment of student to the institution is done on the basis of preference given by the candidate and the intake capacity of the respective institution. There are two Government colleges of education, one each in Srinagar and Jammu. Admission to these colleges are made through common entrance test conducted by the J & K Competent Authority. This test is meant for the State subjects. B.Ed. courses of study comprise of four compulsory papers, one optional and two teaching subjects carrying 700 marks. 20% is earmarked for internal and 80% is for external examination. Internal assessment is further subdivided into two tests, one assignment and attendance each carrying 5 marks. Academic calendar is issued by the University and is followed in letter and spirit. 180 days working schedule is mandatory for each institution imparting B.Ed. courses.Each trainee is groomed in micro and macro skills in teaching and trainee has to deliver 15 Micro and 20 Macro lessons in each teaching subject. Internship of two weeks is compulsory for each trainee. Practice of teaching carries 300 marks, out of which, 150 marks are earmarked for two external examiners for two final lessons to be observed in two teaching subjects offered. Remaining 150 marks are for internal assessment, which are further subdivided. Distribution of internal marks are: 15 Micro-Lessons (30 marks); Teaching Aids (10 marks); 20 Macro-Lessons (50 marks); Two Criticism Lessons (one in each teaching subject) (10 marks); Observation of 20 lessons (10 marks); and Internship (30 marks).B.Ed through

distance mode is of two year duration. The courses of studies are same as pursued by the regular students of University of Jammu/ Kashmir. Course Outline includes Theory:Education for Emerging Indian Society;Psychology of teaching learning process; School Management & pedagogy of Education; Development of educational system in India;One Optional out of given 11 choice;Teaching Subjects: Language, science, Mathematics, Social studies;Delivery of Lessons Micro - 15 and Macro-20 and Optional- One Open Course.

INSERVICE TEACHER TRAINING

There are two State Institutes of Education (SIE) at Srinagar and Jammu. State Institute of Education Srinagar/Jammu coordinates training programmes of their respective region. SIE Jammu covers districts of Doda, Jammu, Kathua, Poonch, Rajouri and Udhampur. SIE Srinagar covers districts of Anatanag, Baramula, Budgam, Kupwara, Leh, & Kargil, Pulwama, and Srinagar. In- service teacher preparation programmes in J&K are being run exclusively for teachers working in government schools especially during vacation period. These programmes include training in pedagogical act, subject knowledge and basic computer skills. In-service education is expected not only to fill the gap/deficiency of pre-service teacher preparation but it also aims at continually updating and increasing the competencies of the teachers. When these programmes are evaluated in terms of learning outcomes, situation is deplorable in the State of Jammu and Kashmir. SIE conducts courses at elementary and secondary levels; prepares personnel for DIETs; organize training programmes for preparation of soft ware and use of educational technology and as well prepare research workers. In the Plan Document of J&K for the year 2007-2008 it is earmarked that: State Institute of Education Srinagar will be upgraded into State Council for Educational Research and Training (SCERT) and the State Institute of Education Jammu will be upgraded into State Institute of Educational Management and Training (SIEMAT). Each District is provided with an Institute of Education and Training (DIET) to cater to in-service training need of the district. At present, there are 14 DIETs and eight new DIETs will be opened in the newly created districts in the State, during the year 2007-2008. The DIETs are designed to improve and enrich the academic standard of elementary school teachers, especially in mathematics, science and language, and non-formal and adult education functionaries and other personnel at the lowest level of educational system. The in-service programmes conducted by DIETs and number of beneficiaries during last three years 2004-05 to 2006-07 are: Total-10,530 :(a) Languages (Hindi, Punjabi, English, Urdu)-1420; (b) Science-1,310; (c) Mathematics-2,000; (d) Social Studies-1,800; (e) Computer Application -3,000; and (f) Others-1,000. As per Economic Survey of J & K 2006-07, during 2006-07, 9,876 teachers were appointed in the newly opened schools; 5,563 teachers were appointed in the newly upgraded schools; 43,165 teachers received in-service training; and nearly 15,000 teachers were to be recruited during 2007-08.

Most of the teachers appointed were Post-Graduate plus B.Ed. or Graduate plus B.Ed. No individual figured with ETT qualification. As per Digest of Statistics (2006-07), P.338, the strength of trained teachers has increased

from 39,702 in the year 1990-91 to 61,910 in the year 2005-2006. The details are: male-36,114 and female-61,910. The numbers of trained teachers according to qualification are: PG male-6,407; PG female-16,679; Graduate male-13,115; Graduate female-7,069; Undergraduate male-7,516; and Undergraduate female - 19,421. No doubt the number of trained teachers has gone up, but when compared with the number of untrained trained teachers during the same period, the scenario is quite dismal. The number of untrained teachers has gone up from 16,287 in the year 1990-91 to 55,148 in the year 2005-2006. As per Digest of Statistics 2006-07, p309, there were 55,148 untrained teachers:male-23,819 and female-31,329. The numbers of untrained teachers according to qualification are: PG male-6,978; PG female-5,052; Graduate male-10,851; Graduate female-7,085; Undergraduate male-8,855; and Undergraduate female-16,801. Nearly 47% teachers in primary schools, 40% in middle schools and 35% in high and higher secondary schools were found untrained in the year 2005-2006. Most of the untrained teachers are working in the government schools. Therefore, the pass percentage in government schools could not cross the limit of 35% in Matriculation and 10+2 stage during the last decade, while the private educational institutions registered 75% pass percentage during the same period.

CONCLUSION

*The State of J & K enjoys the special status under article 370 of the Constitution of India and jurisdiction of the NCTE act has not been extended to the State of J & K. This invites the attention of government of J & K to ratify the Act Passed by Parliament to enable NCTE to play its significant role.

*Information and Communication Technology (ICT), has to be a compulsory part of ETT, B.Ed. (Pre-service) or in-service teacher training courses so as to make use of ICT to enhance their teaching and learning capacities.

*More attention is to be paid to practice of teaching.

*Professional preparations of teacher educators need to be made relevant and satisfactory. M.Ed. degree of University of Jammu/Kashmir need to consider experience in teaching while giving admission to M.Ed. course. Moreover, there should be practical training to teach teacher trainees. There are nearly 146 colleges of education with intake capacity of nearly 43000 teacher trainees, where students pursuing M.Ed. can get practical training provided it becomes mandatory part of curriculum.

*Integrating science with technology (i.e., observation, verification experimentation and generalization), is to develop scientific temper. For developing scientific temper, how much a teacher- trainee in the training college or in-service teacher training, is being trained in making observation, in making verification of the verbal facts, in experimenting with those facts and generalizing about those facts. Action-research needs to be part of teacher training,

*Education for learners with special needs is a very important component. Therefore, teachers are to be trained to deal effectively to meet the needs of inclusive education.

*In J & K State, there are more than 148

colleges of education with more than 4,200 intake of teacher trainees, what would be the fate of quality teacher education if not properly monitored? Most of the colleges of education do not fit on the criteria of transparency and accountability

*Effort should be made to see that there is balance between manpower demand and supply to maintain the reasonable standard in teacher education. Quality and quantity should not be compromised with each other. In the competitive world, quality has become buzzword. Quality demands sound infrastructure-physical, financial and manpower. Teacher education programme/ curriculum should be improved, modified & updated so that it can meet the challenges of the day.

*Most of the senior teacher educators consider posting in SIE/DIET as punishment. They take little interest in teaching and learning. Trainees on the other hand come for sake of attendance and certificate. No effort has been made to evaluate the impact of in-service training. Moreover, these institutions are ill-equipped, lack finance, and learning resources. In order to make these institutions a center of excellence, need arises to equip these institutes with adequate infrastructure and latest technology, and learning resources. Teacher educators working in these institutions should be given incentives for home library, lap-top and study tours. The best teacher educators in these institutions should be picked up for state, national and international awards.

*A huge back-log of 40% untrained teachers is a cause of concern, which has adversely affected the learning outcomes in all schools especially of Government schools., SIE/DIET should take up the challenge of training of teachers on priority basis in phased manner. Sufficient financial support needs to be given to SIE/DIET so that no teacher is left untrained within the stipulated period of five years.

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UNESCO (2005) TOWARDS KNOWLEDGE SOCIETIES
RECOMMENDATIONS

In light of the observations contained in this report and of the possibilities for reflection and action that it explores, UNESCO would like to call the attention of governments on all levels, of governmental and non-governmental organizations, and of the private sector and civil society to the need to implement the following recommendations, which throw into relief the ethical dimension of knowledge societies and propose specific initiatives to spur their growth.

1. Invest more in quality education for all to ensure equal opportunity

Commitment to the expansion of knowledge societies is a matter of global concern. It is indispensable for the reduction of poverty, the implementation of collective security and the effective exercise of human rights. That commitment must translate into not only stepped-up efforts on the part of all the world's countries to reinvest, depending on their means, the fruits of their growth in strengthening the productive capacities of knowledge, but also an increased mobilization of resources in favour of education for all through a better partnership between developing countries, donor countries, civil society and the private sector. In particular:

• Countries should earmark a substantial share of their GDP for education spending and confirm the commitment made at Dakar that "no countries seriously committed to education will be thwarted in their achievement of this goal by a lack of resources".

• Donor countries must significantly raise the percentage of ODA intended for education and, in partnership with the beneficiary countries, make that assistance more reliable, flexible and sustainable. More specifically, they should pledge to provide countries with the additional resources required to achieve the goal of primary education for all.

• The international community should also encourage innovative education and research funding methods, including debt-swaps, and debt and debt service remission, in order to release the resources needed for basic education.

• Governments, the private sector and social partners must explore the possibility of gradually setting up, in the course of the next decades, an education "study time entitlement" that would entitle people to a certain number of years of education after the completion of compulsory schooling, usable by all depending on their personal choices, paths, experience and timetables.

• The contribution of institutions of higher education to lifelong education for all must be encouraged by adopting diversified class schedules and designing relevant formulae.

• All of these steps must benefit in priority the poorest and most marginalized populations, as well as vulnerable groups such as orphans and people with disabilities.

• Access to education and quality education must be thought of as interdependent and inseparable needs and rights. Education must teach learners how to cope with the challenges of the twenty-first century by encouraging, in particular, the development of creativity, the values of good citizenship and democracy, and the skills necessary for everyday and

professional life. Education investments must aim to improve the learning environment and the status of all the teaching professions (see Chapters 1, 2, 3, 4, 5 and 10).

2. Increase places of community access to information and communication technologies

To facilitate universal access to networks, it is important to build on the success of certain experiments currently under way in this area. Places of community access, in particular *Community Multimedia Centres*, that promote the spread and sharing of knowledge, and make information and communication technologies new vectors of socialization, should be increased on the national level, especially in developing countries. To strengthen the learning and handling skills of digital tools, the spread and use of freeware and inexpensive computer hardware should be stimulated in communities and countries that lack sufficient resources, and software designers and access providers should be encouraged to produce culturally adapted contents that contribute to the growth of freedom of expression (see Chapters 1 and 2).

3. Widen the contents available for universal access to knowledge

The promotion of the public domain of knowledge is predicated on the notion that it is truly and easily accessible to as many people as possible. The main knowledge centres, such as institutions of higher education, research centres, museums and libraries, should play a greater role in the production and spread of knowledge through better networking made possible by low-cost high-speed connections. The availability and spread of knowledge in the public domain, especially in science, must be integrated into respective policies and laws. The creation of portals of protected works unavailable on the market should be encouraged – subject to the agreement of publishers and copyright-holders – by any entity interested in investing in them: libraries, companies, administrations, and international and non-governmental organizations (see Chapters 3 and 10).

4. Develop collaboratories: towards better scientific knowledge sharing

Collectively managed scientific cooperation networks and infrastructures accessible to researchers from several countries and regions, including those working in developing countries, should be set up. These collaboratories, which enable scientists separated from each other by huge distances to work together on specific projects, such as the study of the human genome or AIDS/HIV research, offer an outstanding way of sharing and spreading knowledge more effectively (interoperability and meta-data standards, facilities, databanks, large information technology centres and possibly larger infrastructures). Setting up collaboratories might lead to the creation of sustainable platforms for sharing knowledge, research and innovation between the planet's different regions, especially along the North-South and South-South axes (see Chapters 6 and 8).

5. Share environmental knowledge for sustainable development

The pursuit of sustainable development goals requires sharing environmental knowledge between industrialized and developing countries. Global environmental monitoring instruments based on local knowledge as well

as on scientific and technological knowledge should be developed and the conditions for their implementation should be created. An example is the January 2005 United Nations proposal to create a global warning system for all kinds of natural risks. Such instruments will be indispensable for ensuring the follow-up of major environmental recommendations and could contribute to the creation of a genuine public space of Earth information, a source of safety for present and future generations. Environmental knowledge sharing in the framework of new types of partnerships proposed at the Johannesburg World Summit on Sustainable Development should also be encouraged (see Chapter 8).

6. Making linguistic diversity a priority: the challenges of multilingualism

Linguistic diversity is an essential factor of cultural diversity in all its manifestations. Knowledge societies must be based on a "double multilingualism" – that of individuals and that of cyberspace. In addition, it is advisable to encourage bilingualism and, insofar as possible trilingualism, as early as primary school. Furthermore, the creation of multilingual digital contents must be supported, especially in the teaching field. Lastly, the promotion of linguistic diversity in cyberspace must take full advantage of the opportunities offered by the internet as well as other information and communication technologies, for preserving, transforming and raising the value of "minority" languages. Appropriate technologies relied upon for this effort should receive increased research and development investments from the public and private sectors, such as Unicode, automatic translation software, development of international domain names in languages using non-Latin alphabets, etc. (see Chapters 2 and 9).

7. Move towards knowledge certification on the internet: quality labels

It is important to promote thinking about the technical and legal feasibility of knowledge certification norms and standards with the aim of ensuring users' access to a certain number of reliable, relevant contents, especially in the area of scientific information. With regard to the internet, now a major information source, it would be advisable to encourage the setting up of norms and objective guidelines enabling web users to identify sites whose information is particularly reliable and remarkable because of its quality. The definition of norms and standards, necessarily a multidisciplinary task, could unite the efforts of public and private educational, scientific and cultural institutions, as well as the relevant international non-governmental organizations. For example, it could lead to the introduction of quality labels covering a very wide range of knowledge (see Chapters 1, 2 and 8).

8. Intensify the creation of partnerships for digital solidarity

The creation of innovative partnerships bringing together representatives of states, regions, cities, and of relevant international governmental and nongovernmental organizations, the private sector and civil society must be stepped up to achieve digital solidarity. This working framework, which emphasizes decentralized initiatives, would be based on mechanisms of solidarity between industrialized countries, newly industrialized countries and developing countries, and within single countries: "digital twinning arrangements"

between municipalities and local governments, project "sponsorship" and a more effective use of computers (see Chapters 1, 2 and 6).

9. Increase women's contribution to knowledge societies

Gender equality and women's empowerment must be at the heart of the constituent principles of knowledge societies. The public domain of knowledge must include the contribution of women's specific knowledge. It is important to facilitate women's acquisition of skills and abilities that meet their specific development needs. It will also be important to work towards eliminating gender disparities with targeted measures, such as creating scholarships for girls, setting up special times to allow women in developing countries to become familiar with the internet, increasing the number of female teachers, promoting continuing training opportunities for women and taking steps to encourage their access to scientific research and technological engineering. The creation on a national level of *ombudswomen* (mediators), in charge of hearing cases of confirmed discrimination and monitoring the achievement of these goals over a set period of time, could improve the monitoring of progress achieved in women's participation in positions of responsibility in national and international public organizations and in the private sector (see Chapters 1, 2, 4, 7 and 10).

10. Measure knowledge: towards knowledge society indicators?

The various players concerned could study the feasibility of knowledge society indicators that could contribute to establishing a better definition of priorities with the aim of narrowing the digital divide on the national and international levels. Reliable measuring instruments are indispensable for any policy and action, whether they involve the public sphere, the private sector or civil society. It is therefore advisable to forge, as far as possible, the statistical tools that can be used to measure knowledge by gathering data that involve not only economic variables. Such a monitoring system requires partnerships between governments, international governmental and nongovernmental organizations, private businesses and civil society to arrive at a quantitative and qualitative improvement of statistical capacities. In addition to the production of science and technology indicators, in particular in developing countries for which data remain by and large sketchy, this measuring effort should focus on the other constituent dimensions of knowledge societies, such as education, culture and communication (see Chapters 6 and 10).

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BOOK REVIEW
TEACHER LEARNING

Global Perspectives on Teacher Learning: Improving Policy and Practice
by
Shwille, J.; Dembele, M. and Schubert, J.
published by
UNESCO: International Institute for Educational Planning, Paris, pp.146, 2007
(ISBN: 978-92-803-13000-0)

In the Foreword to the book, Mark Bray, Director of IIEP points out the factors of teacher preparation that has made it a controversial issue all over the world.

"While everybody agrees that teacher eduaction and teacher training are very important, the question of how much formal teacher preparation is needed and how it should be delivered is the object of much debate and experimentation in developing as well as developed countries. The answer depends on several factors, such as the level of financial resources, the number of teachers to be trained, the present structure of training, the knowledge level of graduates who chose to become teachers, and the attraction of the teaching profession". (P.11)

The book "Global Perspectives on Teacher Learning: Improving Policy and Practice" discusses various issues concerned with teacher education and teacher training and points out differences not only on the amount of formal teacher preparation necessary but also on the desired process of delivery. These issues are related to factors such as level of human and material resources available for implementing the programme and the quality of teacher trainees opting for teacher education and training. In introduction, the authors state that the book aims to provide a way of thinking about the preparation and continuing professional development of elementary school teachers that can be used for evaluating existing programmes and planning new ones(P.25). There are six chapters in the book. Chapter one is a conceptual framework on the continuum of teacher learning. It covers (a) Apprenticeship of observation, (b) Pre-service preparation of teachers, (c) Induction, and (d) Continuing professional development. Chapter two discusses various unresolved controversies in respect of amount of formal preparation necessary for teachers at their pre-service stage - focusing on the issue of apprenticeship model as an alternative to pre-service teacher education, consequences of apprenticeship of observation, cost of effective professional development and suggested alternatives. Chapter three discusses various aspects of the policies, institutions and practices for initial formal teacher preparation. It points out some similarities but much variation and unresolved questions arising out of analysis of the nature of variation. Chapter four deals with the provision for induction of beginning teachers. Chapter five discusses on options for organisational support for continuing professional development of classroom teachers.

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OBJECTIVES

*To review the quality of research in the field of education at different levels;
*To identify areas those require improvement with respect to educational research at different levels of education and in different institutional contexts;
*To recommend strategies for improving the quality of educational research;
*To identify emerging and thrust areas for educational research.

AREAS OF DISCUSSION

*Research in Teacher Education;
*Research in Higher Education;
*Research in School Education;
*Research in Technical and Professional Education;
*Issues related to Educational Research and its Quality;
*Educational Research: Application, Dissemination and Publication;
*Thrust and Emerging Areas in Educational Research;
*National and International Concerns in Educational Research

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