MANGALMAY JOURNAL OF EDUCATION AND PEDAGOGY

Volume 5, Number 1, Year - 2014

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MANGALMAY JOURNAL OF EDUCATION AND PEDAGOGY is a refereed journal published annually in the month of September.

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Payment to be made by crossed Demand Draft drawn in favour of MIMT, payable at Noida.

Printed Published & Owned by Atul Mangal
Published from Mangalmay Institute of Management & Technology Plot No. 8 & 9, Knowledge park - II, Greater Noida Pin - 201310 G.B. Nagar (U.P) India.
EDITORIAL

Esteemed Readers,

I am indeed happy to offer the fifth issue of MANGALMAY JOURNAL OF EDUCATION AND PEDAGOGY to you. The issue includes thought provoking articles and research papers, which stimulate ideas for thrust in our nation-wide teacher education programme. It is hoped that teacher educators will be enthusiased to analyse ongoing programmes and policies and come out with plans for upgrading the same.

Traditionally, the teacher used to be the source of knowledge for the students. In many cases the teacher does not possess adequate knowledge to supplement the views of the students and the main source of knowledge remains limited to text books only. The most obvious technique for professional development of teachers is to provide courses in basic knowledge and skills. The development of ICT has changed the epic centre of knowledge and has contributed towards revitalization of teacher training programme.

Keeping all the new ideas, an attempt has been made to present some distinguished thoughts that will stimulate the needed action in this area. I hope that only with collaboration of like minds we would see the world a better place. I am thankful to persons who contribute in our success.

I would like to congratulate the team of editors. They deserve our sincere appreciation.

Dr. Parsanjeet Kumar

Editor-in-Chief
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Unit Cost and Internal Efficiency of Primary Education in Bumthang District of Bhutan

Ananda Padhan*
Lham Dorji**

ABSTRACT
Education as an economic Institution calls for a considerable part of the national income of a country to be incurred in it. This is because no country striving for rapid socio-economic development can neglect education. Like many other developing countries, the Royal Government of Bhutan is responsible to provide a nationwide school system directed to achieve universal elementary education with maximal use of its physical, material and human resources. The annual education statistics of Bhutan indicates that internal efficiency of the elementary education needs to be enhanced by reducing the repetition and dropout rates. The main reason for low promotion rate in classes include existence of underage and overage children, and high repetition rate and frequent dropouts, as many students start school as late as 12 years and above and as young as 5 years old and below. The study finds out the unit cost, the level of resource wastage due to dropouts and stagnation, and the internal efficiency of primary education in Bumthang district of Bhutan.

Keywords - Unit Cost, Wastage, Stagnation, Internal Efficiency

INTRODUCTION
In order to have access and then to complete free and compulsory primary education of good quality, it is necessary that people proceed through the educational ladder as smoothly and efficiently as possible. All countries particularly those with very low levels of primary participation are concerned that their limited resources are well utilized. While time spent by pupils repeating grade is not necessarily wasted, it is undeniable that the efforts to reduce rates of repetition and drop outs are crucial parts of any Universal Primary Education strategy. School places occupied by repeaters may keep others out of school.

The Royal Government of Bhutan is committed towards providing quality education to Bhutanese children and preparing them towards realizing the importance of being responsible and socially critical citizens. The prime goal of school education is to foster the children to be innovative, creative and enterprising to join the world of work; to learn for life and for self-fulfillment; and to act as socially critical citizens in a democratic society. The education sector is responsible to provide a nationwide system of school education which irresponsible to the expectations of the country, related to Gross National Happiness (GNP),relevant to the needs and aspirations of the students, efficient in the use of available resources, and effective in the achievement of high quality and sustainable educational programmes. Expenditure on education in Bhutan is mostly met by public funding.

Education as an economic Institution calls for a considerable part of the national income of a country to be incurred in it. Expenditure on Education is mostly met by public sector in Bhutan. Major portion of educational expenditure is on teachers’ salaries. Physical resources in Education include buildings, playgrounds, furniture, books, etc. Here the resources employed are taken to be investment expecting promising future benefits. The investment appraisals take various forms analyzing the various inputs and outputs of education.

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ISSN  2229 - 3914
Efficiency in school may be analyzed or understood in terms of input-output analysis. A school may be regarded efficient if with a given amount of educational input it provides higher educational output. The inputs in schools may include all that is spent in the form of recurring expenditure, time, land, buildings, equipment, curriculum, educational technology etc. Similarly output of the school may be the product of education i.e. student himself with all the knowledge and skills inculcated, i.e. competency in the use of language, proficiency in mathematics, science, social studies and vocational skills. It may also include training in such fields as health, work competence, citizenship, character building, use of leisure time and urge for seeking the truth. The evaluation standard for judging output from process of education may differ from one to another. It is important that we measure the input-output variables in terms of their respective dimensions identified as relevant to efficiency in schools. An appraisal of the status of some of the inputs and outputs of schools may reveal in the first instance that they are conjectured, vague and subjective but at least some of these inputs and outputs are easily measurable.

Unit cost is cost per educational unit, e.g. cost per student, cost per school, cost per teacher, etc. but education has multiple outputs measured variously in terms of student achievement; number of graduates passed, and so on. Hence, while estimating unit cost, due care should be taken to avoid ambiguity. For example, cost per student may imply cost per student enrolled, cost per student actually attending school, or cost per student successfully completing a given course.

The efficiency of the Education system can be monitored by indicators such as repetition rate, dropout rate, promotion rate and survival rate at various levels of education. These are known as Efficiency Indicators. The lower the repetition and dropout rates, and the higher the number of promotes and the survival rate, the better the system is said to be doing. The net and gross enrolment and intake ratios indicate access to education. The efficiency indicators and the access indicators together give quantitative information on the quality of the system. If children come to school, remain in school and do not repeat too much, it gives an indication of the accessibility and the efficiency of the system.

High levels of access and enrolment do not themselves guarantee the achievement of the goal. In order for all children to have access to and complete free and compulsory primary education of good quality, it is necessary that people proceed through the educational ladder as smoothly and efficiently as possible. All countries particularly those with very low levels of primary participation, are concerned that their limited resources are well utilized. While time spent by pupils repeating grade is not necessarily wasted, it is undeniable that the efforts to reduce rates of repetition and drop outs are crucial parts of any Universal Primary Education strategy. School places occupied by repeaters may keep others out of school.

The annual education statistics of Bhutan states that the internal efficiency of the education system needs to be enhanced by reducing the repetition and dropout rates. There are many overage and underage children in primary schools. Most of the underage children who should be in early childhood development centers are in grade 1. The main reason for low promotion rate include those underage and overage children, high repetition rate and frequent dropouts, since many student start school as late as 12 years and above and as young as 5 years old and below; these students are likely to repeat and dropout. The statistics say that these are just an assumption;
a comprehensive study in this field may bridge this assumption. This study attempts to find the real picture of the repeaters and drop-outs in primary education in Bhumtang district of Bhutan and assess its internal efficiency.

As regards studies related to efficiency on education, Alexander and Simmons (1975) found that family background and socioeconomic factors, not the school factors, were the most important determinants of student achievement in the early application in developing nations. A survey of primary education in Thailand which led to major reforms of curriculum and the length of schooling, identified disparities in primary school efficiency with respect to four criteria: students’ cognitive development; access to education; internal efficiency of schools; and school/community relations (Government of Thailand 1982). Heyneman and Loxley (1983) countered that school factors could also affect student achievement, and that such factors had stronger effects in low-income nations than in high-income nations. A resource waste of about 32 percent was noted in elementary schooling due to wastage and stagnation by Padhan (1989) which reflects reduced internal efficiency.

Haddad et al (1990) found that in both developed and developing countries, educational investment has been one of the most important factors contributing to economic growth; that expenditures on education contribute positively to labour productivity; that the economic payoff to spending on education - from both a private and public standpoint is high; and that increased education of parents - especially mothers, have an important impact on child health and reduced fertility at all levels of economic development.

Bacchus (1991) identified three major thrust areas to improve the quality viz. raising the academic performance of students in various subjects, providing children with education that is most likely to help them improve the quality of their lives when they become adults and increasing the rate of school enrollment by providing more school places, and reducing the inequalities which currently exist between the sexes and between different regions in a country.

Ministry of Education (2000) held a literacy assessment study under the scheme Education for All in Bhutan and noted that education policies were very much in line with the EFA goal of Education for All by 2015. To achieve this target, the government recommended for an annual primary enrolment growth rate of 6%; reducing the annual drop-out rate in the Primary Education system from 10% to 5%; reducing repetition rate from 21% to 10%; and universalising coverage of the new primary curriculum based on activity method.

It may be summarized that in both developed and developing countries, educational investment has been one of the most important factors contributing to economic growth and that expenditures on education contribute positively to labor productivity. The efficiency approach to input-output analysis of education shows that efficiency depends critically on the relative prices of input and that every change in relative prices involves a different combination of inputs.

**OBJECTIVES**

The objectives of the study were:
• To calculate the unit cost of primary education in Bumthang district.
• To find out the number of dropouts and repeaters in the district at primary level.
• To calculate the financial resource waste as a result of dropouts and stagnation.
• To find out the internal efficiency of the primary education in the district.
• To suggest possible solutions for improving the internal efficiency of primary education.

METHODOLOGY

Sampling

• All the primary schools of the Bumthang district of Bhutan constitute the population of the study. Bumthang is one of the 20 dzongkhag (districts) of Bhutan. With total of 19 schools and 4,194 students, this district has the highest educational coverage. There are 13 primary schools, 2 lower secondary schools, 2 middle secondary schools, 1 higher secondary school and 1 private higher secondary school. As per the Annual Education Statistics 2009, the total primary school students enrollment was 2548 i.e. PP to VI; and had a strength of 118 teachers in primary section.
• The study has been conducted in all the 13 primary schools and primary sections of the 4 secondary schools in the district. Data was collected from the school principals and the concerned teachers involved in the management of the schools. As such, sampling was not required in this study as all the schools in the district were covered. However, the findings of this study can be generalized to other districts also as they are of similar nature as Bumthang district.

Tool used

• A comprehensive information blank was used to collect information related to the study. The face and content validity of the tool was established by showing it to the experts. Individual school’s statistics for 2009 academic year has been used for finding out the total enrollment of students in different schools. To find out the wastage and stagnation, progress report of 2003 to 2009 were used to get the number of failure students in a cohort of students who were admitted in Pre-Primary stage in 2003 and completed Class VI in 2009.

Procedure

• The data are based on the statistics of 2009 academic year and the progress report record from 2003 to 2009. The cost of the school land is calculated on the latest government rate issued by the Survey and Land Record Commission of Bhutan. The cost of the school buildings, equipments, books and stationeries were calculated using the quotation rate of the District administration and the Ministry of Education.
• One of the objectives of the study was to find out the unit cost of primary education in the district. There are 17 schools in the district with primary section i.e. classes from PP to VI. As per the 2009 statistics the total number of students is 2548. The study was conducted in all the 17 schools in the district. The total expenditure was estimated to be Nu* (Ngultrum) 167,618,432 (1 Ngultrum was equivalent to 1 Indian Rupee).
- The total expenditure included recurring as well as non-recurring and student cost. Non-recurring capital included cost of the school land, cost of the buildings, and cost of the equipment presently in use in the schools. Recurring cost included the salary of the teachers, electricity bill, telephone/fax/internet bill, water bill, textbooks/exercise books/stationeries, office stationeries and sports goods which are calculated on annual basis. The student cost included the school fees, school uniform, books and stationeries and pocket money incurred for a year. However, it did not include the opportunity cost, i.e. the earnings forgone by the students as a result of their schooling. The formulas used for calculating the cost and their estimations are given below:

\[
\text{Unit Cost (without considering stagnation)} = \frac{\text{Total cost or expenditure}}{\text{Total no. of students enrolled}} = \frac{167,618,432}{2548} = 65,784
\]

The average unit cost of primary education without considering the stagnation in the district was Nu. 65,784; the actual unit cost will be different for different grades, i.e. at the lower grades the unit cost will be lower and higher at the higher grades because the expenditure on the books, stationeries and uniform will be less in lower grades as compared to the higher grades. At higher grades children will need more number of textbooks, readers, exercise books, stationeries and bigger size of uniform.

\[
\text{Unit Cost (considering stagnation)} = \frac{\text{Total cost plus the stagnation cost}}{\text{Total no. of students enrolled}} = \frac{167,618,432 + 8,815,056}{2548} = 69,243
\]

As per the data collected from the schools, there are 134 repeater students in the district, that has made the extra expenditure of Nu. 8,815,056 (eight million eight hundred fifteen thousand fifty six). Therefore, the average unit cost of primary education with considering the stagnation is Nu. 69,243 (Sixty nine thousand two hundred forty three). The difference in the unit cost between the above two estimation (69,243 – 65,784 = 3,459) shows the escalation of cost due to per student stagnation.

**COST COMPONENTS**

The components of cost in the study are: the institutional cost (non-recurring capital, non-recurring equipment, and the recurring expenditure) and the student costs. The details on the cost components are shown on Table 1 below:

<table>
<thead>
<tr>
<th>Non-recurring capital (Land, Buildings &amp; Equipment)</th>
<th>Recurring Expenditure 2009</th>
<th>Student Cost</th>
<th>Total Cost</th>
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<td>136,148,231.00</td>
<td>22,317,911.00</td>
<td>9,152,290.00</td>
<td>167,618,432.00</td>
</tr>
</tbody>
</table>

Table 1: Cost components
Student cost (per student annually)

Student cost is the summation of the expenditures incurred for the students on their school uniform, fees, exercise books & stationeries for urban schools, pocket money, etc. As per the collected data the total student cost of the 17 primary schools in the district is estimated to be Nu. 9,152,290 and the total number of students enrolled in 2009 academic year is 2548. Therefore, the estimated student cost for the year is Nu. 3591.95.

Effective per student cost

\[
\text{Effective Cost of Education} = \frac{\text{Unit cost} \times \text{No. of stds. Admitted}}{\text{Total no. of stds. Passed}} = \frac{65784 \times 449}{310} = 95,280
\]

The effective unit cost of primary education in the district is Nu.95,280; which means the average cost of educating one child from pre-primary to class VI is rupees ninety five thousand two hundred eighty.

DROPOUTS AND REPEATERS IN THE PRIMARY EDUCATION

Dropping out of pupils means leaving school before completing a primary stage and repeater means retention of a child in a class for a period of more than one year. The present study has found that the number of pupils admitted in pre-primary in 2003 was 449 but only 310 pupils could complete the primary education i.e. class VI in 2009. Therefore 139 pupils, who were admitted in 2003 could not complete class VI in time. That shows that 30% of the students have either dropped out or failed without completing class VI.

RESOURCE WASTAGE IN PRIMARY EDUCATION

The quantitative measurement of wastage is not a problem of great significance to the practical administrator. But a good deal of research on the problem has been devoted to the evolution of techniques for the scientific measurement of wastage. There are three methods to measure wastage in schooling:

- The first and the simplest method used for measuring the wastage was to assume that, in any given years, the enrollment in classes I-VIII would be equitably distributed and then to compare the enrollment in all classes with that in class I, concluding that all diminution from one class to another represents ‘wastage’. This method has its obvious limitations, especially because class II of the year is not the result of class I of the same year but that of class I in the earlier year when the enrollment was much less. The same argument applies to other classes also. This makes the method useful only as a rough and ready measure.

- The second method, obviously an improvement over the first, follows a cohort. Here, instead of taking the enrollment in class I-VIII in the same year, it begins with a given cohort in class I and follows it up to VIII through eight successive years. The measure of wastage obtained through this method is generally more stable than that obtained through the first. But even here the effects of ‘stagnation’ are mixed with those of wastage. For example, a child reaching class VIII in nine or ten years is classified as a case of wastage...
though obviously he is not. Moreover, the enrollment in class I does not consist wholly of fresh entrants (which is the assumption made in this method) but also includes a large proportion of repeaters. So does the enrollment in all the subsequent classes and hence the diminution from class to class does not really indicate the real wastage. In spite of these drawbacks, however, this method is most commonly adopted, mainly on account of the ease with which it can be used and its greater accuracy.

- The third method follows a cohort on a strictly scientific basis. It begins with a group of children who are fresh entrants in class I and then follows their career till they either complete the elementary course or leave the school. The number of children who leave the school before completing the prescribed courses is thus definitely determined and the percentage of ‘wastage’ is calculated from the proportion of these dropouts to the initial cohort. This is, of course, the best method of the measurement of wastage.

The procedure described in method (iii) was adopted in the present study. The primary schooling grades in Bhutan is from pre-primary (PP) to VI. The assumption made in the present study was that if all the students enrolled in PP in a particular year successfully pass out grade VI after seven years, then the efficiency of primary schooling (PP-VI) is 100 percent and we got the desired result (output) of the resources (input) used for the purpose. During the period under study (2003 to 2009), the students enrolled in PP in 2003 would pass class VI in year 2009. The Table 2 below shows the number of PP students enrolled in 2003 and number of students passed from class VI in 2009.

<table>
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<tr>
<td>449</td>
<td>310</td>
<td>139</td>
</tr>
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Table 2: Details of students in one cohort from 2003 to 2009

The number of dropout or repeater pupils is 139. The per student cost of primary education in the district is Nu. 65,784.

\[
\text{Wastage} = \text{Per student cost x No. of drop-outs or detained} \\
= 65,784 \times 139 \\
= 9,143,976
\]

Therefore, Nu. 9,143,976 (nine million one hundred forty three thousand nine hundred seventy six); is the wastage amount in the primary education system in the district in educating one cohort of students (i.e. PP to VI), either incurred because of the dropout or stagnation. It is found that the average wastage in the primary school is 30.96%. As per the data collected from the schools, the number of repeaters & dropouts in some of the schools is as high as 73%.

INTERNAL EFFICIENCY OF PRIMARY EDUCATION

Per student cost for 2009 academic year is estimated to be Nu. 65,784 and the per student effective cost for the same year (2009) is Nu. 95,280. Therefore, the efficiency of the school is 69%. The efficiency of the school is calculated using the formula given below:-
Per student cost  
Efficiency of the school = \frac{\text{Per student cost}}{\text{Per student effective cost}} = \frac{65,784}{95,280} = 0.69 \text{ OR } 69.04\% 

The trend of internal efficiency of primary education in Bumthang district shows that there is resource wastage of about 31\%, which is not a small amount. The finding of this study comfortably compares with similar studies reporting resource waste in primary schooling 31.95\% by Padhan (1989), 44.88\% by Padmanabhan (2001) and 35-45\% by Josephine (2005). It may be noted further that the student cost did not include the opportunity cost, and if this could be calculated and included in the student cost/total cost, the internal efficiency index will be further lowered.

CONCLUSION

The internal efficiency of primary education in Bumthang district is found to be 69 percent. There are huge number of students who dropout from the schools without completing class VI or repeat in different class levels and do not complete class VI in time. It is noted that as high as 139 students out of 449, who were admitted as one cohort in 2003 failed to completed class VI in time. A point of concern here is that the student cost did not include the opportunity cost, and if it is calculated and included in the student cost/total cost, the internal efficiency index will be further lowered, i.e. it will be further less than 69\%; which means that the wastage will be more than 31\%. This shows a concern for the educational policy makers and the government. The government of Bhutan has to take major policy interventions to improve its elementary education access, retention and quality.

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A Study of Kasturba Gandhi Balika Vidyalayas of Chikkaballapura District of Karnataka

Dr. Asha KVD Kamath* 

ABSTRACT

Education is the key for the development of any nation. Women account for nearly half of the population and it is expected that their education is also taken care of both by the government and the community. As accessibility of education to girls is a major problem, this to some extent is tackled by setting up of Kasturba Gandhi Balika Vidyalayas (KGBVs) which are residential in nature and provide free education at Upper Primary level to all the girls of Educationally Backward Blocks (EBBs). Currently, KGBVs are under Sarva Shiksha Abhiyan (SSA). MHRD felt the need for monitoring all the components of SSA and a Booklet of tools was developed by MHRD. It was translated into Kannada for its use in the field by the Field Investigators and the members of the Monitoring Team. The researcher being a member of the Monitoring Team of a Monitoring Institution collected data by visiting the required number of schools, observing and interacting with people as prescribed in the tool. Study of KGBVs is one of them.

In the present study, three KGBVs of Chikkaballapura District of Karnataka are being considered. The objectives were to study the nature of schools; find the number of girls enrolled during the academic year of the study; study the involvement of parents/community in the management of the schools; analyse the efforts made towards capacity building of teachers; examine the quality and adequacy of available facilities and find the flow of fund and maintenance of records. The study revealed that all the three schools have their own building and accommodate a total of 399 girls. Teachers, students and community members actively participate in getting the girls to schools. Meetings of the SDMCs are held regularly. Teachers have received gender training and subject training as a part of their capacity building programme. Funds are released on time and accounts are maintained and are up to date.

The study traced some areas for the improvement of the existing status of the schools. Infrastructure needs to be given priority as they are inadequate and not maintained well except in one school. Toilets, Kitchen and Beddings need to be kept neat and clean. It was observed that no menu charts are displayed and people do not follow the specified menu strictly. Schools, except one, need to improve their hygienic environment as its maintenance is not satisfactory. It is also suggested that gender training needs to be extended to all the teachers. As the study is limited only to one district with three schools, the findings cannot be generalized. However, further study can be taken up with larger sample for examining the status of KGBVs.

INTRODUCTION

Education is one of the important instruments for bringing change in the society. It is said,’ If a boy is educated, he is educated and if a girl is educated, whole family is educated’. In India providing education to girls is a difficult task due to several factors. In a multi religious and a multi cultural society like ours with traditional mind set especially in rural areas, it is difficult to make the people understand the importance of education of girls. In many families education of girls is of least importance. But, if girls are not educated, almost half of our population is not educated. Understanding the need for education of girls at least up to elementary level and to make education accessible to all the girls especially from Educationally Backward Blocks (EBB), Kasturba Gandhi Balika Vidyalayas (KGBV) were set up.

KASTURBA GANDHI BALIKA VIDYALAYAS

As described under SSA, KGBV is a scheme launched in July, 2004 to set up residential schools

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at Upper Primary level for girls belonging predominantly to SC, ST, OBC and Minority communities. The major objective of the scheme is to ensure access and quality education to the girls of disadvantaged groups of society. It is being implemented in EBBs where the female literacy is below the national average and the gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for the girls belonging to SC, ST, OBC and Minority communities and priority for the remaining 25% is accorded to girls from families below the poverty line. Though 2578 KGBVs were sanctioned by Government of India, 769 schools are yet to start. From XI Plan onwards, KGBV scheme is merged with SSA.

A few studies have been reviewed by the researcher related to girls’ education.

Indian Institute of Management, Ahmedabad (2006) conducted a study, ‘Shiksha Sangam-Innovations under the SSA’. It has found that SSA has met with considerable success quantitatively if not qualitatively. It further says, while quality remains an area of concern, the SSA has been able to bridge the enrollment, retention and achievement gaps between the sexes and among social groups.

Goswami (2006) stated that SSA is able to absorb the allocated funds and change on the grounds is happening. According to the study, the number of out of school children with age group 6-14 is down from 1.34 crore in 2005 to 70.56 lakhs in 2006. With this national average of out of school children is down from 6.94% in 2005 to 3.59% in 2006. The study also revealed that at the national level there are 35.56 lakhs out of school girls.

According to Staff Reporter (2008),‘Hunar’ (free skill education) is a collaborative effort of Government of Bihar and Union Ministry in educating Muslim Girls. The reporter said, NIOS will provide training to 12,000 girls in ‘Gram Sakhi’, jute production, cutting and tailoring, ECCE, basic technology and beauty culture. Hunar will be implemented through Maktabs, Madarsas and Darul-ulum. NIOS will make provision for concessions related to infrastructure and fees. It will provide free course materials to the girls.

The above attempts show that efforts have been continuous in educating the girls- developing basic skills or life skills. When the drop out rate has dropped it is an indicator of progress made in the field of education in getting the girls to schools. Setting up of KGBVs is one of such efforts made by Govt. of India. It was felt that it is necessary to study the functioning of KGBVs and try to improve.

OBJECTIVES OF THE STUDY

- To study the nature of schools
- To find the number of girls enrolled during the academic year of the study.
- To study the involvement of parents/community in the management of the schools
- To analyze the efforts made towards capacity building of teachers.
- To examine the quality and adequacy of available facilities
- To find the flow of fund and maintenance of records
SCHOOLS CONSIDERED FOR THE STUDY
In Chikkaballapura district there are three KGBVs. They are located in Chintamani, Gudibande and Gowribenadur taluks of the district. All the three were taken for the study.

PROCEDURE OF DATA COLLECTION
KGBV as a scheme under SSA was taken up for study by MHRD. The data was collected using the tool developed by MHRD which was translated into Kannada. The present study is based on the visit of the researcher to the schools as a member of the Monitoring Team of a Monitoring Institution in Karnataka. The data was collected both by the researcher and the Field Investigators appointed for the work, using the tool of MHRD. They had discussions with staff, students, parents, cooks, warden and Management Committee members. They also looked into the records as well as observed the functioning of the schools. The analysis of data on the lines of objectives of the study is given in Tables from 1 to 6

Table 1
Nature of KGBV

<table>
<thead>
<tr>
<th>Nature</th>
<th>Building</th>
<th>Type of KGBV</th>
<th>KGBV run by</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature</td>
<td>Building</td>
<td>Type of KGBV</td>
<td>KGBV run by</td>
<td>Category</td>
</tr>
<tr>
<td>Building</td>
<td>Own-all the three schools</td>
<td>A-two schools</td>
<td>State Government</td>
<td>General</td>
</tr>
<tr>
<td>Type of KGBV</td>
<td>C-one school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All the three schools have their own building and fall under Type A (two schools) and C (one school) run by Government of Karnataka under General Category. They accommodate four classes with 62 students in class V, 126 students in class VI, 103 in class VII and 108 in class VIII with a total of 399 girls as indicated in Table 2.

Table 2
Status of Enrollment

<table>
<thead>
<tr>
<th>Class</th>
<th>No. of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>62</td>
</tr>
<tr>
<td>VI</td>
<td>126</td>
</tr>
<tr>
<td>VII</td>
<td>103</td>
</tr>
<tr>
<td>VIII</td>
<td>108</td>
</tr>
<tr>
<td>Total</td>
<td>399</td>
</tr>
</tbody>
</table>

Parents/Community involvement in Management
Regarding Parents’/Community involvement in Management, to mobilize the girls to schools, teachers develop awareness among the community to send girls to schools. Teachers themselves visit the houses and they also send words through the girls studying in the schools, to bring them
to schools. Community members also join hands with the schools in getting the girls from EBBs to schools. Schools also organize awareness camps.

Meetings of the SDMCs are held regularly and the recent meetings were held in October, November and December, 2011 with the agenda of toilet construction and the special programme ‘Shalegagi Navu Neevu’(We and You are for schools).

SCHOOL MANAGEMENT COMMITTEE
Regarding the Meeting of the School Management Committee, it is observed that it is being held regularly in all the schools and various matters related to schools are discussed in the meetings.

CAPACITY BUILDING OF TEACHERS
A few programmes were organized for the capacity building of teachers. The details are given in Table 3.

Table 3
Teachers and their Capacity Building

<table>
<thead>
<tr>
<th>Teachers and their Capacity Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total No. of teachers sanctioned</td>
</tr>
<tr>
<td>Total No. of teachers deployed</td>
</tr>
<tr>
<td>No. of trained teachers</td>
</tr>
<tr>
<td>No. of untrained teachers</td>
</tr>
<tr>
<td>Type of training received by teachers</td>
</tr>
<tr>
<td>Do the teachers receive any academic support? Yes</td>
</tr>
<tr>
<td>If yes, of what type?</td>
</tr>
<tr>
<td>By whom?</td>
</tr>
<tr>
<td>If gender training has been provided what is the frequency? Twice a year in two schools</td>
</tr>
<tr>
<td>What is the duration of these trainings? Three days</td>
</tr>
</tbody>
</table>

Regarding teachers and their Capacity building, there are 30 teachers deployed in the school and all are trained, though the sanctioned posts are only 16. Teachers have received training in academic subjects during 2011-2012. With regard to academic support, it is observed that teachers have received support from CRC, BRC and others like DYPC, regarding teaching of the subjects. With regard to Gender Training it is observed that it is given to only two schools once/twice, for three days.

REVIEW MEETINGS
Review Meetings are supposed to be held regularly in all the schools. Table 4 speaks about the review meetings of KGBVs.
Table 4
Review Meetings

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of periodic review meeting held during the current academic year</td>
<td>3-9</td>
</tr>
<tr>
<td>Issues discussed in these meetings</td>
<td>More classrooms, Solar, food, toilet, trip, Health checkup and achievement level of students.</td>
</tr>
</tbody>
</table>

During the academic year 2011-2012, three to nine periodic review meetings have been held and the issues discussed were related to functioning of the school – food, toilet, trip, health check up, education etc.

QUALITY & ADEQUACY OF AVAILABLE FACILITIES
The scheme has made provision for certain essential things for all the schools. Table 5 shows the condition of those facilities.

Table 5
Quality & Adequacy of available facilities

<table>
<thead>
<tr>
<th>Is infrastructure as per KGBV norms?</th>
<th>NO, in all the three schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components of the Environment</td>
<td>Condition</td>
</tr>
<tr>
<td>Healthy and Hygienic Environment</td>
<td>Good</td>
</tr>
<tr>
<td>Drinking water</td>
<td>3</td>
</tr>
<tr>
<td>Toilets</td>
<td>2</td>
</tr>
<tr>
<td>Classrooms</td>
<td>3</td>
</tr>
<tr>
<td>Playground</td>
<td>3</td>
</tr>
<tr>
<td>Campus</td>
<td>3</td>
</tr>
<tr>
<td>Kitchen</td>
<td>1</td>
</tr>
<tr>
<td>Bedding</td>
<td>2</td>
</tr>
</tbody>
</table>

With regard to quality and adequacy of facilities available, infrastructure is not sufficient in all the three schools. They feel the insufficiency in dining hall, library, kitchen and gas cylinders. Drinking water facility, Classrooms, playground and campus are in good condition but Toilets, kitchen and bedding are of average condition in one to two schools.

FUND FLOW AND MAINTENANCE
KGBVs receive adequate funds to fulfill their requirements. Table 6 gives information related to receipt of funds and the maintenance of records related to financial aspects.
Table 6
Status of Fund flow and Maintenance

<table>
<thead>
<tr>
<th>Fund</th>
<th>Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely receipt of funds</td>
<td>Yes</td>
</tr>
<tr>
<td>Source of fund</td>
<td>District</td>
</tr>
<tr>
<td>Quality of maintenance of</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>records</td>
<td></td>
</tr>
</tbody>
</table>

Fund is received within time from the district office. Regarding the records of accounts, they are maintained neatly as well as up-to-date in all the schools.

FINDINGS AND SUGGESTIONS

- A total of 399 girls are enrolled in all the schools together.
- Teachers, students and community members actively participate in getting the girls to schools.
- Meetings of the SDMCs are held regularly.
- Teachers have received gender training and subject training. But gender training needs to be extended to all the teachers.
- No menu charts are displayed and do not follow the specified menu strictly.
- Infrastructure needs to be given priority.
- Toilets, Kitchen and Beddings need to be kept neat and clean.
- Schools, except one, need to improve their hygienic environment.
- Funds are released on time and accounts are up-to-date.

Setting up of KGBVs is a remarkable effort towards making education accessible to all the girls. The study has shown that overall functioning of KGBVs is satisfactory, though there is scope for improvement. As the present study is limited to only three schools, the findings cannot be generalized. However, an in-depth study can be conducted for identifying the areas which need further strengthening.

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SPEAKING SKILLS FOR ENGLISH SECOND LANGUAGE LEARNERS

Abdul Jabbar. S*
Ismail Thamarasserii**

ABSTRACT

English language is broadly used throughout the world as a medium of oral communications. This is one of the official languages in our country’s formal educational system. Here are various ways and methods in acquiring English language through formal classroom interaction. In our complex society, the world has minimized immensely in the last 50 years. Those who are proficient in English are able to compete more successfully in English speaking societies. Acquiring good speaking skill in English is the main concern of many second language learners. This article examines the trends in the teaching of speaking and its effectiveness to the learners and also highlights the common difficulties faced by the English Second Language (ESL) learner and speaking strategies.

Key Words: Speaking skill, English Second Language

INTRODUCTION

As we know English is the language of international communication, commerce, trade etc and has exercised a great influence over past two centuries in shaping the political, social, economic, intellectual and cultural life of India. Among nations it serves as a lingua franca. It is spoken, dealt, and understood even in those countries where it is not a native language. One of the common languages to enable easier communication is English. Therefore, the demand for knowledge workers to be proficient in English language particularly speaking skill is on the rise throughout the world.

As many studies show, speaking skills are amongst the most sought after skills by many employers. For example, employers have begun to assess communication skills during interviews for the selection. Low confidence level and inability to speak well in English can hinder one's chances of being hired as an employee in a company. In order to gain an edge over other applicants in the job market, graduates are left with no choice but to exhibit their potential through adding value to their hard skills with soft skills. Lack of communication skills has been attributed as among the factors that lead to unemployable graduates. Getting students to speak in the class can sometimes be extremely easy. In a good class atmosphere, students will participate freely and enthusiastically if we give them a suitable topic or a task.

AN OVERVIEW ON SPEAKING SKILL

Speaking has always been a major hub of language teaching, however the nature of speaking skill as well as method, approach and technique to teaching them have undergone a major change in recent years. A Learner needs to know how speakers differ from one another and how particular circumstances call for different forms of speech. They can learn how speaking styles affect listeners. Thus, the rate at which they speak, the volume and the precision of pronunciation may differ substantially from one situation to another. It is useful for students to know that speech should differ in formality.

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They may also benefit from learning about the differences among various dialects. The subjects in the curriculum and examples from the media may provide occasions for different forms of speech. Oral presentations can be derived from movies, stories etc.

Since, English is taught as a subject rather than a language, students lack interactive skill. We have to know the fact that the capacity to express one’s thought, opinions, and feelings, in the words put together in a meaningful way, provides the speaker with various advantages. Talking about the development of speaking during a teaching – learning process, it is the necessary to consider number of factors that influence this process. Students may like speaking about their personal experiences. When given this opportunity, they can benefit from instruction in the elements of what they like most. Both teachers and students can provide suggestions for students’ different forms of work. In doing so, they can increase students confidence and can improve their own speaking skills. Students can also learn speaking and social skills by suggesting possible improvements to one another’s practices. There are several aspects that contribute to the development of students’ speaking skills. The sub skills of speaking skill are explained here:-

**THE SUB SKILLS OF SPEAKING**

**Vocabulary**

Vocabulary is of two types, active and passive. Words from the stock of active vocabulary readily come our use, but words of passive vocabulary are not so. They can be recognised on hearing speech form or seeing in written form.

**Developing structural accuracy**

Speaking is a process that should be accompanied by classroom activities which are guaranteed to involve pupils in contributing to the activity from the earliest stage, even when their contributions may be largely inaccurate. Nothing will motivate pupils more than the achievement of communication even if it is accompanied by gesture or involves finding more roundabout means of making a point. It is important, however, that accuracy is reinforced frequently without putting pupils off communicating. Writing, therefore, becomes most important in the reinforcement of aspects of structure such as sequencing and tenses. Writing and speaking, as a result are mutually supportive learning activities.

**Stress and Intonation**

These are critical for accurate spelling. If a pupil develops bad patterns of pronunciation then it is inevitable that spelling will suffer because there is no correct correspondence between sound and symbol. Pronunciation and intonation may be developed through a range of classroom activities. In addition to learning through activities, pupils will also focus on the teacher as a model. It is important, therefore, that the teacher is constantly aware of his/her clarity of pronunciation and of correcting/clarifying pronunciation that is inaccurate etc.
The Teaching of Speaking

To become a well smoothed communicator one needs to proficient in each of the four language skills, listening speaking, reading and writing but the ability to speak skillfully, provides the speaker with several distinct advantages. Teaching methods of foreign languages count on involving the use of different organizational forms and activities which support maximum development of these four skills. In arena of foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. Different from other skills, speaking skill in English is the most complex for learners. English Second Language learners often stammer when speaking English. The way teachers organize these activities and the way they perceive the individual steps connected with the organization may essentially influence the eventual efficiency of the activity and the consequent development of speaking skill. Lack of exposure to authentic English language environments that allow the learner to use English for communication and expression also is one of the big challenges.

This is the most vital and crucial skill and mastery of this skill illustrates that the speaker possesses precise knowledge of language. In the opinion of many teaching theorists, speaking skill can be developed through communicative activities. In addition to it this idea the activities that can assist better speaking skills are free discussion and role-playing. Also, it is known that the language activities are important factors in teaching language for communication. Activities can create an interaction in the language classroom. Additionally, communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning.

The environment hence plays a very important role in the learning of a foreign language. It is the teacher who has to provide an opportunity to the learners to express themselves as well as to motivate them for their open participation. Learners will not be always corrected, the teachers must be aware that excessive correction will encourage learners to shift their focus from meanings to forms. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Oral skills have hardly been neglected in English Second Language and English Foreign Language courses, though how best to approach the teaching of oral skills has long been the focus of methodological interactions. Teachers and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that create conditions for oral interaction through group work, task work, and other strategies. Advances in discourse analysis, conversational analysis, and corpus analysis in recent years have revealed a great deal about the nature of spoken discourse and how it differs from written discourse. These differences reflect the different purposes for which spoken and written language are used.
In speaking and listening we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together. In writing, we may be creating a record, committing events or moments to paper. Research has also thrown considerable light on the complexity of spoken interaction in either a first or second language. Some of the following features of spoken discourse are enlisted below:

- Composed of idea units (conjoined short phrases and clauses)
- May be planned (e.g., a lecture) or unplanned (e.g., a conversation)
- Employs more vague or generic words than written language
- Employs fixed phrases, fillers, and hesitation markers
- Contains slips and errors reflecting online processing
- Involves reciprocity (i.e., interactions are jointly constructed)
- Shows variation (e.g., between formal and casual speech), reflecting speaker roles, speaking purpose, and the context.

Learners see fluency as the ability to chat with others, much more than the ability to read, write, or comprehend oral language. They consider speaking is the most important skill they can acquire, and they assess their progress in terms of their accomplishments in speaking skill. Teacher should help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They should help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable pronunciation.

**DIFFICULTIES IN SPEAKING SKILL**

Speaking clearly is one of the most difficult challenges faced by Indian students. Speaking usually involves face to face interaction. Maximum non-native speakers find that when it comes to communicating English, the receptive skills of listening and reading are far easier to generate than the productive of speaking and writing. A lot of time learners simply don’t know where to begin. You know you want to improve your speaking skill but are not sure how to go about it. The problems are the result of following issues mainly:

- Poor listening skills
- Pronunciation difficulties
- Lack of appropriate vocabulary and
- Grammatical errors.

Less confident learners may feel threatened when called upon to speak to an audience, even if the audience is small one. Students’ insufficient and difficulty to remember all vocabularies used to communicate with others, students’ vernacular patois problem that gave bad effect of students’ pronunciation, intonation, accuracy, and fluency, and problem of punishment.

English is a link language in India. However, when it comes to spoken English, most of the Indian students lack confidence to speak. They fail in interviews and in practical exams. As we know the reason is that the inability to express their ideas in English and causes of students’ problems are because the students only have few vocabularies in their speaking and they seldom use all
vocabulary in their speaking, the students only have few vocabularies and they have insufficient exercise to use the correct sentence, the students are not confident to speak with correct pronunciation, intonation, accuracy and fluency and vernacular patois which influenced their daily English speaking and students impinged regulation of language in the school. These show that students had been passive listeners in the English class room most of the time.

STRATEGIES FOR DEVELOPING SPEAKING SKILL

Developing speaking skills includes several aspects that influence this process. It is more than obvious that the student together with the teacher is the most important ones. The learners' main purpose is to complete a task, such as obtaining information, developing any plan etc. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative Language teaching became the prominent approach to teach English language. It focuses on carrying out and implementing the methodologies that are capable of improving the functional language ability of the learner through the active involvement in the authentic communicative situations.

Speaking may be defined as the transmission of communications. The teaching of a language is expected to develop mental and linguistics abilities among the users. Communicative Language Teaching has lasting impact on Language education. It focuses on language; accuracy and fluency in using the target language. In a balanced activities approach, the teacher uses a variety of activities from different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies - using minimal responses, recognizing scripts, and using language to talk about language - which they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors’ help students learn to speak so that the students can use speaking to learn.

Grammatical competence includes the knowledge of vocabulary, morphology, syntax, and phonology and graphology all of which govern, according to Bachman, the choice of words to express specific significations, their forms, arrangements in utterances, to express propositions and their physical realization. Textual competence, on the other hand, includes the knowledge of the conventions for joining utterances together to form a text structured according to rules of cohesion and rhetorical organization.

Children and adults sometimes fear the challenge of sustained, formal speaking before large groups. Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them. They can also help to reduce such fears by maintaining a
friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups.

Pupil can practice speaking in front of their peers who face the same situation. They can practise presenting information, answering questions and holding group discussions. Regular classroom presentations and discussions enable teachers to diagnose and remedy problems. Students can benefit from learning by setting themselves presentation goals and assessing their own progress. Listening proficient speakers can help students to set such goals. Practising oral presentation in these ways can lessen students’ anxieties while, at the same time, helping them to learn the subject matter of the lesson. Students are less likely to be fearful and anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in-depth mastery of the subject matter, appropriate organization and rehearsing the presentation.

CONCLUSION

Teachers should generate a number of English speaking activities which cheer the students to take part in learning process. Teachers should know that academic excellence is not a parameter for efficiency in English language. Learning activities such as discussion, sharing ideas and role-playing can be used in the language classroom in ESL class. Other important factors in using these activities are the sequence of these activities should be well planned. The class room should be kind of a place where oral communication is kept a central component in language learning. This leads to better achievement in learning foreign languages too. Since Teachers role has changed as a supplier, a follower, and a guide, it is helpful to increase effectiveness in the learning environment. Interaction in the language classroom can decrease students’ anxiety in learning English speaking skills. Learners should change the role from passive to active learners.

REFERENCES

LEARNERS’ PERCEPTIONS AND EXPERIENCES OF ODL SYSTEM IN INDIA: A STUDY OF SELECTED UNIVERSITIES IN KERALA

Dr. C. Krishnan*

ABSTRACT
Open and Distance Learning (ODL) has become a legitimised mode of education in the present day world. Both the developing and developed countries of the globe have embraced it as a cost-effective model for providing higher education to a large segment of the population. In India also since the establishment of a centre of correspondence education in Delhi University in 1962, this sort of institutions has gained popularity and acceptance. Now, India has 136 conventional universities, 14 Open Universities and 13 Institutes offering courses under the distance education programmes. Naturally, the enrolment in distance learning programmes has also multiplied. In this context, this paper examines the effectiveness of the Student Support Services (SSS) extended by these institutions and offer suggestions for its improvement. The study concludes that the SSS of Distance Education Institutions in India are few and far between. The quality and standard of the services are too poor. In an era of commercialization of higher education, the hopes of many lies in distance education for improving their human resource quality. Hence, the providers should have that social commitment over and above other short-term concerns.

Key words: Student support services, quality of study materials, personal contact programmes, library facilities.

INTRODUCTION
The Open and Distance Learning (ODL) has become an integral part of higher education globally. In fact, the universal demand for education, thirst for knowledge and the failure of the mainstream education system in catering to the increasing popular demand for higher education were the major contributory factors behind the emergence of the ODL system. Appearance of knowledge societies where material and physical capital is gradually replaced with knowledge capital and the knowledge workers consisting of technically qualified people dominated the values in all spheres of life revolutionized the concept of learning and remolded it into one that envisions learning out of the four walls of class rooms and learning during the entire life span. All these have contributed towards the legitimization of distance education and it has proved to be the alternative to the conventional system as it has not only proved cost effective but also has the right potential to reach out to the large segment of the unreached, marginalized and the needy. Correspondence education, which developed in the 19th century and remained in the educational margins till the half of the 20th century, was regarded as a route to social mobility by the socially and educationally disadvantaged. The success of this new mode of education largely depends on the effective student support system.

Student Support Services (SSS) are a cluster of facilities and activities that are provided to make the learning process easier and more interesting for the learner. In distance education, they serve as the interface between the institution and the learner. The effective provision of the SSS is now widely and increasingly being recognized as an essential component of any open and distance learning system. Tait (1995) has noted that, “there has been an enormous growth in interest and indeed institutional commitment even in times of financial constraint to student support in ODL and many examples in different countries of excellent practice…”. The importance and necessity of the SSS have been highlighted by many authors, among whom Prideaux’ (1989) observation is universally accepted.

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He maintained the view that “the quality of both the materials and the support systems are critical to the success of a distance learning system”. According to Croft (1991), “the goal of most support services is to help the student realize the instructional objective of the course by minimizing the negative effects of isolation and the lack of regular personal contact”. Sewart (1993) is constructive in stating that the SSS should be evolved in the context in which the system works. To him, the SSS must be constructed in the context of the almost infinite needs of the clients; are dependent on the educational ethos of the region and the institution; are dependent on the dispersal of the student body, elements of resource and the curriculum or product of the course production sub-system and are dependent on the generic differences in the student body which it has been set up to serve. He also maintains the view that student services in distance education are equated with customer service of an industrial enterprise.

There exist clear differences in the nature, range, method of delivery and organization, and management of SSS from one institution to another. In particular, the nature of the distance teaching institution, i.e., whether dual or single mode has an influence on the provision, organization and management of SSS. For example, Croft (1991) noted that in dual mode institutions, the SSS tend to have a low status, the system is rarely geared to cope with the needs of adult students and the various functions are usually widely distributed, with little contact between the areas which could or should provide services. In these types of institutions, responsibility for decision making is so dispersed that there is no perception of the needs of distance students, no co-ordination and often very few real services available. In a study (Richard Siaciwena, 1996) observed that in a dual mode university in which distance education is not necessarily central to the activities of an institution, issues of co-ordination and decision making in the area of SSS are of paramount importance. In this context, this article makes an attempt to understand the current practices of student support mechanisms and discusses issues in their provision and management in Distance Education Institutions (DEIs) in India with special reference to Kerala state.

OBJECTIVES OF THE STUDY
The general objective of the study is to understand the types of SSS in Indian Distance Education Institutions. The specific objectives are:

- To review the major student support services of selected DEIs.
- To examine the learners’ perception about the SSS provided by the DEIs, and
- To suggest measures to improve the provision of SSS in DEIs.

METHODOLOGY
The study is primarily based on primary data collected from the learners of the distance education institutions. The study has been confined to Kerala, a State known for its unique development experience. A sample of 650 learners has been drawn from four DEIs functioning in Kerala by a stratified random sampling procedure. First of all, the courses offered through the DEIs have been stratified as Under Graduate (UG) and Post Graduate (PG) programmes. From each stratum, the programme/course with maximum enrolment has been identified. The final selection of students has been done from the list of candidates who have enrolled for those courses/programmes with the highest enrolment. Students of Diploma and Certificate
programmes were excluded from the purview of the study. The institutions included in the study include, the Institute of Distance Education of Kerala University (IDE-KU); School of Distance Education of Mahatma Gandhi University (SDE-MGU); School of Distance Education of University of Calicut (SDE-CU), and the Regional Centre of Indira Gandhi National Open University (IGNOU). Those students who have undergone a course of study in these institutions during 2011-12 were included in the survey.

**Student Supports in Distance Higher Education-an Empirical Analysis**

In analyzing the perceptions of distance students of Andhra Pradesh Open University (APOU), Ashalatha (1990) found that course materials and counseling sessions were highly useful to the students, but that the library facilities and audio-video programs were very poorly used by them. Krishnan (2001) investigated the perception and utilization of ODL services by the learners of a DEI in Kerala. It is seen that the institution has succeeded in providing opportunities for learning to many disadvantaged persons. However, the system failed to provide even the basic requirements to the learners. The study advocates a national policy for standards in distance learning programs offered by the state-funded institutions. Tyagi et al (1992) noted that IGNOU students did not find the study materials difficult. However, they suggested that course materials should reach them in time and should be made more elaborate and interesting. Mishra (2001) found that to a large extent IGNOU’s Bachelor Degree Program learners were satisfied with the quality of the materials and presentation of the content. Haughey and Fenwick (1996) provided yet another insight into the attitude of tutors towards distance education. Their study of 181 school superintendents and staff established that “face-to-face learning is essential to the learner.

Suzanne St. Piere and Larry. K. Olson (1999) analyzed students’ perceptions of instructions and instructional impact in terms of students’ satisfaction with the delivery of college credit correspondence courses at the Pennsylvania State University. The study has shown that didactic conversation with the instructor contributed significantly to the satisfaction of students. Mishra (2001) found that to a large extent IGNOU’s Bachelor Degree Program learners were satisfied with the quality of the materials and presentation of the content.

Md. Serazul Islam and Most. Najnin Jahan (2009) assessed the perceptions and experiences of secondary and higher secondary learners and tutors towards the quality and standard of support services provided by the Bangladesh Open University. The study witnessed that the selected tutors and learners had positive perception of the admission information, admission fee and allocated time, filling-up of application form etc while some of them had experienced the problems of depositing the admission and other fees into the bank. The respondents also expressed dissatisfaction over the broadcasting time of radio and television, the limited number of tutorial class, and the delay in result publication. The learners had conflicting perception about the location of examination center and tutorial center.

The ICDE (2009) Standing Conference of Presidents declaration drew together the conclusions and recommendations of each working group and made the key recommendations that: (a) Proponents of open, online and distance education must use the current economic crisis as an opportunity both to influence policy and to drive forward innovation in teaching and (b) The open, online and distance education community must strive to meet the highest expectations with regard to effectiveness, transparency and accountability.
DISTANCE HIGHER EDUCATION IN KERALA

Educationally Kerala stands today at the threshold of excellence. The state has been able to achieve and sustain universal access to school education. Kerala’s achievements in the field of education like near total literacy, free and universal primary education, low drop-out rates at the school level, easy access to educational institutions, gender equality in access, etc., are tremendous and well known. State funding for education in the state is above 30 per cent of the State GDP and as a result, maximum people get opportunities for higher education. It is true that higher education has expanded over the years. There are a total of 9 universities functioning in the state. Out of these four universities viz. Kerala, Mahatma Gandhi, Calicut and Kannur are general in nature and are offering various courses. Sree Sankaracharya University of Sanskrit, Cochin University of Science and Technology and Kerala Agricultural University offer specialized courses in specified subject areas. Besides these, the National University of Advanced Legal Studies (NUALS) established in 2005 and the Central University established in Kasargode district are also functioning. Including 150 Private Aided Colleges and 40 Government Colleges there are 190 Arts and Science Colleges in the State. The total number of students enrolled in various Arts and Science colleges (excluding unaided colleges) under the four general universities in Kerala during 2009-10 is 1.82 lakh. Of this 1.27 lakh (69.78%) are girls. Now, the state government is following a policy of sanctioning more and more self financing and unaided institutions for expanding the space of higher education.

Despite these developments, Kerala lags behind both in qualitative and quantitative terms in the field of higher education. The demand for tertiary enrolment in absolute terms is much higher in Kerala due to large scale school level enrolments. Besides, the existing unemployment rates reduce the opportunity cost for pursuing higher education which, in turn, pushes up the demand for higher education. In spite of the concerted efforts of the state government in expanding the space of higher education to maximum number of the eligible group, it is a sorry state of affairs that only less than 15 per cent of the relevant population gets opportunity for continuing higher education in the state. The formal educational institutions are inadequate to cater to the increasing demand for higher education. The fiscal crisis faced by the state make the things worse all together. In this critical juncture, the hope lies on the expansion of open and distance education for massive higher education with reasonable quality.

The pioneering attempt in the field of distance education in Kerala was experimented by the Kerala University, when it established the Institute of Correspondence Courses in 1977. Followed by the success of this experiment, many more universities came forward in setting up its own distance education directorates. Accordingly, the University of Calicut in 1982, Mahatma Gandhi University in 1989 and Kannur University in 2002 had set up distance education departments. IGNOU, the National Open University, set up its Regional Centre in Kerala at Kochi in 1988. An attempt to establish a State Open University is in its footing. In addition to these domestic interventions, several outside Universities have opened their study centres and examiners centres in the state. Prominent among them include Alagappa, Annamalai, Bharathiar, Bharathidasan, Madhurai Mamaraj, Madrass, Pondichery, Sikkim Manipal and Sree Venkateswara Universities. These are testimony to the public acceptance and legitimacy the distance learning programmes has attained so far in the state of Kerala. These distance education
institutions are expected to provide effective support services to its learners in the form of study materials, contact/counseling sessions, response sheets, multi-media instructions, e-learning provisions, mobile learning services etc. The mere growth of distance learners and mushrooming growth of institutions to cater to this requirement do not stand testimony to the effectiveness of the student support services provided by them unless it is empirically proved. This must be approached from the perspective of the learners themselves.

STUDENT SUPPORT SERVICES OF DEIS IN KERALA

All the DEIs offer a host of SSS for the distance learners. As already made it clear, the success of the distance education programme depends mainly on the effectiveness of the SSS. In this context, it is worthy to mention the view of Croft (1991) that, “the development of policies which govern the provision of SSS requires an institutional commitment and should take into consideration the academic side of the enterprise as well as the administrative, as both academic and support services must mesh to meet the needs of the learner, if either is to be truly successful”. In the Universities of Kerala, both regular and distance learners are expected to attain the same standard of performance in course work and in examinations. This demands effective support for distance learners to appear for the examinations. They also need adequate psychological preparation to engage in distance learning. As Croft (1991) has remarked, distance students ‘experience isolation, even alienation from the institution because of geographical remoteness and a lack of collegiality’. Hence, an effective SSS is an important pre-requisite for quality distance learning.

The DEIs provide a number of SSS to its learners like Self Instructional Study Materials (SIMs), counseling/contact programmes, audio-video programmes, computer conferencing, audio conferencing, Tele-conferencing, radio broadcast, library services, enquiry services, assignments, study centres, peer-groups, online education etc. The range of services offered by the DEIs differs significantly. The DEIs in Kerala provides the following limited support services only to its distance learners viz., Study materials, Personal Contact Programmes, library services and inquiry services. In this context, it is worth analyzing the quality of the SSS provided by the various providers of distance education in Kerala.

STUDY MATERIALS

The printed study materials and electronic based study materials are widely used by many DEIs. In distance education, since the teacher is away from the student, the only way for the student is in frequent contact with the study materials. It hardly needs to be emphasized that quality of the study materials is the touchstone of the success and failure of distance education. The DEIs in Kerala provide only printed study materials as a strong SSS. Since it forms the only source of institutional support for the learners, the DEIs has to ensure that they are of good quality and supplied to the learners on time. But, the evidences suggest that most of the DEIs have miserably failed in meeting both the requirements. Bhatnagar (1997) has rightly pointed out that most of our institutes of distance education in India have miserably failed on both quality and timely supply of study materials and as a result they have brought a bad name to themselves as well as to the system at large. Bhatnagar has also listed out some of the important qualities a distance education study material should possess. The qualities of an ideal study material are comprehensiveness, style of presentation, self instructional nature etc. The language of the study materials (conversational style) should also be considered. The lesson must be properly embedded into the
totality of the framework of the syllabus. Inclusion of self-check exercises and adequate illustrations in the study materials enhance its quality. Considering these aspect, it is a fertile exercise to analyse the quality of the study materials supplied by the DEIs of Kerala.

EVALUATION OF STUDY MATERIALS

The methodology used for the evaluation of the study materials supplied by the DEIs is based a set of criteria framed for it. The learners of the selected DEIs were asked to mark their experience in the context of their distance learning materials. The very purpose of the evaluation was to understand how far the study materials have enabled them to acquire deep knowledge in the subject with sustaining interest and igniting their learning ambitions. This is called formative evaluation. The essential qualities that the distance study materials should possess are; timely supply, coverage of syllabus, extent of errors, excellent presentation, self-instructional format, easy language, illustrative examples etc. The learners were asked to evaluate the study materials on the basis of these criteria.

A close perusal of the experience of the learners revealed that on the question of timely receipt of study materials, only about 58.8 per cent of the total sample respondents received it in time. Institution-wise, 90 per cent of IGNOU learners and 80 per cent of the IDE-KU received the materials promptly. However, only less than 50 per cent of the learners of the SDE-CU and SDE-MGU could receive the materials on time.

Another question relating to the distribution of study material is the time of its availability. The enquiry in this regard has revealed that about 59.5 per cent of the distance learners received it at regular intervals. While about 31.4 per cent during the Personal Contact Programmes (PCPs) and only 9.1 per cent at the time of admission. In Calicut and MGU, a sizeable parentage of learners received the materials during PCPs. The delayed supply often put the learner in difficulty as they cannot prepare in advance of the PCPs.

Another issue of great concern is that sometimes the study materials are not provided in full. The students receive them in two or three installments. Similarly, the method of delivery is also an important consideration. DEIs in Kerala rely on postal service in delivering course materials to the students. On the question of coverage of the syllabi of the course in the study materials, only 60 per cent felt that the syllabus have been adequately covered in the study materials. Institution-wise, 75 per cent each of the IGNOU and Kerala University distance learner found their study material prepared in full cognizance with the syllabus drafted for the purpose. While in SDE-CU only 55.2 per cent and SDE-MGU only 43.3 per cent found the syllabus adequately covered in their study materials.

On the question of errors and mistakes appeared in the distance education study materials, about 46.5 per cent of the learners found ‘many’ errors. While 38 per cent found ‘a few’ errors, about 13.2 per cent noticed ‘hardly any error’. Only 2.3 per cent could not find any errors in their study materials. Institution-wise experience revealed that the SDE of Calicut University learners found many mistakes in their study materials. The information in this regard is provided in Table 1.
Table 1: Extent of Errors in the Study Materials
(Figures are in percentages)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Extent of Errors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Many</td>
<td>A few</td>
</tr>
<tr>
<td>SDE-CU</td>
<td>69.2</td>
<td>29.2</td>
</tr>
<tr>
<td>IDE-KU</td>
<td>39.3</td>
<td>40.0</td>
</tr>
<tr>
<td>SDE-MGU</td>
<td>46.7</td>
<td>50.7</td>
</tr>
<tr>
<td>IGNOU</td>
<td>0.0</td>
<td>38.0</td>
</tr>
<tr>
<td>Total</td>
<td>46.5</td>
<td>38.0</td>
</tr>
</tbody>
</table>

Source: Survey data

As the students are the main users of the study materials, their opinion as to what they think of the materials they study is of great significance. In fact, students’ attitudes towards the course materials has been taken as a criteria to judge the effectiveness of the course materials by many scholars (Rathore, 1993., Sahoo and Bhatt, 1987; Nathenson and Henderson, 1980). In this study too, the students were asked to reveal what they think about the study materials supplied generally, how interesting it is etc. The students were asked to respond to a set of eight attributes considered essential for an effective distance teaching course materials and were directed to mark their experience. The data in this regard is presented in Table 2.

Table 2: Summary of Responses regarding the Quality of Distance learning Materials

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Quality Attributes</th>
<th>ALWAYS</th>
<th>SOME TIMES</th>
<th>NEVER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>1</td>
<td>High Academic Standard</td>
<td>170</td>
<td>26.1</td>
<td>397</td>
</tr>
<tr>
<td>2</td>
<td>Excellent Presentation</td>
<td>157</td>
<td>24.2</td>
<td>378</td>
</tr>
<tr>
<td>3</td>
<td>Prepared in SIM format</td>
<td>82</td>
<td>12.6</td>
<td>210</td>
</tr>
<tr>
<td>4</td>
<td>Conceptual clarity</td>
<td>122</td>
<td>18.8</td>
<td>401</td>
</tr>
<tr>
<td>5</td>
<td>Interesting and lively</td>
<td>98</td>
<td>15.2</td>
<td>363</td>
</tr>
<tr>
<td>6</td>
<td>Self-check exercises included</td>
<td>117</td>
<td>18.0</td>
<td>221</td>
</tr>
<tr>
<td>7</td>
<td>Written in easy language</td>
<td>172</td>
<td>26.5</td>
<td>369</td>
</tr>
<tr>
<td>8</td>
<td>Illustrative with figures and graphs</td>
<td>86</td>
<td>13.2</td>
<td>353</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1004</td>
<td>19.3</td>
<td>2692</td>
</tr>
</tbody>
</table>

Source: Survey data

A close scrutiny of the table reveals that on the whole almost every fifth distance learners ‘always’ find all the eight qualities present in the supplied study materials. While 51.8 per cent learners ‘some times’ find the quality and 28.9 per cent learners ‘never’ find these qualities in the study materials. Thus it can be concluded that the study materials of distance education institutions do not serve the purpose of self-learning. Institution-wise, while IGNOU maintains high standards, the DEIs of conventional universities miserably failed to keep the standards expected of the distance learning materials.
PERSONAL CONTACT PROGRAMMES/COUNSELLING SESSIONS

One of the crucial SSS of any distance education programme is the PCPs. The reliance on study materials cannot be absolute. Contact sessions are believed to afford personal interaction among participants, contribute towards course completion and reduce the load on SSS. Face-to-face contact sessions with the distance learners are accepted as a necessary strategy to overcome their social as well as the academic alienation. In the Indian situation, a distance student has to complete the given course in a specified period of time and has to take the examination along with the regular university students, and thus, the need for the face-to-face contact sessions is justified (Rathore, 1993). A very good number of studies underlined the necessity and usefulness of PCPs (Ushadevi, 1994; Singh, 1983; Mathus, 1979; Sahoo, 1985; Agboola, 1993). The personal contact programmes in IGNOU has been given a different nomenclature ‘Counseling Sessions’, which pre-supposes counseling services to distance learners to overcome all kinds of learning barriers.

In this background, we have collected information from the sample respondents about the PCPs of their respective institutions. To the question whether PCPs are really necessary in distance education, there has been an almost unanimous positive affirmation from them. When they were asked about the main uses of PCPs, it was noticed that ‘clarifying doubts’, gaining deeper insights into the subject’ and ‘breaking isolation’ appear to be the main responses which necessitate contact class sessions.

When the respondents were asked about the real issues, which they encounter in the context of PCPs, they pointed out that ‘poor quality of some of the sessions’ as a pertinent issue. Most of the persons engaged for contact classes are inexperienced in the pedagogy of distance learning. A good number of students pointed out the ‘distance of the PCP Centres from their residence’ as a stumbling block. Similarly, lack of lodging and boarding nearby the PCP venues create difficulty to outstation learners. In addition, the PCP centers often do not provide adequate facilities for the learners, especially, for girls’ students, the majority of the participants. Since PCPs are conducted during holidays, the bathrooms, waiting rooms etc of the host institutions remain closed. The provisions in the PCP hall are also poor to execute a meaningful intellectual exercise. In actual practice, PCPs have been degenerated into a series of lecture sessions in which teachers dominate, while, students listen to them passively. The provision of audio-video presentation is practically non-existent.

OTHER SUPPORT SERVICES

The success of the distance education programme depends on many other support systems as well. Some of these supports are pre-enrolment guidance, induction programmes, study centres, response sheets, library services, enquiry services, multi media instruction etc. As far as the selected dual mode DEIs are concerned, most of these services are conspicuous by their absence. Although IGNOU provides most of these services, their library and enquiry services are still not found satisfactory to the learners.

DISCUSSION AND CONCLUSION

Distance education has taken the industrialization of mass higher education a few steps further down the road. Open and distance learning is an established paradigm in the filed of higher
education. For the last five decades of systematic involvement in the field of higher education, distance education in India has become a matured enterprise. A number of single mode and dual mode institutions have come up. Correspondingly, the enrolment in distance learning has been multiplied. However, when we study the student support services of distance education institutions, its quality and dimensions, we will end up with frustrations. Student support services make up the element of distance education most nearly akin to traditional education: it is the interface between the institution and its students. Support services are important from the emotional perspective. Traditional students have many physical clues of their attachment to the institution. Providing support services to the distance learning population is an important part of creating the feeling of belonging for students who do not have access to traditional clues. Distance learners expect student support services to accommodate them from their point of entry (learner intake) through completion of their certificate or degree (learner transition). They expect rapid responses to requests for advising, career and academic counseling services, and library resources (learner intervention and support).

In this paper an attempt has been made to analyse the student support services of DEIs in an educationally highly developed state of India viz., Kerala. Of the nine universities in Kerala, four of them have their own schools of Distance Education. A Regional Centre of IGNOU, the National Open University is also functioning in the state. Kerala is a fertile land for distance education as the demand for higher education is the highest in the state. Since the conventional system of education cannot accommodate the increasing demand for education, the opportunity has been capitalized by the distance education players. One of the crucial elements in distance education is the strength of its SSS. An analysis of the quality of SSS in the selected institutions of distance higher education gives a gloomy affair of the situation. Not only the services are few in number, but also its quality is far from satisfactory.

One of the most important support services is the supply of study materials. The quality of its distribution, the standard of the materials, format of presentation and illustrations etc., are not commendable. Similarly, the Personal contact programme is also below the level of expectations. The tutors are inexperienced in the field of distance teaching. Mostly conventional college teachers give contact classes without understanding the situations of distance learners. The time of the PCPs, venue of PCPs and the facilities at PCP centres are also not up to the mark. The other support systems are rarely found in dual mode universities. Hence, if the quality of distance higher education is to be improved, there must be a complete overhauling in the system of support services. The existing services should be strengthened. The SSS should be expanded in conformity with the technological diffusion happening in the world. The success of distance education came when it was accepted that nationally and internationally recognised university degrees, college diplomas and training certification could be won at a distance. As the Report of the Education Commission (1964-66) emphasized that the correspondence education should not be confined to merely helping students to prepare for university degree, but be widely used for courses which will help the workers in industries, agriculture and other fields to improve production. However, no attempt in this direction has been taken up by the DEIs of conventional universities in the study area.
Distance Education is the most inexpensive form of higher education. It is estimated that it is six times cheaper than face-to-face learning. It has the potential for democratization of higher education. But the noble objective is defeated to raise resources to close the gaps between revenue and expenditure in conventional universities. This is sought to be justified in the name of internal resource mobilization for the benefit of regular students. Comparatively better off students who pursue face-to-face education in universities and colleges are subsidized by their less fortunate cousins through this arrangement. This unethical and unhealthy practice has to be stopped. Hence, the DEIs must devote utmost attention in providing quality SSS to its learners.

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TEACHER’S PROFESSIONAL DEVELOPMENT WITH ACTION RESEARCH

Dr. Hare Krishna Mandal*

ABSTRACT
India is the largest supplier of illiterate people in the world. School drop-out is the silent killer in the field of elementary education here. Huge numbers of children are still remaining out of school. On the other hand, our world is marked by knowledge explosion, science explosion and population explosion. There has also been a constant international tension from all sides which is continuously contributing to the troubled state of our civilization. In this changing scenarios education is expected to play a major role for solving the social problems and thereby contributing to the development & re-construction of the society. If education has to perform these duets & responsibilities successfully, educational research is a must. And especially this research should start from classroom at school including lower & upper primary level. Creation of an improved teaching-learning environment in the classroom is possible through Action research on classroom teaching where foundation of future generation is formed .The challenge confronting our educational system is how to transform our teaching-learning process to provide our students with the skills to function effectively in this dynamic, information rich & continuously changing society. Some of the major objectives of classroom teaching are how to help students understand what is learnt; relate it to the world outside the classroom and to think critically. Action research may be helpful for achieving some of these objectives and thereby improving the quality of classroom teaching which in turn may contribute a lot to the field of education especially in the field of elementary education.

OBJECTIVES

- Identification of the problems faced by the teachers in the classroom.
- Use of Action Research for the improvement of class-room teaching.

THE SCOPE OF ACTION RESEARCH
Research in common parlance refers to a search for knowledge. One can also define research as a scientific and systematic search for pertinent information on a specific topic. In fact, research is an art of scientific investigation. The Advanced Learner’s Dictionary of Current English lays down the meaning of research as ‘careful investigation or inquiry specially through search for new facts in any branch of knowledge.’ Redman and Mory define research as a “systematized effort to gain new knowledge.”

Research is an academic activity and such a term should be used in a technical sense. According to Clifford Woody research comprises defining and redefining problems, formulating hypothesis or suggested solutions, collecting, organizing and evaluating data, making deduction and reaching conclusions, and at last carefully testing the conclusions to determine whether they fit the formulating hypothesis. D. Slesinger and M. Stephenson in the Encyclopedia of Social Science define research as ‘the manipulation of things, concepts or symbols for the purpose of generalizing to extend, correct or verify knowledge, whether that knowledge aids in construction of theory or in the practice of an art.’ As such the term ‘research’ refers to the systematic method consisting of enunciating the problem, formulating a hypothesis, collection the facts or data, analyzing the facts and reaching certain conclusion either in the form of solution(s) towards the concerned problem or in certain generalizations for some theoretical formulation.

Action Research is a type of applied research. It is attempted by teachers, or teacher educators, or school administrators when they are confronted with several problems for which they don’t have any ready-made solution. Or simply for the professional development they can exercise this Action Research like any other professionals.

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The variety of the cases where Action Research may be applied for finding out the solutions is endless. Some of the probable areas of action research for class-room teaching are given below:

**GENERAL CLASSROOM PROBLEMS**
While taking classes teacher comes across various classroom problems that cause hindrance to the teaching learning process. The major problems may be listed below:

- Indiscipline classroom
- Delinquency
- Attention deficiency of the students
- Arrogance of the students
- Inferiority complex of the students
- Reading inability
- Reluctance in home work
- Non submission of class-work to the teacher for teaching
- Complaining attitude
- Development of bad habits
- Examination phobia
- Truancy
- Lying
- Students’ tendency to go out of the class frequently
- Too much spelling mistakes
- Problems on pronunciation
- Irregular attendance of the student’s in the class
- Non-participation in classroom activities
- Lack of development of empathy among the students
- Unable to interpret & explain
- Mathematics phobia
- English phobia
- Lack of development of creativity & aesthetic sense
- Students’ shyness in the classroom
- Mal adjusted children
- Etc.

Almost all of these problems can be taken up and handled properly, for solution, through Action research. Class-work is very essential component for effective teaching-learning process. A teacher can evaluate the progress of students and the effectiveness of his teaching strategy also.

**AN EXAMPLE**
One such project was taken up for finding out the solutions to the problem in class eight in a high school at Habra, 24 parganas ( N ), West Bengal. It was observed that majority of the students do not submit their Class-work to the teacher. Only a few students submit their class-work before the teacher and they also make many spelling & other mistakes in a subject like English. For finding out the solution to this problem of non-submission of class-work, Action Research was exercised in that classroom. First step was to find out the probable causes of the problem. This may be done on the bass of observations, guessing or intuitions.
PROBABLE CAUSES
The probable causes of the aforesaid problem of non submission of C/W may be:

- Teachers negligence in checking class-work
- The students are not well guided by the parents.
- They feel nervous before the teacher
- Students’ reluctance
- Teachers cannot always provide good method of teaching.
- Students’ have poor scope to the matter of correcting spelling.
- Students do not like this subject.
- They do not feel comfortable at the class-room.
- The students feel shy to show class-work to the teacher
- Etc.

HYPOTHESES
Teacher’s negligence to check class-work is mainly responsible for students’ non-submission of class-work.

METHODOLOGY

Tools
- Questionnaire for the students to be developed.
- Improvised teaching aids to be used in the classroom teaching.

Collection of Data
This action research has been conducted at a Govt. Aided School at Habra, North 24 Parganas for fifteen (7+8) working days. At first, some informations about the probable causes of non-submission of class-work are collected from the students of different classes at random and from teachers as well. It is planned to give them few task in the classroom and to show deliberate negligence to check these works for the first 7 days. Data are kept on:

- How many of them are doing these class-work & how many are not getting interest in submitting their class-work to the teacher for checking.
- How many are making everything correct spelling, grammar etc. (only counting, no correction work made by the teacher).

After keeping record on performance for first 7 days, strategy was changed. The data collected on the students’ day to day performance (in submitting these class-work before the teacher) relative to their total presence in the classroom. The data of the first 7 days represent the pre-test data and that of the last 8 days represent the post-test data.

ANALYSIS OF DATA
The pre-test and post-test data represented by the above tables are analysed and percentages were calculated. What percentages of the students submit their class-work with correct answer are shown in the last column of the tables which shows the performance (in submitting class-work before the teacher with correct answer) of the students in classroom.

The graph of the students’ performance on pre-test and post-test data are given below:
PRE-TEST DATA

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Day</th>
<th>No. of students present in the class</th>
<th>No. of students submitted Class-work</th>
<th>Percentage of submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First day</td>
<td>30</td>
<td>15</td>
<td>50.00%</td>
</tr>
<tr>
<td>2</td>
<td>Second day</td>
<td>36</td>
<td>9</td>
<td>25.00%</td>
</tr>
<tr>
<td>3</td>
<td>Third day</td>
<td>38</td>
<td>8</td>
<td>21.05%</td>
</tr>
<tr>
<td>4</td>
<td>Fourth day</td>
<td>35</td>
<td>10</td>
<td>28.57%</td>
</tr>
<tr>
<td>5</td>
<td>Fifth day</td>
<td>35</td>
<td>12</td>
<td>34.29%</td>
</tr>
<tr>
<td>6</td>
<td>Sixth day</td>
<td>28</td>
<td>8</td>
<td>28.57%</td>
</tr>
<tr>
<td>7</td>
<td>Seventh day</td>
<td>30</td>
<td>8</td>
<td>26.67%</td>
</tr>
</tbody>
</table>

**Table 1 : showing the pre-test data**

Column diagram in fig-1. shows the performance of the students for first 7 days in comparison with the total number of students present in that class.

![Column diagram](image)

**Figure 1**

For the next 8 days tasks given to them on the same subject and careful checking was started. The teacher started checking, correcting, as well as giving suggestions for improvement. Sincere checking of these works including spelling check for the next 8 days changed the scenario. Almost all the students got interested in submitting class-work. They were encouraged & inspired. Record on students’ performance were kept in the same manner i.e. how many are submitting the class-work among the present students etc.
POST-TEST DATA

<table>
<thead>
<tr>
<th>Sr.no.</th>
<th>Day</th>
<th>No. of students present in the class</th>
<th>No. of students submitted Class-work</th>
<th>Percentage of submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Eighth day</td>
<td>40</td>
<td>10</td>
<td>25.00%</td>
</tr>
<tr>
<td>9</td>
<td>Ninth day</td>
<td>40</td>
<td>19</td>
<td>47.50%</td>
</tr>
<tr>
<td>10</td>
<td>Tenth day</td>
<td>38</td>
<td>25</td>
<td>65.79%</td>
</tr>
<tr>
<td>11</td>
<td>Eleventh day</td>
<td>37</td>
<td>28</td>
<td>75.68%</td>
</tr>
<tr>
<td>12</td>
<td>Twelfth day</td>
<td>35</td>
<td>30</td>
<td>85.71%</td>
</tr>
<tr>
<td>13</td>
<td>Thirteenth day</td>
<td>38</td>
<td>36</td>
<td>94.74%</td>
</tr>
<tr>
<td>14</td>
<td>Fourteenth day</td>
<td>40</td>
<td>40</td>
<td>100%</td>
</tr>
<tr>
<td>15</td>
<td>Fifteenth day</td>
<td>40</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2: showing post-test data

Column diagram in fig-2. shows the performance of the students for last 8 days in comparison with the total number of students present in that class. Clear improvement of their performances are noticed from this figure.

FINDINGS

Collected data are analyzed. It is found for first 7 days that the students are reluctant to do and submit the class work to the teacher for checking. Number of spelling & other mistakes made by the students were not only high but also no sign of positive attempt for improvement was noticed among them. The teacher deliberately did not show any interest to check these class-works for the first 7 days. Consequently, students were indifferent, reluctant and non-interested in doing their class-work. The students who attempted their class-work made many mistakes also. This is shown in the fig-1 where no progress is noticed up to day- 7.
In the next 8 days task was given to them and the teacher started checking those class-works, corrected carefully and encouraged to do better and better. This was done plan-wise. This attitudinal change of the teacher attracted them and made them interested to do class work and submit the same to the class teacher for checking. So, on the one hand more & more students got inspired in submitting their class work for checking and on the other hand number of spelling and other mistakes were remarkably declined on the following days in comparison with the first 7 days performance. In fig-1, we see that progress regarding class-work submission is upward after day-7 and this progress continues.

Trend analysis of progress is shown in fig-3. The trend line which is nearly a second degree curve. It is an upward sloping curve which shows that the progress is not only positive but also high initially. As the progress approaches maxima, the rate diminishes and progress gets stability on 14th day. That means after the action was taken their performance in the post-test phase improved day-by-day and contuse.

**INTERPRETATIONS**

Result shows that the period when the teacher was neglectful to check the class-work of the students, they exhibited little interest in submitting their class-work before the teacher. Third day shows the poorest performance. But from day-8 when teacher showed his interest to check students’ class-work and correct the errors carefully, the students exhibited their interests to submit these class-work before the teacher. The performance of the students was then gradually improved day by day and the best performance was in the last two days. So, it can be said that the students got inspired by the teachers’ positive behavior and activity in the post-test phase.

**CONCLUSION**

Depending on the analyses and the interpretation we can say that the students would show interest to submit their class-work with correct answers before the teacher if the teacher takes appropriate
measures through Action Research. The teacher should always encourage the students to submit these class-work before him. Today’s teacher is not the director but a co-actor. The teacher is no more a ring master but an equal stage player. He is now the facilitator. Teacher’s duty is not to supply the knowledge in the class-room. The students themselves will create their own knowledge at the class-room. Teachers’ main duties & responsibilities are to facilitate the students for knowledge creation at the classroom. Teacher always should upgrade himself. He should always be conscious about the method of teaching being applied at the class-room. Keeping in view the evolution of teaching methodology he may apply the Constructivist Approach which will keep the students active in the classroom. Once the students involve with the class-room activity many of the above mentioned problems will not be created in the class .Consequently the teaching will be more effective. Students will be benefited. So, it is the teacher who can take measures for the betterment of class teaching as well as the betterment of education also. The teacher can solve almost all the problems mentioned above if he realizes the situation and really tries to contribute to the solution to the problem aroused before him . Not only for the solution of the problems but the teacher can apply this idea of Action Research for his professional development also. Through this way of professional development the teacher can help the students more and contribute a lot to class-room teaching and thereby the system of school education as a whole.

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EXPLORING THE NEW PATHWAYS FOR TRIBAL DEVELOPMENT THROUGH TEACHER EDUCATION

Dr. Mohammad Hanif Ahmad*

ABSTRACT
People should develop along the lines of their genius and should avoid imposing anything on them. We should try to encourage in every way their own traditional arts and culture. We should try to train and build up a team of their own people to do the work of administration and development. Some technical personnel from outside will no doubt be needed, especially in the beginning. But we should avoid introducing too many outsiders into tribal territory. We should judge results, not by statistics or the amount of money spent, but by the quality of human character that is evolved. Jawaharlal Nehru, 1958

Education is a powerful instrument for overcoming inequalities, promoting human development, accelerating social transformation and achieving economic progress. The theme of education and training of disadvantaged groups is high on the agenda of our country, because it ensuring equitable distribution of educational facilities and opportunities is the cornerstone of strategies to overcome educational deprivation. To provide free and compulsory education, “Right to Education Act 2009”, has made important provisions in this respect. However, its implementation has proved extremely challenging, not only because of political and financial reasons but also due to the extremely hierarchical nature of society.

As we know that India is known by spaghetti bowl of languages, castes, religion and culture, where the education system has to fulfill the demand of every corner of our country. As a child first exposure to education is in debate, that the education in their mother tongue does better than those educated in a second language. How to open up and adapt the educational and training system so as to give access to the disadvantaged? How to delegate teaching and training responsibilities for disadvantaged groups?

The present paper deals to overcome the noise created by miscommunication of languages in teaching learning process with special reference to tribal people. According to National Curriculum Framework for Teacher Education (NCFTE) 2009, the process of professionalization of teacher education, the entire training was proposed to be more rigorous and of longer duration and the role of community knowledge should be enhanced. It is clearly stated that, “to increase the relevance of education as well as the quality of learning, formal school knowledge should be linked with community knowledge”. Simultaneously, NCF has been informed by the perspective that promotes the inclusion of locally relevant content in the curriculum as well as the pedagogy. This put an added responsibility on the teachers for which they needs to be equipped to select and organize the subject content and learning experiences from the community for the classroom. For the same, capacity of teachers needs to be developed in identifying entry points in the curriculum and textual materials which call for contextualization and development of appropriate teaching-learning sequences and episodes based on the identified local specifics.

MEANING AND DEFINITION OF TRIBE
The word tribe was used by English speakers to refer to people with distinct social cultural and perhaps physical characteristics and it occurs interchangeably with other words denoting some sort of collection of people, such as race, bond, breed, nation, people or an aggregate of families of common descent. Fried argued that tribes were produced in course of the evolution of the state in different part of the world and under varying periods of times, and in some regions the process dated only from the last two centuries. The distinct meaning of “tribe” separated from “nation” emerged in the first half of the nineteenth century, when early anthropologists and sociologists associated it with the concept of ‘primitive society’. ‘Tribe’ commonly called ‘Scheduled tribes’ in the Indian context is an administrative and legal term to label some ethnic groups – based on their socio-economic status, religious and cultural customs – in order to give special attention to

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them as mandated by the Constitution. The word “tribe” was used by English speakers to refer to people with distinct social, cultural and perhaps physical characteristics. The term ‘tribe’ is nowhere defined in the Constitution, and in fact, there is no satisfactory definition which is agreed upon and is acceptable to all. No standard term has been accepted to denominate the people who are classified as of tribal origin. The term ‘schedule’ was proposed and applied just to signify or categorize the weaker section of our population as ‘scheduled’ to have a constitutional benefits. These communities have distinctive lifestyles of their own which are symbolized through their languages and culture.

According to the Article 342 of the Constitution, the ‘Scheduled Tribes’ are the tribes who are the tribal or tribal communities which may be notified by the President. Article 342 of the Constitution further declares that the tribes are entitled to have developmental benefits provided that they are scheduled. The Constitution of India placed the responsibility for the welfare of the weaker sections of the population.

On the basis of their anthropological characteristics tribal people of India are considered to be aboriginal. Risley (1891) defined the word ‘tribe’ as, “it is a collection of families or a group of families, bearing a common name which as a rule does not denote any specific occupation, generally claiming common descent from a mythical or historical ancestry, occasionally the name is derived from an animal but in some part of the country, the tribe is held together only by the obligation of kinship, member speaking the same language and occupy a tract of the country.”

India with a population of 84.32 million (2001 census) has the single largest tribal population in the world, constituting 8.2% of the total population of the country. There are 645 tribal groups in the country, distributed in all states with diverse socio cultural lives who are at various levels of social and economic development. One of their main distinguishing feature is that the majority of live in scattered and small habitations, located in remote and inaccessible settlements in hilly and forest areas of the country. Most of the tribal concentrated areas lack of basic facilities such as roads, transport, communications, electricity, medical facilities etc.. The literacy rate is low and a considerable reason of tribal children continues to be outside the school system.

TRIBAL EDUCATION SYSTEM
Government planners see education as indispensable for helping tribal peoples cope with national integration. Education will also determine their prosperity, success and security in life. The tribes which remain either deprived of or negligent toward education will suffer the consequence. Compared with the literacy rates of 29.34% for the general population, literacy among tribal peoples in India is at most 6%. The Union and the state governments have spent considerable sums of money for tribal youths' education, but the results are meager. The Commissioner for Scheduled Castes and Scheduled Tribes asserts that unless exploitation among the tribes is combated and eliminated through education, except some particular castes or groups among tribes no improvement in tribal welfare will occur. Within tribal areas, education can be the basis for integrated development.
Government reports indicate that there is no scarcity of schools, other facilities or scholarships for the implementation of tribal education schemes. Most tribal youth find these incentives unattractive, however. Consequently, the government’s dream to assimilate the tribes remains unfulfilled and raises basic questions about the implementation of such policies and strategies.

THE RELATIONSHIP BETWEEN TRIBAL STUDENTS AND TEACHERS

Among the various important factors of tribal education that influence integration into the national mainstream of life are the students and their teachers. Tribal students have different backgrounds from their non-tribal schoolmates and even the teachers, who are normally outsiders, do not understand the tribal students. To the teachers, tribal students appear untidy, reinforcing their biases against tribals. These biases are expressed in various forms of discrimination. Tribal youths have complained that teachers did not teach them in the schools because they believed that if they did, the tribal students would no longer be dependent on them. Tribal youths also feel that teachers endeavor to undermine the attitudes toward their own customs, mannerisms, language, or, toward their cultural heritage in general.

Teachers are the single most important element of the school system and the country is facing a shortage of professionally qualified and motivated teachers. There is a need to ensure that every child has qualified, well prepared and reflective teacher who not only knows his/her subject but also should be well versed in dealing with the tribal children and how should be facilitated child to learn effectively and efficiently. In this regard to facilitate the tribal children’s learning effective and efficient some suggestions are as under:

SUGGESTIONS

In realization of the fact that the tribal areas require higher financial investments and greater efforts on the part of extension services, supplementary programmes and should be initiated by identifying the tribal concentrated areas. The supplementary schemes should include housing, rehabilitation, provision of primary schools and incentives. The teachers who are working in tribal areas should be given extra benefits like incentives as they have to work in different geographical and social conditions. Concept of modernization with the conservation of their own religion and culture should be propagated among the tribal students and the community because without community involvement we cannot get the positive results.

Many teachers working in tribal areas are non-tribal, for whom the tribal life and culture is alien and strange. They are unable to understand the tribal language, resulting in communication problems. Non-tribal teachers who are working in the tribal areas should be trained as required for educating tribal. More schools and hostels should be opened in areas where no such facilities exist. At least one model residential school should be established in each tribal concentration areas. Education should be linked with provision of supplementary nutrition. Teaching should be imparted in tribal’s’ mother tongue at least up to the primary level. Educated tribal youth should be given employment as teachers, wherever possible. (This will obviate the need to employ teachers belonging to far-off places who find commuting is as difficult as staying in a village with no basic amenities. Pedagogy should be made relevant so that tribal do not find it as alien. Curriculum and co-curriculum should include aspects of meta skill upgradation of tribal children. Curricula for meta skill upgradation should include aspects of tribal games and sports, archery,
identification of plants of medicinal value, crafts art and culture, folk dance and folk songs, folk paintings etc.

Emphasis should be laid on vocational/professional education. Polytechnics should be set up for studies in subjects like forestry, horticulture, dairying, veterinary sciences, and polytechnics. The content and the method of tribal education must be objectively evaluated. Tribal youth have unique historical and social backgrounds but need special attention and orientation in their attempts to bridge two cultures.

Tribal youth, even while they Study at the secondary and college levels, should, be encouraged not to jettison their own cultures and to remain integrated in their own societies. Once they become culturally and socially alienated, it is impossible for them to protect and lead their own societies and maintain traditions that may be essential to the viability of tribal cultures. Tribal students, even while they are receiving their education, must be trained to be dedicated to the service of their own people. They must help to develop their people's inner resolve to resist exploitation and to safeguard their own rights.

In elementary and secondary education, an experimental voucher system could be launched. Rather than funding titled programs through local education agencies, block grants could be allocated directly to tribes. This would empower tribes to negotiate with districts that are committed and motivated to design effective schooling programs which build upon strengths inherent in the "unalterable circumstances" of language and culture. In this manner, serious inquiry through university research could be affected to appraise characteristics of effective teachers, appropriateness of curriculum models, and organizational climate of effective schools for Indian students.

Universities could also organize laboratory-type schools. This would be akin to reincarnation of the university schools that were discontinued years ago. These could be designed for a broad spectrum of exceptional children such as potential dropouts, bilingual, and gifted students. In this manner, universities could tease out effective methods of motivation, language and concept bridging, and testing procedures which account for language and cultural variations.

In university settings, academic preparatory programs and culture centers to mediate for "unalterable circumstances" could be developed for resident students. Such programs are consistent with student aspirations. Essentially, this would be a bilingual-bicultural education service offered through a cultural center. Programs appropriate to cultural learning styles could be designed to enhance student competence in basic skills such as Standard English, time management, and study habits. This could be readily expanded to include preparatory programs for students seeking to enter professional schools such as law, education, business, or social work. For this Pre-Professional Skill test can be administered. This test must be passed by all students seeking admission to the College of Education. A preparatory program certainly would expand opportunities for students.

Universities could also develop sister-institution programs with tribes. These would foster capacity building through external academic services for paraprofessionals in tribal health,
education, and welfare units. This personnel group significantly outnumbers professionals in tribal services, and its members are committed to improve themselves through education. Available education services are limited, however, and a sister-institution program could fill this void. It could also enrich universities and tribal services through an executive exchange arrangement. This could facilitate extern services and capacity building by placing university faculty as teacher-consultants for tribal programs and enrich university offerings by placing tribal managers in visiting faculty roles for courses in policy, administration, and service delivery.

The aforementioned alternatives are not an exhaustive list; they simply illustrate mechanisms through which universities can assume an influential and vitally needed posture in our education system.

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ENHANCING TEACHING THROUGH VIRTUAL LEARNING ENVIRONMENT

Dr. Prakash Chandra Jena*

ABSTRACT
Globalization and technological change have created a new global economy “powered by technology, fueled by information and driven by knowledge”. The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the half-life of information continues to shrink and access to information continues to grow exponentially, schools cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather, schools must promote “learning to learn”, i.e., the acquisition of knowledge and skills that make possible continuous learning over the lifetime. Global changes also put constantly pressure on all groups to acquire and apply new skills. Information and communication technologies which include radio and television, as well as newer digital technologies such as computers and the Internet have been touted as potentially powerful enabling tools for educational change and reform. The present paper focuses how virtual learning environment supports an exchange of information between a student or a user at home with the school or learning institute he or she is currently enrolled in through digital mediums like e-mail, chat rooms, web 2.0 sites or a forum thereby helping convey information to any part of the world with just a single click.

Keyword: Computer Assisted learning, Accessibility, Bulletin boards

INTRODUCTION
At the present time, the world becomes an information technology society known as “global network”. Internet is the main source of information in various fields, especially in the fields of education. Online lessons are widely used in the education. National Science and Technology Development Agency considers online lessons as an education technology which utilizes the advantages of computer technology and computer network to support instruction. This is called “Computer Mediated Communication” or CMC. Online lessons could use online tools to communicate between learner and learner, between learner and instructor via e-mail or web board.

In the recent era of globalization, technological advancement has increased dramatically in every sphere including mainstream education “A virtual learning environment is a collection of integrated tools enabling the management of online learning, providing a delivery mechanism, student tracking, assessment and access to resources.”

COMMON FEATURES OF VLEs
- ‘Quizzes’/tests: Computer assisted learning, unlike the CD-ROM standalone version, using a VLE enables the teacher to link to the institute’s moderating system for grades/marks to be officially accumulated. Typically, a quiz will be used to find out how much of a large group session (lecture or online tutorial) a student has understood. A decision needs to be taken whether to restrict students to a single attempt, a small number of attempts or unlimited practice.
- Asynchronous communication (discussion boards/bulletin boards): the discussion is private to the group which has been predefined (often the small group which students are enrolled in for the duration of their course.) There are various methods by which contribution can be assessed.

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• Synchronous communication: the chat room facility to take the place of a face to face meeting. Contribution is, properly speaking, in real time between two or more students online at the same time. The debate may resume at any time, but this form of communication tends to be less formal and non-assessed.

• Learning/knowledge objects: knowledge object might be a video clip from a speech. It could become a learning object by adding a lesson to the video clip. The learning object can be catalogued so that it may subsequently be retrieved and repurposed in different contexts.

• Multimedia tutorials: it links to relevant databases or other information resources are usually included. A section of the primary text may appear on the screen alongside a webcast, for example a section of an Act. These are not by themselves VLE delivery, only if they are accessible over the Web. Otherwise they are used as standalone CDs.

SIGNIFICANCE

Accessibility
The accessibility of the course is improved for students with special needs, and for distance learning and part time students. It can also make a difference to students in any category who learn best by being able to watch a video, or by interacting in a virtual environment instead of in the classroom, or by repeating their learning process at their own pace.

Diversity issues include:
• range of learning preferences
• range of abilities
• revision function (at your own pace)
• availability of the course outside office hours (students in paid employment/caring for children or other dependants)

Interactivity
There is much evidence to show that students benefit from actively engaging with their course (Anderson and Elloumi, 2004). More specifically, the advantages relate to feedback, practice and customization.

Instant feedback
• progress
• no time lag between completion and marking
• correcting straight away

Practice
• ‘doing’ aids learning
• self directed
• self paced

Customization
• personalized study area
Communication
This is the element that marks out the VLE from other forms of e-learning and helps the student to feel part of a learning community. The areas in which this is most effective are assessment, bulletin boards, ad hoc instructions and ‘stop press’ items, and the facility to extend the module beyond the first few induction weeks of the first term. In detail:

Summative assessment
- makes the legal research tutorial an integral part of the course
- creates a dynamic (changing) student profile
- makes the activities compulsory
- provides students with the all important ‘pay back’

Bulletin boards
- can be used as a forum for evaluating sources
- provide opportunities for staff to support distance learners
- contribute to the overall learning outcome, i.e., group work which counts
- offer improvement over e-mail in terms of threaded discussions

Instructions, updates, alerts, current awareness
- add immediacy and dynamism
- indicate the presence of the teacher

Continuum planning consisting of
- Further modules after first term induction.
- Practice and revision throughout the course.
- A structured programme.

Practical advantages
- allows uninterrupted learning (the student does not have to break off to fetch a book or look for a password)
- book is never ‘off the shelf’ (being used by another reader, sent for binding, missing or mis-shelved)

Academic advantages
- ensures the correct source is used
- minimizes the risk of plagiarism as a result of a PC being logged in and left unattended
- encourages concentrated working
- allows students to select sources, promoting awareness of the strengths and weaknesses of different databases
- allows ‘push’ technology for selected databases selected
- promotes use of free quality Web services (BAILII, HMSO, EUR-Lex)
- can incorporate digitized collection of off-prints
- highlights and utilizes electronic versions of practitioner works
Multimedia functionality

- provides dynamism
- facilitates delivery to many by a few
- allows repeat/slow speed facility
- allows pictorial representation
- can be used to teach legal research in hard copy reference books where it is important to recognize the various component parts

Disadvantages

- difficult to change/update (unless you have an accompanying content management system)
- requires access to PC
- hard to take account of whatever hardware the students have to work with off-campus
- webcasts received over the Web require a fast modem and/or considerable bandwidth (may prefer to issue these tutorials as CDs or offer them as an alternative)
- e-learning itself is not yet in line with established study patterns (for example, bulletin boards are unfamiliar as a way of learning)
- more difficult to ‘sell on’ any part of a VLE course unless it is SCORM compliant
- less opportunity for independent searching and serendipity
- reduces face to face contact.

REFERENCES

LIFE EVENT STRESS

M. Brindhamani*
T. Manichander**

ABSTRACT
The concept of stressful life events is enshrouded by a thick veil of confusion and divergence of opinion. It has been used by the researchers as a term for stress – producing events and conditions (SPEC’s – By McGrath and Beehr 1990) that are social and psychological rather than physical. The life event stress is conceptualized with situational encounters with a meaning that a person may attach to such events. It refers to our feeling that something important to us is being jeopardized by events in our daily lives. In other words the stressful life events are causally implicated in a variety of undesirable effects on our performances and health.

STRESS IN EVERYDAY LIFE
In everyday life, we come up with a wide range of pressures. We have different kinds of coping strategies to cope with these pressures. When we fail to cope up with pressures, stress arises. Technically the stressful situations put the individual under pressure which may have harmful and unpleasant or disabling effects. Now a days it is very difficult to think of a stress free life. Stress comes in all shapes and sizes and has become so pervasive that it seems to permeate everything and everybody. Stress is unavoidable consequence of life. Without stress there would be no life.

STRESS AND HUMAN PSYCHOLOGY
Stress is a major source hurting human being. In common parlance stress is experienced when an individual becomes incapable to cope with the demands of environment. People always have had to cope with the expected and the unexpected. Even our ancestors had to face events like uncertainties of climate, food supplies, and relationship with the neighboring tribes etc. as stressful events. One writer refers these events as major events. For a child going to school and facing new faces and new challenges are stressful. Students going from high school to college, marriage are another stressful event - Pleasurable it may be but stressful. For a women child – rearing process, children leaving home- either for further studies or after marriage, menopause, retirement, death of a husband are all stressful life events.

THE EFFECTS OF STRESS
The environmental psychologist H.S. Asthana, in his keynote address at the National Symposium in Stress, Coping and Mental Health (1998) has pointed out that the stress seen in India today is because of conflicts within the value system – especially related to the role of women. The role of stressful life events in the etiology of various diseases has been a fertile field of research for the last 25 years. It is becoming recognized that stress can be one of the components of any disease not just those designated as “psychosomatic”. “The diseases of our times are etiologically linked with excessive stress and in turn this stress is a product of specific socially structured situations inherent in the organization of modern technological societies”. Stress as conceptualized by

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Selye (1956) is a broad and general concept like anxiety, describing the organism’s total reaction to environmental demands. Arnold stated that stress is any condition that disturbs normal functioning. According to Cooper and Appley, stress is the state of an organism where he perceives that his wellbeing is endangered and that he must divert all his energies to its protection. Lazarus refers stress to physiological behavioral and cognitive responses to events appraised as threatening or exceeding one’s coping responses and options. According to Caplan, Marshal and Cooper, stress is a stimulus or a situation to which man reacts with learned coping mechanism activated by homeostasis principle and fuelled by energies which are infinite in supply. Stress could be distinguished at the social and physiological level. Psychological stress is the presumption that person interprets and guides every adaptation interchange with the environment, and uses cognitive activities, evaluates perception and thoughts. Selye’s research supports the assumption that the experience of stressful life events increases the risk of morbidity and even mortality. Local factors are dump in the determination of stress. It is possible that even with the stressors used by Selye, the stress response was mediated by the emotional disturbances, discomfort and pain caused by these noxious states. Stressful life events are the stress events / situations which the individual experience during a given period of time in life. Because the accumulation of minor irritations may also be stressful, alter has been focused on the cumulative health of daily stresses include having too many meetings (at job) thereby not having enough time for one’s family. 

Stress is a phenomenon of being stretched by the demands made on an individual, beyond the limits of his /her potential to cope. It is basically pressures that impinge on man and make him suffer under it. Such situations constitute the rules and not the exceptions in life and that is why we have not just to learn to live with them, but more so to learn to conquer them as a victorious general. In modern societies, we are obliged to face the situations in their face, and also control and regress our reactions of pain and fear which have grave psychological consequences leading to what we call the situations of ‘stress’. Lazarus, a chief proponent of the psychological view of stress maintain that when individuals confront a new or changing environment, they engage in a process of primary appraisal to determine the meaning of the event. Life event may be perceived as positive, neutral or negative in their consequences. Negative or potentially negative events are further appraised for their possible harm, threat or challenge. Harm is the assessment of the damage that has already been done by an event. A women for example, is fired by her boss may perceive present event as harmful in terms of her own loss of self esteem. Threat is the assessment of possible future damage that may be brought about by the event. Women who lost her job may anticipate the problems of loss of income. Finally events may be appraised in terms of ‘challenge’, the potential to overcome and even profit from the event. A women who has lost her job may fell that how she would be better taking care of her children and home in better manager and will search for a new job later on.

Generally all definitions of stress emphasize on one aspect i.e. in terms of events/ situations – known as stressors. It includes variety of external and internal stimuli that evoke stress such as noise, delays, losses, crowding, bad relationships, or highly competitive work environment. 

CAUSE OF STRESS  
Stress can emanate from variety of sources. Pestonjee (1992) has identified 3 important sectors of life from which stress may originate:
Job and Organization: These refer to the totality of the work environment such as job description, work culture, interpersonal relationships and compensation offered.

Social Sector: Denotes the socio-cultural milieu of a person. It may include religion caste, language, attitudes and beliefs of other, the political and legal environment etc.

Intra psychic Sector: This encompasses those aspects which are and personal such as an individual’s values, abilities, temperament, personality, needs, expectations and health.

Brown (1984) has listed five categories

- Customary anticipated life events (major change in life) such as marriage, divorce, beginning / ending of school, children leaving home and retirement.
- Unexpected life Events: (any major life event which occurs suddenly) like sudden loss of job, major accident, becoming aware of a terminal illness.
- Progressive, accumulating – situational events (any continuously) recurring problems in life, activities) like daily hassles, job and family stress, school stress and competition.
- Personality Glitches (any personal traits that create social problems) such as poor communication, low self – esteem, insecurity, lack of confidence, poor decision making and fear of failure.
- Value dependent traits: Circumstances generating thought feeling conflict) like revolution, broken homes, moral dilemmas like cheating or failing, and peer pressure v/c personal conscience.

Types of Stress

Life events stress may be short – term or on-going: Traditionally, the assessment of life experiences has conceptualized such life events as short – term experiences. But now it is not so. The role of a woman – as a traditional housewife has changed to multiple roles. Hence stressors are now ongoing. Moos and Swindle (1990) indentified domains of ongoing stressors which reflect chronic forms of life experiences as:

- Physical health stressors
- Home and neighborhood stressors (Safety and cleanliness)
- Financial stressors
- Work stressors
- Spouse related stressors
- Children related stressors
- Extended family stressors
- Friend related stressors

They incorporated these factors and developed the Life Stressors and Social Resources Inventory. They argued that life events should not be evaluated in isolation but should be integrated into two facets of an individual’s life, their ongoing social resources (social support) and their ongoing stressors.

Criticisms have been raised concerning the tactic of aggregating total life events to generate an overall score. Many studies on life events have turned the total number of events into a single score by aggregating all life events experienced within a given time frame. This approach treats
all events the same, without taking into account the subjectively and perceived importance of each event. Since life event inventories cover a variety of events of different importance, equating those events may be insensitive in capturing the significance of different life events, and it may fail to detect the effects of specific events that generate a great deal of stress. Some researchers have suggested the use of a more dimension specific approach, focusing on specific kinds of events by dividing scales into categories, such as health related events and loss events.

- The personal events: Personal events like marital conflict, sexual difficulties, trouble with neighbor, change in residence, or in sleep, eating habits etc are subjective in nature. Such events vary from person to person and even its intensity of experience varies.

- Impersonal events: Stressful events like death of a friend, son / daughter leaving home, marriage of a daughter / son, appearing for an interview, retirement etc are the events that are positive and negative at the same time.

- Desirable and undesirable event: “Events are positive in nature. Events like marriage of a daughter or dependent sister, getting married, outstanding personal achievement, new family member, a pleasure trip on holidays. The undesirable events are negative in nature. They are not welcomed as it gives negative feelings to a person, who experiences it. Events like death of spouse, extramarital relations of a spouse, divorce, separation, lack of child, robbery, theft, broken love affair etc are undesirable events. It causes more depression especially when they came all of a sudden. Such events are unpredictable also affecting health.

- Ambiguous events: Events like change in working conditions, birth of a daughter, change in eating habit, wife / husband begins or stops working, begin or end schooling are not very much specific in nature. Such events are like stressful as compared to unpredictable and undesirable events.

CONCLUSION
Stressful life events might have been found to disrupt women’s sense of self, and thereby negatively influencing their mental health. The presence of acute stressors may have greater depressive influence in the part of women which affects their physical health too. Women are more likely to experience stressful events in their lives as more stressful and this leads their vulnerability to depression. Thus social support softens the impact of potentially stressful events.

REFERENCES
PERCEPTION OF STUDENT-TEACHERS ON THE COMMUNITY WORK INCLUDED IN B.Ed. COURSE OF UNIVERSITY OF MUMBAI

Prof. Vaishali Manoj Sawant*

ABSTRACT
The component of Community work is included in the B.Ed course of University of Mumbai with the objective of making student teachers active in the community and positive contributors to society. Also the main reason for community work included in B.Ed course is the future teachers would inculcate the same attitude and values towards community work in their students. If so, then the big question that arises is how student teachers perceive community work included in their study courses. It then becomes imperative to assess the way student teachers perceive the community work that is part of the Course. Hence, the researcher conducted a study on Perception of student-teachers on the community work included in B.Ed. course of University of Mumbai. A sample of 80 student teachers were administered a questionnaire in the form of a rating scale based on statements perceiving the community work included in B.Ed course of University of Mumbai. Findings indicate that minor differences were found in their perception on community work included in B.Ed course between student teachers having no teaching experience and student teachers having teaching experience. Also, it was found that student teachers positively perceived the community work included in the B.Ed course.

Keywords: community work, student teachers, B.Ed, University of Mumbai.

INTRODUCTION
Community work is a donated service or activity that is performed by someone or a group of people for the benefit of the public or its institutions. Performing community service is not the same as volunteering, since it is not always done voluntarily. It is included in B.Ed course to meet the requirements of graduation with a variety of reasons.

Doing community work provides students with opportunities to become active in the community and positive contributors to society. Community work or volunteerism enables students to acquire skills and knowledge as well as provide a service to others that need it in some way. Also, there are multiple benefits and gains from community service. Some of these benefits are:

- Community work gives students a sense of purpose.
- Volunteering is one big team building opportunity. As students work in community service programs, they learn how to better work in teams. Often, students also learn to develop leadership skills as well. This is valuable not just for schoolwork, but for higher education, careers, and further community involvement.
- Community work can shape the direction of a student's life and change the way he or she views the world.
- Community work has a positive impact on college acceptance.
- Service learning has been associated with academic gain: Students who participate in community service learning tend to do better in school. It's believed that community service is somewhat of a missing link for students, giving them the chance to apply what they've learned in the classroom to real human needs. Volunteering is a great way to follow up on and supplement subjects that have been covered in the classroom.

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- Students often experience an increased sense of self-efficacy. Students who do community service work learn that they can actually make a difference with what they do. This helps students better understand their own competence, leading to more self-confidence and a can-do attitude that can spread to their work and academic pursuits.

- Students who participate in community service are more likely to grow up to become voters. Youths who take part in volunteering activities become more involved in their communities, and as a result, tend to care more about what happens in those communities. Often, students who have participated in community service will grow up to become young voters and remain involved in their communities throughout their lives.

- Community service is a great problem-solving skill builder. Students participating in community service are often faced with challenges and tough problems to tackle. By working through them as a volunteer, they learn how to better solve problems, and enjoy the satisfaction of overcoming a hurdle.

- Volunteering has health benefits. Creating a lifelong habit of community service can help students become healthier over the course of a lifetime. Research has shown that individuals who participate in volunteering have better physical and mental health than those who do not, especially among adults aged 65 or older.

- Volunteering makes students more attractive to potential employers. Taking part in community service teaches students skills that are valuable to employers, like problem solving, teamwork, and the ability to follow instructions. Volunteering is especially valuable when it is related to a student’s future career.

- Students can enjoy excellent networking opportunities. Community service opens students up to a wealth of networking opportunities, allowing them to build new relationships within their community as they contribute. Students can meet new people, work with new organizations, and strengthen their ties to the community.

- Students find a sense of responsibility and pride: As students work within their community, they learn that they can be responsible for making great things happen. This helps to build a sense of responsibility in students, and a sense of pride when they see what they've done is actually helping others.

- Community service brings learning beyond the classroom. Volunteering allows students to take what they've learned and apply it beyond the classroom. This offers the opportunity for enrichment and a great way for them to see how concepts they've learned work in the real world.

- Volunteering offers an opportunity for skill building. Participating in community service allows students to build upon their existing skill sets. As students work in a real-life setting, they can use volunteering projects to explore and improve upon existing skills. Students can explore potential careers and find out what they need to develop in order to work in the field.

Thus, community work is meant to sensitize student teachers and also help them know that some people in our community do need our help and as future teachers we should be able to sensitize our students in the same way towards our community needs. As a part of mandatory 15 hours of community work, the student teachers are generally encouraged to teach and share their skills.
with children with special needs, visit and spend time with senior citizens in old age homes and street children. Also work for various helpline services.

AIM OF THE STUDY
To study the perception of student-teachers on the community work included in B.Ed. course of University of Mumbai.

RESEARCH QUESTIONS
- How do student-teachers of University of Mumbai perceive the community work included in B.Ed. course?
- What is the difference in perception of student-teachers of University of Mumbai having teaching experience and student teachers having no teaching experience towards community work included in B.Ed. course?

OBJECTIVES OF THE STUDY
- To study the perception of student-teachers on the community work included in B.Ed. course of University of Mumbai.
- To compare the perception of student-teachers of University of Mumbai having teaching experience and student teachers having no teaching experience towards community work included in B.Ed. course.

REVIEW OF RELATED LITERATURE
The research materials reviewed were as follows:
- Boyle-Baise, Marilynne; Sleeter & Christine E. Education (1998) had undertaken the study on Community Service Learning for Multicultural Teacher. Their study suggests that service learning complements the community-based approach, presents opportunities for interaction with diverse socio-cultural groups, and emphasizes reflection, which incites analysis of community-based concerns.
- Dennis E. Potthoff, Julie A. Dinsmore, Geraldine Stirtz, Tom Walsh, Jane Ziebarth & Karen Eifler (2000) studied the impact of a Community-Based Field Experience on Pre-service Teachers’ Knowledge, Skills and Attitude. Their findings indicate the experience fosters the goals of the College of Education and that those directly involved, preservice teachers and community agency personnel value the experience, while college faculty who are less directly involved perceive it to be less effective. Connections are established to the literature on service-learning and teacher education in a diverse society.
- Haskell, Rachael A. (2010) examined the question: "what are the attitudes of undergraduate social work students at three universities toward individuals with physical disabilities. Findings reveal that participants who: (1) have had prior positive contact with persons with physical disabilities; (2) have higher perceived levels of knowledge about issues affecting persons with physical disabilities; and (3) have had more social work classes responded with more positive attitudes than other participants.
• George, Daniel R., Stuckey, Heather L., Dillon, Caroline F. & Whitehead, Megan M. (2011) conducted a study to evaluate whether medical student participation in Time Slips, a creative group-based storytelling program, with persons affected by dementia would improve student attitudes toward this patient population. Student course evaluations were analyzed at the conclusion of the program to examine perceived qualitative changes in attitude. Qualitative data revealed insights into the manner in which student attitudes toward a geriatric patient population became more positive.

• Warren, Susan R., Noftle, James T., Ganley, DeLacy Derin & Quintanar, Anita P. (2011) explored how graduate coursework can impact urban teachers' knowledge, skills, and dispositions regarding family and community involvement. Results indicate a significant change in teachers in three global areas: (a) their professional knowledge and skills, (b) their professional dispositions, and (c) their authentic relationships with students, their families, and the community.

• Weaver, Robert D. & Yun, Sung Hyun (2011) conducted a study to evaluate the impact that undergraduate social work education had on students' attitude toward poverty as pretest and posttest data were collected from 166 university students enrolled in an undergraduate social work course that included a focus on poverty. Findings indicated that the participants demonstrated a significantly more structural attitude toward poverty and impoverished persons at the posttest stage, suggesting that social work education influences students' poverty-related attitudes.

• Golmic, Bruce A. & Hansen, Mary A. (2012) conducted a study to determine the effects of an INCLUDED Experience on the attitudes, sentiments and concerns of pre-service teachers toward students with exceptional learning needs after 12 weeks of student teaching in secondary education classrooms. Results provided evidence that after completing an INCLUDED Experience, pre-service teachers had positive attitudes and decreased concerns toward inclusion.

• The researcher did not come across any Indian research based on community work done by student-teachers.

• Based on the above reviews, it can be concluded that exposure to students to community service as a part of their course of study inculcates a positive attitude in students. Also it can be concluded that students who are exposed to some of community work show a more favourable attitude towards community work as compared to those who are not exposed to such experience. The researcher also observed that there are student teachers who have teaching experience wherein they are exposed to some form of community work as compared to student teachers who do not have teaching experience. Hence the researcher felt the need to conduct this study based on the perception of student teachers on the community work included in B.Ed course of University of Mumbai and compare the difference in perception on community work between student teachers with teaching experience and student teachers without teaching experience.

METHOD OF THE STUDY
For the present investigation, survey method has been used. Researcher prepared a tool in form of 5-point rating scale. Purposive sampling technique was used wherein 80 student teachers were
selected from four B.Ed. colleges affiliated to University of Mumbai, colleges which as per the researcher’s knowledge carried out community work as mentioned in the syllabus given by University of Mumbai.

RESULTS AND DISCUSSIONS
The mean for every item in the rating scale was found out.

<table>
<thead>
<tr>
<th>Statements</th>
<th>Student teachers having no teaching experience (mean score)</th>
<th>Student teachers having teaching experience (mean score)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Infusion of Community Work in B.Ed. course will help meet needs in the community.</td>
<td>4.33</td>
<td>4.15</td>
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<tr>
<td>2. My contribution to the community through community work in B.Ed. course will make a real difference.</td>
<td>4.10</td>
<td>3.95</td>
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<tr>
<td>3. Community Work in B.Ed. course is a crucial component of the solution to community problems.</td>
<td>3.86</td>
<td>4.30</td>
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<td>4. It is my responsibility to take some real measures to help others in need through community work.</td>
<td>4.48</td>
<td>4.55</td>
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<td>5. I have become sensitized to the need for community work in our society</td>
<td>4.38</td>
<td>4.50</td>
</tr>
<tr>
<td>6. It is important to me to have a sense of contribution and helpfulness through participating in community work.</td>
<td>4.46</td>
<td>4.85</td>
</tr>
<tr>
<td>7. Contributing my skills will make the community a better place.</td>
<td>4.31</td>
<td>4.45</td>
</tr>
<tr>
<td>8. Lack of my participation in community work in B.Ed. course will cause severe damage to our society.</td>
<td>3.40</td>
<td>3.45</td>
</tr>
<tr>
<td>9. It does not matter to the community whether I participate in community work or not.</td>
<td>3.96</td>
<td>4.05</td>
</tr>
<tr>
<td>10. Community work in B.Ed. course left me with less time for my assignments.</td>
<td>3.95</td>
<td>4.30</td>
</tr>
<tr>
<td>11. I participated in Community work this year only because it’s an important component in B.Ed. course.</td>
<td>3.80</td>
<td>4.05</td>
</tr>
<tr>
<td>12. My little contribution through</td>
<td>3.26</td>
<td>3.30</td>
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community work in B.Ed. course for this year is insignificant to this large community.

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<th>Community work in B.Ed. course for this year is insignificant to this large community.</th>
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<tbody>
<tr>
<td>13</td>
<td>It is critical that citizens become involved in helping their communities.</td>
</tr>
<tr>
<td>14</td>
<td>Community work done by all student-teachers through B.Ed. course has brought about change in attitude of teachers towards community work.</td>
</tr>
<tr>
<td>15</td>
<td>I would like to participate in community work in the next year on my own will.</td>
</tr>
</tbody>
</table>

Overall mean

<table>
<thead>
<tr>
<th></th>
<th>Student-teachers with experience (average mean)</th>
<th>Student-teachers with no experience (average mean)</th>
<th>Total (average mean)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.21</td>
<td>4.07</td>
<td>4.14</td>
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Thus it can be interpreted that there is very minor difference observed in the perception of student teachers having teaching experience and student teachers having no teaching experience with respect to

- Infusion of Community Work in B.Ed. course would help meet needs in the community
- Contribution to the community through community work in B.Ed. course would make a real difference.
- Community Work in B.Ed. course is a crucial component of the solution to community problems.
- Responsibility to take some real measures to help others in need through community work.
- Becoming sensitized to the need for community work in our society.
- Having a sense of contribution and helpfulness through participating in community work.
- Contributing one’s own skills will make the community a better place.
- Making no difference to the community whether I participate in community work or not.
- Community work in B.Ed. course left me with less time for my assignments.
- I participated in Community work this year only because it’s an important component in B.Ed. course.
- My little contribution through community work in B.Ed. course for this year is insignificant to this large community.
- It is critical that citizens become involved in helping their communities.
- Community work done by all student-teachers through B.Ed. course has brought about change in attitude of teachers towards community work.
- I would like to participate in community work in the next year on my own will.
Thus it can be concluded that teaching experience does not play a significant role in the way student teachers perceive community work included in their course. The student teachers also indicated that they took up community work as it was part of their B.Ed course. Also, findings indicate that the student-teachers positively perceived the community work included in B.Ed. course of University of Mumbai.

CONCLUSIONS

It can be concluded that exposure to student teachers to such community service as part of their study course helps in positively perceiving such community services. Hence, it can be recommended that schools and colleges should incorporate community work in their curriculum to sensitize students towards community needs and for the overall development of students. The findings from this study can be used by teacher education programs, university professors, and school authorities as they structure and implement programs that support and encourage teachers in interfacing with communities.

REFERENCES

CONCEPT OF LIFE SKILLS IN EDUCATION

Dr. Ritu Sharma*

ABSTRACT
Adolescence, a vital stage of growth and development, marks the period of transition from Childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond Parents and family and are intensely influenced by their peers and the outside world in general. To promote healthy living conditions and positive attitude towards life, life skill education is very important.
Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed as “thinking skills”; and skills related to dealing with others termed as "social skills. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. “Emotional” can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

CONCEPT OF LIFE SKILLS IN EDUCATION
Adolescence, a vital stage of growth and development, marks the period of transition from Childhood to adulthood. It is characterized by rapid physiological changes and psychosocial maturation. Adolescence is also the stage when young people extend their relationships beyond Parents and family and are intensely influenced by their peers and the outside world in general. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of experimentation and risk-taking, of giving in to negative peer pressure, of taking uninformed decisions on crucial issues, especially relating to their bodies and their Sexuality. Adolescence is thus a turning point in one’s life, a period of increased potential but also one of greater vulnerability.

CONCERNS OF ADOLESCENT STUDENTS
DEVELOPING IDENTITY
Self awareness helps adolescents to understand themselves and make their identity. Lack of information and skills prevent them from effectively exploring their potential and establishing a positive image and sound career perspective.

MANAGING EMOTIONS
Adolescents have frequent mood changes reflecting feelings of anger, sadness, Happiness, Fear, Shame, Guilt, and love. Very often, they find hard to understand the emotional turmoil. They do not have a supportive environment in order to share their concerns with others.

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BUILDING RELATIONSHIP
As a part of growing up, adolescents redefine their relationships with parents, peers and members of the opposite sex. Adults have high expectations from them and do not understand their feelings. Adolescents need social skills for building positive and healthy relationships with others including peer of opposite sex. They need to understand the importance of mutual respect and socially defined boundaries of every relationship.

RESISTING PEER PRESSURE
Adolescents find it difficult to resist peer pressure. Some of them may yield to these pressures and engage in experimentation. Aggressive self conduct; irresponsible behaviour and substance abuse involve greater risks with regard to physical and mental health. The experiment with smoking and milder drugs can lead to switching over to hard drugs and addiction at a later stage, which hamper their growth mentally, physically and socially.

ACQUIRING INFORMATION, EDUCATION AND SERVICES ON ISSUES OF ADOLESCENCE
Exposure to media and inquisitiveness about life and the fast changing world have left adolescents with many unanswered questions. The widening gap in communication between adolescents and parents is a matter of great concern. Teachers still feel inhibited to discuss issues frankly and sensitively. Adolescents seek information from their peer group who are also ill informed and some may fall prey to quacks. Fear and hesitation prevents them from seeking knowledge on preventive methods and medical help if suffering from RTIs and STIs. Communicating and negotiating safer life situations. Sexually active adolescents face greater health risks. Girls may also face mental and emotional problems at the time of young age.

UNDERSTANDING LIFE SKILLS – A TEACHER’S PROSPECTIVE
Life skills have been defined as “the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life” (WHO). ‘Adaptive means that a person is flexible in approach and is able to adjust in different circumstances. ‘Positive behaviour’ implies that a person is forward looking and even in difficult situations, can find a ray of hope and opportunities to find solutions.

UNICEF defines life skills as, "a behaviour change or behaviour development approach designed to address a balance of three areas: knowledge, attitude and skills."

Therefore, life skills are a large group of psycho-social and interpersonal skills, which can help people, to make informed decisions, communicate effectively and develop coping and self management skills that may help an individual to lead a healthy and productive life.

KEY OF LIFE SKILLS
Life skills include psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Essentially, there are two kinds of skills - those related to thinking termed
as “thinking skills”; and skills related to dealing with others termed as "social skills. While thinking skills relate to reflection at a personal level, social skills include interpersonal skills and do not necessarily depend on logical thinking. It is the combination of these two types of skills that are needed for achieving assertive behaviour and negotiating effectively. “Emotional” can be perceived as a skill not only in making rational decisions but also in being able to make others agree to one's point of view. To do that, coming to terms first with oneself is important. Thus, self-management is an important skill including managing/coping with feelings, emotions, stress and resisting peer and family pressure. Young people as advocates need both thinking and social skills for consensus building and advocacy on issues of concern.

The Ten core Life Skills as laid down by WHO are:

- Self-awareness
- Empathy
- Critical thinking
- Creative thinking
- Decision making
- Problem Solving
- Effective communication
- Interpersonal relationship
- Coping with stress
- Coping with emotion

Self-awareness includes recognition of ‘self’, our character, our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is often a prerequisite to effective communication and interpersonal relations, as well as for developing empathy with others.

Empathy
To have a successful relationship with our loved ones and society at large, we need to understand and care about other peoples’ needs, desires and feelings. Empathy is the ability to imagine, what life is like for another person. Without empathy, our communication with others will amount to one-way traffic. Worst, we will be acting and behaving according to our self-interest and are bound to run into problems. No man is an island, no woman either! We grow up in relationships with many people – parents, brothers and sisters, cousins, uncle and aunts, classmates, friends and neighbours. When we understand ourselves as well as others, we are better prepared to communicate our needs and desires. We will be more equipped to say what we want people to know, present our thoughts and ideas and tackle delicate issues without offending other people. At the same time, we will be able to elicit support from others, and win their understanding. Empathy can help us to accept others, who may be very different from ourselves. This can improve social interactions, especially, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.
Critical thinking is an ability to analyze information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

Creative thinking is a novel way of seeing or doing things that is characteristic of four components – fluency (generating new ideas), flexibility (shifting perspective easily), originality (conceiving of something new), and elaboration (building on other ideas).

Decision making helps us to deal constructively with decisions about our lives. This can have consequences for health. It can teach people how to actively make decisions about their actions in relation to healthy assessment of different options and, what effects these different decisions are likely to have.

Problem solving helps us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

Interpersonal relationship skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping, good relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, and also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Coping with stress means recognizing the sources of stress in our lives, recognizing how this affects us, and acting in ways that help us control our levels of stress, by changing our environment or lifestyle and learning how to relax. A Coping with emotions means involving recognizing emotions within us and others, being aware of how emotions influence behaviour and being able to respond to emotions appropriately. Intense emotions like anger or sadness can have negative effects on our health if we do not respond appropriately.

Important FAQs
How are Life Skills important for growing minds?
- We find that behaviour does not always follow the mind. This is when incidents of “I know but I can’t help it” occur. What we need is the ability to act responsibly. Life skills enable us to translate knowledge, attitudes and values into actual abilities.

Why is there a need for Life Skills Education?
- The host of factors that promote high risk behaviour such as alcoholism, drug abuse and casual relationships are boredom, rebellion, disorientation, peer pressure and curiosity. The psychological push factors such as the inability to tackle emotional pain, conflicts,
frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the youth to act responsibly, take initiative and take control. It is based on the assumption that when young people are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours.

Who needs Life Skills?
- The Life Skills programme is a school based programme where Life Skills are imparted in a supportive learning environment. They are applicable for all ages of children and adolescents in school. However, the age group targeted is mainly 10-18, adolescent years, since young people of this age group seem to be most vulnerable to behaviour related health problems. The programme is for the promotion of health and well being and targeted group is all children.

How are they imparted?
- The method used in teaching of Life Skills builds upon the social learning theory and on what we know of how young people learn from their environment; from observing how others behave and what consequences arise from behaviour.

It involves the process of Participatory learning using 4 basic components:
- Practical activities
- Feedback and reflections
- Consolidation and reinforcement
- Practical application to day to day life challenges

KEY STEPS IN LIFE SKILLS APPLICATION

Defining and Promoting Life Skills
- Defining the skills: What skills are most relevant to influencing a targeted behaviour or condition; what will the student be able to do if the skill-building exercises are successful?
- Generating positive and negative examples of how the skills might be applied
- Encouraging verbal rehearsal and action
- Correcting misperceptions about what the skill is and how to do it. Promoting Skills Acquisition and Performance
- Providing opportunities to observe Life skills being applied effectively
- Providing opportunities for practice with coaching and feedback.
- Evaluating performance.
- Providing feedback and recommendations for corrective action.
- Fostering Skill Maintenance/Generalisation
- Providing opportunities
- Fostering self – evaluation and skill adjustment.
METHOD’S OF TEACHING LIFE SKILLS

CLASS DISCUSSION (In small or large group) class examines a problem or topic of interest with the goal of better understanding an issue or skill, reaching the best solution, or developing new ideas and directions for the group. Provides opportunities for students to learn from one another and practice turning to one another in solving problems. Enables students to deepen their understanding of the topic and personalize their connection to it. Help develop skills in listening, assertiveness, and empathy.

- Decide how to arrange seating for discussion
- Identify the goal of the discussion and communicate it clearly
- Pose meaningful, open-ended questions.
- Keep track of discussion progress

BRAIN STORMING

Students actively generate a broad variety of ideas about all particular topic or tasks in a given, period of time. Variety of ideas is the main objective of brain storming. Evaluating or debating the ideas occurs. It later allows students to generate ideas quickly and spontaneously. It helps students to use their imagination and break loose from fixed patterns of response. Good discussion starts because the class can creatively generate ideas. It is essential to evaluate the pros and cons of each idea or rank ideas according to certain criteria.

ROLE PLAYS

Role play is an informal dramatization in which people act out a suggested situation. Provides an excellent strategy for practicing skills; experiencing how one might handle a potential situation in real life; increasing empathy for others and their point of view; and increasing insight into one’s own feelings.

CASE STUDY is powerful catalysts for thought and discussion. Students consider the forces that converge to make an individual or group act in one way or another, and then evaluate the consequences. By engaging in this thinking process, students can improve their own decision making skills. Case studies can be tied to specific activities to help students practice healthy responses before they find themselves confronted with a health risk.

DEBATES on particular problem or issue are presented to the class, and students must take a position on resolving the problem or issue. The class can debate as a whole or in small groups. Provides opportunity to address a particular issue in depth and creatively. Health issues lend themselves well: students can debate, for instance, whether smoking should be banned in public places in a community.

STORY TELLING the instructor or students tell or read a story to a group. Pictures, comics and photo novels, filmstrips and slides can supplement. Students are encouraged to think about and discuss important (health related) points or methods rose by the story after it is told. Can help students think about local problems and develop critical thinking skills. Students can engage their creative skills in helping to write stories, or a group can work interactively to tell stories.
telling lends itself to drawing analogies or making comparisons, helping people to discover healthy solutions.

**LIFE SKILLS-COMMANDMENTS TO REMEMBER**
I read, I forget, I discuss, I remember, I do, I inculcate.

- Life skills are essentially those abilities that help promote overall wellbeing and competence in young people as they face the realities of life.
- Life skills are the beginning of wisdom which focuses on behaviour change or Developmental approach designed to address a balance of three areas- knowledge, attitude and skills.
- Life skills enable individuals to translate knowledge, attitude and values into actual abilities i.e. what to do and how to do it, given the scope and opportunity to do so.
- Life skills however are not a panacea of “how to do abilities” as they are not the only factors that affect behaviour. There are many factors such as social support, culture and Environment that affect motivation and ability to behave in positive ways.
- Effective acquisition and application of Life Skills can influence the way one feels about others, ourselves and will equally influence the way we are perceived by others. It contributes to perception of self confidence and self esteem.
- Life skills for psychosocial competence needs to be distinguished from other important skills that young people will acquire as they grow up such as reading, numbers, technical and livelihood skills.
- Life skills education involves a dynamic teaching process. The methods used to facilitate this active involvement includes working in small groups and pairs, brainstorming, role plays, games and debates.

“We are guilty of many errors and many faults, but our worst crime is abandoning the children, neglecting the foundation of life. Many of the things we need can wait. The children cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed to him we cannot answer “Tomorrow”. His name is “Today”. *Gabriela Mistral, 1948*

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ABSTRACT
Globalization is a process of disseminating the resources and increasing access in global perspective. The term globalization describes the process of becoming worldwide in scope, in application and increasing interdependency of nation states. In 21st century globalization has become key term in the economic progress of any country because it has opened new vistas for material prosperity in most of the countries. In a globalized world education being the most potent instrument of creation, assimilation and transmission of knowledge, assumes a central role in the process. The globalization of world capitalism has had a significant impact on higher education policy and produced changes in the sector. This has created moves to reform higher education in order to produce the necessary technocrats. This strategy will not succeed; and that when it fails, higher education will be the scapegoat. It would thus appear that globalization is not an unmixed blessing. It may promote growth through increased technology and knowledge transfers in developing countries but it could also be sometimes a source of instability. This paper describes the reasons for increasing demand of higher education in the global world, globalization of higher education through information technology, bright and dark side of globalization on higher education and some initial steps for globalization of higher education are also suggested.

HIGHER EDUCATION IN CONTEXT OF GLOBAL SCENARIO
Globalization is a process of disseminating the resources and increasing access in global perspective. Jake Gordon (2001) says the term globalization describes the process of becoming worldwide in scope, in application and increasing interdependency of nation states. Globalization is a name given to the process, in which various economical, political, social and humanitarian aspects are involved. In 21st century globalization has become key term in the economic progress of any country because it has opened new vistas for material prosperity in most of the countries. Globalization is expected to be a process through which an increasingly free flow of ideas, people, goods, services and capital would lead to the integration of economies and societies. It is characterized by an accelerated flow of trade, capital, and information, as well as mobility of individuals, across geographical borders. It reflects comprehensive level of interaction than that has occurred in the past, suggesting something beyond the word “international”. It implies a diminishing importance of national borders and strengthening of identities, that stretch beyond those rooted in a limited locale in terms of particular country or region. It can also be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and network, new actors; the grating just economy, but culture, technology and governance. It is giving rise to new markets linked globally, new tools, internet links, cellular phones, Global Village”, etc.
The meaning of globalization, for a country in stark terms is global competition and in a competitive world the one who comes second is not good enough. One has to be at the top to count. The tool that will take a country to a pre-eminent position is knowledge. It gives a country the competitive edge. The wealth of the nation is no more land, buildings and money, but the knowledge based system which adds value.

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GLOBAL PERSPECTIVE OF HIGHER EDUCATION
In a market oriented competitive world, unleashed by the forces of globalization, education has to assume a somewhat different role. It cannot afford to be conventional, rigid and impervious to change. It has to keep abreast of the latest developments in various fields and be capable of creating, absorbing and transacting neo-technology and information systems that are sweeping across the countries of the world. There has also to be a paradigm shift in the contents of education with substantial emphasis on the productivity aspect of the curriculum.

In a globalised world, as technology becomes its main motor, knowledge assumes a powerful role in production, making its possession essential for nations, if they are successfully to pursue economic growth and competitiveness. Education, being the most potent instrument of creation, assimilation and transmission of knowledge, assumes a central role in the process.

Globalization of education must be made to work for people. If it is to accomplish this, it must take in to account the following six factors, as has been pointed out by the UNDP(1999):

- Ethics: less violation of human rights.
- Equity: less disparity within and between nations.
- Inclusion: less marginalization of people and countries.
- Human security: less instability of societies and less vulnerability of people.
- Sustainability: less environment destruction.
- Development: less poverty and deprivation.

As Gidden (2001) realizes that globalization is not just economic but also political, technological and cultural so globalization cannot be confined to have its effect only within economy but it stretches its influence to every tangible and intangible phenomena of our society. So globalization, no doubt, promises dramatic and rewarding change to the higher education systems of the developed countries. Where as for the developing and the underdeveloped countries, where the system is facing the scarcity of resource, it threatens the stability needed to build the well performing system. Developing countries often have to adjust willingly or unwillingly both to the quickening pulse of international change, and accordingly, reform on several fronts simultaneously, which may not be possible under the given resource status of higher education.

The thrust of Globalization is expected to push Higher Education to face far-reaching challenges. According to the Spanish sociologist, Manuel Castells, one of the leading authorities on Globalization states, “effects on the university will be more drastic than industrialization, urbanization and secularization combined. John Smyth argues “the globalization of world capitalism has had a significant impact on higher education policy and produced changes in the sector. In particular, globalization has caused a major restructuring of the economy, and government has reacted within a corporatist and technocratic framework to create new technology-based industries. This has created moves to reform higher education in order to produce the necessary technocrats. This strategy will not succeed; and that when it fails, higher education will be the scapegoat.”

INCREASING DEMAND FOR HIGHER EDUCATION
Many observers expect an increase in the demand for higher education worldwide. In the developed world the knowledge society will ask for even more highly qualified knowledge...
workers. Economic development, modernization and demographic pressure will fuel the demand for higher education also in other parts of the world, only limited by the inability of the poor to finance the cost of higher learning.

The demand for higher education will not only grow quantitatively but will also become more diverse. Despite some decline in their value as credentials on the labour market in the developed world, traditional qualifications (degrees and diplomas) will remain the most important product of higher education institutions, but they will be supplemented by programmes, vocational and competency-oriented training and modular courses adapted to a new lifelong learning demand, even if higher education institutions are not the main providers in these fields in many countries. New communication technologies and the internet provide new opportunities for a more flexible delivery of higher education, thereby creating a new demand in some countries and meeting demand in others where traditional institutions are incapable to do so. All together, these developments underpin the assertion that higher education will become one of the booming markets in the year to come.

GLOBALIZATION OF HIGHER EDUCATION THROUGH INFORMATION TECHNOLOGY

Information technology is dynamic in nature. It has lots of potentialities to improve, manage and globalize different aspects of higher education such as

- Teaching
- Professional development of teachers
- Research and development
- Man power
- Total quality management

TEACHING

The objectives of higher education are- Developing reasoning and thinking power, self concept, decision making ability, proper study habit, developing tolerance of ambiguity, risk taking capacity, scientific temper. At present I.T. may be of some help. It is a well known fact that not a single teacher is capable of giving up to date and complete information in his own subject. The IT can fill this important gap because it can provide access to different sources of information. It will provide information correctly, as comprehensive as possible, in different formats with different example. IT provides chat facility so that learner can make use of it and can exchange their ideas and views and get clarification on any topic with different experts, practitioners, etc. It helps learners to broaden the information base. IT provides variety in the presentation of content that helps learners in concentration and better understanding and long retention of information that is not possible otherwise. IT provides flexibility to learners, which is denied by the traditional process and method. On Internet many websites are available freely, which may be utilized by students and teachers for developing thinking and reasoning.

PROFESSIONAL DEVELOPMENT OF TEACHERS

There was a time when society believed that teachers were born but not trained. This belief does not hold well today because there are various teacher-training institutes were established and have expanded like any other training institutes. The teachers need to be trained from time to time so as
to keep pace with the developments in the related areas and to work at the maximum efficiency level. It points out the need of continuous professional development of teachers. The country can be divided into different regions and in each region a few resource centers can be established. These Resource Centers can be equipped with the latest recording systems, etc. Further, in different subjects, the experts be identified and be asked to teach the topic of their specialization and video recording done. The video cassettes can be made available to the colleges that maybe used both by teachers and students. Wherever possible Internet connection may be provided to the colleges through which the teachers may use this facility to update their knowledge by way of interaction with their counterparts in other foreign universities as well as Indian universities. They can get the desired information of their choice. This is required when the teacher is asked to teach is asked to teach a topic which he could not study while he was a student. At times the multimedia material may be available on the topic. Thus, Information Technology can help in professional development of teachers at various levels.

RESEARCH & DEVELOPMENT
Today, it is possible to enhance research capability through the use of I.T. A researcher from India can conduct research in collaboration with his/her counterpart(s) from other countries. These days research is a team activity. The identification of research problem, planning and carrying out can be done by pooling the wisdom of all research members of team of team through the use of facilities available on Internet. The research data sharing, analysis and interpretation has improved to a great extent. Even replication of researches has become an easy task. It has improved the reliability of research findings. Consequently acceptability has also increased. Once research quality improves, the development based on it is bound to improve. Thus, IT can go a long way in improving R and D within India at least.

MAN POWER
The properly trained man power can only help us in proper utilization of the available material resources. It demands that database of trained man power has to be developed without which the progress, growth and development of any nation is not possible and if it is, then the speed will be slow. At present, it may not be possible and feasible for developing as well as under-developing nations to create infrastructure facilities for training manpower in all spheres of knowledge. To develop excellent facilities, lots of funds are required which a nation may not afford. Information technology can help any nation to get the manpower trained at a very reasonable cost. The super micro specialization in specialized course is increasing day by day which necessitate the use of Information Technology for developing human resource in the required area of super micro specialization.

DISTANCE EDUCATION
Due to explosion of population, information and more demand of higher education, the traditional colleges and universities were not in a position to provide admission to all those who wanted it. It compelled planners and administrators to think of an alternative mode of providing quality education to all those who wanted it. Due to this the distance education and open learning concepts were floated. Both distance education departments as well as open universities are using Print mode supported by Video Instructional Material, Audio material, computer assisted
instruction, Internet facilities, etc. which has provided richness to the process of education and has improved the quality of education with a slight increase in cost. The UGC has started Network of different universities. On its completion it will be possible to share all available resources for imparting the quality of education to far distant places. Such a stage has been possible only due to the development of information technology and its availability of all over the globe at a reasonable cost.

TOTAL QUALITY MANAGEMENT
The information technology can help in maintaining the total quality of the system. These days user as well as beneficiaries are not happy with the quality of higher education. It points out the fact that there is a need to bring desirable changes in the higher education system namely- input, process, output and feedback. For maintaining the input aspect, curriculum can be designed by involving experts from different universities. In selecting the students through one common entrance test, IT plays a very important role. In the same way, the teachers from different universities are invited for teaching purpose, setting and evaluating question papers, evaluating of the Ph.D. thesis, conducting viva-voce etc. All this is done with the purpose of maintaining the quality of process, output and feedback components of the system. The Information technology can help in maintaining the quality of the system. For example, the curriculum can be designed by updating the information through the use of Internet. The opinion of experts all over the globe can be taken through the use of Internet. Each university should design the website and the complete curriculum may be made available on the website. Experts or any person visiting the website may be requested to look in to the various programmes and curriculum and give suggestions as per his/her understanding.

DEVELOPING AN APPROACH TO QUALITY ASSURANCE ACCREDITATION
The most important challenge of course is developing an international approach to quality assurance and accreditation. In the previous decade quality assurance and accreditation system in higher education have been developed in many countries. By far the most of them are national schemes, oriented to the domestic higher education system. As a consequence, transnational activities of universities and especially distance education and e-learning activities in any cases are not covered by these national quality assurance and accreditation schemes. Since there is a great variety in limited international communication on standard and benchmarking, the readability and transparency of these quality assurance and accreditation systems to other countries, foreign institutions and international students is low and therefore the relevance of these national schemes in the context of globalization of higher education is limited as well.

It is in the self interest of the global higher education community to develop transnational quality assurance and accreditation systems that can counterbalance the globalization of higher education. As a start it is worthwhile to consider some initial steps:

- An agreement on a common set of definitions and a glossary of concepts regarding international quality assurance and accreditation.
- An agreement on a basic set of principles, a.o. that quality assurance and accreditation primarily are a kind of self regulation of the higher education system, that accreditation is only possible on the basis of existing quality assurance experiences, that international accreditation must respect institutional autonomy and diversity.
• An initiative to convince the international higher education community, its key actors and its association that it has to develop transnational forms of self-regulation with respect to quality itself, at the risk of giving away the initiative in his crucial issue.
• An initiative to national authorities to convince them to seek international cooperation in the field of quality assurance and accreditation.
• An initiative to seek the cooperation of the internationally organized professions in the development of an international regulatory framework with regard to quality assurance and accreditation.
• Start of work by experts on the analysis and evaluation of standards, criteria and benchmarking procedures used in existing quality assurance and accreditation system, in order to investigate the possibility of the definition of internationally agreed minimum standards.

FAVOURABLE EFFECTS OF GLOBALIZATION IN HIGHER EDUCATION
• Quality of higher education will improve following the amalgamation of universities on worldwide level.
• Globalization of university education will enhance mobility of teachers and therefore bring the homogeneity in teaching quality.
• It will promote the understanding of at least one other culture.
• It broadens the opportunity to study abroad the internship opportunities for all students.
• It will bring universities together to build consortia to enhance capabilities.
• It will promote cooperation with institutions in other countries.
• It will help in developing benchmarks to test the international character of the knowledge base.
• Better system of examination, evaluation a testing will replace outdated and undesirable system.
• It will increase the understanding of global system.
• It will motivate universities to revamp curricula to reflect the need for international understanding.

ADVERSE EFFECTS OF GLOBALIZATION IN HIGHER EDUCATION
• The inequalities grow more pronounced.
• It is feared that (global higher education) can adversely affect national sovereignty and boost domination of the west and English languages.
• Professional education will be organized as a profit business and aim at making money and towards pursuit of knowledge. Foreign education is seen as market driven and polemic and substantial for meeting the challenges offered life.
• Smaller and poor countries may have little autonomy or competitive potential in the globalised world.
• Due to misplaced regulatory regime, certain unscrupulous foreign institution can take under advantage of unattended demand in India by or offering degrees/diplomas not even recognized their own countries.
CONCLUSION

At the economic level, because globalization is affecting employment, it touches upon one of the primary traditional goals of education, preparation for work. Educational institutions will need to reconsider this mission in the light of changing job markets in a work environment; new skills and the flexibility to adapt to changing job demands and for that matter, changing jobs over a lifetime; and dealing with an increasing competitive international labor pool. The broader economic effect of globalization tend to force national educational policies that emphasize “doing more with less”; promoting market approaches to educational institution’s choice, rational management, of Institution, performance assessment and deregulation in order to encourage new providers of educational services.

So we can conclude that educational aims should have more flexibility and adaptability(for instance, in responding to rapidly changing work demands and opportunities), with learning how to coexist with others in diverse public space, and with helping to form and support a sense of identify that can remain viable within multiple contexts of affiliation. Hence in retrospect, it becomes apparent that we should not belittle the traditional goals of education-the development of complete person.

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ATTITUDE OF PARENTS AND TEACHERS TOWARDS EDUCATION OF DIFFERENTLY ABLE CHILDREN: AN EMPIRICAL APPROACH

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ABSTRACT
Today, when the whole country is harnessing upon key issues like, ‘Education for All’ and ‘Universalization of Elementary Education’, there is felt a dire and an urgent need for inclusion of all differently able and special needs children in the mainstream of Indian education. For a long time it is seen that children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education. But we now know that when children are educated together, positive academic and social outcomes occur for all children involved. Although there are several challenges and barriers in inclusion of special needs children in mainstream, which should be overcome. In this regard, parents and teachers of these children should be given training and counselling by government agencies, Non-Governmental Organizations and other special schools meant for special needs children on how to bring up and provide education to these differently able children, especially in about the precautions to be taken, while handling such type of children, so as to prevent them from enhancing their possible disabilities. Now it has been realized that a majority of children with disabilities, can lead a better quality of life, if they have equal and effective access and opportunities to various rehabilitation measures. In Indian scenario, ‘inclusive education’ has been provided mainly to children with mild disabilities and who are considered easy to include into regular school programs. Children with severe disabilities, in a majority of cases, do not attend school or in very rare cases attend a special school. In the present paper, the author tries to elaborate and focus upon the attitudes of parents and teachers towards education of differently able children. The present paper also highlights on the various barriers and challenges, which are impeding the progress of successful inclusion of all special needs children in the mainstream of Indian education system. Thus, in a nutshell, it can be said that it is the duty of every stakeholder in the society to provide a level playing field to differently able children along with the normal children, so that they too can make their valuable contribution in the progress and development of the society as well as nation at large.

Key words:- Inclusion, Inclusive Education, Special Needs Children, Higher Education, UEE

INTRODUCTION
Education is a dynamic process and continuous process of reconstruction of human experiences. The Central Government has introduced Sarv Shiksha Abhiyan (SSA) in 2001 to achieve Universalization of Elementary Education (UEE) for 6-14 years age of all children. Right to Education (RTE) mandates free and compulsory education to all children from 6-14 years of age. The key objective of RTE-SSA is Universalization of Elementary Education (UEE). The 86th constitutional amendment has been facilitated making free and compulsory elementary education a fundamental right, the amendment has given a new thrust to the education of Children With Special Needs (CWSN) inclusion. Inclusive education means welcoming all children, without discrimination regular or ordinary schools. It refers to the process of educating all children in their neighbourhood school, regardless of the nature of their disabilities. Students participating in an inclusion program follow the same schedule with their classmates and participate in age appropriate academic classes. They don’t receive special education services in separate or isolated places. Students with disabilities are not required to be ready and don’t have to earn their way into regular classrooms based upon their academic skills. Inclusive education goes one step further by defining these children as ‘children with special needs who needs special attention, rather than

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children who are ‘impaired’. Inclusive education is ‘making the programme for disabled children as an integral part of the general educational system rather than a system within general education’.

Inclusive education is not merely about providing access to mainstream school for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping those pupils in an unchanged mainstream system. Existing school system in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles have to change. This is because inclusive education is about the participation of all children and young people and the removal of all forms of exclusionary practices. Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalised groups, it seeks to develop the full potential of every individual. The ultimate goal of inclusive quality is to end all forms of discrimination and foster social cohesion.

Inclusive education stands for a process of fighting for the inclusion of people with disabilities in the mainstream education system. Education for all is closely connected to the work for equal rights of people with disabilities and against their social exclusion. Education is seen as key to a society that is ready to welcome a wide diversity of different abilities (Ainscow, 2000)1. It has been now known that inclusive school system is the most effective tool for developing necessary skills and building solidarity among our youth with special needs and their peers. It also creates a path for being better prepared for all kinds of work opportunities. Inclusion of children with special needs has become a matter of priority in many countries around the world. The implementation of inclusive education requires dedication and willingness on part of all stakeholders especially educators. Every educator must be aware of the concept of ‘inclusion’.

**NEED OF INCLUSIVE EDUCATION**

Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) pre-school students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed. There are many positive effects of inclusion where both the students special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in area such as reaching Individualized Education Programme (IEP) goal, improving communication and social skills, increasing positive peer interactions, many educational outcomes and post school adjustments. Positive effects on children with disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers. The need of inclusive education is discussed below:

**To fulfill constitutional responsibility**

It is an attempt to maintain principles of equality by giving every child right to get education in the school of his choice regardless of his/her differences in physical, psychological and socio-cultural characteristics.
Universalization of Education
Inclusive education helps in achieving our motives of universalization of education. It could only be possible if expansion of education be made keeping in view the mental and physical health, needs and other strengths of the children.

All children learn by being together
It is a place which removes discrimination as everyone wherever he/she belongs to is accepted and supported by his or her peers and other members of the school community in the course of having his or her educational needs met. In inclusive settings, children learn at their own pace and style within a nurturing learning environment.

Development of Friendship
Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.

Children learn important academic skills
In inclusive class rooms, children with and without disabilities are expected to learn and read, write and do maths. With higher expectations and good instruction children with disabilities learn academic skills.

Children develop positive understanding of themselves and others
When the children attend the classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

Children experience more self esteem
Student with disabilities experience increased self-esteem by the mere fact that they are attending classes in a regular education setting rather than in a special education setting.

Improvement in their own self-concept
Children without disabilities experiences growth in social recognition and gain a greater understanding and acceptance of students with disabilities and of diversity in general when they experience inclusive programming. Children without disabilities also experiences increased self-concept and overall improvement in their own self-concept.

ROLE OF TEACHERS IN INCLUSIVE EDUCATION
Teachers in inclusive classrooms should welcome all children, without discrimination by making necessary arrangements for their education in the same school and class along with the non-disabled peers. To teach in inclusive settings, cooperation and understanding between regular, special and resource teacher is an essential condition. The teacher for teaching in inclusive classroom must be aware of 3 R’s i.e., Rights, Roles and Responsibilities. The general role and responsibilities of a teacher in inclusive settings can be summarized as following:

- Providing equal opportunities to each child to participate in classroom activities and social programmes according to his/her capability.
• Making disabled child emotionally, physically, psychologically and educationally sound.
• Following the principle of ‘zero rejection policy’ according to which everyone should be integrated in the normal classroom.
• Provide enhanced opportunities for overall development of child’s physical, cognitive, emotional and social skills.
• Working closely with parents to inform them of their child’s progress and suggest techniques to promote learning at home.
• Collaborate with regular education teachers and all related services personnel.
• Provide classrooms with disability awareness information, as requested.
• Suggest/ coordinate per mediators, peer tutors, or peer buddies etc.
• Provide regular education teachers and Para-professionals with information on disabilities, medical concerns and equipment operations.
• Monitor and evaluate assigned students’ progress in regular education curriculum.
• Develop in collaboration with the regular education teacher, a plan for supervising the paraprofessional’s duties.
• Coordinate weekly scheduled collaboration with the regular education teachers to identify necessary accommodation.

INCLUSIVE EDUCATION IN INDIAN CONTEXT
There are some of the key observations regarding Inclusion in the Indian context, which are as following:

• Central and State governments have taken a number of initiatives to improve the enrolment, retention and achievement of children with disabilities. There is a need to establish interlinks and collaboration among various organizations to prevent overlapping, duplication and contradiction in program implementation.
• Most services for children with disabilities are concentrated in mega cities or close to district headquarters majority of children with disabilities who live in rural areas do not get benefit from these services.
• There is an absence of consistent data on the magnitude and educational status of children with disabilities and disparities between regions and types of disability. This makes it difficult to understand the nature of the problem and to make realistic interventions.
• Special schools and integrated practices for children with disabilities have developed over the years. Inclusive education has gained momentum over the last decade.
• Community involvement and partnership between government agencies and NGOs had been instrumental in promoting inclusive education.
• Many regular schools have a large number of children in each classroom and a few teachers. As a consequence of this, many teachers are reluctant to work with children with disabilities. They consider it an additional workload.
• Sensitization of masses towards disability and inclusion issues and how to cover efforts for the effective implementation of programs, are important concerns.
• Different disabilities require different supports. The number of skilled and trained personnel for supporting inclusive practices is not adequate to meet the needs of different types of disability.
• The curriculum lacks the required flexibility to cater to the needs of children with disabilities. There are limited developmentally appropriate teaching learning materials for children both with and without disabilities. The teaching-learning process addresses the individual learning needs of children in a limited way.

BARRIERS TO INCLUSION OF DIFFERENTLY ABLE IN NORMAL SCHOOLS

One of the greatest barriers to inclusion is the ‘attitude’ of parents and especially teachers towards differently able children. If teachers hold unfavourable or negative attitude towards inclusion of children with special needs in the regular classroom and if they possess negative beliefs about the educability of such children in the regular schools, then inclusion would remain a distant dream and unsuccessful. It is seen that some parents of normal children are not in favour of sending their children to integrated schools where both disabled and normal children learn together, on the grounds that the education of their children would be affected by including disabled children in the regular class and that their normal children would imitate the undesirable behaviours and manners of disabled children. Such negative attitude of parents of normal children makes inclusion a failure one. Labeling is another barrier. Inmost cases it is seen that regular teachers tend to categorise and address such children by a label. But there are some negative effects of such labelling, which are: Labeling usually focuses on a child’s negative aspects i.e. their inadequacies and defects. Teachers and parents tend to have low expectations about what a child can do; Teacher tend to explain a child’s poor performance only in terms of his defects and not in terms of instructional failure; A labelled child develops a poor self concept; Labels lead to rejections by the peers; Labels create sense of helplessness, inferiority and stigmatization among the disabled children.

Teachers must respect diversity among disabled children. Inclusion values diversity, not assimilation. Teachers should, therefore respect the diversity among children and provide programmes keeping in view their individuality. Lack of teachers respect for diversity is a serious barrier to inclusion. A multidisciplinary approach is essential for inclusion. Collaboration between parents, teachers, special education teachers, therapists, social worker, community people and doctor is an essential condition for the success of inclusion. Each and every teacher in inclusive setting irrespective of special education teacher or regular teacher should take the responsibility and should be accountable for his education. Failure to be accountable leads to the exclusion of the child from inclusive settings. Another barrier is the traditional mode of teaching. Children with diverse abilities have unique needs and needs innovative practice teaching. Traditional way of teaching involves lecture method with a fixed timetable, a single textbook and rigid grouping. Curriculum is not adopted to meet their needs. Individual attention is not seen in traditional teaching which will be a barrier to providing quality education to children with special needs in inclusive settings. Effective inclusion requires that the school personnel and resources should be integrated. All teachers and resources of the school should be available for providing services to children with diverse abilities and disabilities. An unhealthy division between the professional will be a barrier to effective inclusion. Differently able children included in the regular classroom require support from teachers and peers to make satisfactory progress in learning. If they don’t get the requisite support, they may experience failure and later drop out from school. There should be a linkage with their special schools. Special schools with their expert teachers and special aids and
equipment should function as resource centres for inclusive schools. Children enrolled in inclusive school or who need specialised help must be referred to special schools or that specialist teachers working in special school may be requested to provide special assistance and services to such children. Lack of linkage between special schools and inclusive schools is a barrier to inclusion.

SIGNIFICANCE OF THE STUDY
In India since a majority of children with special needs do not receive any formal education, in-spite of the practice of inclusive education in some schools. This is because children with disabilities and learning defences are perhaps segregated from mainstream schools and other regular routines and social activities of normal children. It is the parents who are largely not aware of inclusive education. Even if they are aware, they doubt the setting of inclusive education. Parents of disabled children are contended with the special education settings as they think it is safe without considering the real interest and need of their children. The purpose of the study is just to find out the opinions of parents and teachers of both normal and disabled children towards inclusive education. The author in this study has tried to find out the significant differences if any are there in the attitudes of teachers and parents towards inclusive education. An attempt is made to analyse the opinions of teacher and parents towards inclusive education, by making use of a questionnaire on inclusive settings of education.

OBJECTIVES OF THE PRESENT STUDY
- The present study has the following objectives:
  - To study the attitude of the parents of differently able children towards inclusive education.
  - To study the attitude of the parents of normal children towards inclusive education.
  - To find out the difference in attitude between parents of normal school children and teachers of normal school towards inclusive education.
  - To find out the difference in attitude between parents of differently able children and teachers of normal school children towards inclusive education.

HYPOTHESES OF THE PRESENT STUDY
To analyze and study the present problem following hypotheses has been formed:
- There is no significant difference in the attitude of parents of differently able children and parents of normal school children towards inclusive education.
- There is no significant difference in the attitude of parents of normal school children and teachers of normal school children towards inclusive education.
- There is no significance difference in the attitude of parents of differently able children and teacher of normal school children towards inclusive education.

METHODOLOGY OF THE STUDY
In order to carry out the present study, the investigator undertook a Survey Method of research study. The investigator himself went to the Government primary school located in Jamalpur area of Aligarh city and administered a questionnaire based on inclusive education.
SAMPLE FOR THE STUDY
To study the present problem, the investigator took a sample of 50 parents of normal school children, 50 parents of disabled children and 50 normal school teachers from the Government primary school in Jamalpur area of Aligarh city.

TOOL SELECTED FOR THE STUDY
To get the responses and to study the attitude of teachers and parents of both normal and differently able children towards inclusive education, the investigator used and collected data through a self-developed Likert-type questionnaire.

STATISTICAL TECHNIQUES USED
The statistical techniques used to analyse the collected data are: Mean, Standard Deviation, and ‘t’ test.

ANALYSIS AND INTERPRETATION OF DATA
The data collected from teachers and parents was analysed with the help of Mean, SD, ‘t’ test statistical techniques. The following tables from 1 to 3 shows the Mean value, SD and ‘t’ values of each variable of the respondents towards inclusive education.

Table 1: Difference in Attitude of Parents of Differently able children and Parents of Normal children towards Inclusive Education

<table>
<thead>
<tr>
<th>S.No</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parents of differently Able Children</td>
<td>50</td>
<td>17.56</td>
<td>0.194</td>
<td>15.06</td>
</tr>
<tr>
<td>2.</td>
<td>Parents of normal Children</td>
<td>50</td>
<td>14.79</td>
<td>1.694</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.01 level of significance

From the table 1, it can be seen that the obtained ‘t’- value 15.06 is significant at 0.01 level of significance. Hence the stated null hypothesis that, “there is no difference in the attitude of parents of normal children and parents of differently able children towards inclusive education”, is rejected. There is a difference in the attitude of parents of normal children and parents of differently able children towards inclusive education.

Table 2: Difference in Attitude of Parents of Normal children and Teachers of Normal children towards Inclusive Education

<table>
<thead>
<tr>
<th>S.No</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parents of normal Children</td>
<td>50</td>
<td>14.79</td>
<td>1.694</td>
<td>7.62</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers of normal children</td>
<td>50</td>
<td>16.76</td>
<td>1.784</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level of significance

From the table 2, it can be seen that the obtained ‘t’- value 7.62 is significant at 0.05 level of significance. Hence the stated null hypothesis that, “there is no difference in the attitude of parents of normal children and teachers of normal children towards inclusive education”, is rejected. There is a difference in the attitude of parents of normal children and teachers of normal children towards inclusive education.
Table 3: Difference in Attitude of Parents of Differently able children and Teachers of Normal children towards Inclusive Education

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t-value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Parents of differently able children</td>
<td>50</td>
<td>17.56</td>
<td>0.194</td>
<td>4.32</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers of normal children</td>
<td>50</td>
<td>16.76</td>
<td>1.784</td>
<td></td>
</tr>
</tbody>
</table>

*Significant at 0.05 level of significance

From the table 3, it can be seen that the obtained ‘t’- value 4.32 is significant at 0.05 level of significance. Hence the stated null hypothesis that, “there is no difference in the attitude of parents of differently able children and teachers of normal children towards inclusive education”, is rejected. There is a difference in the attitude of parents of differently able children and teachers of normal children towards inclusive education.

RESULTS AND FINDINGS OF THE STUDY

The study found that the parents of differently able children have real interest in inclusive education and they want their children to get education with normal children in inclusive settings. The parents of normal children are sometimes afraid of the adverse effects of differently able children on the natural development of their normal children. Teachers look forward to teach and mainstream these differently able children in the inclusive classroom settings and face the future challenges which are there in the integration of these differently able children along with the normal children.

The present study further found that there is a significant difference in the attitude of parents of normal children and parents of differently able children towards inclusive education. It was also found that there is a significant difference in the attitude of parents of normal children and teachers of normal children towards inclusive education. The investigator further found, as can be seen from the results of table 3, that there is a significant difference in the attitude of parents of differently able children and teachers of normal children towards inclusive education. The teachers who are giving instructions in the inclusive classroom settings, they have to be trained in specialized inclusive environment so as to remain effective in the inclusive classroom settings and face the future challenges lying ahead in the mainstreaming of differently able children. On the other hand, the parents of a few differently able children actually took up the challenge of seriously sending their children to normal schools; but had to withdraw due to continuous complaints and harassment on part of teachers.

ACHIEVING INCLUSIVE EDUCATION FOR ALL: ROAD AHEAD

The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. No government (or other provider such as an NGO) can realistically expect to switch overnight from special or integrated approaches to inclusive ones. ‘Twin track’ approaches may be adopted meaning that special or integrated initiatives and inclusive schools sit side-by-side as governments work towards the proper inclusion of all children within the mainstream education system over time. Ideally these twin approaches will inform one another,
with learning gained from each informing the development of future strategies, rather than being parallel processes without links between them. There are particular challenges around negative attitudes and behaviour, on part of both educators and parents, in relation to the ability of disabled children to learn. These challenges can be overcome by raising awareness of human rights in communities and publicizing positive examples of disabled children succeeding in inclusive education and in life beyond school as a result. Other possible methods include supporting disabled children to express their aspirations and participate in planning processes, as well as promoting action research and critical pedagogy amongst teachers. Ensuring that oversight bodies such as parent-teacher associations exist, and that the parents of disabled children are adequately represented in such entities, is also crucial for addressing parents’ concerns and, more broadly, ensuring just and democratic governance arrangements.

Other significant challenges relate to organizational structure and leadership. In some countries, official responsibilities for the education of disabled children do not even lie with the Ministry of Education. In other cases, the problem will be lack of joined-up thinking and practice within the Ministry of Education, where there will often be a Special Educational Needs (SEN) desk or department that is functionally unconnected with the rest of the Ministry’s work. The political challenges in securing leadership, so that Ministries of Education develop, implement and monitor an inclusive education strategy that explicitly focus on the most marginalized, should not be underestimated. It is particularly important to ensure that disabled children are not just registered in mainstream schools but can and do actually attend and genuinely progress in a safe environment.

It is also worth noting that there are challenges in procuring and resourcing for assistive devices. For example, children who learn to read Braille alongside their sighted peers in an inclusive class need Braille writing equipment and curriculum materials in tactile form. Some of the other challenges in inclusive education are: The percentage of CWSN identified being only 1.50% of the total child population in comparison to Census 2001, wherein 2.1% of the population has been found to have some disability. Hence, states should further streamline identification procedures; Monitoring mechanisms to assess both quantitative and qualitative progress in Inclusive Education to be constantly improved by states; Emphasis on classroom practices and teaching methods adopted by teachers for effective classroom management of CWSN; 58.01% schools have been made barrier-free, more schools need to be covered. Quality of ramps in most states is an area of concern; it must be ensured that each and every child with special needs receives continuing on-site academic support in schools.

SUGGESTIONS
The following are the suggestions so as to make effective inclusion of special needs children:

To Re-orient the regular schooling
Systems should facilitate admission for children with disabilities. This would ensure application of zero rejection policy. Further, children with disabilities would be able to go to the neighbourhood schools which are closer to their residence, thus overcoming the problem of
transportation. These efforts would also ensure non-discrimination and promote mainstreaming. In order to encourage this, it is advocated that such school admitting children with special needs be given support to meet the extra cost towards education such as learning aids, Braille books, low vision appliances, special assistive devices for locomotion, posturing, sitting, hearing aids etc. In addition, legislative measures such as reservation of three to five percent of seats in schools for children with special needs can also achieve quick results.

**Training of Teachers**
Few attitudinal surveys indicate the receptivity from regular school teachers to take a child with special needs, if adequate training inputs are given to handle such children in class. Regular teachers will require two kinds of support, to get in service training on management of special needs children and support from a resource teacher in planning and teaching of children with special needs.

**Modification in Existing Curriculum**
In pre-schools, it is required to modify the existing curriculum without compromising on the quality of education and competency level expected to be achieved by all children in a given class. Children who have difficulty in seeing will not be able to read the map or complete geometrical problems. Instead, alternative add-on programmes for specific group of children with special needs will be more appropriate. Similar modifications are also required in the examination and evaluation system, so that children with disabilities are not at disadvantage. For example, a child who is blind would require the services of the writer, while a child who has cerebral palsy would require extra time in completing the theory examination as he writes slowly.

**Peer Group Support**
Peer group supports which constitute a significant part in the class and in the school for the children with special needs. Few studies have clearly reported that normal peers have positive attitudes. Teacher training and support: In addition to being re-trained in curriculum and evaluation, teachers need to be trained to change their attitude towards special needs of children. Teachers can be trained to view those who do not fit into existing arrangements as offering, ‘surprises’; that is opportunities that invite further inventiveness. This implies a more positive view of differences. Teachers must also be supported with appropriate materials. Lack of teaching/learning material may hamper the quality of education. Teachers need support for their work in terms of information and background materials so that they can prepare their lessons and update their own knowledge. Also locally made learning/teaching materials can enhance considerably the quality of the learning/teaching process.

**Community Involvement**
Meaningful inclusion necessitates community participation. The community can adapt to the concepts of inclusive education to their specific station. In addition, if leaders within the community demonstrate strong support for the change process, teachers, other staff and the community are more likely to devote the time and resources necessary for the process.
CONCLUSION

Inclusive education is a planned and systematic effort and it involves giving need-based support-counselling, evaluation, modifications in curriculum and remedial teaching. A small beginning has already been made but the goal will be achieved only when the word is spread across the country and there is pressure on the authorities concerned, to take notice and action. Inclusive education is a new approach towards educating children with disabilities and learning difficulties with that of normal ones within the same roof. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education mainstream schools. Inclusive education aims at integrated development of children with special needs and normal children through mainstream schooling. To develop curriculum for special education and its inclusion in general teacher preparation programmes, Rehabilitation Council of India (RCI) made a historic collaboration with National Council for Teacher Education (NCTE) on January 19th, 2005. In India, special education as a separate system of education for disabled children outside the mainstream education system, evolved way back in 1880s. Consequent on the success of international experiments in placing children with disabilities in regular schools, the Planning Commission in 1971 included in its plan a programme for integrated education. The government is committed to provide education through mainstream schools for children with disabilities in accordance with PWD (Persons with Disabilities) Act, 1995 and all the schools in the country will be made disabled friendly by 2020.

At present, all the educational schemes of inclusive education tend towards universalization of primary education. IE is not only the alternative measure for CWSN for want of separate schools for these children but it is a scientific well though strategy for their overall development; of course it is cost effective and doubly suitable for a developing country like India. Various initiative for teaching of CWSN along with normal children in main stream schools popularly known as IE are being taken at different levels but still 95% of CWSN are out of mainstream schools. Even the schools where IE is in operation, infrastructural facilities required for inclusive teaching learning processes are poor. Capability of teachers required to deal with CWSN along with normal children also appear to be poor reflecting the poor quality of training for IE. The only point of satisfaction is that importance of IE has been recognised and government is working hard to provide universal declaration to CWSN under IE.

The greatest challenge before the Central Government and the State Governments is the achievement of accessibility, inclusion and empowerment for persons with disabilities. The Government alone cannot accomplish this task of making the “Right Real”. Tasks to be accomplished are numerous which include: Changing the mindset and perception of the members of the society so as to have proper understanding of the problems of the persons with disabilities; Infusing self-esteem and self-confidence in the persons with disabilities themselves so that they know that their limitations can be overcome to a large extent by self-effort and better environment; Improving the knowledge and skills of persons with disabilities to make them capable of handling different tasks in the employment market; Motivating various employers within and outside Government sector to employ the PWDs who can perform a number of jobs like other employees; Mobilizing the voluntary sector to actively participate in the capacity building and rehabilitation and empowerment for PWDs; Scaling the levels of training education
and research for the benefit of PWDs; Providing social security systems and other arrangements for making PWDs live with dignity; Providing them with appropriate assistive devices and appliances at low cost to increase their accessibility; Including PWDs in the decision making process at various levels for better policy formulation, monitoring and implementation and making all out efforts to comply with all the general principles contained in the UNCRPD (UN Convention on Rights of Persons with Disabilities).

The general philosophy of inclusive education provides for good teaching practices, healthy relationships between teacher and student, to improve the quality of education for all children in different ways. All children do well when the regular classroom environment is adjusted to meet their individual needs. Thus, inclusion is an ideology and not a program. It is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information. The concept of child learning, co-operative learning by observation etc takes place in inclusive education. Inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interaction because learners are exposed to real environments in which they have to interact with other learners each one having unique characteristics, interests and abilities. The non-disabled peers adopt attitudes and actions towards learners with disabilities as a result of studying together in an inclusive classroom. Thus, to conclude we can say in a nutshell that inclusive education is one way to empower the differently able with some skills and given them a chance to explore their abilities and enhance their potentialities so that they can contribute to the advancement of the nation. We as teachers, parents, teacher educators have to facilitate the implementation of inclusive education not only as a program but also as an ideology.

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LEARNING CORNERS: A GATE WAY TO SUCCESS IN HIGHER EDUCATION

Ponna Srinivas*
M. Yadagiracharyulu (Retd)**

ABSTRACT
In present education system, most of the educational institutions are concentrating on the admissions and examinations. It is not that pass certificate that will add to the skills of a student who entering into the emerging job market. It requires an all round development of the student to compete in the race and become a successful person. Information and communication development opportunities and information flow are the big challenges faced by the student community. Success in higher education helps for a better placement provided the required concepts learnt are communicated in a better way. Learning corners general aim is to ensure suitable educational environment that allows learner to benefit from any kind of learning resources.
The present paper deals with impact of learning corners for better understanding of the subject, and to improve their abilities to understand situational demands in pursuit of job.

Key Words: Opportunities, challenges, learning corners, concepts, skills

INTRODUCTION

Learning is an act of acquiring new, or modified and reinforced, existing knowledge/concepts, behaviors, skills, values and/or preferences. And it may involve to synthesize different types of information that can be positively utilized by the learner. The ability to learn is observed in humans, animals and some machines. Learning is not a compulsory act but it is contextual. It does not happen all at once, but builds upon and can be shaped depending on the known know-how. Learning corners general aim is to ensure learning educational suitable environment that allows learner benefit from any kind of learning resources.

In this context learning may be viewed as a process, rather than a collection of factual and procedural knowledge. Learning produces changes in the organism and the changes produced are relatively permanent (Schacter et al., 2009, 2011).

Human learning occurs as part of education, personal development, schooling and training. It may or may not be goal-oriented but possibly aided by motivation to drive into a suitable way/method. The learning occurs as a part of psychology, neuropsychology, learning theory, and pedagogy. Learning may occur consciously or without conscious awareness. Learning that an aversive event neither avoided nor escaped is called learned helplessness (Jeannette L. Nolen, 2014). There is an evidence of prenatal behavioral learning in humans, in which habituation has been observed as early as 32 weeks into gestation, indicating that the central nervous system is sufficiently developed and primed for learning and memory to occur very early on/in development (Sandman et al., 1997). A learning corner is a self section of the classroom in which students engage in independent and self directed learning activities. These centers give a good opportunity to a teacher to focus on specific areas of study. This facilitates perfect conceptual understanding of the topic learnt. It is otherwise learner-centered activity for a constructive approach to increment the possible abilities of a student on his own.

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The teacher is always a guide in this programme. It is a different approach compared to standards based teachers, who adhere to curriculum centered classrooms.

The present paper deals with learning corners which emphasize the learning abilities of a student, besides developing the right concepts.

MATERIALS AND METHOD

Learning Corners

Reading Centre: A library is an organized collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material, and may be a physical building or room, or a virtual space, or both (Allen, 1984). A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, CD & cassettes, video tapes, DVDs, Blu-ray Discs, e-books, audio books, database, and other formats. Students may not know how to utilize the library resources in judicious manner. This is due to individuals feel and unease in approaching the in-charge of the library. The way the library is displayed and accessed will have the impact on the student as well as staff member to browse the content. A clumsy search system or staff (library/assistant) unwilling or untrained to engage the patrons, will definitely limits the library's usefulness. Keeping in view of the student progression, the library must be a student friendly centre for each and every learner. This kind of platform motivates the student community to read the books of their choice and gives lot of scope for searching related learning material, to improvise their knowledge. In present competitive world updating the knowledge in regular fashion has been imperative. Searching updated knowledge through printed and e-learning material will reinforce the added advantage in well acquainting with the current affairs and string of knowledge will be handy for the student community in pursuit of job opportunities locally and globally.

Academic club: It is another student support platform for better learning, wherein they will be benefited with interaction with peers who have similar interests. The learner work with friendly faculty and staff to get acclimated to the institution and to the concerned program of study. Leadership opportunities are inculcated as they serve as student leader, volunteer to participate in committees and coordinate activities. Further, it will be advantageous to the learning community to participate and present his knowledge domain at professional and scholarly conferences. It is an opportunity for professional development of the learner where the teacher expands the experience and expertise in a specific discipline. The student learns from interaction with professionals in the core area, networks with students, faculty and alumni. Academic clubs may be of the following types--Accounting & finance Club, Business & Management Club, Criminal Justice Club, Language Clubs, ECO Club, Green Club, Computing Club, Communication Studies Club, Environmental Management Club, HRM Club, Legal studies Club, Subject Clubs (ie. Zoology, Botany, History, Tourism).
Social Networking Corner: In present scenario, social networking has become a life line of human kind with special focus on youth. Internet has become a common utility for each and every learner, irrespective of their study area. Applications like face book, twitter, blogger, you tube, hang outs etc. are available to the learner to share and exchange the innovative views, ideas,

Film Club: It is to propagate film as an Art form given by science. It is also conducting film making courses/lectures to enable and encourage the students to take films, electronic media as their profession and a new avenue of their own choice. It emphasizes the cultural diversity and integration of India, by screening different films made in different languages with subtitles. It benefits the learners to experience creative world with social awareness. The club can also inculcate the film appreciation in students, by which they can use film for purpose. The learners are equipped with knowledge, skills and attitude essential for self learning. It is a good platform to screen films on issues concerning environment, women education importance, literacy, human rights, pollution, patriotism, international relations etc. All these aspects motivates the learner towards a specific goal.

Jawahar Knowledge Centre: JKC is an innovative and pioneering initiative that attracts the best students from all over the state, providing them with good infrastructure and opportunities to apply their knowledge to the challenges of job market. As per the predictions of NASSCOM there will be a large requirement of IT & ITES professionals in the context of globalization and thus JKC’s were designed to impart training to the students of Govt. UG and Professional Colleges trained in English and Communication Skills, Aptitude and basic Computer Skills to compete in the open market and to get an opportunity.

Science Centre: This corner offers the learners a chance for carrying science-related activities that extend and enhance the theoretical experience in the classroom. Each science club is different, as the club programme reflects the interests of the learner, the club organizer and the facilities available. This centre uses the opportunity to explore the areas of science not covered in the curriculum, and aimed to give plenty of opportunities to do practical. A science club session typically lasts for about 45 minutes. In this time, the members might complete a challenge, plan a science project or have a special scientific visitor.

Music & Drama Centre: To serve as the main platform for musical activities and drama skills on the campus. A group of students may be appointed by the Coordinators, Music/Drama Club to assist in maintenance of Club infrastructure and organization of Institutional Events. This club facilitates the student towards the music and gives scope for improvisation of inherent skills. It refreshes the student from monotonous day-to-day academic activities.

Physical education network: This corner improvises over all development of physical, mental, moral, and spiritual values who can contribute to the nation. It is aimed to prepare physical education leaders of high academic caliber, with a holistic development of body, mind and spirit nurtured with a strong commitment to serve humanity. The youngsters are trained for excellence in Physical Education profession and allied sciences through dynamic programmes to empower youth with increased responsibility of serving the community. The corner aids to pursue global
standard of excellence in teaching, learning, research and consultancy by self evaluation and continuous improvement. It provides knowledge-based services to the sports industry.

Apart from the above mentioned learning corners, there are number of other areas of concern like e-learning corner, Multimedia corner, Language corner, Consumer corner, Civil rights corner, RTA corner, Nutrition and Health corner, Women education corner, Women Empowerment Corner, Learner counseling corner, Audio & video corner, Hobby corner, Yoga corner, Campus radio corner, Campus print media corner, Social service corner etc. which has their prominence in the respective arena of knowledge.

RESULTS DISCUSSIONS
- Involves the learner in institutional programmes.
- It shapes the institution as student centric in promoting their future aspirations.
- Regular interaction of the student with the in-charges of various learning corners leads to coordinated working environment with transparency and accountability.
- Positive approach of learning corners will open up new avenues for the learning community to cherish their goals.

DISCUSSIONS
- Challenges ahead in designing of learning corners.
- Appropriate human resource management.
- Coordination and cooperation.
- Selection of team leaders.
- Evaluation mechanism.
- Choice of inclusion and exclusion.

CONCLUSION
- Library visit should be mandatory for each and every student, and it should be incorporated in the regular time table. And periodical evaluation and feedback are necessary.
- All these above stated learning corner activities may change the attitude of the learner to become a prosperous and competitive in his domain of knowledge.
- These may give an idea or inculcate interest to adopt it as a hobby and expertise in it.
- To become a social service organizer
- In view of indelible importance of the learning corners discussed so far, it is the prerogative of every institution to initiate steps it strengthen the existing learning corners whatever they have and to establish the suitable learning corners.
- The administration has to take utmost care in designing and implementing the learning corners where there should not be any scope for overlapping/repetition.
- The concept must not be simply of designing number of corners, but it should be carried out properly without a scope for complacency and loose-knitted approach.
Obviously the social networking has its own strong imprint on younger generations, it is necessary to advice the student community in general to browse the internet applications precisely, purposefully, ethically and so on.

In-fact the ultimate objective of the learning corners is to imbibe versatile knowledge based education to mould and further excel the learner into an all-rounder, **NUMBER ONE** among many competitors’ and above all a responsible citizen of the great nation India.

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Mr. Dolagobinda Sahoo*

The basic concern of Education is to enable the child to make a sense of life and to live happily. This aim stands valid and unchallenged even today. Therefore, Education in its etymological meaning drawing out the child's potentialities to the maximum extent is of great importance. It defines the recognition of 3 R'S i.e. Rights, Responsibilities and Rules of the child to create a healthy community of life. Hence, we need to reaffirm our constitutional commitment to the concept of equality to maintain social order. Education must be able to promote values that develop peace and humaneness in a diversified society. Therefore, in contemporary social reality, Education should:

- Lead to changes in work and life-style patterns
- Encourage people to consider alternatives
- Enable people to take part in decision making, Enable people to find information
- Give opportunities to participate
- Encourage principles leading to fairer society
- Help people to understand the links between issues

In order to realize these educational objectives, the curriculum is an instrument. Curriculum is considered as an important element in bringing about educational reforms and if therefore, must respond to the changing needs. Education Commission (1964-66) observed curriculum framing with its implications is an ongoing process.

Before going to review the NCF-2005, here I pointed out some opinions regarding NCF-2005.

T M Vijay Bhaskar, Secretary Education, Government of Karnataka. According to him the document is a very useful one; is a refreshing departure from the 2000 NCF. NCF 2000 was turgid, difficult to read; the current one has kept the children in mind. It brings in a fresh outlook on curriculum making; there has been a lot of advocacy on including more and more subjects into education – environment, peace etc. The current document tries to break the information overload on the children. Focus is on creativity and overall development of the child.

Niranjan Aradiya, Nothing new, its consolidation of earlier policies and reports. What is missing is the correlation between what is being done currently and what is being proposed. How can we free such documents from the political clutches? We question the process adopted for preparing the report. None of the implementers were a part of the process – such as teachers, parents, School Development and Monitoring Committee (SDMC) members and children. The document does not mention how to translate the theoretical issues into actionable programmes. This bottom-up approach is not going to work.

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A 35-member steering committee was constituted under the chairmanship of Prof. Yash Pal, former chairman of UGC. A Draft National Curriculum was prepared, circulated across different sections and placed before the central Advisory of Education for its approval in 2005. Thereupon the National curriculum was approved by the CABE on September 7, 2005. The book National Curriculum Framework has been addressed to the fresh outlook on curriculum making for a national system of education. The book contains five chapters

- Chapter – 1 : Perspective
- Chapter – 2 : Learning and knowledge
- Chapter – 3 : Curriculum Areas, school and Assessment
- Chapter – 4 : School and class-room environment
- Chapter – 5 : Systematic Reforms

The first chapter ‘Perspective’ says about the present status of school education which is satisfactory in comparison to previous status. The present NCF proposes five guiding principles for curriculum development:

- Connecting knowledge to life outside the school: It has to be ‘constructing knowledge with the help of life’s experiences.
- Ensuring that learning shifts away from rote methods: Rote is an important learning strategy. The document should give importance to the different effective learning strategies. Just doing away with rote is not advisable.
- Enriching the curriculum so that it goes beyond textbooks: gives important to both curricular and co- curricular activities.
- Making examinations more flexible and integrating them with classroom life: this principle give important to internal assessment.
- Nurturing an overriding identity informed by caring concerns within the democratic polity of the country: There are 4 kinds of schools – government, private, aided and un-aided. How do you caring concerns within the democratic polity? The first chapter also gives importance to social context of education not socio-economic context of education. The vision in this document is that education is not for competition.
## Major Observations

### Chapter – 1 : Perspective

- Knowledge should be connected to life outside the school.
- Learning should be shifted away from rote methods.
- Curriculum should be enriched for all round development of children.
- The national system of education should be strengthened.
- Curriculum Load should be reduced.
- Quality of education should be ensured.
- Practice of curriculum should be based on the values enshrined in the constitution.

The second chapter emphasises the nature of knowledge and children’s own strategies of learning, which formulates a theoretical basis for the recommendations made in Chapter 3 in the different curricular areas. This chapter also emphasized the revision of primary school syllabi and textbooks in the light of the well-known principles of ECCE. Learners in context are related to the first guideline. Local context has to be brought in and this would require lesser dependence on textbooks. The textbook is treated as a reference source. In development and learning, only physical and cognitive development has been given due important not all-round development of the child. In knowledge and understanding: The whole idea of Bloom’s taxonomy has been challenged. ‘Understanding’ and ‘feeling’ are taken as a part of ‘cognitive’ learning. ‘Values’, ‘attitudes’ and ‘feelings’ have been used in the document but it is not mentioned how these will be dealt with. This document also gives important to recreating knowledge with the help of local knowledge.

### Chapter – 2 : Learning and knowledge

- Holistic approach of Learning should be adopted.
- The Learners should be engaged in construction of knowledge and Creativity.
- Inclusive environment in the classroom should be created.
- Experiential learning should be made active.
- Forms of Learner engagement – observing, exploring, discovering, analyzing, critical reflection etc. should be considered as the content of knowledge.
- Local knowledge and children’s experiences are essential components of pedagogic practices.

In this book chapter three deals with the curriculum areas, school and assessment. In Chapter 3, recommendations are made in the different curricular areas. In all the four familiar areas of the school curriculum, i.e. language, mathematics, science and social sciences, significant changes are recommended with a view to making education more relevant to the present day and future needs, because knowledge is constructed by the child implies that curricula, syllabi and textbooks should enable the teacher in organizing classroom experiences in consonance with the child’s nature.
environment, and thus providing opportunities for all children. In the language section, the document does not talk much on the pedagogy part at all. Language is important in all subjects but the teachers are not adequately trained for this. This chapter also deals with concept, purpose and types of evaluation and assessment and how to assess in different curricular areas in different stages. It also shows why Curricular Areas that cannot be 'Tested for Marks in a logical way.

### Major Observations

<table>
<thead>
<tr>
<th>Chapter – 3: Curriculum Areas, school and Assessment</th>
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<tbody>
<tr>
<td>1. <strong>Language:</strong></td>
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<tr>
<td>• Language skills should cut across school subjects and disciplines</td>
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<tr>
<td>• English needs to find its place along with other Indian Languages.</td>
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<td>2. <strong>Mathematics:</strong></td>
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<td>• The Teaching of Mathematics should enhance the child’s ability to think and reason, to formulate and solve problems.</td>
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<tr>
<td>3. <strong>Science:</strong></td>
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<tr>
<td>• Science teaching should engage the Learner in acquiring methods and processes that will nurture creativity and curiosity.</td>
</tr>
<tr>
<td>• Awareness of environmental concerns must permeate the entire school curriculum.</td>
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<tr>
<td>4. <strong>Social Sciences:</strong></td>
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<tr>
<td>• The contents of social sciences should focus on conceptual understanding.</td>
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</tbody>
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The chapter four is ‘School and classroom environment’ with emphasis on space, building, furniture equipment, time and how to nurturing an enabling environment. The chapter is very well written – visualizes a model school – Morning Prayer, playground, space around the school with tress, plants and animals. It is very important that there is constant interaction between private and government schools so that the best practices can be shared. In a normal school environment, there is a lot of gender and social discrimination. This chapter deals with the three important rights of child but the girl students sit separately; play another set of games, the children of the ‘lower’ caste sit separately which violet the rights of the child. So the child has no powers and hence he / she get no space. Teacher autonomy and professional independence are given due emphasis on this chapter to address children’s diverse needs.
## Major Observations

### Chapter – 4: School and class-room environment

- Availability of infrastructure and material facilities
- A school culture to recognize “Learners identity” is developed.
- The value of self – discipline is relevant.
- Learning Resources like
  - Text books.
  - Multi-media and ICT
  - School Library.
- Decentralization of planning of school calendar.

The **final chapter** deals with ‘system reforms’. Children should express themselves, handle objects, explore their natural and social milieu, and to grow up healthy. If children’s classroom experiences are to be organized in a manner that permits them to construct knowledge, then our school system requires substantial systemic reforms and this was done in last chapter. This chapter focuses on quality, teacher education for curriculum renewal, examination reforms, work centered education, innovation in Ideas and practices and focusing on new partnerships. And success of this document requires Attitude change at all levels is required to make this a success, Capacity building is required, re-design the in-service and pre-service training programs, The systemic reform has to be accepted at all levels and implemented accordingly and a suitable and student friendly Exam reform is essential.

## Major Observations

### Chapter – 5: Systematic Reforms

- Evolve a common school system.
- Meaningful academic planning
- Monitoring quality in teaching – Learning processes.
- Reformulation of Teacher education programme focusing on involvement of Learner in the process of knowledge construction.
- (PRS) Panchayati Raj system should be strengthened.
- Reducing examination system
- By shifting from content – based testing to problem – solving.
- Vocational Education and Training (VET) needs to be conceived.
- Development of syllabi, Text-books and Teaching-Learning resources should be carried out with partnership of experts, *NGOs and Teacher’s Organizations.*
CONCLUSION

NCFSE – 2005 is a document and its contents are some of suggestions and not decisions. Its effective implementation lies on the teaching community in a flexible manner. The document indicates that it has taken varieties of remedial for preparing a national curriculum framework as a means of evolving a national system of education by highlighting the quality dimension (p.7), aims of education which highlights the need and aspirations of a society as well as its lasting values (p.10), Education for peace, it helps to respect for human rights, justice, tolerance, cooperation, social responsibility and respect for cultural diversity (p.61), vision for teacher education to become more sensitive to the emerging demands from the school system (p.107), examination reforms by conducting more validity and flexible assessment (p.114). But the document is not free from the criticism i.e. Lack of clarity on the three language formula, There are 4 kinds of schools – government, private, aided and un-aided. How do you make quality of education better, this document does not tell about emotional and all round development, in Chapter three the language policy is not clear and how to teach Indian languages is not known, No mention of independent testing agency, Research in assessments not emphasized much, teacher who has a vital role has been given least importance currently and Is the National Curriculum Framework 2005 research based? So from the above points it is clear that, all that is recommended in this document is not all right, and some things are not implementable and it is not recommended to implement some things also.

REFERENCES

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