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Editorial

According to the National Policy on Education (NPE 1986), excellence of institutions of Higher Education is a function of many aspects. These different aspects according to NAAC are: 1) contribution to National development, 2) fostering of global competencies among students, 3) inculcation of value system among the students, 4) promotion of technology and 5) quest for excellence.

Higher Education in India has expanded very fast after Independence. And over the past sixty-five years it has grown very much due to technological impact, private participation in higher education and globalization. This process will go on and on, but the important question is how far are we able to maintain quality and enhance it.

With the establishment of NAAC and UGC's insistence that every institution after three years of its existence must get accredited, many higher educational institutions have made remarkable quality change. These institutions are trying to march forward qualitatively. The spirit of one-upmanship and other benefits from different agencies are forcing them to enhance quality.

To enhance quality in a higher education institution there should be certain forces working behind. The best force is IQAC. IQAC of an institution is responsible for quality maintenance and quality enhancement in an institution. It has to keep a constant watch over all the five areas of quality and see that these areas are cared for. IQAC should see that human values, democratic values and values like love, truth, goodness and beauty are developed in the students through different programmes. It should equip the students to compete with those around the world. If higher education has to have quality there should be promotion of technology at every level. Students, teachers and management should encourage the use of technology everywhere. One can achieve excellence only when he/she is not satisfied with the status quo, but believes that there can be a better than the best and works for it. Finally, our nation has to go forward and that is possible only when there is quality in education.

The articles and research papers in this journal are an attempt to promote quality in higher education. They deal with different aspects of quality in higher education like promotion of values, technology, excellence, role of IQAC etc. I am sure these papers will enlighten and throw some light on quality enhancement in higher educational institutions.

Dr. (Fr.) Thomas Perumalil, S.J.
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Education is a matter of inwardness and askance, ascent and excellence. This is more so in case of higher education where education is more a matter of self-enquiry and self-development in terms of creative and critical appreciation. With the advancement of learning and teaching, the reflective vision is assured only when education becomes our own, very own born of and nurtured in originality in approach and unending endeavour in paving newer avenues of quality enhancement. No doubt, higher education is heightened and chiselled self-revelation scanned and crystallized from time to time as any custodian ought to undertake.

Quality as such seems to be abstract and vague; yet it welcomes subjectivity as profusely and profoundly as possible. This naturally welcomes the crucial five parameters of efflorescence as follows:

First, quality has its own praxis of efflorescence that demands discipline as the subject-matter calls forth.

Second, a comparative and critical approach to quality assurance makes it transparent and fool-proof from desirable ends-in-view.

Third, the more regular and diversified the quest for quality assurance is directed, the more varied and living are the outcome which takes place.

Fourth, quality undergoing continuous and spontaneous climate of progress pays very worthy and enviable dividends.

Fifth, enriching and thrilling quality concern brings forth newer challenges and prioritises excellence and beyond.

The benchmark of progress in higher education is assured with cultivation of quality in teaching-learning. Research and innovation, updating and refining reflective thinking and erudition are the primary hallmarks of excellence, collaboration and a cordial and critical approach to team work. This team work ought to be well enriched with pregnant, practical and poignant suggestions regularly received from renowned guest scholars in diverse areas of educational thoughts and experiments for quality enhancement. The different stake holders in education need

to be accorded a warm welcome to participatory activities with an eye to accelerating quality in every sector of higher education.

As regards value-based education, we will have to go many more miles to ward off our sensitive constraints in higher education for culture of quality and precision, cordiality and admiration. The education of truth, simplicity, humility, goodness, beauty and magnanimity in association with love, care, caution and catholicity of vision is yet to be translated into vibrant reality in our quest for quality efflorescence. In our craze for so-called value education we have no way out but to affirm the fact that values cannot be *taught* but can only be *caught*.

Admittedly, higher education right now necessitates a fresh approach to quality enrichment through cultivation of creative and aesthetic consciousness. Let a new sense of the culture of aesthetic values be exercised with devotion and dedication. Let the altar of teaching-learning be a hallowed institution that upholds the spirit of finer sense and sensibilities by exercising the aesthetic joy and marvels in the education of love. Let the quality of higher education be guaranteed with the pursuit and advancement of the education of having, loving and being.

For quality in higher education, management and supervision contribute a lot in the different areas of teaching-learning. Appreciating and sharing responsibilities in the smooth functioning of the institution should also incorporate promotion of research and higher studies, publications and participations in value-added academic and administrative programmes of activities; maintenance of discipline and punctuality, providing adequate ICT and other facilities, planning and organising an eco-friendly climate—all these and other allied areas of institutional necessities be taken into sincere and earnest consideration for quality-filip.

Higher education for promotion of governance and leadership is very often either unduly overpowering or utterly misunderstood. It is primarily due to the fact that what we really expect from institutes of higher education in this connection is to instill the spirit of quality and excellence in the exercise of self-governance, self-activity, self-dependence, self-leadership and self-consciousness. In addition, higher education necessitates the exercise of a new vision of extinction of personality that consolidates the quality of excellence in all directions. Moreover, a harmonious blend of governance and leadership with the

existing real situation also enhances a favourable and distinctive climate of education for goodness.

Quality cannot be assured in a vacuum. This is all the more applicable in case of quality in higher education. Undeniably, most of our institutes of higher education suffer from poor infrastructure and learning resources. The result is unfortunate and disastrous. Our half-baked, worn out, dry-dull-drab doling out teaching-learning knowledge-inputs only awards us with hopelessness, error-happy informations where knowledge neither pregnates into wisdom nor does it show any positive avenue of advancement. As a result, today's higher education for teaching-learning—let us frankly admit—has lost all sense of the essence of inwardness and has turned into a paltry and puerile passport to cheating and earning. What a fall! The lost paradise waits for the new dawn of quality consciousness and assurance.

An all-encompassing awareness in accelerating quality in higher education calls forth the necessity of a conjoint and communicated forum where the stakeholders are parents/guardians, ex-students and other members of the immediate society. A new pattern of relationship between the institutes of higher education and the society always welcomes a harmony of human relationship which is the key to quality enrichment in education. Already, societal needs and priorities in tune with excellence in education has shown a revolutionary approach to handle the constraints related to higher education in our country. This is clearly visible in our country where education for all is eyed with a definite perspective of quality education right from the beginning. This entails a further boost in preparation of study materials where the institutes of higher education play a very significant role in framing the network of evaluation and progress well backed by enriched innovative promises of perfection.

Indeed, every society looks forward to the role of the institutes of higher education that cares more for quality and excellence than acting as mere agents for doling out degrees, diplomas, certificates, credentials and so on. The society in particular wants the education of genuine surprise—the surprise that is, as it were, nursed in the womb of the altar of higher education of essence and ascent of man. As Professor Evan D. Illich in his call for institutional revolution reminds us: "The purpose of public education should be no less fundamental than the

purpose of the Church, although the purpose of the latter is more explicit. The basic purpose of public education should be to create a situation in which society obliges each individual to take stock of himself and his poverty. Education implies a growth of the independent sense of life and a relatedness which go hand in hand with increased access to, and use of, memories stored in human community. The educational institution provides the focus for this process. This presupposes a place within the society in which each of us is awakened by surprise; a place of encounter in which others surprise me with their liberty and make me aware of my own. The university itself, if it is to be worthy of its traditions, must be an institution whose purposes are identified with the exercise of liberty, whose autonomy is based on public confidence in the use of that liberty." (*Celebration of Awareness*, Penguin, 1970, pp. 113-114.)

For a new role of awareness in higher education, the quest for quality acceleration should always be guaranteed by positive thinking and living education. By this we mean education that wins over alienation and disappointments, ambiguities and irrelevances. We are yet to travel on the path of clarity of vision and steadfastness to truth and stick-to-itiveness to perfection. We are yet to open the rose garden of brilliance and poignance. Our appalling differences displayed even now in the society between the rich and the poor, the high and the low, the advantaged and the disadvantaged, the rural and the urban learners have presented us with an unavoidable challenge, an uphill task to bring about the spirit of altruism by leaving aside all apparent differences and welcoming a new dawn of good sense and sensibilities by means of regeneration of a new humanity where each is for all and vice versa. What more fruitful education can there be other than quality education for all that cares for an enlightened and humane advancement of man?

Replacing 'a sterile academic approach and an ivory tower mentality' for addressing quality in higher education is the need of the hour. Indeed, at the citadel of higher education an all round awareness for skill development and reflective fineness in sync with critical and in-depth vision for quality crystallisation heralds the glory of higher education. As the Delors Commission characteristically suggests: "At a time when the sheer quantity of knowledge and information is expanding exponentially and when higher education institutions are confidently expected to be able to meet the learning needs of a constantly

growing and increasingly varied student population, the quality of training for teachers and the quality of teaching in higher education institutions takes on ever greater importance. Higher education institutions have a key responsibility in training teachers, in establishing links with non-higher education teacher-training institutions and in training teacher educators. They must open themselves up to bring in teachers from the economic and other social sectors to facilitate interchange between them and the education sector." (*Learning: The Treasure Within*, UNESCO, 1996, p. 132). Nevertheless, the canvas of quality enrichment cannot but address the socio-cultural pros and cons in bringing about a radical and illuminating change in higher education.

The sacred assignment of the culture of altruism is long overdue in higher education. Innovations in higher education in this direction are, I am afraid, yet to be strongly prioritised. Our stereotyped, mechanical, contemporaneity-shy, caged and camouflaged world of publications and researches in higher education fail to justify the call for a reawakened world of exposing newer and more thrilling avenues of the quest for transparency and transcendence rather than abstraction and decadence. Our *cidakas*, the sky of the mind, hardly enjoys freedom to think, criticise and create anew and afresh so that innovation is meaningful, purposeful, practical and user-friendly. Moreover, whatever innovative research work is going on in higher education should always be geared towards higher ends-in-view of quality-boost.

The clarion call for total, vibrant and living education for quality and innovation demands a wholehearted and untiring sense of dedication and devotion to what stands for inwardness and serenity of vision. In higher education we are yet to fathom the depth of inwardness so vital to avert crisis in education for quality assurance and fulfilment of the essential aims and objectives of education for fulness. It is time now to uphold the promises of quality upgradation and updating knowledge and erudition, appreciation and edification. It is time to ponder over the long uncared for loopholes, losses and lacuna in imparting instructions that never see the aura of validity and reliability due to unimaginable limitations. It is time to look more gravely and intensively into the undiscovered zones of teaching-learning. It is time to reshuffle the entire programme of higher education that never makes any compromise with teaching-learning sans quality sans marvels sans joy sans freedom to

create, freedom to ask and answer, freedom to develop and nourish fresh thoughts and meaningful experiments, freedom to invite and exchange scholars and freedom to be as one ought to be for the victory of ascent and excellence. In the name of quality-increase in higher education we are yet to admit the fact that higher learning and for that end-in-view teaching today are more or less doled out to the craze for automation and commonality so much so that passivity and short-cuts are the mantras, the summum bonum of education. Whither education? Whither quality? Who listens to the aggravating wail of Dr. Faustus: "Cut is the branch that might have grown full straight/ And burnt is Apollo's laurel bough?"

The adventure for quality enrichment in higher education always beckons us. We must soulfully and ardently respond to that call. Otherwise, we would continually invite peril of teaching-learning and moratorium of essential humane values. On the threshold of a new era of electrifying consciousness for value-vibrant, all-endearing, all-pervasive and worthwhile higher education, let us join the prayer to utter the ever inspiring words of Rabindranath Tagore :

*This is my prayer to thee, my lord—
strike, strike at the root of penury in my heart.
Give me the strength lightly to bear my joys and sorrows.
Give me the strength to make my love fruitful in service.
Give me the strength never to disown the poor or bend my knees
before insolent might.
Give me the strength to raise my mind high above daily trifles.
And give me the strength to surrender my strength to thy will with
love.*

— Gitanjali, XXXVI.

Inclusive Education and Sustainable Development : Fusion between Edu Leaders and Development Practioners

Dr. Prakash Louis

The place and role of education in the process of development and social progress is critically and fundamentally important. It is common knowledge that education is for total and integral development. The National Policy on Education 1986 stated that "In our national perception education is essentially for all. This is fundamental to our all-round development, material and spiritual". This fact has been emphasized right from the beginning that the aim of education is to lead to total and integral development of all and education for all. It is education which socializes all of us to be a better human person in the society and a conscious citizen in a country. Education for ever has been an essential resource for better and fuller life.

Like education, development, especially sustainable development, is central to human well being and progress. A UNDP Report on sustainable development says, "Sustainable development is development that not only regenerates economic growth but distributes its benefits equitably; that regenerates the environment rather than destroying it; that empowers people rather than marginalizing them. It gives priority to the poor, enlarging their choices and opportunities and, providing their participation in decisions affecting them. It is development that is pro-poor, pro-nature, pro-jobs and pro-women and pro-children"

But in the past, education was a basic divider of our people between those educated and socially mobile and those who are not educated and are reduced to be second class citizens. In the present context, education is often related to better degree, better package and better life mostly on the individual realm. Since the stress is on moving ahead of others and making the best of education, we encounter lots of crisis both in education and in society. Education instead of being an inclusive and equalizing formation program is becoming more and more an exclusive prerogative of those who can afford and move ahead further.

Today more than ever we hear of quality and affordable education. By quality and affordable education, we mean making our educational systems, institutions, programs, pedagogies, inclusive and equitable. In

the realm of education we can say, children that learn together, learn to live together. Also, teachers who teach together create a culture of living together. Further, those who teach and learn together build a society and a nation together. In this regard, inclusive education means "education all for children for all children". If "Education For All" is to be achieved then "Include All" in the system. All of us agree with this dictum that education is the engine for development. But if some substantial amount of children of a society is kept out of education, they are also kept out of development.

It is dawning on the human family that we are all tied together in a common destiny. The threat to common destiny comes not only from the environmental degradation but in the denial to include all into education and development. Only inclusive education for sustainable development can ensure common destiny of us all. This is only possible when there is conscious, critical and creative fusion between the Edu Leaders and Development Practitioners. This brief paper argues on the need for fusion between Edu Leaders and Development Practitioners for sustainable development resulting in an ensured common destiny.

Exclusion and Inclusion

Social exclusion, discrimination and identity formation have become central focus of discourses in India today. Social exclusion and discrimination refer to the process and outcome of keeping a social group outside the basic needs, power centres and resources. Exclusion is the denial of opportunity for education, health care, housing, public amenities, recreational facilities and spaces, basic needs etc. These are basic human needs and those who are devoid of these are reduced to subhuman existence. Exclusion is the denial of right over ones labour and right over ones reproductive resources. Exclusion is also the denial of social interaction and denial of access to social spaces.

Further, exclusion is the denial of right to representation and participation in social, economic, political and cultural aspects of society and polity. Those who are excluded from these are not able to live a fuller human life. Exclusion is the deprivation of the right to mobility, right to practice ones religion and the right to organize and mobilize. Exclusion is the denial of ownership, access and control over resources. Those who are excluded are also denied of their human dignity. Forced to live an undignified life, makes them to internalize that they are not

equal members of a society and nation. Finally, exclusion is the denial of constitutional and human rights. Human right is nothing but the right to be human. This right is not given by any person or institution. But these are innate aspect of human beings. Due to the various social systems we have created and the type of polity we have opted for, there are a sizeable number of people who are denied of both the constitutional rights and human rights.

Social exclusion is the process and outcome of excluding, casting out, depriving and denying equal space to some of the citizens of a country or members of a society. This is denial of space in all senses and in all sectors. Social exclusion is closely associated with relative deprivation. In this regard it has been stated that the rising inequality in various countries has contributed to the exclusion of many social groups from opportunities. For example, in the United States of America, one of the most affluent countries of the World, there is growing number of homeless people. Thus, it is not only those who were historically excluded due to social, economic, cultural, political, educational, religious and ethnic reasons but also in the most modern and highly developing societies exclusion is a reality.

Social exclusion also has come to be seen as denial of capabilities and entitlements. In Amartya Sen's understanding, capabilities are absolute requirements for full membership of society. Entitlements refer to rights, that is, the command the families have over goods, using various economic, political and social opportunities within the legal systems. But if they are denied access to these systems, then they are denied the opportunity to utilize their capabilities to live as full human beings.

Social integration is a central aspect which keeps any society or polity from disintegrating. But where there is social exclusion it works against social integration. In this sense, it is not just those who are excluded but those who are excluding the others are also subject to crisis and conflict that arise due to disintegration which arises out of social exclusion. This further creates barriers between various social groups and this in return closes the scope for integration and common purpose. Further, the disintegration that arises due to social exclusion gets stronger and deeper and social harmony and nation building are denied.

Social exclusion in the long run works against social solidarity. That is, since social exclusion discriminates and deprives members of one's own society and nation there is lack of scope and space for solidarity among the members. Further, even among those who are poor or victimized in one way or the other, they do not come together to address the issue since they are divided due to social exclusion. This is especially true of those societies which are hierarchical, skewed and ascribes membership to people based on their origin and descent. Due to these, the social order further gets skewed and confined to undemocratic principles and practices.

Since social exclusion denies social integration and solidarity, the social interaction which emerges in an excluding society is conflictual in nature. It is not argued that conflict in these societies are way of life but that even a small spark can lead to serious conflicts and the scope of reconciliation is limited. Thus, conflict becomes mainstay of social interaction.

As long as those individuals and social groups who are subject to exclusion remain silent then there is no conflict. But the moment they articulate their exclusion and demand their constitutional and human rights then those who had subjected them to exclusion unleash a reign of terror on them.

Sustainable Development

The aim of social development is to effect social well-being, that is, the ability of every human being to satisfy his/her basic needs and achieve a satisfactory quality of life within the environment of equality, social justice and human dignity. In India, development, definitional and conceptually, denotes progress -social, economic, educational, cultural, scientific and technological-brought about by planned/programmed efforts to inaugurate an era of orderly and peaceful transformation of a society in a constitutionally desired direction. The need of the hour is to dovetail economic growth with social growth and equality.

A UNDP Report says, 'the essence of human development is to place development at the service of people's well-being rather than people at the service of development. In this perspective, human development implies empowering people to make their own choices. It also emphasizes the relevance of local values and knowledge as

guidelines and tools for making these choices'. Thus, the goal of development is to ensure that the people make progress in life and they can decide for their well being and not depend upon someone else.

The UNESCO's Position Paper for the World Summit on Social Development raises the argument that development is first and foremost social. It says, 'social dimension is to be the starting point of development and should determine to a large extent the priorities of development policies'. The central trends of social development are:

- 1) Economic growth is an essential but not sufficient condition to ensure social development, and, strategies of development, in order to be more relevant, should focus on societies and not on economics.
- 2) Development should be human-centered and broad-based, effecting equal opportunities for all to participate fully and freely in economic, social, cultural and political activities.
- 3) People are the ends and not the means of economic progress and development.
- 4) Economic growth should subserve the cause of social development and ensure that development has a human face.
- 5) Social development and economic progress is mutually reinforcing-social development helps reduce economic inequalities and bolsters economic growth, and equitable growth creates jobs and reduces poverty.

The Social Development Summit at Copenhagen in 1995 crystallized the world-debate on social development, with the participant governments agreeing to accord social development and human well-being the highest priority both now and into the 21st century. The framework for action evolved there were:

- 1) place people at the centre of development, and economy at the service of human needs;
- 2) integrate economic and social policies to make them mutually supportive;
- 3) recognize that sound and broad-based economic policies are a necessary foundation to achieve sustained social development;
- 4) promote a more just distribution of income and access to resources through equity and equality of opportunity for people at all levels;
- 5) recognize that empowering people to strengthen their own capacities is the main objective of development and its principal resources.

Becoming more sustainable is also best envisioned as a continuing process because the constraints that shape human opportunities change over space and time. It is also situation specific. What is sustainable under one set of circumstances may well not be under others. The central political challenge of sustainability is the need to design institutions that facilitate sustainable ways of living. Here the role of educational institutions becomes very crucial. Moreover, a sustainable world may require greater self-reliance and diversified local economies. Sustainability will require the active participation of all concerned citizens internationally and locally.

Inclusive Education and Sustainable Development

Article 45 of the Constitution of India stated, 'The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.' But this still remained a dream. Even now nearly one third of the children from the age of 6 to 14 are out of school. 50% of women still remain non-literate. But in the last three decades, there have been greater efforts in India to universalize education and to move towards making all the citizens literate and obtain education.

Basic rights of the citizens cannot be fulfilled unless they get basic education. UNESCO in its understanding of the 'basic education' in the early 90s has these salient features, "universalising access and promoting equity, focusing on learning, broadening the means and scope of education, enhancing the environment for learning, strengthening partnerships". A decade later, the Program of Action of Dakar World Education Forum in April 2000 declared, "Education for All ... must take account of the need of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs".

In spite of all these declarations and also efforts, exclusion of a substantial number of children from education is a reality. Against this, there is greater stress on inclusion of all the children in the education system. Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. Further, it involves changes and modifications in context, approaches, structures and strategies, with a common vision which

covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs in formal and nonformal educational settings. Rather than being a marginal theme on how some learners can be integrated in the mainstream education, inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. It aims to enable both teachers and learners to feel comfortable with diversity and to see it as a challenge and enrichment in the learning environment, rather than a problem.

Inequalities in a society, lack of access to basic services and poverty are factors which place children at risk, contribute to learning breakdown and exclusion. Moreover, the apathy of the government to ensure that education for all is a reality to be progressively realized is a major hurdle. It does not even recognize some of the changes that are taking place in education. A study of the educational institutions in Patna Urban undertaken by India Institute concludes that official District Information System for Education (DISE) data excludes three quarters of the schools in the city and 68% of school going children. Government statistics show that there are only 350 schools in Patna; this census reveals that there are 1,574 schools. Thus, 2,38,767 school going children out of 3,33,776 students are missing from the official data. Mostly the missing schools are unrecognized schools, which charge very low fees and cater to the poor and lower middle class, and are often clustered around government schools. The household survey confirms nearly 70% of the parents prefer to send their children to private unaided schools.

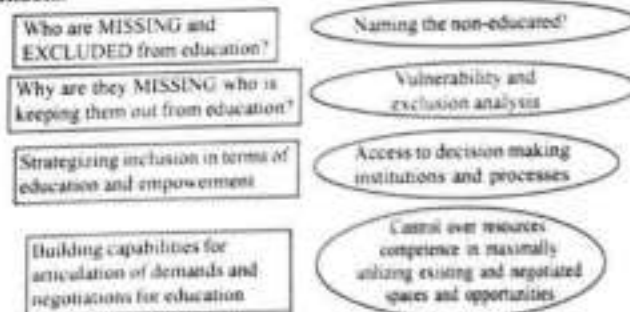


Diagram 1: Scheme to Examine Social Exclusion in Education

In the foregoing pages, we discussed about the process and outcome of social exclusion. We also saw that social exclusion does not remain in the attitudinal realm alone. It is imbedded in the social structure. This needs to be highlighted sufficiently. There are some who argue that it is the attitude, which leads to exclusion. They propose that change the attitude or once there is change in the mindset, there would be change in the structure. But the reality is that attitude does not come from thin air. It is an outcome of the social structure. The social structure of a society contributes to the formation of attitude. The attitude in turn contributes to the maintenance of the social structure. Thus, exclusion is based on both the structure and the attitudes of human beings.

Education is one area where exclusion has been practiced systematically in India from ancient days. What is very disturbing is that even in this so-called modern age there are vast number of children from the deprived and marginalized communities like the Dalits, the Tribals, minorities who are denied access to education. Even after three decades of universalisation of education, children from these communities have no access to education in general and quality education in particular.

One has to consciously analyse the forms and manners in which exclusion is pervasive in education and what are its impacts. As presented in Diagram 1, one needs to examine how exclusion is practiced in the field of education. Instead of taking for granted that in the present context education is available for all, we need to raise the question who is excluded from education and how to include those. Starting from this question to raising the question, how to ensure that these excluded have a voice to represent themselves, one's analysis should foreground the fact of exclusion in education and what are its consequences. Further, one should also highlight how inclusion in education is possible and can be done if there is sufficient political will and what are its outcomes.

UNESCO in its document "Learning: The Treasure Within" asserts, "In confronting the many challenges that the future holds in store, humankind sees education an indispensable asset in its attempt to attain the ideals of peace, freedom and social justice. Education is not a miracle cure of a magic formula opening the door to a world in which all ideals will be attained about as one of the principal means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war".

"Knowing how to read is knowing how to walk. Knowing how to write is knowing how to ascend. Feet, arms, wings, all these are given to human beings their first and most humble school books". These statements of Jose Marti, a 19th century Latin American thinker, poet and revolutionary capture succinctly the importance of education for human beings. But if these schools themselves are degraded, deprived, discriminated then the children who are supposed to be formed into human beings would only become degraded, deprived and discriminated. It is the role of Edu Leaders and Development Practitioners to critically look at this, creatively search for options and consciously work towards transformation.

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Quality Discourses and Silence of the Voices of Teachers

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Abstract

There is a discourse on the quality imposed from the top in terms of Internal Quality Assurance Cell. This is part of a much broader design of accreditation and quality assurance. The discourse is much about the quality being perceived in terms of external accountability that is imposed upon a teacher. In the present context market forces imposes that external accountability which guides teacher to prove that institutions are performing well. The performance of a teacher is looked at in terms of managerial criteria and satisfying the learner in terms of maximisation of utility (benefits). The discourse has acquired so much importance that UGC has imposed mandatory accreditation upon colleges and universities that receive funding from the central government. It is necessary to have deeper understanding of the discourse as it constrains the autonomy of teachers. It silences the voices of teachers and prohibits change from below.

Indian higher education was shaped by forces of control and regulation as it grew in post colonial phase. Much desirable it was in the nascent stage, it is time to realise that regulation has its own limit. In academic matters teachers need to shape the quality discourse in terms of a deeper understanding of what kind of society that we want and how higher education needs to gear up to meet the challenges? Voices of teachers that acquire great importance in shaping up the contours of quality and need not be silenced. Quality discourse need not be efficiency centric and market and learner driven. If it has to be guided by nation building perspective then certain social values acquire dominance over market.

It is my contention that culture of enquiry is the basic spirit of liberal education. Preparing mind to question the existing knowledge which is in the interests of a powerful few needs to be developed. Thus preparing mind to question corruption, terrorism and discrimination and social injustices are top priority. Curricular reform should be directed to produce those values rather than simply reproducing existing knowledge. It is those questions that need to be addressed in quality discourses. IQAC should be remodelled to answer those questions.

The paper shall focus upon various discourses surrounding quality including the one emerging from knowledge economy. The construction of quality discourse guided by the teachers who are at the heart of higher education system is another important focus that guides the paper.

Introduction

Quality assurance in Indian higher education needs to be understood through various discourses. There is normally a tendency to view quality from a techno-rationalist perspective. It is simply assumed that if a certain apparatus is framed a solution to the problems relating to quality can be addressed. It is argued in the paper that quality is not a neutral concept. It is affected by the context. In particular, the dominance of market has given rise to new wave of academic reforms through accreditation and credit system. It has promoted a choice and competition model to address the quality in higher education. Further the employability discourse has pushed the choice and competition to fulfill the needs of market. It has directed the curricular reform towards training or meeting the deficiency of certain skills necessary to acquire a job. The autonomy of teacher is severely restricted through covert means and a teacher is forced to follow the direction dictated by the market.

The silence of the voice of teachers, therefore, needs to be broken. The top down academic reform agenda of accreditation needs to be fully understood. Teacher as leaders in higher education should be prepared to challenge the market led academic reform process. The curricular reform should be guided by a balance of the two forces required by the social needs and market demand. The Internal Quality Assurance Cell (IQAC) in a college should engage with developing a balance of curricula. The reform process should have the visibility of active intervention of teachers who should act in the interests of society and nation at large.

The paper begins with the understanding of quality and academic reform agenda of the 12th plan. It presents an eclectic view of quality. In practical terms, however, it promotes the direction of reform in favour of market. Two discourses on accreditation and employability are then examined to prove the point that teachers voices in these discourses are pushed to the margin and market based reforms process is imposed in higher education. The way forward is to understand the discourse in the light of real situation and create a curricular balance and develop a pedagogy that addresses the societal and market needs and is not carried away by the market led reform process.

Academic Reform Agenda in the Twelfth Plan

Twelfth plan declares its intention to develop central institutions as quality institutions as role model to be followed by state universities. In the case of state universities it relies on strategic shift in funding to state universities and colleges through state specific plan and allocation of money to the states through a centrally sponsored scheme based on a certain commitment to contribute by the state. Central funding to the state is based on commitment to bring about administrative, academic and financial reforms in State.

With the focus on quality it declares its intention to improve the quality of general education. Quality is equated to 4 Cs - Critical thinking, communication, collaboration and creativity with the sole intention to improve the employability of graduates. In the context of professional education integrated curriculum with greater flexibility in choice of subjects and innovative pedagogic practices is suggested not only to improve technical skills alone but probably to enable graduates to acquire employable skills.

The Twelfth Plan strategy includes a range of reforms in institutional organisation mainly through the granting of autonomy. Strengthening the accreditation system is said to be an important instrument to promote quality. Deepening academic reforms include introduction of choice based credit system, semester system, continuous and comprehensive evaluation (CCE), regular revision of curricula for making them up-to-date and relevant to contemporary and future needs. To help institutions reform their courses, subject-specific model curricula and packaged, re-usable digitised content (such as packaged lectures and open source textbooks) would be created by instructors with the requisite expertise. This can best be done by subject-based networks. An important goal of these reforms is said to create active learning environments in colleges and universities. Smarter use of technology, initiatives to promote internationalization, the fostering of social responsibility in higher education, promotion of sports and wellness, increasing inter-institutional collaboration and coordination are some of the important measures suggested to improve quality. During the Twelfth Plan, promotion of four-year undergraduate programme is also suggested. It talks of providing a holistic education at the undergraduate level ensuring students opportunities for intellectual exploration, hands-on research,

job skilling, experiential learning, creative thinking, leadership, ethics education, community service.

On institutional front it suggests strengthening of Academic Staff Colleges through qualitative change in their content and methodology of faculty development. The concept of Teaching and Learning Centres (TLCs) is promoted. The establishment of 50 such TLCs is suggested within existing universities and Academic Staff Colleges. An innovative way to empower faculty through International Faculty Development Programme is suggested. To strengthen the pool of faculty in India a programme to fund doctoral students to study at international institutions in return for commitments to join the faculty pool in India on completion of their studies is suggested.

Twelfth plan touches an important aspect of faculty motivation. It notes that "For faculty to be actively engaged in the teaching-learning process, they need control over their task, time, technique, and work environment, which is often not the case. Absence of basic amenities is one of the most de-motivating factors for a large section of faculty. The strategy for motivating faculty would focus on developing healthy work environment with high-quality minimum facilities and a flexible framework of accountability and performance evaluation. Consistent with international best practices, faculty selection, performance evaluation and promotion should be handled at the department level. New faculty may be kept under probation for a period of five years and confirmation could then be done on the basis of rigorous performance evaluation including peer review and student feedback." Recognising the central role of teachers in improving academic quality, a 'National Mission on Teachers and Teaching' would be launched in the Twelfth Plan. The sub-mission on higher education would pool all the ongoing initiatives and new initiatives on faculty development under one umbrella for their implementation and better monitoring. There is also a suggestion for launching massive online courses so that the Indian students are a part of global learning systems at very low cost.

A careful reading of the above reform agenda in the 12th plan suggests a long list of initiatives which is more in the nature of intentions. It is highly disjointed and it may be difficult to achieve any meaningful direction in which quality improvement in higher education can take place. Measures suggested are like various medicines prescribed for

an unknown disease hoping that one of the medicine will address the problem related to the unknown disease. Further 12th plan long wish list has to be translated into schemes. Ministry of Human Resource Development and University Grants Commission are expected to work around each themes and present action plan for implementation. It is also heartening to note that teachers motivation, basic amenities and National Mission on Teachers are suggested. A broad framework of RUSA is suggested to implement some of the components related to enhancement of quality in higher education.

It is important to note that top down perspective of planning commission is a techno rational approach to quality - multiple problems and multiple solutions framework. There is an absence of teacher's capacity, willingness and participation associated with the above idea. As a result much of the idea will face stiff resistance when implemented at the ground level. For example, in recent years in Indian higher education four year undergraduate programme has been facing stiff resistance by teachers and students in Delhi university. The lack of comprehensive preparatory exercise has created delivery problems and will lead to non fulfilment of objectives of the programme. There are many academic reform programmes such as semester and credit system that were imposed from above and were not the result of thinking and design of community of teachers, except in few cases. In academic reform programme the silence of the voice of teachers is a symptom of un-empowerment of teachers. But such silence also leads to un-empowerment. This creates a vicious cycle in which higher education has been put. Quality is almost synonymous with the empowerment of teachers. Empowerment signifies the freedom as well as the capacity to take decision for a meaningful engagement with the students by the teachers.

Apart from above eclectic measures to improve the quality of higher education in the 12th plan there are two important discourses surrounding quality that deserve our attention. The discourse around accreditation and discourse around employability are two such discourses that have been giving certain direction to the higher education institutions and they are sending important messages to the teachers.

Discourse on Accreditation: Opening Choices and Competition

Discourse on accreditation is a new discourse in Indian higher

education. It arrived in Indian higher education with the establishment of National Assessment and Accreditation Council in 1994. The National Policy on Education (1986) made a reference to accreditation in the context of technical education only. Quality assurance and accreditation is a new perspective to improve quality. It relies on benefiting the learner. Learner should be well informed about the quality of programme that institution delivers. Learner should have flexibility of choice regarding course and institution. Choice centric approach to quality is at the centre of new perspective of quality assurance through accreditation. This is in sharp contrast to the earlier macro dimension of quality where knowledge generation and its benefit through inclusion were dominant. Universities in old perspective are regulated, supported and funded and government ensures accountability through direct method.

A perspective that is gaining prominence in India to improve quality is to bring transparency in the governance, more information to the students and if there is any malfunctioning in the system, to create grievance redressal mechanisms and tribunal to settle the disputes. This is supposed to generate competition as a mechanism to improve quality. The new perspective is further geared to minimize regulations. Proposed National Council of Higher Education and Research is mandated to provide policy framework and develop universities more as self regulating institutions with less regulation being imposed from above.

The quality assurance and accreditation is based on the approach that external peer review process will motivate the teachers and administrators to improve the quality of education based on the feedbacks. The process of accreditation, on the other hand, will inform the students to choose the institutions of best quality. The choice guided mechanism will set in competition and the student driven choice will through competitive process improve the quality of education. Quality assurance through accreditation is developing as a mechanism to ensure accountability as regulatory approach to ensure minimum standards in quality in a mass higher education system suffered.

A new perspective to quality assurance and accreditation assumes that quality does not suffer from structural factors. It assumes that teachers are competent and teachers will respond positively to signals from quality assurance mechanisms. Secondly, it assumes that

institutions are little regulated and are guided by market signals. In other words, it assumes the autonomy of the institutions. It further assumes that students, too, will respond to the market signals and make choices appropriately. None of these assumptions are true. There are structural limits to the quality. The recruitment and promotion policy of teachers are not necessarily guided by considerations of merit. There is security of job and hence teachers' response to accreditation may not be forthcoming in positive direction. Besides, institutions of education suffer from bureaucratization and are regulated from above. Students are less likely to respond to market signals as they are constrained to take decision.

From this it follows that, in general, quality assurance and accreditation has inherent limitation to improve the quality through some sort of competition on a systemic basis. Indeed, the issue of quality assurance is divorced from many real constraints facing higher education institutions and unless there is a mechanism to remove those constraints quality assurance mechanism may not improve quality. Nonetheless it is important to note that institutions which are relatively autonomous and deliver programmes which are more market oriented, the accreditation will have partial success to improve quality. It is my contention that private institutions which deliver programmes in education, management, engineering and so on will be the net beneficiary of accreditation with increased competitiveness, as opposed to government institutions which escape competition under the control mechanism. Recent reform measures have, however, plan to introduce performance based funding. Besides, it has been made amply clear that funding will be subject to the institutional accreditation. Under those reform measures, accreditation will to a certain extent promote competitiveness in Indian higher education.

Internal Quality Assurance Cell (IQAC) as an institutional mechanism will prove to be, therefore, more effective in institutions which are private and autonomous. It can be an agent for change through the synergies that it can achieve between individuals and departments within and outside the institutions. Innovations can be initiated through joint course, joint teaching and research, IT integration in teaching-learning process and by awareness in new pedagogies, evaluation methods etc.

It may be noted that accreditation, though imposed from above, may be an instrument for raising the voices of teachers. Institutional autonomy will allow teachers to take more initiatives in moving towards excellence in teaching and research. However, such movement will only promote courses which are demand driven. Courses which are necessary from social point of view may not be promoted through the competition that accreditation brings. The most important question remains still unanswered, namely, how teachers' voices will become prominent in the nation building through the knowledge generated and disseminated in higher education institution.

Credit System in Curricular Reform

As noted above, discourse on accreditation promotes choice and competition in Indian higher education. If accreditation promotes choice for institutions, credit system is an instrument that promotes choice of course by the students. Thus a new discourse on accreditation is accompanied by the introduction of credit system in India. It is important to note that discourse on accreditation and the introduction of credit system both introduce a new form of accountability upon teacher as well.

Credit system quantifies the progress of the student in terms of credit hours. It imposes responsibility upon the teacher in terms of specific hours of teaching as well. Credit system thus introduces a new form of accountability in the teaching-learning process. Another feature of the credit system is that it subdivides particular course into smaller units. The smaller units may be treated independently. Thus a student doing a major in economics may take few credits from sociology and few credits from philosophy. It is therefore said to make the choice of course flexible. A student may therefore have a number of choices to choose from various disciplines. Credit system thus, on the one hand, imposes accountability on the teacher to prepare the lecture in terms of units and imposes the responsibility to deliver the units. On the other hand, credit system allows the learner a much better option and flexibility to choose the course. Credit system has also the feature of transfer of credit from one institution to another, thereby promoting student mobility and exposure to the students of learning from multicultural environment.

Credit system is an important component of curricular reform in higher education. Recent higher education reform particularly since

the 11th plan suggests the introduction of credit system in Indian universities and colleges. Since then institutions of higher education in India is steadily progressing to follow the credit system. In many universities credit system was followed without any hue and cry. However, there is a case of Delhi University where the credit system is being implemented. Teachers have protested the use of credit system due to the explicit fear that it will impose great burden on teachers, particularly, imposing responsibility to complete a course and simultaneously evaluating them in a specific time period. However, an implicit reason may be that it restricts the autonomy of a teacher to deliver course which is not so highly structured and allows teachers to progress in the manner they want. State and the University system worried about the accountability of teacher favours the introduction of credit system, whereas teachers worried about their autonomy would like to follow a traditional system. It may be argued that credit system rather than restricting autonomy offers autonomy to the professoriate in terms of designing the core content and structure of lecture. In Indian scenario there has been a concern on the issue of accountability. Credit system in curricular reform is one answer to address the concern.

There has been so far very little thought on the matter of structured curricula through credit system and its impact upon the student who come from rural background and may not adjust to the pace of learning required of the credit system. Such students may find accumulation of credit in specific time period a difficult proposition to follow. It is for this reason that credit system is also said to be elitist in character. However, a counterargument to this is that such students may accumulate specific credit in greater time period. As a result the pace of their transition may be slow. However, student's progression or chances of graduation is almost guaranteed and there is little likelihood of being pushed out of the system.

It may be noted that credit system allows curricula to meet the needs of market. A system which favours more choices for students will ultimately be guided by them. Students favouring market based courses which fetch them higher salaries will create a particular demand structure for curricula. The higher education institution will ultimately respond to it. Some course credits which may not be chosen by the students may ultimately suffer as well. Flexibility in curricular choice will then create an imbalance in terms of demand and supply and

institutions will have to respond to it immediately. The credit system definitely facilitates such privatization initiatives and attunes higher education offerings to changing market demands for individuals with specialization in emergent occupational fields.

Success of credit system has been examined in three postcolonial countries. In Indonesia, the introduction of a credit system has not contributed to increased curricular choices for students, nor to the "portability" of study between and among institutions. Furthermore it is also difficult to determine the extent to which the credit system and associated "guided study" reforms actually resulted in greater internal efficiency or higher graduation rates among Indonesian universities. The experience from Nicaragua suggests that the appearance and disappearance of a credit system and an academic calendar anchored in semesters is very much related to developments in the global economy. Market-driven governments from 1990 on, greatly affected the views of the utility and appropriateness of these approaches to academic accounting and course organization.

Therefore, it may be noted that teacher is made more accountable under the credit system. The autonomy that a teacher gets in designing the curricula is present again in private and autonomous colleges. In most of the government colleges the autonomy to design the curricula is limited and the credit system only imposes the accountability upon teachers which is perhaps the reason why the introduction of credit system faces resistance from the teachers of government colleges.

There is another discourse on employability that needs a detailed discussion. The discourse is being raised from the corporate sector but is not limited to that alone. A sizable number of students and parents, too, look at higher education as providing lucrative job opportunities. Hence they argue in favour of employability. The discourse is so powerful that policy makers tend to impose compulsion for a particular curricular design upon the teacher. I feel the teachers' voices, under such circumstances, are suppressed under the relevance or utility oriented model of education. Hence we need to discuss the discourse on employability.

Discourse on Employability of Graduates

One of the concerns expressed by labour economists has been

that the rate of unemployment among graduates in India is high. Respecting the unemployed graduates in India, the debate on 'unemployable' graduates has been forcefully raised by corporate sectors and bureaucrats and experts in higher education alike. The debate has gathered importance for various reasons and has far reaching implications on curricula and the structure of universities in India. The debate overpowers the voices of teachers and directs higher education away from social objectives to purely instrumental objectives of education. This requires a somewhat detail examination of the discourse on employability.

There are two ways in which the phenomenon of graduate unemployment can be located. In terms of first approach an unemployed graduate simply refers to a situation in which a graduate is willing to work but is denied a job due to its unavailability. Unemployed graduates may remain unemployed temporarily while the search for the job or the training necessary for the job might have been continuing. The situation refers to the characteristics of labour market. In this sense it is not the case that a person will never get a job due to his incapacity. The situation of the labour market may be such that a person who is unemployed or presently unemployable may be employed under favourable labour market conditions. Unemployability is not understood in this paradigm in terms of any incapacity of an individual. Unemployment of graduates is the condition of the labour market influenced by economic circumstances shaped by intensification of capital in the production process.

Assuming a static labour market there is another sense in which "unemployable" graduate can be understood. It refers to individual capacity and not to the characteristics of labour market. (Harison I E, 1966). Unemployable graduate is defined as the lack of available skill among fresh graduates who are unemployed and are waiting for employment in various sectors of the economy. Unemployability may also refer to the lack of capacity of an individual who is already employed. Although employed the employer may not be fully satisfied with all the skills or may be partly satisfied along certain skill sets. Based on sample study in the Engineering and IT sectors the employability of graduates is said to be in the low range of 10-20%. Further, the issue of employability is raised for various other professions

and general sectors having implication in terms of considering it as all pervasive phenomenon. The issue is raised in terms of a paradox. There is a huge potential demand for certain jobs in the labour market. Yet the graduates lacking specific skills, unemployable, as per the labour market requirement may have to remain unemployed.

The new discourse looks at the source of the problem not in the labour market, rather external to it. It is important to note that new discourse looks at it in terms of an individual capacity. The burden of adjustment falls in this discourse not on the characteristics of labour market influenced by wider economic forces and the development processes but on individual capacity and, in turn, upon the educational institutions which are said to be responsible to bridge skill deficits of the graduates. This perspective is influenced by the employers' demand to develop training skill by the educational institutions. Educational institutions need to restructure its curricula to meet the demand of job market.

It is argued that educational institutions have failed to provide practical skill necessary to be imparted for the job. Universities and colleges need, therefore, to revise the curricula to incorporate practical component. What is inferred from this is that it is not only the inappropriateness of curricula rather the quality of education that is the root cause of the problem. Education is thus looked at from the point of relevance or appropriateness for the job in the labour market. The sole purpose of education is to make a person fit for job.

The question is: should universities respond to the labour market to reduce the incidence of unemployed and or unemployability?

Role of Universities

A shift in the discourse from graduate unemployment to the unemployability of graduates is significant, as it changes the attention towards a new set of characteristic features of higher education. As noted above, unemployability refers to a deficit in the skills of the graduates demanded by the employer in the labour market. By implication, the graduates of the universities or colleges should have addressed those deficits in the skills before certifying them as degree or diploma holder. This leads us to a perspective that ".... sees higher education as transaction between teachers and students which occurs

at specific locations called colleges and universities, and in the course of which teachers impart and students receive a certain training which enables them to improve their skills and get better placement in the job market" (p.183, Patnaik, 2011). This perspective of higher education as fulfilling the instrumental role of imparting skills follow from the new discourse on (un)employability of graduates, which are mainly advocated by the corporate sector.

(Un)employability of graduates, being the major concern, an important scenario that emerges in directing the higher education is one of "employer driven flexible learning" (Hussey and Smith, p.85, 2010). The scenario envisages a shift to the demands of the employers and students. The curricula has to be structured in such a manner that for narrowly defined areas of study and specific skills part qualifications such as certificate, diploma and foundation degree could be issued with very little attention for full-time courses for honours degree. The concern for the (un)employability of graduates would promote part-time study, apprenticeship, modular course structure and a highly stratified range of institutions-private providers dominating the field and University creating cooperative alliances with employers. Placement cells in the University will be forced upon it as the success of the University will be measured by the success of the trainees coming out of it in getting good placements in the job market (Patnaik, p.183, 2011).

The central concern of the (un)employability of graduates, by making the student sovereign, will rob the system of higher education where it is viewed "as an activity in which students and teachers are jointly engaged on behalf of the people of the society." (Patnaik, p.184, 2011). This is a paradigm of higher education where higher education is not seen as a one-way transaction, rather there is no transaction at all. Students and teachers' cooperative venture is to understand society by means of disciplinary domain of knowledge. This is not to deny that the training is absent. But the training relates to different mental abilities of the individual who can be better prepared for the world of work with the concern and passion for society, as an educated individual, not as specific domain based skill and a person with fragmented knowledge.

Once the student is placed at the centre the whole dynamics of higher education undergoes rapid change. The student becomes a maximiser of gains from higher education subject to the employability

in the job market. It is the student who, as per the objective situation prevailing in the labour market, dictates the teachers and institutions to deliver certain program and its curricula and deliver it in the manner that learner optimises the gains to suit the job market. With the decline in the public funding of higher education and more and more students paying higher fees and by being subject to borrow in the financial market, there will be less option to the institutions and the role of the teachers will be reduced to mere managers of the program of different durations to the students. Teachers will be forced to deliver cheaper programs where efficiency to deliver a program dominates. Quality of the delivery takes a back seat. "The nation will get a workforce trained in whatever is most lucrative or whatever big business and multinational companies think they need." (Hussey and Smith, p.87, 2010)

Science would be severely damaged as research becomes closer to industry and multinational companies. Research output would be in the domain of private and not in the domain of public through the publications. Long-term research is unlikely to be financed. Moreover, the developing countries will lag behind the developed countries in the generation of knowledge and knowledge gap will become wider. Developing countries concerned for employability will only produce knowledge workers, whereas the developed countries by pulling the profits in the education and other sectors will be able to monopolise knowledge by attracting talents from all over the world.

The complexion of the University will shift from in depth disciplinary understanding to the more interdisciplinarity dominating the curricula. Without having acquired certain depth in particular discipline, the choice of a student for various subjects at the undergraduate level would promote fragmentation of knowledge rather than widening the knowledge base. The employer-based perspective would hardly promote disciplinary knowledge, as the knowledge will revolve around finding the solution of the problem.

There is no conclusive evidence from the employability studies. While some point out the content knowledge deficiency, some of the studies point to the deficiency of application of knowledge to the problems, while many other studies focus on soft skills and managerial skills as well as technological competence in accordance with modern and latest technology. No doubt, curricular strength of the graduate

program in universities in India should address the first two questions, namely, knowledge and the application of knowledge. In what manner should it be done should be debated but ultimately left in the hands of university teachers. For example, how to enlarge the knowledge base with what degree of disciplinary and interdisciplinarity and the delivery of knowledge through one way communication or through cooperative ventures between the teachers and students should be within the domain of higher education resting with the teachers.

However, beyond the point raised above the perfect fit for the job should not, in my opinion, be the guiding principle of higher education. The soft skill, written and verbal competence or IT knowledge etc. is a part of the development of knowledge which is also a social question in India. However, fitness to the job in terms of managerial skill is, on the one hand vague, and imprecise and, is also not the concern of higher education, on the other. Liberal education is the training of mind and it is all encompassing, a good human being.

The final point is that higher education should not be guided by the corporatist's perspective of preparing the graduates with a perfect fit for job. It will have implications with far reaching consequences where teachers will be reduced to managers, not the knowledge creator with critical perspectives but the knowledge manager alone. It is from this point of view that practical concerns of job cannot be the objective basis of the existence of higher education. Hence it is from this point of view that debate on "employability" of graduates is redundant so far as higher education is concerned. It silences the voice of teachers.

Teaching Learning Process: Reality Check

One of the important distinguishing features of Indian classroom is its varying size. It might be varying from strength of 40-50 students to a classroom size of 150-200 students. There might be a smaller class size and a very large class size and a teacher has to evolve methods to deal with varying class sizes. Teachers quite often may have to face too much teaching overload, restricting the time needed for lecture preparation. Teacher cannot have the luxury of taking the leave for a semester. He may have to continuously engage classes semester after semester, leaving no time to update the knowledge for a paper that he is conducting. In terms of facility resources in the remote colleges are not sufficient to equip a teacher with a laptop or the Internet facility or

the adequate office space for work or the journals or books of high quality. Under the circumstances, teacher follows the conventional method of repeating the same theme year after year without innovative or updated ideas. The level of motivation of a teacher is also low in an overall structure of society that suffers from power, corruption, and hierarchy. The teaching profession has not earned the prestige that it deserves. Hence the kind of a morale that should guide the teaching profession is lacking. The teacher has therefore no extra motive other than that he is a salaried worker. At the most taking a lecture, spending time in gossiping and performing bare minimum administrative work is the usual routine of a teacher. The architecture of teaching learning process suffers from the lack of robustness due to dismotivated lot of teachers.

Reality check of students in the teaching learning process is important. In a mass education system an entry of diverse group of students with differing learning abilities produce complex situation as teachers need to respond to a non-standard set of conditions. Particularly the knowledge domain acquires a backseat and employability becomes important. This duality creates challenge for the teacher to accommodate the emerging demand for skill building. The actual situation is also one of lack of interest in traditional classroom setting leading to larger scale problem of student absenteeism. Motivation of a student to acquire knowledge is lacking. Education in the marketplace is preferred due to their adaptability to offer market-based courses. Private coaching in such a situation thrives and the importance of colleges recedes in the minds of the students. On top of this there is infrastructural constraint and lack of reading material and research article. E resource is not readily available to the students. All this creates a climate which is not conducive for an effective and engaging teaching learning process in Indian universities and colleges.

The reality check is necessary to make any attempt towards curricular reform as above mentioned issues need to be tackled before it.

Way Forward

There is a traditional disciplinary discourse in education that suggests that in the knowledge production it is essential to inculcate the values of liberal education which implies the cultivation of mind. It is necessary

to inculcate the mastery of conceptual structure, explaining the modes of analysis and power of critiquing. For this reason the role of universities and colleges is to provide a pedagogy which empowers students with such abilities. Pedagogical relation between the teacher and the student is vertical. Teacher is supposed to design a structure of curriculum and the student based on the need and experience selects a discipline and has to follow the rule set by the teacher to teach and evaluate. Therefore, the role of academics becomes important in imparting education.

Other discourse is the one in which the aim of education is to produce highly skilled graduates for the workplace. This discourse is influenced by the forces of globalisation. In this discourse it is not the teacher who sets the rules of the process of teaching and learning. The learner is at the centre of pedagogic relation between the teacher and the student. There is a market demand for certain skills that guide students in the selection of course which any institution of higher education has to offer in order to be relevant. In this worldview the knowledge of the discipline in a holistic sense may not be desirable. Knowledge is fragmented and cuts across different disciplines. Teacher is supposed to offer a curriculum which is a mix of content from different disciplines. The complete course, however, is completely geared to suit the needs of a particular vocation or profession. Thus interdisciplinarity is the basis of the discourse to suit the needs of market place and the demand for learning. Furthermore the discourse emphasises on the outcome of the teaching learning process which is standardised and fully defined through the National Qualifications Framework. It has already been noted above that the credit system facilitates the above structure of curriculum design and delivery in imparting training.

Whether it is a disciplinary discourse to impart education or an interdisciplinary discourse to impart training to the students, it is necessary to understand the aim and objective of University while thinking of any curricular reform in favour of the one or the other or trying out a synthesis of the two. Any curricular reform in favour of the synthesis or interdisciplinarity is not an easy task, howsoever desirable it might be to suit the needs of market place. A teacher who is a main actor in this whole process has to be fully aware of this process of transformation. It requires the professional development of a teacher in an appropriate manner. A teacher who had been following a traditional disciplinary discourse and method of teaching may not find it an easy

task to adapt itself to the interdisciplinarity for the simple reason that the knowledge of the other discipline and coordination will be a necessary component. A small college with few departments may have to network with other colleges and pickup the experts from other disciplines to offer a curriculum which is a mix of different disciplines.

This imposes a great responsibility upon the Internal Quality Assurance Cell. It must understand the various discourses on quality. The choice and competition model imposed by the accreditation and credit system imposes a great responsibility upon a teacher to be learner centred in pedagogic practices. At the same time the discourse on employability directs the teachers to address the skill set necessary for employment. It restricts the autonomy of teachers to design curricula guided by social objectives. Under this circumstance the role of IQAC is to manage the transformation in such a manner that a learner is prepared for the job but with necessary understanding of disciplinary knowledge and critical faculty of mind. This might require innovative methods of teaching and engaging the learner. This might require a course structure that promotes collaborative teaching and research. Innovations might also require a right mix of disciplinary domain knowledge and interdisciplinarity to create a mind that is capable of solving practical problems.

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Attitude of Higher Secondary Students Towards Environmental Values

Prof.(Dr.) Preeti Sinha

Abstract

Whatever promotes individual life or human survival is associated with Value. In this sense objective values are things that do in fact support human life, such as fresh air, clean water, freedom, knowledge, love, peace and beauty.

According to M.T. Ramji, "A value is what is desired or what is sought. Values may be operationally conceived as those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture."

Thus, values are directly related to our environment. Environment related values are part of our general values. Environmental values determine our general approach on issues which is for our physical and mental health as well as for social welfare.

This study was conducted with the intention of studying the attitude of Higher Secondary Students Towards Environmental Values. The variables which are very strong predictors of environmental value were taken up as attitude of the students towards pollution and attitude of the students towards health and hygiene. Survey Method and Random Sampling technique was used to select the sample. The sample consisted of 221 students of XI and XII class of government and non-government schools of Patna. A self constructed and validated environmental attitude tool containing 60 items on a 5 points scale was used. Mean, SD and t-test were used to analyze the data.

The findings revealed significant difference between government & non-government school students in their attitude towards pollution and health and hygiene. Significant difference was also found in the English and Hindi medium students in their attitude towards pollution and health and hygiene.

Key words : Attitude Environmental Value, Pollution and Health and Hygiene.

Introduction

Quality of life determines the quality of education. The predeterminer of quality of life is value. Value education is an essential

element of quality education. quality education incorporated with values contributes to the development of individuals who possess the skills to act and interact in a society.

Value comes from the Latin word *valere*, which means to be strong, to be well and therefore to be valid. Values are measures of goodness or desirability.

"A value is a concept which groups together some modes of behaviour in our society", Bronowsky (2011)

Whatever promotes individual life or human survival is associated with value. In this sense objective values are things that do in fact support human life, such as fresh air, clean water, freedom, knowledge, peace, love and beauty.

According to M.T. Ramji, "A value is what is desired or what is sought. Values may be operationally conceived as those guiding principles of life which are conducive to one's physical and mental health as well as to social welfare and adjustment and which are in tune with one's culture."

(Mohanty 1986)

Thus, values are directly related to our environment. Environment related values are part of our general values. Environmental values determine our general approach on issues which is for our physical and mental as well as for social welfare.

Attitudes are tendencies to feel and act in a certain way. "An attitude is a relatively enduring organisation of beliefs, feelings and behavioural tendencies towards socially significant objects, groups, events or symbols" (Hoggs Vaughan 2005).

The growing awareness of human beings intimate relationship with, and reliance upon, our environment for survival, individuals are realising that an assault on the environment is often a violation of another person's or country's health and well being. Even more profound is notion that the components of the environment possess value in themselves, apart from their utility to humankind. A positive environmental ethic, comprised of a set of values and behaviours that help to reserve the ecological integrity of the earth, must be seen as a part of each person's total being.

Environmental values such as love for earth, ecologically positive behaviour, self reflectiveness, empathy, sacrifice, self discipline, literacy etc., relate to the present and future environment of humans and other species. Environmental values means positive values and behaviour and ethic of love and justice.

Initially many issues regarded as matters of local concern are increasingly becoming issues of global concern. Since an action of one nation can have environmental implications for the rest of the global community no country can defend their actions with claims of sovereignty. Environment is a subject of international value and also of international politics and policies.

Pandey and Mishra (2008) conducted a study on Environmental Attitude and Pro-Environmental behaviour among ecologically deprived students. The major findings revealed that environmental education has inspired students to become environmental friendly. Bhuvaneswaralakshmi and Sailaja (2007) conducted a study of Teachers with positive environmental attitude can only do justice environmental education. The major findings revealed that prospective teachers attitude towards environment was low. Only a small group had a high level of attitude towards environment.

The above results reflect that environment education needs to be taken seriously to inculcate environmental values for future benefit of the world. Hence, the investigator felt the need to find out the attitude of the Higher Secondary Students Towards Environmental Values.

Objectives

1. To find out the attitude of the Higher Secondary students towards Pollution on the basis of the type of school, gender, medium and the stream of education.
2. To find out the attitude of the Higher Secondary Students towards Health and hygiene on the basis of the type of school, gender, medium and the stream of education.

Hypotheses

1. There is no significant difference in the attitude of the higher secondary students of government and non-government schools towards pollution.

2. There is no significant difference in the attitude of boys and girls of the higher secondary schools towards pollution.
3. There is no significant difference in the attitude of English medium and Hindi medium students of higher secondary schools towards pollution.
4. There is no significant difference in the attitude of Arts, Commerce and Science students of higher secondary schools towards pollution.
5. There is no significant difference in the attitude of the government and non-government higher secondary students towards health and hygiene.
6. There is no significant difference in the attitude of boys and girls of the higher secondary schools towards health and hygiene.
7. There is no significant difference in the attitude of English medium and Hindi medium students of higher secondary schools towards health and hygiene.
8. There is no significant difference in the attitude of Arts, Commerce and Science students of higher secondary schools towards health and hygiene.

Methodology

Survey method and random sampling technique was used to collect the data.

Population

XI and XII class students (Intermediate of the college level) from government and non-government schools of Patna was taken as population.

Sample

The sample consisted of 221 students of XI and XII class of government and non-government schools of Patna.

Tool

A self constructed and validated environmental attitude tool was used.

Statistical Technique

t-test was used for the analysis of data.

Results and Discussion

Table - 1 - Attitude of higher secondary students towards pollution with respect to type of school.

S.No	Type of School	N	Mean	SD	t-value	Level of Significance
1	Government	85	33.31	4.254	3.994	S
2	Non-government	136	35.54	3.718		

It is inferred from table 1 that there exists a significant difference between government and non-government higher secondary students in their attitude towards pollution.

Table - 2 - Attitude of higher secondary students towards pollution with respect to their gender.

S.No	Gender	N	Mean	SD	t-value	Level of Significance
1	Boys	101	34.90	4.339	0.472	NS
2	Girls	120	34.50	3.841		

It is inferred from table 2 that there is no significant difference between boys and girls of higher secondary schools in their attitude towards pollution.

Table - 3 - Attitude of higher secondary students towards pollution with respect to the medium of teaching.

S.No	Medium	N	Mean	SD	t-value	Level of Significance
1	Hindi	85	33.31	4.254	3.991	S
2	English	136	35.54	3.718		

It is inferred from table 3 that there exists a significant difference between Hindi medium and English medium higher secondary students in their attitude towards pollution.

Table - 4 - Attitude of higher secondary students towards pollution with respect to their stream of education.

S.No	Stream	N	Mean	SD	t-value	Level of Significance
1	Arts	67	32.67	4.172	2.042	S
	Commerce	56	34.21	4.172		
2	Science	98	63.33	3.200	3.277	S
	Commerce	56	34.21	4.172		
3	Arts	67	32.67	4.172	6.055	S
	Science	98	36.33	3.200		

It is inferred from table 4 that there exists a significant difference between students of Arts and Commerce streams in their attitude towards pollution. A significant difference also exists between students of Science and Commerce streams in their attitude towards pollution. The table also reveals that there is significant difference between students of Arts and Science streams in their attitude towards pollution.

Table - 5 - Attitude of higher secondary students towards health and hygiene with respect to type of school.

S.No	Type of School	N	Mean	SD	t-value	Level of Significance
1	Government	85	35.71	4.773	2.735	S
2	Non-government	136	37.63	5.522		

It is inferred from table 5 that there exists a significant difference between government and non-government higher secondary students in their attitude towards health and hygiene.

Table - 6 - Attitude of higher secondary students towards health and hygiene with respect to their gender.

S.No	Gender	N	Mean	SD	t-value	Level of Significance
1	Boys	101	37.73	5.439	2.177	S
2	Girls	120	36.18	5.130		

It is inferred from table 6 that there exists a significant difference between boys and girls of higher secondary classes in their attitude towards health and hygiene.

Table - 4 - Attitude of higher secondary students towards health and hygiene with respect to the medium of teaching.

S.No.	Medium	N	Mean	SD	t-value	Level of Significance
1	Hindi	85	35.71	4.773	2.735	S
2	English	136	37.63	5.522		

It is inferred from table 7 that there exists a significant difference between Hindi medium and English medium higher secondary students in their attitude towards health and hygiene.

Table - 5 - Attitude of higher secondary students towards health and hygiene with respect to the stream of education.

S.No.	Stream	N	Mean	SD	t-value	Level of Significance
1	Arts	67	35.50	4.418	0.6	NS
	Commerce	56	35.89	5.429		
2	Science	98	38.54	5.392	2.9	S
	Commerce	56	35.89	5.439		
3	Arts	67	35.30	4.418	4.228	S
	Science	98	38.54	5.392		

It is inferred from table 8 that there is no significant difference between students of Arts and Commerce streams in their attitude towards health and hygiene. A significant difference exists between students of Science and Commerce stream in their attitude towards health and hygiene. It also reveals that there is significant difference between students of Science and Arts stream in their attitude towards health and hygiene.

Findings

1. The result shows that non-government higher secondary students have a more favourable attitude towards pollution than the higher secondary students of government schools.
2. The result shows that boys and girls were equally favourable in their attitude towards pollution.

3. The result shows that the English medium higher secondary students were more favourable in their attitude towards pollution than the Hindi medium students.
4. The result shows that Science stream students of higher secondary schools had the most favourable attitude towards pollution followed by Commerce students. Arts students attitude was less favourable than both the Science and Commerce streams.
5. The result shows that non-government higher secondary students have more favourable attitude towards health and hygiene than the government school students.
6. The result reveals that boys were more aware of health and hygiene than girls having a more favourable attitude towards health and hygiene.
7. The result shows that English medium higher secondary students were more favourable in their attitude towards health and hygiene than the Hindi medium students.
8. The result shows that Arts and Commerce stream were on the same footing in their attitude towards health and hygiene but Science stream students were far more favourable than the other two streams.

Conclusion

Non-government school students and English medium school students were found to have more favourable attitude towards pollution and health and hygiene as compared to the government and Hindi medium school students. The quality of education in non-government and English medium schools is reflected from the above findings.

Quality is at the heart of education and what takes place in classrooms and in learning environments is fundamentally important to the future well being of children, young people and adults. Better education for a better world is a campaign of Education International. Keeping these aspects in mind the government schools need to gear up for a better learning experience for a better environment for people to live in.

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IQAC : Issues and Strategies for Effective Functioning

Dr. Upasana Singh

Abstract

According to NAAC, Internal Quality Assurance Cell (IQAC) is the organ to assure the quality functioning of the Higher Education Institutions (HEIs), besides becoming a driving force towards quality enhancement. It leads to the internalization and institutionalization of a quality culture and its enhancement initiatives in the HEIs. However, there are certain issues related to the formation and functioning of the IQAC, such as its actual status, work load, representation from different sections of the society as its members and it is becoming more important than its functions, that needs to be addressed to ensure its success and finest results. This paper discusses these issues and also suggests measures to resolve them. Besides, two models have been proposed as Integrated Quality Enhancement System (IQES) for effective functioning of the HEIs. The first model highlights the facilitative role of the IQAC and decentralization of institutional functioning. The second model throws light on a hierarchical structure controlling the functioning of the concerned HEIs.

Key words: Internal Quality Assurance Cell, Quality culture, Quality enhancement, Academic excellence, Integrated Quality Enhancement System.

Introduction

National Assessment and Accreditation Council (NAAC), Bangalore, India has mandated to all the accredited Higher Education Institutions (HEIs) to set up an Internal Quality Assurance Cell (IQAC) for monitoring their evolving and thriving 'quality culture'. The term 'quality culture' here, refers to the ways adopted by an institution to look at and nurture its quality issues, so much that they become a part of its day-to-day functioning for the finest results. Taking a decision to go for NAAC accreditation and getting ready for the accreditation process is a Herculean task. It requires exhaustive planning and every potent thought has to be put in action in the right progression. The academic and administrative staffs have to mobilize their energy and resources for the best possible results. Post-accreditation, the pace of

progress may decelerate in the absence of an incessantly operational quality culture maintaining mechanism, especially as the accreditation extends for a period of five long years. According to NAAC, IQAC is the organ to bring in this mechanism and assure the quality functioning of the institution, besides becoming a driving force towards quality enhancement. The prime focus is to inculcate a feeling of belongingness and assertiveness and to create a system wherein the academic and administrative staffs consciously and conscientiously think, plan and execute their plan of action for the uplift of their institution and academic excellence in a consistent manner. This has been referred to by NAAC as internalization and institutionalization of quality enhancement initiatives.

Issues related to establishment of IQAC in HEIs

NAAC has spelt out very vividly the primary objectives and roles of the IQACs in the accredited HEIs, on the basis of which it can be easily established. At a glance, it seems that just create IQAC and it will take care of the rest. However, there are certain issues related to its formation and functioning, that need to be addressed to ensure its success. In this section these issues have been outlined and discussed:

i. IQAC : A nodal regulatory body

According to the revised guidelines for the creation of the IQAC (October, 2013), it has to act as a nodal agency but at the same time be facilitative and participatory in its function. *It will not be a hierarchical structure.* This creates confusion regarding the actual status of IQAC. Being a nodal agency for coordinating various activities, it is bound to become regulatory in its function, thus gaining prime position in the institution. The functioning of the institution is to be guided by the IQAC right from the formulation of the academic calendar to the evaluation of the round the year activities. Even the Peer-team members will interact with the IQAC during their institutional visit to know about its progress and functioning. In such a situation, IQAC has to have obvious dominance over the functioning of the institution to ascertain its accountability, thus becoming a hierarchical and all controlling structure by all means.

ii. Too much work for IQAC

IQAC has to be responsible for quality sustenance of the concerned

HEI as well as for formulating measures to enhance its quality. This encompasses all the activities of the institution, related to academics, research, conduction of intra and inter institutional workshops/seminars/conferences, co-curricular activities, community services and extension works, administrative endeavours and also documentation of all major activities. As such, a very elaborate and experienced planning on the part of the IQAC is required or the entire mechanism would collapse. This is particularly challenging for smaller and newer HEIs where the number of staff members, especially that of the experienced ones is very less. Since it is mandatory to start their own IQAC, such institutions do so but it may be difficult for them to harness the actual potential of IQAC.

iii. Diverse membership

NAAC talks about IQAC being represented by members belonging to the HEI as well as to the local society, employers, industrialists and other stakeholders. While on one hand, such a diverse representation definitely would provide a better perspective on every 'educational' issue and cater to the holistic advancement of the institution, on the other, is very difficult to attain. The main problem relating to this is to bring together all those who are familiar with the ground realities of the institution (as NAAC has mentioned in the guidelines) and feel the same connection with the institution that its staff members feel. This is important because a sense of belongingness and a proactive attitude are the underlying factors for the success of the IQAC. Even the management may be oblivious to some aspects of the institutional day-to-day functioning and the wide varieties of big and small obstacles faced by the academic and the administrative staffs. Another problem is holding meetings of IQAC with this kind of membership. All or even two-thirds may find difficult to meet at the stipulated time, especially when meetings have to be called under unforeseen circumstances. In this situation, self mobilized and connected type of participation (Pretty, 1995) cannot be expected from all the members of the IQAC. This may hamper the coordination and functioning of the IQAC.

iv. End in achieving overall excellence

NAAC enunciated the setting up of the IQACs in the accredited HEIs to ensure a self-regulatory quality management system in the institutions. However, in this process where IQAC has to account for all that takes place at the institution, whenever the institution does

something, it has to ensure that it is done through its IQAC. The focus gets shifted towards what IQAC is doing rather than what is being done at the institution. Thus, in place of serving as a means to achieve quality excellence, it becomes an end in the process of achieving overall excellence. Also, if there is any discontentment or disagreement within the IQAC or if the membership is not robust, it becomes difficult to perform as all eyes are on IQAC rather than on the height scaled by the institution.

Thus, we see that though IQAC may be a channel through which quality enhancement initiatives are internalized and institutionalized (as per NAAC guidelines), it has to operate with a lot of caution. Since a functional IQAC is one of the Minimum Institutional Requirements (MIR) to volunteer for subsequent cycles of accreditation, its success is mandatory for the health and growth of the HEI.

Measures addressing the issues

In view of the fact that we are used to function in a hierarchical system, accepting a body functioning within an institution and being facilitative and participatory without actually establishing its dominance requires a paradigm shift in principle and application. IQAC has to be treated as an integral part of the institution and not as an outside controlling body. In this context, certain measures have been suggested for devising strategies to address the issues mentioned in the previous section.

1. Decentralization of functioning

The HEIs have the huge responsibility to constantly escalate their quality standards. This incessant endeavour requires the operation of more than one body/organ/agency within the institution. These bodies should function independently but in closely knit manner with each other. The number of such bodies may vary with the size and need of the HEIs and each body should be accountable for its sphere of activities. Each body should have its own agenda, hold its own meetings and maintain the minutes. While doing so, the members should focus on the measures for continuous quality enhancement of their institution. Thus all the bodies together constitute an integrated system working coherently for the institution. Such a system may be termed as Integrated Quality Enhancement System (IQES).

The figures below show two such IQES models for institutional functioning.

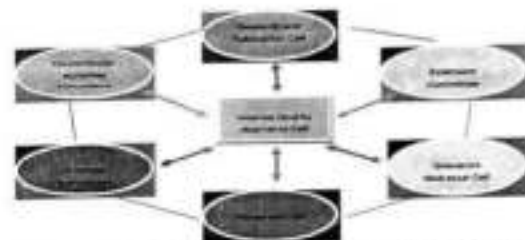


Figure 1 : IQES with IQAC as the facilitator-Model 1

In fig.1 different bodies are integrated in the system with IQAC as the facilitator. In such a model, a few members of each of these bodies should find place in the IQAC and act as connecting links. In this model, though the IQAC is in the centre, it participates in the institutional quality enhancement initiatives mainly as a facilitator. Each body has its own sub-system of functioning. It needs to document its major activities and showcase its achievements preferably as graphical representation to the Peer Team members on their visit of the institution for subsequent cycles of accreditation. Here, since different bodies become accountable for their functioning, the work load of the IQAC is eased to a great extent and it is able to perform its functions without actually dominating over others as a hierarchical structure. This model is suitable to all types of institutions at large, particularly to smaller ones. In smaller HEIs, where the number of staff members is less, the membership of individuals is repeated in different bodies. This helps all of them to better understand the intricacies and challenges of the system and imbibe a sense of belongingness to work to address them for the institutional quality sustenance and enhancement.

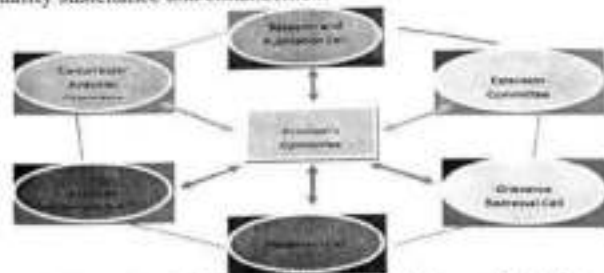


Figure 2 : IQES in a Hierarchical System-Model 2

Fig. 2 shows that all the bodies function coherently for institutional quality enhancement under the directions of the Principal's committee. Since the Principal is the Head of the institution, this model, undoubtedly, follows the common hierarchical system. It is different from the previous model in the sense that there is no IQAC to maintain the quality enhancement process of the institution. Instead, a Principal's committee is there, which along with its other tasks, checks and coordinates the functioning of different cells/bodies. However, since the presence of a functional IQAC is must from NAAC point of view, this type of system may function before accreditation and formal establishment of the IQAC.

ii. Membership issue

It is fruitful for the institution to have community representations in the IQAC. However the members from the community have to be acquainted with the institutional functioning and ground realities. For this, Orientation Programmes should be organized in the beginning of the session and copies of Annual Report should be provided to them at the year end. Besides, they should be invited in various programmes of the institution and given opportunity to interact with the students and staff. This will enhance their understanding of the institutional functioning. The nature of their participation has to be different from that of the institutional staff. They may give suggestions on the basis of their experiences and expertise but cannot have share in the decision making process. This type of participation has been termed as 'Participation by consultation' by Pretty (1995).

iii. Means to achieve excellence

When the different bodies of the HEI get busy in planning and execution of their own action plans, their focus will shift from analyzing the work plans of IQAC. Since all the bodies will be accountable for their success and failures, IQAC will be able to monitor the entire mechanism and suggest the bodies to take corrective measures wherever required, paving way for institutional quality improvement. Thus, it will become the means to achieve excellence in the overall functioning of the institution.

Conclusion

We see that setting up of the IQAC in the HEIs is not at all difficult

under the guidelines prescribed by NAAC. Institutions are formally establishing it and carrying out their various activities through it. This paper, in a nutshell, discussed the main issue regarding whether the HEIs are actually harnessing the potential of IQAC or it is just for the namesake. Certainly, when NAAC decided to make it compulsory for the institutions to have their IQACs, it had very strong reasoning to support its decision. IQAC can not only sustain the quality culture of the institution, but also bring a steep rise in the institutional performance, making the re-accreditation process easier and structured. However, the formal setting up of the IQAC, taking decisions about its membership and its strategic functioning for effective and efficient results have to be thought upon with caution. If these basic issues related to the operation of IQAC are catered to, its setting up will be a blessing for the HEIs and the best of results will be obtained.

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Role of 'Nurturing of Values In Children Everyday' (NOVICE) in inculcating values among teachers and students

Ms. Anju

Abstract

The world has become a global village as no nation remains untouched by the dynamics of change sweeping across the world. The collective richness, multiple talents and combined strength emanating from increasing cross-cultural interactions however have also brought problems of lack of tolerance and respect for others who are culturally and racially different, uneven distribution of resources, ethnic conflict and struggle for power. The importance of ethical values has become extremely critical due to unprecedented moral decay and social disorganization. Education for values, therefore, is the need of the hour. University Grants Commission felt the growing demand of introducing value education in Higher Education Institutions. But this cannot be done by the educational institutions all by itself, as it is a shared responsibility of the other stakeholders too. Nurturing Of Values In Children Everyday (NOVICE) is a project specially designed by Parenting, Youth and School Education Programs Department, Vyakti Vikas Kendra India, The Art of Living (a non governmental organization) for the schools and colleges of India. It is a complete package which includes interactive and practical workshops for each of the stakeholders of the education system. The present paper examines the key role NOVICE plays towards providing value based quality education.

Keywords : Values, NOVICE, stakeholders, The Art of Living

Value is an endless belief that a specific mode of conduct or state of existence is personally or socially preferable to an opposite or converse mode of conduct. Garnett, defines value as 'certain behaviour or ways of life regarded as more desirable than others.' Values guide the human behaviour in the society and put meaning into human existence, apart from laying foundation for growth of a healthy personality and social prosperity. They give direction and firmness to life thereby adding to its quality. Education being a powerful instrument of social transformation plays a key role in the revival of human values among individuals. Education is not merely an assimilation of knowledge but a holistic all round development that instils in a child the courage and confidence to face life's challenges (Shankar, 2006). The aim of education

is to impart knowledge, to inculcate skills to fit people in life and, above all, to help young people develop as full human beings equipped to lead a good life. Various spiritual and political leaders, educationists, philosophers, sociologists from time to time have also expressed their thoughts that education should enable a human being to attain the greatest harmony within and outside. Dr. Radhakrishnan said 'Education should be man making and society making'.

Vivekanand asserted, 'Education is not the amount of information that is put into your brain and runs riot there, undigested all your life-building, man-making, character making assimilation of ideas. The ideal therefore is that we must have the whole education of our country, spiritual and secular, in our own hands, and it must be on national lines, through national methods as far as practical.' According to Sri Sri Ravi Shankar, 'Education should enable one to blossom in all aspects of life-arts, music and scientific temper combined with human values. Values are inherent in the goals of education. Education policy documents have all along emphasized the role of education in promoting values (Rani,1996).

Need for inculcating values among teachers and students

In the age of globalisation where individuals are running towards fulfilling their material pursuits, where the ends are more important than the means, parental aspirations are responsible for rising stress levels and peer pressure which creates unhealthy competition, students are constantly learning under pressure. There is no pleasure in learning, no reverence towards knowledge and no ideals worth emulating, hence, the development of a humanistic education for the creation of a new humanity, endowed with values undoubtedly becomes the need of the hour (Ghosh,1997).

As far as imparting values to students is concerned, usually more emphasis on value education is given at primary and secondary level of school education, rather than in Higher Education in India. But when the rapid development of civilizations and globalization is imposing additional challenge to the education system of the country, when the political infiltration in academic periphery is at highest level and adverse effect of media is increasingly perceived on the minds of youth, consumerism and blind-competitions have distorted the outlook of humanity, Value Education needs to be inculcated in Higher Education

Institutions. To save the whole education system as well as the mankind, we need to address more and more fundamental issues of the social and moral consequences of the unregulated activities in Higher Education Institutions. Emphasizing upon the urgent need of introducing value education in higher education, UGC (2003) said that the need of the hour is to "inculcate human values in the students of Higher Education Institutions, like quest for peace, adherence to truth and right to conduct, non-violence, compassion, tolerance, love for all living beings, respect for the Motherland and the glory of its culture and traditions in order to promote societal and responsible citizenship." The National Policy on Education has also laid considerable emphasis on Value Education by highlighting the need to make education a forceful tool for cultivation of social and moral values.

The policy has stated that in our culturally plural society education should foster universal and eternal values oriented towards the unity and integration of our people.

In this regard the responsibility of teachers cannot be ignored. Teachers are the backbone of educational system. They play different roles, that of a parent, guide and friend; at the same time being firm when correction is required. Creating unity among people with different capacities of learning, inculcating human values and being a role model in every way to young and impressionable minds is a very big responsibility that teachers undertake. Teachers are true role models or living examples to the students, and have to inculcate values that will help determine the future of the society. They act as catalyst to enhance the overall personality of students (Veer, 2011). They are link between students and the society. Igniting young minds and channelizing their energy in the right direction can lead to immense transformation in society. Moreover, Students appreciate teachers who are genuinely caring and loving towards them, whom they can trust and perceive as considerate, kind and helping (NCERT, 2005).

When the teachers fail to embody the values in their behaviour it raises confusion about the ideal and the practical (Dagar, 1997). Therefore, it is necessary to first enhance the personality of teachers through value based programmes so that it percolates to students' level. The great difference between the past acharyas and the present teachers is that acharyas would rather meet death than

compromising with their values-that is why they were able to inspire their learners. Majority of the teachers in the present time enter into this profession not for the love but due to several other factors and considerations. Hence, sensitizing teachers about value education programme is of vital importance.

Imparting value based education is not the task of educational institutions alone, simply as a part of curriculum. It calls for assimilation of various social forces and institutional efforts and support to develop strong foundations for values among the individuals.

Concept of Nurturing of Values In Children Everyday (NOVICE) and its role in inculcating values

Inspired by the philosophy of Sri Sri Ravi Shankar, NOVICE or "Nurturing Of Values In Children Everyday" is a project run by PYSE - Parenting, Youth & School Education department of The Art of Living specially designed for schools and colleges.

NOVICE Project is a complete package which includes interactive and practical workshops for each of the stakeholders of the education system - Teachers, Parents and Students.

Table 1: Programmes conducted under Novice Project

Stakeholders	Teachers	Parents	Students	Support staff
Module	Lessons In Value Education- LIVE workshop	Know Your Child, (KYC workshop) Know Your Teen, (KYT workshop)	All Round Training in Excellence (ART Excel) Youth Empowerment Seminar (YES!)	Nav Chetna Shibir, NCS.

The workshop for teachers include LESSONS IN VALUE EDUCATION – LIVE workshop

The duration of this workshop is 21 hours. LIVE training provides tools to assist the teachers to be free of stress, become more creative, be open to learning, have better relationships at home and at school, get deep insights into the minds of children, instil values in them and build character. Through LIVE workshop, teachers are provided with simple tools to bring in the necessary changes in a child's perspective and build

Table 2: Modules of LIVE Workshop

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7
Awareness of Values and the Self	Nurturing Human Values	Living Human Values	Instilling Values in the Class	Nurturing Values in Children	Understanding teenagers	Evaluating Students learning

ethical and visionary citizens of the future.

Value based programmes at Higher Education level for teachers and students:

NOVICE offers 'Learn, Empower, Adapt, Deliver' (LEAD) workshop for teachers. The workshop aims at catering different behavioural dimensions that have far reaching significance in the direction of institutional effectiveness. The workshop addresses various aspects of Life Skills as defined by World Health Organization (WHO). These are "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life". They represent the psycho-social skills that determine valued behaviour and include reflective skills such as:

- Problem Solving
- Critical Thinking
- Effective Communication Skills
- Decision-Making
- Creative Thinking
- Interpersonal Relationship Skills
- Self-Awareness Building Skills
- Empathy
- Coping With Stress
- Coping With Emotions

'Learn, Empower, Adapt, Deliver' (LEAD) Workshop comprises 12 modules:

- Self-awareness building skills
- Healthy habits and the environment
- Effective communication skills
- Disciplining the mind
- Coping with emotions
- Interpersonal relationship skills

- Developing Empathy
- Learning Time- Management
- Developing Leadership Qualities
- Coping with stress
- Ethics, Morality and Integrity (EMI)
- Global citizenship

NOVICE offers Youth Empowerment and Skills Workshop (YES+) for college students. It is a smooth blend of ancient wisdom, yoga, pratyama (breath control) and meditation infused with contemporary intellectual exchanges, music and games. It includes Sri Sri Ravi Shankar's powerful breathing technique, the Sudarshan Kriya. It charges the youth with the fresh breath of vigour, enthusiasm, excellence and responsibility. It helps to discharge stress, inhibitions, bad habits and barriers.

Role of NOVICE

This project provides practical solution towards some of the major problems being faced by Higher Education Institutions today. These are as follows:

- The curriculum has become too much lopsided and biased towards material world, which is giving rise to greed, power hunger, dishonesty and corruption. The amount of knowledge what a learner receives from this education is without substance. This project helps a learner to broaden his views. He starts accepting his success and failures with equal mental power of acceptance.
- Extracurricular activities are usually considered as activities to win the competitions. A learner enhances his different soft skills on various arts only to be victorious. The sense of aesthetics, integrity, harmony and co-operation never develops. NOVICE emphasizes on service activities. Participation in community life programmes helps in instilling basic and fundamental qualities like compassion, truthfulness, peace and empathy among the individuals. Further, it trains the students and teachers to become responsible citizens in personal as well as social life.
- A strong level of political alignment is observed at various levels, which deviates the major objective of the institute. Through its practical, value based workshops, NOVICE not only aims at improving inter-personal relationships but upgrades the standard of

institute as a whole. People rise above prejudices on religion, language, sex, caste or creed and develop proper attitudes towards one's own self and fellow beings.

With the complex nature of society, the life of individuals has become too stressful. The powerful breathing techniques taught under this project, help teachers and students to handle the tensions, stresses & negative emotions. They help in energizing the body and mind. Their enthusiasm level is raised. They help in gaining practical wisdom for improving work and personal relationships. Both teachers and students become accountable to their own conscience and the guilt gets rectified automatically. The process of rectification never becomes binding or imposed, it just happens spontaneously. This further enables them to become open and considerate in thought and behaviour.

Hence, we may say that the purpose of this project is to kindle moral and aesthetic sensibilities of students, to raise their level of value consciousness, to stimulate them to think freely and critically, to develop the ability to judge actions and events rationally, and to choose and act courageously and with conviction for the sake of larger social good. Accordingly, it prepares teachers to function as agents who stimulate, provoke, inform and sensitize the students with reference to value situations in life. The values which it emphasizes on are derived from our national goals and inspirations, universal perceptions and ethical considerations bearing on character building, keeping in focus the commitment towards a democratic, socialist and secular social order.

Conclusion

The need of the hour is to develop a system of education which broadens the vision and deepens the root. This calls for the development of new strategies and approaches to inculcate the social and individual spirit for the creation of a new spiritual and moral environment, a new intellectual atmosphere, which alone can bring about a new social order based on ethical and moral values. Hence, there is an urgent need for revival of human values. The best way to transmit the values is through practice rather than precepts, through example in action rather than mere instruction.

'Nurturing Of Values In Children Everyday' (NOVICE) project is

a ray of light towards solving these issues through its value based workshops and seminars and various capacity building techniques. It is an attempt to create awareness, conviction & commitment to values for improving the quality of life through education, and for advancing social and human well being thereby initiating introspection, spate of good thinking, filling a lacuna that is being greatly felt in the complex competitive times in life today.

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Evaluation in Higher Education

Dr. Lalit Kumar

Abstract

Evaluation is a comprehensive concept and includes concepts like measurement & assessment within it. If we talk about evaluation in higher education it pronounces about different dimensions of evaluation as teacher evaluation, student evaluation, curriculum evaluation, system evaluation, evaluation of administrative mechanism and most importantly evaluation of the policy of the higher education. Policy and Planning is the most important component of the evaluation system of higher education and unfortunately it is being ignored by the policy makers and the bureaucrats to throw the responsibility of failure of the higher education upon the teacher. Why International Quality Assurance cell? Why not Indian Quality Assurance cell? Why Idealistic approach to teachers in a Pragmatic system? Why older government institutions are receiving poor grade by NAAC? How Privatisation of higher education in a welfare state? these are the questions along with many others to be answered by the Policy makers and the planners. Evaluation in higher education needs to be implemented comprehensively to check the policy related weaknesses that have direct bearing on the entire higher education system. Teachers and students evaluation have been diluted. The system safeguards the mediocre teachers on the cost of the brighters. Why in practice have we surrendered the direct recruitment of Professors and Associate Professors to award the brighters? Why have we developed so many entry gates for students by diluting the different mechanisms of evaluation? Why is the system not inculcating honest personnel to fight against corruption? Individualised Instruction and mechanical interaction pattern have given birth to mechanization of the society. Why is learning to live together not focused? Why have human beings isolated them from the society? Why has Individual aim of higher education received more attention than that of the social aim? We have to include all these raised aspects vibrantly in our evaluation system to make the higher education system useful, social, quality based of International standard. We cannot improve if we blame the teachers and the students due to policy & planning related mistakes. The policy makers, the planners, the administrators and the officials have to be made accountable along with the teachers & the students by evaluating them judiciously for the honest reasons. For bureaucratic mistakes, for administrative failure, for increasing court cases, for the failure of the examination like National Eligibility Test, for the lack of quality research etc, the system has to develop scientific mechanism of evaluation to penalize the responsible personnel and this is the key to success for higher education evaluation system in particular and higher education system in general.

Evaluation as a Concept

Evaluation is a comprehensive concept and can be defined in different context. It is comprehensive in the sense that it includes many similar concepts such as Measurement, Assessment, Examination, etc, within its periphery. It is qualitative and quantitative both. It is related to the measurement of scholastic as well as non-scholastic aspects of teacher and students. Teacher, Student, Curriculum Social & Environmental concerns, all are being evaluated under some purposes or other and this relative necessity of evaluation makes the concept broader. C.E. Beeby (1977) has defined it as the systematic collection and interpretation of evidence leading as a part of process to a judgement of value with a view to action. Analysis of this exhaustive definition provides four elements of evaluation as systematic collection of evidence, its interpretation, judgement of value and with a view to action. Evaluation is always purposeful and goal directed and it turns as per the goal and purpose of the evaluation. The culmination point in the concept of evaluation is the feedback. This feedback pronounces that evaluation is not certification, rather it is to tell the merits and limitations of the individual or the system. Mary Thorpe (1980) has also defined evaluation in its complete sense - evaluation is the collection, analysis and interpretation of information about any aspect of a programme of education, as part of a recognised process of judging its effectiveness, its efficiency and any other outcomes it may have. This definition further conveys that evaluation needs expertise and everybody can not evaluate purposefully. Evaluation may be Formative or Summative. It may be External or Internal. It may be Norm-referenced or Criterion-referenced. Formative evaluation is to provide continuous feedback whereas summative evaluation is designed to find out the extent to which the instructional objectives have been achieved usually at the end of a terminal period. Evaluation can be done by the external agency to check the biasness (if any) and may also be done by internal members of the system to provide necessary feedback. It may also be done as per certain norms such as age, class, etc. (Norm-referenced) and again it may be done to measure the attainment of certain specified objectives (Criterion-referenced). We can utilise evaluation for the measurement of the outcome of all the three domains of educational objectives - Cognitive, Affective and Psychomotor. Evaluation provides desired direction to educational activities, helps to



identify weaknesses of all the elements of an educational system and provides a basis for systematising or planning an educational programme.

Evaluation in Higher Education

Evaluation in higher education is related to the evaluation of the higher education system. Higher education system has many elements and aspects of evaluation such as Student Evaluation, Teacher Evaluation, Programme Evaluation, Institution Evaluation, Evaluation of Higher Education related Policy & Planning, Curriculum Evaluation, Evaluation of Administrative Mechanism and overall Evaluation of Higher Education as a System of Education. Student Evaluation is related to the improvement of students and their certification. Teacher Evaluation is associated with the impact of the teachers on the higher education, their professional development and their effectiveness in all the three domains of higher education – Teaching, Research and Extension work. Programme Evaluation is the measurement of the programme's effectiveness and its development. Evaluation of Institution is related to the different aspects of the institution and its evaluation. Higher education runs in the light of the specified & determined policies and planning. It is the most important component of higher education system and so its evaluation is even more important. Planning and policy provides guidelines to the entire system and all its related elements. If planning and policy are not as per the specified objectives of higher education it can never be attained or achieved. Kumar, Lalit (2011) has shown his anguish about the planning of most of the Indian Universities on the pattern of London University which was then affiliating university, "The present development of higher education in India has its root in British higher education. The model of London University was considered and on its line higher education in India developed. Scholars wished that the universities of India would have been developed on the pattern of Oxford, Cambridge or any other University as the affiliating nature of London University has affected the development of Indian higher education adversely." Singh-Punjab (2006) has also expressed that the higher education in India would have been in a better shape if it had been developed on the pattern of either Bologna (Italy, 1088AD) or Oxbridge (Oxford & Cambridge Considered together).

Higher education is governed by the administrators and there is the need to evaluate their roles and functions critically to make them accountable as well as responsible for their mistakes. Besides evaluation of all the related aspects of higher education system there is the need to evaluate the higher education system as a whole and its overall impact. Evaluation, as we usually perceive, is mostly related to the evaluation of the students and the teachers. If we have to evaluate the higher education we have to focus on other aspects of evaluation too, specially the evaluation of the planning and the policy of the higher education. It is good to talk International Quality Assurance Cell in the light of our need & aspiration. If we successfully evaluate, coordinate and develop our own philosophy & vision to prepare standards of Indian Quality Assurance Cell, certainly some day we will be at par with International Quality Assurance Cell. Mere copy of the determinants of evaluation mechanism of others cannot guarantee the success of our own higher education system. What Kumar, Lalit (2011 & 2012) has said for B.Ed. is also true for higher education and its International character, "Decision regarding curriculum at the higher education stage cannot be taken purely in terms of only local and national considerations."

Shortcomings of Evaluation Mechanism in Higher Education

Policy and planning of higher education is being framed by the experts, bureaucrats and statesmen of the country as it provides foundation to the higher education system. In general, the evaluation system of Indian higher education is student and teacher centred. There is the emerging need of continuous evaluation of policy and planning of Indian higher education in the age of globalisation, privatisation and technological advancement. Indian higher education has to take certain policy related judgement to answer some burning questions – why mechanisation of higher education by evolving a society individualistic in nature? How privatisation of higher education in a welfare state? Panda, Sudhakar (2009) has doubted that private university will serve the society in the way government institution serves, "There are genuine doubts whether the private universities can create an education system that will address the problem of social justice and prepare the students from the backward communities for a meaningful and effective participation in society." Findings of the research paper of Kumar,

Lalit & Kumar, Sudhir (2010) also supports the doubt, "General category and Research category Higher Education students differ significantly in their Attitude Towards Privatisation of Higher Education on Control dimension of Attitude Towards privatisation of Higher Education. General category higher education students are high on mean value." Kumar & Kumar have found that reserved category students have more concern about the privatisation of higher education and do not favour in the way general category students do.

Why is the focus of education on Cognitive aspects by ignoring the Psycho-motor and specially the Affective aspect? Whether to adopt Idealistic approach or the Pragmatic one? How far to continue with Neo-colonialism in higher education? How far establishment of new institutions or universities on the cost of the existing centres? How foreign university bill will be implemented properly? Pal, Yash (2009) has doubted in objectives and functions of foreign university in India and has suggested to invite faculty instead of university, "In order to enrich our higher education we might invite from abroad a substantial number of potentially great academics and scientists to work with our students and teachers instead of importing mediocre foreign universities to set up shop here." What will be the percentage or proportion of Formal and Open institutions? Why to follow International Standards without developing our own criteria of evaluation? The policy and planning be evaluated to answer these types of questions. Pani, Sistla Rama Devi (2013) has also expressed concern about Indian higher education in the same way, "In our higher education, the constitutional Mandate of a welfare state is not realised in its real sense as the development taken place is not proportionate and inclusive. In the battle of quantity and quality many important aspects like values, social cohesion, ethics, etc. have been overshadowed. As a result slowly and gradually the social fabric of our system is getting affected. Heinous crimes like murders, rapes and honour killings are on rise. Rampant incidents of scams, frauds and corruptions indicate the Indian tradition of concept of building character through education, which has also been adopted by the Indian Parliament through the Education Policies is fading."

Evaluation of the performance of the bureaucrats and the University & College administrations is rarely the part of the evaluation of Indian

higher education system. Why will the teacher and student bear the failure or mistakes made by the administrators? For every inch of failure of Indian higher education system teachers are being blamed. Growing court cases, late promotions, poor decisions, administrative lapses in admission & evaluation have serious ill effect on the system. Evaluation of the performances of the bureaucrats and the university officials must be taken into account to strengthen the higher education system. Chaturvedi, S (2006) may rightly be quoted to the thinking and acting pattern of the bureaucrats, "world over, the bureaucracy is hyper sensitive to its power. The nature of bureaucracy is such that it tends to relegate the "regulatory" character and tends to acquire controlling character. And, there is a large governance problems, where the bureaucracy does not want to act or perceives that the problem has politico-socio ramifications; it leaves the situation to be solved by the courts. The result is the conflict, distrust, and disrepute to the system of higher education and the people connected with it."

Above reflections do not defend the teachers and their incompetencies. Of course faculty of the university is the most powerful element of the higher education system and that is why new education policy (1986) speaks that no nation can go beyond the level of its teacher. Even teachers are not properly evaluated to get necessary feedback and essential motivation to grow. The system is dominated by the mediocre on the cost of brighter. There is no or minimal opportunity for direct recruitment of Professors & Associate Professors. Teacher unions are dominated by politically bent teachers, academicians have little to speak. Sobti, R C (2007) has stated the situation of the teachers in the same way, "They are often bogged down by non-academic bureaucrats, rigid authorities, aloof students and passive parents. This leads to chaos, corruption, breeding of mediocrity, compromise with quality and results in the alienation of brighter teachers, frustrating and isolating them and bringing into the limelight the mediocre and incompetent teachers who then take up the mantle of leadership and decision making bringing further degeneration of the system. Today the root of most of the problems in higher education is a passionless academia." There is an another problem of a well defined mechanism of teacher evaluation. How will they be evaluated and reinforced? Who will evaluate them? What will be the proportion

of evaluation by external and internal agency? To create enough challenges among faculty members may prove cardinal principle for the upliftment of higher education and for this, motivation through a scientific mechanism of evaluation is a must. Students are also poorly evaluated. The internal evaluation system is very weak and this makes the system examination oriented. Grading system, Internal evaluation, Credit transfer, Student mobility are suggested, but these are still to be properly implemented. So many entry gates have been created for the students by diluting the different mechanism of evaluation. NET is already diluted. TET validity can be challenged. Internal Evaluation is for the sake of evaluation only. These patterns have to be evaluated to develop a sound mechanism of students evaluation. The system has to decide weightage of External – Internal, Formative – Summative, Theory – Practical – Oral and Norm-referenced – Criterion – referenced evaluations for the proper and meaningful student evaluation.

It is sad to state that the old glorious government institutions are getting poor grade by NAAC. NAAC scale of evaluation needs to be analysed. Proper support by the government, corporate and other social sectors are needed for the old government institutions having glorious past. The institutions have produced greater manpower, but are at the verge of collapse. PEG – Pride, Enjoyment and Growth, be the guiding principle for institution building. Without proper financial support the institution cannot produce quality research, better teaching and required extension work. For quality development evaluation of the institution is essential. Mohan, Madan (2010) has also suggested in the same way, "Quality is an important aspect of education, which can be ensured through regular review of the functioning of the institutions either through self assessment or through outside agencies and by accrediting the institutions." NAAC is doing well by evaluating the institution, but the government and the society cannot allow to die out old glorious institution specially in a welfare-state where we have reservation policy & idea of selective-discrimination in education. We should also grade faculty like institution on NAAC pattern.

All these distinctly discussed evaluation separately will be having little impact if they are not integrated. In fact, evaluation of the higher education system is more important and in the process overall impact of the system is essential to answer whether our higher education

system has achieved the specified objectives or not? The evaluation of the system can also answer many relevant questions as how much the system has achieved its goal & objectives? Which particular element of the process needs more attention? What are the determinants of our evaluation system? How should we develop our own mechanism and parameters of evaluation by taking care of the other International body of evaluation like IQAC, U21, etc? Evaluation is not to criticise or measure weaknesses only, but it is more focussed to strengthen the system by properly utilising the feedback mechanism. Indian higher education system with 677 universities and 35539 colleges [Pani, SRD (2013)] have developed itself as the third largest system in the world, but at quality and research level it is lagging behind. The cure lies in the act that evaluate the system scientifically and utilise the feedback mechanism judiciously to grow, develop and strive for excellence. Srivastva, Vinita (2012) in terms of the evaluation of U21 has suggested that the Indian universities need to be supported by the government for better position among the universities of the world, "India's higher education system is at the bottom of the list at 48th position as per the findings of Universitas 21 (U21), fundamentally because of the low expenditure on research in its universities and too much government intervention." Programme and Curriculum evaluation be the continuous process of the higher education system to strengthen it. Agarwal, Pawan (2009) has lamented that curriculum evaluation is not a continuous process in our higher education system, "Due to the rigid academic structure process for changing curricula in the universities is painfully slow."

Ways to Improve Evaluation in Higher Education

From the above discussion it is evident that everything is not right with respect to the evaluation pattern of higher education. Following are some suggested measures that can help to improve the evaluation system of higher education

- Comprehensive and critical evaluation of policy and planning of higher education after every five years to provide required feedback to the policy-makers and the planners.
- Identification of Philosophy, Ideology, value pattern, national & global demand as the basis of evaluation of policy and planning.
- Focussing social aim of higher education as an important parameter

of evaluation mechanism to check corruption, crimes, scams, frauds, etc. in the light of the recommendation of UNESCO Commission on Education (1996), specially the aspect "Learning to Live Together."

- * Evaluating teacher to make them grow for the higher education system.
- * Employing Internal, continuous and comprehensive evaluation of students in scholastic and non-scholastic area. Kumar, Lalit (2009) and Panil, Pratibha (2006) have also suggested continuous Internal Evaluation.
- * Implementation of Grading system, Semester system, Credit Transfer etc. in students evaluation and decreasing the gates of evaluation by not diluting the level of different examination, testing or evaluation.
- * Preparing old glorious government institutions by financing them properly to obtain good grade by evaluating agency.
- * Making bureaucrats and university administrators accountable and responsible for their role by evaluating them judiciously.
- * Development of Indian Quality Assurance Cell to accommodate International Quality Assurance Cell.
- * Not to evaluate higher education system, its integrated impact and its element as Student, Teacher, Policy & Planning, Administrative & Bureaucratic acts, Institution, Programme, Curriculum, etc. for the sake of evaluation only.
- * Deciding the weightage of Vocational/Professional and Arts/Ethics/Traditional Subjects at Policy and Planning Level. We should not allow to die some subjects as it is happening in our universities.
- * Employing a mechanism to develop Oral and Written Power of higher education students.
- * Evaluating the impact of excessive uses of technology & electronic devices in higher education to take care of thinking, reasoning and creative powers of the students & the teachers.
- * Focus on the evaluation of Affective aspects besides cognitive and psychomotor. Kumar, Lalit (2004) has lamented that neglect of Affective domain in our education system is causing social alienation, ethnic clashes and a feeling of individual gain at the cost of societal benefit.

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Inculcation of Values Among Students

Dr. Rajib Mukhopadhyay

Abstract

Need of value education is being recognized more and more in the context of various issues and challenges emerging in modern society. This has also been selected as focal theme of the present study. Conceptual framework of value education has been explained. Attempt has been made to identify such a value education which has its relevance in the socio-cultural context of India. In this connection, the study has explained emergence of the problem value crisis as a result of conflict between the traditional and modern system of values. Various impacts of the problem, particularly in the field of education have been identified. The study has pointed out the necessity of value inculcation and some specific ways for such inculcation has also been identified. Particularly, the study has emphasized on the importance of an inclusive value education, which can be practiced within the existing limitation of traditional system of education, as a part of teaching any subject discipline in regular classes, without increasing any additional load on school curriculum.

Key words: Value crisis, Traditional and modern system of value, Inculcation of values, Inclusive value education, Socio-cultural context of India, Role of teachers

1. Introduction

Values are those principles or standards which influence one's thinking and belief about a person (inner self or any other), an object, or issue; and also his/her emotional attachment with these. Our character, personality, mental make up significantly depends upon our value system. Therefore it is considered as one of the major quality parameters of a person determining the extent to which he/she may contribute for the development of own potentiality and also for benefit of the nation [23].

Value has three basic components: belief, feeling and action [10]. Belief is the cognitive basis of value formation which provides individual several information of the person, object or issue to be evaluated. Central component of value is the feeling towards the belief. Individual's context, upbringing, living situations, education etc. plays a major role through which the belief is converted into his/her feeling towards it. Feeling is associated with emotion, on the basis of which he/she develops

opinion [10].

Third component of value is action or behavior related. It is the tendency of a person to act towards the belief in accordance with feeling or opinion. For one reason or another, people do not or cannot always act the way they feel, but tendency is there [17]. Value represents the motivation of an individual which converts the knowledge into action and refers to a willingness to use this knowledge in each step of own life [18].

Value is specific to the context of an individual, as already mentioned. Socio-cultural factors of the context determine the nature of individual's value construct [19]. But in due course of changing need of society, new issues and concerns are emerging gradually [4]. An individual for being a social member cannot ignore these new spirits. In India, there is a rapid change in its socio-cultural scenario. This influences various aspects of Indian life style including Indian thought in general, and particularly Indian value system significantly [15].

If there is lack of matching of the spirits between newly emerging concerns and inherent identity of the socio-cultural context, there is the problem of accommodation of those new challenges in the existing context; which welcomes a number of conflicts. In fact, these are the conflicts between modern and traditional values resulting in disequilibrium in form of 'value crisis.' Under this circumstance, as an effective solution to resolve the crisis, importance of value education has been recognized by educators [20]. The major objectives of this program are to recognize the tensions that are brought about by the conflicts between tradition and change, and, subsequently to identify the character traits which will best equip the individual to take to his place in modern society. The planned program of value education should aim at developing a critical value perspective in our pupils that will enable them to employ modern skills for the betterment of mankind while helping them renew their commitment in view of the emerging needs, without ignoring their tradition socio-cultural identity, as well [2].

Inculcation of values among the young generation (including school children) is a major objective of education [5]. Several committees and commissions of education have strongly recommended the necessity of this inculcation through effective value education program, particularly in institutions [15]. The present investigation has also been conceptualized under this background.

Questions arise in this regard- How do traditional Indian values differ from the contemporary values and results in value conflict, as the consequence? What should be the nature of value education deemed appropriate to resolve this conflict? Which values are meaningful for an immature child learner? Whether value education should be considered as a separate discipline and taught exclusively - or the approach of value inculcation in the young mind of learners should be inclusive and may be practiced as a part of teaching subject disciplines in usual classrooms? How to make value education program relevant to the contemporary perspective with due concern to its intrinsic identity, at the same time?

Answers of all these questions have been sought by the present study. It aims at particularly-

- i) To investigate the nature of traditional Indian value system
- ii) To identify the emerging value conflicts and its various consequences in the context of modernity
- iii) To examine the role of inclusive value education deemed appropriate to resolve the conflicts aroused.

These are discussed step by step in the following sections.

2. Indian Value system: The Traditional View

India is famous for its rich traditional socio-cultural-spiritual-moral value system [13]. Indian values always emphasize on 'spirituality'. But this spirituality does not imply any external material spirit, or not even a particular religious belief- rather it indicates the spirit of inner potentiality of an individual. Individual occupies an important role here and dignity of individual is one of the major features of this democratic country [2]. India believes in the principle of providing freedom in thoughts and expression to its individual member and welcomed the difference in opinion resulting in diversity. Here diversity prevails in various aspects of lives, namely in dresses, ethnicity, religion, class, cast, languages etc. Though diversity is its feature- but the main spirit of Indian culture lies in somewhere else. This culture maintains a historic continuity with a marked characteristic of absorbing change and extension of family feeling towards others and calls for treating them as brothers in spite of marked differences. Development of this feeling of fraternity and recognition of the worth of a person as an

individual without any distinction is the major objective of Indian culture. Therefore, realization of the ideal of 'universal brotherhood of man', and actualization of the spirit 'learning to live together' as recommended by Delor's Commission are two major blocks building the pillars of Indian value system [16]. This is also the reason for which Indian culture is composite by nature. It has been enriched by all groups living in the country since primordial past. Acceptance, tolerance, and unity are spirits of Indian culture which is an important asset of the country leading to national cohesion and integration [2].

Though dignity of individual is a major spirit but Indian democracy at the same time gives equal emphasis to the society as a whole. In fact, Indian society is always benefited by the contributions of individuals and vice-versa. In this way individual and society maintain a peaceful harmony with one another in Indian context. This context influences believes and thoughts of Indians to a great extent. We acquire knowledge, attitude, skills and dispositions to work effectively with culturally diverse situations which encourage our spirit of multiculturalism and democratic feelings [6,18].

But in the context of modernity, due to emergence of uncontrolled consumerism, Indian value system is in serious crisis, which is discussed in the following section.

3. Value conflict in India in The Context of Emerging Contemporary Issues

Liberalization, privatization, globalization, WTO-outsourcing, revolution of science and technology etc. are few among the contemporary trends influencing the quality of modern life. With all their desirable contributions, these are creating social instability in various forms also [24]. Liberalization, privatization, globalization, WTO-outsourcing etc transform the nature of knowledge. Knowledge is no longer generated for its own sake, rather its generation is for utilization of economic gains. Emphasis is being laid on the material spirit, rather the spirit of inner quality of an individual. The age old harmony between individual and society is being disturbed drastically. Accessories are being available in plenty to ensure the external comfort, but the quality of life and human relationship are deteriorating at a rapid rate. Education has to face the challenge of market forces, individual has the scope to

show their worth. It undoubtedly increases accountability of any system or an individual, but at the same time results in exploitation and increases the possibility of unhealthy competition between the weak and strong [16]. Revolution of science and technology transforms the traditional way of life. But, in addition, it also results in several problems. Over dependence on technology, particularly in the context of learning science, increases the possibility of degradation of human intellect [11]. Explosion of information in spite of its several beneficial aspects, increases the load of school curriculum in general. As a consequence, "product aspect of knowledge" is being emphasized by both the teacher and learner encouraging examination oriented learning only [8]. Different concepts are directly told to the students, they are not allowed to think for themselves [12]. These result in the problem of encouragement of mere rote memorization of good deal of information without due concern to information processing leading to exploration of new knowledge. Therefore, 'process aspect of learning' is being neglected very much under this circumstance [14]. As a result, teaching fails to motivate learners' urge of knowledge construction [13]. This may lead to learners' failure of perceiving the true nature of learning and also their failure in developing favorable attitude to contribute significantly for the benefit of society and human being utilizing their knowledge. This is also one type of value crisis of learners, particularly in the present context of revolution of science and technology.

The impact of these problems emerging in the present social context, especially on the educated youth, including school learners, is a matter of serious concern of Indian education system [16]. Education, in general, should be responsive enough to the socio-cultural problem of a nation and cannot turn its face from the context and major concerns [24]. The situation, as mentioned above, demands that teachers should concentrate their attention on inculcation and restoration of values [9]. Here lies the necessity of designing an effective value education program to maintain the equilibrium and social harmony [21]. Therefore the question arises- what should be the nature of this value education deemed appropriate to resolve the value conflict among the youths, including students in this challenging context of value erosion emerging as a consequence of rapid spread of consumerism, and what should be the role of teachers in this regard? This is discussed in the following section.

4. Inculcation of values and Role of a Teacher

The situation, as mentioned above, demands that teachers should concentrate their attention on inculcation and restoration of values. Some specific measures in this regard may be adopted, which are as follows.

Traditional value system of India might be a major concern of Indian teachers. They should recognize this traditional identity. The influence of different racial, religious, social, linguistic and regional groups in developing India's composite culture and nationhood need to be clearly understood by them. They should be exposed with the commonality of religions, languages, art and architecture, music, dance and drama. Misconceptions and misbeliefs regarding other's faiths and way of life has to be removed by them. They should take initiative to inculcate scientific temper of common people for eliminating the superstition that had taken deep and pervasive groups in our culture, society and way of life. The transfer of teachers and their educators from one region to another has to be arranged in order to ensure a cultural diffusion. Teachers should try to put together various diversities prevailing among different cultural communities in India into the main stream of national life using the true spirit of effective inclusion.

Teachers should be given opportunity to understand and appreciate other cultures, and information about the characteristics and learning styles of various groups and individuals. In addition, students are taught various procedures by which they can gain information about the communities represented in their class rooms [25]. Students are also taught how to assess the relationships between the methods they use in the classroom and the preferred learning and interaction styles in their students' homes and communities, how to use various instructional strategies and assessment procedures sensitive to cultural and linguistic variations and how to adapt classroom instruction and assessment to accommodate the cultural resources that their students bring to school [6]. Judicious use of technology might provide teachers as well as their educators to facilitate learning in such a multicultural context [1].

In addition, in view of multicultural nature of Indian society- this program should also address diverse issues related to cultural lives of students in India. In this regard, the need of multicultural teacher education program is emerging gradually in India. Multicultural teacher education program should be able to provide various cultural materials for their

prospective students (trainee teachers). They are given opportunity to understand and appreciate other cultures, and information about the characteristics and learning styles of various groups and individuals. In addition, students are taught various procedures by which they can gain information about the communities represented in their class rooms [25]. Students are also taught how to assess the relationships between the methods they use in the classroom and the preferred learning and interaction styles in their students' homes and communities, how to use various instructional strategies and assessment procedures sensitive to cultural and linguistic variations and how to adapt classroom instruction and assessment to accommodate the cultural resources that their students bring to school [6]. Judicious use of technology might provide teachers as well as their educators to facilitate learning in such a multicultural context[1].

4. Need of an integrated and inclusive value education to be introduced by the teachers :

There is a common practice in institutions to introduce value education program as a part of academic program in institution. But in most of the cases, this is practiced considering value education as a separate discipline [3]. But this separate inclusion increases the possibility of many fold loads on curriculum, as well. Therefore, it seems to be more justified to incorporate value-based education in an inclusive manner, as an integrated component of different other subject disciplines usually taught in school [7]. Without increasing any further load on existing curriculum, it helps in inculcating value system in the mind of learners as a part of day-to-day teaching learning activities of different subjects. Present study is an active search for identifying a suitable way of ensuring such value-based education integrated as a part of teaching learning in day to day classroom situation. This is discussed as follows :

Each discipline has its own value system. Proper understanding of these values may be a part of this value based education, inclusive to learning of those disciplines [3]. Teachers' proper understanding of the nature of the discipline might help them in realizing these intrinsic values [3]. This, again may also lead to an effective learning of those values by the learner ultimately (through the transfer of value system from teacher to learner) [22] leading to a value based education, inclusive to day to day classroom learning as the consequence.

Therefore, teachers' understanding of various aspects of the nature of the discipline in this way will ensure such a value based teaching, which may incline learners towards active search of knowledge reducing the possibility of mere examination oriented learning. This might also increase the possibility of encouraging skills of higher order learning including learners' creative vision leading to a joyful learning, as the consequence [13]. In the long run, their pleasure in class room learning may also provide them a feeling of joy in contributing something significant for the development of society. Their aroused critical awareness in science class may enable them in recognizing various problems emerging in the present context of complex society. With their creative vision, they may also find effective solutions of those multidimensional and critical problems. In this way their thrust for knowledge will attain a social dimension developing their commitment to the nation and broad based humanitarian values through the process of transfer of learning. This is how teachers' knowledge of nature of a subject discipline can promote learners' value system.

Hence, teachers' proper understanding of values (disciplinary) is a part of value based education, inclusive to the learning of those disciplines. Again teachers' knowledge of philosophical perspective of any discipline (related to method subject in case of teacher trainees, in particular) help them to realize those traditional values, to identify the nature of learning the discipline, and also to reflect the true spirit of the discipline through teaching leading to a meaningful learning as the consequence [3]. This is where teachers' knowledge of traditional philosophical aspects of knowledge (various subject disciplines) has its relevance even in the modern context. This should be the compulsory curricular component of a teacher education program necessary for their professional development. Professional knowledge of teachers might include newly emerging issues, but not ignoring this traditional aspect of knowledge, as well. Possibilities of such integration of tradition and modernity might be given due emphasis while upgrading the curriculum, which is also a major concern of NCTE. Improvement of the scenario of school education, as well as the preservation of our cultural identity is possible through proper implementation of these [24]. Value erosion among the students may be reduced in this way as a part of day to day classroom teaching practice, even within the existing limitations of institution.

5. Conclusion

Discussion therefore has identified teachers' positive contribution in nation building by restoring values. In this regard, it also indicates some specific roles of teacher education program. It should be designed in the light of Indian cultural ethos. The program should be multicultural by nature, and aims to develop a sense of pride of students (trainee teachers) in Indian composite culture, and preserve its identity. In due course of advancement of time, the program of teacher education needs to be upgraded in order to cope with various challenges emerging in the contemporary society. The way of proper upgradation is possible through judicious incorporation of modern pedagogical concepts without neglecting the traditional aspects of knowledge.

Teacher education has to take a serious note of this process of synthesis. Instead of group loyalty, patriotic feeling has to be inculcated by teachers and teacher educators [16]. Teacher education in addition to realization of constitutional goals, has also to take part in providing the solution of socio cultural problems in India and make its contribution to nation building. This is a serious educational concern, the teacher education has to confront with [15]. Need of national curriculum for teacher education seems also to play an effective role in this regard, in which 'understanding of cultural heritage of India' might be included as a core concept.

In order to promote the spirit of inclusive value education, understanding of philosophical perspective of the discipline by the teacher is essential, which is to be included as one of the major curricular components of teacher education program.

Teacher education program in India might preserve, transfer, and enrich the tradition of Indian culture, reflecting its major spirit i.e. 'unity in diversity'.

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Role of IQAC in Promoting Professionalism among Teacher Trainees

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Abstract

Internal Quality Assurance Cell (IQAC) of an Educational Institution works towards realizing the goals of sustaining and enhancing the quality of the Institution and taking the institution towards excellence. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The quality of an education system depends upon the quality of its teachers, work culture evolved, pedagogy adopted and the achievement of the students as a result of the interaction among the three parameters. This requires formalization of all the procedures adopted in the institution and professionalization of its human resources. It is the responsibility of a teacher education institution to cater to the needs of the society by nurturing its teacher trainees in such a way that they fulfill the demands of the modern education system through their proper disposition, up-to-date knowledge base and possession of need-based skills. This indicates towards the prospective teachers with professional attitude and ethics. Through this paper, the authors aim to bring light to the role played by the IQAC of a teacher education institution in evolving and promoting professionalism among the teacher trainees, the difficulties faced in the process and the strategies adopted to resolve the difficulties. The purpose is to develop the teacher trainees as human resources playing a vital role in the overall development of the institution.

Keywords : IQAC, Professionalism, Teacher trainees.

The University Grants Commission (UGC) has been vested with two responsibilities- providing funds and coordination, determination and maintenance of standards in higher education institutions. To monitor standards of the higher educational institutions it has established the National Assessment and Accreditation Council (NAAC) as an autonomous body in September 1994. The prime agenda of NAAC is to assess and accredit institutions of higher learning with an objective of helping them to work continuously to improve the quality of education. Therefore, it is imperative that higher education institutions are motivated to establish their own internal mechanisms for sustenance, assurance and enhancement of the quality culture of education imparted by them.

At the instance of 'NAAC' many higher education institutions have established the Internal Quality Assurance Cell (IQAC) as a post accreditation quality sustenance activity.

The IQAC channels and systematizes the efforts and measures of an institution towards academic excellence. It is a facilitative and participative organ of the institution. The IQAC is a driving force for ushering in quality by working out intervention strategies to remove deficiencies and enhance quality. The goals of IQAC are to develop a quality system for conscious, consistent and catalytic programmed action to improve the academic and administrative performance of the higher education institutions; and to promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Functions of IQAC (UGC Guidelines, 2007)

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the higher education institution;
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes;
- Dissemination of information on the various quality parameters of higher education;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- Documentation of the various programmes/activities of the higher education institution, leading to quality improvement;
- Development of Quality Culture in higher education institutions;
- Preparation of the Annual Quality Assurance Report (AQAR) of the higher education institution;

IQAC facilitates in raising the level of clarity and focus in institutional functioning towards quality enhancement. It ensures internalization of the quality culture, enhancement and integration among the various

activities of the institution. It provides a sound basis for decision-making to improve institutional functioning. It acts as a dynamic system for quality changes in the higher education institutions. It also builds an organized methodology of documentation and internal communication.

Before proceeding on to the topic, it is essential to know about the meaning of professionalism.

Meaning of Professionalism

Professionalism is a recent concept. It is linked to the concept of profession. According to the Oxford Dictionary 'profession' originally meant the 'vocation' in which one professes to be skilled in. A vocation embraces professed knowledge of some branch of learning which is used in its application. The word 'profession' originates from the word 'profess' which originally conveyed the sense of knowing better. Professionalization is essentially a process through which any vocation institutionalizes knowledge and expertise. Those who professed, they claim to know more and better than the laymen. It is most concerned with the quality service.

Professionalism in Teacher Education

In the age of globalization, education imparted to the children must respond to the new developments and innovations. Quality needs to be the central theme of education. The availability of professional teachers is necessary pre-condition for quality. There is an urgent need to prepare the teachers to adopt professional practises. Secondary Education Commission (1952-53) advocated 'we are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualification, his professional training and the place that he occupies in the community'.

Knowledge of teaching is multidisciplinary in character. Teacher Education must provide ample opportunity to integrate these knowledge and develop them. Fertile education is always created and nourished through interaction. Because of the dialectical nature of the process of education, teachers are seen as facilitators, rather than direct imparters of knowledge. It demands changes in the classroom which has profound implications for teachers as individuals and for the profession as a whole. Then only, it would mean teachers embracing a 'new professionalism'.

Professionalism in Teacher Education is related to certain attributes like:

- Know students and how they learn
- Know the content and how to teach it
- Plan for and implement effective teaching and learning
- Create and maintain supportive and safe learning environments
- Assess, provide feedback and report on student learning
- Engage in professional learning
- Engage professionally with colleagues, parents/carers and the community

Professionalism also indicates life long learning for the teachers. It represents an expectation that teachers are the lead learners in their institutions. Education professionals need to learn along with everyone else and as leaders of changing designs in learning. Professional teachers must be capable of profound reflection on practice; competent to enter into a dialogue of the practice they know and the theory or literature they read (Sokett, 1996). When the teacher grabs the opportunity to discuss, defend and improve his teaching, his knowledge base increases not only in terms of content but also with the need to plan, teach and assess. So, teachers are to develop a work culture to face the challenge of teaching learning issues by the changing scenario. Villegas (2003) corresponded that professional development is 'culture building' and not mere skill training.

When looking at professional development, one must examine the content of the experience, the process by which the professional development will occur and the contexts in which it will take place. It means knowledge of the subject matter, insight into educational problems or subject area should increase with the expertise in teaching skills too is called professional development of teachers. Persons primarily oriented towards the community interest rather than to individual self-interest, exhibit work socialization through voluntary association and a high degree of self-control of behaviour through code of ethics are demonstrating professional behaviours (Barbaer, 1963). Professional development programmes are conducted to facilitate educational reforms, to make teachers perform new functions and for larger developments (OECD, 2005).

Role of IQAC in Promoting Professionalism

To begin with, we need to ask a question at the heart of our beliefs

commitments and values. Is it required to propel the field of teaching into the realm of a profession? If yes, then it requires years of hard work in the preparation of teachers. And, if we accomplish this task, it is a matter of great pride to present the society caring, competent and qualified teachers. The IQAC, by its smooth functioning, reduces the years of hard work into several months.

The functions of IQAC and the quality of the institution are interrelated. The quality of an institution depends upon the quality of its teachers, work culture evolved, pedagogy adopted and the achievement of the students.



Figure 1 Factors affecting Quality of an Institution

The IQAC prepares an action plan for the sustenance and enhancement of the quality of the institution, taking into consideration all these four parameters. This requires formalization of all the procedures adopted in the institution and professionalization of its human resources. The IQAC serves as a powerful tool to develop professionalism among the teacher trainees by working on the above mentioned parameters.

Role of IQAC in Strengthening the Quality of Teachers

No system of education can rise above the quality of its teachers and the quality of teachers depend on the means deployed for selection, procedures used for training and the strategies adopted for ensuring accountability. The IQAC tries to take the teacher education institution beyond the minimum level of performance, and make it proceed towards excellence in the tasks of teacher preparation. The function of IQAC

includes setting out clear standards of practice, providing for the ongoing education of teachers, encouraging faculty members to get involved in research work, providing physical facilities and learning resources, investigating complaints involving members, conducting hearings into allegations of professional misconduct and executing teacher education programs. To enhance the professional competencies of the teachers, the IQAC time-to-time provides feedback also.

Work Culture and IQAC

Academic excellence is a result of democratic, unidirectional targeted team work of all the stakeholders of a teacher training institution. The IQAC ensures that the administration of the institution is decentralized and transparent. While forming the action plan, the IQAC specifies the responsibilities of every administrative and teaching staff. Teachers should work through many activities to go far beyond 'trying things out' to 'see that they work'. In this process teachers also learn and can act as mentors of the teacher trainees to make them learn. This leads the products of teacher education institutions, namely, trained teachers to fulfill the expectations of stakeholders in a larger social system.

Pedagogy and IQAC

Different ways to teach are referred to as pedagogy. When deciding what teaching method to use teachers need to inquire sensitively, listen carefully, and look thoughtfully at student work, as well as to structure situations in which students write and talk about their experiences. This builds a foundation of pedagogical learner knowledge (Grimmett and MacKinnon 1992). Teachers need to understand subject matter deeply and flexibly, so that they can help students create useful cognitive maps, relate ideas to one another, and address misconceptions. Teachers need to see how ideas connect across fields and to everyday life. This kind of understanding provides a foundation for pedagogical content knowledge (Shulman 1987), which enables teachers to make ideas accessible to others.

The occupation of teaching is influenced positively by several factors. These include better understanding of the complex processes involved in teaching and theoretical explanations behind them; application of innovative techniques and technologies; formulation and organization

of programmes of professional development and the emergence of a body of personnel carrying out teaching (Menon, 2010). The IQAC enables the institution to use effective teaching strategies and well-designed teaching programmes and lessons. It regularly evaluates all aspects of the teaching learning process to ensure whether they are able to meet the learning needs of the students. The IQAC interprets and uses students' assessment data to diagnose barriers to learning and helps students to improve their performance. The IQAC operates effectively at all stages of the teaching and learning cycle, including planning for learning and assessment, developing learning programmes, teaching, assessing, providing feedback on student learning and reporting to parents.

Achievement of the Students and IQAC

Achievement means an accomplishment or proficiency of performance in given skills or body of knowledge. According to Dictionary of Education (Carter, 1959) achievement means the knowledge attained or skills developed. Achievements of teacher trainees are influenced by a number of factors which are classified in three categories (Cuban, 1986):

- Abilities (intelligence, scholastic, attitude).
- Effort (drive, achievement, motivation, aspiration)
- Environment (social, economic condition in home and school).

Achievement assesses trainees' progress by identifying learning experiences acquired and it is one of the responsibilities of the IQAC. The achievement of the students is the resultant factor of interaction among the above discussed three parameters i.e. quality of teachers, work culture and pedagogy.

Challenges

The role of IQAC is facilitative and participative. While generating good practices, ideas, planning, implementing and measuring the outcome of academic and administrative performance of the institution, the IQAC faces the following challenges:

- Designing action plan by the teaching staffs together.
- Developing and continuously upgrading institutional policies.
- Strenuous working hours due to overloaded curriculum.
- Non-acceptance of new plan and policies.
- Updating teachers on emerging areas such as ICT.

- Financial constraints for innovative practices.
- The academic community might be hesitant to entrust the feedback provided to them.
- Lack of dedication and commitments.
- Developing network or collaboration with other institutes in areas of courseware, development of technology and ICT expertise.
- Maintaining social aspect of the classroom.

Strategies to resolve the difficulties

The list of suggested strategies that may help to resolve the difficulties faced by IQAC are as follows:

- Performance based increment may help in eliminating resentment of heavy working hours.
- Respecting new ideas and encouraging innovations.
- Encouraging teachers to take responsibility and solving problems.
- Providing rewards recognition patterns for excellence shown by people in the organization.
- Ensuring inclusion of all teachers in scholastic and co-scholastic activities.
- Being flexible in implementing development programmes.
- Encouraging team spirit and supporting risks.
- Provide all members of academic and non-academic community with skills to use up to date ICTs.

Conclusion

IQAC plays a vital role in quality sustenance and enhancement of teacher training institutions. It promotes professionalism among the teacher trainees by maintaining quality of an institution which depends upon the quality of its teachers, work culture evolved, pedagogy adopted and the achievement of the students. The IQAC works on all these factors to take the institution to a new height of excellence. It empowers the teacher educators in such a way that they can explore perspectives of future teachers and can make them professionals. The second factor 'work culture' means 'activist view' of professionalism. The environment of the institution should be evolved for the future teachers not only to 'try things out' but to 'see that they work'. The IQAC also facilitates learner-centric environment and encourages teachers to adopt pedagogies for participatory teaching-learning process. It suggests objective and transparent evaluation system to assess the achievement

of the students. To formalize all these processes the IQAC has to face some difficulties. These challenges may be resolved by adopting suggested strategies.

To sum up, for developing professionalism, good quality of teachers, conducive environment, suitable pedagogy and effective evaluation mechanism is needed. We must be conscious about the human capital. There should not be wastage of human resources. There must be a clear understanding, commitment, involvement and acceptance of each member. This would lead to overall nurturing of the teacher trainees.

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Teaching Competencies and Soft Skills in Prospective Teachers for Developing Professional and Personal Excellence

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ABSTRACT

Education is the process of human enlightenment and empowerment for the achievement of a better quality of life. Sound and effective system of teaching results in unfolding of the learner's potentialities and enlargement of his competencies. Teachers can act as trailblazers in the life of a learner. If teachers acquire professional and personal excellence; a chain reaction begins for excellent teaching- learning and personal cum professional growth. Present study finds out whether the prospective teachers are trying to develop the profession and personal excellence that are expected of them in teaching learning environment. The study was intended to investigate the relationship between teaching competency and soft skills of prospective teachers, relationship between teaching competency and soft skills and of male and female prospective teachers. The sample consists of 150 prospective teachers. The investigator has adapted survey method to investigate teaching competency and soft skills of prospective teachers. Coefficient Correlation was used to analyze the data. The study revealed that- 1. significant relationship between teaching competency and soft skills of prospective teachers. 2. significant relationship between teaching competency and soft skills of male prospective teachers. 3. significant relationship between teaching competency and soft skills of female prospective teachers.

Key Terms : Teaching Competency, Soft Skills, Professional Excellence, Personal Excellence.

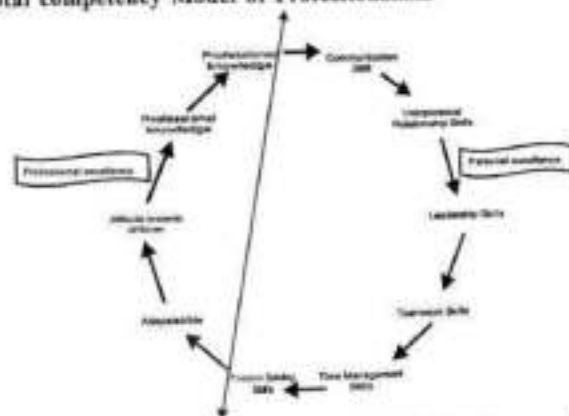
INTRODUCTION

Teaching is an essential profession which makes all other professions possible. The teachers are whole soul of education system. The society expects of them necessary competencies and accountability in the global world. Corporate world keenly look for soft skills that supplement hard skills. Shortage of either brings down professional excellence and personal excellence of a person and is detrimental the growth of educational world. Prospective teachers are would be professional persons, who will impart intellectual knowledge through

hard skills but will need to inculcate personal excellence through soft skills. They will require professional excellence such as professional knowledge, interest in profession, attitude towards children and adaptability, on the other hand personal excellence such as communication skills, interpersonal relation skills, leadership skills, teamwork, time management and problem solving skills for the total excellence through teacher education.

Teacher's Professionalism – Good (1973) defines professionalism in teaching as "the concern with the vocation of teaching so that it may increasingly become and be known as a profession rather than a craft; this involves in other things, distinctive expertness and high competent resulting from theoretical study and knowledge, as well as practical mastery of pedagogical technique". From the above definition it is inferred that Teachers' professionalism is not just soft skills and teaching competency, it is about the total package of soft skills and teaching competency.

Total competency Model of Professionalism



Professional excellence >....Personal excellence >..... Total excellence.

In this model teaching competencies and soft skills are perceived as total competencies for teacher's excellence depending upon the nature and use of each skill in teaching and behavior which results in the satisfaction of the students in their future life and career.

What makes a teacher professionally excellent?

Professional excellence is a process of developing knowledge, skills and competency required in a profession, so as to meet the contemporary and future demands of the teaching profession. Hence, it is a dynamic process; one has to put deliberate and continuous efforts to grow professionally. Otherwise s/he will be lagging behind in the maintenance of expected standards of their respective profession.

Need and importance of professional education for professional excellence in prospective teachers.

- Professional education is that education which prepares qualified and trained professionals for various fields.
- Its importance is for quality enhancement of prospective teachers for the development of the country.
- Professional excellence helps teachers in visualizing the possible changes that may take place after twenty years or more.
- Need to take up the position to fill up the gap of one generation.
- Professional education helps in minimizing the efforts for professional excellence of prospective teachers.

Teaching competencies for professional excellence of prospective teachers

Teaching is a profession, unlike other profession directly dealing with the formation of human beings in the classroom, where this process of formation is by any criterion most sacred. Here the teacher turns the innocent child into a specialized human being. It is teacher's skills, her personal influence, character, dynamism and life force that turn the child to be truly human, contributing his best to the nation and humanity. Books may teach, but a teacher educates him.

Professional knowledge is - professional knowledge is the base of teaching and learning. Prospective teachers need to have strong determination and continuous search for knowledge, to rekindle a passion for better teaching and professional growth.

Interest in Profession is - Deep interest in teaching profession; Prospective teachers need to have strong command over the best teaching practices i.e. models, strategies, approaches and methods; which they will use later to instruct children in the school.

Attitude towards Children is - Teacher's Constructive attitude towards children to establish interpersonal relationship. This skill will enable Prospective teacher to understand each individual student, attract and arouse the interest in the field of study in them by character, discipline and personality, thus create a positive classroom climate.

Adaptability is - Prospective teachers should learn the art of adaptability, accommodation, assimilation and rapport building. These skills will deepen social and professional abilities and prepare students to meet the different challenges in school and society.

Soft skills for personal excellence in prospective teachers.

It can be said a teacher cannot sustain a teaching career with just technical key skills, but it makes a difference when they include communication, interpersonal relationship, leadership, teamwork, time management, and problem solving skills for their personal excellence.

Communication skills : A teacher needs excellent communication skill to succeed as a teacher. S/he must become an excellent public speaker, should develop in speech and command over language, good listener to understand the problems of the students.

Interpersonal relationship skills : Interpersonal relation is the manner in which information is exchanged between the individual and the groups, either in the classroom, school, home or society.

Leadership skills : Leadership is the ability and readiness to inspire, guide, direct or manage others. Prospective teacher need to acquire a whole set of leadership skills for leading and managing pupils in order to accomplish the mission.

Time management skills : Prospective teacher need to learn to manage time efficiently and effectively, value the time, use each second of it, to plan all his undertakings and do the most in the least time.

Teamwork skill : Training period is the time where prospective teachers gets many opportunities to receive and share the knowledge, develop a strong sense of commitment and responsibilities, boldness, creativity and teaching skills through team work.

Problem solving skills : The success of the problem solving technique needs the ability to see problems clearly and the power to analyze it with a keen discernment. Prospective teachers need to have positive attitude, self confidence and a sharp mind in solving problems of the students.

Eight great reasons to develop Soft skills in prospective teachers

1. Certificate is not an end in itself, technical skills matter with soft skill.
2. Soft skills not only empower the career, they also offer personal growth.
3. Soft skills empower hard skills and create opportunities for work.
4. Do you have more technical skills than sense?
5. Soft skills help you grow beyond money. Motivation, value is more important than money.
6. Developing professional ethics is vital to the career of teaching.
7. Control student's perception of you as a professional and an expert in your field.
8. To grow as a professional is to grow in teaching. You must grow as a person.

Operational definitions

Teaching Competence - Each specific type of competency in teaching is some total of all the competencies which are possessed by a teacher and are used in the teaching situation. The teachers' performance in the class is thus depending on the teacher's competencies.

Soft Skills - A range of abilities including work ethic, courtesy teamwork, self-discipline and self-confidence, professional presence, language proficiency, cultural sensitivity, communication skills, ability to accept and learn from criticism, ability to handle client's problems, networking, creativity, ability to motivate yourself and lead others and grow in leadership, time management, and interpersonal skills.

Professional Excellence - Are the key in today's teacher performance. Teaching profession demands teachers to be innovative in their attitudes, flexible in their approaches, and always updating themselves with their subject knowledge. Here the investigator means professional knowledge, interest in profession, attitude towards children, and adaptability as prospective teachers' professional competencies.

Personal Excellence - Is the ability to evaluate and understand one's personal resources. This feeling reflects esteemed honed on skills, talents

and unique achievements. Personal excellence is intended to develop in the teachers the concrete way in which they could extend and improve communication skills, interpersonal relation skills, leadership skills, teamwork, time management and problem solving skills.

Objectives

1. To find out significant relationship between Teaching competency and soft skills of prospective teachers.
2. To find out significance relationship between teaching competency and soft skills of male prospective teachers.
3. To find out significance relationship between teaching competency and soft skills of female prospective teachers.

Hypothesis

1. There is no significant relationship between teaching competency and soft skills of prospective teachers.
2. There is no significant relationship between teaching competency and soft skills of male prospective teachers.
3. There is no significant relationship between teaching competency and soft skills of female prospective teachers.

Methodology :

The investigator has adapted the "Survey method" to investigate the teaching Competency and soft skills of prospective teachers.

Sample

For collecting relevant data, the investigator used random sampling technique. Present study contains 150 prospective teachers of two B.Ed. colleges from Lohardaga district, Jharkhand.

Data Analysis : To test this hypothesis Coefficient of Correlation was used for data analysis.

Testing of hypotheses

Hypothesis - 1

There is no significant relationship between teaching competency and soft skills of prospective teachers.

Table -1

Teaching Competency	Soft Skills			N	Correlation Value (r)	Level of significance (At 1% Ls)
	ΣX	ΣY	ΣXY			
40117	26306	465198	10828157	150	0.608	Significant

For 150 sample, at 1% Level of significance, Table value of correlation = 0.208

From table:1, From the above table it is observed that calculated value of 'r' is 0.608 and table value at 1% level of significance level is 0.208. Since calculated value is greater than table value this hypothesis is rejected. Hence there is significant Relationship between teaching Competency and soft skills of prospective teachers.

Hypothesis - 2

There is no significance relationship between teaching competency and soft skills of male prospective teachers.

Table -2

Teaching Competency	Soft Skills			N	Correlation Value (r)	Level of significance (At 1% Ls)
	ΣX	ΣY	ΣXY			
26408	11962	2367736	5574312	150	0.650	Significant

For 150 sample, at 1% Level of significance, Table value of correlation = 0.208

From table:2 From the above table it is observed that calculated value of 'r' is 0.650 and table value at 1% level of significance level is 0.208. Since calculated value is greater than table value this hypothesis is rejected. Hence there is significant Relationship between teaching Competency and soft skills of male prospective teachers.

Hypothesis - 3

There is no significance relationship between teaching competency and soft skills of female prospective teachers

Table -3

Teaching Competency	Soft Skills			N	Correlation Value (r)	Level of significance (At 1% Ls)
	ΣX	ΣY	ΣXY			
19619	12644	2283462	5253845	180	0.570	Significant

For 150 sample, at 1% Level of significance, Table value of correlation = 0.208

From table : 3 From the above table it is observed that calculated value of 'r' is 0.570 and table value at 1% level of significance level is 0.208. Since calculated value is greater than table value this hypothesis is rejected. Hence there is significant Relationship between teaching Competency and soft skills of female prospective teachers.

CONCLUSION

On the basis of data analysis of data significant relationship was found. Teaching competency of the prospective teachers is affecting soft skills or we can say that professional excellence has a positive impact on personal excellence of prospective teachers. Significant relation was also found in teaching competency and soft skills of male prospective teachers. Male teachers are aware of their competency of teaching which affects the personal excellence. Third significant relation is that the female prospective teachers have positive effect of personal excellence on teaching competency or professional excellence. Therefore we can conclude it that professional excellence alone doesn't lead to recognition, promotion and most importantly opportunity. Professional excellence is important and so is personal excellence of the prospective teachers.

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Value Clarification Strategies: An Approach to Enhancing Values and Quality in Higher Education

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Abstract

It is currently realized that economic development without human development leads to disaster in terms of natural resources, the environment, communities, as well as the individual's quality of life. There is a considerable pressure on higher education for a substantial improvement in its performance. The performance of higher education is dependent on the level of integration between the two functions namely, Organizational Culture and Learner. Organizational Culture plays a crucial role in the successful implementation of any quality strategy. The typical current culture in higher education is bureaucratic in nature, more prone to conflict than collaboration. The learners today are fundamentally different in the way they think, in the way they access, absorb, interpret, process and use information, and in the way they view, interact, and communicate in the modern world because of their experiences with digital technologies. As students grow up, they are influenced by their environment. Due to the dramatic and far reaching socio-cultural and political changes that are taking place in our country and in other parts of the world, there is an erosion of human values without their proper replacement. Conflicting ideologies and double standards practiced by people in positions of power and influence have their adverse impacts in the learning process as well as on students' academic performance.

The Value Clarification is a technique to identify the prevailing values, to relate their thoughts and their feelings and thus enrich their awareness of their own values. By this process students are helped to clarify their value conflicts and act in conformity with their values through valuing process. The Value Clarification Strategies can bridge the gap between the organizational culture and learners and envisages that students would reconstruct the process of education in higher education.

In this paper, an attempt has been made to reflect upon the impacts of inculcating values through proper strategies and its effect on academic performance of college students.

Key words: Value Clarification Strategies, Organizational Culture, Learner, Inculcating Values, Quality in Higher Education

1. Context

There is a considerable pressure on higher education for a substantial improvement in its performance. The performance of higher education is dependent on the level of integration between the two functions namely, Organizational Culture and Learner. Organizational Culture plays a crucial role in the successful implementation of any quality strategy. The typical current culture in primary and higher education is bureaucratic in nature, more prone to conflict than collaboration. With the implementation of Right to Education (RTE), there has been a gradual decline in the quality in education as the students find difficult to cope afterwards in higher secondary and later on in the higher education. On the other hand, the 12th year plan states that increasing and enhancing access through a mission mode national programme, "Rashtriya Uchchatar Shiksha Abhiyan" (RUSA) aimed to achieve 25% national level GER which will include 1. Upgrading of Autonomous Colleges, Colleges with Potential for Excellence, and A Grade -accredited Colleges by National Assessment and Accreditation Council, 2. Promoting evening university/ colleges, 3. Introduction of Undergraduate Programme in the universities as Integrated Undergraduate/Postgraduate Programmes, 4. Enhancing the intake capacity of the existing institutions of higher education, 5. developing the 'College Cluster University' Regionally; and 6. Establishing "Meta University Complexes" in association with public/private sector undertaking as a part of their corporate social responsibility, on an industry-academia mode (Sundararajan and Gopal, V.B.N 2013).

India's higher education system is the world's third largest in terms of students, next to China and the United States. India educates approximately 11 percent of its youth in higher education. Students enrolled in higher education have grown 12 times in the last four decades since independence. The current level of GER in India stands at the figure of 18.8 per cent. However this is very low compared to world average of 23.2 per cent, 36.5 per cent for developing countries and 45 per cent for many developed countries. The Government of India plans to raise GER from current level of 18.8 per cent to 30 per cent by the year 2020.

The present higher education system is characterized by the new types of learner. They are fundamentally different in the way they think, in the way they access, absorb, interpret, process and use information, and in the way they view, interact, and communicate in the modern

world because of their experiences with digital technologies. The composition of the students in the university is very heterogeneous; from the level of awareness to the skill sets each student possesses is very different. They are easily agitated and emotionally immature. Students come to class with varying levels of confidence. Some may have had poor prior experiences of education leading to feelings of inadequacy and fear of study and failure.

The expansion process is on to achieve the international average. It is observed that the number of higher education institutions, universities, colleges and IITs has reasonably increased. Efforts are being made not only to increase Gross Enrollment Ratio by planned expansion policy in the 12th plan but also maintain the quality of education. While there has been a substantial increase in the number of educational institutions in recent years, quality of education provided has been an area of concern. Quality education provided only in a few institutions such as IIMs and IITs and is often beyond the reach of an average students. Quality gaps are increasing in higher education both in terms of academic as well as infrastructure facilities. So, it is this backdrop the role of inculcating values through proper pedagogies/strategies plays a vital role in enhancing values among the learners. It is assumed that the imbibed values would serve as rudder in their life to sail through in the era of globalization. This paper is an attempt to understand the relationship between values and academic achievement of the students.

2. Meaning of Value and Quality in Education

2.1 The Concept of Value

The word value is derived from the Latin root word "valere" which means "to be worth", "to be strong" (Ignacimuthu, 2005). Value literally means something that has a price, something precious, dear and worthwhile. Hence, something one is ready to suffer and sacrifice for, if necessary, one is even ready to die for it. They serve as the cornerstone for beliefs, attitudes, and behaviours.

John Dewey (1948) views value as (as cited in Aggarwal, 2005) "The value means primarily to prize, to esteem, to appraise and to estimate. It means the act of cherishing something, holding it dear and also the act of passing judgement upon the nature and amount of values as compared with something else."

Rokeach (1973) defined, "Value as an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (p.5).

2.2 Classification of Values

Values can be broadly classified under five headings, namely;

1. **Personal values** : They refer to those values which are desired and cherished by the individual, irrespective of his or her social relationship, impelled by his or her own motivation. The individual determines his/her own standards of achievement and attains these targets without explicit interaction with any other persons. For example, cleanliness, dignity of labour, honesty, regularity and punctuality, self-confidence, self-motivation etc.
2. **Social values** : They refer to those values which are other oriented. These values are cherished and practiced because of our association with others. Unlike personal values the practice of social values necessitates the interaction of two or more persons. Social values are practiced in relation to our neighbour, community, society, nation and the world. For example concern for environment, accountability, dutifulness, justice, cooperation, love, friendship etc.
3. **Moral and Spiritual Value** : They refer to those values which are related to an individual's character and personality conforming to what is right and virtuous. This is related to principles of conduct and practice of duties. Moral and spiritual values reveal a person's self control, self purification and knowledge. Quite often moral values depict a person's spiritual convictions since morality and spirituality go hand in hand. For example, loyalty, truthfulness, obedience, non-violence, compassion etc.
4. **Behavioural Values** : They refer to all good manners that are needed to make our life successful and joyous. They are those values which we exhibit by our conduct and behaviour in our daily life. For example good manners (Ignacimuthu, 2005).
5. **Intellectual Value** : These values revoke to the intellectual, capacity of the self and the community as a whole to develop intellectual knowledge and impart them to the society for the betterment of the society. (Thomas2013)

2.3 The Value Clarification Approach

The concept of value clarification was coined by L.E. Rath, M.F. Harmin and S.B. Simon in 1966. This approach aims at explaining the process of acquisition of values of children. Giving their idea of value as well as assumption that underlies their value theory and teaching strategies Rath et al. (1987) write, "there is an assumption in our value theory and the teaching strategies that grow from it that humans can arrive at values by an intelligent process of choosing, prizing and behaving. At least we assume that humans can arrive at something via that process, and with some support in the literature, we prefer to call that something "values." Rath, Harmin and Simon (1987) define a value (as opposed to a belief or attitude) as an area of our lives, which meets seven criteria. These are described below under the heads Choosing, Prizing and Acting.

A. Choosing

Choosing freely

Valuing process involves choosing freely, not as a result of pressure from authority. If there has been coercion, the results are not likely to stay with us for too long, especially when we are out of range of the source of that coercion. If a person feels that a value has been actively and freely selected, the more he is likely to feel that it is central to him.

Choosing from alternatives

Valuing process involves considering alternatives before a choice is made. The more alternatives are open to us in a choice situation, the more likely we are to find something we fully value. When we approach an issue by brainstorming possible options, for example, we increase the likelihood that a value will emerge.

Choosing after thoughtful consideration of the consequences of each alternative

Valuing involves carefully examining the consequences of each alternative. For a value to guide persons' lives intelligently and meaningfully, it must emerge in a context of understanding. Only when the consequences of each of the alternatives are considered and understood there is a choice, and not when indulged in impulsive or thoughtless behaviour.

B. Prizing

Prizing and cherishing

When we value something, we prize it, cherish it, esteem it, respect it and hold it dear. We are happy with our values. We judge them positively.

Publicly affirming

When we have chosen freely after informed consideration of the alternatives and when we are proud of that choice, we are willing that others know our values. We are willing to share our convictions with others, standing up for what we believe, to voice our opinions to publicly affirm our position.

C. Acting

6. Acting upon choices

When we have a value, we believe it should show up in aspects of our living, in our behaviour. The person who talks about something but never does anything about it is acting from something other than a value.

7. Acting with a Pattern, Repetition, and Consistency

Valuing involves acting repeatedly and incorporating the behaviour in the life of the person. Values tend to be persistent. They tend to show up as a pattern in one's life.

3. The Concept of Quality in Education

What does quality mean in the context of education? Many definitions of quality in education exist, testifying the complexity and multifaceted nature of the concept. According to Adams (1993) quality education includes:

- Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities;
- Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities;
- Content that is reflected in relevant curricula and materials for acquisition of basic skills, especially in the area of literacy, numeracy and skills for life. And knowledge in such areas as gender, health, nutrition, HIV/AIDS preventive and peace;

- Process through which trained teachers use child-centered teaching approaches in well-managed classroom and school and skilful assessment to facilitate learning and reduce disparities;
- Outcomes that encompass knowledge, skill and attitudes, and are linked to national goals for education and positive participation in society.

This definition allows for an understanding of education as a complex system embedded in a political, cultural and economic context.

4. Relationship between values and quality in higher education

The subject value education has come to acquire increasing prominence in educational discussions at all levels during recent times in our country. The issue has been projected as one of national priority in the National Educational Policy (NPE), 1986. The Policy declares: "the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values". According to National Curriculum for Primary and Secondary Education (1985), the crisis of values our society is passing through "demands more explicit and deliberate educational efforts towards value development".

Values occupy a central place in one's life and give sense and strength to a person's character, influences his/her thoughts, feelings and actions. Values are excellent directors and indicators for a person to do the right thing and to avoid doing what is wrong and against nature. Values serve many functions. Potter and Perry (1985) list six such functions: 1. One's perception of others is influenced by values. 2. Values direct person's responses toward each other. 3. Values reflect a person's identity and form a basis for self evaluation. 4. Values serve as the foundation for a person's position on various personal, professional, social, political, and philosophical issues. 5. Values, which motivate behavior, are expressed through feelings, actions, and the knowledge a person pursues. Values are goals toward which behaviour is directed. 6. Values give meaning to life and provide self-esteem.

Education plays a vital role in human life and is always guided by certain rules in harmony with certain ideals, values and standard of life. Education, by its implication, necessarily needs the direction of

philosophy. Philosophy gives direction to education by providing certain guidelines (Thomas, 1968). Education without values is also empty because values give direction and firmness to life and they bring to life the important dimension of meaning which adds joy, satisfaction and peace to life.

6. Rationale of the Study

The higher education system in India can be said to follow what Paulo Freire has described as the "banking concept" of education. In such an understanding education is more of passing of knowledge to the students whom they consider ignorant. Its main emphasis is on imparting of knowledge concerning the academic subjects included in the curriculum. The sole aim of education is to train cognitive domain and very little or no emphasis is given to the affective and psychomotor domains of the students. Aristotle says that "Education is the creation of sound mind and a sound body....it develops man's faculties especially his mind-so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists." "The chief task of education is above all to shape man or to guide the evolving dynamism through which man forms himself as a man" (Bhatia, 1979). This citation makes clear that man becomes man through education which is the only means to cultivate in man human qualities and characteristics.

Human beings use their power of reason, and natural skills to fashion their lives to the fullest extent of their capacities. "The thinking engaged in by human is vastly different than that engaged in by animals. We function by free choice rather than rote instinct. Our range of possibility knows no limits. We are free to learn, grow, experiment and create" (Staple, 1999, p. 69). Meaning is our basic need. In fact, it is more basic than all our basic needs. It is like the air we breathe. The moment we fall short of it, we feel suffocated and we perish. Victor Frankl (1998) is of the view that "man's search for meaning is a primary force in his life and not a 'secondary rationalization of instinctual drives. This meaning is unique and specific in that it must and can be fulfilled by him alone; only then does it achieve a significance which will satisfy his own will to meaning" (p.90).

There is more information, more knowledge of fact available today than ever before, but this means that it is more than ever necessary to

sort things out. But, how to reduce a mass of facts to order? The inquiry will have to go on to ask the end or the purpose of things whose nature he has been studying. Most people hold that man has free will, that he can choose for himself. So as to be human, an action must be purposeful and directed. Activity and the motives which produce activity must be synthesized. Raths et. al. (1978) write, "It seems to us the pace and complexity of modern life has so exacerbated the problem of deciding what is good and what is right and what is desirable that large number of children are finding it increasingly bewildering, even overwhelming, to decide what is worth valuing, what is worth their time and energy" (p.10).

A Chinese proverb states, 'Give me a fish and I will eat for a day, teach me how to catch fish and I will eat forever.' Students of higher education can be helped to strengthen their values. Therefore, it seemed quite appropriate to the investigator to inquire and investigate into the problem in view of strengthening the value system and enhancing quality in higher education among the students through value clarification strategies. This study is undertaken to study the relationship between value clarification programme and its impact on measurable improvement in students' academic achievement.

7. Statement of the Problem

The present study was titled : "Value Clarification Strategies: An Approach to Enhancing Values and Quality in Higher Education".

8. Explanation of the Terms

Value Clarification strategies: The term value clarification strategies refer to a series of pedagogies used by the teacher to inculcate values.

Enhancing : It refers to the amount of learning that is purported to have been produced in the students by exposing them to the Value Clarification strategies.

Values : It refers to seven values namely education, freedom, Happiness, privacy, security, honesty and appearance.

Quality in Higher Education : Quality in higher education means the quest for academic excellence as a result of value education using different value clarification strategies in the college.

9. Objectives of the Study

On the basis of the statement of the problem, the objectives of the study were :

1. To analyze the importance of seven values as perceived by the Science and Arts students.
2. To study the relationship between different value scores and academic achievement of students in Science and Arts Stream.

10. Research Questions

Keeping in view the above objectives, the present study puts forward the following research questions:

1. How do the Science and Arts students perceive seven values?
2. What is the relationship between different value scores and academic achievement of students in Science and Arts Streams?

11. Methodology

Survey method was employed for the present study. The investigator developed the questionnaire for collecting information about the status of values among the students. The university results for the academic 2013 of each student were obtained from the college record book to study the relationship between values and academic achievement of the students.

11.1 **Population :** All nine Degree Colleges in the District of Darjeeling constituted the population for the present study.

11.2 **Sample :** For collecting relevant data, the investigator used Purposive sampling technique. Present study consisted of 131 students from under graduates belonging to Science and Arts Streams of St Joseph's colleges, Darjeeling, West Bengal as this is the only college where value education is imparted.

11.3 **Tools used for the study :** A self developed questionnaire on seven values namely education, freedom, Happiness, Privacy, Security, Honesty and Appearance was used.

Statistical Techniques : Spearman Rank Difference Method and Descriptive Statistics have been applied to analyze the data.

12. Results and Discussion

1. How do the Science and Arts students perceive seven values?

The importance of seven values as perceived by the Science students has been presented in Table 1 below :

Table 1 : Value of Science Students

Sl. No	Value	Not Important	Not Sure	You Care	Strong Feelings
1	Education		1 (1.38 %)	30 (27.77%)	51 (70.83 %)
2	Freedom		1 (1.38 %)	25 (34.72 %)	46 (63.88 %)
3	Happiness			27 (37.50 %)	43 (62.50 %)
4	Privacy			24 (33.33 %)	48 (66.66 %)
5	Security	12 (16.66 %)	35 (48.61 %)	25 (34.72 %)	
6	Honesty	3 (4.16 %)	19 (26.38 %)	50 (69.44 %)	
7	Appearance	8 (11.11 %)	36 (50 %)	28 (38.88 %)	
		25 (5%)	186 (38 %)	293 (57 %)	

Table 1 reveals that 57 per cent science students have strong feeling for all seven values. It means values play an important role in their life. About 38 per cent students do care for values but they are not primarily guided by them. About 5 percent students are not sure of their values.

The importance of seven values as perceived the Arts students have been presented in Table 2 below :

Table 2 : Value of Arts Students

Sl. No	Value	Not Important	Not Sure	You Care	Strong Feelings
1	Education		2 (3.38%)	9 (15.25%)	48 (81.35%)
2	Freedom			19 (32.2%)	40 (67.79%)
3	Happiness			14 (23.72%)	45 (76.27%)
4	Privacy			10 (16.94%)	49 (83%)
5	Security	7 (11.86%)	32 (54.23%)	20 (33.89%)	
6	Honesty	7 (11.86%)	19 (32.20%)	33 (55.93%)	
7	Appearance	9 (15.25%)	23 (39%)	27 (45.76%)	
		8%	31 %		63%

Table 2 reveals that 63 percent Arts students are guided by values like education, privacy, freedom, happiness, security, honesty and appearance while 30.50 per cents students do care for values but they are not primarily guided by them. About 6 percent students are not sure of their values.

2. What is the relationship between different value scores and academic achievement of students in Science and Arts Streams?

Data collected was subject to statistical treatment of Spearman Rank Difference Coefficient of Correlation (ρ) was computed for Science Streams and the result is presented according to each subject in tabular form. The relationship between Academic Achievement and Value Score in Science Stream is given in table 3:

Table 3 : Value of Coefficient of Correlation between Value score and Academic Achievement in Science Stream

Sl. No.	Variable	Sample size (N)	ΣD^2	Calculated (r)
1.	Zoology	18	627.25	0.35
2.	Chemistry	09	176.5	0.75
3	Botany	24	1978	0.14
4.	Physical Science	16	439	0.36
5.	Mathematics	05	9.50	0.53

Table 3 reveals that there is a high positive correlation between Academic Achievement and Value Score in Chemistry, and Mathematics. While low positive correlation is observed in Zoology, Botany and Physical Science. This may be due to the reason that 30 per cent science students do give importance to seven values but they are not guided by them.

Data collected was subject to statistical treatment of Spearman Rank Difference Coefficient of Correlation (ρ) was computed for Arts Streams and the result is presented in table 4 below :

Table 4 : Value of Coefficient of Correlation between Value score and Academic Achievement in Arts Stream

Sl. No.	Variable	Sample size (N)	ΣD^2	Calculated (r)
1.	Sociology	18	6909	0.18
2.	Political Science	41	10665.5	0.08

Table 4 presents the calculated p of Sociology (0.18) and Political Science (0.08). So, there is a low positive correlation between Academic Achievement and Value Score in Sociology and Political Science. This may be due to the reason that 31 per cent of Arts students do give importance to seven values but they are not guided by them. The above findings draw support from the finding of Sokol et al. (2010), Arthur and Wilson (2010), Flay and Allred (2010), Dasoo (2010) and Osterman (2010). They also found a positive correlation between values pedagogies and academic performance.

14. Findings

1. All students across the stream have established value system built up over a period of time.
2. 5 per cent Science students and 6 percent Arts students are not sure of values and they need time to explore them more.
3. 38 per cent Science students and 31 per cent Arts students obviously care for seven values but are not primarily guided by them.
4. 57 per cent Science students and 63 per cent Arts students have strong feeling about the seven values.
5. There is a positive relationship between value score and academic achievement across the streams. However the level of relationship differed from subject to subject.

15. Implications

We all are aware that the goals of educational institutions in the country are to provide access, relevant and quality higher education in an equitable manner. In the era of globalization, the quality education is the need of the hour. The value system in the learner can act as catalyst in impacting on the effectiveness of the learning ambience. The quality

in education can be improved upon by inculcating and strengthening the value system of the learners. Thus the strategy for inculcating values at all levels and all branches of higher education should be supported by a new scheme in the higher education curriculum.

16. Conclusion

The present education system tends to be conservative and reactive rather than proactive with regards to inculcation of values. Values are excellent directors and indicators for a person to do the right thing and to avoid doing what is wrong or against human nature. Value inculcation through value clarification strategies possesses strong credential in facilitating students to imbibe values and achieve the triple function: Knowledge generation, knowledge dissemination and society building. Education is a means to transmit values; basic values are as essential to the character of the person as the foundation is to a building. Without it, man is a slave, or reasoning savage. Education has great value in human life because the heart of education is in man-making. Unless we bring about these fundamental changes, our education system would merely produce students with sub-standard knowledge and expertise which would affect adversely our nation's growth and development.

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Attitude of Prospective teachers towards the Quality in Teacher Education Institutions

Deep Kumar

Abstract

Quality has always been a central concern in education. The primary aim of the IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution. The purpose of this research is to explore the perceptions of prospective teachers on the various quality deliverables in the teacher education institutions along with the careful observation of the role of Internal Quality Assurance Cell (IQAC) in sustaining quality delivery of education service. The objective of the study is to find out the attitude of prospective teachers towards the quality in teacher education institutions. The researcher used a self-constructed and a validated five-point attitude scale to gather the data. It contained 25 items. The tool was administered on 100 prospective teachers of two teacher education colleges in Patna. Purposive sampling technique was used to select the sample. The attitude scale measured the attitude on different areas of quality of their institution i.e. Ability to bring Conceptual clarity, Motivation and mentoring, Faculty communication, Faculty regularity and punctuality, Faculty subject knowledge, Faculty teaching skills, Perception towards curriculum and suitability, Library and facilities, Basic infrastructure facilities, Non-teaching staff cooperation. The survey goes to show that the Role of Internal Quality Assurance Cell (IQAC) in Quality Enhancement in Teacher Education. The findings of the analysis will confirm that whether the IQAC is effectively contributing in its' aims and objectives.

Key words : Prospective teachers, quality in teacher education institutions, Internal Quality Assurance Cell (IQAC)

"Upgrading the standards of Higher Education in India should be accorded top priority; the time has come to reclaim our leadership position in the world as far as higher education is concerned. Our effort to increase 'quantity' must be matched with the commensurate efforts to improve 'quality'." - *President Pranab Mukherjee*.

Introduction

"We are what we repeatedly do; excellence then is not an act, but a habit." - *Aristotle*.

Higher education in India has recorded impressive growth since Independence. University Grants Commission (UGC), by designing programmes and implementing various schemes through academic, administrative and financial support has contributed in no small measure to the growth and development of Indian higher education. Quality has always been a central concern in education. The existent debate of educational quality is replete with slogans like "standards", "quality control", "total quality management", "conserve rights" and "appraisal".

In the present era of knowledge driven economic situation every country in the World is always planning to improve the quality of their human resources with the support of most successful vibrant economic policies that is Liberalization, Privatization, Globalization (LPG). In improving the quality of human resources, higher education institutions in India has been playing prominent role in developing knowledge community or societies and knowledgeable youth with an intention to present a statutes to the country as a 'Modern Knowledge Hub of World'.

"A quality education has the power to transform societies in a single generation, provide children with life protection they need from the hazards of poverty, labor exploitation and disease, and given them the knowledge, skills, and confidence to reach their full potential"

— Audrey Hepburn

Higher Education in India

The educational system in India offered ways of imparting literacy and practical knowledge to the masses (so that they may earn a living) as also specialized training for various strata of the society. This educational system was formulated over centuries through empirical methods, and attempted to fulfill society's day-to-day needs. It was not borrowed from an alien land but grew from native soil. The organization of the educational system remained the same among all sects — Buddhist, Jain and Vedic. After fifty years of independence India is unable to formulate the educational policy most suited to the country. Higher education was not the monopoly of the rich as it is today in India. The king did not intervene in the administration, though he, along with the nobles and wealthy merchants, contributed liberally for the cause of education. Post independence, India has witnessed an enormous growth in its higher education. Still in the higher education sector, the

country is far behind China and the United States in GER (Gross Enrolment Ratio). In 1950, around 700 colleges and 16 universities were there in India.

However, if the statistics of UGC's (University Grants Commission) publication *Higher Education at a Glance-2012* is considered then, in 2011, around 33,000 colleges and about 700 universities were there in India. Therefore, in order to achieve the target of 30% GER (i.e. enrolment of around 30% of students who have finished 12 years of education in undergraduate courses) about 1,500 more universities are required. The question is, does India need just more universities or accredited universities, which reinstate the quality of education. (Adarsha, 2013)

Accreditation History :

Just after 1950, the educational policy of the nation focused on the expansion of higher education while in early 90's enhancement in the aspect of quality was made. From 1992, PoA (Programme of Action) was implemented after the New Education Policy was formulated. In 1994, NAAC (National Accreditation and Assessment Council) was set up with its headquarters in Bangalore. By 1998, NAAC began to set certain standards and benchmarks and grading also started seriously. Before this quality was not considered in case of higher studies. Only about 4,000 colleges have so far opted for accreditation, and fewer have actually gone for re-accreditation. However, accreditation is still a voluntary option, which is not mandatory. The quality of education is poor presently. It requires improvement. Therefore, the educators need to work constantly more on the benchmarks and standards in order to measure efficiency, performance and reduction of costs. As some believe "completion of the syllabus" is a benchmark but then completing a syllabus covering a syllabus, even by self-learning is more important. Various colleges have adopted different practices to enhance the quality of education. Some colleges appraise their students through their participation in entrepreneurial fairs conducted by colleges every year. However, in some colleges every year each teacher has to prepare at least 2 research papers, whereas in some other colleges, it is mandatory for outgoing students of each batch to log in certain hours of soft skills, lab practice and technical training. In some colleges faculty staffs meet every Saturday for campus audit. Even, there are norms that 30 reading

hours are compulsory in library. Every student and parent can use passwords given to them in order to access information such as, library hours, fee arrears, papers in arrears and books borrowed. Even, students can opt for a variety of short term courses. Even, many colleges assign a mentor among its teachers for each of its students. MoUs is also signed by many colleges for their various research projects. Discipline was the keyword in all educational institutions. In comparison to modern standards a student's life was austere and joyless. Students were up early in the morning, completed morning ablutions and bathed before dawn.

The Function of the IQAC :

Some of the functions expected of the IQAC are:

- Development and application of quality benchmark parameters in various activities of the institution.
- Dissemination of information on quality aspects.
- Organization of discussion, workshops, seminars and promotion of quality circles.
- Recording and monitoring quality measure of the institution.
- Acting as a nodal agency of the institution for quality-related activities.
- Preparation of the Annual Quality Assurance Report and such other reports as may be decided from time to time.

Strategies of IQAC :

IQAC shall evolve mechanisms and procedures for:

- Ensuring timely, efficient and progressive performance of academic.
- Administrative and financial tasks
- The relevance and quality of academic and research programmes
- Equitable access to and affordability of academic programmes for various sections of society
- Optimization and integration of modern methods of teaching and learning
- The credibility of evaluation procedures
- Ensuring the adequacy, maintenance and functioning of the support structure and services
- Research sharing and networking with other institutions in India and abroad.

Significance of study :

Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching presents higher education institutions with a range of challenges at a time when the higher education sector is coming under pressure from many different directions. This study was to see the attitude of prospective teachers towards the quality in teacher education institutions. The study was based on the different areas of quality of of their instruction i.e. Ability to bring Conceptual clarity, Motivation and mentoring, Faculty communication, Faculty regularity and punctuality, Faculty subject knowledge, Faculty teaching skills, Perception towards curriculum and suitability, Library and facilities, Basic infrastructure facilities, Non-teaching staff cooperation. Institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future.

Objective :

The objective of this study is to find out the difference in the Attitude of Prospective teachers towards the Quality in Teacher Education Institutions on the basis of gender, habitation, educational qualification, their medium and teaching experience.

Hypotheses :

- There is no significant difference between male and female Prospective teachers in their attitude towards the Quality in Teacher Education Institutions.
- There is no significant difference between Prospective teachers of rural and urban background in their attitude towards the Quality in Teacher Education Institutions.
- There is no significant difference between under graduates and post graduates Prospective teachers in their attitude towards the Quality in Teacher Education Institutions.
- There is no significant difference between English medium and Hindi medium Prospective teachers in their attitude towards the Quality in Teacher Education Institutions.
- There is no significant difference between experienced and non experienced Prospective teachers in their attitude towards the Quality in Teacher Education Institutions.

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

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

Sample : The sample of this study comprised of 200 prospective teachers of three different teacher training colleges of Patna.

Statistics used : For analyzing the data t-test was used.

Scope of Study : The scope of the study was confined to three colleges in the District of Patna where B.Ed. trainees are aspiring to become future teachers for the nation.

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

Table-1 : Mean, SD and t-ratio based on sex

Group	No. of Students	Mean	S.D	t-ratio	Level of Significance
Male	98	106.8866	12.5639	2.42	0.05
Female	102	110.835	10.3697		

Table -1 reveals that t-ratio (2.42) is significant at 0.05 level. Thus there is significant difference between the male and female prospective teachers in their attitude towards the Quality in Teacher Education Institutions.

**Table -2
Mean, SD and t-ratio based on habitation**

Group	No. of Students	Mean	S.D	t-ratio	Level of Significance
Urban	127	110.189	12.51078	2.647	0.01
Rural	73	105.8904	10.12088		

Table -2 reveals that t-ratio (2.647) is significant at 0.01 level. Thus there is significant difference between the urban and rural prospective teachers in their attitude towards the Quality in Teacher Education Institutions.

**Table 3
Mean, S.D and t-ratio based on qualification**

Group	No. of Students	Mean	S.D	t-ratio	Level of Significance
Under Graduate	127	110.19	12.51	2.65	0.01
Post Graduate	73	105.89	10.12		

Table -3 reveals that t-ratio (2.65) is significant at 0.01 level. Thus there is significant difference between the under graduate and post graduate prospective teachers in their attitude towards the Quality in Teacher Education Institutions.

**Table- 4
Mean, SD and t-ratio based on medium**

Group	No. of Students	Mean	S.D	t-ratio	Level of Significance
English	83	109.38	16.19	0.686	NS
Hindi	117	108.076	7.39		

Table -4 reveals that t-ratio (0.686) is not significant at 0.05 level. Thus there is no significant difference between the English and Hindi medium prospective teachers in their attitude towards the Quality in Teacher Education Institutions.

**Table-5
Mean, S.D and t-ratio based on teaching experience**

Group	No. of Students	Mean	S.D	t-ratio	Level of Significance
Experienced	66	107.95	17.94	0.43	NS
Unexperienced	130	108.95	7.24		

Table-5 reveals that t-ratio (0.43) is not significant at 0.05 level. Thus there is no significant difference between the experienced and unexperienced prospective teachers in their attitude towards the Quality in Teacher Education Institutions.

Findings :

- There is significant difference between male and female prospective teachers in their attitude towards the Quality in Teacher Education Institutions.
- There is significant difference between urban and rural prospective teachers in their attitude towards the Quality in Teacher Education Institutions.
- There is significant difference between Under Graduate and Post Graduate prospective teachers in their attitude towards the Quality in Teacher Education Institutions.
- There is no significant difference between English medium and Hindi medium prospective teachers in their attitude towards the Quality in Teacher Education institutions.
- There is no significant difference between experienced and non experienced prospective teachers in their attitude towards the Quality in Teacher Education Institutions.

Conclusion :

An Internal Quality Assurance Cell has to play crucial role in protecting the quality of education service in India. The establishment of this cell is a mandatory task before every higher education institution that is planning to go for NAAC accreditation. Educational institution NAAC, UGC and the state and central governments have to impose certain kind of restrictions on every higher education institution in quality aspects of the service delivery which will place them in certain pressure in different quality dimensions. Now everybody has realized the importance of quality deliverables in this sector to protect the local institutions from the foreign institutions which has already entered into the country and received prominent response from the prospective students.

Change is conducive to improved quality teaching and learning only to the extent that an appropriate internal organizational support is in place. Institutions are complex adaptive systems and there is no single pathway to make change happen and achieve real improvements in teaching quality. Moreover, effective change is typically driven by a combination of top-down and bottom-up initiatives that changes and evolves over time. Anyone in an institution can act as a change agent

(leaders, faculty, students, support staff) provided they understand the process of change and are committed to the vision underpinning the strategic objective of raising teaching quality. A good understanding and appreciation of the role of change agents across the institution, based on a mutual respect for the role each plays (from leadership on institutional policies to innovation in faculty teaching practice), is crucial for the success of reforms and building a quality culture.

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उच्च शिक्षण-संस्थानों में आंतरिक गुणवत्ता निर्दिष्ट प्रकोष्ठ और मूल्य-निर्धारण

डॉ. सुशील बिल्लुंग

आलेख सार

ज्ञान-विप्लवक संघर्ष में ज्ञान की विधिवतार्थ असीमितता है। सभी तरह के ज्ञान स्वयं में अच्छे हैं जैसे परमाणु इंधनशक्ति के विध्वंसक अस्तित्व का ज्ञान अपना इनके रक्षात्मक ज्ञान। उच्च शिक्षण-संस्थानों में सामाजिक दायित्व-बोध से भाग नहीं जा सकता समाज के विकास में अजब जनता की तुलना में बुद्धिजीवी वर्ग की भूमिका असीमित है। अतएव विकृत सामाजिक नतिविधियों को तत्काम लगाने अथवा उनमें खलवा हेतु इस वर्ग की उत्तरी हो जिम्मेदारी भी है। इसलिए विश्वविद्यालय अनुदान आयोग द्वारा निर्दिष्ट कदम या पहल कि हर उच्च शिक्षण-संस्थान में अतिरिक्त गुणवत्ता निर्दिष्ट प्रकोष्ठ द्वारा उनके क्रिया-कलापों के जरिये अपने संस्थान-परिवार को प्रत्येक सदस्य को बेहतर मानव-स्वरूप प्रदान करने को पहल बुझाने चाहिए। उच्च संस्थान-परिवार का हर सदस्य बरहल मानव-परिवार का सदस्य होता है और उसी से राष्ट्रीय अथवा वैश्विक मानव समाज का निर्माण होता है। हमारे देश के संबंध में भूतपूर्व राष्ट्रपति अब्दुल कलाम की आशाएँ रही हैं कि भारत एक ज्ञानमय समाज बने (knowledgeable Society)। कोई भी मानव समाज का अच्छा या बुरे होने का घटक उसकी संस्कृति व परंपरा में निहित मूल्यों-अमूल्यों का होना है और अपने समाज की संगठित एवं विमंगलियों को पहचान हर शिक्षित व्यक्ति की जिम्मेदारी है।

उच्च शिक्षण संस्थान का हर सदस्य, विद्यार्थी हो या प्राध्यापक अथवा कर्मचारी, सबको तब मानव समाज के शिक्षित सदस्य होते हैं। आपण उच्च संस्थानों में वह प्रबोध बेहतर मानव बनने की प्रक्रिया में एक महत्वपूर्ण ईकाई है। इसके लिए प्रबोध को भी खेद से श्रेष्ठतम बनाने की आवश्यकता है ताकि इसकी भूमिका भी प्रबल से प्रबलतम बने। और इस तरह से मूल्यों की अल्पता की दिशा में कारण साबित हो सके और संस्थान के हर आधाम में गुणात्मकता प्रदर्शित हो सके ताकि उसका दूरगामी प्रभाव बेहतर मानव एवं गुणात्मक समाज के रूप में दिख सका।

आज हम 'फंसेबुकिया' समाज में रहते हैं। वह प्रौद्योगिक विकास का परिणाम है। प्रौद्योगिकी के विकास के मूल में तकनीकी चेतना है जो भौतिक शक्तियों को अत्यधिक महत्व देती है। इसका विकास फ्रान्सिस बेकन, गैलीलियो और रेने देकार्त जैसे पाश्चात्य दार्शनिकों के सामूहिक प्रयास एवं दर्शन से हुआ है। इसका नतीजा ब्रह्माण्ड का विभाजन, विश्व को एक भौतिक सत्य के रूप में देखना, ब्रह्माण्ड से सभी पवित्रता एवं आत्मीयता या दिव्यता को समाप्त कर देना, उपभोगवादी मानसिकता से संघर्षालत होना, आदि है। इसी तकनीकी चेतना की उपज वैश्वीकरण या भूमंडलीकरण है। वह वैश्वीकरण एक नये दृष्टिकोण के साथ नयी विधि से विश्व में जीवन-शैली है, जिसे हमने 'आधुनिकता' की संज्ञा से अभिहित कर दिया है। वैश्वीकरण एक औधी है जो सब कुछ बदल रहा है- हमारे मूल्य, हमारी मान्यताएँ, हमारी सोच, हमारी परंपराएँ। हमारे पारिवारिक और सामाजिक संबंधों का छाना-छाना बदल रहा है। बाजारवाद के इस दौर में हर व्यक्ति एक उपभोक्ता है और हर वस्तु या चीज एक विकाश वस्तु। इसने हमारी साहसाओं को अंगत बना दिया है।

एक जमाना था कि गरीब व्यक्ति के अपने मूल्य होते थे, अपना चरित्र होता था, जो उसे सिर ऊँचा ठठकर चलने की शक्ति देता था। अब के बाजार में ईमानदारी, सच्चाई, सचरिजता, मूल्यबोध छोटे रिक्के हो गए हैं। भ्रमंडलीकरण के लिए विजय या सफलता ही महत्वपूर्ण है, भले ही वह किसी भी साधन से प्राप्त की गई हो। साधन को पवित्रता या स्वच्छता की बात को हमने पूरी तरह से खारिज कर दिया है। आज के दौर में सफलता ही एकमात्र मूल्य है, भले ही इसके लिए जो भी कीमत चुकानी पड़े। सफलता प्राप्त करने के लिए अब देश भी एक साधन है और आज्ञा भी। किसी तरह के मूल्य और नैतिकता की बात करना अब पुरतनपंथी सोच है। इसलिए वर्तमान में ज्ञानी व्यक्ति को तुलना उसकी उत्पादकता धमका से की जाती है। जिसमें ज्ञाना अधिक उत्पादन करने की क्षमता होती है, वह उतना ही महान् ज्ञानी अथवा विद्वान् समझा जाता है।

तकनीकी चेतना के मूल्य एतल (निपुणता), वस्तुओं पर अधिकार, (कभी-कभी मनुष्य पर भी), आधिपत्य एवं संचालन और चालकनी से काम लेना, आदि थे। अवश्य इन मूल्यों ने हमारे सोच-विचार एवं जीवन-शैली को प्रभावित किया और करते रहे हैं। यह वैज्ञानिक तर्किकता है जो कर्मता, बुद्धि का दुःसाहस, प्रतिस्पन्द, निपुणता एवं वस्तुनिष्ठ सोच को महत्व देती है।

यह सन् है कि सबके अपने खपने होते हैं और उसे साकार करने की भी उसमें तीव्र आकांक्षा होती है। साकार होने पर प्रसन्नता और संतोष होता है। इसे ही सच्चे अर्थ में मानवीय सफलता कहा जा सकता है परंतु आज जिसके पास 15,000 की कीमत

सली मंचाईल हो और अजनी भी हो वह विद्वानों से भी कहीं अधिक शोषण समझ जाता है।

आर्थिक तत्व मानव की सफलता को परिभाषित करने में महत्वपूर्ण भूमिका निरती है। आज सफलता की समझ लगभग अर्थ से जुड़ी हुई है। मानव का मन जब धनबल, पश, पद, अधिकार, मित्र आदि से होता है। दूसरे शब्दों में, किसी के ल उच्च भौतिक संसाधनों का दीखना उसकी कामयाबी का द्योतक माना जाव जाव की सफलता का मंत्र है। मुझमें खरीदने की तमाम क्षमताएँ हैं इसलिए मेरी गरिमा, प्रतिष्ठा, प्तापन और अस्तित्व है अन्यथा नहीं। (I buy therefore I exist in the society or world today.) कोई वाद, दर्शन, मूल्य, की तुलना में भौतिक सम्पदा का मानव मन को संचालित कर रहा है। आज साधन ही साध्य बन गया है। अर्थवत्ता का मूल्य व्यक्ति का मूल्य बन गया है।

अवश्य तकनीक चेतनता ने प्रत्यक्ष या अप्रत्यक्ष तौर पर शिक्षा व्यवस्था के प्रभावित किया है। यह प्रभाव सकाणत्मक हो सकता है और नकारात्मक भी। शिक्षाविदों के लिए चिंतन का विषय अवश्य है। आज के विद्यार्थी की स्थिति कै हो सकती जैसे किसी एक बुजुर्ग का एक जवान के साथ वार्तालाप चल रहा है। यथा- 'पद-लिखकर क्या करोगे?' 'बुजुर्ग ने पूछा। 'मैं बहुत पैसे कमाऊंगा।' 'उसके बाद।' 'एक अच्छी लड़की से शादी करूंगा।' 'उसके बाद।' 'ऐसी-आपन की जिंदा बियाऊंगा।' 'उसके बाद।' 'मेरा नाम होगा।' 'उसके बाद।' 'मैं खुश रहूँगा।' 'उसके बाद।' 'मैं मर जाऊँगा।' 'उसके बाद।' जवान शून्य में देखता निरुत्तर हो जाता है।

क्या एकत्र करने की प्रवृत्ति सफलता है? एक बार प्रतिष्ठापूर्ण जीवन जीने के साधन हो जाने के बाद जो प्रसन्नता और संतोष होता है उसके बाद पैसे या सफल की वृद्धि के बावजूद प्रसन्नता और संतोष में वृद्धि नहीं होती बल्कि इसके प्रतिकूल इसके बाद पैसे और साधन के पीछे भागने पर प्रसन्नता और संतोष में हास होने लगता है। इसीलिए पाश्चात्य विद्वान जॉन रस्किन का कहना है, 'मानव के कठिन काम की उपलब्धि या इनम उससे कुछ हासिल करने में नहीं है बल्कि उससे बनने और रहने में है।' (The highest reward for a person's toil is not what she/he gets for it but what she/he becomes by it.) हम सतह होने और बनने की प्रक्रिया में होते हैं। पाश्चात्य अस्तित्व दार्शनिक जॉन पील सात्र ने मानव होने की स्वतंत्रता (Being is Freedom) बताया। स्वतंत्रता के घरातल पर मानव को चुनाव करने के मिवाग और कोई विकल्प नहीं रहता। कुल मिलाकर कहा जाये कि मानव कुछ नहीं बल्कि उसका अब तक के चुनाव का ही वह स्वर है। क्या चरित्रवान् होने घरातल है लक्ष्य बनाइए होना? कई मानने में यह आज के संदर्भ में बहुत बड़ा प्रश्न बनकर रह गया है।

मानवैज्ञानिक टिम कस्सर अपनी किताब (Kasser, T. (2002), The High Price of Materialism, Cambridge, The MIT Press) में कहते हैं कि अस्तंश और भौतिकतावाद में गहरा संबंध है। धन सम्पदा की अतिताका मानव को मानसिक एवं शारीरिक रूप से प्रभावित करती है। दूसरे शब्दों में, जो मानवीय रिस्ते को ताल में रखकर पैसे और ऐसी-आपन के पीछे भागता है उसकी संभावना अस्तंश के जीवन से भिरे होने की कहीं ज्यादा है। उसमें ईर्ष्या जलन, सामाजिक असुरक्षा की भावना, असंयम, होनाक सोप, अर्थात् मानसिक एवं शारीरिक विकृतियाँ आने लगेंगी।

क्या तकनीक चेतनता की गुलामी में मानव समाज तो बसर नहीं कर रहा? क्या इस चेतनता का शिकार तो वह नहीं हो गया है? इसका असर सबसे ज्यादा मानस में होगा जिससे मानसिकता प्रभावित होगी। मानसिक गुलामी किसी मानव के लिए एक त्रासदी है। मानसिक गुलामी शारीरिक गुलामी से कहीं ज्यादा भयानक एवं खतरनाक होती है। मानसिक गुलामी को शारीरिक गुलामी बनाये रखने में कोई जदरोजहद करनी नहीं पड़ती परंतु इसके प्रतिकूल किसी को मानसिक गुलाम उतनी आसानी से नहीं बनाया जा सकता है। महात्मा गांधी एवं नेलसन मंडेला इसके जीवन्त उदाहरण हैं।

विश्व में उच्च शिक्षण संस्थानों की भूमिका अत्यंत प्रभावशाली होती है। वे सामाजिक संगतियों एवं विसंगतियों का उजागर एवं प्रकाश डालते हुए एक नई दिशा प्रदान करते हैं। उनका लक्ष्य मानव कल्याण और वैश्विक समाज का हित है। यही उद्देश्य उनके मूल्य हैं। इन मूल्यों के घरातलीकरण हेतु शिक्षण कार्यक्रमों एवं गतिविधियों का संचालन निर्धारित होता है और इसी के संदर्भ में विश्वविद्यालय अनुदान आयोग द्वारा निर्दिष्ट देश के प्रत्येक उच्च शिक्षण-संस्थानों में आंतरिक गुणवत्ता निर्दिष्ट प्रकोष्ठ की भूमिका अत्यंत महत्वपूर्ण है।

मूल्यों पर हमारा विश्वास होता है और वे हमारे अत्यंत प्रिय होते हैं। मूल्य हमारे विचार एवं आचरण को दिशा देते हैं। वे हमारे जीवन की नींव होते हैं और हमारे चुनाव करने की क्रिया को संचालित एवं निर्धारित करते हैं। वे हमारे जीवन को दिशा देते हैं और निर्धारित भी करते हैं। हमारे मूल्य हमारे निर्णयों को निर्धारित करते हैं जो रिश्तों, पेशा, गतिविधियों आदि के संबंध में होते हैं। ये ही वह नींव अथवा घरातल है जिसपर हम अपना कार्य सम्पादित करते हैं और अपनी जीवन-शीली खड़ी होती है। हमारे आधारभूत मूल्य हमारे चरित्र और व्यक्तित्व का निर्माण करते हैं। उसी तरह प्रत्येक उच्च शिक्षण संस्थान की एक ईकाई की तरह अपनी एक कार्यशीली होती है। व्यापक अर्थ में उच्च शिक्षण संस्थानों का लक्ष्य मानव कल्याण और वैश्विक हित है परंतु सीमित अर्थ में एक विद्यार्थी को एक उत्कृष्ट मानव के रूप में निर्माण करना है। यह

उत्कृष्टता या श्रेष्ठता का द्योतक है जिसका अधिप्राय दार्शनिक बोध/वचन में उत्कृष्ट होना सम्भव स्वयं एवं स्वयं के कार्यों एवं संबंधों के प्रति जिम्मेदार होना। दूसरे शब्दों में सत्यनिष्ठ होना। जिसका अर्थ वचनबद्धता है, सर्वापेक्ष भाव से कार्य सम्पादित करना है। ऐसा मानव सहज ही होगा जो हर तरह की परिस्थिति में सत्यनिष्ठ बना रह सकता है। उसमें व्यापारिता की भावना कूट-कूट कर धरी होती है। इसलिए समानता उसका दुष्टिकोण होती है। सभी मानव को प्रतिष्ठा और गरिमा है। इसलिए महान् वैज्ञानिक आल्बर्ट आइंस्टाइन का मानना है कि इमारा यह प्रयास हो कि हम सकल मानव न बनें लेकिन परिग्रहानुगुणवान् मनुष्यों का मानव बनें। हम सामाजिक प्राणी हैं और एक दूसरे से जुड़े और निर्भर होते हैं।

मनुष्य की अवस्था होती है कि वह सम्पूर्णता, परिपूर्णता, अथवा संतोषप्रद जीवन ज्योतिष करे। इसी आकांक्षा की पूर्ति में वह एक सार्थक जीवन जीने में प्रयासरत होता है। मानव जीवन की सार्थकता के संबंध में हर धर्म एवं दर्शन की अपनी-अपनी विवेचनाएँ एवं सिद्धांत हैं। शिक्षा के अपने सिद्धांत हैं। शिक्षा का मूल लक्ष्य है कि वह मनुष्य को प्रकृति प्रदत्त शक्तियों एवं क्षमताओं से साक्षात्कार कराये और उसे इस काबिल बना दे कि वह अपने दैनिक के जीवन में उन्हें मूर्त कर सके। यदि कोई व्यक्ति इसमें कमजोर हो तो वह अपने व्यर्थियों के कारण ही। उन व्यर्थियों में मुख्यतः अलस्य, अकर्मण्यता, डर व संकोच हैं। मानव जीवन की सार्थकता क्या है? यकीनन जीवन का सच्चा सदुपयोग ही जीवन का महामंत्र है। आदर्श चिंतन श्रेष्ठ है तो आदर्श कर्म श्रेष्ठतम। विश्व के विभूतियों के जीवन से यही स्पष्ट होता है इसलिए उनका जीवन कितना आकर्षक, अप्रसंग्य और प्रेरणादायक रहा है।

सभी उच्च शिक्षण संस्थानों का यह सपना होना चाहिए कि सभी विद्यार्थी कल के सपने और अच्छे नेता बनें, अच्छे ईंसान बनें, विश्व के, राष्ट्र के, प्रदेश के और अपने-अपने खानदान एवं परिवार के। और इस सपने के साकार हेतु अच्छी शिक्षा से कोई समझौता नहीं होना चाहिए।

किसी विद्यार्थी की अच्छी शिक्षा का मापन उसके दैनिक के जिम्मेदारी से है कि वह अपने विषय के ज्ञान को जिम्मेदारी में कितना आगे बढ़ रहा है। नियमित विद्या अध्ययन कर ज्ञान हासिल करने का धर्म पूरा करने में कितना सक्षम बन रहा है। इसलिए नियमितता (रेगुलैरिटी) उत्कृष्टता का अधिष्ठ हिस्सा बन जाती है। शिक्षित व्यक्ति का अपने जीवन के प्रति, परिवार, समाज, देश, दुनिया और सृष्टि के प्रति दायित्वबोध होता है और यदि ऐसा न हो वह मात्र सहार ही होकर रह जाता है।

इसलिए उच्च शिक्षण संस्थानों के आंतरिक गुणवत्ता निर्दिष्ट प्रकोष्ठ की मान्यताएँ

निम्न होनी चाहिए - (क) अपने सभी विद्यार्थियों की क्षमताओं एवं संभावनाओं पर दृढ़ अस्था हो। (ख) उन क्षमताओं के विकास एवं संभावनाओं के पूर्तिकरण हेतु उचित और उपयुक्त प्रक्रिया को पहल पर विश्वास हो। (ग) आवश्यक सुविधाएँ एवं साधन पर बला। (घ) कर्मचारी के आपन - दायित्वबोध, नियमितता व उत्कृष्टता (कर्म एवं विचार) हो।

इन मान्यताओं पर आधारित विद्यार्थियों के संबंध में चार बिंब (इमेजेस) पर विचार करना उचित होगा। 1. पीपल पेड़ का बीज - अत्यंत छोटे होने के बावजूद उसमें एक विशाल पेड़ बनने की क्षमता और संभव निहित है और उसी प्रकार प्रत्येक विद्यार्थी भी; अर्थात् विद्यार्थियों की क्षमताओं एवं संभावनाओं में दृढ़ विश्वास होना। प्रत्येक विद्यार्थी में शारीरिक, मानसिक, बौद्धिक एवं आध्यात्मिक शक्ति अंतर्निहित है। इन शक्तियों से वह उत्कृष्टता से उत्कृष्टतम की हासिल कर सकता है। 2. ईंट का चट्टे में होना - विद्यार्थी विद्या मंदिर नामक चट्टे में तप-तपकर मजबूत और ज्ञानी बने। ईंट को खेत पर ही छोड़ दें तो वह गलेगी, बिखरित होगी और विकृष्ट हो होगी। 3. ऊँचाई में उड़ता बैलून - अपने रंग या आकार या पदार्थ की वजह से बैलून आकाश में नहीं उड़ता बल्कि हिलियम गैस की वजह से। सभी की चाह होती है कि विद्यार्थी सकलता की ऊँचाईयों को छुवें। इसके लिए हिलियम गैस जैसी साकारात्मक मानसिकता उनमें हो। और इसलिए अकर्मण्यता, आलस्यपन का जीवन में कोई जगह नहीं होनी चाहिए। 4. आकाश में पतंग का उड़ना - मनुष्य के हाथ में पतंग की डोर होने के कारण ही पतंग आकाश की ऊँचाईयों में उड़ती रहती है। परंतु एक बार उसकी डोर टूट या छूट जाये तो वह नीचे को गिरेगी और कभी उस ऊँचाई में नहीं उड़ पायेगी। मनुष्य हो या विद्यार्थी हो, डोर सद्गुरु अनुशासन, अति आवश्यक है। जीवनदायिनी नदी की भी दो सीमाएँ होती हैं (बाउंड्री) जिनमें रहकर नदी मर्यादित भाव से जीवन देती हुई बहती है। पूर्ण जीवन जीने हेतु संयम, अनुशासन नितांत जरूरी है।

शिक्षा का उद्देश्य उत्कृष्टता की विरतर खोज है। इसलिए आज शिक्षा में मूल परिवर्तन अपेक्षित है। शिक्षा-पद्धति की मूल संरचना और उसकी प्रक्रियाओं में परिवर्तन और इस व्यवस्था को लचीली और गतिशील बनाना और ऐसी दिशा देना जिससे हर व्यक्ति को बौद्धिक और मानसिक विकास के अवसर मिलें। पढ़ाने पर जोर देने के बजाय सोचने पर अधिक बल हो, व्यक्तिगत उद्देश्य की अपेक्षा सामाजिक उद्देश्यों को अधिक महत्व दिया जाये, और मात्र सूचना प्राप्त करने के बजाय कलाओं के विकास की और ज्ञान के आधार पर चरित्र-निर्माण को अधिक महत्व दिया जाये। अतएव इस संदर्भ में शिक्षकों की भूमिका सरल और सहज नहीं है। डू. जी. सी. ने Role and Responsibility of Teachers (1981) में स्पष्ट कर दिया है कि आज उच्च शिक्षण संस्थानों के लिए दो तरह के नये कार्य जुड़ गये हैं, प्रथम, उनका दायित्व

यह भी हो गया है कि ये शिक्षण पद्धति को बदलें, उसके पाठ्य-क्रम, परीक्षा और मूल्यांकन पद्धति, संकाय के विकास, ज्ञानोन्मुख, प्रायोगिक और प्रासंगिक शिक्षा, द्वितीय, तृतीय पर अवलंबित समाज के प्रति प्रतिबद्धता। अतएव तदनुसार मूल्यों एवं दक्षता प्रदान करना। शिक्षक को विकास एवं सामाजिक परिवर्तन की दिशा में महात्वापूर्ण भूमिका निभाने का पुनित कर्तव्य है। मूल्य पद्धति को बदलना में वह प्रमुख कारक है। प्रतिबद्ध, योग्य और आधुनिक विचारों से ओत-प्रोत शिक्षकों को चपन से तो अच्छी लड़ाई जीत ली गई होती है। अवरथ शिक्षित मानव सामाजिक विप्लव है।

शिक्षा नागरिकों में आत्मोत्थान, आत्मगौरव, आत्मसंतोष जैसे भावों को भरने तथा समाज सेवा जैसे सद्गुणों को विकसित करने की अलौकिक शक्ति है। यह एक प्रक्रिया है जो मनुष्य को एक संस्कारवान एवं चेतनाशील प्राणी बनाती है। इसीलिए जर्मन गणतन्त्रवादी तथा नैतिकतावादी दार्शनिक हरबर्ट (जन्म 1776) शिक्षा का मुख्य उद्देश्य नैतिकता को प्राप्ति को ही मानते थे। उसने मानसिक प्रकृति तथा व्यवहार के तीन मूल पक्षों पर यथा ज्ञान, संवेदना एवं इच्छा पर प्रकाश डालते हुए कहा है कि इनमें से इच्छा सर्वोपरि है। इसलिए मानव का वास्तविक मूल्यांकन तो उसकी इच्छा में है। इच्छा ही वह शक्ति है जिससे मानव क्रियाशील होता है तथा अनुभव को आधार पर ज्ञान प्रदान करता है। सामाजिक नैतिकता व वैयक्तिक सदाचार वास्तविक शिक्षा का फल है। इसके लिए ये चार मुख्य विचार की समवेत प्राप्ति जरूरी है - (क) आंतरिक स्वतंत्रता, (ख) पूर्णता, (ग) सद्भावना, (घ) न्याय तथा (च) समानता। नैतिकता का आधार ज्ञान एवं सद्भावना है। प्रत्यक्ष ज्ञान एवं अनुभव को आधार पर सच्ची सद्भावना का जन्म होता और सद्भावना से ही सच्चा सामाजिक व्यवहार विकसित होता है।

एक और भौतिक विकास को रफ्तार है तो दूसरी ओर नैतिक पतन की। संयुक्त राष्ट्र के महासचिव कोफी अन्नन (1997-2006) का मत है कि "विकास का अधिकार अन्य सभी मानवाधिकारों के प्रति सम्मान का मापन है। वह हमारा लक्ष्य होना चाहिए। ऐसा व्यवहार जहां सभी व्यक्ति अपनी तमाम क्षमताओं को अधिकतम प्रयोग करने के योग्य बन सकें और समाज के विकास में महत्वपूर्ण योगदान दे सकें।" अपने लोगों का खयाल रखने वाला प्रेता अपनी जनता को क्षमताओं को बढ़ाने में पूंजी लाने से कभी नहीं झुकेंगे ताकि अपनी पसंद का सम्प्रदायी जीवन जी सकें। ऐसी पसंद का जीवन राजनैतिक, आर्थिक, और सामाजिक स्वातंत्र्य जो सर्वोन्मात्स्यता, उत्पादकता, वैयक्तिक गरिमा की प्रसन्नता और मानवाधिकार की सुनिश्चितता और परहित तन्मुख व्यक्ति होने में है। यही वैयक्तिक उत्कृष्टता है जिसको निर्माण की जिम्मेदारी प्रत्येक उच्च शिक्षण संस्थान को है।

उच्च शिक्षण संस्थानों के आंतरिक गुणवत्ता निर्दिष्ट प्रकोष्ठ को उत्कृष्टता की धरोहर कायम रखने की जिम्मेदारी है ताकि अंततः उच्च शिक्षण संस्थान की कार्य-शैली ही उत्कृष्टता की बनी रहे। ऐसी कार्य-शैली में विद्यार्थी खुद अपने स्व एवं उत्कृष्टता के स्पर्श हेतु संघर्षरत होगा। वह जुझने को उद्यत होगा क्योंकि पूरा साक्षात्करण उसके लिए अनुकूल प्रतीत होगा। इस कार्य-शैली में अल्पानुरागन होगा और होगी नियमितता भी।

उत्कृष्टता श्रम को मांग करती है और मानव में श्रम से जो चुपने की प्रवृत्ति होती है। वास्तव में परिश्रमी का अर्थ अपने स्व से ही प्रतिस्पृद्ध है। अच्छा प्रतिस्पृद्ध आत्मविकासशील होता है और आत्मविकासशील को अपनी स्व-शक्ति एवं क्षमता की पहचान होती है। अच्छी शिक्षा से ही स्व-ज्ञान प्राप्त होता है और स्व-ज्ञान से ही आत्मसाक्षात्कार (गोश) संभव है, जो शिक्षा-दर्शन का मूल भाव है। सर में, कहा जा सकता है कि व्यक्ति में शिक्षा अमूर्त है और वह अपने जीवन, परिवार, समाज, राष्ट्र, विश्व एवं सृष्टि के प्रति जिम्मेदार न हो। अधिप्राय यह कि शिक्षित व्यक्ति वह है जो अपना जीवन प्रसन्नतापूर्वक पूर्णरूपेण अथवा जिम्मेदारी से जीये।

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* * *

Relationship Between Academic Achievement And Moral Value Of Undergraduate Students

Sushil Kumar Singh

Abstract

The criteria for quality education is where educators include the relevant aims of education. Among the relevant aims of education inculcating moral values stands out. Decline of moral values in present time starts with development of society. We can see moral value as an aim of education since Vedic, Buddhist and Islamic era. In early times it was known as a problem due to illiteracy. With increase in literacy rate decline in moral value is still a great problem of human civilization. Value theory encompasses a range of approaches to understanding how, why and to what degree people value things; whether the thing is a person, idea, object, or anything else. It helps us to accept, respect the attitude and behaviour of those who differ from us. Value education does not mean value imposition or indoctrination. So, it's the demands of modern times to find the relationship between Moral Value and Academic Achievement.

The purpose of this study is to investigate the Relationship between Moral Value and Academic Achievement of Under Graduate Students. The random sampling technique is used to select 120 under graduate students of different departments of Degree Colleges of Patna district. A self constructed and validated attitude scale was used to measure the attitude of under graduate students towards their moral values and XII std Board marks was used to indicate their Academic Achievements. Pearson Product Moment Coefficient of Correlation was applied for the analysis of data. The findings showed that there is significant relationship between moral value and academic achievement of under graduate students. Significant relationship was also found in males, females, arts background and science background under graduate students between Moral Value and Academic Achievement while no significant relationship was found in commerce background under graduate students.

Keywords: Moral Value, Academic Achievement, Under graduate students.

Introduction

Moral values are the principles and standards which determine whether an action is right or wrong. Moral values are based on a moral code, which is a system of morality according to a particular philosophy, religion, or culture. The Golden Rule is a moral code which urges us to treat others as you would like others to treat you. It is a big question for the institutions how to manipulate moral values among the students. How and when moral values should be taught to the students? It is going to be a big question for the institutions when schools have been facing different types of behavioral problems among the students. Sometimes we can say that it is the influence of modern time or it may be an effect of improper rearing by parents or it may be an effect of change in the society and changing family environment. What are the advantages of good moral values in education? Why should moral education be taught in the schools? Why should school teachers have to teach moral lessons to the students? Actually man is a social animal and he has to live and react within the society. He has to learn different social habits like helping the people, gentleness, respect to elders and teachers and so many. These good habits make him a good social creature and he is known as a good person for others. When a student attains these qualities he becomes a responsible and a good student and he is able to behave gently within the society. When he learns these qualities within the school time, his homework and preparation become good. Many schools have been searching the reasons of depreciation in moral values and they have been working for developing good moral values among the students. However moral values are integral part of the education and it is greatly emphasized in almost all countries. Generally Moral Education is not a specific subject for schools but it is taught under different subjects like language, literature, supplementary reading books etc. Moral Education is taught as a separate subject like Moral Science in a few schools. Various festival celebrations at institution level will give freedom to teachers to choose and plan any activity. Teaching moral education is not a particular topic but it can be taught under various programs and activities. Teachers can use different plays and such activities to demonstrate various moral education lessons. Cultural activities can play a great role in this. Beside cultural activities there are many interesting activities for providing moral education lesson like daily prayer where teachers can arrange a daily activity as "The

quote of the day"; where students say nice thoughts. Value education does not mean value imposition or indoctrination. So, it's the demand of modern times to find the relationship between Value and Academic Achievement.

The Education Commission (1964 - 66) and the National Policy on Education (NPE - 1986) stressed the importance of value oriented education in our country. The Ramamurthy Committee Report (1990) recommended that the imparting of value education should be an integral part of the entire educational process.

Statement of the problem : The rationale presented above shows the need for the study of relationship between academic achievement and moral value of undergraduate students.

OBJECTIVES

- To find out the relationship between academic achievement and moral values of undergraduate students.
- To find out the relationship between academic achievement and moral values of male undergraduate students.
- To find out the relationship between academic achievement and moral values of female undergraduate students.
- To find out the relationship between academic achievement and moral values of Arts background undergraduate students.
- To find out the relationship between academic achievement and moral values of Sciences background undergraduate students.
- To find out the relationship between academic achievement and moral values of Commerce background undergraduate students.

NULL HYPOTHESES

- There is no significant relationship between academic achievement and moral values of undergraduate students.
- There is no significant relationship between academic achievement and moral values of male undergraduate students.
- There is no significant relationship between academic achievement and moral values of female undergraduate students.
- There is no significant relationship between academic achievement and moral values of Arts background undergraduate students.

- There is no significant relationship between academic achievement and moral values of Sciences background undergraduate students.
- There is no significant relationship between academic achievement and moral values of Commerce background undergraduate students.

METHOD

Research Design: The study falls in the domain of descriptive research. The researcher adopted the survey method.

Population of the study: Undergraduate students of Patna district.

Sample: 120 Undergraduate students of three streams of 2 different colleges of Patna were taken as sample. The random sampling technique was used to select the sample.

Statistical treatment: Pearson Product Moment Correlation (r) was applied to analyse the data.

TOOLS OF THE STUDY

A Self-constructed and validated moral value scale by the investigator was used to collect the data. The MVS had two parts:

- Personal data sheet.
- A 30 item MVS to measure the attitude towards moral value.

DELIMITATIONS

The scope of the study is limited in the following ways:

- The researcher has confined the study only to the undergraduate students of Patna district.
- The sample chosen is restricted to only three streams of two colleges of Patna district.
- The sample is limited to only 120 undergraduate students of Patna district.

RESULTS AND DISCUSSIONS :

Ho1: There is no significant relationship between academic achievement and moral values of undergraduate students. To study the relationship Pearson 'r' was computed. The result is given in table 1:

TABLE:1

Pearson Coefficient Of Correlation(r) Between academic achievement and moral values of undergraduate students.

Academic achievement ΣX	Moral values ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
8048	15548	547368	1056969	2084538	120	0.579*	3

* Significant at 0.01 level

Table 1 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between academic achievement and moral values of undergraduate students.

Ho2: There is no significant relationship between academic achievement and moral values of male undergraduate students. To study the relationship Pearson 'r' was computed. The result is given in table 2:

TABLE-2

Pearson Coefficient Of Correlation (r) Between academic achievement and moral values of male undergraduate students.

Academic achievement ΣX	Moral values ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
4048	7487	269572	943199	502784	60	0.502*	3

*Significant at 0.01 level

Table 2 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between academic achievement and moral values of male undergraduate students.

Ho3: There is no significant relationship between academic achievement and moral values of female undergraduate students. To study the relationship Pearson 'r' was computed. The result is given in table 3:

TABLE:3

Pearson Coefficient Of Correlation(r) Between academic achievement and moral values of female undergraduate students.

Academic achievement ΣX	Moral values ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
4088	8101	277798	1121539	554185	60	0.671*	3

*Significant at 0.01 level

Table 3 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between academic achievement and moral values of female undergraduate students.

Ho4: There is no significant relationship between academic achievement and moral values of Arts background undergraduate students. To study the relationship Pearson 'r' was computed. The result is given in table 4:

TABLE:4

Pearson Coefficient Of Correlation(r) Between academic achievement and moral values of Arts background undergraduate students.

Academic achievement ΣX	Moral values ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
2655	4928	178993	637470	332359	40	0.574*	5

*Significant at 0.01 level

Table 4 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between academic achievement and moral values of Arts background undergraduate students.

Ho5: There is no significant relationship between academic achievement and moral values of Sciences background undergraduate students. To study the relationship Pearson 'r' was computed. The result is given in table 5:

TABLE:5

Pearson Coefficient Of Correlation(r) Between academic achievement and moral values of Science background undergraduate students.

Academic achievement ΣX	Moral values ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
5377	2765	183267	5577	735455	40	0.502*	5

*Significant at 0.01 level

Table 5 reveals that 'r' value is significant. So the null hypothesis is rejected. It means that there is significant relationship between academic achievement and moral values of Science background undergraduate students.

H₀₆: There is no significant relationship between academic achievement and moral values of Commerce background undergraduate students. To study the relationship Pearson 'r' was computed. The result is given in table 6:

TABLE: 6

Pearson Coefficient Of Correlation(r) Between academic achievement and moral values of Commerce background undergraduate students

Academic achievement ΣX	Moral values ΣY	ΣX^2	ΣY^2	ΣXY	N	r	Result
2688	5263	183168	711833	358295	40	0.23*	NS

*Not Significant at 0.05 level

Table 6 reveals that 'r' value is not significant. So the null hypothesis is accepted. It means that there is no significant relationship between academic achievement and moral values of Commerce background undergraduate students.

FINDINGS :

- There is significant relationship between academic achievement and moral values of undergraduate students.
- There is significant relationship between academic achievement and moral values of male undergraduate students.
- There is significant relationship between academic achievement and moral values of female undergraduate students.
- There is significant relationship between academic achievement and moral values of Arts background undergraduate students.
- There is significant relationship between academic achievement and moral values of Sciences background undergraduate students.
- There is no significant relationship between academic achievement and moral values of Commerce background undergraduate students.

CONCLUSIONS :

From the above results it can be concluded that there is significant relationship between academic achievement and moral values of undergraduate students. Significant relationships were also found

between academic achievement and moral values of male, female, arts background and science background undergraduate students. There is no significant relationship between academic achievement and moral values of Commerce background undergraduate students. Hence, we conclude that students with good academic achievement has high attitude towards moral values. Thus if we want to increase the moral values we should put more emphasis on quality education.

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Staff Performance Appraisal

Smita Paschal & Sanjay Kumar

Abstract

Staff Performance Appraisal (SPA) is the process of obtaining, analyzing and recording information about the relative worth of a teacher. The focus of the performance appraisal is measuring and improving the actual performance of the teacher and also his/her future potential. Its aim is to measure what a teacher does. The main purpose of this study is to find out the different aspects of performance appraisals carried out in various schools and the extent to which it helps in the quality enhancement of teachers and the level to which it motivates and inspires the teacher to achieve the best. The population for the study will be the various School Teachers of Patna, Bihar. The dimensions which would be of the prime importance in the study are teaching responsibilities, school-wide responsibilities and management responsibilities. The investigator has proposed to adopt Survey Method to describe the existing status of phenomenon under investigation and to draw valid conclusions from the facts discovered. The researcher will use a self-constructed and validated Performance Appraisal Inventory. The investigator will use stratified random sampling technique for selecting the sample. The sample will consist of 50 school teachers of Patna town. The findings of the research show that Staff Performance Appraisal helps in the quality enhancement of teachers and the level to which it motivates and inspires the teacher to achieve the best.

Key words : Performance appraisals, Higher education, Staff

Introduction

Performance appraisals in the field of education refer to the process of a supervising educator observing and evaluating the performance of a teacher. These supervising educators are usually department heads or administrative faculty—principals or vice principals. Performance appraisals are usually structured in such a way that the teacher being observed receives valuable feedback on both strengths and weaknesses in her teaching approach, allowing her to increase her effectiveness.

Performance appraisal enables the teacher to understand his strengths and weaknesses. The feedback provided by the Superior motivates the teacher to improve and develop himself. Positive

reinforcement and Rewards further motivates the teacher to strive for more and get required recognition from his fellow teachers.

Since the teacher is being observed and monitored for weaknesses, as well as supported in fixing those weaknesses, teacher performance appraisal can be directly related to the increased effectiveness of teachers. If the appraisal system is approached with a degree of professionalism that is not compromised and if the teacher is supported in making the changes necessary for addressing the area of weakness, performance appraisals can significantly help schools in retaining excellent educators who strive for improvement. This in turn benefits the students of that school, with far-reaching ramifications for society.

Definitions

According to Flipppo, a prominent personality in the field of Human resources, "performance appraisal is the systematic, periodic and an impartial rating of an employee's excellence in the matters pertaining to his present job and his potential for a better job."

According to the Professor of Management Wayne Cascio, "Performance appraisal is the systematic description of an employee's job relevant strengths and weaknesses."

According to Heyel, "It is the process of evaluation of the performance and qualifications of the employees in terms of the requirements of the job for which he is employed, for purpose of administration including placements, selection for promotion, providing financial rewards and other action which require differential treatment among the members of a group as distinguished from action affecting all members equally."

Wikipedia defines performance appraisal (PA) in the following manner, "performance review, performance evaluation, (career) development discussion, or employee appraisal is a method by which the job performance of an employee is evaluated. Performance appraisals are a part of career development and consist of regular reviews of employee performance within organizations."

According to Alford and Beatty "It is the evaluation or appraisal of the relative worth to the company of a man's services on his job."

The greater danger for most of us lies not in setting our aim too high and falling short; but in setting our aim too low, and achieving our mark. (Michelangelo, Italian sculptor, painter, architect & poet)

Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall. (Stephen Covey, 1932- Author of *The Seven Habits of Highly Effective People*)

Don't lower your expectations to meet your performance. Raise your level of performance to meet your expectations. Expect the best of yourself, and then do what is necessary to make it a reality. (Ralph Marston)

The Objectives

1. To find whether there is significant difference between male and female teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.
2. To find whether there is significant difference between graduate and post graduate teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.
3. To find whether there is significant difference between teachers with teaching experience less than ten years, ten years and more than ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.
4. To find whether there is significant difference between teachers with income less than 15,000 p.m., 15,001 to 25,000 and more than 25,001 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.

Null Hypotheses

1. There is no significant difference between male and female teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.
2. There is no significant difference between graduate and post graduate teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.
3. There is no significant difference between teachers with teaching experience less than ten years and equal to ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.
4. There is no significant difference between teachers with teaching experience equal to ten years and more than ten years with regard

to the appropriateness of the Performance Appraisal System in the Schools.

5. There is no significant difference between teachers with teaching experience less than ten years and more than ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.
6. There is no significant difference between teachers with income less than 15,000 per month and Rs. 15,001 to 25,000 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.
7. There is no significant difference between teachers with income Rs. 15,001 to 25,000 per month and more than 25,001 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.
8. There is no significant difference between teachers with income less than 15,000 per month and more than 25,001 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.

Methodology

- i. **Method** — Survey Method was used to collect the data.
- ii. **Population** - The population for the study is the School Teachers teaching in Patna, Bihar.
- iii. **Sample** - The investigator used stratified random sampling technique for selecting the sample. The sample consisted of 50 school teachers.
- iv. **Tools used** — The investigator has used Self-constructed and validated Performance Appraisal Inventory.
- v. **Statistical Techniques used** - Mean, Standard deviation, and 't'-test

Data Analysis

Hypothesis 1

There is no significant difference between male and female teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.

Table No. 1

Gender	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
Female	23	164.83	23.243	4.847	.682	NS
Male	27	168.89	18.011	3.466		

(At 0.05 level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.

Hypothesis 2

There is no significant difference between graduate and post graduate teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.

Table No 2

Qualification	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
Graduate	20	169.05	17.485	3.910	.598	NS
Post Graduate	30	165.67	22.421	4.094		

(At 0.05 level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between the graduate and post graduate teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.

Hypothesis 3

There is no significant difference between teachers with teaching experience less than ten years and equal to ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.

Table No. 3

Experience	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
less than 10 years	16	159.31	18.445	4.611	.416	NS
equal to 10 years	9	156.11	18.483	6.161		

(At 0.05 level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between teachers with teaching experience less than ten years and ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.

Hypothesis 4

There is no significant difference between teachers with teaching experience equal to ten years and more than ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.

Table No. 4

Experience	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
equal to 10 years	9	156.11	18.483	6.161	2.729	S
More than 10 years	25	175.88	19.045	3.809		

(At 0.01 level of significance, the table value of 't' is 2.58)

It is inferred from the above table that there is significant difference between teachers with teaching experience equal to ten years and more than ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.

Hypothesis 5

There is no significant difference between teachers with teaching experience less than ten years and more than ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.

Table No. 5

Experience	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
less than 10 years	39	199.51	18.445	4.611	2.77	S
More than 10 years	25	175.88	19.045	3.809		

(At 0.01 level of significance, the table value of 't' is 2.58)

It is inferred from the above table that there is significant difference between teachers with teaching experience less than ten years and more than ten years with regard to the appropriateness of the Performance Appraisal System in the Schools.

Hypothesis 6

There is no significant difference between teachers with income less than 15,000 per month and Rs. 15,001 to 25,000 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.

Table No. 6

Income	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
less than 15000	8	158.75	13.145	4.647	.353	NS
15001 to 25000	30	160.80	19.130	3.493		

(At 0.05 level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between teachers with income less than 15,000 per month and Rs. 15,001 to 25,000 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.

Hypothesis 7

There is no significant difference between teachers with income Rs. 15,001 to 25,000 per month and more than 25,001 per month with

regard to the appropriateness of the Performance Appraisal System in the Schools.

Table No. 7

Income	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
15001 to 25000	30	160.80	19.130	3.493	3.472	S
25001 and above	12	188.08	12.325	3.558		

(At 0.01 level of significance, the table value of 't' is 2.58)

It is inferred from the above table that there is significant difference between teachers with income Rs. 15,001 to 25,000 per month and more than 25,001 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.

Hypothesis 8

There is no significant difference between teachers with income less than 15,000 per month and more than 25,001 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.

Table No. 8

Income	N	Mean	Std. Deviation	Std. Error Mean	t-ratio	Level of Significance
less than 15000	8	158.75	13.145	4.647	5.012	S
25001 and above	12	188.08	12.325	3.558		

(At 0.01 level of significance, the table value of 't' is 2.58)

It is inferred from the above table that there is significant difference between teachers with income less than 15,000 per month and more than 25,001 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.

Findings

1. There is no significant difference between the male and female

teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.

2. There is no significant difference between the graduate and post graduate teachers with regard to the appropriateness of the Performance Appraisal System in the Schools.
3. There is no significant difference between teachers with teaching experience less than ten years and ten years with regard to the appropriateness of the Performance Appraisal.
4. There is significant difference between teachers with teaching experience ten years and more than ten years with regard to the appropriateness of the Performance Appraisal.
5. There is significant difference is seen between teachers with teaching experience less than ten years and more than ten years with regard to the appropriateness of the Performance Appraisal.
6. There is no significant difference between teachers with income less than 15,000 per month and 15,001 to 25,000 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.
7. There is significant difference between teachers with income 15,001 to 25,000 per month and more than 25,001 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.
8. There is significant difference between teachers with income less than 15,000 per month and more than 25,001 per month with regard to the appropriateness of the Performance Appraisal System in the Schools.

Conclusion

Gender does not have any significance with regard to the appropriateness of the Performance Appraisal system. Years of Experience and Income affect the view of an individual with regard to the role and appropriateness of the Performance Appraisal system. Performance appraisal has a profound effect on levels of employee motivation and satisfaction - for better as well as for worse. Performance appraisal provides employees with recognition for their work efforts. Performance appraisal offers an excellent opportunity - for the Management and staffs to recognize and agree upon individual training

and development needs. Performance appraisal enables the teacher to understand his strengths and weakness and work upon them. Thus, to increase the quality enhancement of the teachers in their profession, it is suggested that the School Management should give importance to SPA. The School Management should carry it out in such a way that it could encourage the teachers to give themselves to the best of their abilities.

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PROMOTING USE OF ICT IN HIGHER EDUCATION

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Abstract

The expansion of higher education and increasing global competition presents a number of challenges and opportunities for the higher education sector in our country. In the contemporary view education is accepted as a significant tool for development as it helps build, develop, strengthen and modernize any civilization. Higher education generally includes colleges, universities and university level. The specific features of higher education is to impart in-depth knowledge and understanding, thus enabling learners to embrace change and explore new frontiers of knowledge in different walks of life. Along with quantitative expansion, the issues of quality are becoming critical in this era of rapidly expanding higher education. In the present age teaching learning demands a degree of excellence in order to make higher education relevant and effective. ICT based educational system can be used for effective nation building. As the information system plays an important role in society, ICT has been characterized and accepted as having the potential to enable better learning. ICT enables learners to access the concepts deeper that they previously could not grasp. ICT bridges the digital divide and boosts and accelerates teaching learning and evaluation process. This paper attempts to highlight the concept and importance of ICT for higher education in India, its need and how ICT promotes the students as self directed learners.

ICT stands for Information and Communication Technologies and is defined as a "diverse set of Technological tools and resources used to communicate, and to create, disseminate, store and manage information. These technologies include, computers, the Internet, Broadcasting technologies (Radio and television), and telephony." (Blurton)

The ICT revolution has ushered in a new era. Its profound influence can be seen in every sector of the society i.e. industries science, technology, merchandise and education. The emergence of ICT has not only dramatically enhanced the teaching style but has also influenced the learning style, where a student becomes the explorer of information and an independent worker. The ICT has tremendous potential for

enhancing personalized learning and makes teaching learning interesting. For integrating ICT in higher education it is necessary to strengthen ICT in teacher education. ICT in education should be offered as a compulsory course at B.Ed level and in special areas at M.Ed level. There should be a networking of educational institutions in India so as to support and improve the learning of students and develop learning environments.

Teaching- learning has gone through many changes, over the years and particularly since information and communication technology was implemented for imparting education. The users of ICT facilitate teaching and accelerates the learning process both quantitatively and qualitatively. ICT also helps in stimulating the multiple intelligences.

ICT in Higher Education can meet the style needs of students and can assist/aid different learning potentials. For instance the visual – spatial learners whose intelligence requires to 'see' to fully understand the content of a lesson. Visual displays like diagrams, visual text books, videos, movies, etc... accelerate their learning. ICT can offer more varied and challenging opportunities than traditional Education can, in problem solving, classifying and categorizing information, in working with abstract concepts, to figure out the relationship of each to the other.

Technology can be used as a tool to enhance learning. The teacher always coordinates and prompts students to formulate their own questions (inquiry), by:

- allowing multiple interpretation and expressions of learning (multiple intelligences)
- and encouraging group work and the use of peers as resources (collaborative learning)

The use of ICT in higher education can ensure better understanding by helping the teacher to use students' prior knowledge, their understanding and beliefs and base instruction and pose problems by increasing the complexity of the context; take on the role of a facilitator, increase the ability of students to test multiple scenarios and thus challenge preconceived notions and misconception and broaden the circle of social interaction to include students' peers and experts beyond the classroom, the school, the community and even their own country,

ICT Shifts the teaching learning process from the traditional teacher – centered one to the student – centered one. It makes learning a self-regulated process in which each student moves at his own individual speed rather than a teacher regulated speed. ICT empowers students and enables them to create and construct knowledge and not merely acquire them. It makes them active agents in the process rather than passive recipients. This is what Don Tapscott means when he says “we are in the process of transitioning from “Broadcast” learning to “Interactive learning”. In his book “Growing up Digitally - The Rise of the NET generation” (1998). His book could be perceived, as a call for integrating Information and Communication Technology in Education.

THE NEED OF ICT IN HIGHER EDUCATION

Education means “to draw out” enabling realization of latent potential and talents of an individual. Coupled with pedagogy, a body of theories and applied research related to teaching and learning, education imparts knowledge, positive judgment, harnesses specific skills and develops wisdom.

Table : The four main rationales for introducing ICT in education.

RATIONALE	BASIS
Social	Perceived role that technology now plays in society and the need for familiarizing students with technology.
Vocational	Preparing students for jobs that require skills in technology.
Catalytic	Utility of technology to improve performance and effectiveness in teaching, management and many other social activities.
Pedagogical	To utilize technology in enhancing learning, flexibility and efficiency in curriculum delivery.

Higher education systems have grown exponentially to fulfill the demands of quality education and this is all due to advancements in Information and Communication Technology (ICT). ICT can play a great role in strengthening the three traditional branches that make up the mission of higher education i.e. teaching, research and service to

the society. Teaching at higher level, mostly concentrates on giving information which is just one objective of education. The other objectives of higher education are:

- Developing reasoning and thinking power.
- Strengthening decision making and judgement.
- Instilling self concept and value clarification.
- Inculcating proper study habits.
- Harnessing scientific temper, risk taking capacity
- Building tolerance and removal of ambiguity
- Enhancing comprehension speed and vocabulary

Given the present infrastructure, class size, availability of trained teachers, etc... it is rather difficult to fulfill all objectives of higher education. The objectives being multi dimensional in nature demand multiple methods to be used in an integrated manner. The use of ICT can fulfill this need by developing among the students an analytical mind and a quest for objective knowledge.

The Universities and Colleges imparting higher education will play a vital role by utilizing this opportunity and becoming incubators of knowledge creation and innovation.

To enable the youth of India in becoming world leaders, we must design our educational system in such a way that each graduate comes out with some certified skill. The introduction of ICT's in the higher education has profound/immense implications for the whole education process especially in dealing with key issues of access, equity, management, efficiency, pedagogy and quality. ICT increases flexibility of delivery of education so that learners can access knowledge anytime and from anywhere. It can influence the way students are taught and how they learn, as now the processes are learner driven and not teacher driven. This in turn would better prepare the learners for life long learning. This in turn would better prepare the learners for life long learning as well as prepare them to contribute towards the country. ICT greatly facilitates the acquisition and absorption of knowledge, offering the third world countries unprecedented opportunities to enhance their educational system, improve their policy formulation and execution, and widen the range of opportunities for business and employment.

ICT promotes the students as self directed learner

Use of ICT in learning can be creative and innovative. It empowers

both learners and teachers, but especially giving learners a more active engaging role in the learning process. In this contemporary world, education is synonymous with technology. ICT has improved the flexibility as well the delivery of education. Through the web, students can procure high quality learning material from anywhere. The success of OPEN ONLINE COURSES bears testimony to that fact. Additionally, the usage of e-based educational product becomes worthy, if only the technological infrastructure of a nation is strong.

Besides assisting students, ICT also presents an excellent opportunity for teachers to improve their teaching methodologies. The internet offers interactive learning material, which when used in classrooms enhances the learning environment. Therefore, the role of ICT in improving higher education in India is integral for its growth and development.

Study of use of ICT's in higher education has revealed the following advantages:

- a) **Blended Learning** : Hybrid is a name commonly used to describe a class that combines face-to-face classroom instruction with online learning. This type of class enables, the student, to have a more flexible schedule. Hybrid learning, sometimes called "blended learning," provides the best opportunities for learning transition from classroom to e-learning.
- b) **Self Paced Learning**: Self paced learning helps to learn according to the availability of learners' own pace & time. The learner can read specific chapters from text book, study course material presented through web-based or CD based course, attend pre-recorded classes or sessions.
- c) **Collaborative learning** - Collaborative learning facilitates online interaction between learners and faculty members through the web. This interaction takes place in two ways. Synchronous and Asynchronous interaction. Synchronous means "at the same time" involves interaction with faculty members and the learners through the web in the real time using technologies such as virtual classrooms and/or chat rooms. Asynchronous means "not at the same time" enables learners to interact with the faculty and fellow learners at their own convenience as interacting through E-mail.

- d) **Enables higher Distance learning**: The ICT overrides the barriers of time and geographical boundaries. The distance mode ensures anywhere, anytime connectivity, enabling students to study at their convenient time by simply logging into the distance learning Universities online interface. Distance learning Universities can deploy e - learning systems, through virtual class rooms. Thus solving another problem, of well trained teachers. The problem of teachers not having access to networks of like minded peers can be handled by offering proper training in the effective use of ICT. ICT based educational learning also dispenses with the need for all learners and the instructor to be in one physical location.
- e) **Improved study material** - Uses of ICT in teaching learning across all faculties helps pupils research topics they are studying, using a wide range of sources other than just books from their school library. It helps the pupils to get an insight into technologies that they may later rely on in future.
- f) **Aids in research activities** : Higher education demands specific skills in the respective field of the learners. Researchers through the application of ICT can derive information on their chosen topic and can generate innovative ideas and new findings. Complex calculations can be easily calculated with the help of appropriate software and generate variety of graphs.

CONCLUSION

Use of ICT in learning can prove to be creative and innovative. ICT has enabled us to monitor and evaluate what is learnt, how it is learnt, when and where learning took place, who is learning and who is teaching. It also helps the Management in discharging functions like conducting examinations, awarding degrees, placement of the Alumni of the Institutions, recruitment and performance of faculties, collaborating with potential Institutions, HRD Management, etc... with the ultimate objective of providing quality education to the students and skilled manpower to the society. Thus ICT has become very essential with the growth of higher education and civilization.

ICT empowers both the learners and teachers but especially allows learners to play a more active, engaging role in the learning process. Universities and colleges should encourage social networking as a tool to enhance communication and co operation among staff and students

and also create a positive, emotional and social environment. ICT's role has become more vital as the world has shrunk since the beginning of the twentieth century. We should aspire to use this knowledge judiciously and the tools to our advantage and development. Thus ICT, enabled higher education will ultimately lead to the democratization of education, especially in developing countries like India. Effective use of ICT in higher education has the potential to bridge the digital divide and create a dynamic and progressive society.

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Teaching of English Language through Language Laboratory: Prospects and Challenges

Supriya Ghosh

Abstract

Information and Communication technology (ICT) has seeped into every walk of life and is now accepted as an indispensable catalyst for societal transformation and national progress. Educators, researchers and thinkers have taken up the challenge of using ICT in education ever since 1900 with varied success and have consequently come to a common consensus that ICT possesses the potential to empower both the teachers and the students alike. Owing to this fact, the teacher centric 'chalk-talk' model of education has become redundant and obsolete in the existing era of globalization.

ICT has suitably contributed its share to the sphere of language learning, especially the second language, which has always been a matter of concern for academicians. 'Language Laboratory', an audio or audio-visual installation used as an aid in modern language teaching, is an unbeaten innovation in the field of educational technology. As the name suggests, the laboratory set up helps the students to acquire the foreign language/ second language through experiential learning (oral and auditory) at his/ her own pace and will. It also offers a helping hand to the teachers to promote 'child-centred' learning. The present paper aims at studying the prospects of teaching English Language through Language Laboratory and its associated challenges. The study is conducted on a sample size of 200 teacher trainees and 10 teacher educators through the method of incidental sampling. The tool for data collection is observation. Besides, techniques like structured interview and questionnaire have also been used to gather primary data.

Keywords : ICT, Language laboratory, Prospects, Challenges, Teacher Trainees, Teacher Educators

INTRODUCTION

The continuum of education has seen a notable transformation in the wake of globalization. The need of the hour is to provide education that is pulsating and purposeful. Academicians and educationists across the length and breadth of the globe have emphasized on diverse approaches to learning to meet the requisites of the dynamic world.

The phrase 'nothing succeeds like success' goes well with Information and Communication Technology (ICT) which has surpassed everything in its progress and has served as a catalyst to revolutionize the nuts and bolts of educational practices and activities. It has made assiduous endeavors to empower the teacher and the taught alike. It has not only contributed its due share to Mathematics and Science but also to humanities, not keeping languages aloof.

Teaching a second or a foreign language, especially English, has always been a matter of discussion and debate in an educational system. The significance of this language is evident in the observations made by *Radha Krishnan University Education Commission*, "*It (English) is a language which is rich in literature – humanistic, scientific and technical. It under monumental urges we should give up English, we would cut ourselves off from the living stream of ever growing knowledge.*" Thus, it can be easily pointed out that there is no alternate for English language in contemporary times. **Language laboratory**, an audio or audio-visual installation used as an aid in modern language teaching, is gift of ICT. Its purpose is to involve students to actively participate in language learning exercises, get more practice than otherwise possible in a traditional classroom environment and focus on enhancing a child's LSPW (listening, speaking, reading and writing) skills. It allows one to have good command over the language for communicative purposes with clarity and accuracy.

Statement of the problem

The present paper aims to study prospects and challenges of teaching English language through language laboratory from the point of view of teacher trainees and teacher educators.

Objective of the study

The following objectives are proposed for achievement in the study:

1. To find out the level of awareness among the teacher trainees about language laboratory.
2. To determine the attitude of the teacher trainees towards the use of language laboratory for teaching English.
3. To list the challenges of teaching English language through language laboratory.

4. To find the different ways in which an English teacher can use language laboratory for the best language learning experience of the students.

METHODOLOGY

Design of the study: The study employs a simple descriptive survey method wherein the steps of selection of sample and tool, administration of the tool and collection and analysis of data are done.

Setting, population and sample of the study: The study is carried out on the teacher trainees and the teacher educators of Pama Women's College, Department of Education and St. Xavier's College of Education. The sample of the study constitutes 200 teacher trainees and 10 teacher educators.

Sample Selection: Incidental (accidental) sampling technique is adopted to select the sample from the above mentioned population.

Tools for Data Collection: The tool for data collection is observation. Besides, techniques like structured interview and questionnaire have also been used to gather primary data.

DATA ANALYSIS

Analysis and Interpretation of Data: The data is analyzed and interpreted into four groups, as per the requirements of the objectives of the study and is presented below in relation to each objective.

Objective 1: To find out the level of awareness among the teacher trainees about language laboratory.

The study was conducted on teacher trainees of various subjects to find out their level of awareness because the foremost significance of language laboratory is to develop communication skills among individuals and for this reason attaining competence in this innovation is not only restricted to teachers of English language. It was observed that a huge number of teacher trainees lack proper and basic knowledge of the equipment and process of a language lab. The interview of the teacher trainees brought several significant points to light. Only a handful number of them had a hand-on experience of language laboratory more than once and a considerable number of them had been to language laboratory but only once. Unfortunately, there were many who never had any opportunity of being to a language laboratory. They mentioned that

they have read about it but are unaware of its working and the procedure to be followed to operate it. Owing to insufficient hands-on-experience teacher trainees suffer from lack of technical know-how.

Level of awareness among the teacher trainees about language laboratory (in %)



Figure 1: Level of awareness among the teacher trainees about language laboratory

The study reveals that the level of awareness among the teacher trainees regarding language lab is not satisfactory. It is clear that it nearly 50% of the teacher trainees are not well-informed about language lab however a noteworthy aspect of the study was that almost all the teacher trainees were keen and enthusiastic about getting trained in handling language laboratory.

No. of teacher trainees	Scores Obtained (Based on Questionnaire)	Level of Awareness
36	95-70	High
69	69-40	Moderate
95	39-0	Low

Table 1: Level of awareness among the teacher trainees about language laboratory

Thus, immediate action must be taken in this regards and provisions ought to be made to provide ample hands-on-experience to the teacher trainees of all the subjects, especially English, so that they become confident and competent in managing language lab and are also able to improve their communication skill by its use.

Objective 2: To determine the attitude of the teacher trainees towards the use of language laboratory for teaching English.

The findings related to the second objective brought some significant points into light:

Attitude of teacher trainees towards language lab as a learner centric model: The researchers have universally acknowledged that the use of the language lab allows students to have access to the information promptly and with no trouble, giving way to varied classroom exercises thus individualizing the learning process, encouraging ingenuity, innovation and training. It also favours a high degree of skill development (listening, speaking, reading and writing) and collaborative work by removing social and cultural obstructions and fosters digital literacy catering to up-to-the-minute educational and societal needs. The installation of a language lab with headset/microphone provides students with a psychological privacy that promotes their speaking ability. It reduces the inhibitions felt in normal classroom situations.

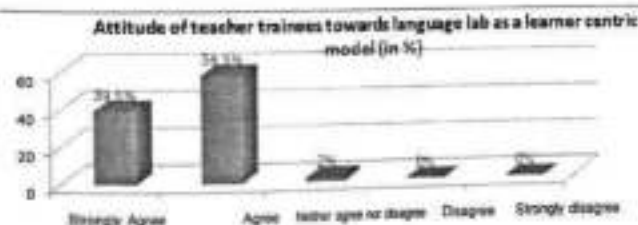


Figure 2: Attitude of teacher trainees towards language lab as a learner centric model

The findings of the study reveal that there is no significant difference in the attitude of the teacher trainees about language laboratory being a learner centric model. The only difference lies in the fact that 79 teacher trainees strongly agree and 117 agree with the fact and a negligible trainees, i.e. 4 teacher trainees are unsure however none disagree or strongly disagree. The teacher trainees had a common agreement that strongly disagree. The teacher trainees had a common agreement that language lab helps students to develop good listening skills and aids the process of communication. They mentioned that the use of language lab can enable the students to hear the correct language patterns instead of imitating others who may be pronouncing incorrectly. Along with it,

it is also highly individualized and it allows students to acquire language competence at his/her own pace which is otherwise a little far-fetched in a conventional classroom environment.

Attitude of teacher trainees towards language lab as an avenue that requires learner's active participation: It is universally accepted that a language cannot be 'learned' by 'rote-memory mechanism' of certain rules but is gradually imbibed in the personality of the child through prolonged exposure to the language. The teacher trainees were in agreement that a vital condition of using language lab effectively and efficiently is that the learner should feel the urge of learning the language. One ought to be intrinsically motivated and open towards learning through language laboratory.

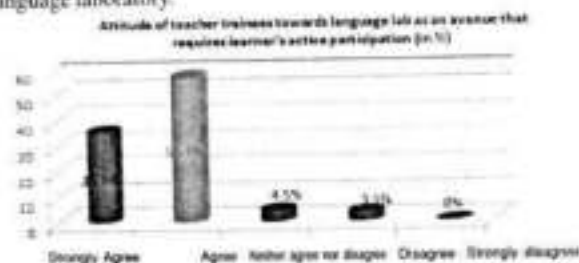


Figure 3: Attitude of teacher trainees towards language lab as an avenue that requires learner's active participation

Many teacher trainees of English method were of the view that language lab set-up involves 'role reversal', where the learners are more active and involved. They form the focal point of the educational system and the teachers remain at periphery, monitoring and assessing learner's 'learning graph'. They stated that the use of visual stimulus coupled with selective audio materials increases the attention span **Attitude of teacher trainees towards language laboratory as a fruitful tool of self-assessment:** Scholars, academicians and educationists all across the world have unanimously accepted language lab as a fruitful tool of self-assessment. It is a very helpful tool for practicing and assessing one's speech in any language. It provides a facility which allows the student to listen to model pronunciation, repeat and record the same, listen to their performance and compare with the model, and thus do self-assessment. This way a learner is able to acquire pronunciation,

accent, stress and all the other aspects of the phonetics of the language intended to learn. The 'self-learning' attribute of language lab gives way to 'self-analysis.'

The findings of the study reveal that there is a knowledge gap among the teacher trainees regarding language lab as a self-assessment tool. Out of 200 teacher trainees only 24 strongly agree that language lab can serve as a fruitful tool of self-assessment and 79 only agree with it whereas 4 are unsure about the fact and 37 teacher trainees disagree and as many as 28 strongly disagree with it. This difference in their attitude is nothing but a direct result of their awareness level about language labs.

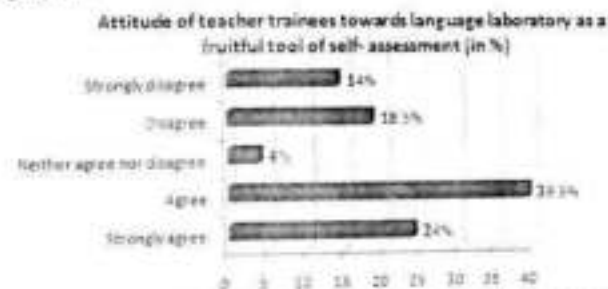


Figure 4: Attitude of teacher trainees towards language laboratory as a fruitful tool of self-assessment

Thus, it can be easily inferred that there is a considerable dissimilarity in the attitude of the teacher trainees regarding language lab as a successful tool of self-assessment. And, it is not a favourable indication, since a good number of them are undermining the magnitude of prospects of language lab.

Objective: 3 To list the challenges of teaching English language through language laboratory.

The following are the challenges of teaching English language through language laboratory as indicated by the teacher trainees:

1. Language lab majorly concentrates on enhancing the primary skills (listening & speaking).
2. Repetition of the same 'language acquisition drill' can generate boredom and be a cause of dissatisfaction among the language learners.

3. A teacher needs to be on the toes to use language lab as a potential tool for evaluating children's LSRW (listening, speaking, reading & writing) skills.
4. Dearth of 'train-the teacher' programs is a universal challenge. The widespread knowledge-gap prevalent among the teachers gets translated in their approach to language lab. They are unable to make the best use of it for children's everlasting language learning experience.
5. Time constraints may make it difficult for a teacher to give individual attention to each language learner and provide corrective and curative guidance to the ones deeply in need of it.
6. Long gaps in language lab sessions may lead to disinterest among the students in learning language through language lab.

Objective 4: To find the different ways in which an English teacher can use language laboratory for the best language learning experience of the students.

The following are the suggested ways in which an English teacher can use language lab for the best language learning experience of the students:

1. Language laboratory model should be integrated with some other ICT tool for better and long-lasting learning experience.
2. Game based language lab exercises and drills should be designed to keep children interested and motivated in learning language.
3. The exercises, drills and learning patterns of a language lab should be designed and organized according to children's background (social and educational).
4. Proper and in-depth training (pre-service and in-service) must be provided to the teachers before they use language lab installation for teaching the language to the students.
5. A teacher must not consider language lab as a substitute for English classes rather should use it as a tool to facilitate and supplement language learning.
6. Language lab session should be conducted on a regular basis and there should be a certain room of flexibility for the students to spend their time in language lab as per their discretion.
7. Supplementary worksheets and exercise books must also be provided to the learners so that they retain the language structures for a longer duration.
8. Teacher should focus on remedial assistance to curb and narrow down the graph of individual differences.

9. A teacher needs to monitor students' learning so that the 'privacy' offered by language lab set-up is not underutilized by the learners.
10. The design and selection of language learning material must be in accordance with a child's age.
11. A teacher must keep in mind that using language lab implies achieving proficiency and competence in the language intended to learn and not master the technology.
12. The language teacher should begin from the known words and then proceed to new words. Similarly, the grammatical structures, exercises and drills to be practiced should be identified by the students.

Educational Implications

The following are the educational implications of the study:

1. Proper and sufficient pre-service and in-service training must be provided to the teacher trainees so that they are well equipped with the concept of language lab and are at ease in handling it.
2. All the teacher trainees should be included in the training schedule. It should not only be limited to the teachers of English.
3. Language lab is a must for every school and college.
4. The exercises should be designed and organized from a child's point of view.
5. The focus of incorporating language lab in teaching of English should be to develop students' proficiency in English language rather than expecting them to master technology.

CONCLUSION

English language teachers are always on a search for better and innovative ways to improve their students' knowledge and skills and language lab is exactly the call. It is a must have in today's language classrooms. Thus, the teacher trainees must be provided adequate training in handling language lab so that they can motivate the students to achieve proficiency in language and have flawless communication skills. The academicians, teacher trainees and teacher educators must integrate language lab with the traditional teaching methods so as to provide long-lasting learning experience. It serves as an effective tool for language enhancement but it obviously has some limitations that need to be handled effectively and efficiently. The importance and relevance of language laboratory can be understood by the fact that the Anna University in Chennai had circulated a note to all its affiliated colleges to set up language laboratories on their premises to enable the students to attain proficiency in English language. Even the Vice-

Chancellor of Bharathiar University had requested the board of studies for English to reduce the conventional teaching of English prose and poetry and allocate 50% of the teaching time for communicative English. [The Hindu, September 11, 2006]. It is a true fact that the cost of installation of a language lab is quite high however the institutions need this innovative set-up to offer a bright future to the students and shape their personality and help them master their communication skills.

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