TEACHER EDUCATION

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A STUDY OF QUALITY OF PRIMARY SCHOOLING IN TERMS OF LEARNERS' ACHIEVEMENT

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Abstract

Primary Education is the base of a child's life. In India, it has been made compulsory to impart free and compulsory education to all children of age group 6-14 under the provisions of RTE 2009. The act makes education a fundamental right of every child and specifies minimum norms in elementary schools. While the universalization of elementary education is governments' commitment, improving and sustaining the quality of basic education is equally important. At present the number of children is increasing at elementary stage and providing quality education is becoming a challenging task. The achievement level of students indicates the success and failures of various inputs provided to primary education. Students' scholastic achievement is one of the basic indicators to assess the quality education. The present paper attempts to study the learning achievement of class V students in Hindi and Mathematics as language is the basic necessary prerequisite for all types of learning and Mathematics is useful in our day to day activities.

Education is essential need for individual and social progress. Realizing the magnitude of need of education UNO first adopted the universal declaration of the human rights on 10th December 1948, which incorporates the right to education (Article-26). Primary Education is the base of a child's life, so it has been made compulsory to impart free and compulsory education to all children of age group 6-14.

India has taken many steps to fulfill the goal of universalization of elementary education. The Parliament has passed the constitutional (86th amendment) act, notified on 13th December 2002, this act added a new Article 21-A, which makes free and compulsory education a fundamental right for all the children in the age group of 6-14 years (MHRD 2002-03).On April 1, 2010 India became one of 135 countries to make education a Fundamental right of every child with the 'Right to Education Act'. Right to Education Bill 2009 lays down duties and responsibilities of appropriate government, local authorities, parents, guardians, schools and teachers towards children.

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Quality is the heart of education. While the universalization of elementary education is governments' commitment, improving and sustaining the quality of basic education is equally important. Good quality teaching and learning environment assures effective learning outcomes (UNESCO, 2000a).Concern for improving the quality of education has been growing increasingly stronger but the gap between expectation and actual performance in terms of children's learning continues to remain.

The main factor taken into consideration by the designated academic authority is building up the child's knowledge and learning through the activities, discovery and exploration in a child - friendly manner and comprehensive and continuous evaluation of the child's understanding of knowledge and the ability to apply it.
Good quality teaching and learning in the classroom are vital to ensure effective learning outcomes that provide children with literacy, numeracy and other skills, enhance their creative and emotional development, and equip them with values and attitudes that enable them to be active and engaged citizens leading meaningful and valued lives.

The learning achievement and quality of our schools has to be improved. India faces many hurdles in educational development due to multiple reasons of poverty, caste system and social ethos in finding solution to prevent dropouts from the schools (EFA report, 2008) as the government primary schools in India are confronted with the tremendous task of educating children whose parents are predominantly poor, semiliterate or illiterate.

The effectiveness of any organization is measured by its outputs. The outputs of a school or educational institution are being measured by its learner's achievements. As the schools are centre for the learning of children, the quality of education being imparted and the learning outcomes are important. The achievement level of children at primary stage, especially at the terminal class V has been supposed to be important, because at this level, the children complete the level of primary education and enter to the next level i.e. the upper primary/secondary education.

Quality education is one of the indicators to assess the effectiveness of the educational programmes. The review of studies on learners' achievement in India (Shukl a *et al*. 1992, NCERT; 1994, Aikara; 1997, Kingdon, 2007, Kaur, 2010) reveals low levels of achievement among primary school children. NCERT (2008) conducted a survey on a sample of 84,322 students and found that only 11% students achieved mastery by getting

more than 80 percent marks in Mathematics while 32% students even do not pass the mathematics test.

The learning achievement of students of class V helps in assessing the achievement of curricular objectives earmarked for this stage. This achievement level of students indicates the success and failure of various inputs provided to primary education. Learning achievements also provide information for exploring the reasons behind problems of students' underachievement.

Learning achievement of class V students in language and mathematics have been taken for the present study because language is the basic necessary prerequisite for all types of learning and mathematics is useful in our day to day activities. Following objectives were decided for conducting the study-

Objectives
1. To study the achievement level of students in Hindi subject at primary school stage.
2. To study the achievement level of students in Mathematics subject at primary school stage.

Methodology: Survey method has been adopted in the present study. All the students of class V studying in parishadiya primary school of Eastern U.P. constitute the population of the study. For collecting data, 5 districts -Allahabad, Jaunpur, Mirzapur, Pratapgarh and Varanasi were selected randomly for the data collection. From each district, one block has been selected randomly and 40 schools were selected randomly from every Block.

Two achievement tests- 'Hindi Achievement Test-class V' and 'Mathematics Achievement Test-class V' were constructed by the researcher. The 'Hindi Achievement Test Class V' contains 16 items representing 5 competency areas - verbal comprehension, reading comprehension, understanding of thinking and reading, writing clearly and suitable utilization of Grammar'. The 'Mathematics Achievement Test Class V' contains 30 items representing 6 competency areas —understanding whole numbers and numerals, ability to add, subtract, multiply and divide whole numbers, use and solve problem related to money, length and time, ability to use fractions and decimals, understanding of geometrical shapes and spatial relationships.

Analysis

Objective (1) To study the achievement level of students in Hindi at primary school stage.

The 5 [th] grade students' achievement scores in Hindi were presented in the form of percentages. The mean percentage performance of class V students in language was found as-56.86. The performance of class V students in Hindi is presented in Table -1

Table-1: Item wise performance of class V students in Hindi

Item No.	Item Description	Percentages of students identifying correct answer (Mean) N=1598
1.	Verbal Comprehension(Poetry)	56.45
2.	Spelling correction	55.35
3.	Matching words with correct antonym	61.28
4.	Sorting out correct synonym of given word	62.43
5.	Sorting out correct sentence	59.11
6.	Using proper punctuation marks	60.67
7.	Writing name of seasonal fruits in summer	68.00
8.	Naming vegetables available in winter	62.94
9.	Writing opposite gender of given words	57.59
10.	Matching persons' name with popular titles	45.47
11.	Fill in the blanks with proper words	61.57
12.	Reading comprehension (Prose)	57.89
13	Reading comprehension (Prose)	57.24
14.	Fill in the blanks with suitable pronoun	60.15
15.	Making sentences by using given words	46.73
16.	Verbal Comprehension	51.73
	Total	56.86

Table 1 shows that the mean percentage performance of class V students in language - 56.86 %, is just of average level. It can be observed from the table that mean percentage performance of class V students regarding item 1 related to **'reading comprehension'**

was found to be 56.45. It can be said that students' performance was of average level as only 56.45% students gave proper response to questions asked for reading comprehension.

Among the items covered in word meaning, the mean percentage of scores in **'spelling correction'** was found as 55.35%. The sub items i, ii, iii, iv were solved by 56.65%, 53.26%, 52.89% and 58.61% students respectively. The class V students' mean percentage performance in **'matching the words with correct antonyms'** was found to be 61.28%. The sub-items i, ii, iii, iv were solved by 64.19%, 59.67%, 64.76% and 56.53% students respectively. The achievement level of students was of average level in spelling correction (55.35%) whereas it was found to be good (61.28%) in matching the words with correct antonyms.

The mean percentage performance of students in **'sorting out correct synonym'** of given word is found to be 62.43%. The percentages of students solving the sub-items i, ii, iii, iv were 63.00%, 60.61%, 62.87% and 63.25% respectively. In the items related to **'sorting out correct sentence'** mean percentage performance of students was found as 59.11%. The performance of students was good in sorting out correct synonym whereas it was of average level in sorting out correct sentence.

Around 60% students used the **'proper punctuation marks'**, majority of students (68%) wrote the name of **'fruits available in summer season'**. around 63% students named the **'vegetables available in winter'**. The mean percentage performance of class V students in **'writing opposite gender of given words'** was found to be 57.59%. The students achievement level was found to be good (68%) in using punctuation marks, naming seasonal fruits and vegetables whereas it was of average level (57.59%) in writing opposite gender of given words.

The mean percentage performance of students in **'matching names with popular titles'** was found to be 45.47%. In **'fill in the blanks with proper words'** the mean percentage performance was found to be 61.57%. It is clear that students performance was below average in matching names to popular titles whereas it was good (61.57%) in fill in the blanks with proper words.

The mean percentage performance of students in 2 passages (Item-12, 13) given for **'reading comprehension'** were found to be 57.89 and 57.24 respectively. Item number

13 and 14 were related to word meaning. The mean percentage performance of students in **'Fill in the blanks with suitable pronoun'** was 60.15% and in **'making sentences by using given words'** was found to be 46.73%. The students performance was found to be good (60.15%) in selecting suitable pronoun for filling the blanks whereas it was below average (46.73%) in sentence formation. Item 15 was concerned with **'listen the narrated poem with understanding and answering the questions' i.e.** verbal comprehension. The mean percentage performance of students in this item was found to be 51.73% thus it was of average level.

On the basis of above results, it may be concluded the students performance was found to be of below average level on some items whereas it was of good level on some item of word meaning with percentage ranging from 45.47% to 68.00% in different items whereas it was average in reading comprehension ranging from 56.45% to 57.89% in different items.

Area wise Performance of Students in Hindi Language –
- The students' performance level in area of 'verbal comprehension' was found to be 51.73% which is of average level. Only 51.73% students could answer the question based on the narrated poem.
- The achievement level of students in area of 'reading comprehension' was found to be 57.12% which is of average level. All the three items included in this area were performed correctly by 56.45%, 57.89% and 57.24% students respectively.
- The achievement level of students in area of 'understanding of thinking and reading' was found to be of average level (Mean of percentage=56.38%).
- The achievement level of students in area of 'writing clearly' was found to be of just average level (Mean of percentage=54.24%). The students' performance was not satisfactory in the area of writing the answers correctly.
- The mean percentage performance of students in area of 'suitable utilization of Grammar' was found to be 59.38 which is of good level.

Objective (2) To study the achievement level of students in Mathematics at primary school stage.

The 5th grade students' achievement scores in mathematics were presented in the form of percentages. The mean percentage performance of class 5 students in mathematics was

found as 46.6%. Item wise performance of class V students in Mathematics is presented in Table 2.

Table 2: Performance of class V students in Mathematics

Item No	Item Description	Percentages of students identifying correct answer N=1568
1	Identify the triangle from the given shapes	50.0%
2	Calculate .8×10 (Multiplication involving decimal)	35.5%
3	Differentiate time in given clocks	64.4%
4	Recognize that 1cm=.01Meter	32.8%
5	Recall the days in February in a leap year	60.6%
6	Calculate 1+0	67.3%
7	Using calendar for selecting last day of the month	53.5%
8	Identifying the date on a given day by using calendar	60.3%
9	Calculate 4÷2+5-3	28.3%
10	Addition of 2 Fractions(5/7+3/7)	29.4%
11	Recall the factors of 81	43.6%
12	Money calculation involving subtraction	48.3%
13	Recognize appropriate examples of indivisible number	42.1%
14	Find the place value of digits in number 2865	57.9%
15	Recognize the fraction on the basis of given diagram	58.9%
16	Compute the L.C.M of 2 and 3	27.7%
17	Compute the perimeter of a square having arm of 3 cm.	35.0%
18	Calculate 753/3	54.3%
19	Multiplication of 0 with any number	43.4%
20	Compute the H.C.F of 9 and 12	34.1%
21	Identify the correct formula of Dividend	42.3%
22	Change compound fraction of into simple fraction	52.7%
23	Convert 150 minutes into hours	54.6%
24	Recognize the formula of rectangles perimeter	39.9%
25	Answer the question based on the chart	53.8%
26	Answer the question based on the chart	61.4%

27	Recognize the definition of L.C.M.	29.3%
28	Recognize the definition of Even number	41.6%
29	Calculate 19+23	42.2%
30	Calculate the period between two times	52.5%
	Mean Value	46.6%

Table 2 shows that 50% students identified the triangle from given shapes, 35.5% students performed multiplication involving decimal, 64.4% students differentiated time in given clock, 32.8% students performed the item of conversion of length from centimeters to meters, 60.6% students recalled the days in February in a leap year, 67.3% students added 1 to 0 correctly.

Majority of students (53.5%) used calendar for selecting last day of the given month, 60.3% students identified the date on a given day by using calendar, only 28.3% students calculated 4÷2+5-3 while 29.4% students performed addition of 2 fractions. Only 43.6% students recalled the factors of 81 and 48.3% students performed the money calculation involving subtraction.

Around 42% students recognized the appropriate examples of indivisible number, 57.9% students told the place value of digits in number 2865, 58.9% students recognized the fraction on the basis of given diagram, 27.7% students computed the L.C.M. of 2 and 3, 35% students calculated the perimeter of square having arm of 10 cm., 54.3% students divided 753 by 3, 43.4% students gave the accurate answer of multiplication of 0 with any number, 34.1% students computed the H.C.F. of 9 and 12, 42.3% students identified the correct formula of divi dend.

Majority (52.7%) of students changed compound fraction into simple fraction, 54.6% students converted 150 minutes into hours, 39.9% students recognized the formula of rectangle's perimeter, 53.8% and 61.4% students answered the questions based on chart respectively.

Only 39.3% students recognized the definition of L.C.M., 41.6% students recognized the definition of even number, 42.2% students performed addition with borrowing and 52.5% students calculated the time period between two times.

Students' performance was found low in using decimal, mixed operations, addition of fractions, and L.C.M. whereas it was of high level in using chart and calendar, time and fraction.

Area wise Performance of Students in Mathematics-
- The mean percentage performance of students in area of 'understanding whole numbers and numerals' was found to be 37.3% which is of low level. A large number of students (55.9-39.9%) solved the problems related to number system as compared to sums related to H.C.F and L.C.M. (32.5-24.6%).
- The mean percentage performance of students in area of ability to add, subtract, multiply and divide whole numbers is found to be 44.56% which is below average. Students' performance was satisfactory in addition (64.98-52.5%), below average in multiplication (41.9%), below average in division (52.74%-42.3%), whereas their performance was low in simplification (26.47%).
- The mean percentage performance of students in the area of ability to use and solve problems related to money, length and time is found to be of just average level (48.64%). Students' performance was satisfactory in the context of time concept (50.89-63.39%), average on money and low in length (29.85%).
- The mean percentage performance of students in the area of ability to use fractions and decimals is found to be of below average level (42.07%). Students' performance was low in using decimal (32.39%) and very low to above average (29.4-58.9%) in the area of fraction.
- The mean percentage performance of students in area of understanding of geometrical shapes and spatial relationships was found to be below average (40.02%)

Discussion
The results of the present study indicate that learning achievement of class V students is of average level (Mean percentage = 56.86) in Hindi and below average level in Mathematics (Mean percentage = 46.6%).
This performance of students is not satisfactory in Hindi language as the focus of primary education is shifted towards the-'Universal quality'. The students face problems in other basic subjects as Environmental Studies and Mathematics due to weakness of understanding the language. In Mathematics, majority of students could not perform satisfactorily in different content areas as the mean performance of students in all the 5

areas was below 50%. The learning outcomes of students in Mathematics are still low and needs improvement.

The standards of learning achievement defined in terms of MLL in 1991 and included in policy documents on education (NPE and POA 1986-Revised 1992) specifies that mastery in any subject will be attained only when a child acquires 80% of the specified competencies and at least 80% of the class is able to achieve these at the specified level. Keeping in view such criteria of learning achievement, it can be clearly stated that the levels of mean achievement revealed in the study is unsatisfactory.

At present 'Right to Education' has become fundamental right for every child. The studies of Kingdon (2007) reveal that quality of primary education is improving. The focus of the government is to achieve the target of universal access, universal retention and universal achievement. Present study also reveals that achievement level of students in all the major content areas of Hindi and Mathematics is not encouraging. The studies conducted by NCERT, NUEPA, PRATHAM, State Institutes and other organizations during the implementation of SSA too indicated the low learning achievement of students in Hindi and Mathematics.

Special efforts by the teachers and remedial measures are required for improving the writing ability of students. The students commit a lot of mistakes while writing the words and teachers should help students to overcome this deficiency by practice of spellings and punctuation. The teachers should motivate the students to study because most of the students of sample schools come from poor families and they did not get much attention and help at home.

Children are provided incentive to join schools which is extrinsic motivation for them. They will stay in the schools and learn for the purpose they come there. For this it is required that they should have an intrinsic motivation to learn. This could be possible when they have learning as competency based joyful activity. On the part of the teachers it needs to be done in the schools as most of the children in government primary schools are from poor parents.

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LEARNING TO LEARN

*Dr. Md. Mahmood Alam ***

Abstract

Success in the knowledge society depends on the ability to learn. In the context of the knowledge economy, the competence of learning to learn is a basic skill and a quintessential tool for lifelong learning and thus education and training needs to provide the learning environment for the development of this competence for all citizens including persons with fewer opportunities and through different learning environments. The EUROPEAN UNION working group on "Key competencies" identified 'Learning to learn' as the ability to pursue and persist in learning. They argued that: "Individuals should be able to organis e their own learning, including through effective management of time and information, both individually and in groups." The focus of education is shifting from "teaching" to "learning" today. Teacher's roles are changing from lecturing to "designers of learning methods and environments" (Barr and Tagg, 1995). This paper discusses various steps, challenges, tools & strategies and barriers in learning to learn.

Introduction

Education is effective when it succeeds in promoting the personal growth and development of individuals. The concept of learning-to-learn has been adopted in response to the new challenges and demands due to the educational reforms around the world. It provides an easy to execute and cost-effective measure for the assessment of factors that have been found relevant for lifelong learning, transfer of learning and practical constitution of new knowledge. It has been defined in several different contexts. According to European Commission (2005), *"Learning to learn' is the ability to pursue and persist in learning. Individuals should be able to organise their own learning, including through effective management of time and information, both individually and in groups. Competence includes awareness of one's learning process and needs, identify ing available opportunities, and the ability to handle obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a*

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variety of contexts – at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence."

To prepare students for "emerging challenges in the workplace, in a diverse democracy, and in an interconnected world" institutions should place new emphasis on educating students to be "intentional learners" who are purposeful and self-directed, empowered through intellectual and practical skills, informed by knowledge and ways of knowing, and responsible for personal actions and civic values (AACU, 2002). They "take the initiative to diagnose their learning needs, formulate learning goals, identify resources for learning, select an implement learning strategies, and evaluate learning outcomes" (Savin-Baden and Howell, 2004.). Specifically, the AACU report recommends that students should learn to:

- effectively communicate orally, visually, in writing, and in a second language
- understand and employ quantitative and qualitative analysis to solve problems
- interpret and evaluate information from a variety of sources
- understand and work within complex systems and with diverse groups
- demonstrate intellectual agility and the ability to manage change
- transform information into knowledge and knowledge into judgment and action

According to Kolb (1984), the learning cycle begins when the learner interacts with the environment (*concrete experience*). Sensory information from this experience is integrated and compared with existing knowledge (*reflective observation*). New models, ideas, and plans for action are created from this information (*abstract* hypotheses), and finally new action is taken (*active testing*). The Kolb cycle is consistent with the earlier work of Piaget and others who pointed out that learning have both a concrete (active) and an abstract (intellectual) dimensions. Within the brain, knowledge is organized and structured in networks of related concepts. Accordingly, new knowledge must connect to, or build upon a framework of existing knowledge (Zull, 2002). Put simply, learning involves building mental models (schema) consisting of new and existing information. The richer the links between new and existing information, the deeper the knowledge and the more readily it can be retrieved and applied in new situations.

Challenges of Learning to Learn
Learning approaches based on the transmission of known solutions or explicit means of finding solutions from teachers to students cannot prepare students to address complex

problems in complex systems. The unique needs of independent learning cause it to be difficult to develop competence due to several factors:

- Because learning to learn is a process, it is more abstract than learning known specific facts and procedures. This requires students to generalize and apply perspectives with multiple levels of aggregation.
- Learning to learn can require a change in the student's mental model of learning from a more structured and rigid knowledge base or set of steps to be applied once to a more flexible iterative process (Doyle and David, 1998, pp. 3-29).
- Verifying that independent learning has occurred is difficult because the proper use a flexible set of procedures is less recognizable than many other learning indicators.
- Learning to learn is heavily dependent supporting on conditions which are difficult to provide, assess and facilitate such as safe learning spaces for experimentation.
- Learning to learn often includes questioning and adjusting objectives and measures of those objectives.

Despite these difficulties the challenges of independent learning are not obvious. In fact many complex systems appear deceptively easy to manage (Sterman, 1992, pp. 40-44). Convincing students of their need for effective independent learning skills is a first step in learning to learn. Therefore effectively demonstrating the challenges inherent in designing and managing complex systems and the need for independent learning skills is critical.

Steps in Learning to Learn
Effective study skills and strategies are the basis of effective learning. It gives an opportunity to approach learning tasks systematically and independently. There isn't one study/learning skill or strategy that works for every person in every situation. Therefore, learning to learn strategies are about learning what you know, learning what you don't know, and learning what to do about it. Learning strategies will:

- Enable you to take more responsibility for your own learning
- Allow you to spend your time effectively and stay on task
- Help you select the best approach(s) for each assignment/task
- Provide you with the knowledge and skills needed to begin, follow-through, and complete assignments/tasks
- Present you with access to a variety of content and reference materials
- Give you the confidence to know when and who to ask for help

1. Know Yourself

Begin by honestly assessing the strengths and weaknesses in basic college skills – reading, writing, listening, and mathematics – and study/work habits such as organization, time management, concentration, listening, and note taking. Next, identify the learning style preferences. Many factors affect learning, but consider whether the learning is most effective by reading, by watching, by listening, or by doing. You must also become familiar with your teachers' teaching styles to help you adapt your learning style to the best advantage. In addition, consider when (are you a morning person or a night owl) and where (do you concentrate best in a bright room with noise or in a cozy, quiet corner) you are at your best for learning.

2. Manage Your Time and Life

The first step in learning to manage the time – controlling your own life – is to identify what are the goals are and then establish the priorities to help you reach them. Analyze how you are using your time. If time is not spent on your priorities, you must make the necessary adjustments or you won't reach your goals. If school, learning and good grades are a priority, then you must make and follow a schedule that gives a significant amount of time to class and study.

3. Improve Your Concentration

As a good student, use your study time more effectively. Learn to keep your attention focused on the task at hand – concentrate. When you are in class or ready to study, give it your full attention. And remember, how well you learn something, not how fast you learn it, is critical factor in remembering. You must "get" something before you can "forget" it.

4. Know What Study Means & How to Do It

Learning takes more than just going to class and doing homework. It is really a four-part cycle: **preview ?   class ?   review ?   study.**

When you establish learning – cycle routine you will be able to learn more in less time with less stress.

5. Develop a Thinker's Vocabulary

Ability to understand the meaning of the words and to select the right one(s) to communicate the ideas, information, and feelings is very important to effective learning. To develop a thinker's vocabulary, one must become sensitive to words and develop strategies for unlocking the meaning of new words and a process for remembering the new words and their meanings.

6. Become an Active Reader

If you are actively involved, physically and mentally, you stay interested and committed. When you become passive, you rapidly lose interest and drift away. To learn from

study/reading material, you must be an active, thinking participant in the process, not a passive bystander. Always preview the reading and make sure you have a specific purpose for each assignment. Read actively to fulfil your purpose and answer questions about the material. Keep involved by giving yourself frequent tests over what you've read.

7. Become an Active Writer

Writing accurately and expressesing the ideas demands not only writing skill but focused attention, critical thinking and active involvement. Only if you become actively involved in the writing process you will be able to communicate your ideas clearly. Writing must have a purpose, a controlling idea or thesis, organized development of idea with major and minor supporting details, and a logical conclusion.

8. Build Listening & Note Taking Skills

Accurately listening to a lecture and deciding what is important are two skills that must be mastered before writing the information. Again, being an active rather than a passive participant is the key to your success. Taking good notes demands that prepare for class, become an active listener, distinguish major from minor points, use a note taking system, participate in class, and review often.

9. Know How to Study For & Take Exams

Preparing for exams will give a better understanding of the material, lower your anxiety, and improve your scores. Find out as much as you can about the exam, study and review the material over a period of time, pace yourself during the exam.

10. Master Every Course

True education is not about cramming material. True education is the process of expanding your capabilities, of bringing yourself into the world. Teachers can merely set the stage to create learning through your own actions.

Strategies for Learning to Learn

Strategies are ways for learners to solve problems encountered in constructing meaning in any context. Unlike skills, strategies chosen by learners are modified to fit the demands of the learning situation. Strategic learners know how and when to alter, modify, combine, and test individual strategies against their prior knowledge, beliefs, and experiences. Strategy teaching does not require commercial materials, nor does it need to be a separate part of the curriculum; it does not consist of "tricks" or isolated activities. Rather, strategic instruction is a process that involves teaching students to read using procedures used by good readers, to write using approaches used by good writers, and to solve problem using techniques used by good problem solvers.

Both research and common sense provide a rationale for using learning strategies with students. There has been a shift in focus for curriculum and instruction based on practical research that has gained attention. Research findings also indicate that the following actions particularly benefit low achieving students:

◆ *Emphasizing meaning and understanding.* Teachers who give priority to understanding and meaning help students to comprehend what written text says "between the lines," assist students to communicate in writing thoughts that an audience would care to know, and demonstrate what mathematical procedures mean and how to tackle unfamiliar problems.

◆ *Embedding skills in context.* In each subject area, the teacher presents skills within the context of application. Comprehension skills are connected with the text being read, writing skills are a part of the act of composing, and math problems are solved with selected mathematical tools in context.

◆ *Encouraging connections between subject areas and between school and life outside of school.* Teachers focus on making connections between subject areas and between what is learned in school and the students' home experiences.

For students to become genuinely strategic, they must participate in authentic learning opportunities that reflect their needs and access their prior knowledge. The learning strategies are organized to engage students in exploring written text, oral text, and illustrations and to extend their understanding and help them expand meaning by making personal connections and sharing learning. Some of the strategies are designed for group work, some are suggested for partners, and some are for individual engagement. Many of the strategies that focus on specific text include suggestions for group involvement before, during, and after the reading of content area materials. Given the social nature of learning, the strategies for expanding meaning include the sharing of personal interpretations through collaborative inquiry. The long-term goal of strategic teaching is to help students construct meaning through self-regulated use and adaptation of a wide repertoire of strategies. Teachers are encouraged to reflect and adapt these learning strategies to meet their students' needs as they become strategic learners. The following strategies may be used for learning to learn for optimal results.

A. Exploring Text

1. Prediction. This is a basic strategy for using prior knowledge to understand text. The learner generates a hypothesis about the type, purpose, or scope of a text to provide a framework for transacting with the text to confirm comprehension. Examples of teaching reading as thinking include prediction, directed reading, and confirming.

2. Brainstorming. Brainstorming is a way to value prior knowledge and prior experience by inviting students to associate concepts with a selected topic. All contributions are accepted and recorded. Group members review and discuss the related ideas and determine how to organize and use the information.

3. Pre Reading Plan (PReP). The Pre Reading Plan is a three-step demonstration for teachers to use before assigning reading to their students. It includes accessing prior knowledge, reflecting on associations, and reformulating knowledge.

4. K-W-L. K-W-L is a strategy that models the active thinking needed when reading expository text. The letters K, W, L stand for three activities students engage in when reading to learn: recalling that they KNOW, determining what they WANT to learn, and identifying what they LEARN as they read.

5. Cloze. Cloze refers to the procedure of using reading material from which words or partial words have been systematically deleted. This procedure has been adapted to serve different purposes. Selected deletion is a way to assess the learner's sense of language and to support prediction and confirmation strategies.

6. Questioning. Questions are tools for engaging attention, investigating ideas, assessing knowledge, and encouraging deeper understanding. Appropriate questions help students develop metacognition and assist them in problem-solving strategies. Teachers use questions to gain information about students' understanding.

7. Think-Along. A think-along is a teaching demonstration that makes the invisible thinking process of reading visible. It is an attempt on the part of the teacher to model the thinking process that any good reader engages in when reading. Students observe as the teacher thinks aloud while reading a text.

8. Big Books. These enlarged texts are designed for shared reading time so that students can be aware of print and how it works. Although the primary purpose is to share the enjoyment of stories or poetry, big books may be used to provide a linguistic framework for language learning within the context of a story or connected text. Predicting and confirming strategies may be used with big books that have predictable patterns and interesting plots.

9. Wordless Books. These are books that tell a story in pictures without words, or sometimes with minimal print. They are valuable resources to encourage language knowledge and usage and also to assess oral and written language development. Student responses may include writing a narrative with or without dialogue or creating a script for a play, a puppet show, a radio dramatization, or a video production.

10. Schema Stories. Prior experience with text is helpful in developing a schema for identifying, thinking about, and talking about story structure to encourage

comprehension. The experience of arranging parts of a story into a logical sequence assists students in making predictions and confirming language knowledge. The teacher selects short, well structured stories or informational pieces, divides them into sections, and places the parts in an envelope. Groups of students work together to determine the sense or schema of the piece.

B. Expanding Meaning

1. Semantic Mapping. Visual representations of connected ideas may be labelled as semantic maps, semantic webs, concept maps, clusters, schema diagrams, or structured overviews. After brainstorming and discussing associations on particular topics, students can use semantic mapping to organize the information in categories.

2. Sketch to Stretch. Representing ideas through drawing provides students an alternative way of responding to text. Students may do a listening activity and draw what they visualize, or they may read a text and represent their understanding through illustrations. Sketching may be used to assess students' knowledge of sequential order or main idea and details. Semantic webbing may be used to follow a sketch to stretch activity.

3. Problem Solving. Problem solving is a method of inquiry and is essential as an approach to finding solutions to problems. Development of student capacities for problem solving in all areas of learning is necessary to achieve the goal of helping students become more effective critical thinkers about what they read and hear. The basics of the 21st century include problem solving and communication.

4. Reciprocal Teaching. Reciprocal teaching is an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: *summarizing, question generating, clarifying,* and *predicting.* The teacher and students take turns assuming the role of teacher in leading this dialogue.

5. Partner Reading. Partner reading encourages the sharing of ideas. Sometimes partners take turns reading aloud, sometimes they each read silently, but they talk about their perceptions, questions, and insights. Partners of different ages and abilities work well together. The teacher may be a student's partner to assess individual needs and strengths.

6. Say Something. This is a reading activity that invites conversation and discussion by partners or small groups of students. Each person receives a text for reading and responding. The participants decide cooperatively how far to read before stopping to talk about the author's ideas. Someone is designated to speak first, or to say something related to the text. Each person listens and responds with comments, reactions, or questions. They may reread the text to clarify understanding or answer questions.

7. Written Conversation. One sheet of paper is shared by partners as they carry on a silent conversation in writing. Yo ung children can participate by drawing pictures, using invented spelling, or doing both. One person starts the conversation and often asks a question before handing the paper to the writing partner. This conversation continues as the writers respond to each other's comments and questions.

8. Responding to Reading as Writers. This strategy gives readers and writers a sense of authorship by involving students in sharing their writing with peers. The collaboration assists both readers and writers in the compo sing process as they listen and respond to the written work.

9. Journals and Logs.

a. Personal Journals. These journals are like diaries that record personal thoughts, feelings, ideas for exploration, and perplexing questions. The writer and reader is the same person and the contents are not necessarily shared with anyone else.

b. Dialogue Journals. Dialogue journals are another form of written conversation, or two-way responding that may focus on specific needs or issues. The interactive format extends the discussion between a teacher and a student, or between two students, over a period of time to explore understanding and inquiry related to reading, writing, or problem solving.

c. Travelling Journals. When groups of students are working together on a project, book, story, topic, question, or common theme, the individuals write to one another. This strategy is similar to written conversation. The journal may travel from person to person or remain in a central location for individuals to make regular entries. The teacher reads and responds to the group communication.

d. Reading Logs. General reading logs provide opportunities for students to record their thoughts and questions about anything they are reading, including content area or research material. Reading response logs are important components of reading discussion groups in which students share their written responses to initiate and continue discussion about specific text.

e. Learning Logs. These logs are an example of using writing as a way of knowing. They may include responses to a variety of content materials and concepts, or theme cycles, or they may focus on one particular lesson or idea. Students keep track of what they have learned about a particular topic in the learning log and use it for reflection and self-evaluation. Entries may include summaries, insights, and questions to extend learning.

10. Letters. Students need to know that letter writing is an important ability that serves a number of purposes. There are pen pal letters, letters to the editor, letters of application,

consumer awareness letters, and friendly letters, notes, invitations, and messages that students may write to real people for real reasons.

11. Authoring Cycle. This is a framework for using the processes of reading and writing throughout the curriculum. Students are engaged in thinking, writing, reading, revising, sharing, editing, and presenting their written work. After choosing a topic, students think about what they want to say and begin a first draft of those ideas. They share, get suggestions from other students, and revise their work. Self-editing is encouraged before an outside editor reviews the work. Multiple drafts are kept in writing folders to monitor progress.

12. Spelling Strategies. Spelling strategies are ways that students focus on the conventions of written language.

13. Literature Study. Literature discussion groups give students a chance to talk about their perceptions and interpretations of a selected text. After reading the selection and responding in a literature log, they meet to discuss ideas and insights. After discussion, group members decide how far they will read and what they will consider for the next discussion time. Different students serve as discussion leaders.

14. Readers' Theatre. Reading aloud for a collective purpose is a variation of shared reading experiences. Readers' theatre is a group project that gives students the opportunity to work together to present a collaborative oral interpretation of a written text. Rehearsal demonstrates the importance of listening to others and of feeling the rhythm of blended voices. Scripts may be adapted from predictable language stories or those with distinctive dialogue.

15. Text Sets. The text sets used in literature study circles are usually multiple copies of the same text to provide a focus for shared meaning. However, text sets may be a collection of different books on a related topic. Using sets of different texts encourages students to compare, contrast, and make connections in a reading discussion group. Related poetry may be included as text sets as well as different versions of particular fairy tales or collections of books by the same author.

16. Student Research. Reading and writing are important tools in content area learning. Self-selected research promotes active engagement of students in focused study. Many of the questions that students want to research cut across disciplines. A curriculum based on inquiry includes the examination of various perspectives. Students need the opportunity to explore and share their discoveries by presenting their knowledge through various media.

17. Praise-Question-Polish (PQP). PQP is a framework used to assess understanding and evaluate learning. It has three columns for student responses to specific lessons, texts,

topics, or focus studies. The praise column is for positive comments, the question column is for recording ideas that are not clear, and the polish column is for suggested changes to improve understanding.

18. Exit Slips. Exit slips are self-evaluations that prompt students to review their learning. They may be used at the end of a class session, the end of a day, the end of a week, or the end of a focused study, a presentation, or a theme unit. Students reflect on what they learned and request further assistance if needed.

Barriers to Learning to Learn

The important barriers to learning to learn are a subset of the barriers to learning in general. The most important barriers to students are caused by the unique challenges of learning to learn, including:

1. Risk adverse students

Risk-averse students have more difficulty in independent learning because of their discomfort with experimentation which may "fail" in the sense of not giving a correct and final solution immediately. Independent learning requires taking initiatives which develop knowledge but not solutions, becoming comfortable with failure and adept at how to use failure to improve.

2. Discomfort with uncertainty and ambiguity

Learning is more difficult when conditions, systems and outputs are not constant, when there is no one answers (uncertainty) or when these components are unclear (ambiguity). In response we focus on learning processes more than the products of those processes in evaluating our students work, valuing processes as "better" or "worse" instead of "right" or "wrong" and to respond to student questions with questions to provoke thought and processing instead of providing answers. The tools and learning process model of our strategy assist in providing a framework for ambiguous problems and systems.

3. Lack of interest in topic

Uninteresting topics and unrealistic contexts can lead to a lack of commitment to find solutions. We use reports from newspapers and magazines on topics of natural interest to our students (e.g. current events, drugs and love), manual and computer-based management flight simulators and professionally developed business case studies to lure students into the learning space and maintain their interest. For example one system dynamics model attempts to explain the fate of Romeo and Juliet (Radzicki, 1993).

4. Passive learning model

Some students prefer a passive learning role in which the instructor or reading material provides the lessons to be mastered or the exact set of steps and tools to apply to get the one right answer. This approach can be efficient for some types of learning and this mode of learning may be the only approach which students have experienced in their formal education. However independent learning requires an active constructivist approach to learning by both the student and instructor. These students need gentle introduction and guidance to a constructivist approach to learning.

5. Difficulty in reflecting on experience and observation

Thoughtful reflection and objective self evaluation is essential to independent learning. These skills are difficult to develop and require a degree of confidence which is often incompletely developed in students.

Recommendations

There are currently significant gaps in engagement with research and continuing professional development of staff in relation to 'what works' and 'what needs to work' in teaching and learning. Both are essential to develop appropriate pedagogy, curricula and successful integration of ICTs for learning to learn. However, strong emphasis has been placed recently on developing effective teaching and learning practice and learner voice – two key features of learning to learn. This is encouraging, and could form a foundation for future research and innovation. In the light of the above discussion the following recommendations are made:

◆ Government must recognise the importance of effective teaching and learning across all phases of learning in helping individuals of all ages achieve their potential.

◆ In the light of the new tasks being assigned to the sector, greater investment in staff development is needed to share good practice and ensure that all staff has the skills to deliver and support learning effectively with the wide variety of learners with whom the sector engages.

◆ Investment in evidence-based research is also needed, including practitioner research and the development of an expectation that continuing education staff will engage in research and reflective practice, as happens in schools.

◆ Educationists must be amongst the stakeholders routinely consulted, to identify the research and professional development needs of the continuing education sector.

◆ The benefits that learning to learn approaches have brought in schools should be promoted to policymakers and to highlight the links between these and existing successful practices. Cooperation, collaboration and coherence should be

encouraged across all phases of learning for the benefit of both learners and teachers.

Conclusion

With the increasing complexity of global society, development has become critically dependent on well-trained knowledge workers. That's why we need to prepare our students by teaching them how to learn, tap knowledge and apply such knowledge to problems – either in a global, national or local context. In the future, the adaptive and civilizing role of education needs to be combined in new ways with the developmental, creative, and transformative roles of learning. If education and training is to play its enabling role in supporting transition to the information economy then some strategies must be implemented in certain areas:

1. People – Supplying the skills to drive the information economy. This includes the leaders and workers with the vision and skills to develop and manage new approaches to learning and to implement coordinated and timely change.
2. Infrastructure – Ensuring access at an affordable price to advanced telecommunications and information technology infrastructure including high bandwidth. This includes reliable and sustainable infrastructure support systems within and between education, training and research providers to ensure interoperability.
3. Online content, applications and services – The sector needs to invest in new approaches to education and training content, applications and services which enhance the learning experience and develop leadership internationally.
4. Policy and organisational framework – Governments need to develop a comprehensive policy framework for education and training, including research and development that supports the information economy and a knowledge society.

If our children are to grow up to make important contributions to our society, it is essential that we provide them with powerful tools and experiences across the curriculum. This will require a new culture of teaching and learning that engages students as contributors.

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NEED FOR LIFE SKILLS EDUCATION IN TEACHER EDUCATION PROGRAM

Dr. Sally Enos *

Abstract

The student teachers need to be equipped with the awareness and acquisition of life skills in order to guide the adolescence effectively as teachers. Since the world, the school teachers are preparing yo ung people to enter, is changing so rapidly, the students seek their teachers as counsellors and facilitators more than knowledge givers. Hence it is very important to train our student teachers to be stable emotionally with the abilities for adaptive and positive behaviour to face the challenges of life. If the student teachers are educated on life skills they will be able to handle the school children more effectively. This paper highlights the challenges and issues faced by the teacher education program and the need for life skill education at this level.

Life skills have been defined by the World Health Organization (WHO) as *"abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life"*. They represent the psycho-social skills that determine valued behaviour and include reflective skills such as problem-solving and critical thinking, to personal skills such as self-awareness, and to interpersonal skills. Practicing life skills lead to qualities such as self-esteem, sociability and tolerance to action, competencies to take action and generate change, and to capabilities to have the freedom to decide what to do and who to be. Life skills are thus distinctly different from physical or perceptual motor skills, such as practical or health skills, as well as from livelihood skills, such as crafts, money management and entrepreneurial skills. According to a survey by Economist Intelligence Unit, India is among the worst countries to be born in 2013. On a scale of 10, measuring the quality of life in 80 countries, India is at the bottom half- at 66th position. A report in Hindustan Times dated 3 [rd] December 2012 listed the causes of suicide and the states with highest rates of suicide in India.

The states with highest suicide rates in 2011 are West Beng al (12.2%), Maharashtra (11.8%), Tamil Nadu (11.8%), Andhra Pradesh (11.1%) and Karnataka (9.3%). According to Dr Pavan Sonar, Psychiatrist, the major cause of suicide is depression i.e mental illness. According to Dr Nirmala Rao, Psychiatrist, people lack patience and

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seeks short cuts to success. The failures associated are negatively perceived leading to depression. (As stated in Hindustan Times, Mumbai edition dated 3 rd Dec 2012)

To an extent the adolescent groups can be imbibed with life skills through school education and the student teachers can be trained through the teacher education program. Hence it is essential to introduce life skills training through the teacher education program.

Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviours and skills they require to perform their tasks effectively in the classroom, school and wider community. The question of what knowledge, attitudes, behaviours and skills teachers should possess is the subject of debate. This is understandable, as teachers are entrusted with the transmission of beliefs, attitudes and ethics as well as of information, advice and wisdom, and with facilitating learners' acquisition of the key knowledge, attitudes and behaviours that they will need to be active in society and its economy. University Education Commission (1948-49) - "People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession". This concern expressed in the report has much bearing on today's scenario. According to the the Education Commission (1964-66), "the destiny of India is now being shaped in her classrooms" and the National Policy on Education 1986 highlights that "the status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers". Therefore, teachers are expected to be the transmitters, inspirers and promoters of man's eternal quest for knowledge. Therefore teacher education must focus on the practical training more than the theoretical aspects of community development.

The student teachers or to be teachers need to be equipped with the awareness and acquisition of life skills in order to guide the adolescence effectively as teachers. Since the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, initial course of teacher education is not sufficient to prepare a teacher for a career of 30 or 40 years. Continuous Professional Development (CPD) is the process by which teachers (like other professionals) reflect upon their competences, maintain them up to date, and develop them further. Hence post service certificate courses must be given at regular intervals on skill training areas with respect to the changing educational needs. The need of the hour

is to educate the teacher educators, teachers and student teachers in life skills sustainable and harmonious living for global living.

Concerns of Teacher Education

National Curriculum Framework for Teacher Education (NCFTE, 2009) has described the current concerns of teacher education as follows:

- Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum.
- Teacher education programmes provide little scope for student teachers to reflect on their experiences.
- Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.
- It is assumed that links between learning theories and models and teaching methods are automatically formed in the understanding developed by student teachers.
- There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.
- Theory courses have no clear link with practical work and ground realities.
- Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects.

The above observations provide distinct pointers for addressing certain issues.

Gap between the school education and teacher education: NCFTE, 2009 states that teacher education and school education have a symbiotic relationship and developments in both these sectors mutually reinforce the concerns necessary for qualitative improvements of the entire spectrum of education including teacher education as well. The new concerns of school curriculum and the expected transactional modalities need to be emphasized in teacher education curriculum. Although certain issues like inclusive education, gender perspectives, role of ICT have been included, the present scenario demands the practical emphasis on life skills. The CBSE has introduced life skill education in 2010 as the integral part of the school education with manuals on practical training for teachers. The ICSE board, Delhi and State board f Maharashtra have introduced the personality development as part of the board curriculum. However, the analysis of the teacher education syllabus of Maharashtra, Gujarat, Punjab, Kerala etc

reflects more of theoretical approach rather than the practical aspects and hardly any mention of the life skill education.

The adolescence needs to be equipped with the life skills and hence the prospective teachers must be educated and trained with the knowledge, skill, attitude and values involved in imbibing life skills. Although one need not introduce life skill education as a subject we can definitely encompass the ten life skills recommended by WHO through the already existing theoretical and practical areas of the current syllabus. Let us see what are life skills based education and how it can be encompassed through the existing teacher education syllabus.

Life Skills-Based Education (LSBE): It is an essential learning tool for survival, capacity development and quality of life leading to community development. Life skills-based education is now recognized as a methodology to address a variety of issues of adolescence. Expected learning outcomes include a combination of knowledge, values, attitudes and skills with a particular emphasis on those skills that are related to critical thinking and problem solving, self-management and communication and inter-personal skills. UNICEF defines Life Skill Education *"as a behaviour change or behavior development approach designed to address a balance of three areas; Knowledge, attitude and skills"* The ten core life skills listed by the world bodies like UNICEF, UNESCO, WHO are Self-awareness building skills, Empathy, Creative thinking, Critical thinking, Decision making, Problem solving, Effective communication, Interpersonal Relationship skills, Coping with stress and Coping with emotions. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

How to encompass the LSBE through the teacher education curriculum: The curriculum of teacher education broadly deals with foundations of education, curriculum and pedagogy and school internship. The foundations of education include learner studies, contemporary studies, and educational studies. Curriculum and pedagogy deal with curriculum studies, pedagogic studies and assessment and evaluation studies. The internship program is visualized by situating the practice of teaching in the broader context of vision and the role of teacher and sustained engagement with learners and schools. The method used in teaching of life skills builds upon the social learning theory and from observing how others behave and what consequences arise from such behaviour. It involves the process of participatory learning using 4 basic components:

1. **Practical activities:** It is concerned with learning by doing, of relating to, governed by, or acquired through practice or action, rather than theory, speculation, or ideals. The practical approach is capable of being perceived by the senses, it is not abstract or imaginary; It can be based on situational, real stories/ events, news items, reality shows, personal experiences, U-tube video, games, discussion and debates

2. **Feedback and reflections:** It is a process in which the effect or output of an action is 'returned' (feed-back) to modify the next action. Feedback is inherent to all interactions, whether human-to-human, human-to-machine. In an educational context, feedback is the information sent to an entity (individual or a group) about its prior behaviour so that the entity may adjust its current and future behaviour to achieve the desired result. Feedback occurs when an environment reacts to an action or behaviour. Reflection is a metacognitive strategy to help learners as individuals to reflect upon experiences, actions and decisions taken. Reflection as a pedagogy can be seen as an application of Dewey's experiential learning theories and extension to problem-based learning based on constructivist values. Reflection involves an active exploration of experiences to gain new or greater understanding. Donald Schön defined the notions of reflection-in-action (the use of a repertoire of theories, examples and actions to new situations, i.e. the capacity to think what one is doing while doing it) and reflection-on-action (looking at the event or problem and how it was dealt with afterwards) (Schön, 1983).

3. **Consolidation and reinforcement:** Consolidation means to join together into one whole. Mental compilation, organization and systematization of the gained knowledge is possible with consistent revision, review, recall and reinforcement. Reinforcement is a term used in operant conditioning to refer to anything that increases the likelihood that a response will occur. Reinforcement increases or strengthens the behaviour.

4. **Practical application to day-to-day life challenges:** Applying the learnt life skill in different situations throughout life. The application of all life skill components perhaps cannot be observed or evaluated immediately but its areas of application can be discussed and reflected upon in group discussions.

These steps must bring out the four vital components knowledge, skills, attitudes and values from each core life skill components presented and participated through the curriculum.

- *Integrating life skills through the theoretical aspect of the curriculum:* Every theoretical paper should be integrated with the life skill component thus doing justice to all the ten life skill components. This will also ensure the assimilation of knowledge with regard to the philosophical and theoretical aspects of life skill component. The theoretical basis of the respective component in terms of knowledge, skills, expected attitudinal change and the values can be focused through the class room teaching, learnt and imbibed by the student teachers. Tackling life skill component should involve participatory learning using the above mentioned four basic components. Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.

- *Integrating life skills through the practical aspect of the curriculum:* Teacher education is a skill based program and hence the curriculum has equal if not more weightage for practical based learning. The practice lessons, simulated lessons, organizing and conducting seminars, workshops, cultural activities etc provide sufficient opportunity to inculcate the life skills. Self- awareness building skills, empathy, creative thinking, critical thinking, decision making, problem solving, effective communication, interpersonal relationship skills, coping with stress and coping with emotions can be easily integrated through the practical activities. If the teacher educators guide the students keeping in mind the necessity to develop this in our student teachers, then only it is possible to achieve the desired change.

- *Integrating life skills through school internship / community work: Knowing the theoretical* basis and applying it to self with regard to classroom situation alone will not help. The student teachers must go beyond the classroom and its application can be tested when the skills are effectively used while carrying out the community work and internship. The student teachers threshold for tolerance, patience, acceptance of others views, ability to adjust can be observed and improved.

A seed can be sowed; its growth depends on the nurturing by the individual.

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EXPLORING TEACHERS COMPETENCIES TO ENSURE EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

The school is a unique institution endowed with the potential of serving as an enabler of change and of facilitating the acquisition of the knowledge and skills necessary to function as an active and responsible citizen. Teachers have a strategic role to play in making these centers of learning, training and personal development in driving the vehicle of development in future direction. The challenge of sustainability requires learning how to change. But the focus of sustainable development is far broader than just the environment. It is also about ensuring a strong, healthy and just society. NCFTE 2010 emphasized on the role of teacher education in the community development. Teacher has to play a pivotal role in connecting school experiences with community knowledge and the life outside the school. In order to ensure sustainable development a teacher must be endowed with some competencies to meet the challenges of sustainable development within the class room as well as outside. Keeping it in mind a study is being undertaken to explore the needed competencies – (Content, Transaction and Evaluation) of the practicing elementary school teachers so as to develop a need based in-service training programme for practicing teachers. A self structured questionnaire is being used to collect data from a sample of 100 teacher respondents from parishadiya primary schools of Allahabad district. t- test was be used to explore the need based competency areas. This may help in developing and designing a workable model for teachers competency development programme.

Progress of a nation depends on the growth of its citizens and the future of community is shaped in its schools. The role and importance of education system in deciding the future of a country has been emphasized in various commissions, e.g. Kothari Commission(1964-66), NPE(1986), NCF(2005) and RTE (2009). The school is a unique institution endowed with the potential of serving as an enabler of change and of facilitating the acquisition of the knowledge and skills necessary to function as an active and responsible citizen. Teachers have a strategic role to play in making these centers of learning, training and personal development in driving the vehicle of development in

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future direction. The challenge of sustainability requires learning how to change. But the focus of sustainable development is far broader than just the environment. It is also about ensuring a strong, healthy and just society. Analyzing the need and importance of sustainable development UNESCO has very rightly declared 2005 -2014 as the UN Decade of Education for Sustainable Development.

Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs. It is an approach to development that looks to balance different, and often competing needs against an awareness of the environmental, social and economic limitations we face as a society. Living within our environmental limits is one of the central principles of sustainable development. But the focus of sustainable development is far broader than just the environment. It is also about ensuring a strong, healthy and just society. This means meeting the diverse needs of all people in existing and future communities, promoting personal wellbeing, social cohesion and inclusion, and creating equal opportunity.

Education for sustainable development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future. Education for sustainable development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for sustainable development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way. Education for sustainable development requires far-reaching changes in the way education is often practiced today.

NCFTE 2010 emphasized on the role of teacher education in the community development. Teacher has to play a pivotal role in connecting school experiences with community knowledge and the life outside the school. In order to ensure sustainable development a teacher must be endowed with some competencies to meet the challenges of sustainable development within the class room as well as outside. Keeping it in mind this study is being undertaken to explore teachers perception about needed competencies – (Content, Transaction and Evaluation) of the practicing elementary school teachers. This can give an insight to develop a need based in-service training programme for

practicing teachers so as to ensure development of teaching competencies needed for effective transaction of sustainable development activities inside as well as outside class room activities.

Sudha and Shivkumarswami (1991) studied the competency of primary and secondary school teachers of south and north Banglore. It was found that female teachers were more competent than males in communicative and interactive competencies. Teachers had a comparatively high mean score in content competency, followed by interactive, communicative and evaluative competencies. Raj Rani and Pandey (2000) investigated the training needs of teachers teaching mathematics at the primary level both in the area of content knowledge and suitable pedagogical skills related to content according to level and needs of students. Findings revealed poor content and pedagogical knowledge of teachers at the primary stage in mathematics teaching. This clearly indicates subject specific training for teachers specially in science and mathematics. Kumar (2004) studied the teaching competencies of para teachers and regular teachers in parishadiya primary schools of Allahabad and Sultanpur districts. Findings revealed that BTC and SBTC teachers do not differ in competencies – development of educational materials and their use, motivating students and communication in class rooms. SBTC trained teachers were found to be more competent than BTC teachers in competencies – preparation of instruction, evaluation of learning and remedial measures. Madhusudan and Yeli (2004) studied the effect of teacher competency on students' achievement in minimum level of learning in Mathematics and Kannad of class IV children in Gulbarga. Findings revealed that students achievement of MLL in mathematics and Kannad belonging to two groups when classified on the basis of general teaching competency scale revealed a significant difference in students' achievement. Teachers' competencies were found to be a significant factor in determining students' achievement in MLL in mathematics and Kannad. Out of 60 teachers teaching mathematics only 19 and out of 60 teachers teaching Kannad only 29 teachers were found to have high teaching competencies. Sahoo and Gupta (2010) studied the teaching effectiveness and training needs of para teachers and found that BTC trained teachers are more effective than para teachers in competencies – preparation for instructions, class room teaching activities, teacher student interaction and evaluation, whereas their performance is same on instructional activities. Female para teachers are more effective in teaching as compared their male counterparts.

Whether the teachers working in parishadiya primary schools are aware of the importance of education for sustainable development? Whether the teachers perceive any need of development of teaching competencies to ensure education for sustainable development? Whether different groups of teachers – Shiksha Mitra, Regular B.T.C. Teachers, Less and More Experienced Teachers have different levels of needs for competency develo pment? In order to design a need based teacher competency development programme teachers perception about needed competencies becomes necessary. It can provide a basic insight for the contents to be incorporated for training package. Therefore the present study with following objectives was undertaken.

Objectives of the study

1. To explore the perception pattern of different groups of teachers about needed teaching competencies to ensure education for sustainable development.
2. To compare the perception of needed teaching competencies to ensure education for sustainable development of Shiksha Mitra and Regular B. T. C. Teachers.
3. To compare the perception of needed teaching competencies to ensure education for sustainable development of less experienced and more experienced teachers.

Hypothesis

1. There is no significant difference in the perception of needed teaching competencies to ensure education for sustainable development of Shiksha Mitra and Regular B. T. C. Teachers.
2. There is no significant difference in the perception of needed teaching competencies to ensure education for sustainable development of less experienced and more experienced teachers.

Design

Since the study is of exploratory nature survey method has been used. A self structured perception scale has been used to explore the needed teaching competencies for sustainable development in three competency areas, viz. Content Competency, Transaction Competency and Evaluation Competency. Each area includes five response items for which teachers have to respond their perceptions in three point scale, viz. not

needed at all, needed to some extent and needed to a large extent. Scoring has been done area wise by converting the response to (0, 1& 2) scores. Responses of teachers have been analyzed by t test to study the significance of difference in mean perception of needed teaching competencies of different groups of teachers. The tool was administered over 80 randomly selected sample respondents of Allahabad district. Sample break up can be read as-

Group I	Shiksha Mitra	20	40	80
Group II	Regular B. T. C. Teachers	20		
Group I	Less Experienced Teachers	20	40	
Group II	More Experienced Teachers	20		

Analysis and Interpretation

Table 1: Comparison of needed teaching competencies of shiksha mitra and regular B. T. C. teachers

Competencies	Group	Size (N)	Mean (M)	Standard Deviation (s)	T - Ratio	Significance level (d.f. = 38)
A – Content Competencies	I	20	6.7	0.80	7.55	Significant at .01 level
	II	20	4.85	0.74		
B – Transaction Competencies	I	20	6.9	0.91	7.87	Significant at .01 level
	II	20	4.3	1.08		
C – Evaluation Competencies	I	20	6.5	.82	10.61	Significant at .01 level
	II	20	3.5	0.94		
Total Needed Competency Score.	I	20	20.10	1.33	15.88	Significant at .01 level
	II	20	12.65	1.53		

Group I – Shiksha Mitra, Group II – Regular B. T. C. Teachers

Analysis in Table – 1 shows that t- ratio is greater than the table value (2.71) for d.f. 38 at .01 level of significance therefore null hypothesis "There is no significant difference in the perception of needed teaching competencies to ensure education for sustainable development of Shiksha Mitra and Regular B. T. C. Teachers" is rejected and it can be inferred that there is a significant difference in the mean perception score of Shiksha Mitra and Regular B.T.C. teachers regarding total needed teaching competencies and as

well as for all the three components viz. content, transaction and evaluation. Since the mean perception score of Shiksha Mitra teachers is greater than that of Regular B.T.C. teachers regarding total competencies as well as all the three components of teaching competencies, it can be concluded that Shiksha Mitra teachers have greater need for competency development to ensure education for sustainable development as compared to regular BTC teachers. Shiksha Mitra teachers perceived greater need for competency development in all the three areas viz. content competency, transaction competency and evaluation competency. This in turn emphasizes the need for developing different training programme for Shiksha Mitra teachers laying more emphasis on content, transaction and evaluation competencies.

Table 2: Comparison of needed teaching competencies of less experienced and more experienced teachers

Competencies	Group	Size (N)	Mean (M)	Standard Deviation (s)	t - Ratio	Significance level d.f. = 38
A – Content Competencies	I	20	2.45	0.99	13.57	Significant at .01 level
	II	20	6.95	0,99		
B – Transaction Competencies	I	20	7.10	0.78	6.77	Significant at .01 level
	II	20	4.15	1.72		
C – Evaluation Competencies	I	20	6.95	0.88	6.18	Significant at .01 level
	II	20	4.90	1.16		
Total Needed Competency Score	I	20	16.50	1.43	0.82	NS
	II	20	16.00	2.22		

Group I – Less Experienced Teachers, Group II – More Experienced Teachers

Analysis of Table – 2 shows that t- ratio is less than the table value (2.71) of d.f. =38 at .01 level of significance therefore null hypothesis "There is no significant difference in the perception of needed teaching competencies to ensure education for sustainable development of less experienced and more experienced teachers" is accepted for total needed competencies. But area wise analysis of t – ratio shows different results. The comparison of content competencies shows a significant difference in the mean perception scores of less and more experienced teachers. The table confirms greater need of content competencies among more experienced teachers than their less experienced

counterparts. The comparison of transaction competencies shows a significant difference in mean perception scores of less and more experienced teachers. Here the mean perception score of less experienced teachers is greater than that of more experienced counterparts. Similarly the comparison of evaluation competencies also shows a significant difference in mean perception score of less and more experienced teachers. Here also the mean perception score of less experienced teachers is found to be greater than that of more experienced teachers. The comparison of means of the needed competencies reflects a greater need of content competencies among more experienced teachers whereas there is a greater need of transaction and evaluation competencies among less experienced teachers.

Conclusion

The study reveals that –

A- Different group of teachers perceived different levels of competency development- Shiksha Mitra perceived maximum need of competency development followed by less experienced, more experienced and Regular BTC teachers.

- Regarding content competency more experienced teachers perceived higherneed of competency development followed by Shiksh Mitra, Regular BTC and less experienced teachers.

- Regarding transaction competency less experienced teachers perceived higher need of competency development followed by Shiksha Mitra, Regular BTC and more experienced teachers.

-   Regarding evaluation competency less experienced teachers perceived higher need of competency development followed by Shiksha Mitra more experienced and Regular BTC teachers.

B- Shiksha Mitra perceived significantly higher need of competency development than Regular BTC Teachers in all the different components- content, transaction and evaluation.

C- More experienced teacher perceived significantly higher need for development of content competency as compared to less experienced ones. Whereas less experienced teachers perceived higher need of competency development in transaction and evaluation competency as compared to more experienced teachers.

Findings reveal that there is a strong need of competency development among teachers so as to deal effectively class room activities regarding education for sustainable

development. In-service training programmes should be developed differently to focus the competency needs of different groups of teachers.

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COMPUTER ENABLED LEARNING

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Abstract

In order to become developed country, computer enabled learning can play a vital role because the revolution in Information technology has opened new horizons for education. Information and communication technology with the globalization of the economic and international trade, education has become a crucial element of socio-economic development. Today, with the use of technology, education has become more learner - centric, individualized, interactive and relevant to learner's needs, thus making it truly a lifelong learning. In the diverse country like India, education is the key factor for the development and this can take place only if we maintain the quality at all the levels. Education sets the right direction for development of the country and higher education can no longer be considered as a campus -based education for students. The arrival of computer and later internet has opened a much wider horizon for education. Computers have taken over every conceivable field of operation today. Computer enabled learning as one of the latest technology tool, act as a great enabler and drives the quality of education and can be looked as a new means to enhance and sustain the quality education which is the need of the hour.

Prelude

With the advent of ICT and Internet, physical boundaries are vanishing, distances are shrinking and the world is connecting itself into a single global village. ICT has already become an engine of socio-economic growth and human development. With rapid advancement in information and communication technology, the access to higher education is being expanded enormously and models of education is changing. Today, with the use of technology, education has become more learner -centric, individualized, interactive and relevant to learner's needs, thus making it a lifelong learning. In a diverse country like India, education is the key factor for the development and this can take place only if we maintain the quality at all the levels. Education sets the right direction for development of the country and higher education can no longer be considered as a campus-based education for students. The arrival of computer and later internet has opened a much wider horizon for education. Computers have taken over every conceivable field of operation today. Computer can also be used to assist in the actual teaching and to aid the learning process. Computer can make learning fun.

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Quality Enhancement in Education via Computer Enabled Learning

In today's syllabus-class-exam-marks type education, we appear to have lost our focus on the real objectives of formal education. The psychological bases of using CAL are that learning could take place through hands on activities and by providing opportunity to the learner to construct her/his own knowledge based on one's experiences. The students become an equal partner in the development of the knowledge. It is said that we learn:

> *10% of what we Read*
> *20% of what we Hear*
> *30% of what we See*
> *50% of what we both See and Hear*
> *70% of what we Discuss with Others*
> *80% and above of what we Experience Personally*

Same reflects in the age old saying, "Tell me and I will forget; Show me and I might remember; but involve me and I will understand."

Quality education needs to be looked at from multiple perspectives. The first is to ensure that what education offers, results in the quality of learning and not mere rote learning. For this, following should be followed while imparting education:

- Reduce the gulf between what is taught in the course and the way it is used in the real world. Make learners think like professionals or genuine scholars.
- Learning is about building the capacity to see the abstraction, understanding pattern, to arrive at informed decision and to take appropriate action. Learner should get opportunity to face the real world, problems, develop the understanding, and abstract the issue, analyse and synthesize the solution in the light of what they have learnt.
- Learning is highly personal experience for each learner. Learner needs the sense of purpose, motivation, direction in the form of instructional objectives, and to go through such activities that teach them how to observe and abstract when confronted with real world problems.
- Process of instruction is much more than classroom or tutorial like interaction. The instructor himself/ herself should have an appreciation of the world of the subject he/she teaches. Instructor should be equipped with such that help them to communicate the idea, concept or the approach that is taken in understanding and solving the problem. Instruction is the tactic process that is only approximated or pointed at by the explicit instructional activities.

The key driver and change agent for this is the teacher who is the facilitator. To bridge the digital divide and have sustainable growth the teacher should have the sound knowledge of computers, he must be ICT literate who in turn will make learners ICT literate and ICT literacy teaching/learning cycle will continue. With the help of the computers teacher can address the three dimensions of education in much planned and systematic way namely;

- Foundations, Concepts, Contextual skills
- Professional Competence and Maturity
- Inter–personal skills, responsibility, accountability.

Computer as an enabler has broken all bounds of cost, distance and time. While on one hand, it presents opportunities for doing the usual things in a better and more efficient manner; it also opens up doors for doing things that were unimagined. Education through computers and exemplified by the internet and interactive multimedia needs to be effectively integrated into formal classroom teaching and learning condition. Integrating technology in education is the necessity and not the luxury. The use of ICT can make substantial change for education mainly in two ways: the rich representation of information changes learners' perception and understanding of the context, and the vast distribution and easy access to information because of social, cultural, economical constraints.

Ways of Integration of Computer Enabled Learning

Computer can be used to assist in the actual teaching and to aid the learning process as they provide the best opportunity to the learners for self-guided learning. There are many different modes of instruction:

Computer Assisted Instruction (CAI) : In CAI, the computer is used to provide instructional sequences on a given topic. In this method, a computer programme issues a piece of information and then raises a question about it. The st udent answers these questions and if it is correct, the programme moves to the next step. If the answer is incorrect the information is presented again in simplified form and re-tested. It has to be noted that, not all the students, in a CAI study the sa me sequence. The programme is more learner-centric approach.

Computer Assisted Learning (CAL): The programme used in CAL are designed to encourage the student to acquire knowledge by finding out on their own learning, rather than by drill and practice. Thus, the material is presented in such a manner that the students learn by investigation. CAL is often used to create "models" for experimental purposes (for example simulation of experiments in physics and chemistry). Using CAL programmes, the students are provided with an opportunity to carry out experiments. These experiments may not be feasible in real life because of the dangers or cost involved. One more advantage is that, the computer can be fed with the different sets of data in order to achieve different patterns of solution, for different conditions. Use of computer graphics terminals can often clarify in a few seconds, what might take the teacher half a dozen classes to explain in another way.

Computer Managed Learning (CML): In CML, the computer programmed is designed not only to supervise a test but also to direct each student the next appropriate set of tasks. Computers also retain each student's record so that the teacher can find out at any time the progress an individual student makes.

Computer Simulation in Science Education: It is use of computer simulation as a medium of delivers. Education and training is made so as to raise its quality, foster their constructive and improved understanding and facilitate use of such knowledge. Technologies are created to provide attention to individual learning, facilitate research and manage educational and training institutions with an eye on continuous self-improvement in their journey towards excellence. When the programme is executed, the behaviour of the real system is mirrored. Simulations can be used to study the dynamic behaviour of objects in response to conditions that cannot easily or safely be applied in real life. Thus, classroom and practical work can be enlivened, students can obta in a virtual "hands – on" experience and their knowledge can be broadened by a clear, crisp and effective presentation.

E-Learning: The term e-learning is most frequently used to refer to computer based training which incorporates technologies that support interactivity beyond what would be provided by a single computer. It is therefore an approach to facilitate and enhance learning through the use of devices based on both computer and communications technology. E-Learning can also be used to support distance learning.

Advantages of Computer Enabled Learning

The basic tenets of computer based education offer the following advantages over other system of instruction:

Content Standardization and Global Coverage: The same material is available to a large number of learners over a wide geographical area, which standardizes the learning experience whenever the learner logs on. A single programme can be used by thousands of students to learn the content practically located anywhere on the globe.

Division of Content and Instant Feedback: All units of learning are broken down into subunits and small elements of learning. The student gains mastery over the first subunit before moving to the next subunit. Each student receives rapid feedback. The student gets feedback for the previous content before reaching the next level. In this way it reinforces self-learning.

Validity and Scalability: Main aspects of computer based education through CAL is the scalability and the validity. Particularly when internet derived technologies are utilized to produce a CAL package is digitally stored. Thus, it may be reproduced without error as many times as required by providing access to a CAL package over a network many students may use a single resource. Further if the CAL package is made accessible via an internet browser then it becomes potentially available to a wide population of learners using a large number of computers.

Learner Friendly: It enhances students' motivation to learn. They stay on task for longer periods. Various studies prove that the students' persistence is much greater than the traditional learning. It helps in accessing high quality learning material, designed by experienced experts. It opens avenues for new curriculum and new services like distance education. Computer assisted instruction enhances the self-confidence and self-esteem of students. A student taking his lesson before a computer without any stress, the physical presence of teacher or peers, need not feel unnecessarily concerned about his scores or graders while taping formative tests.

Teacher Friendly: It helps the teacher to go deeper into the subject and investigate new areas. It envisages more informal interaction between teachers and students. Better decisions are made as more information can be readily available in a timely way to support decisions. In traditional classroom situation, it is practically impossible to give due attention to each and every student with learning difficulty may feel ignored in such

situation. CAI packages eliminate this barrier. It is possible for teacher to keep a record of each interaction of each student on an identifiable log file. This provides a convenient option to check on student performance by checking on the correctness of response to the CAL packages. Further, by building up a profile of how a number of users interact with the system it is possible to identify weaknesses in the CAL packages. The automatic assessment thus helps to decrease he burdens on assessing students and teacher may utilize this time in exploring more and more opportunities through various exposures of ICT and for other works.

Effective Presentation: The information may be interconnected on computers which allow users to click on highlighted text and to access the related information including pictures, audio and video clips. The CEL involving the student with the learning processes with tasks requiring actions and feedback on the action that may lead to further appropriated tasks. This goal- action -feedback cycle may be followed in a simple series of interactive questions or a complex case study. Further the incorporation of multimedia elements such as images, audio and video clips in packages provide more than simply enhancing the interest of the learner. Learning may be improved by providing information in more than one form simultaneously such as animation with sound.

A Step towards Inclusive Education: It is possible to present the content in nonverbal and auditory form other than the text form. Therefore it promotes equal opportunities to obtain education and information for all students.

Challenges for Adoption of Computer Enabled Learning

- The development of high-tech computer-assisted learning programs is labour intensive, requiring appropriate hardware, backup and frequent upgrading.
- A dedicated information technology staff is necessary to provide practical advice and maintenance of the software and hardware.
- Some people may be less inclined to use electronic resources because of perceived lack of computer literacy.
- There is a lack of adequate basic infrastructure in school and non-availability of latest technology hardware.

- Lack of funds for operation and maintenance makes it difficult to maintain high standards of computer assisted learning.
- Lack of evaluation techniques and result of tools, makes it difficult to know the effectiveness of the instruction.
- There are few learning resources for teachers in rural areas and teacher overload as they have to prepare the programs for computer assisted learning.
- Lack of incentives and motivation for the teachers, Shortage of trained teacher,

Conclusion

To conclude with the thesis of the nobel prize winner Theodore Schultz wherein he states that there is a correlation between the degree of education in the country and its wealth. The greater the education, the greater is the wealth. Effective use of CEL in education is beneficial for the country and will help the process of national development at a much faster rate. On the importance of teaching and technology Adam Waxler stated clearly that recent technological advancements in our society have tremendous potential benefits in the classroom. However, training for both teacher and student is essential for that.

In order to become developed country, CEL plays a vital role because the revolution in information technology has opened new horizons for education. 21st century is the age of information and communication technology with the globalization of the economic and international trade, education has become a crucial element of socio-economic development. Learning is no longer an initial activity preparing one for the productive life, but rather a continuous necessity to cope with the demands of the society, CEL provides opportunities for flexibility, interactivity and accessibility through multi channel applications such as radio, TV, Video conferencing, internet etc. ICTs can connect school, universities, and research centers, and libraries in order to promote and support girl/women students, teachers and research sources.

EDUCATIONAL THOGHTS OF JIDDU KRISHNAMURTI
AND THEIR RELEVANCE TO PRESENT EDUCATION

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Abstract

The present research paper is an attempt to find out the importance of the educational thoughts of J. Krishnamurti in present education. Krishnamurti states that learning is the very essence of humility, learning from everything and from everybody. There is no hierarchy in learning and a follower will never learn. He says students to participate in an entirely new way of living, to consider a different dimension of existence beyond the through-based patterns of the mind, to live without conflict of any kind and to understand the implications of the ending of time. We will explore together the possibilities of a new kind of freedom: freedom from fear, from confusion, from disorder and the illusion of separation. So, it is very hard to explain the teaching of Krishnamurti as settled thoughts, because Krishnamurti was not an educator in the narrow formal sense of the term, as he had no formal quality goals or established educational institutions. The concern for what he considered Right education was clearly not an attempt to provide temporary solutions to society's problems or seeking to correct them through merely educating people to read or to write. His ideas of education are totally different from the past schools of education and are closely related to the present educational vision of India.

1. Life Sketch of Jiddu Krishnamurti

Jiddu Krishnamurti, the great educator and philosopher, was born on May 11, 1895 (actually at 12:30am. On the 12th by Western calculations) in Madanapalle in the state of Andhra Pradesh, South India, very close to the Rishi Valley Education centre, an institution he established in 1928. Madanapalle is a small hill-town, about 150 miles northwest of Madras. He was the eighth child of Jiddu Sanjeevamma and Jiddu Narainiah, both Telgu speaking Bhrahmins. His father Jiddu Narainiah was an official in the revenue department of the colonial administration.

In accordance with orthodox tradition, since the Hindu deity, Krishna had himself incarnated as an eighth child, the boy was named Krishnamurti (the sweet image of Lord Krishna). Jiddu Sanjeevmma, Krishnamurti's mother, had eleven children, only six of

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whom survived to adulthood. As tender and caring woman with a religious temperament, she ran rigidly a Brahmin household, where strict vegetarian meals were served, and 'Sudras' (The lowest caste of Hindu society) as well as Europeans were not allowed into the house. If so, as a shadow of a 'Sudra' fell upon food, it would be thrown away and the change visit by a European an official business would result in her scoring the rooms and putting the children into clean cloths after the visit. It was into this environment of strict adherence to the precepts and rituals of religious tradition that Krishnamurti was born.

As a child, J. Krishnamurti was weak and took little interest in studies but he was different from other children. At the time, nobody could have thought that this little boy would be discovered as the world teachers. Charles Leadbeater called him 'Spiritual Messiah'. In 1903, the family settled in Cudappah. His sister died in 1904 and his mother died in 1905 when he was ten. Krishnamurti's father Narianiah retired at the end of 1907, and being of limited means, wrote to Annie Besant, then president of the Theosophical Society, seeking employment at the Theosophical headquarters estate at Adyar.

In the early years of his youth, Krishnamurti and his brother, Nityananda were adopted by Dr. Annie Besant, the president of the Theosophical Society, who saw certain spiritual qualities in him. Mrs. Besant and other theosophists proclaiming Krishnamurti as the vehicle for the world for the coming of this world Teacher, an organization called the order of the star in the East was formed in 1911 with Krishnamurti at his head. On 3 August 1929, in a historic and powerful speech, Krishnamurti dissolved the order of the star. Krishnamurti's life journey came to an end on February 17, 1986 in Ojai, California. So the great philosopher and a great teacher who always shined like a star was disappeared physically from the world forever but due to his invaluable philosophy and view of Right education he will always remain alive till the eternity of the universe.

2. Educational Thoughts of J.Krishnamurti

Krishnamurti was not an educator in the narrow or formal sense of the term, as he had no formal qualifications to either propagate or promote educational goals or establish educational institutions. However, he deliberated intensively upon education and its functions. Krishnamurti said that education is not merely a matter of training the mind. Training makes for efficiency, but it does not bring about completeness. A mind, that has merely been trained, is the continuation of the past and such a mind can never discover the new. That is why to find out what is right education, We will have to inquire into the whole significance of living.

Jiddu Krishnamurti states that-"all authority of any kind, especially in the field of thought and understanding, is the most destructive, evil thing. Leaders destroy the followers and followers destroy the leader. You have to be your own teacher and your own disciple. You have to question everything that man has accepted as valuable, as necessary".

His educational thoughts are totally different from other educationists. Because, talking to students, Krishnamurti reiterates that what education normally does is to prepare student to fit into a particular frame or pattern, that is, the movement in a predetermined groove and this is what society calls 'entering life'. In such education, the student meets life, which is 'like a little river meeting the vast sea. However, such an education does not necessarily prepare the student to meet the psychological challenges and physical vicissitudes of life. It is important that education should in fact 'awaken intelligence', not simply reproduce a programmed machine or trained monkey, as Krishnamurti puts it. Education, therefore cannot be only about reading and learning from books but about the whole of life, and should prepare students to meet the challenges of living in a complex social world.

As being the angel of social change and of inner renewal, Krishnamurti dedicated his complete life. He says that education is the foundation on which the good society will build itself. He says that have we ever asked ourselves what is the real meaning of education. This is really a very important question, not only for the students but also for the parents and for the teachers, and for everyone who loves this earth. Why do we go through the struggle to be educated? If we merely prepare ourselves to earn a livelihood, we shall miss the whole point of life; and to understand life is much more important than merely to prepare for examinations and become very proficient in mathematics, physics, or what you will.

To bring about right education, we must obviously understand the meaning of life as a whole, and for that we have to be able to think, not consistently, but directly and truly. A consistent thinker is a thoughtless person, because he conforms to a pattern; he repeats phrases and thinks in a groove. To understand life is to understand ourselves and that is both the beginning and the end of education. Education is not merely acquiring knowledge, gathering and correlating facts; it is to see the significance of life as a whole. But the whole cannot be approached through the part which is what governments, organized religions and authorization parties are attempting to do.

The function of education is to create human beings who are integrated and therefore intelligent. We may take degrees and be mechanically efficient without being intelligent. Intelligence is not mere possessing of information, it is not derived from books, nor does it consist of clever self-defensive responses and aggressive assertions. One who has not studied may be more intelligent than the learned. We have made examinations and degrees the criterion of intelligence and have developed cunning minds that avoid vital human issues. Intelligence is the capacity to perceive the essential, the 'what is'; and to awaken this capacity, in oneself and in others, is education.

The highest function of education is to bring about on integrated individual who is capable of dealing with life as a whole. To study a child, one has to be alert, watchful, self-aware, and this demands for greater intelligence than to encourage him to follow an ideal. Many teachers, parents and people in alternative education revere their ideals and use them as the pivot point for making decisions to create a "better world" through education. Krishnamurti challenges this view. For him, education for the environment or for social justice is not the primary issue of education. In fact, if we let ourselves be distracted from ourselves and from our own self-knowledge and relationship with others, only then conflict and destruction is most likely to arise. Habits, beliefs, traditions, and fears are the mechanical aspects of our society and our lives that lead only to violence, conflict and struggle. According to Krishnamurti, you create an education that is not a "system" but built around the attitudes and qualities of the teacher and child and how they relate to one another. Krishnamurti's approach towards the right education is that right education comes with the transformation of ourselves. He emphasized that we must re-educate to our self, not to destroy one another but for righteous, and however promising it may appear to be for the future happiness of the world. We must learn to be compassionate, to be content with little and to seek the supreme, for only then can there be the true salvation of mankind. Talking about modern education, he said that today's education is making us into thoughtless entities; it does very little towards helping us to find our individual vocation. We pass certain examinations and then with luck, we get a job which often means endless routine for the rest of our life. We may dislike our job, but we are forced to continue with it because we have no other means of livelihood. We may want to do something entirely different, but commitments and responsibility hold us down, and we are hedged in by our own anxieties and fears. Being frustrated, we seek escape through sex, drink, politics or fanciful religion. Today's education is thus not building the complete human being but it is destroying the human being and human being is trying to destroy the society as well as the peace of the world.

Conclusion

Like many great thinkers, prophets and philosophers, J. Krishnamurti was convinced that injustice, violence, war and oppression manifest from human heart and that education can play an effective role in developing a wholesome human personality capable of resisting war, violence, injustice and oppression and building a social order wherein man can live in peace and harmony with others. Since education is a potential instrument of man-making and social engineering, Krishnamurti's philosophy is far away from settled educational principles. His educational philosophy is, indeed, rich in its education and social values. It can transform the destiny of man and is capable of establishing an alternative social order if it is practised sincerely and honestly in its true perspective.

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ASSESSING E-BARRIERS AMONG TEACHER EDUCATORS AND TEACHER TRAINEES

*Dr.Deepti Johri**

Abstract

The development of teacher's positive attitudes toward ICT is a key fa ctor not only for enhancing computer integration but also for avoiding teachers' resistance to computer use. Various researches suggest that teachers' attitudes towards ICT affect not only their own computer experiences, but also the experiences of the stu dents they teach. Hence it raises a need to investigate barriers which teacher educators felt while using ICT effectively as it ultimately affects the training they impart to teacher trainees .Present study is an effort in this direction.

Introduction

Education is recognized to be primarily a process of getting students to adopt new ideas and ways of thinking and requires extensive social interaction. But school, like individuals can be conservative places. Many researchers (Cuban, 1984; Kerr, 1989; David, 1991; Papert, 1993) have indicated that schools have changed very little in the last century. Earlier, computer education was introduced in schools with the idea that "as long as the facilities are available and teachers are trained in computing, adoption is inevitable" (Anderson, 1992) but it failed because learning using ICT in classrooms requires more than training in ICT usage. Hence it puts larger responsibility on teachers to use technology with pedagogical appropriateness (Jayanthi & Padmanaban, 2008).

Teachers do not yet exploit the creative potential of ICT and engage students more actively in the production of knowledge. Teachers' use of ICT for communication with and between students is still in its infancy. ICT is underexploited to create learning environments where students are more actively engaged in the creation of knowledge rather than just being passive consumers (Kessel, 2005; Ramboll management, 2005; 2006).

Our educational institutions cannot ignore this ever increasing pace of technological progress and their role in building ICT empowered citizens. But only those teachers who have ICT competencies can handle this technological advancement. Thus it becomes

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necessary to create in the teachers an awareness of the possibilities of ICT which will lead to their willingness to learn it and resulting in the commitment and confidence to use it. Thus teacher education institutions have important role to turn out ICT competent teacher through in-service and pre-service courses (Garg, 2008).

The research literature on teacher expertise, however, suggests that there is more fundamental reason for the lack of progress: the inherent resistance to meaningful change within our profession. Thus, here is a need to investigate the nature of this resistance and how may it be overcome.

Besides, teacher educators and teacher trainees also face number of e-barriers. Van Dijk and Hacker (2003) explained four types of e-barriers such as mental, material, skill and usage.

i.   Mental Barrier: This barrier is related to the attitude of society towards ICT. Lack of interest, computer anxiety etc. leads to non-use of information and communication technology. Even teachers are reluctant to use it due to their negative attitude, and wish to maintain 'status quo' and see inclusion of ICT as threat. Such mental set, in turn, is transferred to teacher-trainees by teacher educators who prefer to stick to old-practices of teaching learning.

ii. Material Access Barrier: This barrier refers to non-availability of resources. In Indian education system, the ability to purchase and to maintain information technology equipments is not easy. The low income group among the academics is deprived of the opportunity to go to cyber café or to get an internet connectivity on their own for accessing digital information.

iii. Skill Barrier: Lack of skills in using the computer and communication tools is very common among teachers and hence prevents them to access digital information. In India most of the teachers are not trained in using the ICT tools.

iv. Usage barriers: Usage barriers is referred to lack of significant usage opportunities among teachers. This is due to the usage of ICT by a group for their work and personal education, while the other group is using ICT for entertainment and business purpose. This barrier also deals with selection of correct software suited for instructional purpose and understanding of proper navigational tools etc.

Overall, there is an urgent need to assess that whether our teacher educators and teacher trainees are ICT competent. Whether they are using ICT effectively and efficiently for teaching-learning purposes? Are they facing e-barriers regarding ICT usage? These questions needs to be thoroughly probed to provide clear-cut answers about ICT among community of teacher educators and teacher trainees in India. Keeping this paramount importance in view, the present study seeks to investigate the e-barriers among teacher educators and teacher trainees.

Objectives
1. To find out e-barriers regarding ICT usage among teacher educators.
2. To find out e-barriers regarding ICT usage among teacher trainees.

Review of Related Literature
The number of studies carried on this particular aspect are few, therefore, it is difficult to generalize the results but whatever trend is obtained, it can be concluded in terms of e-barriers 37.03% studies showed negative attitudes towards ICT in education, while 14.81% studies reflected lack of technical, administrative and institutional support causes e-barriers. 25.92% studies reported lack of access to equipment as the main e-barrier and 22.2% studies reported lack of time for training is the main reason of e-barrier. In this context, the present study will be able to present a detailed description of different areas of e-barriers among teacher educators and teacher trainees.

Assumptions
1. The teacher educators have barriers in using ICT for instructional as well as professional purposes.
2. The teacher trainees have barriers in using ICT for instructional as well as professional purposes.

Methodology
To achieve the objectives of the study, the Normative Survey method was best suited and therefore applied by the researcher. The present study aimed to study e-barriers among teacher trainees and teacher educators. Therefore, teacher trainees (B.Ed. students) and teacher educators (teaching to B.Ed. & M.Ed. classes) from different educational institutions have been taken as population of the study. Keeping the delimitation of study in view, population of the study was delimited only to the teacher-trainees and teacher educators of the Rohilkhand region. 95 teacher educators and 469 teacher trainees were selected to form the sample of the study .In order to study e-

barriers among teacher educators and teacher trainees a questionnaire (e -Barriers Questionnaire-e-BQ) was developed by the researcher.

Findings of the Study

The e -Barriers among teacher educators & teacher trainees were observed by their responses on different items of 'e-Barriers questionnaire'. The analysis was carried out dimensionwise and itemwise .The detailed findings have been tabulated in the following heading for better comprehensibility:

1. Availability-related barriers faced by teacher educators and teacher trainees

On the dimension 'Availability related e-barriers' a majority of teacher educators depicted on unavailability of computers in their departments (67.36%). 31.51% teacher educators are unable to use it as it is placed in computer training department 7.36% reported it to be placed in office. Overall 88.5% teacher trainees find themselves unable to use computer as their departments do not have the computer availability. None of the teacher educators and only 1.06% teacher trainees reported that their institution is devoid of computer facility.

2. Access barriers faced by teacher educators and teacher trainees

78.94% teacher educators do not operate computer because it is not available for personal use. 21.05% teacher educators reported that only computer professionals are competent to use it. Also 89.33% teacher trainees do not operate computer as it is not available for personal use. Few of them reported that only computer professionals are allowed and competent to use it.

3. Technical barriers faced by teacher educators and teacher trainees

Regarding technical and skill related e-barrier 76.74% teacher educators of aided college and 57.69% teacher educators of self financed college reported that due to lack of proper training in ICT use they face problems. 21.05% of them revealed the reason of not using computer is the lack of knowledge about application software etc. 91.47% teacher trainees face problems while using computer because they do not have proper training to use computer.

4. Hardware using barriers faced by teacher educators and teacher trainees

On the issue of Hardware-skill related e-barrier 85.26% teacher educators do not know about replacing a hard disc, followed by 57.89% face problems in installing a scanner, 33.68% in installing a modem and 27.36% in installing a printer. 89.12% teacher trainees revealed lack of knowledge in replacing a hard disc, 74.62% in installing a printer, 36.03% in installing a modem and 23.36 face difficulties with installing a printer. 57.89% teacher educators revealed to face problems in use of pen drive, 4.73 with CD-writer, and

43.15% in using web camera. Regarding problems related to use of printer and scanner, teacher educators do not differ significantly. On average 88.48% teacher trainees face problems in use of pen drive, 43.92% in using CD-writer 25.15% in using web-camera, 20.25% in using scanner and 13.21% in use of printer.

5. Instructional –usage barriers faced by teacher educators and teacher trainees. Regarding the use of computer for teaching and learning 81.39% teacher educators of aided college showed hesitation because of lack of time to learn computers, 57.69% teacher educators of self financed college gave the same reason for not using computer for teaching learning activities. Overall 24.21% teacher educators find it difficult to learn and few of them also revealed anxiousness to deal with new technology and fear of failure in class (3.15% and 1.05%). A total of 83.58% teacher trainees hesitated to use computer in teaching learning as they cannot devote time for learning computer. 15.99% teacher trainees revealed over-anxiousness while dealing with new technology and only 3.83% teacher trainees find it difficult to learn.

6. Classroom ICT usage barriers faced by teacher educators and teacher trainees
56.84% teacher educators consider it difficult to use computer in their teaching as pedagogical changes are required in curriculum. A total of 32.51% teacher educators find it difficult to use computer in teaching because they believe that the present curriculum has no scope for computer-assisted teaching. 11.57% teacher educators indicated that curriculum-based educational softwares are not available. Overall 90.83% teacher trainees believed that the present curriculum has no scope for computer assisted teaching and 40.19% teacher trainees of self financed colleges find it difficult to use computer in teaching because it uses english as medium of operating computer.

7. ICT supported classroom teaching barriers faced by teacher educators and teacher trainees
 72.63% teacher educators perceived the reason of their inability to use ICT in classroom is a result of their improper training lacking ICT element. 17.89% teacher educators find manual methods easier than using computer in classroom. 19.23% teacher educators of self-financed colleges find the unavailability of computer along with LCD projector is responsible for their non use of ICT followed by 2.32% teacher educators of aided college. A majority of teacher trainees 91.04% find themselves unable to use computer for teaching in classroom because they are not trained to prepare lessons with computer. 42.43% of them find manual methods easier than using computer for teaching in classroom.

8. Attitudinal barriers among teacher educators and teacher trainees

Regarding attitudinale -barrier 86.04% teacher educators of aided colleges reported reluctance to become technology oriented in classrooms because they have not been trained followed by 38.46% teacher educators of self financed college. A total of 35.76% teacher educators admitted that the faculty gets no incentives for such innovation. 17.89% teacher educators gave reason of reluctance lies in discouragement received by their head. Besides 19.23% teacher educators of self financed and 2.32% teacher educators of aided college reported that their colleagues do not appreciate such innovation. A majority of teacher trainees 92.11% reported that they dislike using ICT in classroom because they have not been trained to prepare such lessons. 10.52% teacher educators and 25.58% teacher trainees also consider that even their students are not prepared for such kind of technique.

9. Academic apprehension barriers among teacher educators and teacher trainees

Only 38.94% teacher educators perceive that use of internet isolates students. A few percentage of them gave other reasons like the use of computer affect group interaction and hinders mathematical abilities of students. A majority of teacher trainees 84.43% opined that use of internet isolates students and 21.32% believed that it also affects group interaction. Few of them supported other reasons but at large most of them favoured and recommended use of ICT.

10. Internet surfing barriers among teacher educators and teacher trainees

Regarding e-barrier related to internet surfing 36.84% teacher educators reported that it is time consuming, 21.05% find the connectivity very poor, 8.42% reported frequency of disconnection is high, 4.01% said it is costly to afford. A total of 61.05% teacher educators pointed that need to go to cafe for internet surfing remains main e-barrier. 88.91% teacher trainees admitted that need to go to cafe for internet surfing poses main obstacle. 17.91% of teacher trainee find internet surfing is time consuming, 14.28 complained about slow connectivity and 7.04% find it costly.

11. Material access barriers among teacher educators and teacher trainees

55.78% teacher educators do not plan to buy computer as it is costly. 15.78% teacher educators reported that it is not of much use. 12.63% teacher educators do not plan to buy a computer because they consider no need for it. 7.36% teacher educators believe that it is useful for students only. A large proportion of teacher trainees (91.68%) find it costly to buy a computer. A few of them reported it is not of much use (18.76%), they have no need for it (10.23%) and that they do not like to operate it either (2.55%).

12. Scholastic barriers among teacher educators and teacher trainees

46.31% teacher educators consider that the scholastic use of computer is limited only to complete assignments ollowed by 16.84% reported its use is limited to access

information about other universities. 84% teacher trainees suppose that the scholastic use of computer is limited only to complete assignments.

13. System compatibility barriers predicted by teacher educators and teacher trainees

81.16% teacher educators of aided college and 28.84% teacher educators of self financed college find obstacles in ICT use because they fear that senior teachers are not supposed to change their old practices which leaves no scope for innovations. Only 4.21% teacher educators believe that ICT innovations might replace them or curtail their roles and 1.05% teacher educators said that pedagogical changes due to ICT are going to be difficult to enforce in curriculum. 87.42% teacher trainees opined that the major e-barrier is the old practices of teaching prevailing among senior teachers. Though all of them agreed that ICT has undoubtedly bright future but they encountered some e-barriers like curriculum requires lot of change (15.13%) and fear of curtailing teacher's role (0.21%).

Conclusion

The analysis conducted to investigate e-barriers among teacher educators and teacher trainees shows that a number of e-barriers are faced by them such as lack of equipments, lack of institutional support ,technical and skill related e-barriers, language and cultural e-barriers and attitudinal e-barriers. These findings emphasize a need to check the e-barriers to accelerate the pace of ICT integration in instruction. It is recommended that the best way to equip teacher educators and teacher trainees with ICT is to introduce ICT based applications and methodologies during the pre-service programs. Using ICT in teacher education programs and classroom learning should be an actively integrated into the curriculum rather than an additional activity to be 'squeezed 'into an already overcrowded curriculum. This requires a total re-orientation of existing practices.

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विद्यालय चयन की प्राथमिकताएं : अभिभावकों का दृष्टिकोण

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शिक्षा मानव जीवन के विकास की आधारशिला है। शिक्षा से ही व्यक्ति की पहचान एक बौद्धिक एवं सुसंस्कृत मानव के रुप में होती है। मनुष्य को समाज से परिचित कराने, उसमें सामाजिक गुणों को विकसित करने एवं उसके दृष्टिकोण को विस्तृत बनाने में शिक्षा की महत्ती भूमिका को अस्वीकार नही किया जा सकता। शिक्षा एक ऐसा आधार है, जिस पर किसी समाज या राष्ट्र की प्रगति निर्भर करती है। राष्ट्रीय विकास में शिक्षा की महत्ती भूमिका को स्वीकार करते हुए शिक्षा आयोग (1966, पृ0—1) ने कहा है कि ''भारत के भाग्य का निर्माण इस समय उसकी कक्षाओं में हो रहा है।.... हमारे स्कूल एवं कालेजों से निकलने वाले विद्यार्थियों की योग्यता एवं संख्या पर ही राष्ट्रीय पुनर्निर्माण के उस महत्वपूर्ण कार्य की सफलता निर्भर करेगी, जिसका प्रमुख लक्ष्य हमारे रहन—सहन का स्तर ऊँचा उठाना है।''

बालक की शिक्षा उसके जन्म से ही प्रारम्भ हो जाती है। रूसो (सक्सेना, 2005, पृ0—49) के अनुसार ''शिक्षा जन्म से प्रारम्भ होती है और माता एक उपयुक्त परिचारिका है।'' वास्तव में वर्षो तक असहाय बालक माता—पिता तथा परिवार के अन्य सदस्यों पर आश्रित रहता है। परिवार में ही वह चलना—फिरना, उठना—बैठना, खाना—पीना, बोलना—चालना, कपड़े पहनना, बड़ों के प्रति सम्मान प्रकट करना तथा सामान्य शिष्टाचार की बातें सीखता है। फ्रोबेल (पाल एवं अग्रवाल, 1986, पृ0—167) के मतानुसार ''माताएं आदर्श अध्यापिकाएं हैं और घर द्वारा दी जाने वाली अनौपचारिक शिक्षा सबसे अधिक प्रभावशाली और स्वाभाविक है।'' उपर्युक्त कथन में

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कोई अतिशयोक्ति नहीं है, परन्तु इससे शिक्षा के औपचारिक साधन विद्यालय की महत्ता कम नहीं होती। बालक के विकास में विद्यालय का परिष्कृत शुद्ध एवं सरल वातावरण तथा वहाँ पर सम्पन्न होने वाली विविध क्रियाएं बालक को नये अनुभव प्रदान करती हैं और उस पर अपना अमिट प्रभाव डालती हैं। वास्तव में विद्यालय बालक के पारिवारिक एवं वाह्य जीवन को जोड़ने वाली कड़ी है। विद्यालय बालक की प्रतीक्षा उस समय करता है, जब वह अपने माता–पिता की छत्रछाया को छोड़कर एक वृहद समाज का अंग बनता है और विभिन्न सामाजिक एवं पारिवारिक परिवेश के बच्चों के सम्पर्क में आता है विद्यालयी शिक्षा पाकर वह इस योग्य बन जाता है कि बाहरी समाज से अनुकूलन में उसे कोई कठिनाई महसूस नहीं होती।

निःसंदेह शैक्षिक पिरामिड का शीर्ष उच्च शिक्षा एवं आधार प्राथमिक शिक्षा है। सम्भवतः इसीलिए जब बालक को विद्यालय भेजने की तैयारी अभिभावकों द्वारा की जाती है, तो उनके मन में सबसे बड़ी दुविधा यही होती है कि वे अपने बच्चे को औपचारिक रूप से शिक्षा दिलाने हेतु किस विद्यालय का चयन करें। विद्यालय का चयन करना उनके लिए बहुत आसान एवं सहज नहीं होता। कारण बहुत स्पष्ट है, क्योंकि वे अपने अमूल्य धरोहर भावी पीढ़ी के निर्माण का निर्णय करने जा रहे होते हैं। अतः वे उपलब्ध एवं अपनी सामर्थ्य के अनुरुप सर्वाधिक उपयुक्त विद्यालय का चयन करना चाहते हैं। अपने बच्चों की प्राथमिक शिक्षा निमित्त विद्यालय का चयन करते समय वर्तमान समय में अभिभावक किन–किन बातों को ध्यान में रखते हैं, इसी जिज्ञासा की संतुष्टि हेतु यह अध्ययन किया जा रहा है।

अध्ययन के उद्देश्यः– अभिभावकों की दृष्टि में विद्यालय चयन की प्राथमिकताओं की जानकारी प्राप्त करना।

अध्ययन विधिः– प्रस्तुत अध्ययन में शोध की वर्णनात्मक विधि को अपनाया गया है। इस अध्ययन हेतु यादृच्छिकी न्यादर्शन विधि द्वारा फैजाबाद शहर के तीन तथा

बरेली शहर के पांच निजी विद्यालयों का चयन किया गया है। इन विद्यालयों में कक्षा 1 में सत्र 2010—11 में अध्ययनरत विद्यार्थियों के 372 अभिभावकों को विद्यालयों के सहयोग से प्रश्नावली वितरित की गयी। अनेक प्रयास के बावजूद कुल 238 अभिभावकों ने प्रश्नावली की पूर्ति कर वापस किया। अतः इन्हीं 238 अभिभावकों को प्रस्तुत अध्ययन में न्यादर्श के रुप में स्वीकार किया गया है। इस अध्ययन में दत्त संकलन हेतु शोधकर्त्ता द्वारा निर्मित विद्यालय चयन की प्राथमिकाएं (अभिभावकों के लिए एक प्रश्नावली) को प्रयोग में लाया गया है। इस प्रश्नावली में उत्तर दाताओं से उन पांच कारणों को लिखने का अनुरोध किया गया था, जिसके आधार पर उन्होंने अपने बच्चे के शिक्षा हेतु विद्यालय का चयन किया था। उनसे यह भी निवेदन किया गया था कि अपने द्वारा लिखे गये पांचों कारणों का अपनी दृष्टि से महत्व के आधार पर वरीयताक्रम भी अंकित करने का कष्ट करें। इस प्रकार से प्रश्नावली द्वारा प्रदत्तों का संकलन किया गया। प्रदत्तों से निष्कर्ष निकालने हेतु प्रतिशत की गणना की गयी। निजी विद्यालयों एव शहरों के विद्यालयों को ही अध्ययन में सम्मिलित करने का कारण यह है कि शहरों में एक से अधिक विद्यालय होने के कारण अभिभावकों के समक्ष चयन हेतु विकल्प उपलब्ध थे, साथ ही निजी विद्यालयों के लिए जाने का कारण यह था कि ये अभिभावक आर्थिक दृष्टि से अपेक्षाकृत सम्पन्न होने के कारण विद्यालय चयन की स्थिति में होते हैं और सामान्तया शिक्षा के प्रति जागरुक भी।

विश्लेषण, व्याख्या एवं परिणाम—

तालिका—1 में उन कारणों को प्रदर्शित किया गया है, जिनको अभिभावकों ने कक्षा—1 में अपने बच्चों के प्रवेश दिलाने हेतु विद्यालय चयन का आधार बनाया है।

तालिका—1 अभिभावकों की दृष्टि में विद्यालय चयन सम्बन्धी कारणों का विवरण

क्र0	विद्यालय चयन का कारण	अभिभावकों की संख्या—238

स0		I	II	III	IV	V	योग	प्रतिशत
1.	अच्छी पढ़ाई	62	18	12	5	1	98	41.18
2.	विद्यालय का अच्छा शैक्षिक वातावरण	29	17	13	15	11	85	35.71
3.	खेलकूद की सुविधा	2	12	27	27	34	98	41.18
4.	अच्छा अनुशासन	27	27	19	21	5	99	41.60
5.	अंग्रेजी माध्यम	14	15	7	5	3	44	18.89
6.	अंग्रेजी एवं हिन्दी दोनों माध्यम	3	5	7	11	0	26	10.92
7.	प्रशिक्षित एवं योग्य अध्यापक	31	32	27	18	15	123	51.68
8.	कम शुल्क	2	10	5	5	5	27	11.34
9.	घर का नजदीक होना	19	15	13	21	16	84	35.29
10.	बच्चों के स्तर के अनुरुप शिक्षण सामग्री का प्रयोग	5	9	5	6	6	31	13.03
11.	वाहन सुविधा	2	4	11	11	15	43	18.07
12.	अच्छा एवं पर्याप्त विद्यालय भवन एवं प्रांगण	8	8	6	8	6	36	15.13
13.	विद्यालय का स्वच्छ एवं शान्त वातावरण	5	6	10	14	14	49	20.59
14.	प्रतिमाह शिक्षक एवं अभिभावक मीटिंग एवं छात्रों के प्रगति की जानकारी	0	3	4	4	3	14	5.89
15.	बच्चों के सुरक्षा की व्यवस्था	6	4	3	4	6	23	9.66

16.	बच्चों के देखरेख हेतु आया की व्यवस्था	3	7	8	1	6	25	10.50
17.	कम्प्यूटर शिक्षा	10	2	10	4	6	32	13.45
18.	गृह कार्य न दिया जाना	0	0	0	1	3	4	1.68
19.	कक्षा में बच्चों की सीमित संख्या एवं व्यक्तिगत रुप से प्रत्येक विद्यार्थी पर ध्यान	3	9	8	4	3	27	11.34
20.	शिक्षकों एवं प्राचार्यों का अभिभावकों के साथ सौम्य व्यवहार	2	4	14	9	3	32	13.44
21.	प्राथमिक चिकित्सा की सुविधा	0	2	2	0	0	4	1.68
22.	उच्च कक्षाओं में विद्यालय का अच्छा परीक्षाफल	9	9	8	5	5	36	15.13
23.	परिचित शिक्षक	1	0	0	0	1	2	0.84
24.	बिजली, पानी एवं टायलेट की अच्छी व्यवस्था का होना	0	1	1	0	1	3	1.26
25.	गृह कार्य दिया जाना	0	0	0	2	0	2	0.84
26.	विद्यालय में नर्सरी से कक्षा 12 तक शिक्षा की व्यवस्था	3	3	0	2	4	12	5.04
27.	सह शिक्षा की व्यवस्था	0	0	0	0	2	2	0.84
28.	शिक्षक–छात्र अनुपात संतुलित होना	0	0	0	0	1	1	0.42

उपर्युक्त तालिका पर दृष्टिपात करने से विदित होता है कि 238 अभिभावकों के माध्यम से कुल 28 कारण उभर कर आये, जिन्हें अभिभावकों ने अपने बच्चों निमित्त कक्षा 1 में प्रवेश दिलाने हेतु विद्यालय चयन का आधार बनाया था। इन कारणों में सबसे अधिक 123 (51.68ः) अभिभावकों ने प्रशिक्षित एवं योग्य अध्यापकों की विद्यालय में उपलब्धता को, विद्यालय का चयन करते समय महत्व प्रदान किया। विद्यालय के अच्छे अनुशासन को 99(41.60ः) अभिभावकों ने दूसरे स्थान पर प्रभावी कारण के रुप में महत्व प्रदान किया। अच्छी पढ़ाई तथा खेल–कूद की सुविधा को 98 (41.18) अभिभावकों ने तीसरे स्थान पर विद्यालय चयन हेतु प्रभावी कारण के रुप में स्वीकार किया। अच्छी पढ़ाई को समस्त कारणों में सबसे अधिक 62 अभिभावकों ने प्रथम वरीयता प्रदान किया, वहीं इन चार प्रमुख कारणों में खेल–कूद की सुविधा को सबसे कम मात्र दो अध्यापकों द्वारा प्रथम वरीयता प्रदान की गयी। विद्यालय के अच्छे शैक्षिक वातावरण तथा विद्यालय का घर के नजदीक होने को भी 35 प्रतिशत से अधिक अभिभावकों ने विद्यालय चयन हेतु प्रभावी कारण के रुप में महत्व प्रदान किया। विद्यालय में शिक्षण का माध्यम अंग्रेजी होना को लगभग 19 प्रतिशत अभिभावकों ने विद्यालय चयन का एक कारण माना, जबकि शिक्षण का माध्यम अंग्रेजी एवं हिन्दी दोनों होने को लगभग 11 प्रतिशत अभिभावकों ने विद्यालय चयन का कारण बताया है। यहाँ पर यह ध्यातव्य है कि दत्त संकलन में सम्मिलित समस्त बच्चों के अभिभावक अंग्रेजी माध्यम के विद्यालयों से थे। विद्यालय शुल्क के कम होने के कारण, विद्यालय चयन की बात भी लगभग 11 प्रतिशत अभिभावकों ने स्वीकार किया। बच्चों के स्तर के अनुरुप शिक्षण सामग्री के प्रयोग एवं वाहन सुविधा की उपलब्धता को क्रमशः लगभग 13 एवं 18 प्रतिशत अभिभावकों ने विद्यालय चयन का एक कारण माना। विद्यालय के स्वच्छ एवं शान्त वातावरण को लगभग 21 प्रतिशत एवं अच्छा एवं पर्याप्त विद्यालय भवन एवं प्रांगण की उपलब्धता तथा उच्च कक्षाओं में विद्यालय के अच्छे परीक्षाफल को लगभग 15 प्रतिशत अभिभावकों ने विद्यालय चयन हेतु उत्तरदायी कारण माना है।

प्रतिमाह शिक्षक–अभिभावक मीटिंग में छात्रों की प्रगति की जानकारी प्रदान किये जाने को मात्र 6 प्रतिशत अभिभावकों ने विद्यालय चयन हेतु उत्तरदायी कारण माना है। यहाँ यह भी ध्यातव्य है कि इस कारण को प्रथम वरीयता किसी भी अभिभावक द्वारा नहीं दिया गया है। अभिभावकों के साथ शिक्षकों के सौम्य व्यवहार एवं कम्प्यूटर शिक्षा की व्यवस्था को लगभग 13, कक्षा में बच्चों की सीमित संख्या एवं व्यक्तिगत रुप से उन पर ध्यान देने को लगभग 11, बच्चों के देखरेख हेतु आया की व्यवस्था एवं बच्चों के सुरक्षा की व्यवस्था को लगभग 10 प्रतिशत अभिभावकों ने अपने बच्चों हेतु विद्यालय का चयन करते समय ध्यान रखा। विद्यालय में नर्सरी से 12वीं कक्षा तक शिक्षा की व्यवस्था को 5 प्रतिशत अभिभावकों ने विद्यालय चयन के एक कारण के रुप में स्वीकार किया है। गृहकार्य न दिये जाने को 238 अभिभावकों में से मात्र चार (1.68%) तथा गृह कार्य दिये जाने को मात्र दो (0.84%) अभिभावकों ने विद्यालय चयन का प्रभावी कारण माना है। जबकि शिक्षा का यह विषय वर्तमान समय में बुद्धिजीवियों का ध्यान सबसे अधिक आकर्षित किये हुए है। प्राथमिक चिकित्सा की सुविधा की उपलब्धता को मात्र चार (1.68%) अभिभावकों द्वारा विद्यालय चयन के लिए उत्तरदायी कारण के रुप में स्वीकार किया गया। परिचित शिक्षक का होना, सहशिक्षा की व्यवस्था, शिक्षक–छात्र अनुपात का संतुलित होना को एक प्रतिशत से भी कम अभिभावकों ने विद्यालय चयन का आधार बनाया। जबकि शिक्षक–छात्र अनुपात में संतुलन एक महत्वपूर्ण कारण है।

निष्कर्ष एवं शैक्षिक निहितार्थः–

उपर्युक्त विवरण से स्पष्ट होता है कि कक्षा एक में अपने बच्चे के प्रवेश दिलाने हेतु विद्यालय का चयन करते समय अभिभावकों द्वारा अच्छी पढ़ाई, अच्छा अनुशासन, विद्यालय का शैक्षिक वातावरण, प्रशिक्षित एवं योग्य अध्यापक, खेलकूद की सुविधा, उच्च कक्षाओं में विद्यालयों के अच्छे परीक्षाफल को महत्व दिया गया है, जबकि छोटे बच्चों हेतु अति आवश्यक प्राथमिक चिकित्सा की विद्यालय में सुविधा, आया की उपलब्धता, विद्यालय का स्वच्छ एवं शान्त वातावरण, शुद्ध पेयजल, बिजली

एवं शौचालय की सुविधा, शिक्षक–छात्र अनुपात तथा बच्चों की सुरक्षा व्यवस्था आदि तथ्यों को अभिभावकों द्वारा कम महत्व दिया गया, जबकि छोटे बच्चों हेतु इन सुविधाओं का अत्याधिक महत्व है।

अतः यह आवश्यक हो जाता है कि विभिन्न संचार माध्यमों एवं संगोष्ठियों इत्यादि के आयोजन द्वारा अभिभावकों का ध्यान उन तथ्यों की तरफ आकर्षित करने की आवश्यकता है, छोटे बच्चों हेतु विद्यालय का चयन करते समय जिन पर ध्यान अभिभावकों द्वारा दिया जाना चाहिए, यथा–शैक्षिक परिवेश के साथ ही साथ, विद्यालय के सामाजिक एवं सांस्कृतिक परिवेश का भी बच्चों की शिक्षा में अत्यन्त महत्व है, साथ ही छोटे बच्चों हेतु कुछ मूलभूत सुविधाओं यथा प्राथमिक चिकित्सा की सुविधा, सुरक्षा व्यवस्था, शुद्ध पेयजल, बिजली एवं शौचालय की अच्छी सुविधा, वाहन सुविधा एवं आया इत्यादि की विद्यालय में उपलब्धता पर भी ध्यान दिया जाना समीचीन होगा।

संदर्भः

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TEACHER EDUCATION

The journal TEACHER EDUCATION is : official journal of the Indian Association of Teacher Educators (IATE), which is the rep ntative body of teacher educators of all levels in the country.

The journal provides academic and profe nal forum to which contributors around the world are invited to share their researche iews and experiences in the areas covering teacher education for publication. The jour also publishes review articles, research notes and book reviews.

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Indian Association of Teacher Educators
(Founded in 1950)

Registered under Society's Registration Act, 1860 Indian Association of Teacher Educators (IATE) is the only representative body of teacher educators and teacher education institutions spread over the length and breadth of the country. Right from the year of its establishment it has been striving hard to raise the standard of teacher education and improve the status of teacher educators. Through successive years, during its 63 years of life span, it has very effectively voiced the shortcomings of teacher education programmes in India and placed them before the governments, commissions on education and other apex bodies dealing with education with a view to improve the scenario on teacher education front. The **Teacher Education,** an official journal of the IATE published regularly twice a year, presents researches and developments in the field of teacher education.

It, therefore, becomes the avowed duty of every member of IATE and all others interested in teacher education to subscribe the journal.