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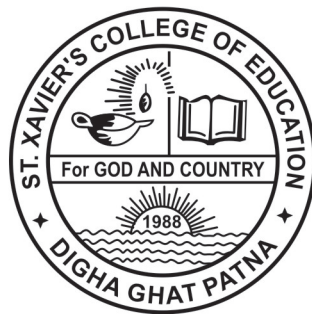
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Editorial

Dear Readers,

Education may be treated as a science in terms of its theories and ideas as well as an art in way of its deliberations and implications on students. Teaching and learning is an important part of any education system. The study habits determine the success of a child in his teaching learning situations. The very first paper is on this aspects and presents about students study habits and cognitive self-management. Academic stress and the extent of adjustment are the factors determining the success of the learners in the classroom environment; the second paper has dealt with these two major variables. The third paper of this issue presents in detail the different early childhood Education policies and their prospects. National Integration is an important aspects to be promoted in individual now a days as well as Religious fundamentalism must be discouraged as it is a threat to the society. The study reported in the next paper identifies these two major concerns in relation to different background variables.

Yoga is the need of the very fast lifestyle existing nowadays. Teaching learning institutions must practice yoga skills for effective learning outcomes. These facts have been the focus of one of the paper in this issue. This Issue also consists of a paper on the role of teaching Aids in the field of Early Childhood Education. In the age of Information Communication Technology (ICT) it is the basic need that teachers as stakeholders try to make themselves skilled enough to give justice to ICT based education. In one article of this issue the authors have tried to study the attitude of future teachers towards the use of ICT. The threat of Violence and Intolerant society is upon us. It is the right time to think about peace and promoting it in classrooms. The teachers have major role to play in it. One article presents a discussion and different views of teachers in promoting peace. Media and Television has a major role to play in the technological advanced Society like now. The movies we watch leaves an impression on our minds and may shape up our behavior as an adult; forget about young child mind how much it can impact. In a paper in this issue has tried to capture all these ideas while trying to analyze the impact of movies on a young child of primary stage. The last paper discusses the role of IQAC for the Quality Enhancement in teacher Education Institution. Hopefully this issue and the included papers will surely broaden the readers mind in the various areas of education.

With Regards

Editorial Board
VOL.5-NO.1

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STUDY HABITS AND COGNITIVE SELF-MANAGEMENT OF HIGHER SECONDARY STUDENTS

Florence Purty & Prof.(Fr.) Thomas Perumalil S.J.

ABSTRACT

The aim of this paper was to find out the relationship between study habits and cognitive self-management of higher secondary Students. For this 900 higher secondary students were taken as sample from Ranchi, Khunti and Gumla districts of Jharkhand. The investigator used the adapted tool of M. Mukhopadhyaya and D.N. Sansanwal's Study Habits inventory (1983) and stephanie rude's Cognitive Self-management test (1980). The researcher has modified the tools and established reliability and validity of the tools. Study revealed that there is significant relationship between study habits and cognitive self-management of higher secondary students. It also revealed that there is significant difference between study habits and cognitive self-management of day scholar and hosteller higher secondary students. Furthermore the study also revealed significant difference between rural and urban higher secondary students in their cognitive self-management.

Keywords: Study habits, Cognitive self-management, Task efficacy, Goal setting, Note taking, Support.

INTRODUCTION

A student needs good Study habits for better learning and

performance. Attending classes and involvement in the school are not sufficient for high achievement. For understanding of concepts and integration of learning, regular study is needed. Every student has his own study habits. It may be good or bad but with regular guidance, support and exercise the study habits can be improved. This will enhance the performance of the students as well.

Study habits are well planned and consistent pattern of activities which are employed by students towards understanding of academic subjects. Crede and Kuncel(2008) define study habit as study routines, frequency of studying sessions, review of material, self-testing, rehearsal of learned material and studying in a conducive environment. According to Ombugwe (1990) study habits are techniques, a student employs to go about his or her studies which are consistent and have become stereotypes as a result of long application or practice.

Along with the study habits a student also needs to regulate his or her cognitive process. The cognitive self-management is the ability to regulate one's cognitive faculty. It is the way of controlling one's self or the ability of individual to control one's self in a systematic problem solving. It includes Positive focus, Systematic problem solving, and task-efficacy, Self-blame and Reasonable goal setting as its dimensions.

Study habit involves cooperative learning too. Cooperative learning deepens the understanding and brings new insights to the subject. It enhances the problem solving skill of the student. Apart from classroom involvement a student needs to understand and assimilate the subject. Good study habits can be of great help to him/her in this

regard. Awareness of one's learning process certainly helps oneself in modifying learning strategies for better performance.

OBJECTIVES THE STUDY

1. To find out the level of study habits of higher secondary students.
2. To find out the level of cognitive self-management of higher secondary students.
3. To find out the relationship between study habits and cognitive self-management of higher secondary students.

NULL HYPOTHESES

1. There is no significant difference between XI and XII standard students in their study habits.
2. There is no significant difference between day scholar and hosteller higher secondary students in their study habits.
3. There is no significant difference between rural and urban higher secondary students in their study habits.
4. There is no significant difference between XI and XII standard higher secondary students in their cognitive self-management.
5. There is no significant difference between day scholar and hosteller higher secondary students in their cognitive self-management.
6. There is no significant difference between rural and urban

higher secondary students in their cognitive self-management.

7. There is no significant relationship between study habits and cognitive self-management of higher secondary students.

METHODOLOGY

In this study descriptive survey method has been used. The population of the study comprised of 900 higher secondary students of (2014-15) academic session from Ranchi, Khunti and Gumla districts of Jharkhand. The sample of the study was drawn by random sampling method. The investigator used the adapted Study Habits inventory of M. Mukhopadhyaya and D.N. Sansanwal(1983) and Cognitive Self-management test of Stephenie Rude(1980).For analysis investigator used percentage analysis, standard deviation(SD), 't' test, and Pearson's Product moment correlation as the statistical techniques.

ANALYSIS OF DATA

Table -1 Level of study Habits of Higher Secondary Students

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Standard	XI	89	17.1	357	68.8	73	14.1
	XII	47	12.3	279	73.2	55	14.4
Gender	Boys	80	17.3	317	68.5	66	14.3
	Girls	56	12.8	319	73.0	62	14.2
Locality	Rural	44	16.4	184	68.4	41	15.2
	Urban	92	14.6	452	71.6	87	13.8
Mode of stay	Hostel	35	12.9	200	73.8	36	13.3
	Day scholar	16.1	11.2	436	69.3	92	14.6

It is inferred from the above table that 17.1% of the XI standard students have low, 68.8% of them have moderate and 14.1% of them have high level of study habits. 12.3% of the XII standard students have low, 73.2 % of them have moderate and 14.4% of them have high level of study habits. 17.3% of the higher secondary boys have low, 68.5% have moderate and 14.3% have high level of study habits. 12.8% of the higher secondary girls have low, 73% of them have moderate and 14.2% of them have high level of study habits. 16.4% of the rural higher secondary students have low, 68.4% of them have moderate and 15.2% have high level of study habits. 14.6% of the urban higher secondary students have low, 71.6% of them have moderate and 13.8 % have high level of study habits. 12.9% of the hostel higher secondary students have low, 73.8% have moderate and 13.3% of them have high level of study habits. 16.1% of the day scholars have low, 69.3% have moderate and 14.6% have high level of study habits.

Table-2 level of cognitive self-management of higher secondary students

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Standard	XI	74	14.3	369	71.1	76	14.6
	XII	54	14.2	269	70.6	58	15.2
Gender	Boys	48	10.4	343	74.1	72	15.6
	Girls	80	18.3	295	67.5	62	14.2
Locality	Rural	64	23.8	191	71.0	14	5.2
	Urban	64	10.1	447	70.8	120	19.0
Mode of stay	Hostel	27	10	176	64.9	68	25.1
	Day scholar	101	16.1	462	73.4	66	10.5

It is inferred from the above table that 14.3% of the XI standard students have low, 71.1% of them have moderate and 14.6% of them have high level of cognitive self-management. 14.2% of the XII standard students have low, 70.6% of them have moderate and 15.2% of them have high level of cognitive self-management. 10.4% of the higher secondary boys have low 74.1% of them have moderate and 15.6% of them have high level of cognitive self-management. 18.3% of the higher secondary girls have low 67.5% of them have moderate and 14.2% of them have high level of cognitive self-management. 23.8% of the rural higher secondary students have low, 71.0 % of them have moderate and 5.2% of them have high level of cognitive self-management. 10.1% of the urban higher secondary students have low, 64.9% of them have moderate and 19.0% of them have high level of cognitive self management. 10% of the hostel higher secondary students have low, 64.9% of them have moderate and 25.1% of them have high level of cognitive self-management. 16.1% of the day scholar higher secondary students have law, 73.4% of them have moderate and 10.5% of them have high level of cognitive self-management.

Null Hypothesis-1

There is no significant difference between XI and XII standard higher secondary students in their study habits.

Table-3 Difference between XI and XII standard higher secondary students in their study habits

Standard	N	Mean	SD	Calculated 't' value	Remarks
XI	519	126.92	9.608	1.94	NS
XII	381	128.12	8.816		

(At 5% 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 XI and XII standard higher secondary students in their study habits.

Null Hypothesis-2

There is no significant difference between day scholar and hosteller higher secondary students in their study habits.

Table-4 difference between day scholar and hosteller higher secondary students in their study habits

Standard	N	Mean	SD	Calculated 't' value	Remarks
Day scholar	629	140.26	9.49	3.99	S
Hostel	271	143.05	9.67		

At 1% level of significance the table value of 't' is 2.58

It is inferred from the above table that there is significant difference between dayscholar and hosteller higher secondary students in their study habits.

Null Hypothesis-3

There is no significant difference between rural and urban higher secondary students in their study habits.

Table-5 difference between rural and urban higher secondary students in their study habits

Standard	N	Mean	SD	Calculated 't' value	Remarks
Rural	269	126.97	10.066	.908	NS
Urban	631	127.62	8.948		

(At 5% 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 rural and urban higher secondary students in their study habits.

Null Hypothesis-4

There is no significant difference between XI and XII standard higher secondary students in their cognitive self-management.

Table-6 Difference between XI and XII standard higher secondary students in their cognitive self-management

Standard	N	Mean	SD	Calculated 't' value	Remarks at 5% level
XI	519	53.08	4.347	.45	NS
XII	381	53.22	4.348		

(At 5% 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 XI and XII standard higher secondary students in

cognitive self-management.

Null Hypothesis-5

There is no significant difference between day scholar and hosteller higher secondary students in their cognitive self-management.

Table-7 Difference between day scholar and hosteller higher secondary students in their cognitive self-management

Standard	N	Mean	SD	Calculated 't' value	Remarks
Day Scholar	629	52.58	4.177	5.86	S
Hostel	271	54.44	4.454		

(At 1% level of significance the table value of 't' is 2.58)

It is inferred from the above table that there is significant difference between dayscholar and hosteller higher secondary students in their cognitive self-management.

Null Hypothesis-6

There is no significant difference between rural and urban higher secondary students in their cognitive self-management.

Table-8 Difference between rural and urban higher secondary students in their cognitive self-management

Standard	N	Mean	SD	Calculated 't' value	Remarks
Rural	269	51.36	4.097	8.41	S
Urban	631	53.90	4.228		

(At 1% level of significance the table value of 't' is 2.58)

It is inferred from the above table that there is significant difference between rural and urban higher secondary students in their cognitive self-management.

Null Hypothesis-7

There is no significant relationship between study habits and cognitive self-management of higher secondary students.

Table-9 Relationship between study habits and cognitive self-management of higher secondary students

Dimension	Σx	Σy	Σx^2	Σy^2	Σxy	Calculated 'r' value	Remarks
Cognitive self-management	114683	47827	14691220	2558553	6101943	0.208	S

(At 5% Level of significance for 898df, the table value of 'r' is .062)

It is inferred from the above table that there is significant relationship between study habits and cognitive self-management of higher secondary students.

FINDINGS OF THE STUDY

1. There is no significant difference between XI and XII standard higher secondary students in their study habits.
2. There is significant difference between dayscholar and hosteller higher students in their study habits.
3. There is no significant difference between rural and urban higher secondary students in their study habits.
4. There is no significant difference between XI and XII

standard higher secondary students in their cognitive self-management.

5. There is significant difference between dayscholar and hosteller higher secondary students in their cognitive self-management.
6. There is significant difference between rural and urban higher secondary students in their cognitive self-management.
7. There is significant relationship between study habits and cognitive self-management of higher secondary students.

INTERPRETATION

1. There is significant difference between dayscholar and hosteller higher secondary students in their study habits. Hosteller higher secondary students are better than dayscholar students in their study habits. This may be due to the fact that hostel students have regular study routine for their study. The availability of expert guidance from teachers and support of companions is also helpful in this regard.
2. There is significant difference between dayscholar and hosteller higher secondary students in their cognitive self-management. Hosteller higher secondary students are better than dayscholar students in their cognitive self-management. This may be due to the fact that hostel students get sufficient time for the assimilation and integration of the subjects under the guidance of teachers. The exposure to the latest information in the various fields also makes them better.
3. There is significant difference between rural and urban higher

secondary students in their cognitive self-management. Urban higher secondary students are better than rural higher secondary students. This may be due to the fact that the students those who are studying in urban higher secondary schools have better guidance of the teachers which helps them to regulate their learning.

4. There is significant relationship between study habits and cognitive self-management of higher secondary students. This may be due to the fact that the students those who have good study habits are able to regulate their learning. Once a student becomes aware of his own learning process, strength and weaknesses he can modify his or her progress for better performance.

CONCLUSION

Students need regular and good study habits for better performance. If a student is guided to develop good study habits then learning becomes easy and interesting for him. This study reveals that there is no significant difference between XI and XII standard students in their study habits which is in contradiction with the study of Arulsamy(2014) where XI standard students are better than XII standard students in their study habits and Anantha (2004), Kulandai Sami (2007) where XII standard students are better better than XI standards in their study habits. This study supports the study of Arulsamy(2014) and contradicts the study of Doss (2012) where hostellers are better than day scholars in their study habits. The study

also revealed that there is significant correlation between study habits and cognitive self-management of higher secondary students which is in contrast with the study of Roberta Kathryn Halloran(2010) where self-regulated learning strategies are not predictive of achievement when ultimate goal is mastering the content of verbal material in English classes. Proper study habits and management of one's learning process certainly enhances the performance of the students. In this regard along with the students, parents and teachers have also big responsibility as they need to monitor the progress of the students.

SUGGESTIONS

1. Students' learning process and study habits should be monitored.
2. Occasional review by the teachers about the progress in study should be checked by the teachers. Guidance, counselling and assistance be provided to the needy students. Orientation and development programs should be conducted time to time to keep the students in the right track.
3. Students should be taught self-management of their learning process. Task efficacy and problem solving skills should be developed in students.
4. Students should be encouraged to have cooperative and group study. These exercises should be guided by expert teachers.

5. Students' self-management about their cognitive process should be part of the curriculum. Teachers should monitor and evaluate about the process and give them due assistance as per the need.
6. Individual differences should be kept in mind while guiding the students with regard to study habits and cognitive self-management.

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STRESS AND ADJUSTMENT AMONG 8TH GRADE LEARNERS

Dr. Nimisha Srivastava

ABSTRACT

8th grade learners are not mature enough to face the realities of the life. Every day they face challenges in their academic life. Sometimes they feel stress and maladjusted. Less stress work for them as positive reinforcement and high stress make them tense. Present study is based on stress and adjustment among 8th grade learners. It is found that 34% students have high stress and 66% have moderate level of stress. On the ground of adjustment 20% have high, 11.11% have low and 68.88% students have moderate level of adjustment. It is also seen that there is significant difference in stress among 8th grade learners. Study indicates that there is no significant difference in educational adjustment among 8th grade learners. Therefore the null hypothesis is accepted in this study. The study reveals that there is no significant relationship between stress and educational adjustment among 8th grade learners. On the basis of the study it can be concluded that boys and girls are differently affected by stress. It is observed that only stress can not affect educational adjustment but other factors are also responsible.

Key Words: Stress, Adjustment, 8TH grade learners.

INTRODUCTION AND RATIONAL OF THE STUDY: Stress and Adjustment both *are psychological* terminology. Psychologists perceived these terms in various ways. Stress is defined as a study of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those needs. Dr. Hans Seiyee, one of the leading authorities on the concept of stress, described stress as "the rate of all wear and tear caused by life." Auerbach and Grambling(1998). Regard stress as an unpleasant state of emotional and psychological arousal that individuals experience in situations that they perceive as dangerous or threatening to their well- being. Stress can be positive and negative effects on people. State of high and low stress work as a hindrance for the completion of the task. Most psychologists assert that moderate stress motives individuals to achieve and fuels creativity, although stress may hinder individuals from performance on difficult tasks.(Auerbach& Grambling 1998)Stress leads physical and mental illness both.

The major causes of stress related to individuals' personal and professional life.8th grade learners are called middle school learner. In the present context, at this stage children have to study lots of subject. Burden of these subjects make them tensed. It also creates physiological and psychological imbalance in them. Therefore they become poor in their academics. It also finds that Parents' expectations are very high towards their wards. Sometimes students do not fulfill their parents' aspirations and suffer from stress. On the other hand school also play vital role to create stress among students.

Most of the students face adjustment problems to their peer groups, teachers and head master also. Many researchers have shown that student's choice of subject is affected by parents' aspirations and peer group. Students are forced to opt the subject. That is why student lose their mental balance and stressed. Parental behavior is the root cause of stress. They can create and remove the stressed condition of the students.

Adjustment is known as change, alteration, modification, amendment in the behavior of a person. It is a process through which change happens in person's life. A well adjusted person get privileges from the society. At the elementary level our students are facing adjustment problems. Most of the times they are not able to adjust themselves with school, subjects, peer group, teachers and parents. It has been observed school curriculum now stopped their creativity mostly teachers also want that student follow their instruction. They do as they are instructed; they listen carefully whatever explained inside the class. Parents expectation are very high, they treat their word as factory, where materials produced. Most of the times they are forced to do such type of activities. In this process schools and parents both promote only one skill in the students that is rote memorization. It gives lots of pressure on students' brain. Through this paper investigator wants to prove that stress and adjustment related problems do exist in our schools, that affect their personal as well as academic life.

OBJECTIVES:

1. To find the level of stress among 8th grade learners.
2. To find the level of educational adjustment among 8th grade learners.
3. To find the significant difference in stress among 8th grade learners on the basis of their gender.
4. To find the significant difference in educational adjustment among 8th grade learners on the basis of their gender.
5. To find the significant relationship between stress and educational adjustment among 8th grade learners.

HYPOTHESES:

1. There is no significant difference in stress among 8th grade learners on the basis of their gender.
2. There is no significant difference in educational adjustment among 8th grade learners on the basis of their gender.
3. There is no significant relationship between stress and educational adjustment among 8th grade learners

METHODOLOGY:

Method: Survey method has been used for the study.

Sample of the study: 90 students of middle schools have been selected through Random Sampling.

Tool Used: Stress Inventory and Educational Adjustment Inventory (2008) of Seema Rani and Dr. Basant Bahadur Singh have been used for the present study.

Statistical Techniques: For the study the investigator has used t-test, co-relation. Data have been analyzed through SPSS.

ANALYSIS OF DATA:

Table: 1
Level of Stress and Adjustment

Level	Stress	Percentage	Adjustment	Percentage
High	31	34%	18	20%
Low	0	0%	10	11.11%
Moderate	59	66%	62	68.88%

It is inferred from table no. 1 that 34% learners have high level of stress and 20% learners have high level of adjustment and low level of stress is not found in the study and 11.11% have low adjustment level and 66% have average level of stress and 68.88% have average level of adjustment. The presentation of stress and adjustment level has also shown in figure no.1. and figure no. 2.

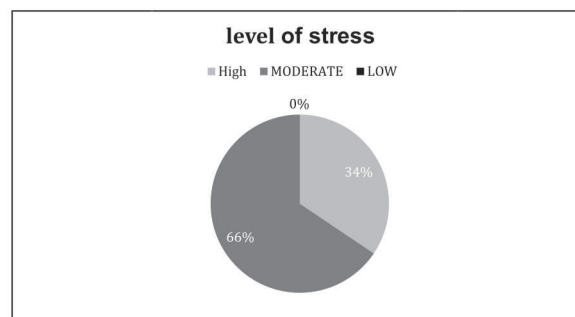


Figure 1: Level of Stress

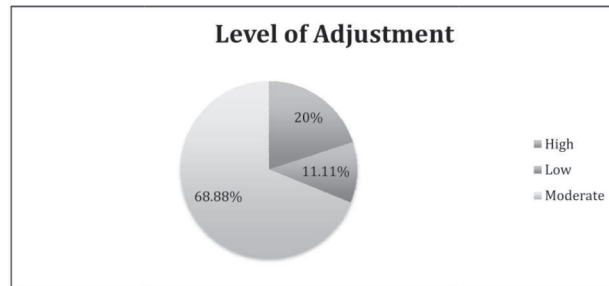


Figure 2: Level of Adjustment

TESTING OF HYPOTHESES

Hypothesis-1: There is no significant difference in stress among 8th grade learners on the basis of their gender.

Table No.2

Stress Comparison among 8th grade learners

Gender	N	Mean	SD	t- value
Boys	50	119.26	12.02	3.349
Girls	40	110.93	11.36	

It is inferred from table no. 2 that the t-value is higher than the table value (2.63) at 0.01 level of significance. Hence the null hypothesis is rejected. It means that there is significant difference in stress among 8th grade learners.

Hypothesis-2: There is no significant difference in educational adjustment among 8th grade learners on the basis of their gender.

Table N0.3
Educational adjustment among 8th grade learners

Gender	N	Mean	SD	t- value
Boys	50	14.28	6.22	0.427
Girls	40	14.82	5.76	

It is inferred from table no. 3 that the t-value is less than the table value (1.99) at 0.05 level of significance. The mean scores of boys and girls are almost equal. The t-value (0.427) is not significant at 0.05 levels. It indicates there is no significant difference in educational adjustment among 8th grade learners. Therefore the null hypothesis is accepted in this study.

Hypothesis No. 3: There is no significant relationship between stress and educational adjustment among 8th grade learners.

Table No. 4
Relationship between stress and educational adjustment

Educational Adjustment		Stress		N	Co-relation
ΣX	ΣX^2	ΣY	ΣY^2	90	0.010729
10400	1215434	1307	22177		

It is inferred from table no. 4 that the calculated r is 0.010729 which is less than the table value (0.205) at 0.05 level of significance.. Hence the null hypothesis is accepted. It means no significant relationship between stress and educational adjustment among 8th grade learners.

FINDINGS:

1. There is significant difference in the stress among 8th grade learners on the basis of their gender.
2. There is no significant difference in educational adjustment among 8th grade learners on the basis of their gender.
3. There is no significant relationship between stress and educational adjustment among 8th grade learners.

DISCUSSION AND CONCLUSION:

Objectives 1 and 2: It indicates that 66% learners have moderate level of stress. This shows a positive sign in them because high and low stress is not good for learner. At the stage of average level of stress they can work efficiently. On the other hand 68.88% learners have average level of adjustment. School curriculum, teacher's behavior, learning style, teaching method etc. also affect the adjustment of the students.

Objective 3: Depicts that the mean score of boys is higher than girls. The t-value (3.349) is significant at 0.01 levels. It indicates there is significant difference in stress among 8th grade learners. Therefore the null hypothesis is rejected. On the basis of result it can be said most of the school give more pressure on the studies of boys rather than their counterparts. Sibnath Deb, Esben Strodl and Jiandong Sun (2012) conducted a study on academic related stress in India. In the study

52% male students were taken. S.Menaga & V.chandrasekaran (...) conducted a study on Academic Stress of Higher Secondary School Students and found that there is significant difference in the academic stress of higher secondary school students with regard to their Gender.

Objective 4: Reveals that the mean score of boys and girls are equal. The t-value is less than the table value (1.99) at 0.05 level of significant. Hence, it is found that there is no significant difference in educational adjustment among 8th grade learners. It indicates that genders are equally influenced by adjustment.

Objective 4: The finding shows that there is no significant relationship between stress and educational adjustment among 8th grade learners. It may be said some other factors like parents aspiration, study habits, maturation, socio- economic status etc. also play role in the development of stress and responsible for adjustment problems.

CONCLUSION:

The present study reveals that most of 8th grade learners have moderate level of stress (66%) and educational adjustment (68%). Moderate level of stress helps in the academics well as the personal life. It was also found in the study that students do not have low level of stress it means they take the responsibility of the task. On the other

hand students are there who have high level of stress which is not good for students. Therefore teachers need to take some affirmative action's to enhance the academic level of learners. In the context of adjustment only 20% learners have high level of adjustment. Mostly student face struggle because of poor adjustment. Poor adjustment leads psychological problems i.e. is responsible for emotional disorder in 8th grade learners. In spite of all these things it was seen that there is no co- relation between stress and educational adjustment among 8th grade learner.

SUGGESTIONS:

1. Teacher should promote stress free teaching learning.
2. 8th grade learners are not too mature therefore teacher should not focus only on cognitive development of the learners.
3. Teacher must try to connect the lesson with the previous knowledge of the student.
4. Some interactive, innovative method should be applied in the process of teaching.
5. Teacher should work like a mentor of the student.
6. Burden of the curriculum should be decreased.

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ECCE IN INDIAN SCENARIO: POLICIES AND PROSPECTS

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ABSTRACT

The period from birth to eight years often termed as early childhood has a great importance in the life of a child. It is the time when brain is getting developed and genuinely lays foundation for subsequent learning and development. The care at this stage writes a story of a mature would be citizen. In this context UNESCO advocates the ECCE programme as – that attend to health, nutrition, security and learning and which provide for children's holistic development. Recognising its need a number of constitutional and policy provisions has come into existence so far. Article 21A of the Indian Constitution focuses on the Right to Free and Compulsory Education between the age of 6 to 14 and article 45 on the other hand demonstrate towards the ECCE till the completion of six years of age for a child. ECCE policy also came in light after the approval of government of India in 2013. As the census data of 2011 shows the presence of more than one and fifty millions of children of 0-6 years, urges its real execution but how much the policy and provisions support in this regard is needed to discuss more. The present paper would attend to focus on ECCE mediating with all pros and cons of policies and prospects.

Key words: ECCE, Policies, Prospects

INTRODUCTION:

Early childhood is the period in which a child goes through the rapid transformations in physical, cognitive, language, social and emotional development. It is the time when brain is getting developed and genuinely lays foundation for subsequent learning and development. According to UNESCO, Early Childhood Care and Education fosters holistic development and learning of young children from birth to eight years. ECCE in Goal 1 of EFA (Dakar Framework for Action) is covered as “Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.” A country cannot hope for a better tomorrow without having a proper plan of ECCE, thus it can be seen as one of the prior tasks being taken by the majority of the countries in world. The World Conference on ECCE (2010) organized by joint effort of Russian Federation and UNESCO proceeded with its theme 'ECCE as the first and foundational step for building the wealth of nations'. In India to achieve the goal of ECCE many ministries and its department are doing their best effort. DWCD and Dept. of Elementary Education and Literacy is caring for preschool education for the children between 3 to 6 years. Dept. of women and child development and MHRD are curious for the nutrition and the health education of the children between 0 to 6 years. Ministry of Health and Family Welfare is responsible for Immunization of the children between 0 to 6 years of age. DWID and Ministry of Labour efforts jointly to child care between the 0 – 5/6 years children.

ECCE IN INDIAN CONTEXT:

India bags the pride to have the largest child population in the world. National Curriculum Framework advocated play based and developmentally based appropriate curriculum which emphasized two years of preschool ship for young learners. It is also emphasized that ECCE plays a significant role for holistic development of the child. Recognizing the significance of ECCE, The Government of India through amended Article 45 of its constitution says that “The State shall endeavour to provide ECCE for all children until they complete the age of six years”. Several constitutional provision and execution of many programmes regarding ECCE can be seen in India. Article 39 (f) states that “Opportunities and facilities for children to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected from exploitation.” As per Census 2011, more than 150 million children comes under 0-6 years of age which are going to be the future citizens of India and for ensuring the holistic development of these would be citizens of future, government of India adopted National ECCE policy in 2013.

NATIONAL ECCE POLICY (2013) AND THE MAJOR HIGHLIGHTS:

The attention towards ECCE can be seen from the National Policy for Children (1974). Next to this ICDS was initiated on a pilot basis in 1975 aiming at holistic and integrated child development and it was

further focussed by National Nutrition Policy (1993) that how much child care and nutrition is important during early childhood. National policy for the empowerment of women 2001, The National Health Policy, 2002 and National Plan of Action for Children, 2005 were also the supportive policy initiatives for early childhood care. There was a demonstration towards ECCE in NPE 1986 and in support to this curriculum framework had also been placed by NCERT and finally in 2010 The Right of Children to Free and Compulsory Education Act under Section 11 says that, “with a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government may make necessary arrangement for providing free pre -school education for such children”.

National ECCE policy 2013 states, “Every child has equal right to learning, knowledge and education. The State recognises its responsibility to secure this right for every child, with due regard for special needs, through access, provision and promotion of required environment, information, infrastructure, services and supports, towards the development of the child's fullest potential.”

Some of the necessary measures which state shall take is published under the heading of 'Education and Development' in National ECCE Policy 2013, Ministry of Women and child Development, Government of India are following:

- Provide universal and equitable access to quality Early Childhood Care and Education (ECCE) for optimal development and active learning capacity of

all children below six years of age

- Ensure that every child in the age group of 6-14 years is in school and enjoys the fundamental right to education as enshrined in the Constitution
- Promote affordable and accessible quality education up to the secondary level for all children
- Ensure that all out of school children such as child labourers, migrant children, trafficked children, children of migrant labour, street children, child victims of alcohol and substance abuse, children in areas of civil unrest, orphans, children with disability (mental and physical), children with chronic ailments, married children, children of manual scavengers, children of sex workers, children of prisoners, etc. are tracked, rescued, rehabilitated and have access to their right to education
- Prioritise education for disadvantaged groups by creating enabling environment through necessary legislative measures, policy and provisions
- Ensure physical safety of the child and provide safe and secure learning environment
- Ensure that all processes of teaching and learning are child friendly
- Ensure formulation and practice of pedagogy that engages and delights children, with a special focus on mental health, from a social and gender just, life skills and age appropriate perspective

- Provide access to ICT tools for equitable, inclusive and affordable education for all children especially in remote, tribal and hard to reach areas
- Promote safe and enjoyable engagement of children's experiences with new technology in accordance with their age and level of maturity, even as there is respect for their own culture and roots
- Review, develop and sustain age-specific initiatives, services and programmes for safe spaces for play, sports, recreation, leisure, cultural and scientific activities for children in neighbourhoods, schools and other institutions
- Enable children to develop holistically, bringing out their aspirations, with focus on their strengths, empowering them to take control of their lives, bodies and behaviours
- Ensure no child is subjected to any physical punishment or mental harassment. Promote positive engagement to impart discipline so as to provide children with a good learning experience
- Ensure that children's health is regularly monitored through the school health programme and arrangements are made for health and emergency care of children
- Provide services to children with special needs in regular schools and ensure that these are inclusive and have all facilities such as trained teachers and special

educators, appropriate pedagogy and education material, barrier-free access for mobility, functional toilets and co- curricular activities towards the development of child's fullest potential and autonomy and sense of dignity and self-worth.

- Promote engagement of families and communities with schools for all round development of children, with emphasis on good health, hygiene and sanitation practices, including sensitization on ill-effects of alcohol and substance abuse
- Identify, encourage and assist gifted children, particularly those belonging to the disadvantaged groups, through special programmes
- Provide and promote crèche and day care facilities for children of working mothers, mothers belonging to poor families, ailing mothers and single parents

ECCE FOR TOTAL DEVELOPMENT:

As the ratification of the Convention of the Rights of the child 1992 by India is resulted in the formulation of policy framework to prepare a national charter for children and national commission for children. National Charter for Children 2003 cares for Early Childhood and its Survival, Growth and Development. It can be seen by the following titles extracted from the charter.

Early Childhood Care for All: Encourages those programmes which stimulate and develop physical and cognitive capacities of all

children by state community partnership.

Child Care Centre: Aims to provide Child Care Centres in every villages by state and community partnership.

Especial Efforts for Marginalised: Especial effort will be done by state to provide facilities to children from the SCs/STs and the marginalised sections of society.

Access to free and compulsory education: State recognizes that all children shall have access to free and compulsory education.

Education in Mother Tongue and Child Centred: Child shall be educated in mother tongue as state and community partnership recognises. State also shall ensure that education is child-oriented and meaningful.

No Harm to Children: The States shall ensure that no physical, mental, psychological harm or trauma to the child should be done.

Assisting Gifted Children: It is placed in the charter as “The State shall formulate special programmes to spot, identify, encourage and assist the gifted children for their development in the field of their excellence.”

ECCE AND CURRICULAR FRAMEWORK:

NCERT in its Position Paper for National Focus Group on Early Childhood Education has placed the three broad objectives of ECCE as following

- Holistic development of the child to enable him/her to realise his/her maximum potential
- Preparation for schooling

- Providing support services for women and girls.

By the help of the guiding principles of the ECCE curriculum as placed in the Position Paper for National Focus Group on Early Childhood Education of NCERT, we may see it properly. Play has taken as a basis of learning while Art, as a basis of education. It focusses on the Recognition of the special features of children's thinking, Primacy of experience rather than expertise and also goes with developmentally appropriate practice, flexibility, and plurality. Along with many other important aspects, the health, well-being and healthy habits are also considered in the guiding principle of ECCE curriculum.

CONCLUSION AND SUGGESTION:

Genuinely ECCE has taken as one of the prior tasks by the world community to reach at the healthy future of this globe. The proper care of health and education of the children at their bud stage is the planning to make them bloom as a flower because today's child is the tomorrow's citizen. As the Census data of 2011 displays that 158.79 million children comes under 0-6 years in India and even helps this country to bag the pride of the largest child population in the world, ECCE becomes more significant in Indian context. We saw that various policies have come so far to assure the early childhood care and education but the major researches on poverty and other issues related to children urges to its more strengthened implementation. The Deccan Herald published a report entitled 'Challenges of early childhood care' on October 3, 2013 in which Sidhu Aven observes

that “in India, ECCE initiatives are offered through various public and private centres called Angawadis, Balwadis, Playschools, Preschools, Day care centres, Crèches, Kindergartens and Preparatory schools. ECCE, however, has not yet seen much of the consistent quality drive in our country, more so, in the absence of steadfast centralized policies and regulatory bodies.” Researches over the issues related to early childhood open the curtain of related programmes and its proper execution like there are some pending in ICDS projects and Anganwadi centres against its sanctioned counting. Evenly so many vacant positions are there at Anganwadi centres including many other issues related to other programmes running for the ECCE's success in India. There is a need to strengthen infrastructural facilities further for the smooth running of various programmes regarding ECCE. Seeing the ground reality of the programmes it can be suggested that the achievement of the ECCE goals largely depends upon the training and continuous capacity building of functionaries attached with the various programmes running for its success.

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सर्वांगीण विकास में योग व शिक्षा का संयोग

विजय श्री

सार

‘योग’ का अर्थ ‘जोड़ना’ अपने आप में बहुत व्यापक है। यह शरीर, मन, आत्मा, परमात्मा, शारीरिक क्रियाकलाप, प्रकृति, कार्यकुशलता, विकास के विभिन्न पहलू, आत्मज्ञान, सच्चिदानंद और शांति से व्यक्ति या जीव का संयुक्त होना है। इससे व्यक्ति के अंदर विपरीत परिस्थितियों में भी एक समान बने रहने की क्षमता विकसित होती है। योग और शिक्षा के उद्देश्य और परिणाम समान हैं। दोनों ही आत्मसाक्षात्कार व ईश्वर साक्षात्कार के लक्ष्य को ध्यान में रखकर व्यक्ति के पूर्ण व सर्वांगीण विकास की ओर अग्रसर हैं। इस यात्रा में शिक्षक छात्र के लिए मित्र, दार्शनिक और मार्गदर्शक की भूमिका निभाते हैं। इसलिए संत जेवियर्स कॉलेज ऑफ एडुकेशन के एम०एड० एवं बी०एड० के प्रशिक्षणार्थियों के लिए योग सत्र व योग कक्षा का प्रयोगात्मक अध्ययन किया गया। उनके प्रायोगिक अनुभवों के आधार पर यह ज्ञात हुआ कि योग उनके आत्मज्ञान, विषयवस्तु ज्ञान, कार्यकुशलता, एकाग्रता, नई चीजों को जानने व सीखने की ललक, शांति तथा आनंद को बढ़ाने में सहायक है। योग के साथ जुड़कर प्रशिक्षणार्थी छात्र अपने शिक्षण के लक्ष्यों को भी प्राप्त करने में सफल रहे।

मूल शब्द : योग, आत्मज्ञान, कार्यकुशलता, प्रायोगिक अनुभव

योग का अर्थ

योग जितना छोटा शब्द है उससे कहीं अधिक गहरा अर्थ बोध कराता है। इस शब्द का अर्थ विभिन्न व्यक्तियों की व्यक्तिगत विभिन्नता के आधार

पर अलग-अलग है। कुछ व्यक्तियों के लिए यह केवल निरोगी काया पाने का साधन है (योग भगाए रोग) तो अन्य के लिए व्यायाम के समान। किसी व्यक्ति के लिए धार्मिक और आध्यात्मिक साधन तो अन्य के लिए अपने आप को ठीक व स्वस्थ बनाए रखने के लिए किया जाने वाला अभ्यास आदि। कहीं न कहीं इस योग शब्द के विभिन्न अर्थ निकालते हुए हम शब्द और उसमें छुपे उसके अर्थ को जोड़ने की कोशिश करते हैं। इसी कोशिश में 'योग' शब्द का वास्तविक अर्थ स्वतः ही निकल जाता है।

योग शब्द की उत्पत्ति संस्कृत भाषा के 'युज्' धातु से हुई है, जिसका अर्थ होता है - 'जोड़ना'। संस्कृत भाषा में इसे इस प्रकार लिखा जाता है - 'युज्यते अनेन इति योगः' ; अर्थात् जो जोड़ता है वही योग है। अब यही समझने की बात है कि 'योग' में हम किसको किससे जोड़ते हैं? इस प्रश्न का उत्तर निम्नलिखित बिंदुओं के माध्यम से दिया जा सकता है -

1. आत्मा + परमात्मा - आत्मा परमात्मा से ही निकली है और अंत में उन्हीं में समा जाती है। उन दोनों के बीच शुरू से अंत तक एक स्वाभाविक जुड़ाव है। इसी जुड़ाव को अनुभव करना ही योग का लक्ष्य है। शिक्षा में आदर्शवादी शिक्षा के उद्देश्य आत्म साक्षात्कार व ईश्वर साक्षात्कार से यह जुड़ा हुआ है।
2. शरीर + मन + आत्मा = व्यक्ति - यह आम अनुभव की बात है कि हमारा शरीर कक्षा में बैठा होता है और मन कहीं और। योग इस दुविधा का समाधान कर व्यक्ति के शरीर को उसके मन और अंततः आत्मा से जोड़ने का कार्य करता है।
3. शरीर + शारीरिक क्रियाकलाप - हमारा शरीर ईश्वर का मंदिर है। इसकी साफ सफाई उतनी ही आवश्यक है जितनी पवित्र स्थलों की। योग शरीर के अंदर-बाहर की सफाई कर उसे अपने दैनिक जीवन संबंधित विभिन्न क्रियाकलापों को अच्छी तरह से करने में सहायक है।

4. व्यक्ति के कर्म + व्यक्ति की कार्यकुशलता - एक हुआ काम करना और एक हुआ उसी काम को अच्छी तरह कुशलता पूर्वक करना। गीता के कर्मयोग में यह इस प्रकार वर्णित है - 'योगः कर्मसु कौशलम्' (गीता अध्याय - 2 श्लोक संख्या - 50) अर्थात् योग ही कर्मों में कुशलता है या कर्मबंधन से छूटने का उपाय है।
5. व्यक्ति + प्रकृति - व्यक्ति अपनी स्वाभाविक प्रकृति को छोड़कर बनावटीपन का मुखौटा लगाए घूम रहा है। इसलिए योग व्यक्ति के वास्तविक स्वरूप से जुड़ने में उसकी मदद करता है। इसके अतिरिक्त उसके चारों ओर फैली खूबसूरत प्रकृति से भी उसे जोड़ता है। योग के आसन प्रकृति व प्राकृतिक जीव-जंतुओं के क्रियाकलापों से ही संबंधित हैं जैसे - शशांकासन (खरगोश), भुजंगासन (साँप) आदि।
6. व्यक्ति के विकास के विभिन्न पहलू का आपसी जोड़ - व्यक्ति के व्यक्तित्व के विकास का हर पहलू एक दूसरे से जुड़ा हुआ है। जैसे - शारीरिक + मानसिक + भावात्मक + गत्यात्मक + भाषा विकास + सामाजिक आदि। योग के माध्यम से विकास का हर पहलू जुड़कर संतुलित व्यक्तित्व के निर्माण में सहायक है।
7. आत्मज्ञान + सत् + चित्त + आनंद + शांति - ईश्वर सच्चिदानंद (सत् + चित्त + आनंद) स्वरूप हैं। उनका अंश होने के कारण जीवात्मा भी अपने मूल रूप में आनंद व शांति को प्राप्त है जिसे वह कस्तूरी की गंध की तरह बाहर ढूँढ़ता है। जबकि वास्तविकता तो यही है कि कस्तूरी हिरण की नाभि में ही छिपी है। जिस शांति व आनंद को व्यक्ति बाहर ढूँढ़ता है वह उसके अंदर ही व्याप्त है जिसका उसे ज्ञान ही नहीं। इसलिए योग आत्मज्ञान को परमात्मज्ञान से जोड़ता है और अखण्ड आनंद व शांति

का अनुभव करने में सहायक होता है। वैदिक शिक्षा व गुरुकुल शिक्षा प्रणाली में सबसे पहले अपने आप को जानने पर ही बल दिया जाता था। वर्तमान शिक्षा का दोष यह देखने को मिलता है कि व्यक्ति को पूरे संसार का ज्ञान है पर अपना ही ज्ञान नहीं है।

योग की परिभाषा

योग को निम्नलिखित रूपों में परिभाषित किया गया है:

1. “योगश्चित्तवृत्तिनिरोधः” (पतंजलि योग सूत्र : 1.2) अर्थात् योग मन को नियंत्रित करने की प्रक्रिया है।
2. “मनः प्रशमनोपायः योगः इत्यभिधीयते” (योगवशिष्ट) अर्थात् योग मन को शान्त करने का एक कुशल उपाय है।
3. “योगः कर्मसु कौशलम्” (गीता 2.50) अर्थात् योग कर्म में दक्षता है।
4. “समत्वं योग उच्यते” (गीता 2.48) अर्थात् विपरीत परिस्थितियों में समान भाव रखना ही योग है।
5. “योग अतीत के गर्भ में प्रसुप्त कोई कपोल-कथा नहीं है। यह वर्तमान की सर्वाधिक मूल्यवान् विरासत है। यह वर्तमान युग की अनिवार्य आवश्यकता और आने वाले युग की संस्कृति है।” (स्वामी सत्यानंद सरस्वती)

योग और शिक्षा में संबंध

विभिन्न आयाम	योग	शिक्षा
1. उत्पत्ति - संस्कृत भाषा के	‘युज्’ धातु से	‘शिक्ष्’ धातु से
2. अर्थ	जोड़ना	सीखना और सिखाना
3. परिभाषा	मन को नियंत्रित करने की प्रक्रिया जिसके फलस्वरूप आत्मानुभव व परमात्मानुभव प्राप्त होता है।	अनुभवों को प्राप्त करने की प्रक्रिया; जॉन डीवी के अनुसार अनुभवों का पुनर्निर्माण ही शिक्षा है।
4. उद्देश्य	आत्मसाक्षात्कार और ईश्वर साक्षात्कार	‘सा विद्या या विमुक्तये’ सच्ची विद्या वही है जो मुक्त करे।
5. परिणाम	एकीकृत व पूर्ण व्यक्तित्व का विकास	व्यक्तित्व का सर्वांगीण विकास

योग और शिक्षक प्रशिक्षण

शिक्षक छात्रों के व्यक्तित्व के सर्वांगीण विकास में एक सच्चे मित्र, दार्शनिक और मार्गदर्शक की भूमिका निभाते हैं। योग के द्वारा भी छात्र के एकीकृत व पूर्ण व्यक्तित्व का विकास किया जाता है। इसलिए योग और शिक्षक दोनों ही छात्र के व्यक्तित्व निर्माण में सहायक हैं। शिक्षक बनने की प्रक्रिया के दौरान ही योग का परिचय शिक्षक प्रशिक्षणार्थी को अपने एवं छात्र के व्यक्तित्व के पूर्ण विकास में लाभदायक होगा। इसी विचार को कार्य रूप में बदलने के लिए शिक्षक प्रशिक्षण संस्थान संत जेवियर्स कॉलेज आफ एडुकेशन में योग सत्र तथा साप्ताहिक समय सारिणी में योग कक्षा का आयोजन किया गया।

प्रायोगिक अनुभवों पर आधारित अनुचिंतन अध्यापक शिक्षक प्रशिक्षणार्थी का अनुभव (एम०एड० छात्रों का अनुभव)

संत जेवियर्स कॉलेज ऑफ एडुकेशन के एम०एड० छात्रों के लिए तीन दिवसीय प्रातः कालीन योग सत्र का आयोजन किया गया। इस दौरान उनके अनुभव से अवगत होने के लिए सत्र के दौरान तथा अंत में निरीक्षण, बातचीत और साक्षात्कार विधि का प्रयोग किया गया। उनके अनुभव का सार इस प्रकार है-

अभी तक वे केवल साँस ले और छोड़ रहे थे। परंतु सत्र के दौरान वे अपनी साँस के प्रति सजग हुए। वे अपने अंदर दिल की धड़कन की आवाज से लेकर बाहर के वातावरण की विभिन्न आवाजों के प्रति सजग हुए। उन्होंने अपने पूरे शरीर और मन को तनावरहित और ऊर्जान्वित (ऊर्जा से भरपूर) महसूस किया। वे अपने मन को पहले से अधिक नियंत्रित और एकाग्र अनुभव किए। वे सत्र के दौरान किए जाने वाले योगाभ्यासों जैसे - शांति पाठ, आसन, प्राणायाम, मुद्रा, ध्यान एवं योगनिद्रा को सीखे और प्रत्यक्ष अनुभव किए। उनमें नई चीज सीखने या विषय वस्तु या ज्ञान अध्ययन के प्रति रुचि उत्पन्न हुई। वे अपने शरीर को पहले की तुलना में लचीला और अपने कार्य सुचारू रूप से करने में सक्षम अनुभव किए। वे वर्तमान काल में ही बने रहने का प्रयास किए। उन्होंने अपनी कक्षा के लिए मन-मस्तिष्क को तरोताजा अनुभव किया। वे सत्र को और आगे बढ़ाने व सीखने को उत्सुक बने। उन्होंने अपने घरों में भी योगाभ्यास किया। वे अपने अंदर आनंद व शांति का अनुभव किए।

छात्र अध्यापक प्रशिक्षणार्थी का अनुभव (बी०एड० छात्रों का अनुभव)

संत जेवियर्स कॉलेज ऑफ एडुकेशन के बी०एड० छात्रों के लिए उनकी समय सारिणी में सप्ताह में एक दिन निर्धारित अवधि में शारीरिक शिक्षा अथवा योग कक्षा का आयोजन उनके बी०एड० पाठ्यक्रम का भाग है। इसके अतिरिक्त उनके पाठ्यक्रम का एक पत्र 'आत्म समझ' (Understanding Self) भी योग से गहरे अर्थों में जुड़ा हुआ है। कक्षा में उनके व्यवहारों का निरीक्षण, बातचीत, समूह चर्चा एवं आत्म-अभिव्यक्ति के माध्यम से उनके अनुभव से अवगत होने का प्रयास किया गया। उनके अनुभवों का सार इस प्रकार है -

आखिरी कक्षा में योगाभ्यास के शिथलीकरण के आसन व ध्यान समूह के आसन, प्राणायाम के अभ्यास, योगनिद्रा आदि करने पर उन्होंने दिन भर पढ़ने व कार्य करने से उत्पन्न थकान को दूर करने में सहायक अनुभव किया। योगनिद्रा के दौरान कई लोग कल्पना लोक में पहुँच गए तो कुछ निद्रा लोक में जहाँ कुछ पलों का आराम उन्हें तरोताजगी से भर गया। योगनिद्रा के दौरान निर्देशित स्थानों पर घूमने, जल की शीतलता का अहसास आदि अनुभव भी छात्रों ने एक-दूसरे से साझा किया। कुछ छात्र समय अवधि को बढ़ाए जाने के पक्षधर थे और वापस सक्रिय अवस्था में (कक्षा की वास्तविक परिस्थिति) जल्दी नहीं आना चाहते थे। पढ़ाई के दौरान उत्पन्न तनाव को दूर करने में भी उन्होंने इस तरह के आयोजन को आवश्यक माना। उन्होंने अपने शरीर की क्षमता को पहले से अधिक सजग, ऊर्जा से भरपूर और तरोताजा महसूस किया। उनका मन पहले से अधिक नियंत्रित और एकाग्र अनुभव हुआ। पढ़ाई के लिए उन्होंने अपने मन-मस्तिष्क को फिर से तैयार होने में योग को सहायक अनुभव किया। उन्होंने अपने अंदर चेतनता, आनंद व शांति का अनुभव किया। उन्होंने अपने आप को जानने, समझने, शरीर के अंदर व बाहर की हलचल के प्रति संवेदनशील होने का प्रयास किया। उन्होंने प्रकृति से भी जुड़ाव महसूस किया।

निष्कर्ष

‘योग’ का अर्थ ‘जुड़ना’ काफी व्यापक है। यह अपने आप से, आत्मा और परमात्मा से जुड़ने में भी सहायक है। यह शिक्षा के उद्देश्य व परिणाम से भी जुड़ा हुआ है। इसलिए शिक्षण-प्रशिक्षण संस्थान में शिक्षा ग्रहण करने वाले प्रशिक्षार्थियों के लिए भी शिक्षण उद्देश्य को प्राप्त करने में सहायक की भूमिका निभाता है। यह साँसों के माध्यम से दिव्य अनुभूतियाँ कराने का भी सशक्त माध्यम है जिसे कृष्णामचार्य ने निम्नलिखित कविता के माध्यम से सरल ढंग से व्यक्त किया है:

“साँसें अंदर लो, और ईश्वर तुम तक पहुँचता है।
साँसे रोके रहो, और ईश्वर तुम्हारे साथ रहता है।
साँसे बाहर निकालो, और तुम ईश्वर तक पहुँचते हो।
साँसे छोड़े रहो, और ईश्वर के प्रति समर्पित हो जाओ।”

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ROLE OF TEACHING AIDS IN EARLY CHILDHOOD EDUCATION

Radha Priya

ABSTRACT

I hear, I forget.

I see, I remember.

I do, I understand.

Teaching aids play a significant role in teaching and learning process and when it comes to providing an educational base to students they act as building blocks.

Kids are crazy for technology! And its importance to provide early learners with time to simply play, create and use their imaginations. However, teachers must also ensure that students learn to use current technology in this constantly evolving world. Integrating technology, when done well not only reinforces key technical skills children need to thrive in 21st century, but also increases students' engagement and enhances learning. Smart boards, visual laboratories , videos, story telling apps, interactive smart boards , Kids television channels, Over Head Projectors and other few ancient methods that led learning through play .

The purpose of this study was to find the role of teaching aids in early childhood education. Experimental method was used in which 50 students were selected. 25 of which were taught for 30 days in Hindi, English, Maths and EVS (two topics from each subject) with latest

technology and 25 with general methods of a government school and a private school of Gaya , Bihar.

A self constructed and validated tool was used to find the level of knowledge before and after the experiment. Questionnaire was also prepared for teachers to know the status of kind of teaching aids, the level of their uses, the efficiency of teachers and frequency of their uses. The findings were that there is significant difference in their level of learning among children taught with learning by doing or using audio visual methods from the one learning from chalk duster and lecture method, boys and girls, government and private school students.

Keywords: Childhood, Teaching Aids, Education

INTRODUCTION

Early Years Are Learning Years.

The demand for early childhood care and education programs continues to increase not only in response to the growing demand for out of home childcare but also in recognition of the critical importance of educational experiences during the early years. Several decades of research in early care education demonstrates that high quality, developmentally appropriate early childhood programs produce short and long term positive effects on the children's cognitive and social development.

The love for the school , for the teacher , for the curriculum are

needed to begin the bond between the child and the early educational life . the educational programs need to be so light interesting , and cheerful that that the children are not to forced to go to the school , then the learning will be love n more similar to play rather than a punishment. This in another way which could also affect the social and emotional development of the child.

Investment in childhood care and education is basically a profitable long term saving plan for the nation, with a more vibrant nation of healthy, achieving children and more stable families.

Teaching aids are quite useful important part of teaching learning process. They are not just important in explaining the concepts more precisely but also holding the child's interest and attention for throughout the subject period. This generation is lucky to get the teaching aids based on educational principles and theories along with the touch of technology.

Integrating technology reinforces key technical skills children need to thrive in the 21st century. Kids are crazy for technology! And its importance to provide early learners with time to simply play, create and use their imaginations. However, teachers must also ensure that students learn to use current technology in this constantly evolving world. Integrating technology, when done well not only reinforces key technical skills children need to thrive in 21st century, but also increases students' engagement and enhances learning. Smart boards, visual laboratories, videos, storytelling apps, interactive smart boards , Kids television channels, Over Head Projectors and other few ancient methods that has always led learning through play .

OBJECTIVES OF THE STUDY:

To find the role of teaching aids while imparting childhood education.

1. To study the level of Performance of boys and girls learning through teaching aids.
2. To study the level of Performance of children of army and civilian families learning through teaching aids.
3. To study the level of Performance of government and private school students learning through teaching aids.

RESEARCH METHODOLOGY:

Area:

Officers' Training Academy (OTA Cantt.) Gaya , Bihar .

Sampling:

The present study consists of 50 students studying in class II in a Government and in a private school of Gaya.

Purposive sampling has been used for the selection of school while non probability sampling was there for the selection of section and students.

List of schools:

S.no.	Name of the school	Subject
1.	Kendriya Vidyalaya No. 2 Gaya	25
2.	Army public school ,OTA ,Gaya	25

PROCEDURE OF DATA COLLECTION:

Experimental method was used for this topic, in which 50 students were selected, among which 25 were from government school and rest 25 were from private school. 25 children of both the schools were taught with two topics in each subject as English, Hindi, Maths and EVS. Children were taught for 15 days in each school by the researcher itself. After the completion of topics, a test was conducted to check the understanding level of the children. The children at private schools were used to using smartboards for regular, while the students of government were availed to OHP and interactive boards once or twice in a week as per their routines.

SAMPLE DISTRIBUTION:

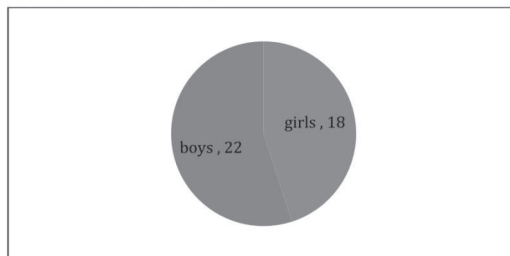


Figure :Sample distribution on the basis of gender

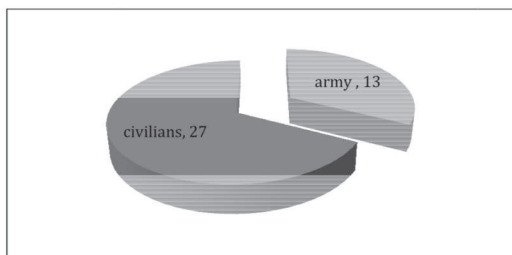


Figure :Sample distribution on the basis of type of families

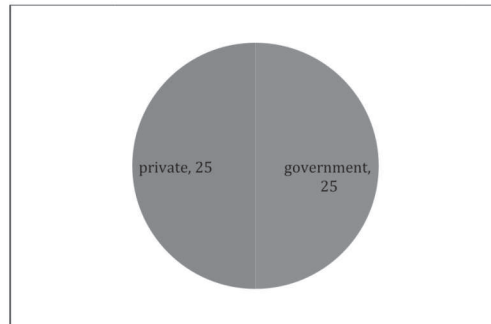


Figure : Sample distribution on the basis of type of school

TOOL CONSTRUCTION:

By keeping the objective of the study in mind , the investigator has used self constructed tool for the children. Personal data were collected from the school record .

The tool has been submitted to the teacher coordinator for face validity and the subject experts for the content validity.

To establish the reliability of the tool the test – retest method was implied. The responses of the respondents were calculated and on the basis of the correlation coefficient score reliability of the tool was established.

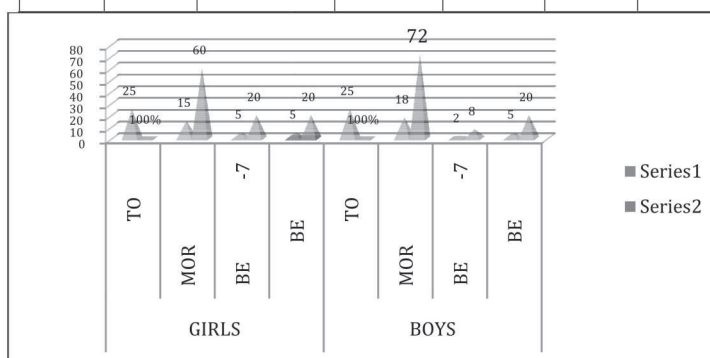
RESULTS:

The result of the data analysis is shown through the percentage analysis.

1. PERCENTAGE ANALYSIS OF TEST SCORE ON THE BASIS OF GENDER

TABLE NO. 1.1

GIRLS				BOYS			
TOTAL	MORE THAN 7	BETWEEN 5-7	BELOW 5	TOTAL	MORE THAN 7	BETWEEN 5-7	BELOW 5
25	15	5	5	25	18	2	5
100%	60	20	20	100%	72	8	20

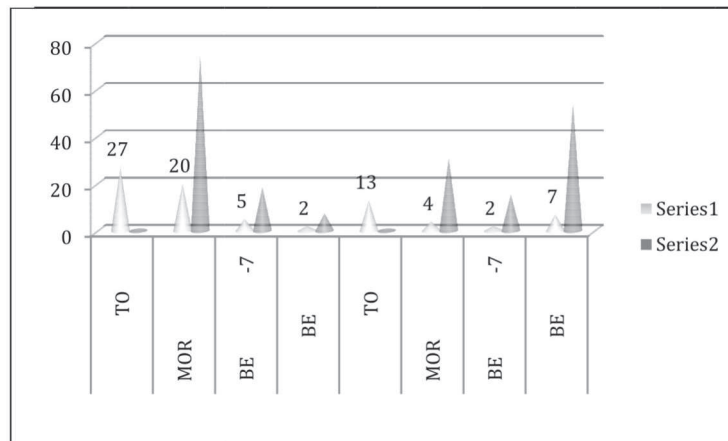


It is inferred from the table that there is no difference between the test scores on the basis of gender.

2. PERCENTAGE ANALYSIS OF TEST SCORE ON THE BASIS OF TYPE OF FAMILIES

TABLE NO. 1.2

ARMIES				CIVILIANS			
TOTAL	MORE THAN 7	BETWEEN 5-7	BELOW 5	TOTAL	MORE THAN 7	BETWEEN 5-7	BELOW 5
27	20	5	2	13	4	2	7
100%	74	18	7	100%	30	15	53

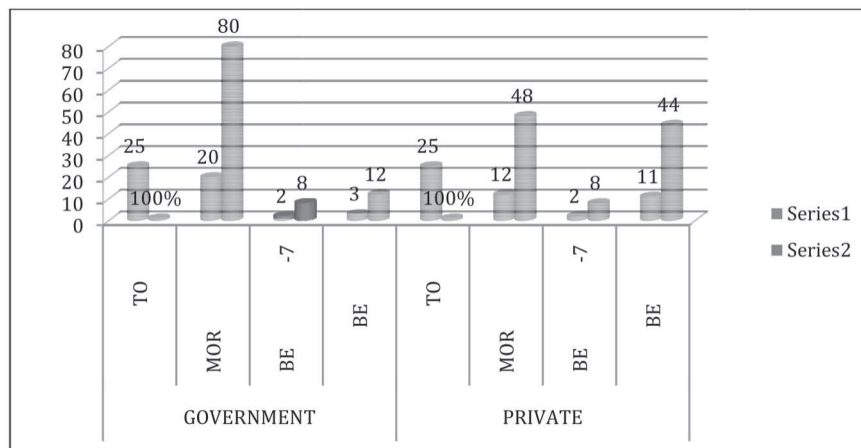


It can be inferred from the table that there is a difference between the test scores of children from armies and children from the civilians families.

3. PERCENTAGE ANALYSIS OF TEST SCORE ON THE BASIS OF TYPE OF SCHOOL

TABLE NO. 1.3

GOVERNMENT				PRIVATE			
TOTAL	MORE THAN 7	BETWEEN 5-7	BELOW 5	TOTAL	MORE THAN 7	BETWEEN 5-7	BELOW 5
25	20	2	3	25	12	2	11
100%	80	8	12	100%	48	8	44



It is inferred from the above table that there is difference between the test scores of Government and private school school students.

CONCLUSION:

It is concluded that level of learning depends upon the kind of teaching aids used in the teaching learning process.

The teaching aids' are as follows:

learning by doing > learning by seeing and hearing > learning by seeing > learning by hearing

The importance also increases when the the students are of lower standard and to keep them to be in the class as per their interests and will is itself a challenge.

The school environment also affects the interests of the child in their studies and would be increased if accompanied by the interference and active participation of the children.

This is indirectly also affecting the social and the emotional development of the children.

SUGGESTIONS:

1. The larger population could be taken as sample for the same topic.
2. Another study could be done by comparing the capability and the efficiency of the teachers.
3. The researcher could take many more demographic variables like locality of residents, educational qualification of parents, income and occupation of parents.
4. The method used in the present study was of survey type sampling was both probability and non - probability sampling. The future researchers may apply completely non - probability sampling and experimental research design for making the study more systematic.

RECOMMENDATIONS:

1. Teaching and learning should not be just limited to the cognitive development of the child. It should also led to the affective and the psychomotor development of the children.
2. Teaching must be assisted with activities . Especially in primary classes teaching should be more through play and clay rather than books and pencil.

3. As this is the era of technology , students should be prepared to get used of using and enjoying their study with technology.
4. The teacher should efficient and interested in child growth and development , its more than her job , its a service.

APPLICATION OF THE STUDY TO THE SOCIETY:

The early stages of lives are basically forms the base for the coming years. Several decades of researches and learning theories clearly demonstrates that high quality, developmentally appropriate early programs produce short and long term positive effects on children's cognitive and social development . Specifically , children who experience high quality , stable childhood education engage in more complex play , demonstrate more secure attachments to adults and other children ,and score higher on measures of thinking ability and language development .

High quality childhood care and education can predict academic success, adjustment to school , and reduced behavioural problems for children in first grade . Studies demonstrates that children's success or failures during the first year of school often predicts the course of later schooling . A more developmentally appropriate teaching in preschool and kindergarten predicts greater success in the early grades.

LIMITATIONS OF THE STUDY:

1. Selected time period was there to carry out the research.

2. Very small number of sample could be chosen.
3. Holidays were there in between the experimental period.
4. Absence of students during the experimental period.
5. Previous knowledge of the children.

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Katherine A. Magnuson, Jane Waldfogel **Journal:** The Future of
Children Volume 15, Number 1, Spring 2005 pp. 169-196 |
10.1353/foc.2005.0

APPENDIX 1

Questionnaire for students.

1. Identify shapes.



2. $4 \times 9 =$

3. $6 \times 9 =$

4. लक्ष्मीबाई दुश्मनों को किस हथियार से मारती थी?
5. Match the following :

Dog	stable
Horse	hole
Rat	kennel
Birds	burrow
Rabbit	nests



**A STUDY OF PROSPECTIVE TEACHERS' ATTITUDE
TOWARDS THE USE OF INFORMATION AND
COMMUNICATION TECHNOLOGY (ICT)**

Abhilasha Sinha & Prof (Fr.) Thomas Perumalil S.J.

ABSTRACT

ICT in Education is the foundation upon which a country develops. It is a dynamic force in the life of every individual influencing his physical, mental, emotional, social and ethical developments. It is a complete development of the individuality of a child enabling him to make original contribution to human life.

The purpose of this study is to find out the significant difference, if any, in the attitude of prospective teachers towards the use of ICT supported teaching on the basis of gender, medium, habitat and teaching experience also to present their suggestions about ways to improve the quality and usefulness of ICT. Survey method was used to collect the data. To collect data from the prospective teachers the researcher used self-made and standardized questionnaire to know the attitude of prospective teacher. The questionnaire contains 40 items. Each of the items of attitude questionnaire was rated on a five point scale. The data were collected from 100 prospective teachers of two different teacher training colleges of Patna. Mean, Standard Deviation and t-test were used to analyse the data.

The finding of the result indicated that there was significant

difference in the attitude of prospective teachers on the basis of medium and habitat but they did not differ on the basis of teaching experience and gender. It is concluded that the prospective teachers of teachers training colleges of Patna have positive attitude towards use of ICT in teaching learning process. So, to better facilitate professional development for prospective teachers and better prepare tomorrow's teachers it is necessary that they do have the knowledge and understanding of the use of ICT in teaching learning process.

Key Words: Prospective teachers, Attitude, Information and communication technology, Teaching learning process.

INTRODUCTION :

Information and communication technology (ICT) is an umbrella term including both 'information technology' and 'communication technology.' As such, information technology covers those technologies that help in processing, organizing and storage of information. Computer and the technologies related to it are covered within information technology, while communication technologies are broader and cover technologies that enable dissemination of information. These include radio, television, and the new Internet technology and communication technology has become blended due to blurring of the dividing line. Thus, ICT is an umbrella term that can be defined as technologies capable of handling information and tool to process, organize, produce, store, distribute, collate and generate

knowledge and to enhance capabilities of human beings.

The integration of ICT into education has been assumed as the potential of the new technological tools to revolutionize an outmoded educational system (Albrini, 2006). In the last 20 years, initiatives, projects and implications related to use of Information and Communication Technologies (ICT) into education motivate teachers to gain necessary knowledge and skills in using ICT in their instruction. Pelgrum (2001) has noted that ICT is "not only the backbone of the Information Age, but also an important catalyst and tool for inducing educational reforms that change our students into productive knowledge workers".

Information and communication technologies (ICTs) are a major factor in shaping the new global economy and producing rapid changes in society. Within the past decade, the new ICT tools have fundamentally changed the way people communicate and do business. They have produced significant transformations in industry, agriculture, medicine, business, engineering and other fields. They also have the potential to transform the nature of education-where and how learning takes place and the roles of students and teachers in the learning process. (UNESCO, Report 2002, pp. 13-14).

ICT plays a critical role in information societies' educational systems. In these societies, the stakeholders of educational policy, redesign and reconstruct their educational systems based on the new educational paradigms such as constructivist theory so that both teachers and students develop the necessary knowledge and skills sought in this digital age. Hence, most countries around the world are

focusing on approaches to integrate ICT in learning and teaching to improve the quality of education by emphasizing competencies such as critical thinking, decision-making, handling of dynamic situations, working as a member of a team, communicating effectively (Anderson & Weert, 2002). Also governments especially in developing countries have tried to improve their national programs to integrate ICT into education. According to Benzie (1995), national programs have not been so successful to implement ICT into educational systems because they were formulated in non-educational realms and they were not supported with educational research (Albrini, 2006).

The challenge for ICTs in Teacher Education is to assure that the new generation of teachers, as well as current teachers, are well prepared to use new learning methods, processes and materials with the new ICT tools for learning. In this context, to better facilitate professional development for prospective teachers and better prepare tomorrow's teachers to integrate ICT effectively in classrooms, it is necessary to examine prospective teacher's attitude towards ICT and their uses of ICT in their courses. Therefore, there is a need to examine current status of the prospective teacher's in regard to aforementioned issues.

Review of related literature :

Temjen and Saraf (2003), studied the attitudes of academic and research library professionals towards information technology and its relationship with library and information science courses in India. The study identifies the attitudes of library professionals working in

the seven states of North eastern part of India, based on already developed and tested scales of attitudes towards computer and information technology. A total of 163 library professionals working in these libraries were given a questionnaire having 81 items and 122 responded. Statistical analyses performed on the data using SPSS 7.5 version are factor analysis and analysis of variance (ANOVA). The five variables identified through factor analysis are anxiety, efficiency, work performance, use confidence and acceptance. He reports that anxiety ranks highest among the different variables of attitude towards information technology and suggests various information technology infrastructural facilities and training and education in Information technology to library professionals working in North east to be at part with the main stream.

Gulbahar, Yashmin and Guven (2008), has made a study on “*A Survey On ICT Usage And The Perceptions Of Social Studies Teachers In Turkey*” with the sample of 326 social studies teachers selected from the primary schools located in Turkey. They reported that although teachers are willing to use ICT resources and are aware of the existing potential, they are facing problem in relation to accessibility to ICT resources and lack of in-service training opportunities.

Significance of the Study

To better the professional development of prospective teachers and to better prepare teachers to integrate Information and Communication Technologies (ICT) effectively in classrooms; it is necessary to

examine prospective teacher's attitude towards ICT in their courses. Today the whole world is moving towards information based society. After all the information is knowledge and knowledge is wisdom. Wisdom leads us towards vision. The evolution of internet and World Wide Web has affected all part of life. The area of education has not remained untouched. The ICT has brought rich materials in the classroom and libraries for the teachers. It has provided opportunity for the teachers to use maximum senses to get the information. It has broken the monotony and provided variety in the teaching – learning situation. The teachers face innumerable number of challenges in their daily classroom teaching. They are to be equipped with the most relevant research works and progress taking place in the technology of teaching; this also enhances the quality of teaching.

In this paper the researcher has made one small attempt to know the prospective teachers attitudes towards the use of ICT.

Statement of the Research Problem: The rationale presented above shows study of Prospective Teacher's Attitude towards Information and Communication Technology (ICT). **“A Study Of Prospective Teacher's Attitude Towards The Use Of Information And Communication Technology (ICT)”**

OBJECTIVES:

- To study the difference between male and female prospective teachers in their attitude towards ICT.

- To study the difference between English and Hindi medium background prospective teachers in their attitude towards ICT.
- To study the difference between rural and urban background prospective teacher in their attitude towards ICT.

NULL HYPOTHESES

- H_0 1: There is no significant difference between male and female prospective teachers in their attitude towards ICT.
- H_0 2: There is no significant difference between English and Hindi medium background prospective teacher in their attitude towards ICT.
- H_0 3: There is no significant difference between rural and urban background prospective teacher in their attitude towards ICT.

METHOD

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

Population of the study: The population of the present study are the prospective teachers of Patna district.

Sample: 100 prospective teachers of two different teacher training

colleges of Patna were taken as sample. The random sampling technique was used to select the sample.

TOOLS OF THE STUDY

To collect data from the prospective teachers the researcher used self-made and standardized questionnaire to know the attitude of prospective teacher towards ICT. For its reliability and validity the questionnaire was verified by a number of experts and through appropriate statistical technique.

The questionnaire had two parts:

- i. Personal data sheet.
- ii. 40 item to measure the attitude towards ICT.

Each of the items of attitude questionnaire was rated on a five point scale. The options were strongly agree, agree, undecided, disagree and strongly disagree. The respondents were asked to respond to the extent of agreement or disagreement of the content. This questionnaire test five dimensions of the attitude are Positive attitude towards ICT, Benefits of ICT, and Use of ICT for Quality Education, and Negative attitude towards ICT. The question are closed-ended in form.

STATISTICAL TREATMENT: Mean, Standard Deviation and t-test were used to analyse the data.

RESULTS AND DISCUSSION:

Ho1: There is no significant difference between male and female prospective teachers in their attitude towards ICT. The analysis result is given in table 1:

Table No. 1**Difference Between The Attitude of Male And Female Prospective Teachers Towards ICT**

Gender	N	M	S.D.	t-ratio	Level of significance
Male	40	18.83	2.91	1.07	NS*
Female	60	17.95	2.73		

* Not significant at 0.05 level.

(At 0.05 level of significance, the table value of 't' is 1.98)

The table 1 reveals that t-ratio between mean scores of male and female prospective teachers have been found to be 1.07, which is not significant at 0.05 level. So, we conclude that there is no significant difference between male and female prospective teachers in their attitude towards ICT.

Ho 2 : There is no significant difference between English and Hindi medium background prospective teachers in their attitude towards ICT. The analysis result is given in table 2:

Table No. 2**Difference Between The Attitude of English And Hindi Medium Background of Prospective Teachers Towards ICT**

Medium	N	M	S.D.	t-ratio	Level of significance
English	60	18	25	2.84	S*
Hindi	40	20.62	3.5		

*Significant at 0.01 level.

(At 0.01 level of significance, the table value of 't' is 2.63)

The table 2 reveals that t-ratio between mean scores of English and Hindi Medium of Prospective Teachers, has been found to be 2.84, which is significant at 0.01 level. So, we conclude that there is significant difference between English and Hindi medium background of prospective teachers in their attitude towards ICT.

Ho3 :There is no significant difference between rural and urban background prospective teacher in their attitude towards ICT. The analysis result is given in table 3:

Table No. 3
Difference Between The Attitude Of Rural And Urban Prospective Teachers Towards ICT

Habitat	N	M	S.D.	t-ratio	Level of significance
Rural	26	36.35	6.34	3.19	S*
Urban	74	30.91	10.05		

*Significant at 0.01 level.

(At 0.01 level of significance, the table value of 't' is 2.63)

The table 4 reveals that t-ratio between rural and urban background of prospective teacher has been found to be 3.19, which is significant at

0.01level. Hence the null hypothesis is rejected. So, we conclude that there is significant difference between rural and urban background prospective teacher's attitude towards ICT.

FINDINGS:

- i) There is no significant difference between male and female prospective teachers in their attitude towards ICT.
- ii) There is significant difference between English and Hindi medium background prospective teachers in their attitude towards ICT.
- iii) There is significant difference between rural and urban background prospective teachers in their attitude towards ICT.

SUGGESTIONS FOR THE FUTHER STUDY

- (i) The research can be done at state level.
- (ii) Same study can be conducted on high school teachers.
- (iii) Study can be done to know the awareness of teacher educators towards ICT.
- (iv) Study can be done to know the ICT Awareness and Achievement Motivation of M.Ed. Scholars.
- (v) The same study can also be done on inter-state level.

CONCLUSION:

From the above results it can be said that there is significant differences in the attitude of prospective teachers on the basis of medium and habitat but they did not differ on the basis of gender. It can be said that English medium prospective teachers use ICT very easily in comparison to the Hindi medium prospective teachers. It is due to the fact that most of the technical words are in English languages so the medium plays a very good role in the attitude of prospective teachers and hence Hindi medium prospective teachers find difficulties in using ICT in teaching and learning processes. It is concluded that the prospective teachers of teachers training colleges of Patna are positive attitude towards the use of ICT in teaching learning process. In Habitat we can say that Urban teachers have good ICT attitude rather than Rural teachers. So, to better facilitate professional development for prospective teachers and better prepare tomorrow's teachers it is necessary that they must gain the knowledge and understanding of the use of ICT in teaching learning process.

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TEACHERS' PERSPECTIVES ON PEACE PROMOTION

Ms. Sujata Kumari

ABSTRACT

Education plays an important role in building peace in the minds of people. The interrelationship between peace and education is very critical to achieve. For achieving objective of social cohesion and living together, and to move away from a culture of war and violence in world education is necessary. Teachers play an important role in teaching for peace. All ranges of shades of meanings of peace come easily under three basic sources. They are inner peace, social peace and peace with nature.

The purpose of the present study is to find out the views of teachers on ways of promoting peace in the society. The dimensions of the study are learning for peace, teaching strategies for peace, and mind set of teachers for promoting peace. The investigators have proposed to use qualitative method for the present study. The investigator has used semi structured interview for the data collection. The results will provide information about teacher's views and different methods for promoting peace.

KEY WORDS - Sustainable development, Promoting Peace, Education.

INTRODUCTION

Peace has always been among humanity's highest values--for some, supreme. Consider: "The most disadvantageous peace is better than the most just war." "Peace is more important than all justice." "There never was a good war or a bad peace."

Perhaps the most popular (Western) view is as an absence of dissension, violence, or war, a meaning found in the *New Testament* and possibly an original meaning of the Greek word for peace. Pacifists have adopted this interpretation, for to them all violence is bad. This meaning is widely accepted among students of international relations. It is the primary dictionary definition.

Everybody desires peace - harmony and balance forming comfortable life for themselves, family, communities and ultimately society. Yet every person's individual ideal of peace varies. Often it is dependent on their environmental conditions.

For example a person growing or surviving in a conflict zone may desire shelter and protection from violence; an indigenous tribe forced to flee their homes due to commercial logging may desire preservation of their natural habitat. A person in an abusive, violent relationship may desire a refuge and means to relocate.

We have a contemporary, expanded definition of 'peace' that

encompasses and extends beyond human security. We understand poverty alleviation helps societies minimise crime, sickness and violence. We value the benefits of peace prevention diplomacy and mediation as we do the peace building strategies of disaster aftermath - new ways forward.

Seven principles that define world peace

1. Immediate cessation of violent conflicts.
2. Rapid evaporation of terrorist activity.
3. Softening of ideological conflict.
4. Lessening of the dangerous super power rivalry.
5. Growing friendliness between the nations.
6. Spontaneous growth in economic activity and international trade and commerce.
7. At national level there will be a reduction in antisocial behaviour.

EDUCATION AND PEACE

Access to quality education is a right that should be sustained even in the most difficult circumstances. During conflict, education can offer knowledge and skills that provide protection, while in the longer term, it can help develop values and attitudes that prevent conflict and build peace. Education has the potential to build the capacities of children, parents, teachers and community members to prevent, reduce and cope with conflict and to promote equality and peace.

Education has crucial linkages to a society's social, economic and political spheres. Education is central to identity formation, can promote cohesive societies and contribute to state-building. On the other hand, education can undermine all of these processes. Inequitable provision of services or biased curriculum and teaching methods can reinforce existing exclusion and stereotypes.

Thus, education needs to be delivered effectively and equitably to ensure that it is a driver of peace rather than war.

Utilising education constructively for the prevention and transformation of violent conflicts is an important issue for development-oriented peace work. However, education can only fulfil its potential in this context if its contributions to peace building are embedded in systematic and conflict-sensitive development cooperation.

Education for peace implies an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations.

Education plays a highly influential role in both conflict proliferation and prevention, either through the omission or mismanagement of educational curricula or by contributing to a 'continued acceptance of war' (Davies, 2004: 5).

Education systems provide a place to teach not only about alternative

solutions to armed conflict (Davis, 2004), but also to promote the process of reconciliation and confront underlying ethnic tensions in order to prevent future conflicts (Smith & Vaux, 2003).

One such method is to include a formal peace education framework within school curricula, so that children are systematically taught about conflict, peace, and reconciliation from an early age, and are therefore forced to challenge preconceived collective identities that have been formed outside the classroom; the rationale for such an education is that, 'ethnic attitudes are formed early', and that, 'once positive or negative prejudices have been formed, they tend to increase with time' (Bush & Saltarelli, 2000:3).

In this sense, peace education 'aims at constructing the students' worldviews (that is, their values, beliefs, attitudes, motivations, skills and behavior patterns) in a way that reflects the reality of the peace process and prepares them to live in an era of peace and reconciliation' (Bar-Tal & Bennink, 2004: 31).

TEACHERS AS PEACE BUILDERS

In 2000, the then UNESCO Director General, Federico Mayor, stressed that *“Education International is not only a vast repository of experience, it also has the know-how and talent to implement innovation and change far beyond what is normally found in government circles [...] Education International and UNESCO can work together to achieve the common goals of an educated,*

intellectually curious and participatory culture of peace and democracy.”

A culture of peace and non-violence goes to the substance of fundamental human rights: social justice, democracy, literacy, respect and dignity for all, international solidarity, respect for workers' rights, children rights, equality between men and women, cultural identity and diversity, Indigenous peoples and minorities rights, the preservation of the natural environment to name some of the more obvious thematic.

- Appreciating Diversity (respect, anti-racism and anti-discrimination)
- Peaceful Conflict Resolution (anger management, non-violent language and behavior)
- Group Participation and Collaboration (cooperation and consensus-building)

Teachers are the medium who can help in inculcating right mindset towards the peace building process. Teachers can become a very strong medium for resolving world peace issues by teaching the students the world issues.

WHAT TEACHERS CAN DO

- *Explaining to children what happened during the conflict*
- *Multiple perspectives on the conflict, personal stories*
- *Media involvement in reporting the conflict*
- *Dealing with the legacies of conflict, how it is still present*

- *The dead and injured, the bereaved, the disabled*
- *Issues about remembrance, commemoration*
- *The participants in violence, amnesties, prisoner releases, members of security of armed forces, demobilization*
- *The role of justice, reparations, new safeguards*
- *The concept of reconciliation –issues of forgiveness, expressions of regret, apology, symbolic events*
- *The 'preventative' role of 'new' education programs, human rights, civics education, democratization of education.*

Smith (2002), as quoted in Smith & Vaux (2003: 46)

RESEARCH DESIGN

Semi-structured interviews were the method of choice for this study, and the only criterion for participation was that interviewees were teachers at the selected school, as the aim of the study was to 'capture' the valuable perspectives of teachers in relation to peace education, including their 'experiences', 'concerns', and 'expectations'.

Both straight-forward and open-ended questions were developed in preparation for the fieldwork, and, in accordance with ethical guidelines, 5 questions were developed.

Interview participants were chosen randomly from the selected schools of Patna, and, only 18 teachers were selected.

DATA ANALYSIS

Teachers have given their views about the world peace and ways of promoting it. On the basis of the interview, we can summarise the following points

a) DEFINITION OF PEACE

According to teachers Peace is harmony between different nations, attitude of help and concern toward each other, respect for every culture and stopping war on international level.

- Idea of freedom and happiness among all nations.
- Cooperation feeling, sense of equality, and service of need, love for each other.
- If war situation arises it should be solved peacefully.
- Every country should be given equal opportunity to develop.
- Non violence teaching of Lord Buddha, Mahavira and Gandhiji's should be followed. Concept of 'live and let other live' should be followed.

b) RESOLVING CLASSROOM CONFLICT

- Talking on the problems separately to the students.
- Maintaining uniformity among students and teaching them brotherhood.
- Knowing the reason of conflict and listening to each

party and reaching to solution with the consent of both groups.

- Making students aware that conflict is not going to solve the problem.
- Giving opportunity to solve the conflict.
- Using responsive classroom approach of teaching may help in resolving classroom conflicts.
- Story telling method.
- Guiding students towards right path.
- Group discussion.
- Example of great personalities.

c) CONNECTION OF CLASSROOM TEACHINGS TO PEACE

Yes, teaching students to maintain peace harmony in class, community and locality.

It teaches to handle the natural disaster. All students are taught in the same classroom so communal harmony can be taught.

- Discipline can teach the societal balance.
- Activities related to humanity can increase peace building process.
- Proper examples can enhance the peace building process.
- Every subject is taught for the peace building process.
- Make children understand the meaning of peace.
- Human qualities can be developed
- Make children distinguish between good and bad.

- Teaching them diversely.
- Teacher can develop cooperation, brotherhood etc

d) CONNECTION OF EVERY SUBJECT TO THE PEACE

Majority of the teachers agreed that connection can be made. It is possible but teacher should be capable to make the connection.

- Proper examples like in science.
- Global brotherhood can be taught with interdisciplinary approach.
- Every subject has some cultural, disciplinary and moral values.
- Except science every subject can be connected.

e) WAYS OF PROMOTING PEACE SUGGESTED BY TEACHERS

- Team work activities.
- Inter and intra school competition.
- Celebration of World Peace Day.
- Encouraging social work.
- Plays which are related to world peace issues.
- Creative writing.
- Meditation and nature walk.
- Video clips on world tour.
- Documentary from different countries.
- Equal treatment to every child.

- Encourage politeness.
- Problem solving method, project method.
- Group discussion on peace related topics.
- Extracurricular activities like- debate, group, project etc.
- Sports activities can be incorporated.

CONCLUSION

We value the benefits of peace prevention diplomacy and mediation as we do the peace building strategies of disaster aftermath - new ways forward.

As a general principle, educational activities ought to provide clearly defined opportunities for recapturing lost knowledge, and acquiring new knowledge, learning and skills in rebuilding or peace building processes. Assessing the capacity of institutions to undertake peace building work is a first requirement.

Annette Isaac Consulting, 1998

Education plays a key role in the prevention and transformation of violent conflicts. As “social policy” and a locus for socialisation, education policy and institutions substantially influence the development and shaping of identities and behaviour. The quantity and quality of the available educational offers are among the factors which help to determine whether conflicts escalate into violence or whether they can be transformed and managed in a non-violent manner.

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**“MOTHER” : A CHILD'S FIRST TEACHER-A STUDY
THROUGH SELECT HINDI FILMS**

Runoo Ravi

ABSTRACT

*“For the hand that rocks the cradle
Is the hand that rules the world.”*

The mother is the chief influence, the primary educator, the nurturer and the first teacher of any child. The morals, values and strong principles inculcated by her become extremely effective in shaping the child's entire life, aiming for its holistic development. No education matches the one given by the mother which puts the child on the right track forever. The foundation and most of the framework of the human action system are laid down in the first decade, the 'tender years'. Within the home, the mother plays the central role in the molding process of the child because she has more and closer contacts with the child than any other family member. If this early molding favours the development of a healthy personality pattern, the child is far less vulnerable to unfavourable conditions which may penetrate his life later.

The paper proposes to present the cinematic representation of select 'mothers' in Hindi Cinema down the ages each having her unique pearl of wisdom which can be imbibed by the society at large. The chief objective of the paper is to show the value of the mother as the

first educator of the child. These mothers actually practice what they preach. Their education is not limited at academic excellence but one suited in shaping the child into a 'human being', having care and compassion, sensitivity and selflessness and sincerity and integrity as well. The society needs such mothers to raise such 'healthy' individuals who will together comprise a beautiful society and a better world.

As a part of Cultural Studies today, Cinema is an important agent for social change and radical thinking. Thus the relevance of the paper rests in expressing the value of the 'mother' through these screen mothers, appearing larger than life on celluloid who represent 'the mother' as true teachers of basic as well as moral education : beacons in today's materialistic, rapidly degenerating valueless society.

KEY WORDS: Child Education, Teacher , Mother as a Teacher

INTRODUCTION

“For the hand that rocks the cradle
Is the hand that rules the world.”

The foundation and most of the framework of the human action system are laid down in the first decade. The 'tender years' in a child's life are dominated by the influence of the family members, usually the parents. Within the home, the *mother* plays the central role in the molding process of the child because *she* has more and closer

contacts with the child than any other family member.(Hurlock,88) And if this early molding favours the development of a healthy personality pattern, the individual is far less vulnerable to unfavourable conditions which may penetrate the child's life later.

The mother is the chief influence, the primary educator and the first teacher of any child. The paper proposes to present the cinematic representation of the 'mother' in Hindi Cinema down the ages, Cinema being an important agent for social change and radical thinking as a part of Cultural Studies today. It would try to showcase how the mother is the base of a child's journey of life and how the morals and values inculcated by her become so effective in shaping the child's entire life and aiming for holistic and positive development.

The chief objective of the paper is to show the value of the mother as the first educator of her child. It is she who is responsible for sowing the seeds of education and imbibing principles of life. Her education is not one that is associated with academic excellence or literacy but one that helps shaping the child into a 'human being', having kindness and compassion, sensitivity and selflessness and righteousness and courage as well. 'A consistent research finding is that children of most ages chose the mother as the preferred parent. Mother is generally considered to be more accepting, less punitive, less strict, less threatening, and more nurturing.'(Jersild,224)Her influence on the kids is definitely more impacting. She becomes a role model for her kids and they learn the rudimentary lessons of life from her. The society needs such mothers to raise such 'healthy' individuals who

will together comprise a beautiful society and a better world.

The paper showcases mothers immortalized on the silver screen down the ages, the ones selected have their unique pearls of wisdom which are aimed towards their children but which can be imbibed by the society at large. As a part of Cultural Studies today, Cinema is an important agent for social change and radical thinking. Thus the relevance of the paper rests in expressing the value of the *these* screen mothers who may be considered role models and true teachers of basic as well as moral education : beacons in today's materialistic, rapidly degenerating valueless society.

MY NAME IS KHAN (2010, Karan Johar) is the story of Rizwan Khan played by Shahrukh Khan, suffering from Asperger's syndrome who is always supported and guided by his mother, Razia Khan. *She teaches him the most important lesson in life : being a good human being and respecting other human beings and humanity as well is more important than any other thing in life.* In times turbulent with fanatical religious fervor, she teaches her son that there are only two kinds of people; the GOOD and the BAD. Those who follow the right path are good and those who do not are bad. This is the only difference among human beings: other differences related to cast, creed, religion, nationality, status do not make any difference. You are either a good person or a bad person : religion is not the criterion, humanity is. Her son grows up with this fact ingrained in his mind so much so that though he is branded a terrorist due to his nationality, he is the one who risks his own life to save the lives of hundreds of

people of another community, in the United States of America, trapped due to flood waters. Khan is always rightly guided by what his beloved *ammi* had told him. Case studies of mother-child relationships have correctly observed and noted that "...mothering is a matter of social stimulation as well as physical care."(Ambron,146)

MAINE PYAAR KIYA (1989,Sooraj Barjatya) showed the protagonist Prem, born with a silver spoon in his mouth, ready to sacrifice everything for his principles and the correct choices that he makes in life. It is his mother that helps him during this difficult time. It is she who teaches him the value of relationships,correct judgementsand true emotions. "...study suggests that the quality of mother-child attachment in infancy may in turn affect the later quality of play and problem solving behavior of the child."(ibid,146) Prem and his mother indeed have a special bonding, an attachment for each other. It is she who nurtures his true love leading to a marriage that is not entwined with materialistic business deals. She allows him to follow his heart and do what is right. She supports his love and it is her values that make her son immune to the lust of prestige and wealth, ready to give up all the money and power offered by his father without any remorse or second thoughts. All this cannot be learnt by her son in a single day. "...when the young children's surroundings do not provide sufficient stimulation, their maturation may be retarded, sometimes even impairing their intelligence and mental health.A favourable environment, rich in intellectual as well as emotional

stimulation is therefore an important factor, in full development of each child's potential.” (ibid,175)Only a mother can provide such an atmosphere and Prem's mother does provide him with all this and much more because Prem could very well have become a spoilt brat, cold, unfeeling and businesslike, a replica of his 'successful' father. This brings us to another important deliberation given by [Psychologists] Burton White (1975) and Selma Frailberg (1977) and others stressing the importance of mother to the infant. The first two years of life are so important, they say, in terms of attachment and cognitive and emotional development that the mother should make every effort to stay at home with her child. (ibid, 433) Instead of joining her husband's business empire, Prem's mother preferred to be a full time mother and offer quality time to her son : an investment that definitely did not go in vain. Prem is ready to take up any job, however menial it might be. While the father comes and taunts condescendingly ; trying to tempt him with his luxury, it is the mother who applauds his hard work, the dignity of labour and her son's ability to carve a niche for himself away from his father's shadow, albeit forsaken with difficulties. She is not ashamed to have a daughter-in-law who is lower than them in social hierarchy because she is a better judge of people unlike her husband. She does not desert her husband altogether but continues to supports her son too. The mother plays a very significant role in the film. One of the few to fall against the line of husband worship; she went against the tide and encouraged and supported her son to stand for what is right and blessed her son's efforts to get back his beloved at the cost of

displeasing her husband: almost a sacrilege in that decade.(Somaaya,109) If the love smitten young boys learnt valuable lessons of love and commitment from Prem the mother had a strong influence and lessons to impart too. Almost on the same line is the presence of the strong surrogate mother in the film **ABHIMAAN** (1973, Hrishikesh Mukherjee)who shows a rare kind of sensitivity towards her daughter-in-law and actually supports her, reprimanding the son for his misdeeds and punishing him by breaking all contacts. Considering the then existing differences between the mother-in-law and the daughter-in-law and the apparent tilt towards the son turning a blind eye to all his deeds, this kind of decision taken by the mother in the film reinforced the idea that if the mother can be a fountain of pure love she can also be a rock of Gibraltar when it comes to correct unbiased judgment. Almost seventeen years later, the blockbuster **BIWI NO.1** (1999,David Dhawan)may have been the story of the wife's attempts to free her stray husband from the clutches of the 'other'woman but what is commendable is the way the mother-in-law supports her daughter-in-law and not her *eklautla laadla beta*, in complete contrast to the almost devotional relationship between the mother and the son,particularly in the patriarchal Indian society.

MOTHER INDIA(1957,Mehboob Khan), **DEEWAR** (1975,Yash Chopra)**TRISHUL**(1978,Yash Chopra) and **AGNEEPATH** (1990,Mukul S.Anand) have screen mothers who raise their children single handedly but instill in them extremely rigid principles and ideologies that stay with them till the end even in the adverse

conditions. Honour is most important ingredient in the life of such mothers and that of their children. No sacrifice is great enough for them to retain the basic principle of honesty and righteousness ruling their life and this is something that their children, the sons particularly not only learn but also admire and respect in their mother however painful or loathsome life's journey may be. These mothers completely believe in the fact that what is right is always right and what is wrong is always wrong. Radha played by Nargis in **Mother India** dotes on her son Birju. She and her sons have faced every kind of adversity in their life but still that does not give them the liberty to either resort to violence or ill-means or to take revenge. It is rightly said that teaching children appropriate expression of anger and control of aggression is one of the most difficult feats of socialization. (Ambron, 228) Radha sticks to her basic principles and her ideologies to the extent that she kills her own son when he digresses from the societal paths. She breaks the stereotype that the mother cannot be 'strong' or cannot judge her own kids in an unbiased manner. Radha, as a mother teaches what standing for truth and righteousness means. The mothers in **Deewar** and **Agneepath** are no less in imparting the lessons of truth and righteousness and the fatal repercussions of taking the wrong path even when it becomes inevitable. These mothers, essentially fighters, nevertheless reinstate the idea of being 'good' and oppose taking law in one's own hands. Violence in any form, even to avenge is always wrong. When the sons do not agree to this notion, the mothers break off all relations from their own offsprings: something painful and pitiable but unavoidable since the

ideologies do not match. The love and the care for the child remains but the mothers are not ready to compromise with their principles however outdated or useless they might seem to the child. As noted novelist George Eliot writes in *Adam Bede* [1859], “The mother's yearning, that completest type of the life in another life which is the essence of real human love, feels the presence of the cherished child even in the debased, degraded man.” (Ratcliffe, 185) The pain that the mother then feels at the moral decline of her child is no match to the success or the revenge that the child takes. In such cases, the children suffer from hardened feelings, which begin to develop as a necessity for survival towards their so called triumph of life. This triumph and the insatiable wrong kind of pride that follows it could have turned the men into monsters had it not been for their mother's deep influence on their lives which clings to them as a second skin. (Horney, 203) And whether it is Vijay's death in his mother's lap in Agneepath, or the other Vijay's plea to God to save his mother's life in *Deewar*, reaffirming the loss of faith in her son, the fact remains that they were never able to totally wipe out the values and ideologies inculcated in them by their mothers which led to their surrender and their admittance to the superiority of humanity and forgiveness. It also led to the protagonists realizing that it is better to live in penury than to touch wrongly earned money. A life of difficult but honest poverty which the mother chose despite her son's burgeoning wealth was always superior compared to a life of ill-gotten luxury. The iconic dialogue from *Deewar*, “*mere paas maa hai !!!!*” is relevant today in all circumstances.

TRISHUL(1978,Yash Chopra)is the story of Savitri and her son and their unified fight for justice. Savitri, the unwed mother had been deserted by her lover for a rich man's daughter as a perfect business arrangement. Savitri brings up her son the hard way and extracts the promise of revenge at her death bed. In true Machiavellian manner the angry son fights the whole system and carves a strong Social Identity. He is able to win his battle and defeat his unjust father. However, he mellows with time, having genuine affection for his step family and is also accepted by them. The idea of revenge slowly changes to that of forgiveness, perhaps allowing concessions for his father's unavoidable choices in life, who may have been forced to conform to societal norms, emotionally blackmailed and leads an empty inner life. This metamorphosis in Vijay is not completely his own doing. His mother's education that included honesty, morals and values is also instrumental in him emerging the 'correct' humanbeing. It must be remembered that the purpose of education is not to fill the minds of with facts...it is to teach them to think,if that is possible,and always to think for themselves.”(Roy,67)And Vijay's education does contain this very important ingredient, something that his school may have missed but his mother did not. Even when he is manouevering, he is never unjust. His sense of righteousness and correct judgment are legacies from his mother that stand by his side always. The mother as the perfect teacher educated him, “....enabling the child to adjust himself to his social environment and maintain social relationships.”(Thamarasseri,27)

DABANG (2010,Abhinav Kashyap) and **OM JAI JAGDISH** (2002,Anupam Kher) show *mothers trying their level best to hold on to family ties, love,bonding and selflessness ;very relevant in the materialistic selfish world today*.The mother does remain the thread that binds all the members of the family, trying to educate them in her own manner in matters related to life, relationships, humanity and values. Family education remains the original role of education. Its characteristics is to inculcate desirable sentiments and attitude and to help form sound habits of living through mutual contact between parents and a child. (Sarangi,154) The mother in **Dabang** tries continuously to mend relationships between her son and his stepfather. She also tries to justify the father's preference towards his biological son by pointing out the deficiencies and weaknesses in the step-brother. She spends her whole life trying to unite her family, especially the marginalized son who has become a man of worth but has not forgotten the discriminatory treatment meted out to him. The mother remains the embalming spirit: teaching them all the value of a family, trying desperately not to hurt anyone. She is there for everyone offering unconditional love and support, accepting them as they are. It is only after her death that the three males realize her role in their lives and what she had been trying to teach them : family is valuable and family has to be together.

The mother in **Om Jai Jagdish** dedicates her life to her three sons. Her whole being is centred around them and her only desire in life is to keep her family, her sons together, in a special bond. This desire and the consequent efforts are both commendable in the present

world marked with nuclear families and individual aspirations that has no place for either sacrifices or selflessness. But as psychoanalyst Karen Horney observes, “[the child] needs warmth, feeling welcome, care, protection, an atmosphere of confidence, encouragement in his activities and constructive discipline. These factors given, he will develop “ basic confidence”; that is, confidence in others as well as in self. (Horney, 86-87)The mother, Saraswati Devi provides all this and much more to her three sons and that is why despite facing myriad adversities and stormy upheavals, the disjointed family does get reunited, happier and stronger and the mother proudly announces that her home is not made of walls, but is *the place* : any place where her three sons stand together.

SATYAKAM (1969, Hrishikesh Mukherjee) : There is, of course, a great deal of interest in the question of how children learn; and despite individual differences certain general principles can be seen. It is apparent even to the casual observer, for example that children learn by doing what they have observed someone else do. (Ambron, 177) This is seen in **Satyakam**, the story of Satya Priya Sahay, a principled man who never breaks his principles and never mouths untruths, something he has inherited from his staunch God fearing Gandhian father. Interestingly, after his death, his father resorts to lies to save his family's 'honour'. It is the grandchild who spills the beans; revealing that he cannot light the funeral pyre not because he is underage but because he is not the biological son of his father and that this 'truth' has been told to him by his mother and his

mother never lies. The mother may be a tainted woman in the eyes of the society. Nevertheless *she is the one who teaches the value of truthfulness to her son ;a legacy of her husband : something which the pious 'ever-truthful'old man had tried to hide fearing society.*

“Mothering” is something that a child always needs. This mothering is generally described as behavior that is affectionate, nurturant, warm and supportive. A child must feel cherished, valued and also comforted. (ibid,233-34) Sometimes it may happen that this mothering is so intense that the mother may not be aware of her own over protectiveness. However, the mother in **KHOBSURAT** (1980, Hrishikesh Mukherjee) is totally different from the concept of this 'mothering'. Dina Pathak as the strong matriarch rules over her large family. Her word is the law. *Her heart is full of love and care for everyone but it never oversteps the rules that she has set for them.* Her strictness is not always welcome but never disobeyed. The arrival of a family guest does lead to the expression of resentment and the rebellion that takes place in her absence, culminating in breaking all rules that she had imposed. *She teaches the value and importance of discipline, needed to bind a family, particularly a joint family with members having varied interests and dispositions.* She tells them how a strict diet has ensured longevity to their father, fixed dinner time ensured that the family ate one meal together remaining united, regular family outings and picnics ensured that the younger ones were not led astray by wrong company and husbands and wives developed stronger bonds. It was only after she freed them from the constraints of her disciplined regime that the family members

realized how correct her rules were and this was the kind of 'mothering' that was required of the mother.

IQBAL(2005,Nagesh Kukonoor) : This is the story of Iqbal, a physically impaired boy whose natural acumen for sports, primarily cricket, is blatantly overlooked by his father under the guise of financial constraints and the child's disabilities. It is here that the 'mother' once again rises to the occasion. If not anything else, she *at least believes in her child and trusts his abilities, providing him her full support*, something that every child needs at every stage of her/his life, not withstanding that a child remains a child to his parents and needs their love and support at every stage of his life no matter how grown up she/he might be. The father enters the picture much later, apologetic and guilty, only after the initial battle had been won. "Children need to be listened to as much for what they don't say as for what they do say. They may be unable or unwilling to voice their concerns...*the adults should listen for that concern and then voice it.* (ibid,233.emphasis added)With her patience and a waiting-willing ear, only a mother can do this and turn a confidant to her children, understanding their unspoken needs much better than anyone else.

RANG DE BASANTI (2006,Rakyesh Omprakash Mehra)had two very strong mothers at polarities but the ideologies and the backgrounds converged in their understanding of their child, their son's intrinsic desire, never imposing anything on them and letting them be happy as and how they are ; something that parents, even

mothers, may boast of but never actually allow to happen to the child either due to societal norms or career [*read materialistic causes*]. When there is no fear of being left alone, out of reach of the persons who are the child's anchor of safety and familiarity, the child feels the complete sense of security. (ibid,214) This security resides in the quality of attachment between the mother and the child. (ibid,216) And due to this security, the child is able to develop into enthusiastic, persistent and hard working adult, cocooned in the fact that she/he can always seek their mother's help and pay attention to directions provided by her. DJ, played by Aamir Khan's mother, Mitro, allows her son to lead his life seeped in existentialist terms. "They [existentialists] are responsible for creating their lives according to their own values-and not by following the 'herd'-by reflecting clearly on their situation and relationships and by acting authentically.(Tidd,15)It is important however to note that *the son does not betray this trust.He may appear a bohemian and a loser in life, repeating classes in the universities and whiling away his time but is however, endowed with his own sense of patriotism, loyalty and 'correct' nationalism* that mushrooms from his own set of principles and sense of justice. The *principles of righteousness ingrained in him never let him digress* and his mischief never turns to harm. His fight for justice is appreciated and his sacrifice equals that of a martyr, something that the mother understands and thus makes no emotional demands or express grievances. Her stoic calm is the strength for her son's courage and determination.

Waheeda Rehman, playing Mrs Rathod is the elite, urban mother ;

calm, cool and sophisticated but endowed with the same stoic principles. Despite having lost her husband in the war she never hesitates in letting her son become a fighter pilot, ready to serve the country, teaching him lessons of patriotism and loyalty. However the injustice to her son by her own countrymen makes her take a strong stand. Her courage is expressed by her selflessness and her grit. She faces the fatal blow without any fear. Even her relationship with her probable daughter-in-law is never conservative or traditional. Her son's friends are no achievers but they are as welcome as her place as they are at Mitro, DJ's mother's place. The two sons, raised by their mothers grow up as strong individuals and reinstate that "fathering" is actually more a gendered term than a biological one. (Ambron, 146) The patriotism that these two mothers show is also seen in **BORDER** (1990, J.P. Dutta) where the mother has not only lost her husband in the first world war but is also blind and dependent. Still the fire of patriotism and the desire to serve the motherland is so strongly imbibed in both mother and son that she willingly sends her son to the front and is more of an inspiration than a burden to him.

The mother in **HAZAAR CHAURASI KI MAA** (1998, Govind Nihalani) is a rare kind of mother. Of her four children, three are well settled and successful in the social parameters. It is the youngest son who is a 'loser' in the society partially because he believes in the socialist theories and also because he is the only one who understands his mother's suppression and exploitation in the patriarchal structure of his house. The mother, tradition bound and quiet by nature has resigned herself to her fate but what she does not realize is how

valuable her silent support and affinity is to her youngest child, supposedly weak and unsuccessful, with regards to his own dreams. According to Alan Sroufe, the William Harris Professor of Child Psychology in the Institute of Child Development and adjunct Professor of Psychiatry at the University of Minnesota, the securely attached child is the one who develops trust and is able to explore more ; the mother being the basic source of this trust. “ The security of knowing the mother is there enables the child to develop a sense of autonomy.” (ibid,214)*It is this security that enables Vrati , the son to chase his dreams, to fight for his ideologies against a corrupt system and lose his life at the age of just twenty years. He may have been a weak and unsuccessful person to others, in fact a black mark on his elite family but he was a real hero to his mother, a hero for her because she allowed him to develop the way he wanted to and because he was the only one who actually imbibed the correct principles and values that the mother possessed.*

NIL BATTEY SANNATA (2016, Ashwini Iyer Tiwari) : The mother child attachment is not based primarily on feeding only. (ibid,145)And Chanda, the protagonist, the single mother proves this true as she becomes the perfect inspiration and guide for her daughter. The mother and daughter share a unconventional relationship that is marred by jealousy, inadequacy and also the daughter's escapism and laziness compared to the mother's dedication, hard work and sunny disposition. The film is all about a mother's optimism and faith in her daughter irrespective of the social strata or constraints. Chanda does

not have a dream, her daughter is her dream. *The ability and the strength to fight all adversities, with no complaints but just the desire for up gradation teaches the most valuable lesson to her daughter, Appu.* Shaken by her daughter's audacious comment that her indifference to studies is fuelled by the sheer truth that her mother does not have the means for her higher studies and she is doomed to be a *bai* as well; Chanda takes up the challenge to complete her own education and score marks higher than her daughter in mathematics, her daughter's nemesis. *Chanda's stubbornness and her dedication defeat her daughter's resignation. The daughter soon imbibes her mother's zeal for achievement and her courage for any kind of hard work required for her progress.* The same daughter who mocked her mother about her inadequacies becomes a proud achiever. Thus Chanda becomes one of those mothers whose influence is actually the *social force* which according to eminent Danish psychotherapist Erik Erikson influence the child's development. (ibid,10-11)

A mother's work must be recognized as a process that calls for continuous and sustainable intuition, creativity, improvisation and expressiveness during her interactions with her children. This interaction results in the overall holistic development of a child enabling her/him to emerge as good human beings. The happiness lost at home can hardly ever be regained in the outer world. The mother needs to be the companion, the advisor, the confidant of her kids. It is the mother that provides this happiness and the early education, education that is moral rather than academic. This moral development of a child implies inculcation of a number of qualities as

honesty, truthfulness, self-respect, self-control, compassion, duty consciousness and righteousness in the children. This development becomes the base of his total life and nothing and no one could replace the role and the value of the mother during these initial years.

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IQAC FOR QUALITY ENHANCEMENT IN TEACHER EDUCATION INSTITUTIONS

Dr. Nivedita Raj & Dr.Amola Kumari

ABSTRACT

Quality enhancement in teacher education involves important role play by Government agencies, institutional management, teachers, students and the external quality assurance agencies. For this the University Grant Commission has established the National Assessment and Accreditation Council in 1994 at Bangalore. The main objective of NAAC is to Assess and Accredite institutions of higher learning in order to help them work continuously towards improvement of the quality of education. The UGC guidelines require all Higher Education Institutions to have an Internal Quality Assurance Cell to maintain the quality consciousness. IQAC is an agency to build and ensure a quality culture at the institutional level, and is meant for planning, guiding and monitoring Quality Assurance and Quality Enhancement activities of the HEIs.

Among educationists and policy makers Quality Assurance has been a matter of concern for a long time. The National Education Policy (1992) also raised concern in this regard resulting in the establishment of NAAC in 1994 at Bangalore by UGC as a national quality assurance body.

NAAC relationship with institutions is cordial and friendly. It acts as

a support agency towards maintenance and improvement of quality. For this purpose a cell becomes essential to gear up the activities. NAAC at the college level is IQAC. IQAC acts as a catalyst in maintaining good relations with public, eminent people, parents as well as the quality of the institutions.

Keywords : Quality Enhancement, Quality Assurance, NAAC, HEI and IQAC.

INTRODUCTION

All experiences of the individual from birth till death is education. Education is the all round development of individual according to his needs and demands of society, of which he is an integral part. To achieve the objective of social, economic and political development of a nation education in India has experienced a remarkable transformation. The effective transmission of knowledge, skill, content, and available information, reading and teaching materials help an individual in overcoming obstacles to learn and apply knowledge to solve the problems of everyday life and thus acknowledge its worthiness in personal and social aspects. Good education reflects the quality of a nation which largely depends upon the quality of its citizens which further reflects the quality of its teachers and institutions. A well qualified teacher ensures quality education, thereby preparing better human beings and responsible citizens of the country.

Quality enhancement in higher education involves important role play by Government agencies, institutional management, teachers, students and the external quality assurance agencies. In this direction efforts have been made by the University Grant Commission (UGC) by the establishment of the National Assessment and Accreditation Council (NAAC) in 1994 at Bangalore. The main objective of NAAC is to Assess and Accredite institutions of higher learning in order to help them work continuously towards improvement of the quality of education. The UGC guidelines require all the Higher Education Institutions (HEIs) to have an Internal Quality Assurance Cell (IQAC). The aim is to maintain the quality consciousness in HEIs. IQAC is an agency to build and ensure a quality culture at the institutional level, and is meant for planning, guiding and monitoring Quality Assurance (QA) and Quality Enhancement (QE) activities of the HEIs.

Quality assurance is fundamental to the system of higher education. To achieve the desired results assessment, accreditation and auditing should be enforced on the institutions. The important facets of the HEIs are organisation and management structure, academic administrative structure, academic activities, academic support resources and services, and financial resources generation.

NEED FOR QUALITY ENHANCEMENT

A general deterioration regarding the number of quality teachers, infrastructure, poor funding, lack of accountability, defective

educational policies, etc. have resulted in the degradation of higher education. The quality of education imparted shows wide variation among different institutions. It is true that by increasing the number of higher education institutions, the system would be able to provide increased access to larger sections of the society. But in the process, the quality of higher education could be adversely affected. That should not be allowed to happen. As India embarks upon a major expansion drive in the higher education sector, the impact upon quality also needs to be given special consideration. Therefore, with the expansion of the higher education sector there should be proper regulatory mechanism to ensure that high standards are maintained in all our institutions of higher learning. It has become all the more significant in the context of growing commercialisation and privatisation of higher education in the country.

EFFORTS TOWARDS QUALITY ASSURANCE IN OUR COUNTRY

For a long time period quality assurance has been a matter of concern among educationists and policy makers. The National Education Policy (1992) also raised concern in this regard. It led to the establishment of NAAC, a national quality assurance body in 1994 at Bangalore by UGC. Besides NAAC, two more quality assurance agencies were set up - National Board of Accreditation (NBA) set up by AICTE in 1994 for technical education and the Accreditation Board (AB) set up by ICAR in 1996 for agricultural education. Each

body employs its own method of accreditation. NBA does programme accreditation whereas NAAC undertakes institutional accreditation. Both agencies over the years have been pivotal in improving quality consciousness among the higher education institutions. Quality assurance by an external assessment agency is a new concept in higher education in India and requires attitudinal change in favour of accreditation and the concept of quality assurance in India. At present accreditation is largely voluntary.

Organisational Arrangements

Today's need is fully decentralised and coordinated organisation by empowering IQAC. These duties of admission, maintaining discipline, and organisation of curricular/ extracurricular activities, conduction of examinations should be evenly distributed to train the staff for responsible assignments as a measure of decentralisation of the administration. The management and the IQAC should regularly visit the departments to study the academic growth of the teachers, their contribution to administration and redress their grievances. The teachers should be motivated for their novel and creative ideas in teaching, administration and the smooth running of the institute. Every stake holder should be a part of the organisation. Sufficient autonomy should be given to the IQAC members to plan, execute and monitor without any interference of the governing authority.

Manpower Resources

An educational institution functions successfully only with dedicated and devoted teaching and administrative staff. The staff after being appointed does not work towards raising the level of their skills. The teaching and administrative staff comprises some technophobes and the managements tend to overlook this. For empowering the staff government policies promote ICTs. The assessment being an effort for the excellence instead of competition should be furthered to the assessment of the individual.

Monetary Aspects

The real testing grounds for an institution is it's financial matter. The management has to maintain and operate the institution's budget optimally and it should be accountable. There should be transparency through internal and external audit. Fees, government aid and donations by the alumni should be mobilised and utilised correctly. NAAC provides a grant of Rs.75,000 for each IQAC to conduct seminars and workshops.

NAAC relationship with institutions is cordial and friendly. It acts as a support agency towards maintenance and improvement of quality. For this purpose a cell becomes essential to gear up the activities. NAAC at the college level is IQAC. IQAC acts as a catalyst in maintaining good relations with public, eminent people, parents as well as the quality of the institutions. The purposes of IQAC are :-

- (a) Recording & maintaining the quality of the institutions
- (b) Maintaining good relations with public, eminent people, parents
- (c) Improvement of application oriented education methods
- (d) Dissemination of information on Quality aspects
- (e) Sufficient provision of support services
- (f) Research and Infrastructure sharing
- (g) Development of Bench Marks
- (h) Credibility of evaluation process
- (i) Accountability

BENEFITS OF THE IQAC

- Ensuring maximum level of clarity and focus in institutional functioning towards quality enhancement
- Ensuring internalization of the quality culture;
- Ensuring enhancement and integration of the various activities of the institution and institutionalizing good practices;
- Providing sound basis for decision-making to improve institutional functioning;
- Act as a dynamic system for quality changes in the HEIs;
- Build an organized methodology of documentation and internal communication.

IQAC COMPOSITION

The IQAC may be constituted in every institution under the

chairmanship of head of the institution with heads of important academic and administrative units and a few teachers and a few distinguished educationists/ representatives of local committee. The composition of the IQAC may be as follows:

1. Chairperson: Head of the Institution
2. A few senior administrative officers
3. Three to eight teachers
4. One / two members from the Management
5. One / two nominees from local society
6. One of the teachers as the coordinator of the IQAC.

The IQAC composition depends on the size and complexity of the institution. It helps the colleges in planning and monitoring and also gives stakeholders a cross-sectional representation in the institution's quality enhancement activities. The guidelines given here are only indicative and will help the institutions for quality sustenance activities. It is necessary for the IQAC members to generate and promote awareness in the institution and to devote time for working out the procedural details.

IQAC Coordinator

The coordinator of the IQAC is pivotal in ensuring the effective functioning of all the members. She/he may be a senior person with expertise in quality aspects. She/he may be a full-time functionary or, a senior academic /administrator entrusted with the IQAC as an additional responsibility. The administration may extend

secretarial assistance. Preferably the co-ordinator should have a sound knowledge about the computer, its functions and usage for effective communication.

Scope of Quality Enhancement in Academic Activities:

- (a) With the implementation of semester system students have become more attentive towards the academic programme and study from the time of their admission into the courses. This system also enables the departments to include several topics of current relevance in it's curriculum.
- (b) The introduction of Choice Based Credit System (CBCS) provides flexibility in the choice of courses helping the students to broaden their interdisciplinary knowledge by opting external electives offered by other departments and thus enhancing their career opportunities.
- (d) To equip the students with necessary skills to meet the requirements of industry, bridge courses with job-market potentialities have been provided
- (e) With the objective of imparting special training integrated courses in teacher training are being introduced.
- (f) Under Distance Education, P.G. courses in M.A. Education, M.Ed. and also M.Phil programmes have been offered.
- (g) Language labs have been established to impart training to students in communication and soft skills.
- (h) Measures have been initiated by the University to modernize

the class rooms and laboratory facilities by providing glass black boards, over head projectors, LCD projectors, computers with internet connectivity.

- (i) Scholars, professors and fellows of repute are invited for delivering lectures that enable the students to gain deeper knowledge and developments of the discipline concerned.
- (j) An Academic Calendar provides the entire academic schedule including the dates for internal tests and external examinations thus enabling colleges to streamline the derelict academic schedule of an academic year.
- (k) It has now become possible to get the examination results published within 2-3 weeks after the completion of last semester-end examination.
- (l) University has implemented the teachers' evaluation by the students which helps the teachers to upgrade themselves.

The Annual Quality Assurance Report (AQAR) of the IQAC

At the beginning of the academic session by devising a perspective plan, annual self-reviewed progress report by all the accredited institutions which have established the IQAC is to be submitted to the NAAC, detailing achievements in key areas specifically identified by the IQAC. The perspective plan of the IQAC results in AQAR.

Conclusion:

Quality enhancement is the end product of the cumulative

efforts of the administration, the teachers, the students and the parents. UGC and NAAC have provided guidelines to decentralise the entire process of education in an endeavour to achieve outstanding results to be at par with world-class performance. An institution must strive to realise its vision and stay committed to it.

The quality parameters like infrastructural facilities, competent teacher, quality student, use of educational technology, good library, laboratory, conducive environment for curricular transaction should be considered as pre-requisites for quality improvement. The Right of Free and Compulsory Education for Children (RTE Act-2009) came into force as an act from April 2010. The act emphasises on quality education for every child. As such selected teachers must be thorough in content with effective communication skills. The institution ensuring the quality parameter ensures quality teacher education. We may say quality input, requires quality processing thus ensuring quality output.

The NAAC guidelines require teacher education institutions to have an IQAC for its educational development and along with the co-curricular activities other facilities like -health centre, library, alumni association workshop, tutorial, suggestion box, parents feedback, etc. should be equally effective. Teacher education institutions are mushrooming fast but their qualitative approach is quite laid back. The need of the hour is an active and conscious IQAC for quality teacher education institutions as teachers, the social engineers mould the citizens of tomorrow that is our future nation builders. Hence quality in teacher education institution will promote

quality in all aspects of life, society and the motherland.

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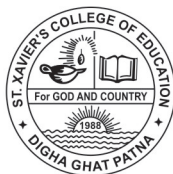
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