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The Great Teacher



Dr. Sarvepalli Radhakrishnan
(5 Sept. 1888 – 1975)

Editorial

India has witnessed a profound shift in its educational scenario and the general macro environment. Any growth in the Education sector will ultimately bring us closer to the realization of our National goals by turning around the uncertain economy and contributing towards the GDP of the country. In addition, it shall bear results in the near future being one of the strongest drivers of employment. While the overall macro-environment is upbeat there is a pressing need for crucial measures so that the overall education system of the country can function at its optimum best.

Several major changes have been brought about to revamp the Educational system. Government of India has launched the SSA in 2001-2002 in partnership with the state and local-self governments to universalize and improve quality of elementary education in the country. SSA has played an important role in reducing the number of out-of-school children. Primary school enrolment has come close to being universal and current attendance rates as well as literacy rate have risen encouragingly. Many more developments, such as the RTE, RMSA, MDM, etc., resulted in an improvement in education development index, enrolment, and student -teacher ratio.

The National Council of Teacher Education (NCTE) has made some big changes in the curriculum of the Bachelor of Education (B.Ed.) course following the directive of the honourable Supreme Court to revamp the system of teacher education before the end of the year 2014. The Teacher training institutions and B.Ed. colleges all over the country have to follow the new regulations from this academic session. One of the most important guideline of the new regulation is to make one year B.Ed. course to two years. Further, the management of B.Ed. colleges would now have to appoint at least 16 teachers who should be have doctoral qualification (Ph.D.). A new (model) curriculum framework has been proposed.

The response to these changes is skewed towards more people being apprehensive about the outcomes. Whether this change will bear fruit is yet to be seen. Nonetheless, every reform needs examples more than advocates. It is the joint responsibility of one and all to shoulder and strengthen this reform, a need to work in synch and endeavour to overcome what ails. As teacher Educators we must heed to the societal needs and the falling standards as well as weaknesses of the program. The implementation of the new curriculum will be meaningful only if it is adopted in true spirit and the purpose of the exercise is not short changed.

SPIJE invites papers that will not only assess and evaluate the viability of such changes but will ultimately strengthen and propel this herculean endeavour of raising the standards of our prevailing education system in general, and teacher education in particular, towards new horizons.

We also invite discussions, comments and remarks on published papers.

Editor SPIJE

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AGE AND SEX DIFFERENCE IN NEUROTICISM AND EXTROVERSION WITH REFERENCE TO DELINQUENTS

Dr. Reena Kumari, Assistant Regional Director, IGNOU Regional Centre, Varanasi

Abstract

The aim of present research was to study the effect of gender and age on neuroticism and extroversion of delinquents. For this purpose, a sample of 50 delinquents (25 males and 25 females) was selected. The tools used was Eysenck's MPI (adapted by S.D. Kapoor and S. Jalota) . Results indicated that female delinquents have more neurotic tendency and extrovert traits. No significant difference was found between male and female delinquents in respect of neuroticism and extroversion dimension of personality. Also no significant difference was found between the two groups on the basis of age of delinquents.

Keywords: *Delinquency, Neuroticism, Extroversion, Personality.*

Juvenile Delinquency is not new field of research. It must have been very long time that researchers started research on juvenile delinquency. While the APA classification has no specific category for such patterns, they may be generally placed in the group of sociopathic disorders. Delinquency refers to behaviour by youths under 18 years of age which is not acceptable to society and is generally regarded as calling for some kind of admonishment, punishment or corrective action. Thus delinquent behaviour may range from truancy “incurability” and the use of illegal drugs to homicide and other serious criminal offenses. According to New Mayer “ A delinquent is a person under age 18 who is guilty of antisocial and whose misconduct is an infraction of law”.

D. Sethana defined the same as “Juvenile delinquency involves wrong doing by a child or a young person who is under image specified by the law (for the time being in force) of the place concerned”.

In both neurotic and psychotic delinquent, the delinquent act is a byproduct of severe personality mal-adjustment rather than a reflection of consistent antisocial orientation. Most of the researches have focused primarily on male delinquents, however, several investigations have also emphasized the high incidence of psychopathic personalities among females in state correctional institutions (Cloninger and Guze 1970, Fine and Fishman, 1968; Knopa 1967). In a study of 115 girls in a state correctional institution in Kentucky, Fine and Fishman (1968) emphasized a personality picture characterized by rebelliousness, impulsiveness, inadequacy, instability and immaturity characteristics commonly found in the psychopathic personality. Ganzar and Sarason (1973) found that females more frequently came from personally and socially disorganized families than did males.

Juvenile Delinquency is then characteristic of distinct form of personality. According to G.W. Allport (1937) “Personality is the dynamic organization within the individual of those psychophysical system that determine his unique adjustment to his environment”. According to Eysenck (1970) “Personality is the relatively stable organization of person's motivational dispositions arising from the interaction between biological drives and social and physical environment”.

Thus we can say that personality is the mixture of emotional, intellectual and character

building characteristics. There are two main determinants of personality – Heredity and Environment Intelligence, nervous system, temperament and the functions of the endocrine glands are included in the hereditary factors. Environmental factors are varied and mainly inter linked with socialization processes like nature of family, size of the family, sibling position, social class, child rearing, neighbourhood, school, social role and so on. Sex is an important sociological variable. Even in traditional literature and Indian philosophy, researchers have made efforts to study sex differences in biological, social and psychological potentialities. Biologically males and females differ. In a systematic study by Krishna (1972), it was found that males and females differ statistically in terms of their level of neuroticism, extroversion and emotional adjustment as well as security-insecurity, home adjustment and responsibility dimensions of personality. Females were found to be having more neurotic predisposition, introversion, more insecurity and adjustment in home and less responsible than males.

De Pascalis, Vilfredo, Moutiroso and Rosario (1988) found that extroverts showed greater neuroticism amplitude in the meaningful speech condition than in the meaningless condition and the reverse trend across conditions were found for introverts. In another study Furnham and Adrian (1989) found that neuroticism and extroversion were the strongest prediction of self monitoring behaviour.

Katiyar M, Gupta S.C. and Singh Harjeet 1989 found group difference in the extroversion scores from the Eysenck Personality inventory were not significant but differences in neuroticism score were highly significant.

The aim of present study in light of studies reviewed, was to study the effect of gender and age on neuroticism and extroversion of delinquents. On the basis of review of literature following hypotheses regarding the above mentioned variables were formulated:

- i. There is no significant difference between the mean neuroticism scores of male and female delinquents.
- ii. There is no significant difference between the mean extroversion scores of male and female delinquents.
- iii. There is no significant difference between the mean neuroticism scores of 15 year old and 18 year old delinquents.
- iv. There is no significant difference between the mean extroversion scores of 15 year old and 18 year old delinquents.

Method

Sample: The present study is conducted on the population of delinquents of Meerut city proper. For this purpose delinquency centre and Nari Niketan, Meerut city were personally contacted. A.D.M. city was kind enough to grant the permission for data collection. The list of delinquents belonging to 15 years age and 18 years age group were taken. Each group of subjects was further divided into equal number of male and female (25 male and 25 female delinquents) subjects.

Measuring Tool

Eysenck's MPI (Adapted by Kapoor and Jalota) was used. The scale had 48 items. Reliability for Neuroticism is +. 566 and for Extroversion is +. 358.

Procedure

The data for the present study were collected from sample drawn from the delinquents from delinquency centre (Bachela Jail) and Nari Niketan of Meerut City. A room at the centre was selected to avoid any type of disturbance. The required material for the proper conduct of test were placed on the table. Then a copy of Eysenck's MPI (Adapted by S.D. Kapoor and S. Jalota) alongwith instruction in Hindi were given to subjects. After a careful reading of the instruction by subjects they were asked to mark the responses on the inventory. After completion of the inventory subjects were thanked for co-operation. In this way data was collected from 25 male and 25 female delinquents.

Results and Discussion

Neuroticism

In order to test the hypothesis that there is no significant difference between the mean neuroticism scores of male and female delinquents as well as 15 years old and 18 years old delinquents. Two way analysis of variance was used to see the significance of main effects and a two way interaction effect. The obtained data in respect of two variables ie. Sex and age of delinquents were designated as 'A' and 'B' respectively. The two levels of sex were designated as females (A1) and males (A2). Likewise the two levels of age of delinquents are designated as 15 years (B1) and 18 years (B2). To have composite test and overall picture about the significance of difference among the means, the ANOVA technique was employed.

Table 1 : Two Way Analysis of Variance for the Effect of sex and age on Neuroticism:

Source of Variance	Sum of Squares	d.f.	Mean Squares	F. Ratio
Sex (A)	1393.98	1	1393.98	0.405**
Age (B)	113.24	1	113.24	0.052**
Sex X age	250.96	1	250.96	0.073**
Within Group (error)	3433.82	46	74.64	
Total	5192.00	49		

** Not significant from table 1 that the main effects of sex as well as of age on neuroticism of delinquents were found not significant beyond chance. The respective F-Values for both the variables were found to be 0.405 and 0.052 which were not significant even at .05 level of confidence. The obtained F-value for interactional effect of the variables is not significant even at .05 level of confidence (F=0.073, d.f. 1) . The ANOVA findings indicate that sex as well as age variables are not significant in affecting neuroticism of delinquents.

Extroversion

In order to test the hypothesis that there is no significant difference between the mean extroversion scores of male and female delinquents as well as 15 years old and 18 years old delinquents. Two way analysis of variance was used to see the significance of main effects and a two way interaction effect. The obtained data in respect of two variables i.e. Sex and age of delinquents were designated as 'A' and 'B' respectively. The two levels of sex were designated as

females (A1) and males (A2). Likewise the two levels of age of delinquents are designated as 15 years (B1) and 18 years (B2). To have composite test and overall picture about the significance of difference among the means, the ANOVA technique was employed.

Table 2 : Analysis of Variance for the Effect of sex and age on Extroversion:

Source of Variance	Sum of Squares	d.f.	Mean Squares	F. Ratio
Sex (A)	340.48	1	340.48	0.635**
Age (B)	6.24	1	6.24	0.01**
Sex X age	88.03	1	88.03	0.16**
Within Group (error)	536.03	46	11.65	
Total	970.78	49		

** Not significant

It is apparent from table 2 that the main effects of sex as well as age on extroversion of delinquents were found not significant beyond chance. The respective F-values for both the variables were found to be 0.635 and 0.01, which were not significant even at .05 level of the significance. The obtained F-value for interactional effects of the variables is not significant even at .05 level of confidence ($F=0.16$, d.f. 1/46, $P>.05$). The ANOVA findings indicate that sex as well as age variables are not significant in affecting extroversion of delinquent.

Findings : The findings of the present study were as follows:

1. Age did not differentiate significantly neuroticism of delinquents.
2. Gender did not differentiate significantly neuroticism of delinquents.
3. Age did not differentiate significantly neuroticism of delinquents.
4. Gender did not differentiate significantly extroversion of delinquents.

Conclusion

The following general conclusions may be drawn from the present study:

1. Age does not influence neuroticism of delinquents.
2. Gender is not substantial to neuroticism of delinquents.
3. Age does not influence extroversion of delinquents.
4. Gender is not substantial significantly in affecting extroversion of delinquents.

A larger number of studies have been conducted by several investigators to explore the variables determining neuroticism, extroversion and delinquency. Eysenck H.J. 1975-76 found that psychoticism, extroversion and neuroticism scores decline with age. Another study was made by Kannappan R& Charian 1989. They found a relationship between Eysenck personality scores and age. Heaven Patrick 1989 found that a significant negative correlation between Eysenck personality questionnaire, neuroticism score and satisfaction with life. There are several factors which affect neuroticism and extroversion dimension of personality of delinquents. The present study has

however limited focus. It is based on 50 delinquents. Similar study may be conducted in the area of delinquency covering various sociological as well as psychological variables. Some attempts should be made to highlight the role of birth order, socio-economic status of family, social stress, motivation, frustration, anxiety, emotional maturity, emotional intelligence and creativity as significant factors in neuroticism and extroversion dimension of personality of delinquents.

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ENABLING ICT COMPETENCY AMONG TEACHER TRAINEES AND TEACHER EDUCATORS

Dr. Deepti Johri, Assistant Professor, Department of Education, Bareilly College, Bareilly- 243001.

Abstract

Technology had special roles to play to enhance quality of education and training. The introduction of new technology has changed the face of our teaching learning scenario. It has the potential to change the manner in which students learn and teachers teach. To make full use of technological potentialities, a teacher has to take the lead. A teacher should be competent enough to create awareness and offer possibilities of ICT usage among his/her students. Research findings pointed to the teacher educators and teacher trainees lack of computer competence as a main barrier to their adoption and acceptance of ICT in teaching learning. Therefore, it is suggested that higher computer competency may foster the already positive attitudes of teacher educators and eventually result in their use of computers within classroom. Keeping it in mind a study is being carried out to explore need based competency areas, which may serve helpful in developing and devising new methods leading towards development of ICT competencies of teacher educators as well as of teacher trainees.

Kewwords : *ICT competency, teacher educators, teacher trainees.*

The advances in ICT have revolutionised the education system. They have changed the style of learning, teaching, communication and gaining access to information. Such advantages have compelled us to change our present style of schooling (Skeele & Daly, 1999; Dawes, 2000; Papo, 2001; Ravichandran & Sasikala, 2001; Howard, 2002; Dahiya, 2004; Al-Asmari, 2005; Murahari, 2007; Mishra, 2008; Garg et al., 2008). Unlike the previous society the present information society has accepted the new technologies for faster development and growth due to the global competition (Murahari & Kumar, 2008). Integration of Information and communication technologies has made an amazing range of media (audio-visual, radio, T.V., tele and video - conferencing, CD-ROMs, telephone, DVD, satellite, internet) available to us for quick and reliable data transmission storage and retrieval. The use of audio and radio, interactive radio, video, TV, tele-conferencing and other media networks in Asia is well documented (Garg et al., 2006; Reddi and Mishra, 2005). However, there are wide differences in the integration of ICT with learning material in India (Garg et al., 2008).

ICTs have brought new possibilities into the classroom, at the same time they have placed more demands on teachers. The use of ICT can make substantial changes both for teaching and training mainly in two ways. Firstly, the rich representation of information changes learner's perception and understanding of the context. Secondly, the vast distribution and easy access to information can change relationships between teacher and learner.

It needs to be understood that any new technology comes not merely with hardware and software, but with learning and teaching style and grammar of its own, and that management practices need to be adapted in order to use the technologies effectively (Mishra & Sharma, 2005). The role of teachers is important for the low uptake of technology integration. It is totally on the part of teacher to make effective use of technology in the classroom.

Whilst some teacher can cope adequately with large scale change, others are far more conservative in nature. In fact, with regard to the adoption of computers, it has been found that

teachers as a professional group are highly conservative (Adkisson, 1985; Gilman, 1989; Gunter, 2001; Feldman, 2004; Bhatia, 2008). Many teachers enjoy stability, see innovation as a threat and shun problems as undesirable. Such a situation proves to be a great hindrance towards becoming an ICT competent teacher educator. The teachers who shun ICT are generally the teachers who don't understand it or they are not used to it. Usually technophobia inflicts the older generation who hasn't grown up with ICT computers, computer games, complicated acronyms, or even calculators. Another thing that they dislike is the fact that they are being taught by those younger than them.

Teacher Educators are required to help future teachers to develop confident, positive, proactive attitudes so that they may cope more effectively with the challenges of technological innovations in schools. The ICT has revolutionized the teaching learning process at all levels and in all fields, but teacher education has not seen the light of the day (Chauhan, 2008). Thus, the challenge that remains is to use ICT for education and if this has to happen in education, the change has to begin from the teacher education system. Jayanthi & Padamanaban (2008) stated that there is a need to engineer a paradigm shift from "Computer Education" to "Computer for Education" preferably ICT for education. ICT skills should be incorporated through curriculum and both teacher educator and trainees need ICT skills and capabilities. Our educational institutions cannot ignore this ever increasing pace of technological progress and their role in building ICT empowered citizens. But only those teachers who have ICT competencies can handle this technological advancement. Thus it became necessary to create in the teachers an awareness of the possibilities of ICT which will lead to their willingness to learn it and resulting in the commitment and confidence to use it. Thus teacher education institutions have important role in making the teachers ICT competent teacher through in-service and pre-service courses. (Diskshit, 2006; Garg *et. al.*, 2008).

Despite numerous national and local initiatives ICT is not successfully seem integrated into education. Lack of resources both in terms of software and hardware and in terms of adequate training are often cited as the prime causes of the failure to advance. (Garg, 2008; Babu, 2008; Zayapragassarazan & Ramganes, 2008). The reason for non-existent use of ICT in classrooms within teaching community is not only lack of resources and training but but also the poverty of knowledge within the teaching profession as a whole. Trainee teachers characteristically claim that reluctance to use ICT to support their teaching is due to a failure in their formal training which they describe as inadequate. Sadly, the knowledge base of the majority of practising teachers and of teacher educators is itself fragmentary in terms of ICT usage in teaching & learning (Desforges, 1995; Underwood, 1996). It is not therefore surprising that many students (trainee-teachers) are receiving inadequate training. Teacher educators are not confident in using the technology to support their own instruction and they therefore provide poor role models for the students. Teacher educators are intimidated by the newer technologies. Hence teacher educators pose poor role model for trainee teacher by not using ICT in their training. Teacher trainees also do not use ICT in their classroom as they were not trained to do so. Thus it becomes a vicious 'cycle of ignorance' of non-existent use of ICT (Underwood, 1996a; Underwood, 2005b). This cycle of ignorance must be broken and this can be done if we target the ICT competencies of teacher educators as well as teacher trainees. Thus for effective use of ICT in instructions and for formulating policies for future there is a need to have an investigation covering various aspects of ICT usage among academic community especially among teacher educators and teacher trainees. The present study is devoted to fulfil the purpose.

Objectives of the study

The present study has following main objectives-

1. To ascertain ICT familiarity among teacher educators and teacher trainees.

2. To find out competencies to use ICT among teacher educators and teacher trainees.
3. On the basis of research findings, suggest measures to uplift competences to use ICT among teacher educators and teacher trainees.

Review of related literature

The review of literature regarding ICT using competencies among teacher trainees and teacher educators clearly shows that ICT competency in general and pedagogical use, in particular, remains low. The majority of studies reported that training programme on ICT competency building is very much needed for teacher educators and teacher trainees (Adams, 2000; Russell et al., 2000; McCoy, 2001). One fourth of the total studies reported that teacher educators and teacher trainees exhibited simpler ICT skills but lacked pedagogical or advanced use of ICT (Crawford, 2000; Williams et al., 2000; Beck et al., 2002). A considerable number of studies reported that teacher training programmes were lacking ICT component and hence reflected on the need of training to be ICT competent (Goel, Anshuman & Shelat, 2003; Honey, 2005). Some studies suggested that teachers appreciated ICT competency building programmes and wished to work in ICT equipped institution (Hackbarth, 2000; Kader, 2008; Wong, 2008). Few studies reported that teacher trainees are more competent than their mentors (Barab et al., 2000; Deshmukh, 2002). Above studies outline the need for ICT competency among teacher educators and teacher trainees especially in pedagogical areas. These studies also emphasize the existing mismatch of ICT competencies between teacher educators and teacher trainees. Keeping these findings in view, a comprehensive study to ascertain ICT using competencies among teacher educators and trainees is very much required to present the clear picture.

Assumptions

1. The teacher educators and teacher trainees are familiar with ICT.
2. The teacher educators and teacher trainees are competent to use ICT.

Method of the study

The normative survey method was applied in the present study. The ICT using competencies of teacher educators as well as teacher trainees were studied. Numerous teacher training institutions, both, aided as well as self-financed institutions of Rohilkhand region, were taken for the study. A total of 95 teacher educators and 469 teacher trainees constituted the sample of the study. Through this study an attempt was made to ascertain ICT using competencies, among teacher educators and teacher trainees. For this purpose, data from teacher educators and teacher trainees was collected through self-developed and standardised questionnaire viz. ICT Competencies Questionnaire (ICTCQ). The analysis was carried out dimension-wise and item-wise. The data was categorized to assess the ICT competencies of teacher educators and teacher trainees of aided and self-financed institutions.

Findings and recommendations

Computer familiarity and operating skills of Teacher Educators and teacher trainees

On the dimension 'ICT familiarity and training' 81.05% teacher educators showed familiarity with computers. Of these only 42.10% reported to be actually operating the computer, and only 11.57% of them revealed possessing a formal training. On the issue of competency to operate computer 57.14% teacher trainees reported to be competent to operate computer whereas 61.4% showed familiarity with computers. 46.90% teacher trainees admitted that they learnt computer on

their own while 23.02% teacher trainees reported to be formally trained.

Software competencies of Teacher Educators and teacher trainees

Regarding the dimension 'competency to operate software' teacher educators were found competent in using simple software like - MS Word (30.52%) and paint brush(46.31%). Competency to operate other softwares like MS Powerpoint, Pagemaker, MS Excel & Photoshop was found to be less than 30%. Whereas 71.21% teacher trainees were found competent to use Paintbrush and 47.97% teacher trainee possess competency to operate MS Word.

Computer mediated task competencies of Teacher Educators and teacher trainees

Data about 'competency in using computer for different purpose' reveals that 52.63% teacher educators possess competency to use computer for typing and printing work. Nearly none of the teacher educators possess competency to use ICT for teaching learning activities. 72.9% teacher trainees of self financed colleges were found competent to use computer for typing and printing work. 44.51% teacher trainees of self financed college reported having more skills and competency in using computer for other purposes like gaming, chatting than teacher trainees of aided college (17.6%).

Hardware competencies of Teacher Educators and teacher trainees

About the 'competency of performing hardware related tasks' only 81.57% teacher educators were able to install printer and 12.63% possess competence to install a scanner. On the other hand 52.02% teacher trainees possess competency to install a printer and 9.8% teacher trainees could install a modem.

Hardware operating competencies of Teacher Educators and teacher trainees

34.73% teacher educators were found competent to handle inkjet printer followed by 27.36% with laser printer, 22.10% with scanner, 12.63% with pen drive and 5.26 with other hardware. On the other hand 50.31% teacher trainees possessed competency to handle inkjet printer 30% teacher trainees of self financed college are competent to work with laser printer in comparison to 18.2% teacher trainees of aided college.

Internet competencies of Teacher Educators and teacher trainees

47.36% teacher educators possess the competency to operate internet followed by 25.26% send e-mail, 23.16% download material from websites and 22.10% search relevant literature on internet. Whereas overall 62.47% teacher trainees are found competent to surf internet followed by 38.80% search relevant literature by giving keyword on internet, 26.43% download material from websites and 18.76% send e-mail.

Supportive hardware competencies of Teacher Educators and teacher trainees

57.89% teacher educators were found competent in using mobile phones as related ICT equipment followed by 35.78% in using DVD player and 23.15% in Digital Video Camera. Whereas competency to use multimedia projector was found almost absent. A significant part of the teacher trainees 78.03% revealed mobile phone is the most used equipment among them. DVD player was reported to be the second most used equipment (52.66%). The competency to use Digital video camera was reported by 27.29% and multimedia projector by 4.05% remained least used.

ICT training needs of Teacher Educators and teacher trainees

On the issue of "need of training to become ICT competent" 60.46% teacher educators of aided

college admitted need of training in typing and printing through computer, 39.53% wished to become competent in using internet and 11.62% and 9.30% in software & hardware functions. On the other hand 38.46% teacher educators of self- financed college reported need of training in typing and printing function of computer followed by 36.53% in internet using skills. Whereas 73.54% teacher trainees of self- financed college felt need of training in typing & printing functions of computer & 52.25% in using internet. 57.86% teacher trainees of aided college accepted need of training in typing & printing through computer, 22.01% in skills to use internet and 11.32% in software and 5.66% in computer hardware.

ICT competencies improving measures by Teacher Educators and teacher trainees

On the issue of 'Reading habits of ICT magazines in order to improve ICT competencies' only 8.15% teacher educators revealed to be reading magazines, whereas 36.88% teacher trainees were found to be reading ICT magazines.

Conclusion

On the basis of above mentioned findings it can be stated that the ICT using competencies of teacher educators and teacher trainees are fragmentary. Though the teacher educators and teacher trainees are aware of the benefits of ICT yet they are unable to integrate it into instructions due to incompetency of using ICT. To improve ICT using competencies all teacher educators and teacher trainees should use technology and teach about technology in ways appropriate to their discipline and stage of schooling. ICT should feature in all teacher education courses pre-service and in-service. If technology is infused in existing teacher education programmes, it will be more beneficial for trainee teachers as they will receive ICT based training by their mentors. This will serve as role model and motivate trainees themselves to try and explore creative uses of technology. To infuse ICT in education, change in pedagogy is must. It focuses on teacher's instructional practices and knowledge of the curriculum. Teacher educators should develop applications within their disciplines to make effective use of ICT and support and extend teaching and learning. Teacher educators and teacher trainees should be made realized about bridging the gap of knowledge between teacher and pupil, as pupils are getting techno-friendly whereas their teachers are not. To promote technological competencies among teacher educators, ICT centres should be established at regional and state level, and these should have collaboration with the teacher training institutions. At regular intervals, all the teacher educators and teacher trainees should necessarily be sent to receive training of new technological innovations. This study revealed that there is a need of training strategy for teacher educators as well as for teacher trainees to make them ICT competent. The study indicated, at large teacher educator's ICT competency is limited to simpler tasks compared to teacher trainees, who are more open to newer ICT innovations, more comfortable with ICT related activities like gaming, entertainment, e-mail and chatting. Such mismatches in competence must be taken care of to raise the level of teacher education programmes. The research findings indicate the training needs in ICT use among teacher educators and teacher trainees. Also it implies that teacher's preparation necessitates not merely providing additional training opportunities, but also aiding them in experimenting with ICT before being able to use it in their class rooms.

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A STUDY OF BULLYING IN ELEMENTARY SCHOOL STUDENTS OF VARANASI CITY

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Abstract

Bullying is a pervasive problem in schools throughout the world that has been linked to both immediate and long-term detrimental effects for students. This is a huge problem that exists among adolescents though it is often neglected in our country. This investigation was undertaken with the objective to study the bullying experience and bullying behavior of seventh class students of Varanasi city. A total of 100 students were selected from four schools (two CBSE board schools and two UP board schools) of Varanasi city of Uttar Pradesh to collect the data. After analysis, it was found that majority of the students get bullied by their own classmates. Commonly same sex students did the bullying and it mainly occurs in playgrounds and classrooms.

Key-words: *Bullying experience, bullying behavior, elementary school students*

Introduction

Bullying is the act of intentionally causing harm to others, through verbal harassment, physical assault or other more subtle methods of coercion such as manipulation. According to Norwegian researcher Dan Olweus (1978), "A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more persons, and he or she has difficulty defending himself or herself."

Bullying is characterized by an individual behaving in a certain way to gain power over another person. Bullying behaviors may include name calling, verbal or written abuse exclusion from activities, exclusion from social situations, physical abuse or coercion. Bullies may behave this way to be perceived as popular or tough or to get attention. They may bully out jealousy or be acting out because they themselves are bullied.

USA National Centre for Education Statistics (2001) has divided bullying into two categories- direct bullying and indirect bullying. Ross (1998) defines direct bullying as physical aggression which involves the activities like shoving and poking, throwing things, slapping, choking, punching and kicking, beating, pulling hair, scratching, biting and scraping while indirect bullying is characterized by threatening the victim into social isolation.

Bullying often describes a form of harassment perpetrated by an abuser who possesses more physical and/or social power and dominance than the victim. The harassment can be verbal, physical and/or emotional.

Bullying can occur in any setting where human beings interact with each other. This includes school, the work place, home and neighborhoods etc. On the basis of place of bullying, it can be divided into following types:

a) School Bullying

School bullying is the most common type of bullying. In schools, bullying can take place in all

areas of the school whether it is around the school building or any other place. It more often occurs in recess, hallways, bathrooms, on school buses and bus stops. Bullying in school sometimes consists of a group of students which take the advantage of one student with the help of bystanders who doesn't want to become the next victim. These bullies taunt and tease their target before physically bullying the target.

b) Workplace Bullying

According to the *Workplace Bullying and Trauma Institute*, “it is the repeated, health-harming mistreatment, verbal abuse or conduct which is threatening, humiliating, intimidating or sabotage that interferes with work or some combination of the three.” This type of bullying often takes place within the established rules and policies of the organizations and society. When workplace bullying is perpetrated by a group, is sometimes called as mobbing. In political circles, it is also known as “career assassination.”

c) Cyber Bullying

It is a type of electronic bullying. According to Canadian educator Bill Belsey (2006) it involves the use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal websites, blogs, online games and defamatory online personal polling websites, to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others. Bullies even create blogs to intimidate victims world-wide.

d) Political Bullying

This type of bullying occurs between political parties or even between countries (called as Jingoism). Jingoism occurs when one country imposes its will on another country. This is generally done with military force or threats. By doing this, it is assumed that aid and grants will not be given to the smaller country or that the smaller country will not be allowed to join a trading organization.

e) Hazing

It is a type of virtualistic test which may constitute harassment, abuse or humiliation with requirement to perform meaningless tasks. The term can refer to either physical or mental practices. It can take place in a variety of social contents including sports teams, academic fraternities, colleges and universities etc.

Need of the Study

Day by day we come to hear that bullying tendency in students is gradually increasing and its effect on victims is indescribable. There is a list of researches which indicates that individuals whether child or adult who are persistently subjected to abusive behavior are at risk of stress related illness which can sometimes lead to suicide. Victims of bullying can suffer from long term emotional and behavioral problems. Bullying can cause loneliness, depression, anxiety, low self- esteem and increased susceptibility to illness (William, K.D. et al 2005). Rigby (1996) had found that victimization due to bullying is correlated with student absenteeism, poorer academic achievement (Nolin et al. 1996), social isolation (Slee and Rigby, 1993). Depression, anxiety and poorer psychosocial adjustment (Callaghan, 1995; Olweus, 1979; and Nausel et al., 2001). Craig (1998) reported that all forms of bullying-physical, verbal and social were predicative of victim anxiety. Sounder et al. (2000) found that students who were repeatedly victimized in elementary school reported higher levels of internalizing problems at the age of 16. Likewise longitudinal researches

done by Forero et. al. (1999); Hawker and Boulton (2000); Muscari (2002) suggests that being a victim of bullying is associated with low self-esteem, school refusal, anxiety, depression, social isolation and even suicide.

In countries like USA, U.K., Canada and Norway many researches have been done for the identification of bullying behavior to make programmes to prevent the bullying at schools. Even many programmes run in these countries to prevent the problem of bullying but in Indian context, negligible work has been seen in this area. In India no importance is given to this point that bullying can affect the future of children very deeply. And that's why a need was felt by the researcher to study the prevailing problem of bullying in Indian school scenario and hence the present study was taken with the formal title, "*A Study of Bullying in Seventh Class Students of Varanasi City.*"

Objectives of the Study

The objectives of the study were as follows:

- 1) To study the bullying experience of elementary school students of Varanasi city with reference to following variables:
 - a) Number of students
 - b) Class of students
 - c) Sex of students (male/female)
 - d) Place of bullying
- 2) To study the bullying behaviour of elementary school students of Varanasi city with reference to following variables:
 - a) Number of students
 - b) Class of students
 - c) Sex of students (male/female)
 - d) Place of bullying

Assumptions of the Study

1. Bullying Experience of students can be identifiable and measurable.
2. Bullying Behaviour of students can be identifiable and measurable.

Method of the Study

Descriptive Survey method of research has been used for conducting the present study.

Population of the Study

The elementary school students in 2009-2010 session in the intermediate colleges of Varanasi city had formed the population of the present study.

Sample of the Study

The sample of the study consisted of 100 students who were studying in class VII in 2009-10 session in the intermediate colleges of Varanasi city. Students were randomly selected from four schools of Varanasi city. The sample spectrum of students with school wise distribution is given in following table:

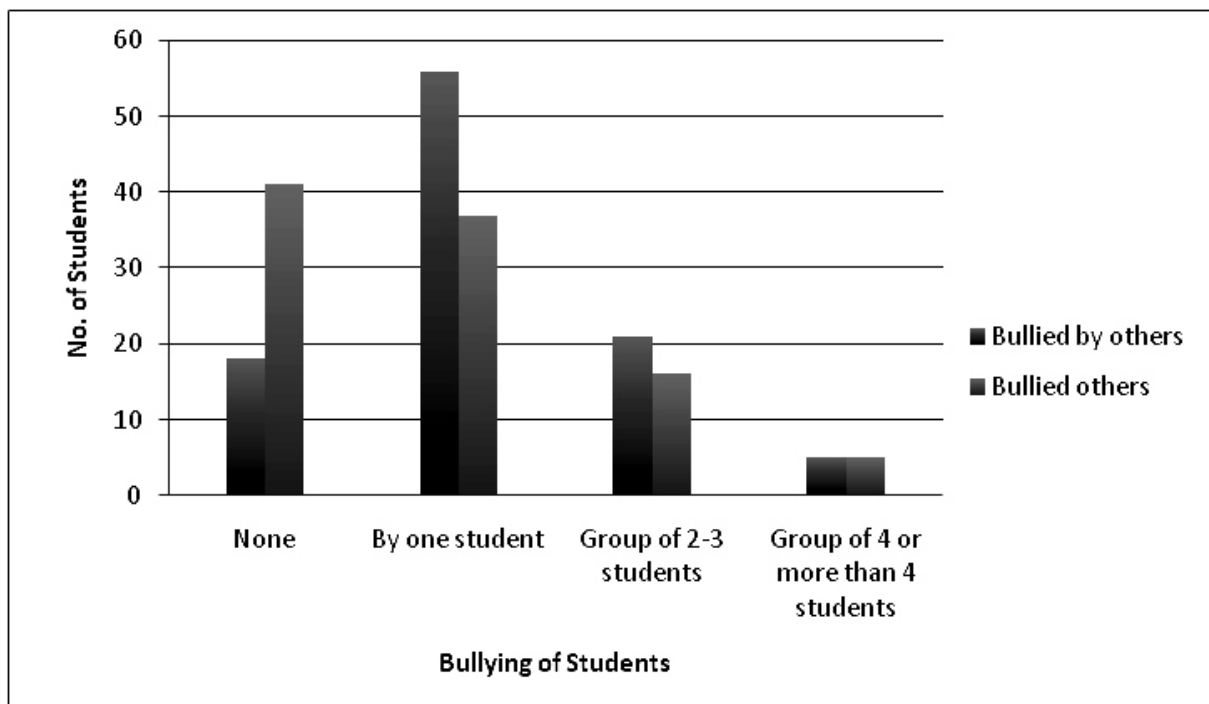
Table1: School wise distribution of the sample

S. No.	Name of the School	No. of Students	Percentage
1	Central Hindu Boys School	22	22
2	Central Hindu Girls School	29	29
3	Mahamana M.M.M. Boys School	24	24
4	Mahamana M.M.M. Girls School	25	25
	Total	100	100

Tool used for the Study

Due to the unavailability of the appropriate tool in Indian context researcher had prepared a tool in the line of Bullying Questionnaire of Dr. Dan Olweus (1978) to collect the data for the purpose of the study. It has two sections- Section A and Section B. Section A is related with bullying experience and Section B is related with Bullying behavior. The reliability of Bullying Questionnaire was calculated by split-half method and it was found to be 0.84. The face and content validity of the questionnaire was established with the help of experts in the field of education and psychology.

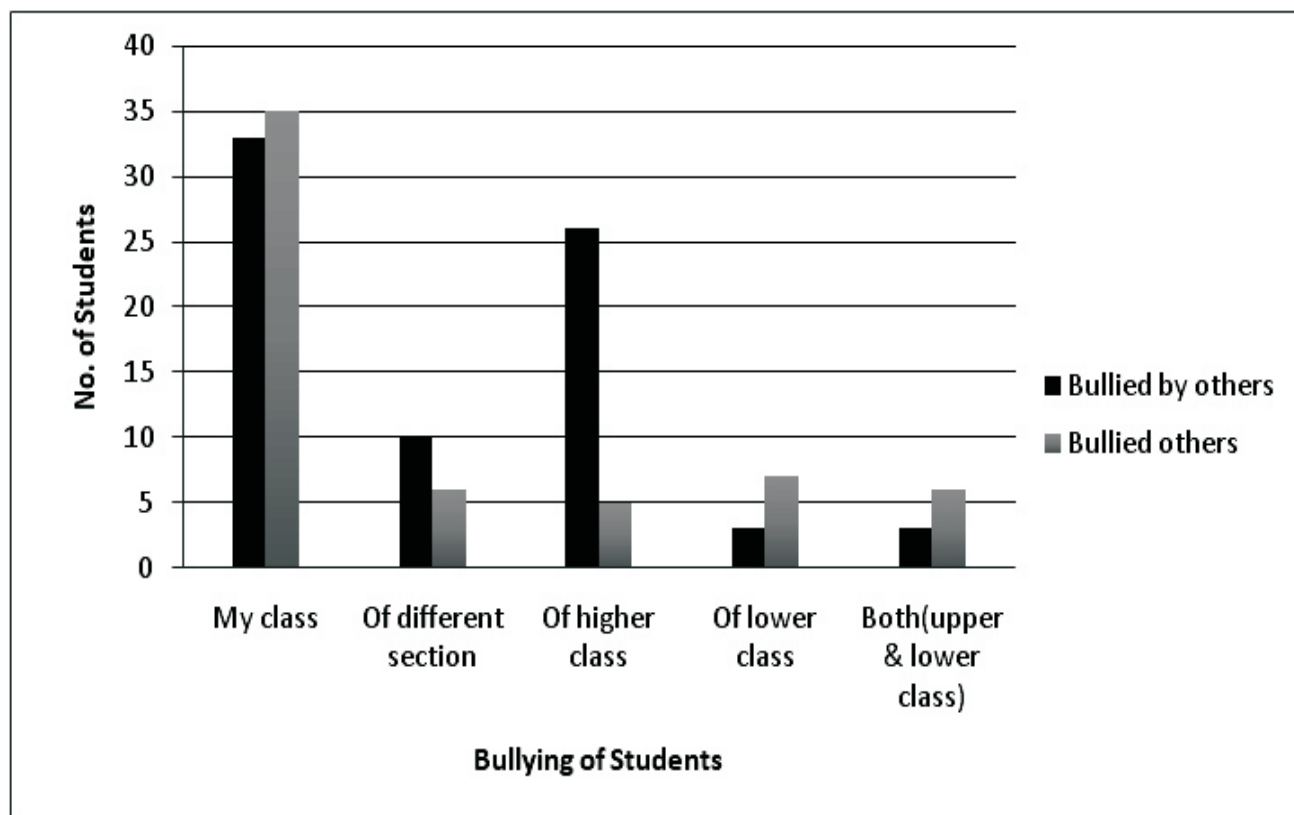
Findings

Figure 1: Bar Diagram for Item One

The question related to this bar diagram was “*how many students bullied you (section A) and how many students are bullied by you*” (section B). Its result is shown in above bar diagram.

About 18% students said that they are bullied by none while 41% have said that they bullied none. About 56% students said that they have been bullied by mainly one student whereas 37% students said that they bully mainly one student. Further, 21% students have said that they are bullied by a group of 2 to 3 students while 16% have said that they bully a group of 2 to 3 students. About 5% said that they are bullied by 4 or a group of more than 4 students. About 5% have said they have bullied 4 and more than 4 students.

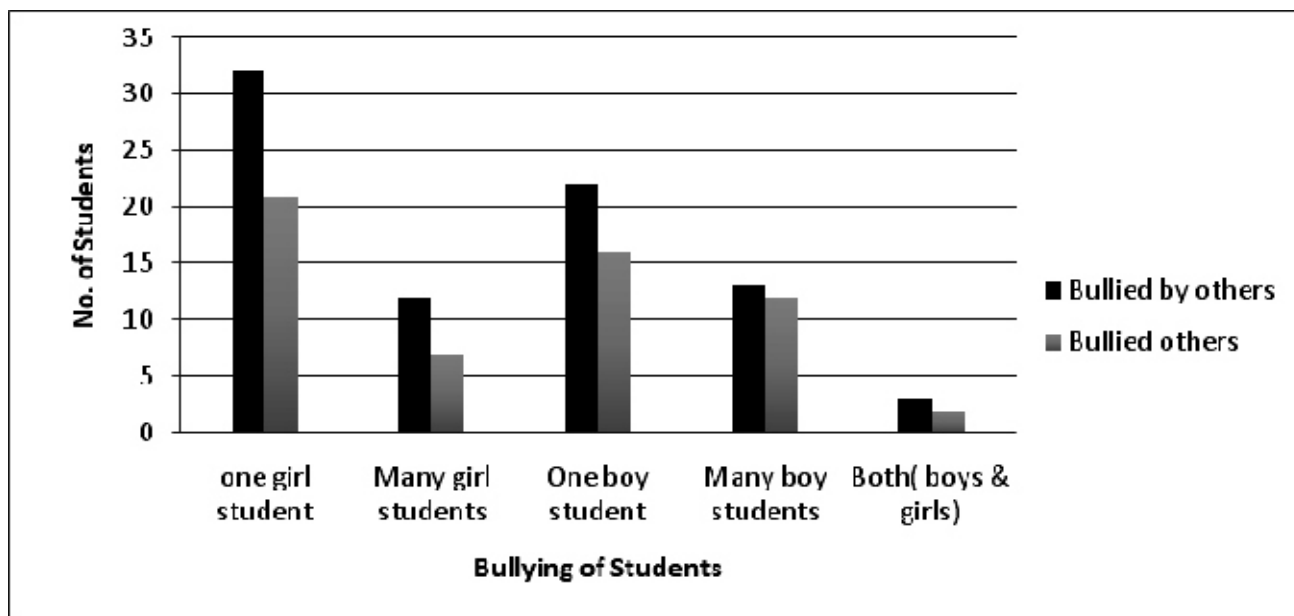
Figure 2: Bar Diagram for Item Two



The item related to this bar diagram was “*the students who bully you belong to which class (section A) and the students whom you bully, belong to which class*” (section B).

The result by the diagram is that about 33% students have said that the students who bullied them belong to their own class; about 10% students have said that they are being bullied by the students of their standard but of different section. Nearly 26% students have said that they are being bullied their seniors while 3% students have said that they have been bullied by their juniors. About 3% accepted that they have been bullied by both (juniors and seniors). 6% have said that they bullied the students of different section. 5% have said that they bully their seniors and 7% have bullied their juniors while 6% have bullied both (junior and senior) students.

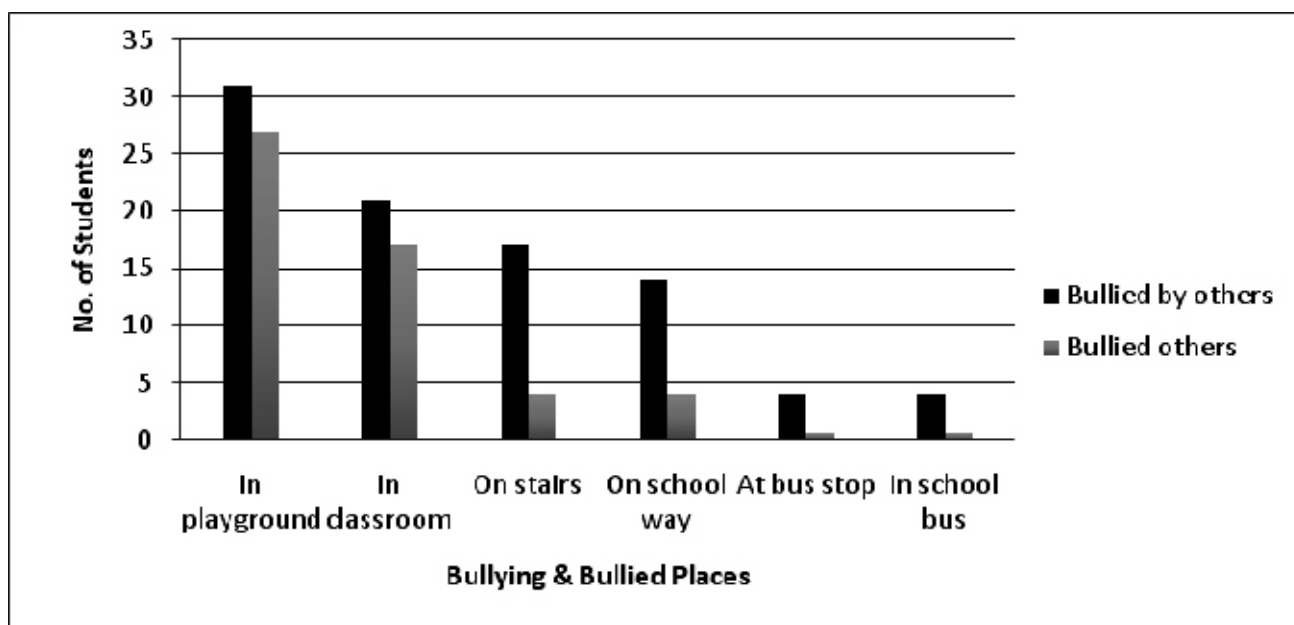
Figure 3: Bar Diagram for Item Three



The item related to this bar diagram was “the students who bully you are girls or boys (section A) and the students whom you bully are girls or boys” (section B).

From the graph, it is clear that 32% students have said that the students who bully them is mainly one girl student and 21% have said that they have bullied mainly one girl student. 12% have said that they are bullied by many girl students while 7% have said that they bullied many girl students. About 22% students have been bullied by mainly one boy while 16% have bullied mainly one boy student. About 13% have been bullied by many boys while 12% have bullied many boy students. The students being bullied by both (boys and girls) are 3% and that bullied both are 2%.

Figure 4: Bar Diagram for Item Four



The item related to this bar diagram was *“at which of the places, mentioned in the questionnaire you have got bullied or have bullied the others.”*

By observing the bar diagram we can conclude that more students (about 31%) have been bullied in playground while 27% have bullied the students in playground. About 21% have got bullied in the classroom while 17% have bullied the students in the classroom. The students get bullied on stairs is 17% and that of bullied the other students is 4%. The percentage of students bullied on school way is 14 and that of the students bullying others is 4%. The students bullied at bus stop are 4% and none of the students have bullied the others at bus stop. About 4% have been bullied by the students in school bus whereas negligible percentage of the students has bullied the others in school bus.

Conclusion

Bullying and victimization are often persistent and associated with severe emotional and behavior problems. Preventive efforts should be focused, and targeted at those children who are characterized by both psychological disturbance and bullying. Present findings highlight the need to increase parental awareness about bullying and to include parents in school-based bullying prevention programs because School bullying can have a major impact on the physical and mental health of victims, and of the bullies themselves.

Many psychosomatic and psychosocial health problems follow an episode of bullying victimization. Because victimization could have an adverse effect on children's attempts to cope with depression or anxiety, it is important to consider teaching these children skills that could make them less vulnerable to bullying behavior.

On the basis of above findings, some suggestions can be made so that our school can make programmes and manage them for proper control of bullying problem. These are- In schools, arrangement should be made for positive disciplinary actions, strong parental involvement and high academic standards to reduce the bullying. Teachers should develop qualities to intervene in bullying behaviors and to promote respectful interactions between students as a part of their curriculum. In schools, such type of programmes and activities should be organized so that children learn social skills successfully to interact with people and hence the bullying can be prevented. Teacher-parent meeting should be organized monthly so that teachers and parents can get aware of bullying behavior of children and if they found any problem in children then they should work together to solve it. Awareness programmes in schools should be organized for community members so that parents will get knowledge about bullying and victimization problems, signs or behavioral characteristics of bullying, problem of victimization and suggestions to reduce or prevent it for students' complete growth and development.

Many psychosomatic and psychological health problems follow an episode of bullying victimization. Because victimization could have an adverse effect on children's attempts to cope with depression or anxiety, it is important to consider teaching these children skills that could make them less vulnerable to bullying behavior.

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ENTREPRENEURSHIP EDUCATION: CONCEPT, CHARACTERISTICS AND IMPLICATIONS FOR TEACHER EDUCATION

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Abstract

Entrepreneurship education has the mandate to equip the youth with functional knowledge and skill to build up their character, attitude and vision. It has vital role in developing eco-system that promotes innovation (European Union, 2006). QAA (2012) remarks its importance for providing the base for innovation and creating a value system; and developing entrepreneurial culture, which drives wealth creation and gives further push to innovations. This necessitates pro-active policy interventions in favour of entrepreneurship. Initiating a fruitful discussion on entrepreneurship education, this article tries to conceptualise the phenomenon of entrepreneurship education, starting from genesis of term 'entrepreneur', its definition, nature and new role of teachers and teacher training institutions in fostering young entrepreneurs. The article also tries to facilitate an understanding about 'entrepreneurial teacher and training institution' and emphasizes the active role of teacher as a 'facilitator'. For this new role teachers have to be ready initially by going through rigours of teacher training and by continuing professional development. The paper also deals with the urgency of policy interventions in India in this regard.

Key-words: *Entrepreneur, Entrepreneurship Education, Entrepreneurial Teachers, Teacher Education.*

Introduction

Education has been the axle for social, economic and political transformation in all societies. It acts as an integrative force in society, imparting values that foster individual excellence, social cohesion and national development. Recognising the importance of education in national development, the policy makers (European Union, 2006; UNESCO, 2013; QAA, 2012) have placed an unprecedented focus on a recently identified concept in the field of education across all levels named as 'entrepreneurial skill development through education'. In this review paper an effort has been made to conceptualize, the term entrepreneurship education? How it came into an action? Its nature, the new role to be played by teachers for promotion of entrepreneurship education, followed by its implications for the field of teacher education.

Genesis and Concept of Entrepreneurship

Transforming an idea into action has been done since the beginning of civilization around the globe. It has really transformed the world. Business persons have been creating ventures for masses based on such ideas materializing them into useful actions. Entrepreneurs have a vision for doing things in a better way, thinking beyond the constraints of current rules and resources. Perhaps more importantly, they have the passion and urgency that literally compell them to take risk necessary to realize their vision. They want to look deeper in the world and by doing so, they inspire their fellow men and women. Therefore, entrepreneurship is not just a venture creation process; its essence goes beyond contemporary times with maturity and serves as an agent of change. It is universal and is reflected in all major dimensions of civilization viz. social, political, and economic etc. across the globe.

Entrepreneurship is a multifaceted phenomenon. Gangaiah and Viswanath (2014) explained the genesis of term 'entrepreneurship' from the French word 'entreprendre' which originally means an organizer of musical or other entertainments. The word has been in use since the 16th century. In Middle Ages the term 'entrepreneur' was referred to a person who was managing large projects. He was not taking risk but was managing the projects using the resource provided (Lakeus, 2014). Further, he added that in the 17th century the word was extended to cover architects and contractors engaged in activity, such as construction, fortification and public work. Robert & Albert (1986) stated that ,only in the beginning of 18th century it was used to refer to economic aspects. Some economists say that the term has been derived from German word 'unternehmen' which literally means 'to take' or 'operation' or 'to undertake' which indicates the minimum characteristics of an entrepreneur. The French economist Richard Cotillion is generally accredited with being the first to coin the phrase in the context of what we view today as 'entrepreneurship' in about 1730 (Ahmad & Seymour, 2006). Further they pointed out that in 19th and 20th century many eminent economists and scholars including Adam Smith, Alfred Marshall and Frank etc. elaborated on Cotillion's contribution, adding leadership and recognizing entrepreneurship through organization ,but the key tenets of risk taking and profit were nearly always retained as important features of entrepreneurship.

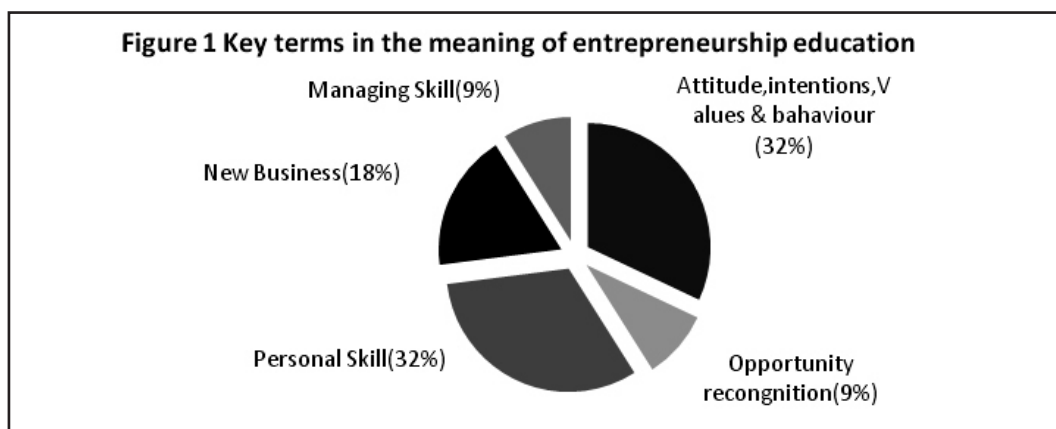
In this era of global work practices and technological innovations, there are individuals who always 'think outside the box'. These individuals have a passion for novelty and like to distinguish themselves from the others. Legendary world entrepreneurs like Bill Gates, Steve Jobs, Narayana Murthy and young entrepreneurs like Larry Page, Sergey Brin (co-founders of Google) and Mark Zuckerberg (CEO of Facebook) have set the bar for being the most inspirational and influential entrepreneurs in their respective fields. Balasubramanian (2012) argued that entrepreneurship is a key facet of any nation's economy and is the crucial driver for employment and economic growth. It touches human lives through introduction of new technologies, products and services. Entrepreneurs, through their creativity and dogmatic approach to overcome failure, improve the world by innovation and help build a society that is richer, socially adept and technically advanced.

Entrepreneurship Education: Concept and Meaning

A definition is a starting point to a full understanding of the phenomena under discussion. Through it one may be able to discover the essence, concerns and objectives of the phenomena too. Similarly , the essence, concerns and objectives of entrepreneurship as a field of study (Hytti 2002; Hytti and O'Gorman, 2004; Jones and English, 2004; Henry et al., 2005a, b; Gartner, 1990) can be speculated here. These basic issues, emanating from a definition may be taken later to be the basis for conceptually aligning entrepreneurship education with the appropriate target audience, course contents and teaching methodologies. However, for the sake of convenience , here opinion of some reviewers in the field are being reflected in forthcoming paragraph.

By reviewing the existing literature conflicting sides of entrepreneurship schools of thoughts, and an inherent lack of a common definition of entrepreneurship has been found (Sexton and Bowman, 1984). A debate was noticed in the application of terms like entrepreneurship education versus enterprise education (Hynes, 1996; Garavan and O'Cinneide, 1994a, b.) also a substitution of entrepreneurship education with entrepreneurial education (Jones and English, 2004. Garavan and O'Cinneide (1994a, b) argue that there is a conceptual difference between entrepreneurship education and enterprise education: the former has to do with creating an attitude of self-reliance and the later is for creating opportunity-seeking individuals. But to others, like Gibb (1993) as cited in Fank et al.(2005), the two terms are conceptually the same, but contextually different. According to

Gibb (1993) as cited in Fank et al. (2005) entrepreneurship education is a term mainly used in America and Canada, and enterprise education in the UK and Ireland. Another interesting observation is in the work of Jones and English (2004) who have constantly substituted entrepreneurship education with entrepreneurial education; and defining it as “a process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them” (Jones and English, 2004, p. 2). Apart from the above controversy, most of the articles have interchangeably used these terms (entrepreneurship education, enterprise education or even entrepreneurial education) as Gorman et al. (1997); Wai and Man (2007) and Hynes (1996) cited in their article. By analysis of different definitions some commonality can be traced. Contillon (1931) as cited in Ahmad & Seymor (2006); Schumpeter (1934) as cited in Faoite et al. (2003) and Kirby (2004) characterised entrepreneurs as 'innovator'. While, Drucker (1985) and NKC (2008) mentioned entrepreneurs as a wealth creator, challenge taker. Entrepreneurship education is study of source of opportunities and process of discovery (Shane & venkataraman,2000;NKC,2008;Timmons,1989), in which an individual endeavours ability of creativity, risk taking and turn their ideas into action (Communication Commission 2006; European commission 2003;oxford dictionary 2005; and Jones and English 2004). Some researchers have pointed out that entrepreneurship education is training for uncertain future (Kratko, 1997), which provides the capabilities of venture creation (Kirby, 2004; Garavan and O'Cinneide, 1994). But the focus of most of the reviewed literatures on entrepreneurship education is on: fostering entrepreneurial attitude, skill, managerial attributes (Co and Mitchell, 2006; Henry et al., 2005a; Galloway et al., 2005; Hytti and O'Gorman, 2004; Kirby, 2004; Bechard and Toulouse, 1998; Gibb, 1993 as cited in Fank et al. 2005; Hills, 1988). Accordingly it has been shown in Figure 1 that 32 percent of the reviewed articles related entrepreneurship education to some kind of educational (or training) process that is aimed at influencing individuals' attitudes, behaviours, values or intentions towards entrepreneurship either as a possible career or to enhance among them an appreciation of its role in the community. An equally strong observation (32 percent) related entrepreneurship education with the acquisition of personal skills in entrepreneurship, whereas others related it to new business formation (18 per cent), opportunity recognition (9 per cent) and, managing of existing small firms (9 per cent).



Thus we can say that, an *entrepreneur refers to an individual who has the ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Accordingly, entrepreneurship education* can be defined as the process of professional application of knowledge, attitude, skills and competencies. It is more than teaching students how to become independent business owners. It is about creating and nurturing a learning environment that promotes entrepreneurial traits and behaviours, such as becoming creative and independent thinker, risk taker, assuming responsibility, and valuing diversity.

Characteristics of Entrepreneurship education

Entrepreneurship education basically focuses on creation of entrepreneurial culture. It helps potential entrepreneurs to identify and pursue opportunities. It is not limited to boosting start-ups, innovative ventures and new jobs. Entrepreneurship is a competency for all, helping young people to become creative and self confident in whatever they undertake. The basic characteristics of entrepreneurship education as a discipline as obtained from the critical review of the works related to it have been identified by the authors as follows :

1. It is a function of innovation (Contillon, 1931 and Kirby, 2004).
2. It is a function of fostering leadership (Kuratka & Harnsby, 1996).
3. It is an organizational building function (Vesper & William, 1997).
4. It is a function of high achievement (Vesper & William, 1997).
5. It involves creation and operation of an enterprise (Kuratka & Jennings, 1999).
6. It is process of creating value for customers by exploiting untapped opportunities (McGrath, MacMillan & Scheinberg, 1992).
7. It is strong and positive orientation towards growth in wealth, knowledge and employment (Robert, 1998).
8. It is concerned with attitudinal change, risk taking abilities and turning idea in to actions (Gunday & Kickal, 1998).

Thus as a discipline entrepreneurship education always tries to inculcate some skill, so that one can play a role of catalyst for socio-economical change. It gives force to shape the future society and one's own life simultaneously.

Entrepreneurship Education and the New Role of Teacher

Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation (Fayolle, 2009). Entrepreneurship education was pioneered by Shigeru Fijii, as cited by Mwasalwiba (2010), who started teaching in this field in 1938 at Kobe University in Japan. Courses in small business management began to emerge in the 1940s .In 1947 Myles Mace introduced the first course in entrepreneurship in USA at Harvard Business School. Only half a century later did this phenomenon gain a more universal recognition (Alberti et al., 2004). Entrepreneurship courses are taught at nearly every American Assembly of College Schools of Business (AACSB) accredited institution, at over 1400 postsecondary schools. These courses enjoy a considerable world-wide growth (Karsson, 2003; Honig, 2004). In the 1990's India exerted greater effort to promote and nurture entrepreneurship (Liyana, 2015 retrieved). According to Balasubramanian (2012) many top business schools in the country such as Indian Institute of Management(IIM), Indian Institute of Technology (IIT) and XLRI etc. offer specific programmes in Entrepreneurship. IIM Ahmedabad's

Centre for Innovation, Incubation and Entrepreneurship has short and long term programmes. The Entrepreneurship Development Institute of India (EDI), which operates under the Government of India at designated locations, offers post graduate diploma courses in business entrepreneurship, management, NGO management, etc. It also provides programmes for working professionals with flexible schedules and a distance learning option for those unable to attend on campus programmes. Central Board for Secondary Education (CBSE) in 2001 had also introduced entrepreneurship education at Senior Secondary level as an elective paper (CBSE, 2001).

In the midst of continuous growth in the number of universities offering entrepreneurship courses, large numbers have opined whether entrepreneurial goals can be achieved and enhanced through education and training, or whether certain people are 'born' to be entrepreneur or to act entrepreneurially. Some people still argue that it is not possible to teach entrepreneurship. For them, entrepreneurship is a matter of personality and psychological characteristics. One of the arguments that have been advanced is that talent and temperament cannot be taught (Fayolle et al, 2008; Fayolle, 2007; Thompson, 2004). But one could argue that this is true for many professions and professional situations. Nobody will dispute the fact that medicine, law, engineering and teaching skills can be taught and yet there are doctors, lawyers, engineers and teachers who are talented and others who are not. A similar argument can be made for entrepreneurship and entrepreneurs (Fayolle et al, 2008; Hindel, 2004; Fayolle, 2007). Rae and Carswell (2001) and Shepherd and Douglas (1997) have discussed that there is a distinction between the teachable and the non-teachable elements of entrepreneurship. The key to a successful entrepreneurship education is to find the most effective way to manage the teachable skills and identify the best match between student needs and teaching techniques (Lee et al, 2007). Despite of all ongoing debates on teaching and training aspects of entrepreneurship, Mwasalwiba (2010) agreed that it is beyond any doubt that the basic entrepreneurial skill, knowledge, and attitude can be inculcated in young entrepreneurs.

Jamieson (1984, p.19) as cited in Faoite et al. (2003) characterised entrepreneurship education as a discipline stating it as, "the teaching of skill, knowledge and attitude for people to go out and create their own returns and solve their problems". Scatt et al. (1998) & Matlay and Mitra (2002) categorised entrepreneurship education in following three different ways:

- i. Education 'about' enterprise (Awareness Creation),
- ii. Education 'for' enterprise (The preparation of aspiring entrepreneurs for innovation); and
- iii. Education 'in' enterprise (The growth and development training for established entrepreneurs).

Similar categorisation has been suggested by Jamieson (1984) as cited in faoite et al. (2003). They also refer to such education as 'about' enterprise (as key agent of social and economic change); 'through' enterprise (teaching style which used entrepreneurial situation); and 'for' enterprise (training both potential and existing entrepreneurs).

Thus as a discipline entrepreneurship education believes that entrepreneurs are not born rather they become through the experience of their lives. According to Kurtako and Hogges (2004) entrepreneurship education is a dynamic process of vision, change and creation. Johannisson and Olaison (2006) found two frequently used perspectives on entrepreneurship: entrepreneurship as a tool or instrument for management and entrepreneurship as forms of social creativity (Johannisson 1992; Hjorth 2003; Dey & Steyaert 2006 as cited in Ruskovaara, E. & Ikävalko, M. 2007). The Consortium for Entrepreneurship Education (2008) states that entrepreneurship education is not just about teaching someone to run a business, it is about encouraging creative thinking and promoting a

strong sense of self-worth and empowerment.

The development of the entrepreneurship key competence is not simply a question of knowledge acquisition. Since entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviours are perhaps more important than knowledge about how to run a business. European commission (2011) stated in his final report that entrepreneurship education means developing a culture which is through, for and about entrepreneurship. Such competencies are best acquired through people-led enquiry and discovery that enable students to turn ideas into action. They are difficult to teach through traditional teaching and learning practices in which the learner tends to be a more or less passive recipient. They require active, learner-centred pedagogies and learning activities that use practical learning opportunities from the real world. Furthermore, since entrepreneurship education is a transversal competence it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education (ECOTEC, 2010). Thus to develop above entrepreneurial competencies in youth, the role of teachers has to change (European commission, 2004). Entrepreneurship education means significant change in core aspect of teaching approach like- how teacher teaches, moving from communicators of knowledge to facilitator of learning (European commission, 2013; World Economic Forum, 2009). Clearly, the implication of these changes for teachers is substantial. They mean nothing less than a new role for every teacher: that of 'learning facilitator'. Teachers are at a crossroads at which several transformation processes embedded in entrepreneurship education converge (Hannon, 2006; Hytti and O'Gorman, 2004). They have at times had difficulties in identifying how to respond to the inherent challenges Jaana, 2008 as cited in Ruskovaara, E. & Ikävalko, M. 2007; Fiet, 2001). All this reveals that a great deal of interest has been shown in successful entrepreneurship education; expectations run high, and teachers have to play a central role in realisation of expectations. Therefore, the new role of Teacher Educators (TE) have to be visualized in light of expectations from teachers in achieving goals of entrepreneurship education. Here, the field of Teacher Education has the real challenge.

The Implications for Teacher Education

The above deliberations clearly reflect that, in the contemporary world entrepreneurship education has been widely recognized as a field of special significance for individual and social development globally. Consequently, entrepreneurial learning and teaching have become more relevant issues in the field of entrepreneurship education research. Implicitly, the field of Teacher Education has to be geared up by teacher educators to handle this issue and meet the challenge of developing teachers to perform the above mentioned new roles in the classrooms and school. As rightly acknowledged by Jaana et al. (2010) that teachers have an essential role to play in enhancing student's entrepreneurial learning. Entrepreneurship Education requires the use of active learning method that places the learner at the centre of educational process and enables them to take responsibility for their own learning to experiment and learn about themselves. Thus teachers need the professional competencies to be able to guide student through the learning process rather than, as in traditional method, communicating knowledge and information mainly through 'chalk and talk' (European Commission, 2013). Researches carried out by the European Commission (2010, 2011) shows that the core skills and values linked to entrepreneurship education are seldom a priority in initial teacher education programs. Creativity is not fully embedded into these programs. Approximately 90% of teachers say that they would like to receive some further training on creativity. Teachers also feel that educational and school cultures do not fully support them in fostering creative and innovative approaches to learning. Thus, the following questions are of special

significance:

- i. How teachers understand entrepreneurship education?
- ii. How they value it, how professional competency develops in them? and
- iii. How willing they are to adopt new pedagogical methods?

Hence, teacher education and training has to play a vital role. But currently preparations for meeting challenges of entrepreneurship education are almost absent as pointed out by European Commission (2013). Regarding teaching method, there is an accepted view that entrepreneurs are action-oriented and that learning occurs through experience and discovery (Pittaway & Cope, 2007). Specifically, entrepreneurs learn by doing, by experimenting, by coping, and by problem-solving (Gibb, 1996). Recently, researchers have suggested that entrepreneurs learn and act using a prediction approach called “effectuation” reasoning rather than the conventional strategies or causal reasoning used by managers and business people (Sarasvathy, 2008). Thus, in order to foster entrepreneurial learning, skills and thinking in students, the teaching models in Entrepreneurship Education (EE) need to be more innovative than the traditional form being used currently (Fayolle & Gailly, 2008; Kirby, 2004; McMullan & Long, 1987; Neck & Greene, 2011; Solomon, Weaver & Fernald, 1994). In his review paper Mwasalwiba (2010) has identified twenty six entrepreneurial teaching method from review of 21 articles, out of them the most effective methods identified by him were: 'game simulations' (Hinde, 2002), video and filming method (Verduyn et al., 2009), case study (Keogh & Galloway, 2004), workshop and project method (Bennett, 2006; McMullan & Boberg, 1991), group discussions & team based learning (Michaelsen and sweet,2008) etc.

Looking at the future of entrepreneurship education in an ever-changing world, teaching potential entrepreneurs requires transferring entrepreneurial skills to students using innovative and unconventional teaching approaches based on action and practice. Thus the entrepreneurial teachers have to ready for the encounter with these challenges. This can be effectively possible in two ways namely- (i).Strengthening of teacher education for pre-service training of entrepreneurial future teachers; and (ii) .Continuing professional development for fostering entrepreneurship competency of in-service teachers.

Evidence from several interventional cases in teachers training and school education (FEE-YE, 2013, SEECCEL, 2009; ASE, 2014) indicates that raising the awareness of teachers about entrepreneurship increases the likelihood that they will engage in entrepreneurship, use relevant tools and actions and be more motivated to setup entrepreneurial activities. Moreover, sensitised teachers seem to be better able to support their students' entrepreneurial learning processes. A comprehensive whole-school approach seems to be especially successful in doing so. These interventions also encouraged schools to intensify their collaboration with the local community, especially with entrepreneurs. Teachers also learn to understand that entrepreneurship is relevant for all educational levels and not just in economic subjects. However, Young Enterprise Denmark (2013) reported in his study that the impact on teachers that were already familiar with entrepreneurial teaching and learning concepts before the intervention is higher than on others.

To fulfil these challenges European Commission (2011, p.25) conducted two consecutive Symposia of European Union countries in Budapest and Istanbul. In these symposia they have concluded that entrepreneurship education and in-service training are highly dependent in many countries on national/regional programmes and other external agencies (business organisations, NGOs etc). National policies and practices provide the overall framework as well. But local support measures are the essential corollary of continuing professional development. These relationships have been shown below in Figure 2.

Figure 2: The relationship between areas for action in teacher education for entrepreneurship

European commission has laid great emphasis on Initial teacher training and continuing professional development, with active coordination of national and local support. India is far behind from European countries in entrepreneurship education (Aggrawal, 2013). In India entrepreneurship education is concentrated to business schools only. Aggrawal (2013) also noticed that recently India has also recognized the importance of entrepreneurship education after world recession in 2009. Now a days in many documents like 'Skill India Mission' and 'National Youth Policy 2014', policy makers have shown their will for enhancing entrepreneurship culture in India. On his South Korea visit Indian PM has made agreement to open a National Institute of Entrepreneurship (Dainik jagran, 19 May 2015). Therefore efforts are on move in the right direction.

As many policy documents like European commission, 2004, 2006, 2008, 2011, 2012; QAA, 2012; World Economic Forum, April 2009 stated that to enhance entrepreneurial skill and competency in youth, it is important to inculcate these skill from their childhood through primary level schooling and onwards education. Regarding this India has long way to move. At present CBSE offers entrepreneurship education at secondary level only, as an elective paper. This may not lead to any serious change in student's attitude. Without sufficient number of trained teachers we cannot achieve above goals. In this regard CBSE and NIESBUD have jointly organized workshop for teachers to teach entrepreneurship education recently on 14th -15th May 2014 (http://cbseacademic.in/web-meterial/circular/2013/niesbud_ter_train.pdf). At university level, very few universities have taken lead. Only Pune University (Maharashtra) offers entrepreneurship education (www.unipune.ac.in) for future teachers in the Faculty of Education. Such moves at all levels have to be speeded up.

Conclusion

In India, over 300 million people are living below the poverty line (Planning commission, June, 2012). It is simply impossible for any government to provide means of livelihood to everyone suddenly. Therefore, to meet the challenge Indian government has launched 'Skill India' programme in March, 2015. Its primary objective is to foster entrepreneurial skill in youth. This scheme also wishes to support 'Make in India' campaign by producing skilled man power (Lyer, April 2015). In India there is a dearth of quality people in industry, which demands high level of entrepreneurship

development programmes throughout the country for the growth of Indian economy. The scope of entrepreneurship development in developing country like India is tremendous. India has urged upon the Nation, besides other things to ensure entrepreneurship with adequate education as a part of sustainable employment generation strategy to accommodate 540 million youths for nation development. The ongoing uncertainties before youths after completion of their education is a matter of serious concern for all of us. United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2012) emphasized that focus of education should not only be on preparing students for employment but more important towards developing employability skills. Today, the focus is on rote learning and the education system does not actively encourage students to think on their own and take on responsibilities. It neglects the importance of developing a creative mindset among children, which means that the significance of education as a tool for personal development is severely hampered by such a form of education (UNESCO 1996, 2004). Therefore, NKC (2008) has also stressed the importance of entrepreneurship education to overcome the above challenges concerning the productivity of education.

Such situations surely demand for a continuous effort from the society, where the people are encouraged to come up with their entrepreneurial initiative. Recently on 03 March, 2015, Amway India in association with Indicis Analytics released the India Entrepreneurship Report (2014). They ranked Gujarat, Delhi and Himachal Pradesh as the most entrepreneur-friendly states as reflected by the Current Entrepreneurial Confidence Index. These three states also offer the most conducive environment for future entrepreneurs as revealed by the Future Entrepreneurial Readiness index of the report. However in global perspective India has been placed very low on entrepreneurship (entrepreneurial attitudes 69, entrepreneurial activity 77 entrepreneurial aspiration 68) with rank 74 among 79 countries. On innovation too, India does only marginally better (ranked 62 out of 125 nations) as GEDI (2014) report said. Maheshwari and Shahu (2013) pointed out that in India; there is a dearth of quality people in industry as well as in society, which demands high level of entrepreneurship development throughout the country for sustainable growth of Indian economy.

In the future, innovation and entrepreneurship needs to be encouraged at Social levels, Governmental levels and Managerial levels. There must be a social attitude that views innovations with positive attitude. The role that the government can play in the encouragement of entrepreneurial efforts has already been noted in the above narrative. Clearly, the government can develop policies concerning educational and financial support.

First and foremost thing we need is the entrepreneurial spirit. The attitude and skill will follow. Entrepreneurs need the indefatigable energy and incurable optimism that enables them to take the road less travelled and convert their dreams into reality. It is a force that beckons an individual to pursue countless opportunities. Entrepreneurs must learn how to overcome the risk of failure, or of vulnerability. Entrepreneurship education can give them valuable insights and also support them in this.

Carrying out discussion on entrepreneurship education the article has tried to conceptualise the phenomenon of entrepreneurship education, starting from genesis of term 'entrepreneur', its definition, nature and role of teachers and teacher training institutions in fostering in young entrepreneurs. This article has also reflected on minimum basic understanding about entrepreneurial teacher and challenges before the teacher education/training institutions. The active role of teacher as a 'facilitator' has been focussed. For this new role teachers have to be ready by initial pre-service teacher training or by continuing professional development while in-service. The paper has also pointed out urgency of policy interventions at all levels in India in this regard. This is also the right time for National Council for Teacher Education (NCTE) in India to accept the above reflected challenge in Teacher Education in India and take initiative to meet the challenge.

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Cooperative learning approaches in Mathematics: A literature review

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Abstract

This review paper focuses on cooperative learning in mathematics teaching. Cooperative learning has been strongly advocated as an important teaching approach in schools for a number of years. A review of the research regarding the effectiveness of cooperative learning methods (particularly student teams) indicated that when the classroom is structured in a way that allows students to work cooperatively on learning tasks, students benefit academically as well as socially. The greatest strength of cooperative learning methods is the wide range of positive outcomes that have been found in the research. Cooperative learning methods are usually inexpensive and easy to implement. Teachers need minimal training to use these techniques. The widespread and growing use of cooperative learning techniques demonstrates that, in addition to their effectiveness, they are practical and attractive to teachers.

Keywords: Cooperative learning Mathematics, Teaching Methods,

Introduction

Man is a social animal and therefore mankind has the tendency to live together. A group of individuals make a society. Without the cooperation of its members a society cannot survive, and the societies world wide have survived because the cooperativeness of its members made survival possible. In the context of students, school is also a society. The school curriculum enables students to learn many social values in groups, further such learning is fun and without any burden. Educators have given serious thought to making learning enjoyable through group- interactions among the students. Group learning basically works on the thought that the two heads learn more than one. Such type of learning is known as cooperative learning. Cooperative learning is a student-centered, instructor-facilitated instructional strategy in which a small group of students is responsible for its own learning and the learning of all its group members. Students interact with each other in the same group to acquire and practice the elements of a subject matter in order to solve a problem, complete a task or achieve a goal.

Thus we can say, cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance group. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in education. Relative to students taught traditionally—i.e., with instructor-centered lectures, individual assignments, and competitive grading—cooperatively taught students tend to exhibit higher academic achievement, greater persistence through academic session, better high-level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task and less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward

subject areas, and higher self-esteem. Another non-trivial benefit for instructors is that when assignments are done cooperatively, the number of papers to grade decreases by a factor of three or four.

There are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening, has long been known to both cognitive psychologists and effective teachers. Cooperative learning is by virtue of its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip altogether. Cooperative learning is one of the main instructional strategies that can be used to propel them altogether. When they know that others are counting on them, they are motivated to do the work in a timely manner.

It is a basic theory of cooperative learning that when group members are linked together in such a way so they perceive that they cannot succeed unless they all do, they will actively assist each other to ensure that the task is completed and the group's goal obtained (Deutsch, 1949). They achieve this by providing help and assistance with the task, sharing resources, and encouraging each other's efforts. As a consequence, group members who work in cooperative groups outperform students who work by themselves or in competition with each other (as they do in traditional classrooms) (Johnson & Johnson, 1999). Furthermore, cooperative learning, as a teaching pedagogy, capitalizes on adolescents' desires to engage with their peers, exercise autonomy over their learning, and express their desires to achieve (Slavin, 1996). In fact, it has been argued that cooperative learning experiences are crucial to preventing and alleviating many of the social problems related to children, adolescents, and young adults (Johnson, Johnson, & Stanne, 2000). Certainly, the social benefits that accrue to students from cooperative learning experiences have been well documented (Jordan & Le Metaias, 1997; Kamps, Dugan, Leonard, & Daoust, 1994; Slavin, 1995). Numerous studies have reported the benefits that accrue from cooperative learning experiences.

In cooperative learning the teacher designs the social interaction structures as well as learning activities (Kagan, 1989). Johnson, Johnson and Holubec (1993) state that in cooperative learning students can maximize their own and each other's learning when they work together. Slavin (1996) argues that a critical element of cooperative learning is group team work and team goals. Critical features of group interaction include the level of elaboration of help given and received and the responsiveness of help to the needs of students. Important predictors of group interaction included student ability, gender and personality, and group composition on ability and gender. Possible strategies for promoting effective small-group interaction include using certain group compositions, altering the reward structure, providing training in desirable verbal behavior, and structuring the group activity to require students to give explanations to each other (Webb, 1991).

Cooperative learning used as pedagogy at primary level

Cooperative learning gave rise to learning opportunities that do not typically occur in traditional classrooms, including those that arise from collaborative dialogue as well as from the resolution of conflicting points of view. The nature of these learning opportunities is elaborated and

illustrated. The manner in which the teacher used paradigm cases as he/she initiated and guided discussion of obligations and expectations to make possible the mutual construction of classroom norms for cooperative learning is also illustrated. Small-group problem solving was used as a primary instructional strategy for all aspects of second-grade mathematics, including computation, for the entire school year. The use of cognitively based activities designed to be problematic for children at a variety of conceptual levels constituted the crucial features of a cooperative learning environment in the absence of extrinsic rewards (Erna Yackel, Paul Cobb & Terry Wood 1991).

The effects of cooperative learning on the achievement in and attitude towards mathematics, of a group of 5th grade students from the United States (i.e. Bermuda), by Student Team Achievement Division (STAD) method of cooperative learning in mathematics, revealed positive gains in attitudes and achievement (Vaughan, 2002; Brush 1997; Zakaria et al, 2010).

Another study was designed to compare the effects of Team Assisted Individualization (TAI) and Student Teams-Achievement Divisions (STAD) on fourth grade students' academic achievement in and attitudes towards mathematics. After analyzing the data pairwise comparisons showed that the TAI method had a more significant effect than the STAD method and no significant difference was observed regarding students' attitudes towards mathematics (Kamuran Tarim & Fikri Akdeniz, 2008). TAI can have a strong positive effect on the social acceptance and behavior of academically handicapped students (Slavin, 1983).

The positive effects of cooperative learning would generalize to private elementary schools, comparing mathematics achievement, friendship, attitude toward mathematics and self-concept outcomes of students taught with and without cooperative learning. Significant increase in mathematics achievement surfaced for cooperative learning groups but only differential effects for cooperative learning with the three affective students' outcomes (Jacob et al. 1996). Cooperative learning can be successfully applied in teaching verbal mathematics problem-solving skills during the preschool period. The preschoolers' skills regarding cooperation, sharing, listening to the speaker and fulfilling individual responsibilities in group work improved. The teachers' points of view also supported these findings (Kamuran Tarim, 2009).

Perihan Dinc Artut (2009) investigated the effects of cooperative learning on the mathematics ability and cooperative social behaviours of kindergarten children and to evaluate teachers' perspectives on the application of the program. Significant improvements in mathematics abilities were found for children in the experimental group that utilized cooperative learning.

The effects of student-teams using mastery learning strategies (STML) on mathematics achievement of fifth-grade children showed higher achievement gains for pupils exposed to STML than for those exposed through more traditional instruction. The data further indicated that learning in small groups promoted only computational skills whereas mastery learning strategies improved both computation and comprehension. In addition, the benefits of the methods for high-, medium-, and low-ability students were examined and discussed (Zemira R. Mevarech, 1985).

Cooperative learning used as pedagogy at above primary level

A study investigated the effects of cooperative learning on junior high school students who worked in structured or unstructured cooperative groups. The results show that the children in the structured groups were more willing to work with others on the assigned tasks and they provided

more elaborate help and assistance to each other than their peers in the unstructured groups. Furthermore, as the children in the structured groups had more opportunities to work together, they developed a stronger perception of group cohesion and social responsibility for each other's learning than their peers in the unstructured groups (Robyn M. Gillies, 2004) also students in the study performed better than those in traditional sections; their attitude towards mathematics improved; they actually participated in outside classroom work and became more interested in and motivated to do mathematics; and the majority of the students were positive about the instructional approach and thought this method was a better way for them to learn mathematics (Mohammad H. Ahmadi, 2000) and cooperative group learning strategies are more effective in promoting mathematics achievement (Reid John, 1992; Effandi Zakaria, Lu Chung Chin and Md. Yusoff Daud, 2010)

The effects of cooperative learning on student achievement and attitudes in a secondary mathematics classroom were investigated. Survey results revealed primarily favorable responses toward the cooperative learning procedure. Most students indicated that they liked working in groups and appreciated getting help from other students, especially for learning difficult concepts. Some students disliked having groups preassigned and permanent, and they suggested alternating group membership (Whicker, Bol & Nunnery, 1997). It is found that there were no gender differences in students' mathematics achievement after their being taught scale- drawing topic through STAD, co-operative learning strategy (Njoroge and Githua, 2013).

Teske (2003) studied "Cooperative Learning: A Sixth Grade Mathematics Curriculum For Teaching Addition Of Fractions" and conclusions reached were that "Sixth grades students who had been working with fractions since third grade and had still not developed proficiency needed learning activities that were engaging and encouraged them to take an active role in their learning. This study provided teachers with a guide to implement hands-on and group based activities in their classrooms that increase student achievement with fractions.

Leikin and Zaslavsky (1997) investigated the effects of learning mathematics in a cooperative small group setting on different types of students interactions in low- level ninth grade classes. Findings indicate an increase in students' activity, a shift toward on- task verbal interaction, various opportunities for students to receive help and positive attitudes towards the cooperative experimental method. Cooperative small-group setting indicated (a) an increase in students' activeness, (b) a shift toward students' on-task verbal interactions, (c) various opportunities for students to receive help, and (d) positive attitudes toward the cooperative experimental method (Roza Leikin & Orit Zaslavsky 1997). Cooperative structures address different student learning styles in every class, including verbal, visual, and kinesthetic. (Panitz, Theodore, 2000)

Davidson & Kroll (1991) found that the effect of cooperative learning of mathematical skills were consistently positive when there was a combination of individual accountability and some form of team goal or team recognition for commendable achievement. Time and practice are necessary to build trust and to develop the informal and formal operating procedures that enable teams to work together effectively (Korinek, McLaughlin, & Walther-Thomas, 1999). When choosing their own groups, students often create groupings that promote or reinforce status hierarchies (Mitchell, Reilly, Bramwell, Solnosky, & Lilly, 2000).

Cooperative learning can be effective when students and teachers take on their roles within the

classroom. Successful cooperative learning groups will 1) have more talk that evaluates the group product; 2) show less off-task behavior; 3) have better group products; 4) write better final essays on the academic content of the unit (Cohen, Lotan, Abram, Scarloss, & Schultz, 2002).

Cooperative learning is grounded in the belief that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks (Zakaria and Iksan, 2007). The investigators examined the extent to which teacher interventions focused on students' mathematical thinking in naturalistic cooperative-learning mathematics classroom settings. They also observed 6 videotapes about the same teaching content using similar curriculum from 2 states. They created 2 instruments for coding the quality of teacher intervention length, choice and frequency, and intervention (Meixia Ding et. al. , 2007). As such, cooperative learning can effectively be implemented to improve students' achievement in secondary mathematics (Aziz, 2010), decrease mathematics anxiety in students significantly, increase help seeking behaviour and decrease its avoidance component at them (Lavasania 2011).

Mulryan (1989) investigated the behavior and perceptions of high and low achieving fifth and sixth-grade girls and boys. The findings revealed that students manifested more time-on-task in the cooperative small-group setting than in the whole-class mathematics and reading group settings. High achievers manifested more time-on task and also more quality involvement than did low achievers in cooperative small groups. Students' and teachers' perceptions were related to student behavior in cooperative small groups. High achievers were more active participants than low achievers were in the groups. The interview responses of low achievers indicated that these students have less complex and less differentiated understanding of the nature of cooperative small-group work. Cooperative learning strategy is more effective than competitive learning strategy and that boys performed significantly better than girls in both learning strategies (E. B. Kolawole, 2008).

Conclusion

It may be concluded that the above review of researches finds positive outcomes in the areas of student achievement, attitude, integration, mainstreaming, and self-esteem. Cooperative learning is essential if mathematics teachers are to change the students' perceptions, their ability to discuss, and their perception of working with one another in maths. Cooperative learning involves more than simply assigning students to groups and telling them to work together. There are many ways that groups can be non-productive. In order to be cooperative, a lesson must be well-defined, open for discussion, and have positive face-to-face interaction. The cooperative learning groups should be teacher-generated rather than student-selected. When done correctly, cooperative learning tends to promote student relationships, more positive attitudes toward mathematics and the teacher, and greater self-confidence in a student's mathematics.

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A Study of teacher effectiveness and occupational stress in Relation to Emotional Intelligence (With special reference to Secondary male and female teachers of Nainital District (Uttarakhand))

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Abstract

The present study examines the level of teacher effectiveness and occupational stress of secondary teachers in relation to Emotional Intelligence. It has been proved that the application of Emotional Intelligence can increase teacher effectiveness and reduce occupational stress among secondary teachers. This study has made use of Simple Random Sampling Technique in selecting 100 secondary teachers. Emotional Intelligence scale by Anukool Hyde and Sanjayot Pether, Upinder Thae was used to measure the Emotional Intelligence of teachers, Teacher effectiveness scale by Shallupri and Prof. S.C. Garkhar was used to measure the effectiveness among teachers and occupational stress index by A.K. Srivastav and Dr. A. P. Singh was used to measure the occupational stress among teachers. After statistical analysis it was found that teachers with high Emotional Intelligence were having low occupational stress and more teacher effectiveness, whereas teachers with low Emotional Intelligence were having more occupational stress and less teacher effectiveness. In this way, it was found that Emotional Intelligence helps in reducing occupational stress of teachers and enhancing their effectiveness in teaching Learning.

Keywords: *Teachers effectiveness, Occupational Stress, Emotional Intelligence, Secondary school teachers.*

Introduction

Education is as important as blood in the human body. Only through Education, we can develop the knowledge and skills that are vital for the country. It is a character-building process, which grooms personality and making a person rational, capable, responsive and intelligent. Education is regarded as an instrument to develop the cognitive abilities, tolerance and understanding human being. It should prepare the younger generation to understand and face the realities of globalization. In this way, the main responsibility is on the schools and teachers in moulding the character of the students. Thus, it can be rightly said that the role of the teacher in the society is vital.

A teachers has to face innumerable challenges and play different roles in their organization. He/she not only teaches but also organises co-curricular activities, maintains necessary records, administers time table, prepares teaching aids upto date with innovations. He/She also motivates students by words and deeds. Therefore, teacher is expected to possess a multifaceted personality. It is natural that they will remain under stress which affects their effectiveness of teaching. The present study is based on the assumption that the implication of Emotional Intelligence can increase teacher effectiveness and reduce occupational stress among teachers at secondary school stage.

Teacher Effectiveness

According to Indian Educational Commission (1964-66) 'The quality of nation depends upon the quality of Education programme and good education programme to a large extent is dependent upon the quality of teachers who implement that programme. Educational institutes may have

excellent materials resources, equipment, building, Library and other facilities alongwith the curriculum suited to the community needs but if the teachers are not good for the whole education programme is like to be ineffective and wasted. Therefore, the problem is identification of effective teachers for realizing desirable educational goals. Teacher effectiveness means “Ability to teach effectively in classroom”. Only effective teachers can materialize policies and plans of education in the classroom at grassroots level.

An effective teacher is one who helps in development of basic skills, understanding proper work habits, desirable attitude, value judgment and adequate personal adjustment of the student (Rayans, 1969).

Chayya (2001) states that effective teachers take personal responsibility to students learning, determines the difficulty of the lesson with the ability of the student and give the opportunities to students to practice newly learned concepts. For the present study, teacher effectiveness has been defined as an effective teacher who has clear concepts of the subject matter, ability to write clear objectives for his/her course, ability to organise learning materials, ability to communicate his/her knowledge with the students successfully and to deal with classroom situations.

Womgod (1989) found that the personality, adjustment leadership a high degree of intelligence and emotional control were the main characteristics that went with teacher effectiveness. Shah (1991) also came to the conclusion that the variables like locality, type of school, level of educational qualifications, grade and teaching experience are also some of the determinants of teacher effectiveness.

Occupational Stress

We are living in an era of globalization, privatization and liberalization where complexities and pressures severely affected human beings. The stress related to job has become predominant feature of modern life. Recently, job stress has come into prominent work related research topic.

Occupational stress can be defined as the psychological and emotional responses, when workers perceive an imbalance between their work demands and their capacity and resources to meet these demands. Stress responses occur when the imbalance is such that the teachers perceive they are not coping up with the situation.

Occupational stress is generally defined in terms of relationship between a person and his environment. It has been found that every occupation has stress, which may differ in degrees.

In a survey conducted to find out the most stressful jobs the following were found to be the top four professions which caused more stress, nursing, teaching, managers and professionals.

In the competitive world a teacher's job is quite stressful. There are many reasons behind it, like work overload, deadline for course completion, too many tests, exams, job insecurity, professional behaviour of student, administrative pressure, physical conditions, low salary, transfer, promotions etc.

A lot of work has been done on occupational stress among teachers. As Pithers R; Fogarty G.J. (2007) worked on “Occupational stress among vocational teachers' Teachers Stress.” The result showed a significantly higher level of occupational stress among teachers.

Teaching competencies of a teacher mainly depend upon the teacher's psychological state of mind. Therefore, occupational stress has significant effects on psychological well being and serious accounts are being taken of the health consequences of this stress (Fletcher, 1991)

Antoniou and Polychroni (2006) reported that female teachers experienced significantly higher level of occupational stress, specifically with regard to interaction with students and colleagues, workload, students progress and emotional exhaustion. Increased occupational stress among teachers had weakened the efficiency of the teachers (Sabu and Jangiah; 2005).

Emotional Intelligence

All human being have emotional and general intelligences within themselves but how many people manage their behaviour using Emotional Intelligence in their practical life? This a question of concern? Emotional Intelligence can play a very big role in the management of emotions and behaviour. Emotions rule the heart and intelligence reigns supreme in the brain. **Swami Vivekanand** has rightly pointed out that “it is the heart which takes one to the highest place which can never reach.

In the era of 21st century, new theories of intelligence have been introduced, and are gradually replacing the traditional theories. The ability to interact with others is one of the most powerful tools for personal and professional success which can be enhanced for raising our Emotional Intelligence. Researches have concluded that people who are able to manage feelings/emotions well deal effectively with others are more likely to live content lives.

Ediger (1997) stated that quality emotions and feelings help students given their best potential in the classroom. Amiratha and Khadirawan (2006) found that gender age and qualification influence the E.I. of school teacher.

Mayer and Salovey (1993) assert that emotional intelligence is the ability to monitor one's own and other feelings and emotions to discriminate among them, and to use this information to guide one's thinking and actions emotions and intellectual growth.

Caruso and Wolfe (2004) define emotional intelligence as the ability the perceive emotion, access and generate emotions. So as to assist thought, understand emotions, emotional knowledge and reflectively regulate emotions so as to promote emotional and intellectual growth.

In other words, it is a set of skills that enables the person to survive in a complex world. The personal, social and survival aspects of overall intelligence the elusive common sense and sensitivity that are essential to effective daily functioning are being studied by psychologists. They are also studying the phenomenon on different categories of people.

In the educational field, the effectiveness of teaching is affected due to low Emotional Intelligence. A teacher should be emotionally intelligent and satisfied with his/her profession because a teacher is the hope for an individual and the nation. In the teaching learning process a teacher must understand his personality, behavior and interest. Communication skills, attitude and emotions affect the childrens' behavioural pattern.

Objective of the Study

The present study is limited to achieve the following objectives:

1. To identify teachers with high Emotional Intelligence and low Emotional Intelligence.
2. To study teacher Effectiveness and Occupational Stress in relation to Emotional Intelligence of teachers.
3. To study teacher effectiveness and Occupational Stress in relation to sex of the teachers.

Hypothesis:

1. There will be significant difference between teacher Effectiveness and Occupational Stress of male and female secondary teacher in relation to Emotional Intelligence.
2. There will be significant difference between High Emotional Intelligence male and High Emotional Intelligence female secondary teachers on the scores of teacher effectiveness.
3. There will be significant difference between Low Emotional Intelligence male and Low Emotional Intelligence female secondary teacher on the scores of teacher effectiveness.
4. There will be significant difference between High Emotional Intelligence male and High Emotional Intelligence female secondary teachers on the scores of occupational stress.
5. There will be significant difference between low Emotional Intelligence male and Low Emotional Intelligence female secondary teachers on the scores of Occupational Stress.

Methodology

Survey method was used for Data Collection.

Sample

4 Sample of 100 secondary teachers (50 male and 50 female teachers) was drawn by using Random Sampling technique. Ten schools were randomly selected from Nainital district of (K.U.)

Tools for the Study

The following tools were employed for collecting the data:

- A. Teacher effectiveness scale (T.E.S.) developed by Dr. Bhallu Pure and Prof. S.C. Gakhar.
- B. Occupational Stress Scale (O.S.I.) is developed by Dr. A.K. Srivastav and Dr. A.P. Singh.
- C. Emotional Intelligence Scale (E.I.S.) developed by Anukool Hyde and Sanjyot Pethe.

Statistical Technique used

Mean, Standard Deviation and t-test were applied.

Analysis and Interpretation of Data

Significant differences between teacher effectiveness and Occupational Stress in relation to Emotional Intelligence of secondary male and female teachers

	Gender	N	M	S.D.	't' value	Level of Significance
Emotional Intelligence	M	50	95.28	46.10	3.09	Significance at both level
	F	50	98.74	90.01		
Teacher Effectiveness	M	50	243.8	64.31	1.02	Significance at .05 level
	F	50	256.76	63.04		
Occupational Stress	M	50	116.40	20.86	0.13	Significance at .05 level
	F	50	115.82	22.64		

Table-1 't' value of the means scores of teachers effectiveness in relation to High E.I. male and female secondary teachers

Gender	N	M	S.D.	't' value	Level of Significance
High E.I. male on the scores of teacher effectiveness	30	292.6	28.03	0.95	Significance at .05 level
High E.I. Female on the scores of teacher effectiveness	30	300.53	35.92		

The above table 1 shows that the mean of High E.I. male on teacher effectiveness is 292.6 and the mean of High E.I. female on teacher effectiveness is 300.53. The 't' value is 0.95; significant at the level of .05. The Hypothesis is accepted. The result shows that the teacher effectiveness of High E.I. female teachers are higher than the High E.I. male secondary school teachers.

Table-2 't' value of the mean scores of teacher effectiveness in relation to Low E.I. male and female teachers

Gender	N	M	S.D.	't' value	Level of Significance
Low E.I. male on the scores of teacher effectiveness	20	194.7	36.92	1.45	Significance at .05 level
Low E.I. female on the scores of teacher effectiveness	20	180.35	23.72		

Table 2 clearly reveals that the mean of Low E.I. male teachers on the scores of teacher effectiveness is 194.7 and the mean of Low E.I. female teachers on teaches effectiveness is 180.35, the 't' value is 1.45, which is significant at the level of .05. The Hypothesis is accepted.

The result shows that the teacher effectiveness of Low E.I. male teachers are comparatively higher than the female of Low E.I.

Table-3 't' value of the mean scores of occupational stress is relation to High E.I. male and female secondary teachers

Gender	N	M	S.D.	't' value	Level of Significance
High E.I. male on the scores of occupational stress	15	158.53	8.17	8.86	Not significant at both level
High E.I. female on the scores of occupational Stress	14	124.75	11.91		

Table-3 clearly pointed that the mean of High E.I. male on occupational stress is 158.53 and the mean of High E.I. female on occupational stress is 124.75 and the 't' value is 8.86, which is not significant at both level.

The scores indicate that occupational stress of High E.I. male is higher than occupational stress of High E.I. female.

Table-4 't' value of the mean scores of occupational stream relation to Low E.I.

Gender	N	M	S.D.	't' value	Level of Significance
Low E.I. male on the scores of occupational stress	35	109.00	15.39	1.18	Significance at .05 level
Low E.I. female on the scores of occupational stress	36	103.47	23.35		

Table 4 clearly pointed out that the mean of Low E.I. male on occupational stress is 109.00 and low E.I. female occupational stress is 103.47 and the 't' value is 1.18, which is not significant at .05 level. The Hypothesis is accepted.

This shows that occupational stress of low E.I. male teachers are higher than the low E.I. female's occupational stress, which signifies that female have less occupational stress.

Major findings of the study

On the basis of Hypothesis testing results, analysis of result and discussion, the following major findings of the study are given below:

The study reveals that there is significant difference between High E.I. male and high E.I. female on the scores of teacher effectiveness. The cause behind it is that the women are emotionally strong. Biologically, they have all the qualities like soft heart, emotions, politeness and tolerance while men are hard hearted, rude, aggressive and short tempered. Therefore, Emotional Intelligence of women is higher in every walk of life. Professionally and personally they have abilities to adjust with the environment. They have inner strength to cope with the problems smoothly. While men need support to get rid of the difficult situations. It has rightly said that "Behind the success of every man is a woman". On account of High E.I. teacher effectiveness of women is higher than men. An employee with high E.I. is able to respond appropriately to the work place stress and the emotional behaviour of his co-workers. Their abilities greatly enhance teacher effectiveness. Researches in this field found that our E.I. awareness and ability to handle feelings rather than our I.Q. well determine our success and happiness in all walks of life.

Further the study clearly shows that E.I. female have less occupational stress comparatively male. Stress is a feeling of tension that is both emotional and physical. The cause of occupational stress is due to work pressure, preparation of lesson plans for effective teaching and organization of various co-curricular activities. Thus, a teacher is expected to possess a multifaceted personality. Under these circumstances male teacher feel overburdened and remains under stress, while females never feel stressed but manage all the activities whether academics or non-academics in an intelligent way therefore their teacher effectiveness is never affected.

The conclusion of the research paper is that teachers with high Emotional Intelligence are more effective in their teaching and have less occupational stress while teachers with Low Emotional Intelligence have more occupational stress and have less teacher effectiveness.

Educational Implications:

Teaching profession is a stressful job. As the present study has revealed that low E.I. affects teacher effectiveness and occupational stress. To overcome these situations in workplace there is a need to develop the E.I. of teachers to reduce the severity of occupational stress in them. Proper training on E.I. should be given to manage stress situations. This can be done by integrating the E.I. components in the curriculum of secondary teachers Education programme both pre-service and in-service levels. The principal of the institution should provide opportunities for professional enhancement in the form of participation in professional meetings and seminars, promoting situation for healthy professional interactions and making the working environment more flexible to work.

Thus the findings are useful for administration, meaning thereby that the principals should organize such programmes which develop and increase E.I. of teachers so that they may give better performance in future.

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Constructivist Paradigm in Teaching-Learning Process

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Abstract

The latest shift in teaching-learning process is “Constructivism”. The term refers to the idea that learners construct knowledge for themselves in which each learner individually and socially constructs ideas based on his level of understanding. The meaning of constructing is learning through acquired abilities and social awareness. Constructivism in education emerged after the behaviorist movement as an innovative and refreshing view of learning that centers on the active learner within the teaching-learning process. It focuses on the individuality during instruction process that has drawn attention to the prior beliefs, knowledge, and skills that individuals bring with them. The constructivist focuses on the use of learner-centered approaches than use of teacher-centered approaches in teaching-learning process that has resulted a major shift in classroom instruction. Constructivism's greatest contribution to education may be through the shift in emphasis from knowledge as a product to knowing as a process. The teacher's role changes drastically under the constructivist approach if compared to the behaviorist instruction. The teacher under the constructivist approach is a facilitator of learning not a transmitter of information. Similarly, the role of learner also changes from a passive listener to an active participant in teaching-learning process.

The paper first discusses the constructivist approach, its characteristics and theoretical bases of constructivism, i.e. Cognitive Constructivism and Social Constructivism which are majorly based on the works of Piaget and Vygotsky respectively. Then, the paper presents two examples for teaching-learning from economics based on constructivist approach and one example from social science. In the last, the paper encourages the teachers to use constructivist approach in their teaching-learning process.

Keywords: *Constructivism, Constructivist, Teacher, Learner and Economics.*

Introduction

Learning is considered as change in behaviour of students while teaching is designed to influence behaviour by using various behaviour modification techniques. There are various views about teaching but in practical popularly two types of views on teaching that are behaviourist views and constructivist views are applied at secondary and senior secondary levels in schools. The behaviourist views are that teaching can only provide or aware of students about different sources of information but constructivists believe that knowledge is constructed by learners themselves. First believes that teaching consists of transferring knowledge from outside to within learners while other believes that learners construct their own knowledge. External environment can be only a valuable source of knowledge. The child acts on the environment physically as well as socially and internalizes his experiences. If learners constructed their knowledge through actions, then teaching should necessarily be designed and planned with activities individually or in groups. There is a major emphasis in teaching rather than on learning under behaviourism. There were certain fundamental problems of behaviourism that emerged in the teaching-learning process. Some of them are like lack of recognizing uniqueness of every learner, lack of recognizing importance self in learning, emphasis on external, etc. Constructivism in education emerged after the behaviorist

movement as a welcome and refreshing view of learning that centers on the active learner within the teaching-learning process. This emphasis on the individual (within the greater social context) during instruction has drawn attention to the prior beliefs, knowledge, and skills that individuals bring with them. Prior knowledge has been shown to significantly influence the ways individuals make meaning out of instruction. The constructivist focus on the social context and larger community of learners has resulted in a major shift away from individually-based instruction to instruction that incorporates and embeds teaching within the larger community of peers, younger students, as well as those who are older. Constructivism's greatest contribution to education may be through the shift in emphasis from knowledge as a product to knowing as a process. This legacy of constructivism will likely prove to be a lasting and meaningful shift in the structure of knowledge.

In present time, the use of learner-centered methods of teaching-learning is highly recommended by authorities for several purposes. The teachers are also expected to make use of child centered pedagogy in classroom even under difficult situations. According to National Curriculum Framework (NCF)-2005, 'Child-centered' pedagogy means giving primacy to children's experiences, their voices, and their active participation. This kind of pedagogy requires us to plan learning in keeping with children's psychological development and interests. The learning plans therefore must respond to physical, cultural and social preferences within the wide diversity of characteristics and needs'. The NCF recognizes importance of child-centered pedagogy and states the importance of constructivist learning in our school environment. According to National Curriculum Framework (NCF)-2005, "In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience)." After studying two types of views on teaching-learning process, a paradigm shift in teaching-learning process is presented in following table-1:

Table1: Paradigm Shift in Teaching-Learning Process

S. No.	Teaching-Learning Process during Normal Class	Teaching-Learning Process during Constructivist Class
1.	Lesson is introduced by asking questions or in sometime in an unexpected way started by lecturing or problem solving on board.	Lesson is introduced by demonstrating study materials, narrating story and giving content on paper to read and answer the question.
2.	Focus is on description, explanation and completion of topic.	Focus is on to engage learners in learning task either in classroom or in field.
3.	Learners are passive listeners.	Learners are actively involved in exploration of contents.
4.	Learners are asked to complete homework.	Learners are expected to complete tasks and present.
5.	Teacher as informer and explainer.	Teacher as facilitator, guide and manager.
6.	Evaluation is necessary and rigid.	Evaluation is flexible and simple.

The teaching-learning process in constructivist classes focus on learning and the classroom environment becomes flexible which certainly enhance the quality of learners.

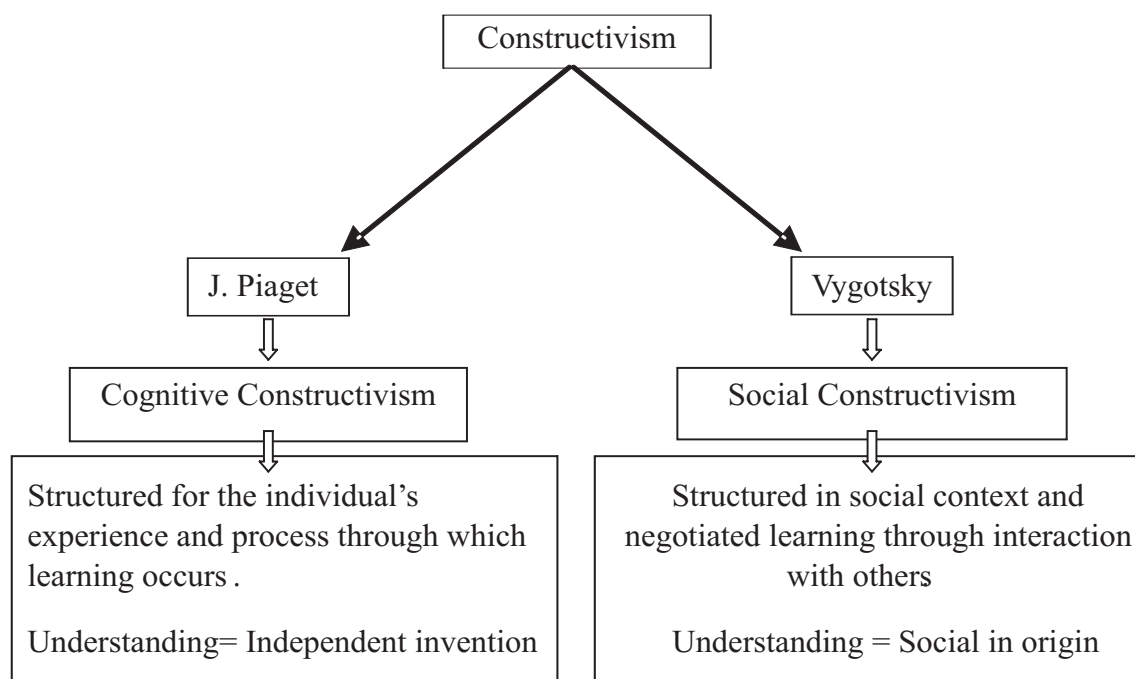
Theoretical Bases of Constructivism

There are various educationists who have presented their great views on constructivism like John Dewey, Maria Montessori, Lev Semenovich Vygotsky, Jean Piaget, Ernst Von Glasersfeld. We shall discuss the two major constructivists here in this paper, Piaget and Vygotsky.

Approaches to Constructivist Learning

The views of Jean Piaget and Vygotsky are based on cognitive constructivism and social constructivism. These two approaches are presented in the form of following figure-1:

Figure1: Jean Piaget and Vygotsky's views on Constructivism



Piaget's Approach to Constructivist Learning: Cognitive Constructivism

Cognitive constructivism is based on the work of Jean Piaget. Piaget's theory has two major parts: Ages and stages, which forecasts what children can and cannot understand at different ages, and a theory of development is the major foundation for cognitive constructivist approaches to teaching and learning.

Piaget believed children were active and intelligent learners who expected the world to make sense. He viewed the child as isolated who develops within himself and upon the environment. Piaget regarded knowledge as a process rather than a state, seeing it as a “relationship between the knower and the known” with what is known changing as and when the knower does.

The child tries to adapt to the world around him by assimilation (what is already known), accommodation (adjusting to what now known), equilibration (the balance between the two) and schemas (mental and physical).

Piaget regarded a schema to be a kind of mental structure that enables an organism to adapt to the environment. A schema is a conceptual framework that exists in an individual's mind that enables

the individual to interpret and assess phenomena and process data obtained from existing conditions. Assimilation occurs when a child incorporates new knowledge into existing schema. Accommodation occurs when a child adjusts to new information by modifying his/her existing schema.

As children experience new information, they use schema to assimilate it in organizing new experiences and making new knowledge. Organization means grouping of isolated behaviors into higher order for smooth functioning of cognitive system. Children shift from one stage of thought to next through a mechanism namely, equilibration which is a consequence of cognitive conflict or disequilibrium in trying to understand the world. As the child resolves the conflict, he/she reaches at cognitive equilibrium which demands a cognitive change due to assimilation and accommodation.

Developmental stages were prominent in Piaget's theory regarding cognitive development as proceeding through a sequence of stages which were progressive and involved qualitative structural changes.

Strengths of Piaget's theory are:

- The recognition of the central role of cognition.
- A rich description of children's thinking.
- It tells us about children's cognitive development in the real world.

Piaget believed that the mind evolves and knowledge develops. Knowledge is generated through interaction with the mind to the external environment. Learners construct knowledge through actions.

Vygotsky's Approach to Constructivist Learning: Social Constructivism

Social constructivism is based on the work of Lev Semenovich Vygotsky. Vygotsky explored the influence of language and social processes on cognitive development as well as the accomplishments a child could achieve when a problem is alone as compared with assistance from the adult. There are two basic principles of this theory:

- Language plays an important role in mental development.
- Importance of social interaction within the context of learning.

According to Vygotsky, the child is able to take the basic cultural ideas and determine his/her own ideas (through language as a tool). The child is a determiner not determined. Vygotsky emphasized the cultural line of development because of social determination of mental activity.

Vygotsky highlighted the importance of interaction of the learner with peers. He also emphasized the importance of imitation and modeling. The importance of interactions with adults and peers in cooperative settings is needed because it provides young children ample opportunity to observe, imitate and model the desired behavior.

Another important concept given by Vygotsky is Zone of Proximal Development (ZPD). ZPD represents the range of tasks that are too difficult for children to perform alone but can be learned with assistance of adults and peers. Therefore, the lower limit of ZPD is the ability of learner to do tasks independently and upper limit is the ability to solve the problems with the help of adults (teachers/parents) and peers. The ZPD is about "can do with help", not as a permanent state but as a stage towards being able to do something on your own. The key to "stretching" the learner is to know what is in that person's ZPD—what comes next, for them.

The second feature is scaffolding, which refers to a change in the social support over the course of a teaching session. If scaffolding is successful, a child's mastery level of performance can change, which means that it can increase a child's performance on a particular task.

Child's Current Achievement	Zone of Proximal Development	Beyond Reach at Present
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Examples for Teaching-Learning from Economics based on Constructivist Approach

The 5 Es that are Engage, Explore, Explain, Elaborate and Evaluation model is used for learning.

Example 1:

Topic: Need of Food Security

Objectives

To enable the learner to:

- List the various factors responsible for their poor socio-economic conditions in society.
- Explain their immediate steps for to improve their socio-economic conditions.
- What should Madhu do to continue school education of her youngest child? Describe.
- Prepare a plan of action which the Government should implement to ensure their food needs.

Classroom Activities

Instruction: Read the following brief story carefully and think over the questions and prepare a plan of actions for their food security:

Madhu has been working as a house maid for last ten years. Her husband is a street vendor who sells sweet potatoes. She has three daughters and two sons whose eldest daughter is of fourteen years who also works along with her mother to support workload. All other kids are also in queue to work in field. The youngest child in the family is of six years male child who is newly enrolled in school but most of the time he remains absent from the school and observes his fathers' activities. They struggle to get fulfilled their daily food requirements on continues basis. They themselves and their children are suffering from malnutrition. Their aim of life is to get fulfilled their daily food related activities. They expect from Government to meet their food related needs completely and secure them.

Procedure: The students should be divided into three groups for following discussion/tasks and preparation an action plan:

- Q1. Should Madhu and her husband do some extra works?
- Q2. Would their youngest child be able to complete his free and compulsory elementary education?
- Q3. Prepare a plan of actions for their food security in society? Also present their reports in class?

Evaluation of progress of work may be done through observation while they will be engage in reading story, exploring study materials for preparing a plan of actions, their presentation of reports and using their experiences. The basis of evaluation can be their involvement in learning tasks, searching of materials, asking questions with the teacher, explaining skills, presentation of real life examples, performance.

Example 2:**Topic:** Subsidy**Objectives**

To enable the learner to:

- State the meaning of subsidy.
- Explain the socio-economic conditions of a marginalized farmer.
- Give examples of goods on which the Government provides subsidy.
- How does the subsidy affect level of agricultural production? Discuss.

Classroom Activities

Instruction: Read the following brief story carefully and think over the questions and identify at least five goods on which the Government provides subsidy:

Bhola is a marginalized farmer who produces crops for self-production and for sale of rest of production. Bhola is having a difficult time as half of his income gets spent on buying manures and fertilizers for production. At the same time, he has come to notice that the Government has announced a 20% subsidy on price of one packet of 20 KG fertilizers. Bhola felt happy and said 'it is done great' and thought that now he will be able to purchase more of fertilizers.

Procedure: The students should be divided into three groups for following discussion/tasks and identification of subsidized goods:

- Q1. Can Bhola purchase more of fertilizers without cut his expenses on other items?
- Q2. What is the impact of subsidy on the price of the good?
- Q3. Why does the Government provide subsidy on certain items?

Evaluation of progress of work may be done through observation while they will be engaged in reading story, exploring study materials for identifying goods which are available on subsidized rate. The basis of evaluation can be their involvement in learning tasks, searching of materials, asking questions with the teacher, explaining skills, presentation of real life examples, performance.

An Example from Social Science**Topic:** Equality.**Objectives**

To enable the learner to:

- Understand and appreciate the nature of Equality.
- Distinguish between equality and inequality.
- Relate the concept to their real life by identifying situations where equality and inequality are applied to day to day lives.
- Prepare a list for actions in behavior towards sensitizing the people and encourage them for practicing equality.

Classroom activities

The teacher had to teach 'Equality' system of India in ninth standard in which he included in teaching-learning process more number of girls' students in class and one hearing impaired student which is the only Children with Special Need (CWSN) in the class. First of all, the teacher demonstrated a scene of a gram panchayat where a sarpanch was handling issues of a village. The sarpanch of the panchayat was a male member and other members of gram panchayat were also the male members. There was no female member in scene of the body of gram panchayat which was demonstrated. Thereafter, the teacher wanted to create the same scene but in a different way. He allotted most of the roles of gram panchayat to female students in which the role of the sarpanch was acted by 'Archana Kumari' and the hearing impaired student 'Javed' was asked to brief the things after observing it. Many students asked to the teacher why a girl and hearing impaired student are given main roles of the act. The teacher responded that all students of the class are equal, so they are to be treated equally in the classroom. As the sarpanch, 'Archana Kumari' handled some issues and 'Javed' described the scene on the basis of his observation. After the act 'Archana Kumari' expressed her confidence and also shared her valuable experiences to the class. Then, the whole class appreciated the decision of teacher for involving 'Javed', 'Archana Kumari' and other girls actively in the teaching-learning process.

Procedure

Exercise 1. The above strategy will be followed in the classroom. After it, the students will form groups of four students each and discuss the situations where equality and inequality are depicted.

Exercise 2. The group leader of each group will present discussed views on equal and unequal situations of the scene and act. Then, the whole class will discuss them with the direction of the teacher. The students will be allowed to ask questions from the other groups.

Exercise 3. The students will be asked to discuss examples of equality and inequality from their daily lives.

Exercise 4. The teacher will then generate the meaning and nature of equality with the students with the help of their experiences.

After the exercises the students will have a good understanding of equality and inequality. They should be able to appreciate the equal situations in their daily lives. They should be willing to take part in discussions and be more confident in speaking in front of the class and in discussions also.

Suggestions to Teachers to use Constructivist Approach in their Teaching-Learning Process

The constructivist paradigm is based on the assumption that knowledge is subjective and learners construct knowledge in their social and cultural environment. Therefore, in a constructivist classroom, the teacher must assume the role of a facilitator and guide and learners take the responsibility of their own learning. The process of constructing knowledge is an active one (going out and interacting with the environment and constructing it yourself). Learning is a function of the natural and continual variability in the world and variable action upon it. Constructivists would argue that in a school class, not all learners learn the same thing. The important thing for teachers is to ascertain what each learner knows and then plan learning programmes for each learner or follow the learner's lead.

- (i) Plan activity
- (ii) Determine modalities for organization of activity

- (iii) Collect and organize material for activity
- (iv) Plan for flexible assessment of learning.

Conclusion

The constructivist focus on the social context and larger community of learners has resulted in a major shift away from individually-based instruction to instruction that incorporates and embeds teaching within the larger community of peers, younger students, as well as those who are older. A teacher under the constructivist approach is a facilitator of learning not a transmitter of information. The teacher's role changes drastically under the constructivist approach if compared to the traditional instruction. A teacher has to act as an investigator and must try to understand how his/her learners are constructing knowledge. He/she must also respect their ideas and understand their alternate solutions. Constructivism's greatest contribution to education may be through the shift in emphasis from knowledge as a product to knowing as a process. This legacy of constructivism will likely prove to be a lasting and meaningful shift in the structure of knowledge.

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Girls' Madarsas in India: A Conceptual Analysis

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Abstract

Girls' madarsas refer to those educational institutions which are formally organized for the muslim girls by the community people. Qur'an and hadith always encourage women's education to develop all aspects of their personality. It was believed that an educated muslim woman not only radiate her moral qualities in the environment of her home but also have an active role in the broad fields of social, economic and political development. Muslim girls' education started in india after the reign of muslim rulers. Various muslim rulers, queens and even other women who had prominent roles in various muslim dynasties established educational institutions for girls and also worked for muslim girls' education. Some famous educational institutions established during mughal period for muslim girls were fatehpuri begum school, akbarabadi school, raji begum school etc. After independence various girls' madarsas were established named jamiatus salihat, malegaon, jamiatul falah, Bilariyaganj (Azamgarh, U.P.), Jamiatul Banaat, Hyderabad etc. by the prominent leaders and intellectuals associated with the community. This paper is an attempt to analyze present scenario of Indian girls' madarsas, its challenges and remedial measures to cope up with these challenges.

Key words: *Present Scenario of Indian Girls' Madarsas, Challenges and Remedial Measures.*

Introduction

The term 'Madarsa' variously transliterated as madrasah, madarsaa, medresa, madrassa, madraza, madrasa, medrese etc. The word generally means any type of religious school or college for the study of the Islamic religion. The term 'Madarsa' has etymologically origin from the Arabic word '*Al-Dars*' which means 'to teach' or 'to learn'. A madarsa is technically an educational institution, any school or college where any sort of education is imparted. The acquisition of knowledge and learning, both of religious subjects and rational sciences are considered as an act of religious merit in Islam. Prophet Muhammad (S.A.W.) instructed, "Acquire knowledge from the cradle to the grave." (Sikand, 2005). Islam provided an open educational system since 7th century A.D. in which region, caste, creed, age remain no bar for acquiring knowledge. For this the need of an educational institution was felt and the 'madarsa' came into its existence. At the time of Prophet Muhammad education was imparted in mosques. When Islam began to rapidly spread outside the Arab, the need for more organized educational institution was increasingly felt. This gave birth to the madarsa as an institution separate from the mosque and after a period of time the madarsa emerged as a major institution for formal education in Muslim community.

The word Qur'an itself means 'recitation' and the importance that Islam places on the acquisition of knowledge for every believer is clear in the Qur'an itself. Islam never restricted women's education. It always encourages the education of women. Women are allowed to learn all the branches of knowledge. They are free to choose any field of knowledge according to their interests. Qur'an and Hadith always encourage women to develop all aspects of their personality. It was believed that an educated Muslim woman not only radiate her moral qualities in the environment of her home but also have an active role in the broad fields of social, economic and political development. Prophet Muhammad (S.A.W.) also encouraged women's education as He himself used to teach the women along with the men. He also instructed his followers to educate not

only their women but their slave girls as well (Qasmi, 2006).

Prophet Muhammad (S.A.W.) himself used to teach women from Zohr (afternoon) to Asr (before sun set). Allowing them to ask questions freely, put forward their views and demands. Women from Prophet's family, his wives Hazrat Khadija^(R.), Hazrat Aisha^(R.), daughters Hazrat Fatima^(R.), Hazrat Zainab^(R.), and others like Handah, Hafsha, Safia, Maria etc had the authority on religious matters and men of learning used to take advice from them (Aziz, 2005). Hazrat Aisha^(R.) was well versed in exegesis (Ilm-e-Tafsir) and also had a sound knowledge of Hadith. Sufiyah, Umm-u-Habibah, Juwairiyah, Maimuna, Umm-u-Sharik, Khaulah are some women, who had established their scholarly credentials in the field of Fiqh (Islamic Jurisprudence). Khansa, Sa'da, Atikah, Kabshah, Ruqaiyah were some famous lady, who gave contributions in the art of Poetry (Akhtar, 2005).

Historical Background of Muslim Girls' Education and Girls' Madarsas in India

Education of Muslim girls started in India during the era of Muslim rulers. There were various prominent women who were not only great scholars but also provided assistance to scholars. Razia Sultan was a renowned lady from Slave dynasty, flourished education for girls in her reign. Chand Bibi of Deccan was a learned woman and an expert in the art of governance and war. Sati Khanam, wife of Hakeem Naseeruddin Kashi, was fluent in oration. Salma Sultan, daughter of Gulrukh Begum, was a distinguished and eminent poetess. Sultan Muhiyuddeen Aurangzeb's daughter Zaibunnisa Begum learned calligraphy, creative writing and wrote many books. Mah Malik (daughter of Allauddin Jahan Soz), Gulbadan bano (daughter of Baber), Salima Sultan (niece of Humayun) and Mahamanga (wet nurse of Akbar) were great promoter of education, specially for girls' education and established educational institutions with her personal fortune. Noor Jahan (Mehrunnisa), wife of Jahangir studied calligraphy, Arithmetic and other subjects. Mumtaz Mahal had command on Urdu and Persian language. Shahjahan's daughter Jahan Ara begum achieved great honour in the field of education and knowledge. She regulated the social ceremonies of court and composed verses in Persian. Khadeeja, daughter of Umar bin Salahuddeen Punjabi was one of the Indian queens explored her knowledge in the field of literature and Quranic Sciences.(Malik, 2008)

But this kind of opportunity was provided only to the girls from royal and noble families, who were only privileged ones to acquire education. There were no madarsas for the girls of the masses. In the very early age some girls went to the boy's madarsas and some girls from the elite sections of the society got their education from the special female tutors (Ustanis) at their home. But there were various queens and princesses during the Muslims era who established schools and institutions for the girls of masses. Some of them were:

- Fatehpuri Begum School in Delhi, established in 1060 with hostel facility.
- Akbarabadi School in Delhi.
- Khairul Manzil (founded by Mahamanga at Delhi).
- Girls school (Fatehpur).
- Raji Begum School founded by Raji (the wife of Shah Mohammed Alam).

During the British era, the education of Muslim boys confined to the mosques and the education of women remained unnoticed completely. They were put behind the four walls of the houses. High class Muslim paid some attention to the education of their daughters but ordinary and business classes completely neglected their daughters' education. To change this situation and to raise the standard of women, many women's madarsas had been opened after independence. Some of

them are: Jamiatus Salihat, Malegaon, Jamiatus Salihat, Rampur, Kulliya Aisha, Malegaon, Jamiatul Banaat, Jianpur (U.P), Jamiatul Falah, Bilariyaganj (Azamgarh, U.P.), Jamiatul Banaat Hyderabad, Jamiatul Shamsul Uloom, Ghosi (U.P.) and Al Jamiatuz Zahra, Malegaon etc.

Present Scenario of Girls' Madarsas in India:

The present status and educational pattern of girls' madarsas could be seen in following points:

Status of Muslim Girls' Education: According to the census, 2001 (first report on religious data), the literacy rate among Muslim community is 59.1%. In which 67.6% literacy found in male and 50.1% in female. According to the report of 2011-12, 1.02% Muslim girls enrolled in government schools, 1.00% enrolled in local bodies managed schools, 0.94% enrolled in private aided schools and 0.76% enrolled in private unaided schools. A survey conducted by NUEPA in the year 2011-12, which shows the enrolment in madarsas given below:

Types of Madarsas	Enrolment		
	Boys	Girls	Total
Recognized	951267	1034725	1985992
Unrecognized	259616	229942	489558
Total	1210883	1264667	2475550

(NMCME, 2013)

The above mentioned data shows the literacy rate among Indian Muslim girls and also shows their enrolment ratio in recognized and unrecognized both types of madarsas in India. The ratio of girls' enrolment related to girls' madarsas.

Organisational Structure: There are approximately 35,000 madarsas established in India, in which 8-10% madarsas are for girls. There are two types of girls' madarsas in India. First type of madarsas are those madarsas, which are affiliated to state madarsa board and apply combined curriculum. That include religious and secular both types of knowledge.

Second type of madarsas affiliated to one of the following schools of thought that emerged in late 19th and 20th century i.e. Deoband, Barelwi, Ahl-i-Hadith, Nadwat-ul-Ulama and Jamat-i-Islami Hind (Alam,). There are various types of Islamic educational Institutions in India as Maktab, Madarsa, Jamia and Darul Qur'an, but in general all the institutions known as madarsas.

Stages/Levels of Education in Girls' Madarsas: There are so many variations and differences regarding stages/levels of education offering by girls' madarsas present in India. Those girls' madarsas, which are affiliated to one of the schools of thought followed the pattern applying by big madarsas (developed on the basis of one of the schools of thought) or develop their own stages/levels of education. Examples of some famous girls' madarsas are given below:

- **Kulliya Aisha, Malegaon** consists following stages/levels:

- i. Primary
- ii. Middle
- iii. Secondary (Alimiyat)
- iv. Kulliyatus Shariya (Fadhilat)
- v. Mahad-ul-Tadbir-al Dayyiyat (A women's training centre for teaching and preaching Islam)
- vi. Tahzibul Qur'an (Department of Memorization of Qur'an)
- vii. Arts College

- **Jamiatul Banat, Hyderabad** has the following educational ladder:
 - i. Primary
 - ii. Middle
 - iii. Alima (Secondary and Higher Secondary)
 - iv. Fadila (Graduate)
- **Jamiatul Falah, Bilariyaganj, Azamgarh** has following educational ladder:
 - i. Ibtidayiah
 - ii. Thanawiyah
 - iii. Aliyah, which consists two parts-Alimiyah & Fadilah

Girls' madarsas, which are affiliated to state madarsa board generally offers following stages/levels of education:

S.No.	Standard	Equivalent to
1.	Tahtania	Primary (I-V)
2.	Faukania	Junior High School (VI-VIII)
3.	Alia (Munshi/Maulvi) <ol style="list-style-type: none"> i. Munshi (Persian) ii. Maulvi (Arabic) 	High School (IX-X)
4.	Alim <ol style="list-style-type: none"> i. Alim (Persian) ii. Alim (Arabic) 	Intermediate (XI-XII)
5.	Kamil	Graduate (B.A.)
6.	Fazil	Post Graduate (M.A.)

(Fahimuddin,2004)

Curricula of Girls' Madarsas: Girls' madarsas affiliated to one of the schools of thought applied the curricula, that are being developed by concerned schools of thought or the curricula followed by famous boys' madarsas or sometime develop their own curriculum. As- **Kulliyya Aisha, Malegaon** included religious and modern both types of education in their curriculum. **Jamiatul Banat, Jianpur, Azamgarh** included Tajweedul Qur'an (the art of reciting Qur'an following its rules) at every level of Alimiyah and Fadhilah. Along with that Hadith, Fiqh, Arabic language, Stitching, Embroidery, Home Science, English are also taught at Alimiyat level. Authentic books of Exegesis, Hadith, Fiqh, Syntax, Arabic Literature and English are included in the curriculum of Fadhilat. There are some other courses run in the madarsa Jamiatul Banat, which are Al-Takmeel (one year course consists Arabic literature, Hadith, Islamic History, Exegesis), Ikhtisas (one year course consists Arabic literature, Islamic History etc.), Al-Tahfiz-wa-al-Qiraah (four year course consist the art of reading Qur'an, Urdu, English, Mathematics, Home Science along with essay writing and oration), Alimiyat in Urdu (one year course consists Urdu, Hindi, English, Embroidery, cooking, writing, oration, hadith, Islamic Jurisprudence etc.). **Jamiatul Banat, Shamsul Uloom, Ghosi** included Arabic language, Literature, Oration, Urdu, English in its curricula.

Girls' madarsas affiliated to state madarsa board follows the curricula similar to normal government/private schools' curricula. Hindi, English, Urdu, logic, History, Civics, Geography, Philosophy, Mathematics, Science etc. are the modern subjects that are being included in the curriculum. Qur'an, Hadith, Islamic Law included in Theology, which considers as religious subject. Only the difference related to medium of instruction, which is Urdu, from normal government/private schools.

Working Pattern of Girls' Madarsas: All the girls' madarsas follow the same working

pattern, that are being applied by boys' madarsas. Their educational sessions start from Shawwal (10th month of Islamic Hijri Calendar) to Ramadan (9th month of Islamic Hijri Calendar). A part from education these madarsas provide the students free food, free lodging, uniforms, books and other facilities. These institutions run by donations from Muslim Community and even some big madarsas receive foreign donations. In these madrasas evaluation pattern is more subjective rather than objective. Examination papers consist 10 questions from concerned book and the students have to answer 5 out of 10. Marking pattern vary in different madrasas. Short answer, very short answer or MCQ type questions do not ask in the examination papers (Sikand, 2005).

Challenges of Girls' Madarsas

Today, in this computer age madrasas are still providing teaching instructions by old methods and techniques. They do not follow the message of Islam which clearly state that one can go to China for seeking knowledge. They tend to stay local and avoid peeping to the outside world for knowledge. They limit scope of learning and acquiring knowledge mainly to the religious education. Most of the madrasa students, who recite Qur'an by heart, remain ignorant of not only the modern education but also to the essence of the Qur'an. In India special constitutional privileges have been provided for the autonomy of madrasas, but still they promote medieval attitude. Madrasa education system in India is facing various hindrances and short comings. And this condition is same in girls' madarsas too. The common challenges of girls' madrasas could be studied as follows:

(i) Absence of definite aims and objectives: Still in the present scenario, girls' madarsas do not have definite aims and objectives towards imparting education. They still provide education in medieval attitude. They follow the old and rigid pattern. They concentrate mainly on religious knowledge and the subjects, which are required to transform a girl into a good house wife. They do not focus on overall development of the girl.

(ii) Unscientific approaches of the curriculum: The curriculum of girls' madarsas are still based on unscientific approaches. They do not focus on the modern branches of knowledge. Even the organizers of the curricula think that there is no need to teach science and other scientific subjects to girls. They should study only those subjects, which are required to make them efficient to take care of houses.

(iii) Lack of basic facilities: Basic facilities like proper building, classroom and especially furniture, black board and other equipments are still not gathered in girls' madarsas. Some madarsas run with only one or two rooms without furniture.

(iv) Outdated teaching methods and techniques: Girls' madarsas in India still use outdated teaching methods and techniques based on medieval attitude. They mostly use lecture method and in this method, the teacher dominate the class. Only the one way interaction is there in the class. They are rigid to their methods and techniques and do not want to change it.

(v) Isolation from modern developments: In the area of natural sciences and social sciences girls' madarsas have negative outlook due to over emphasis on the traditional religious subjects. They do not want to change to apply the modern scientific knowledge because of the orthodox and rigid leadership. Behind this situation, there is another reason, which is, do not give women more knowledge. Because of the knowledge they would empower themselves.

(vi) Lack of coordination: There are so many differences in various types of girls' madarsas. Big Madarsas for girls or Jamias follow their own curriculum and pattern or follow the pattern of their concerned schools of thought. The pattern vary on that level also. Government recognised girls' madarsas follow the secular curriculum running in normal/modern schools in addition with religious

knowledge. So there is lack of coordination between all the girls' madarsas established in India.

(vii) Poor financial condition and management: Expenses of these madarsas are managed by the community. The funds mostly depend on the contribution or *Zakat* given by the community. Only some madarsas gain fund from the government. Generally, the financial condition of girls' madarsas are very poor. The planning, management and administration of madarsas have been done by the community or the leaders of the community, and due to the orthodox nature they follow the old and rigid rules and regulations and do not accept the changes.

(viii) Purdah and early marriage: The purdah system is one of the biggest hindrances for the empowerment of Muslim girl. Some of the girls' madarsas still follow this system. If they have any male teacher in their madarsa, the girls do follow purdah system, while study with him. Sometimes male teacher instructs from another room by microphone and girl students listen his lecture from another room. Early marriage is one of the biggest reasons for low enrolment and high drop-out rate in girls' madarsas. Although this reason does not related to girls' madarsas directly, yet it is the most important social factor, which hinder Muslim girls' education.

(ix) Curriculum difference between boys' and girls' madarsa: One of the biggest limitations of girls' madarsas is the curriculum difference from boys' madarsas. The curricula of both the madarsas are not the same in India. There is very little similarity on the level of religious subjects.

(x) Lack of innovations, experimentations and researches: In these madarsas there is no scope for researches. Students get the education till post graduation, but do not opt the madarsa education for researches. If they want to do it they apply in regular/government colleges or universities, because the teachers are not capable in these madarsas to organize researches. Innovation, experimentations are the words never used or even never thought in these madarsas.

(xi) Lack of vocational knowledge: Girls' madarsa focuses only on theoretical knowledge. They avoid practicals. Although they teach Home Science, Stitching or embroidery as subjects, but these subjects only provide conceptual knowledge. They do not make them efficient to be self employed. So the girl students passed out from these madarsas are lagging behind in getting modern jobs.

(xii) Low status of teacher: Teachers of these madarsas get a very low salary. In that amount of money they could not bear the expenses of their family. They have a very low status in the society. Because the community still thinks that a woman, who work outside their house has a bad character.

The above written points show the challenges or the short comings of girls' madrasas in India. Today there are 8-10% girls' madrasas spread all over the country but they could not enlighten Indian Muslim women to develop a positive outlook. Their rigid, orthodox and intolerant nature shows the world a wrong picture of madarsas. Due to this behaviour Indian Muslim girls and women could not make themselves efficient and competent to stand in today's modern technical world.

Remedial measures to cope up with the challenges of Girls' Madrasas

After Independence, the makers of the constitution gave emphasis on the development of madarsas, girls' madarsas and other Muslim educational institutions. And in this manner, Indian constitution provides various privileges for the development of Muslim educational institutions. These constitutional provisions are as follows:

(i) Article 25 (I) says, "Subject to public order, morality and health and to other provisions of this part, all persons are equally entitled to freedom of conscience and the right to freely profess, practice and propagate religion."

(ii) Article 30 (I) says, “All minorities whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.”

(iii) Article 30 (II) says, “The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground of that it is under the management of a minority, whether based on religion or language.” (Sharma, 2001)

Besides these provisions **National Policy on education (1986)**, launched two centrally sponsored schemes, 'Area Intensive Programme for Educationally Backward Minorities' and 'Financial Assistance for Modernization of Madarsa Education' during 1993-94. Under the 10th plan these two schemes were merged to form the 'Area Intensive and Madarsa Modernization Programme. (NPE report, 1986)

Scheme to Provide Quality Education in Madarsas (SPQEM, 2008) also seeks to bring qualitative improvement in madarsas to enable Muslim children to attain standards of the national education system in formal education subjects. The salient features of SPQEM are.....

- (i) To strengthen capacities in madarsas for teaching of the formal curriculum subjects like Science, Mathematics etc. through enhanced payment of teachers.
- (ii) Training of madarsa teachers should be organized in very two years in new pedagogical practices.
- (iii) Providing Science labs, Computer labs with annual maintenance costs in the secondary and higher secondary stage madarsas.
- (iv) Provision of Science/Mathematics kits in primary/upper primary level madarsas.
- (v) Strengthening of libraries and providing teaching learning materials at all level of madarsas.
- (vi) Encouraging linkage of madarsas with National Institute for Open Schooling (NIOS).
- (vii) The NIOS linkage will be extended under this scheme for vocational education at the secondary and higher secondary stage of madarsas.
- (viii) For the monitoring and popularization of the scheme it will fund state madarsa boards. (SPQEM, 2008)

The Justice Rajendra Sachhar Committee Report (2006) has highlighted the deplorable socio-economic plight of the Muslim Community. In the light of this report efforts should be made to introduce and encourage Science and job oriented education in madarsas. Some states like West Bengal, general syllabus is also taught in madarsas and certificates and degrees awarded by madarsas are recognized. This enables easy migration from madarsas to general educational institutions. This model may also be tried in other states (Sachhar Report, 2006).

There are various constitutional privileges, programmes started for the development of madrasas, but there is no policy or provision especially for girls' madarsas. They have to face many challenges. There must be some policies and provisions should be developed for these madarsas. Some remedial measures are given below, which should be opted to cope with the challenges, which are being faced by girls' madarsas:

(i) Well-defined aims and objectives: For the well defined aims and objectives there must be a common curriculum. It is necessary to specify the objectives at various stages of madarsa education. The community has to come on a common platform. To perform this task and to make coordination between various girls' and boys' madarsas, a Central Madarsa Board should be established, which is

proposed by the first UPA Government (2004-09), but is still in the pipe line and not passed by the Parliament.

(ii) Modern Scientific curriculum: The curriculum of girls' madarsas should be based on the scientific approaches. They should include modern sciences and other logical and technical subjects so as to enable the learners to play a dynamic role in the modern society.

(iii) Innovative methods of teaching: Modern and innovative methods of teaching should be introduced in these madarsas. Old and rigid techniques should avoid. Instead of old lecture or reading method, new inductive-deductive method, analysis-synthesis method, probing, use of a-v aids should be opted by madarsas.

(iv) Need of basic facilities: Girls' madarsas should be supported with the basic facilities. Airy classrooms, a good library, fully equipped laboratory, a play ground should be organized in these madarsas.

(v) Introduction of English as medium of instruction: Although these madarsas use Urdu as a medium of instruction, but they should introduce English as a medium of instruction also, so it will be helpful for the students pass out from these madarsas to be a part of modern English medium schools.

(vi) Refresher courses and smart classes: Some refresher courses should be introduced for the students pass out from these madarsas to enable them to be a part of common schools. Smart classes should also be organized in these madarsas to teach modern subjects as well as Islamic subjects.

(vii) Computer education: In present time girls' madarsas also start providing computer education, but it is in its starting phase. They should arrange more computers and computer literate teachers. Fully equipped Computer lab should be organized.

(viii) Vocational and technical education: Girls' madarsas should introduce some vocational or technical degrees or diplomas so that students will get a good job after passing these madarsas. They should emphasis on some handicraft works, short term technical courses and some financial support, so that they became self employed.

(ix) Teachers training programme: A provision for the teachers training programme should start by the management of these madarsas. Almost 95% of the teachers are professionally untrained. These programmes enable the teachers with various teaching methodologies to teach various subjects. This will bring them in a line with modern school teachers and raise their status also.

(x) Emphasis on researches: The quality of these madarsas should be improved if the research programmes would start in these institutions. Scholars associated with these madarsas and jamias as wells as with modern universities should be encouraged to start meaning full researches in this area.

(xi) Sufficient funding: All the action plans mentioned above may not be effectively implemented without raising required funds. Along with the community, Union and state government should provide adequate grants to all the madarsas and other Muslim educational institutions without interfering in their academic and administrative organs.

(xi) Awareness and control: Various awareness programmes should be started by Muslim intellectuals to control bad rituals followed by community and these kinds of institutions. Purdah at least in educational institutions should be abolished. And a woman, who works outside her house does not have bad character, this notion must be encouraged. Muslim parents should aware for the education of their girl child.

Conclusion :

Today, most of the Muslim rationalists are in favour of modern disciplines of knowledge but because of the orthodox and obsessed leadership of the community and backward thinking of the people, the modern disciplines of knowledge and other remedial measures to up lift the condition of the girls' madarsa could not be applied. Today girls' madaras are struggling hard to compete with modern schools and boys' madaras as well. The most important step is to have exposure in the field of planning and management. They are trying to provide quality education at the state and national level and also offer education to children of all caste, creed and religion. Government should also take initiatives to construct policies for the education of Muslim girl students and girls' madaras.

With the changes in social, cultural, economic and political environment drastic changes are required in girls' madaras. Then the Indian Muslim girl or women will come forward with the changing needs of contemporary Indian society. The feeling among the Indian Muslims that government and public schools are not safe for Muslim girls and loaded with learning materials related to Hindu culture is to be changed. Muslim parents should also be aware with the modern needs. To enhance the abilities of Muslim women and to empower them, there is a great need to improve the curriculum, teaching techniques and working pattern of Indian girls' madaras, so that these institutions and their products would stand in today's competitive world.

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Social Harmony and Prosocial Behavior: Two Aspects of One Coin

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Abstract

India is an origin of different ethnic society and divided into a number of castes and communities and people belonging to various religious faiths but living together in peace. Thus, India is call spiritual-cultural land of 'unity in diversity' that can accommodate differences. But, it has also been witness to some communal disturbances in the name of religion, caste or community. One of the foremost reasons for communal disturbances is social disharmony, due to feeling of insecurity and mistrust among them-selves. Because of this, social harmony is necessary for Indian society. Actually, it is like a tool, which reduces social conflict and develops mutual trust, tolerance, co-existence. But, another question raise in our mind, how can be developed social harmony in Indians? Which tool is the best tool to develop social harmony? Lots of theory or principle available but not effected properly, because of this lots of disturbances come out in Indian society, which is vast challenge in front of Indian society. Hence, we need that type of instrument, which deeply works with human persona and give better output. Prosocial behavior becomes an effective tool to develop social-harmony because it is positive action or pattern of behavior, which is voluntarily done by an individual for others welfare. Thus, this paper focuses and searches answer of these questions- what is concept of social harmony? what is concept of prosocial behavior? what is relation between social harmony and prosocial behavior? And what is role of prosocial behaviour to develop social harmony in the context of family, society and education.

Key words: Social harmony, Prosocial behavior.

India is a pluralistic cultural country. There are so many religions, caste, creed, languages etc. and their people believe, trust, ethos is different from each other. Although diversity is identity of Indian culture. But, some time these diversity create challenges in front of Indian society. Therefore, India becomes always witness of shameful communal violence.

Indian is a democratic country and respects all the diversity. Indian constitution also provides equal right in Article 14 and 15 for all Indians (Upadhayaya, 2006). That is why Indian society needs such type of social system, which promotes equalities and builds up mutual understanding among all the cultures, caste, creed, religions etc. But, question is how Indian society tackles this problems and minimized social conflicts.

Social disharmony is vast cause for communal violence and social disturbance. Therefore, social harmony is necessity of Indian social construction. Mutual trust, tolerance, co-existence is main element of social harmony, which reduce social conflicts and helped to develop sound environment. In fact, social harmony is soul of Indian culture and 'unity in diversity' is based on social harmony, but question is how can be developed social harmony among Indians? and which tool is becomes more effective to develop social harmony? Prosocial behavior becomes a effective tool to develop social harmony because it is a behavior of volunteer positive behavior for others wellbeing and can promote sound habits among the citizen of India from early childhood to adolescence.

This paper has another important objective to analyze how both concepts complement each other and becomes two aspects of one coin? So that, this paper is focusing to search these questions,

such as- What is the concept of social harmony? What is the concept of prosocial behavior? What is relation between social harmony and prosocial behavior? and what is role of prosocial behavior to develop social harmony in the context of family, society and education?

Concept of Social Harmony

Basically Social Harmony concept involves two words first social which represent society and second harmony which represent mutual understanding, believe in equality, respect all religion, caste, creed, gender, culture, rituals, believes without any biasness and prejudice. Mandal (2005) describe social harmony and say "Social harmony is a state of affairs where social strife is minimized through cooperation, compromise and understanding". According to Semashko and Snitko (2005, as a website mission) "Social harmony is an integrative value in a global, information society, which unites in itself love, peace, justice, freedom, equality, brotherhood, cooperation, nonviolence, tolerance, humanism and other universal values and prioritize children". Organizing committees of general conference of ICOM 22nd (2009) approved a proposal "Museums for Social Harmony" and say, "The main feature of social harmony is dialogue, tolerance, co-existence and development, which are based on pluralism, diversity, competition and creativity."

Hence, social harmony is a concept which refers to respect for different religions, cultures, caste, creed, rituals, believes and emphasizes on mutual understanding, accepting diversity as positive way, tolerate each other and most important reduce social conflict. It is clear that social harmony is soul of any multi-cultural country.

Main elements of Social Harmony

Above all discussions show that response of social harmony depends upon some important elements, without its dearth social harmony can not be promoted among the people. These elements are:

1. Mutual understanding is first demand of social harmony because it gives space to develop others.
2. Social harmony develops through Cooperation.
3. Believe in equality is very important element of social harmony, which play vital role to decrease discrimination.
4. Tolerance develops capability to accept others.
5. Co-Existence emphasizes to accept other existence in their society, which make friendly environment.
6. Social harmony depends upon nonviolence.
7. Humanism is soul of social harmony and believes welfare for all human being.
8. Respect for all religion, community, culture, believe, rituals, custom.
9. Motive of social harmony is to reduce social conflict.
10. Acceptance of diversity develops optimistic approach toward diversity, which emphasizes social harmony.
11. Social harmony emphasizes social interaction and dialogue because interaction and dialogue fill gap of society slowly-slowly.
12. Social harmony believes in universal values and says about all welfare.

Concept of Prosocial behavior

Prosocial behavior is a new concept of social psychology used by Wispé in 1972 (Penner et al. 2004). It is positive action or pattern of behavior for other welfare. It is a volunteer individual help for others without any professional or institutional obligation. It emphasizes other benefit rather than self-benefit. It depends upon moral and social value. Marion (2003) divided prosocial behavior into three distinct categories: sharing (dividing up or bestowing), helping (acts of kindness, rescuing, removing distress), and cooperating (working together to reach a goal). Prosocial behavior can be generally confused with the term altruism, but both are different concept where Prosocial behavior refers a pattern of activity, on the other hand altruism is motivation to do something for others wellbeing.

Eisenberg and Mussen (1989) defined prosocial behavior as, “voluntary action that are intended to help or benefit another individual or group of individuals”(as cited in Knickerbocker, Roberta L.,2003). and Baron & Byrne (1987), refer “Prosocial behaviour refers to acts that have no obvious benefits for the individual engaging in them and even involve risk and some degree of sacrifice. Such acts...are based on ethical standards of conduct.” Dovidio (1984) considered prosocial behavior in term of action and defined, it as action of the individual that benefits other without necessarily providing any direct benefit to the person who performs it.

Above these definition Prosocial behavior is a positive action which is developed by empathy, moral value and emphasize a sense of personal responsibility for others benefits. Prosocial behavior may include sharing, cooperation, comforting, rescuing, and helping.

Main elements of prosocial behavior : From discussion of above, important elements of prosocial behavior come out, which help to promote prosocial behavior among the people. Important elements of prosocial behavior are:

1. It is positive action or pattern of behavior.
2. Prosocial behavior is voluntary individual helping behavior for others welfare without any professional and institutional obligation.
3. To express concern for others in difficult situation and something do for his betterment.
4. Prosocial behavior emphasizes cooperation for others because it promote friendly environment.
5. To promote sharing nature is another element of prosocial behavior, through this people learns to live and do together.
6. Scarifies is important element of prosocial behavior because its promote others benefit rather than personal benefit.
7. Through cooperating, sharing, donating prosocial behavior emphasizes social interaction and promotes sound relationship among the people.
8. It is based on social and moral values.
9. Prosocial behavior emphasizes rescuing for others wellbeing in emergency.
10. It is promoted comforting others in difficult situation.
11. Prosocial behavior also emphasize sense of social responsibility, which is indirectly promote others welfare.

Relation between Prosocial behavior and Social harmony

After the discussion of concept of social harmony and prosocial behavior, it is clear that element of both have similarity and prosocial behavior become a better tool to develop social harmony. Before further discussion, it is necessary to analyze previous related study to see how it becomes beneficial to promote social harmony.

Parkhurst & Asher, (1992) and Schnert-Reichl,(1999) found in his study prosocial behavior and social acceptance are highly correlated. Radke-yarrow et al.,(1983) find out children who has prosocial-cooperative, is more sensitive for others, express concern and help for others in difficult situation. Eisenberg and Fabes (1998) said in his study prosocial-cooperative behavior promote positive consequence and enhance social and academic adjustment. So many other researches show that prosocial behavior enhances sociability, minimized social anxiety and promote to help others (Diener & Kim, 2004; Eisenberg, Fabs, Karbon, Murphy, Carlo, et al., 1996; Hart et al., 2003; Howes & Farver, 1987; Russell et al., 2003; Silva, 1992; cf. Farver & Branstetter, 1994). Sawyer et al. (2002) obtained significant results between prosocial behavior and socially appropriate behavior. Marsh, Serafica, & Barenboim, (1981) and Warden & Mackinnon, (2003) found in his study prosocial behavior and social problem solving skill are positively correlated. Some other study shows prosocial behavior enhance positive social interaction with peers (Farver & Branstetter, 1994; Howes & Farver, 1987; Warden & Mackinnon, 2003). Caprara et al., (2000) obtained in his studies and show that highly prosocial children have more friends and liked by group of peers and teacher. Clark and Ladd (2000) also find out prosaically oriented children have more and close friends in his peer.

This literature review shows that prosocial behavior is more effective to develop social harmony and plays vital role in India to develop social harmony among Indians.

Role of Prosocial behavior to develop Social harmony

For development of social harmony through prosocial behavior in Indians, family, society and education can play vital role because a person socialization done by this, which play important role in personality development. Thus, it is necessary to develop social harmony through prosocial behavior in the development stage of human context of family, society and education. These are:

(a) Role of Family

Family is first institution for any child and family affects his whole life. In the development stage early childhood experience play vital role in the life of child because learning of child start in this age. In fact, it is a make foundation for personality building and as you know that strong personality building based on strong foundation and family provide this foundation. Therefore, according to cognitive theory of Piaget (1920-1930) early five year of life is very important in the developmental age of personality (Singh, A.K., 2002). Child learns from their environment and his family members, thus it is family's responsibility to provide healthy environment for their child growth. For this family should provide and promote these activities:

- (1) To promote sharing their things with other children
- (2) To reinforce helping behavior
- (3) To cooperate others
- (4) To reinforce prosocial activity
- (5) To develop respect for all religions, cultures, communities, creed, castes etc.

- (6) Become a role model form their child
- (7) Give conformity only right
- (8) Avoid discriminate behavior
- (9) Tell example through story power is in unity
- (10) To show concern for others and do something for their betterment
- (11) To promote socially acceptable behavior

(b) Role of Society

Society is another institution, where human being lived. Human being is man of society and without society, we can not imagine about human. Society makes some rules and goals and to achieving this target, it makes many institutions and every institution worked for its betterment. Therefore, to develop social harmony, society should promote such prosocial activities, which promote social harmony. These activities are:

- (1) To develop helping culture among the people
- (2) To trained people in tolerance technique and accept co-existence of others in society
- (3) To promote law of equality from moral values, which say every human is son of God and every one have equal right, no one is greater nor inferior.
- (4) To promote and recognize helping behavior by the society
- (5) To arrange social get to gather time to time, where member of different community is invited and have opportunity to develop mutual understanding among them
- (6) To organize workshop and seminar, where they have opportunity to interact others community members and develop social concern for other people
- (7) To emphasize or promote universal social and moral value, which based on welfare for all
- (8) To find out those religious thought in different religion, which say welfare of all human beings
- (9) To encourage donation for poor and society welfare
- (10) To aware for social responsibility for sound society
- (11) To develop social cooperation among the people of different community through different social activities

(c) Role of Education

Education is main institution of society and educational institution play vital role in human life. Its main work is to develop child personality according to society norms. Thus, education can play important role to develop social harmony and to achieve this target and facilitate such type of prosocial environment and activities in educational institution and classroom practices, which promote social harmony. For this, educational institution can be used so many prosocial techniques, these techniques are:

1. To facilitate positive interaction
2. To develop democratic classroom

3. To develop social skill
4. To develop cooperative environment
5. To make sensitive about society
6. To reinforce helping behavior
7. To emphasize social and moral values
8. To assign group project
9. To arrange cooperative games
10. To develop self-assessment skill
11. To develop healthy relationship
12. To present him/herself as a role model
13. To organize co-curriculum activities

Conclusion

Above all discussions show that prosocial behavior and social harmony all most have same elements and closely intercorrelated and prosocial behavior definitely support to enhance social harmony. Thus, it is clear that prosocial behavior and social harmony is two aspects of one coin and when one (prosocial activities) increase another one (social harmony) also enhance. In Indian context prosocial behavior, become an effective tool to reduce social conflict and develop mutual respect among the Indians. For this family, society and education can play vital role to promote and provide prosocial activities to minimized social anxiety and enhance social harmony among the Indians.

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A Comparative Study of Scientific Creativity among Boys and Girls of Class IX

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Abstract

The purpose of this study was to investigate the differences among boys and girls in terms of different aspects of scientific creativity. A sample of 53 boys and 43 girls studying in five secondary schools of Varanasi city was randomly selected. The investigator had personally met the participants and administered the tool, i.e. Test of Scientific Creativity (Verbal) designed by the investigator. Means, S.D.s and t-test were calculated to analyze the data. The findings reveal that boys do not differ significantly in all the variables of verbal scientific creativity from the girls.

Key words: *Scientific Creativity, Secondary school students*

Introduction

Creativity is a multidimensional construct which should be indicated by the ability to produce more associations and to produce more that are unique. In the initial period, the concept of creativity was appearing more often in art theory. It was linked with the concept of imagination. **It has something in itself like creation.** Creativity has been conceptualized as divergent thinking by **Guilford (1950)**. According to Guilford, divergent thinking is such as a kind of mental operation in which we think in different directions, sometimes searching, some times seeking variety.

There are four distinct approaches of creativity: (a) product (b) person (c) press and (d) process. **The product** approach to creativity focuses on outcomes and those things that result from creative process. It is concerned with important characteristics that distinguish more creative from less creative products as perceived by different people for different purposes. Creative products are emphasized for elements of newness, freshness and inventiveness they have.

The quality of originality is represented in these products involving fusion of perception in new way, finding new connections and relationships, producing new insights, and moulding of experiences in new organizations. Creative products are novel-they are not imitations, nor are they mass produced (Barron 1988 & Torrance 1981).

The person approach is based on research on personal characteristics. The press approach to creativity typically includes the total complex situation (press) in which creative processes are initially stimulated and sustained through completion. Research concerning the situation in which scientific creativity occurs has explained a large array of psychological, social, cultural, political and historical factors assumed to be related to creative achievement. The process approach has been less personal and more behavioural and has been more oriented to delineate various steps, styles and strategies within the creative process. The creative process has these steps; first, the selection of the problem; second, the extended effort to solve the problem, constraints must be set on the solution of the problem, here some constraints will prove to be wrong so there must be a process of changing constraints. This process is related to what is called “restricting” in Gestalt psychology and often

occurs as a sudden illumination. Finally, a process of verification and elaboration is required, in which the scientist ascertains the value of the new set of constraints and put that set into a form and it can be presented to the public (Stumpf, 1995).

In 1966, Torrance developed a benchmark method for quantifying creativity with his Torrance tests of creative thinking (TTCT). Building on J.P. Guilford's work, Torrance involved simple tests of divergent thinking and other problem solving skills, which were identified by four factors:

(a) Fluency: Total number of interpretable, meaningful and relevant ideas generated in response to the stimulus.

(b) Flexibility: The number of different categories of relevant responses.

(c) Originality: The statistical rarity of the responses.

(d) Elaboration: The amount of detail in the responses.

Generally, creativity is a multidimensional (verbal and non verbal) attribute differentially, distributed among people and includes chiefly the factors of seeking problems, fluency, flexibility, originality, inquisitiveness and persistency. Moravesik (1981) has defined scientific creativity as “Scientific Creativity may be viewed as the attainment of new and novel steps in realizing the objectives of science. Scientific creativity can manifest itself in the conception of new ideas contributing to new experiments to probe nature's law, in the development of scientific ideas applied to particular domains of practical interest, in the realization of new organizational features of scientific research and the scientific community, in the novel implementation of plans and blue prints for scientific activities in trail-blazing undertakings to transmit the scientific outlook in to the public mind and in many other realms.”

Hu and Adey (2002) proposed the three-dimensional scientific structure creativity model (SSCM) for measuring scientific creativity. They defined scientific creativity as “*a kind of intellectual trait or ability producing or potentially a certain product that is original and has social or personal value, designed with a certain purpose in mind, using given information.*” Thus, scientific creativity is different from general creativity. It is more based on objectivity and takes a longer route of time than the general creativity in the creation of final output.

Need and Significance of the Study

According to National Policy of Education (1986), “science education programmes will be designed to enable the learner to acquire problem solving and decision-making skills and to discover the relationship of science with health, agriculture, industry and other aspect of daily life.” Thus, science education should be provided to the students such that scientific creativity can be developed and sparked new ideas for innovations and inventions.

Creativity is essentially a multifaceted phenomenon. It is found in every human less or more degree at every stage of development. Fostering creativity in the classroom demands a special climate. The objective of this climate is to enhance creative thinking in the students through enrichment activities running across a wide range of school subjects. We need to satisfy the intellectual curiosity of children which is generally not satisfied within the framework of regular educational system.

Mackinnon (1978) acknowledged that most school environments don't support creative development and many even suppress creative expression. It has been noted that schools emphasize knowledge acquisition and little attention has been placed on the development of strategies and techniques that can foster student's creative potential. The teacher is a nation builder, so it is responsibility to encourage creative talents even if sometimes he may have to bear difficulties due to divergence behaviour of the students.

Genderwise comparative studies of general creativity have been accomplished by many researchers, but a few researches are found on comparative analysis of scientific creativity along with gender differences. Therefore, it is need of present time to compare boys and girls on the basis of scientific creativity So that, it will be clear whether there is need of different teaching-learning environment for boys and girls due to their gender differences or not.

Statement of the Problem

The present work is entitled as "A Comparative Study of Scientific Creativity Among Boys and Girls of Class IX."

Objective

- To compare the boys and girls on the basis of scientific creativity and its components, i.e. fluency, flexibility & originality.

Hypothesis of the Study

- There is no significant difference between the boys and the girls on the basis of scientific creativity and its components, i.e. fluency, flexibility & originality.

Methodology

Sample: A sample of 53 boys and 43 girls studying in five secondary schools of Varanasi city of Uttar Pradesh was selected on random basis for the present study. The sample was equal on age and socio-economic status.

Design of the study: In the present study descriptive survey method was used.

Tool Used: To assess the scientific creativity of the students, the test of scientific creativity (TSC) was used. It was developed by the investigator. The test retest reliability of total scientific creativity was found to be .864. The content validity index (Mean CVR) was found to be .94.

Result and Discussion

Obtained data were analyzed using descriptive statistics (Mean, Standard deviation and C-Ratios). Frequency distribution of scientific creativity scores was computed to ascertain the normalcy of data and C-ratios were computed to find out the gender difference in fluency, flexibility, originality and overall scientific creativity.

In the analysis of data pertaining means, SD's of fluency, flexibility, originality and total scientific creativity were computed separately. Table no. 1 showing the mean differences in fluency, flexibility, originality and composite scientific creativity were presented in relation to gender.

Table 1: Showing The Mean Differences In Fluency, Flexibility, Originality And Composite Scientific Creativity

Variables	Boys (N=53)		Girls (N=43)		t-value	Level of significance
	Mean	S.D.	Mean	S.D.		
Fluency	21.79	7.98	19.34	8.42	1.45	N.S.
Flexibility	17.50	5.81	15.57	6.19	1.57	N.S.
Originality	17.27	15.85	13.84	13.09	1.16	N.S.
Total Scientific Creativity	56.56	28.41	48.75	26.37	1.40	N.S.

N.S. = Not Significance

From the above table no. 1, it is clear that obtained mean scores of boys and girls are similar in all components, i.e. fluency, flexibility and originality. It shows no significant differences in boys and girls in all components of verbal scientific creative thinking. Earlier, similar findings were reported by Meetai & Chandra (2012) who found no significant difference in fluency, flexibility and overall scientific creativity on the basis of gender. Singh (1992) also found that boys are not differed significantly from girls in all components of verbal scientific creativity.

Here, it is found that there is no significance difference in the fluency scores. This indicated that there is no significant difference in cognition level of boys and girls, by which an individual retrieves items of information from his personal information in storage and no significant difference in the flexibility scores show that the boys and the girls are similar in the fluidity of information or striking out new directions. It is also shown by the table that there is no significant difference in the originality scores. It points out that there is no significant difference in the creative thinking of boys and girls. They have similarities in creative thinking and generating original and novel outputs.

Thus, the comparison of boys and girls of secondary schools in terms of their performance on verbal measures of scientific creative thinking suggests that the boys have similar scores to girls on all measures of scientific creativity i.e. fluency, flexibility and originality. It suggests that boys and girls are similar in simulating and prompting environment and freedom for the cultivation and enhancement of original ideas.

Conclusion

Thus, it is concluded on the basis of data analysis of scientific creativity of secondary school students that boys and girls have equal level of scientific creative thinking. They also have similarities in all aspects of scientific creativity i.e. fluency, flexibility & originality. So, it is the responsibility of parents at home and teachers in schools to give them equal opportunities and to avoid discrimination based on gender..

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शिक्षा का अधिकार अधिनियम के तहत विद्यालय प्रबन्धन समिति द्वारा अपने उत्तरदायित्वों के निर्वहन हेतु अपनायी गयी युक्तियों का अध्ययन

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Abstract

The School Management Committee (SMC) has a crucial role in the effective implementation of RTE Act at School level. The Success of RTE Act depends upon the issue, "how effectively the SMC members perform their responsibilities. This study explored the strategies adopted by the committee in order to perform duty under RTE Act. The data was collected from 311 members of SMC of primary and upper primary school of Varanasi (U.P.) using self-constructed questionnaire. The collected data was analysed and reported in this study which manifests the ground realities about functioning of SMC under Act.

Key-words: RTE Act, SMC Members, Responsibilities.

भारतवर्ष प्राचीन काल से ही शिक्षा के क्षेत्र में अग्रणी केन्द्र रहा है क्योंकि यहां पर प्रारम्भ से ही एक व्यवस्थित शैक्षिक प्रणाली विकसित थी। समय के साथ बदलती परिस्थितियों एवं नीतियों के कारण शैक्षिक प्रणाली में निरन्तर बदलाव आते रहे। विजन 2020 में देश को विकसित राष्ट्र बनाने का संकल्प लिया गया है। इसमें कोई सन्देह नहीं है कि विकासशील से विकसित राष्ट्र बनाने में सबसे महत्वपूर्ण भूमिका शिक्षा की होगी, और शिक्षा में भी विशेषकर प्रारम्भिक शिक्षा की क्योंकि प्रारम्भिक शिक्षा ही जीवन का आधार तैयार करती है और यह आधार जितना ही मजबूत होगा उँचाई उसी अनुपात में निर्धारित होगी। इसी तथ्य को ध्यान में रखते हुए सरकार द्वारा प्रारम्भिक शिक्षा के सार्वभौमीकरण हेतु कई योजनाएं एवं नीतियां अमल में लायी गयी किन्तु फिर भी किन्हीं कारणवश निर्धारित लक्ष्य नहीं पाया जा सका। अतः सरकार द्वारा उक्त लक्ष्य की प्राप्ति हेतु 2009 में निःशुल्क एवं अनिवार्य एवं बाल शिक्षा का अधिकार अधिनियम पारित किया गया, जिसे 1 अप्रैल 2010 से देश में लागू किया गया।

किसी भी देश की शिक्षा व्यवस्था का एक मुख्य पक्ष उसका व्यवस्थापन या प्रबन्धन होता है। सामान्यतः यह तथ्य भी महत्वपूर्ण है कि किसी भी कार्य के सफल सम्पादन में जन सहयोग की महत्वपूर्ण भूमिका होती है। इसी को मूर्त रूप देने लिये सन् 1953 में सामुदायिक विकास कार्यक्रम संचालित किया गया। 1986 की राष्ट्रीय शिक्षा नीति में प्राथमिक शिक्षा में सुधार हेतु ग्राम शिक्षा समितियों के गठन का सुझाव दिया गया। 1992 में संशोधित राष्ट्रीय शिक्षा नीति से सम्बन्धित कार्यनीति में विद्यालय प्रबन्धन विषय के अन्तर्गत विकेन्द्रीकृत नियोजन एवं प्रबन्धन पर बल दिया गया एवं उसमें जनसमुदाय की भागीदारी की बात कही गयी। इसी क्रम में निःशुल्क एवं अनिवार्य एवं बाल शिक्षा का अधिकार अधिनियम 2009 में भी विद्यालय के सतत् एवं व्यवस्थित संचालन हेतु विद्यालय प्रबन्धन समिति के गठन का प्रावधान किया गया है, जिसमें तीन चौथाई सदस्य बच्चों के अभिभावक होते हैं। अधिनियम में समिति को कई महत्वपूर्ण उत्तरदायित्व सौंपे गये हैं; जिसमें मुख्य रूप से विद्यालय प्रबन्धन समिति विद्यालय की कार्यप्रणाली का अनुश्रवण, विद्यालय विकास योजना का निर्माण एवं उसकी संस्तुति तथा राज्य सरकार अथवा स्थानीय प्राधिकारी अथवा अन्य स्रोतों से प्राप्त अनुदान के सदुपयोग के अनुश्रवण इत्यादि कृत्यों का सम्पादन करेगी जिसके लिए वह अपने सदस्यों में से लघुतर कार्य-समूहों का गठन कर सकती है।

प्रस्तुत शोध कार्य के संदर्भ में अब तक जो अध्ययन प्राप्त हुए हैं वे शिक्षा का अधिकार अधिनियम 2009

के तहत् गठित विद्यालय प्रबन्धन समिति से सम्बन्धित न होकर सरकारी आदेशों के तहत् गठित समितियों एवं समुदाय सहयोग या स्व प्रबन्धन से सम्बन्धित अध्ययन है। विद्यालय के सतत् संचालन हेतु गठित समितियों से सम्बन्धित अध्ययनों में गनपति (2007), रॉव (1999) ने अपने अध्ययन में पाया है कि समिति के प्रयासों के परिणाम स्वरूप बालकों के नामांकन में वृद्धि हुई। इसके अतिरिक्त गनपति (2007) ने अपने अध्ययन में यह भी पाया कि विद्यालय विकास एवं प्रबन्धन समिति के सदस्यों तथा अभिभावकों के नियमित पर्यवेक्षण के कारण शिक्षकों की नियमितता में वृद्धि हुई एवं विद्यालय विकास एवं प्रबन्धन समिति के अधिकांश सदस्य एवं लगभग सभी अभिभावकों ने स्कूल द्वारा आयोजित पाठ्यसहगामी क्रियाओं में नियमित सहभागिता प्रदर्शित की। रॉव (1999) तथा दुग्गल (2005) के अध्ययन से इस बात की पुष्टि होती है कि समिति द्वारा धारण, विद्यालय विकास एवं सुधार के लिये विभिन्न गतिविधियों या कार्यक्रमों का आयोजन किया गया एवं इस कार्य में काफी हद तक सफलता भी प्राप्त की गई। इसी क्रम में अग्निहोत्री एवं रस्तोगी (2007) ने अपने अध्ययन में पाया कि समग्रतः न्यादर्ष में चयनित विद्यालयों की ग्राम शिक्षा समितियाँ औसत रूप से अपने प्रशासनिक दायित्वों, वैश्विक तथा वित्तीय दायित्वों की प्रतिपूर्ति क्रमशः 52%36, 30%68 : तथा 68%56 तक करती हैं।

जबकि इसके विपरीत कई ऐसे अध्ययन भी प्राप्त हुए हैं जिनके परिणाम समिति की भूमिका के नकारात्मक पक्ष की ओर संकेत करते हैं जो निम्नलिखित हैं— कुमार (2007) ने अपने अध्ययन में पाया कि जहाँ राज्य में शिक्षकों एवं छात्रों के मध्य अनुशासनहीनता एवं अनुपस्थिति का दर ऊँचा है वहाँ पर विद्यालय प्रबन्धन समिति द्वारा इन तथ्यों का अनदेखा कर दिया जाता है एवं उनके खिलाफ किसी प्रकार की कार्यवाही नहीं की जाती है। यद्यपि विद्यालय के निर्माण सम्बन्धी बिन्दुओं या मुद्दों पर चर्चा तो की जाती है परन्तु अधिकांश विद्यालयों में आधारभूत सुविधाओं का अभाव है, एवं कुछ विद्यालय तो ऐसे हैं जिनकी स्थिति मानक के अनुसार अत्यन्त दयनीय हैं। इसकी पुष्टि युसुफ (1995) के अध्ययन से भी होती है जिसमें उन्होंने पाया कि विद्यालय प्रबन्धन समिति और PTA बिना किसी प्रशासनिक अधिकारों के कार्य कर रहे हैं। विद्यालय प्रबन्धन समिति के सचिव (प्रधानाध्यापक) बैठकों को नियमित एवं सुचारु रूप से चलाने का प्रयास नहीं करते हैं। इसी क्रम में मोहिते (2000), अग्रवाल एवं झों (2001), बेटागिरी (2003) तथा Rathinam (2008) ने भी अपने अध्ययन में पाया कि विद्यालय के संचालन हेतु गठित ग्राम शिक्षा समिति प्रभावी ढंग से कार्य नहीं कर रही है।

इस प्रकार स्पष्ट है कि प्रारम्भिक शिक्षा के संदर्भ में किसी भी निर्धारित लक्ष्य को प्राप्त करने में विद्यालय के सतत् संचालन हेतु बनायी गई समितियों की मुख्य भूमिका होती है। अतः इसी क्रम में वर्तमान समय में प्राथमिक शिक्षा के सार्वभौमीकरण के लक्ष्य की प्राप्ति में शिक्षा का अधिकार अधिनियम के तहत् प्रत्येक विद्यालय में गठित विद्यालय प्रबन्धन समिति की बहुत ही महत्वपूर्ण भूमिका है। अतः निर्धारित लक्ष्य की प्राप्ति के संदर्भ में निम्न प्रश्नों का उठना स्वाभाविक है कि —

क्या विद्यालय प्रबन्धन समिति अपने उत्तरदायित्वों को समझती है ?

क्या विद्यालय प्रबन्धन समिति अपने उत्तरदायित्वों का ठीक ढंग से निर्वहन कर रही है ?

क्या विद्यालय प्रबन्धन समिति द्वारा उत्तरदायित्वों के निर्वहन हेतु अपनायी गयी युक्तियाँ सही और प्रभावशाली हैं ?

यह कुछ ऐसे प्रश्न हैं जिनका शोध आधारित उत्तर विद्यालय प्रबन्धन समिति की भूमिका और शिक्षा का अधिकार अधिनियम के निर्धारित लक्ष्यों की प्राप्ति में समिति की भूमिका के मूल्यांकन हेतु आवश्यक है।

अतः प्रस्तुत शोध अध्ययन यह ज्ञात करने के लिये किया गया कि विद्यालय प्रबन्धन समिति द्वारा शिक्षा का अधिकार अधिनियम के तहत् प्रदत्त अपने उत्तरदायित्वों के क्रियान्वयन हेतु किन-किन युक्तियों एवं तकनीकों को अपनाया जाता है।

अध्ययन का उद्देश्य

इस अध्ययन का प्रमुख उद्देश्य वाराणसी जनपद के प्रारम्भिक विद्यालयों में गठित विद्यालय प्रबन्धन समिति

के सदस्यों द्वारा उन्हें शिक्षा के अधिकार अधिनियम के तहत प्रदत्त कार्यों (विद्यालय से सम्बन्धित) के क्रियान्वयन की युक्तियों का अध्ययन करना।

अध्ययन विधि

प्रस्तुत शोध के प्रमुख उद्देश्य की प्रकृति को देखते हुए अनुसंधान हेतु सर्वेक्षण विधि को अपनाया गया।

जनसंख्या

प्रस्तुत शोध अध्ययन में उत्तर प्रदेश के वाराणसी जनपद में अवस्थित प्राथमिक एवं उच्च प्राथमिक विद्यालयों में वर्ष 2012-13 में गठित विद्यालय प्रबन्धन समिति के सदस्यों को जीवसंख्या के रूप में सम्मिलित किया गया था।

प्रतिदर्श एवं प्रतिदर्शन विधि

प्रस्तुत अध्ययन में परिभाषित जनसंख्या से प्रतिदर्श के रूप में प्रारम्भिक प्राथमिक एवं उच्च प्राथमिक विद्यालय (शहरी एवं ग्रामीण) का चयन यादृच्छिक गुच्छ प्रतिदर्शन विधि (Random Cluster Sampling) द्वारा किया गया। प्रतिदर्श चयन हेतु शहरी क्षेत्र के दो खण्ड एवं ग्रामीण क्षेत्र के चार ब्लॉकों से क्रमशः दो प्राथमिक विद्यालय दो उच्च प्राथमिक विद्यालय एवं दो अनुदानित उच्च प्राथमिक विद्यालय को लिया गया। तत्पश्चात प्रत्येक विद्यालय में गठित विद्यालय प्रबन्धन समिति के सदस्यों को प्रतिदर्श के रूप में चयन किया गया जिनकी कुल संख्या 540 थी, जिसमें से 311 सदस्यों ने प्रतिउत्तर दिया।

उपकरण

प्रस्तुत अध्ययन में आँकड़ों के संकलन हेतु शोधार्थी द्वारा एक अर्द्ध संरचित प्रश्नावली निर्मित की गयी। प्रत्येक प्रश्न के दो भाग थे। प्रथम भाग में प्रबन्धन समिति के सदस्यों को "हाँ, नहीं और मालूम नहीं" विकल्प में से एक का चयन करना था। जिनका उत्तर 'हाँ' होता था उन्हें प्रश्न के दूसरे भाग में दी गई तीन युक्तियों में से उस युक्ति को भी चुनना होता था जो दिये गये उत्तरदायित्व को निभाने हेतु अपनाते हैं। यदि दी गई तीन युक्तियों से पृथक युक्ति अपनाते हैं तो अन्य विकल्प चार के अन्तर्गत वर्णन करने का अवसर दिया गया था। प्रश्नावली में कुल आठ प्रश्न थे। प्रश्नावली की परिक्षण पुनः परिक्षण विधि द्वारा विश्वसनीयता ज्ञात की गयी थी और इसका गुणांक .82 स्थापित हुआ था।

आँकड़ा संग्रहण

प्रस्तुत अध्ययन में सार्थक आँकड़ों के संकलन हेतु विद्यालयों के प्रधानाध्यापकों से सम्पर्क कर विद्यालय में गठित विद्यालय प्रबन्धन समिति के सदस्यों की सूची प्राप्त करके समिति के सदस्यों से सम्पर्क कर विनम्रतापूर्वक प्रश्नावली पर प्रतिक्रिया देने के लिए आग्रह किया गया।

सांख्यिकीय अनुशीलन

प्रश्नावली के माध्यम से प्राप्त आँकड़ों का विश्लेषण प्रतिशत के द्वारा किया गया।

आँकड़ों का विश्लेषण एवं व्याख्या

विद्यालय प्रबन्धन समिति द्वारा अपनायी जाने वाली युक्तियों के अध्ययन हेतु प्रश्नावली में कुल आठ प्रश्न थे जिनका विश्लेषण यहाँ प्रस्तुत कर व्याख्या की जा रही है।

1. क्या विद्यालय प्रबन्धन समिति द्वारा विद्यालय की कार्य प्रणाली का अनुश्रवण (निगरानी) किया जाता है?

तालिका संख्या : 1.1 – विद्यालय की कार्य प्रणाली का अनुश्रवण

प्रतिक्रिया	हाँ	नहीं	मालूम नहीं
N = 311	288	02	21
प्रतिशत (%)	92.60	0.64	6.75

तालिका संख्या : 1.2 – विकल्पों का विवरण

क्रम संख्या	विकल्प	N	प्रतिशत (%)
1	समिति के सदस्यों द्वारा स्वयं निगरानी की जाती है।	187	60.12
2	विद्यालय के प्रधानाचार्य एवं अध्यापकों की सहायता से।	131	42.12
3	विद्यालय के बच्चों की सहायता से।	45	14.46
4	अन्य.....	00	00

प्रस्तुत शोध अध्ययन में सम्मिलित विद्यालय प्रबन्धन समिति के सदस्यों में से 92.6 प्रतिशत सदस्यों ने 'हाँ' में उत्तर दिया जबकि 6.75 प्रतिशत सदस्यों द्वारा विद्यालय की कार्यप्रणाली के संदर्भ में अनभिज्ञता जाहिर की गयी। 0.64 प्रतिशत सदस्यों के अनुसार सदस्यों द्वारा विद्यालय की कार्यप्रणाली की निगरानी नहीं की गयी। जिन 288 विद्यालय प्रबन्धन समिति के सदस्यों ने निगरानी करना स्वीकार किया उनमें से 60 प्रतिशत सदस्यों का यह मानना था कि समिति के सदस्यों द्वारा स्वयं निगरानी की गयी। 42 प्रतिशत सदस्यों के अनुसार विद्यालय की कार्य प्रणाली की निगरानी प्रधानाचार्य एवं अध्यापकों की सहायता से एवं 14 प्रतिशत सदस्यों के अनुसार विद्यालय के बच्चों की सहायता से निगरानी का कार्य किया गया। जबकि चौथे विकल्प के रूप में किसी भी सदस्य ने अनुश्रवण कार्य के संदर्भ में किसी भी अन्य युक्ति की जानकारी नहीं दी।

परिणाम तालिका 1.1 एवं 1.2 के अवलोकन से स्पष्ट है कि विद्यालय प्रबन्धन समिति द्वारा विद्यालय की कार्य प्रणाली की निगरानी के सम्बन्ध में अधिकांश सदस्यों ने यह स्वीकार किया है कि अनुश्रवण कार्य समिति के सदस्यों द्वारा स्वयं किया गया। अतः स्पष्ट है कि इस कार्य को वे लोग स्वयं की जिम्मेदारी मानते हैं और महत्व देते हैं। जबकि इसके विपरीत कुछ सदस्य अनुश्रवण कार्य में विद्यालय के प्रधानाचार्य, अध्यापक एवं बच्चों की सहायता लेने को स्वीकार करते हैं।

2 – क्या विद्यालय प्रबन्धन समिति द्वारा विद्यालय विकास योजना का निर्माण किया जाता है?

तालिका संख्या : 1.3

प्रतिक्रिया	हाँ	नहीं	मालूम नहीं
उत्तरदाताओं की संख्या = 311	247	05	59
प्रतिशत	79.42	1.60	18.97

तालिका संख्या : 1.4 – विकल्पों का विवरण

क्रम संख्या	विकल्प	N	प्रतिशत (%)
11	प्रत्येक वर्ष के लिए कक्षावार नामांकन	88	28.29
22	अध्यापक, प्रधानाध्यापक एवं अंशकालिक अनुदेशकों की संख्या	35	11.25
33	विद्यालय एवं बच्चों से सम्बन्धित मूलभूत आवश्यकता	218	70.09
44	अन्य: आने वाले 3 वर्षों के लिये वित्तीय आवश्यकता पर ध्यान	06	1.92

तालिका संख्या 1.3 एवं 1.4 से स्पष्ट है कि समिति के सदस्यों में से 79.42 प्रतिशत सदस्य विद्यालय की विकास योजना के निर्माण में योगदान करते हैं। जबकि 18.97 प्रतिशत सदस्यों द्वारा विद्यालय विकास योजना के संदर्भ में अनभिज्ञता जाहिर की गयी। 1.60 प्रतिशत सदस्यों के अनुसार विद्यालय विकास योजना का निर्माण नहीं किया गया। विभिन्न विकल्पों के प्रतिउत्तरों (247) के आधार पर स्पष्ट होता है कि 28.29 प्रतिशत सदस्यों का यह मानना है कि योजना में प्रतिवर्ष के लिए कक्षावार नामांकन पर ध्यान दिया गया। 11.25 प्रतिशत सदस्यों के अनुसार अध्यापक, प्रधानाध्यापक एवं अंशकालिक अनुदेशकों की संख्या पर, 70.09 प्रतिशत सदस्यों के अनुसार योजना में विद्यालय एवं बच्चों से सम्बन्धित मूलभूत आवश्यकताओं पर तथा जबकि चौथे विकल्प के रूप में 1.92 प्रतिशत सदस्यों ने स्वीकार किया है कि योजना में तीन वर्ष की अवधि के लिए वर्षवार अतिरिक्त वित्तिय आवश्यकता पर ध्यान दिया गया।

3 – क्या विद्यालय प्रबन्धन समिति द्वारा रख-रखाव का अनुश्रवण अधिनियम द्वारा निर्धारित मानकों के अनुरूप (निगरानी) किया जाता है ?

तालिका संख्या : 1.5

प्रतिक्रिया	हाँ	नहीं	मालूम नहीं
उत्तरदाताओं की संख्या = 311	283	02	26
प्रतिशत	90.99	0.64	8.36

तालिका संख्या : 1.6 विकल्पों का विवरण

क्रम संख्या	विकल्प	N	प्रतिशत (%)
1	प्रधानाचार्य से सूचना प्राप्त करके।	161	51.76
2	समिति द्वारा स्वयं कार्यवाही पंजिका एवं रखरखाव की सूची बनायी जाती है।	70	22.50
3	निर्धारित मानकों के संदर्भ में समय-समय पर विद्यालय का निरीक्षण किया जाता है।	141	45.33
4	अन्य.....	40	12.86

तालिका संख्या 1.5 एवं 1.6 से स्पष्ट है कि समिति के 90.99 प्रतिशत सदस्य मानते हैं कि अधिनियम द्वारा निर्धारित मानकों के अनुरूप रख-रखाव का अनुश्रवण (निगरानी) किया गया, जबकि 8.36 प्रतिशत सदस्यों ने इस संबंध में अनभिज्ञता जाहिर की। 0.64 प्रतिशत सदस्यों के अनुसार अधिनियम द्वारा निर्धारित मानकों के रख-रखाव का अनुश्रवण (निगरानी) सदस्यों द्वारा नहीं किया जाता है। विभिन्न विकल्पों के प्रतिउत्तरों (283) के आधार पर ज्ञात होता है कि समिति के 51.76 सदस्यों द्वारा अधिनियम में निर्धारित मानकों के अनुरूप रख-रखाव की निगरानी का कार्य प्रधानाचार्य से सूचना प्राप्त करके किया गया। 22.50 प्रतिशत सदस्यों के अनुसार निगरानी हेतु समिति द्वारा स्वयं कार्यवाही पंजिका एवं रख-रखाव की सूची बनायी गयी तथा 45.33 प्रतिशत सदस्यों के अनुसार निर्धारित मानकों के संदर्भ में समय-समय पर विद्यालय का निरीक्षण किया गया।। चौथे खुले विकल्प के रूप में 12.86 प्रतिशत सदस्यों ने स्वीकार किया है कि विद्यालय के शिक्षकों एवं अन्य कर्मचारियों की सहायता से निर्धारित मानकों के रख-रखाव का अनुश्रवण (निगरानी) किया गया।

4 – क्या विद्यालय प्रबन्धन समिति द्वारा विद्यालय में मध्याह्न भोजन योजना कार्यक्रम का अनुश्रवण (निगरानी) किया जाता है ?

तालिका संख्या : 1.7

प्रतिक्रिया	हाँ	नहीं	मालूम नहीं
उत्तरदाताओं की संख्या = 311	302	09	00
प्रतिशत	97.10	2.89	00

तालिका संख्या : 1.8 विकल्पों का विवरण

क्रम संख्या	विकल्प	N	प्रतिशत (%)
1	समिति के सदस्यों द्वारा स्वयं मध्याह्न भोजन की निगरानी की जाती है।	214	68.81
2	निरीक्षण के लिए मध्याह्न भोजन समिति का गठन किया जाता है।	96	30.86
3	बच्चों की सहायता से।	141	45.33
4	अन्य.....	36	11.57

तालिका संख्या 1.7 एवं 1.8 से स्पष्ट है कि समिति के सदस्यों में से 97.10 प्रतिशत सदस्यों ने 'हाँ' में उत्तर दिया जबकि 2.89 प्रतिशत सदस्यों के अनुसार समिति द्वारा विद्यालय में मध्याह्न भोजन योजना कार्यक्रम का अनुश्रवण (निगरानी) नहीं किया गया। विभिन्न विकल्पों के प्रतिउत्तर (302) के आधार पर स्पष्ट है कि समिति के 68.81 प्रतिशत सदस्यों द्वारा विद्यालय में मध्याह्न भोजन योजना कार्यक्रम की निगरानी की गयी और 30.86 प्रतिशत सदस्यों के अनुसार निरीक्षण के लिए गठित मध्याह्न भोजन समिति की सहायता से यह कार्य किया गया तथा 45.33 प्रतिशत सदस्यों के अनुसार बच्चों की सहायता से निगरानी कार्य किया गया। चौथे खुले विकल्प के रूप में 11.57 प्रतिशत सदस्यों के अनुसार शिक्षकों एवं अभिभावकों की सहायता से मध्याह्न भोजन की निगरानी कार्य किया गया।

5 – क्या विद्यालय प्रबन्धन समिति द्वारा मध्याह्न भोजन की गुणवत्ता सुनिश्चित करने का कार्य किया जाता है ?

तालिका संख्या : 1.9

प्रतिक्रिया	हाँ	नहीं	मालूम नहीं
उत्तरदाताओं की संख्या = 311	292	04	15
प्रतिशत	93.89	1.28	4.82

तालिका संख्या : 1.10 विकल्पों का विवरण

क्रम संख्या	विकल्प	N	प्रतिशत (%)
1	निर्धारित मीनू के अनुसार भोजन की खाद्य-सामग्री एवं मात्रा की जाँच की जाती है।	238	76.52
2	समय-समय पर समिति के सदस्यों द्वारा औचक निरीक्षण किया जाता है।	119	38.26
3	सदस्यों द्वारा स्वयं भोजन की गुणवत्ता की जाँच चखकर की जाती है।	125	40.19
4	अन्य.....	04	1.28

तालिका संख्या 1.9 एवं 1.10 से स्पष्ट है कि समिति के 93.89 प्रतिशत सदस्यों ने भोजन की गुणवत्ता की जाँच करना स्वीकार किया जबकि 4.82 प्रतिशत सदस्यों ने समिति द्वारा मध्याह्न भोजन की गुणवत्ता को सुनिश्चित करने के संबंध में अनभिज्ञता जाहिर की। 1.28 प्रतिशत सदस्यों के अनुसार समिति द्वारा विद्यालय में मध्याह्न भोजन की गुणवत्ता को सुनिश्चित करने का कार्य नहीं किया गया। विभिन्न विकल्पों के प्रतिउत्तरों (292) के आधार पर स्पष्ट है कि समिति द्वारा मध्याह्न भोजन की गुणवत्ता को सुनिश्चित करने के संबंध में 76.52 प्रतिशत सदस्यों के अनुसार समिति के सदस्यों द्वारा निर्धारित मीनू के अनुसार भोजन की खाद्य-सामग्री एवं मात्रा की जाँच की गयी। 38.26 प्रतिशत सदस्यों के अनुसार समय-समय पर समिति के सदस्यों द्वारा स्वयं औचक निरीक्षण किया गया तथा 40.19 प्रतिशत सदस्यों के अनुसार सदस्यों द्वारा भोजन की गुणवत्ता की जाँच स्वयं चखकर की गयी। चौथे विकल्प के रूप में 1.28 प्रतिशत सदस्यों के अनुसार सहखातेदार द्वारा निरीक्षण किया गया।

6 – क्या विद्यालय प्रबन्धन समिति द्वारा प्राप्त अनुदान एवं व्यय का अनुश्रवण (निगरानी) किया जाता है ?
तालिका संख्या : 1.11

प्रतिक्रिया	हाँ	नहीं	मालूम नहीं
उत्तरदाताओं की संख्या =	311 298	01	12
प्रतिशत	95.81	.32	3.85

तालिका संख्या : 1.12 विकल्पों का विवरण

क्रम संख्या	विकल्प	N	प्रतिशत (%)
1	विद्यालय के अभिलेखों के माध्यम से।	165	53.05
2	प्रधानाचार्य एवं अध्यापकों को इसकी जिम्मेदारी सौंप दी जाती है।	100	32.15
3	समिति के सदस्यों द्वारा बनायी गयी एक जाँच समिति द्वारा।	117	37.62
4	अन्य.....	27	8.68

तालिका संख्या 1.11 एवं 1.12 से स्पष्ट है कि समिति 95.81 प्रतिशत सदस्यों ने 'हाँ' में उत्तर दिया जबकि 3.85 प्रतिशत सदस्यों ने समिति द्वारा प्राप्त अनुदान एवं व्यय के अनुश्रवण (निगरानी) के संबंध में अनभिज्ञता जाहिर की। .32 प्रतिशत सदस्यों के अनुसार समिति द्वारा प्राप्त अनुदान एवं व्यय का अनुश्रवण (निगरानी) कार्य नहीं किया गया। विभिन्न विकल्पों के प्रतिउत्तरों (298) के आधार पर स्पष्ट है कि 53.05 प्रतिशत सदस्यों के अनुसार विद्यालय के अभिलेखों के माध्यम से अनुश्रवण किया गया। 32.15 प्रतिशत सदस्यों के अनुसार प्रधानाचार्य एवं अध्यापकों को इसकी जिम्मेदारी सौंप दी गयी तथा 37.62 प्रतिशत सदस्यों के अनुसार समिति के सदस्यों द्वारा बनायी गयी एक जाँच समिति द्वारा अनुश्रवण किया गया। चौथे विकल्प के रूप में 8.68 प्रतिशत सदस्यों ने स्वीकार किया है कि ग्राम प्रधान एवं अभिभावकों के माध्यम से अनुश्रवण किया गया।

7 – क्या विद्यालय प्रबन्धन समिति द्वारा विद्यालय विकास योजना तैयार करने के सन्दर्भ में कोई समय-सीमा निश्चित की गयी है ?

तालिका संख्या 1.13

प्रतिक्रिया	हाँ	नहीं	मालूम नहीं
उत्तरदाताओं की संख्या = 311	270	03	38
प्रतिशत	86.81	0.96	12.21

तालिका संख्या 1.14 : विकल्पों का विवरण

क्रम संख्या	विकल्प	N	प्रतिशत (%)
1	आवश्यकतानुसार।	139	51.48
2	वित्तीय वर्ष की समाप्ति से कम से कम तीन माह पूर्व।	95	35.18
3	अध्यापकों को इसकी जिम्मेदारी सौंप दी जाती है।	39	14.44
4	अन्य.....	09	3.33

तालिका संख्या 1.13 एवं 1.14 से स्पष्ट है कि 86.81 प्रतिशत सदस्यों के अनुसार विद्यालय विकास योजना तैयार करने हेतु समय-सीमा निश्चित की जाती है। 12.21 प्रतिशत सदस्यों ने समिति द्वारा विद्यालय विकास योजना तैयार करने के समय-सीमा के संबंध में अनभिज्ञता जाहिर की। लगभग एक प्रतिशत सदस्य ऐसे भी थे जिनका मानना था कि विकास योजना तैयार करने के सन्दर्भ में कोई समय-सीमा निश्चित नहीं की गयी। विभिन्न विकल्पों के प्रतिउत्तरों के आधार पर ज्ञात हुआ कि समिति द्वारा विद्यालय विकास योजना तैयार करने की समय-सीमा के संबंध में 51.48 प्रतिशत सदस्यों के अनुसार आवश्यकतानुसार विद्यालय विकास योजना तैयार की जाती है। 35.18 प्रतिशत सदस्यों के अनुसार वित्तीय वर्ष की समाप्ति से कम से कम तीन माह पूर्व विद्यालय विकास योजना तैयार की गयी तथा 14.14 प्रतिशत सदस्यों के अनुसार अध्यापकों को इसकी जिम्मेदारी सौंप दी गयी। चौथे विकल्प के रूप में 3.33 प्रतिशत सदस्यों ने स्वीकार किया है कि वित्तीय वर्ष की समाप्ति से कम से कम छः माह पूर्व विद्यालय विकास योजना तैयार की गयी।

8 – शिक्षा का अधिकार अधिनियम में विद्यालय प्रबन्धन समिति के सन्दर्भ में वर्णित कार्य एवं दायित्वों के निर्वहन हेतु क्या विद्यालय प्रबन्धन समिति के सदस्यों को प्रशिक्षण दिया गया ?

तालिका संख्या : 1.15

प्रतिक्रिया	हाँ	नहीं	मालूम नहीं
उत्तरदाताओं की संख्या = 311	261	06	44
प्रतिशत	83.92	1.92	14.14

तालिका संख्या : 1.16 विकल्पों का विवरण –

क्रम संख्या	विकल्प	N	प्रतिशत (%)
1	बी0 आर0 सी0 पर व्याख्यान एवं प्रयोग द्वारा।	192	61.73
2	विद्यालय पर व्याख्यान द्वारा।	31	9.96
3	शंकुल स्तर पर व्याख्यान एवं प्रयोग द्वारा।	119	38.26
4	अन्य.....	09	2.89

तालिका संख्या 1.15 एवं 1.16 से स्पष्ट है कि 83.92 प्रतिशत सदस्यों के अनुसार प्रशिक्षण दिया गया जबकि 14.14 प्रतिशत सदस्यों ने अधिनियम में विद्यालय प्रबन्धन समिति के सन्दर्भ में वर्णित कार्य एवं दायित्वों के निर्वहन हेतु सदस्यों के प्रशिक्षण के संबंध में अनभिज्ञता जाहिर की। 1.92 प्रतिशत सदस्य ऐसे भी थे जिनका मानना था कि किसी प्रकार का प्रशिक्षण नहीं दिया गया। विभिन्न विकल्पों के प्रतिउत्तरों (261) के आधार पर पाया गया कि 61.73 प्रतिशत सदस्यों के अनुसार बी0 आर0 सी0 पर व्याख्यान एवं प्रयोग द्वारा प्रशिक्षण दिया गया। 9.96 प्रतिशत सदस्यों के अनुसार विद्यालय पर व्याख्यान द्वारा तथा 38.26 प्रतिशत सदस्यों के अनुसार शंकुल स्तर पर व्याख्यान एवं प्रयोग द्वारा प्रशिक्षण दिया गया। चौथे विकल्प के रूप में 2.89 प्रतिशत सदस्यों ने स्वीकार किया है कि ग्राम पंचायत स्तर पर व्याख्यान के माध्यम से प्रशिक्षण दिया गया।

निष्कर्ष

शिक्षा के अधिकार अधिनियम के तहत विद्यालय प्रबन्धन समिति के सदस्यों को प्रदत्त उत्तरदायित्वों के क्रियान्वयन हेतु उनके द्वारा अपनायी गयी युक्तियों एवं तकनीकों के अध्ययन से प्राप्त परिणामों से स्पष्ट हैं कि विद्यालय प्रबन्धन समिति द्वारा विद्यालय की कार्य प्रणाली की निगरानी कर रहे अधिकांश सदस्यों ने यह स्वीकार किया है कि अनुश्रवण कार्य किया जाता है एवं यह कार्य समिति के सदस्यों द्वारा स्वयं किया गया। परिणामों से यह भी ज्ञात होता है कि अधिकांश सदस्य विद्यालय की विकास योजना में विद्यालय एवं बच्चों से सम्बन्धित मूलभूत आवश्यकताओं पर सबसे अधिक ध्यान देते हैं। अधिनियम द्वारा निर्धारित मानकों के अनुसार रख-रखाव की निगरानी के संबंध में अधिकांश प्रधानाचार्य से सूचना प्राप्त कर समय-समय पर विद्यालय का निरीक्षण करते

हैं एवं इस युक्ति को सबसे अधिक उपयोग में लाया जाता है। विद्यालय में मध्याह्न भोजन योजना कार्यक्रम के निगरानी के संबंध में पाया गया कि अधिकांश सदस्य इस कार्य हेतु सबसे अधिक स्वयं तथा बच्चों की सहायता से निरीक्षण की युक्ति को अपनाते हैं। मध्याह्न भोजन की गुणवत्ता को सुनिश्चित करने के संबंध में अधिकांश सदस्यों का यह भी मानना था कि अधिकांश तौर पर निर्धारित मीनू के अनुसार भोजन की खाद्य-सामग्री एवं मात्रा की जाँच की युक्ति को अपनाया जाता है। विद्यालय को प्राप्त अनुदान एवं व्यय की निगरानी करने के संबंध में अधिकांशतः सदस्यों द्वारा इस कार्य को विद्यालय के अभिलेखों के माध्यम से निरीक्षण कार्य किया जाता है। विद्यालय विकास योजना तैयार करने के लिये अधिकांश सदस्यों का मानना था कि इस कार्य हेतु समय-सीमा निश्चित की जाती है लेकिन इसका विपरीत अधिकांश सदस्यों का यह भी मानना था कि यह कार्य आवश्यकतानुसार किया जाता है। केवल एक तिहाई सदस्य ही यह स्वीकार करते हैं कि यह कार्य वित्तीय वर्ष की समाप्ति से कम से कम तीन माह पूर्व किया जाता है। अधिनियम में विद्यालय प्रबन्धन समिति के सन्दर्भ में वर्णित कार्य एवं दायित्वों के निर्वहन हेतु सदस्यों के प्रशिक्षण के संबंध में अधिकांश सदस्य यह स्वीकार करते हैं कि प्रशिक्षण दिया जाता है एवं यह कार्य बी० आर० सी० पर व्याख्यान एवं प्रयोग विधि द्वारा दिया जाता है।

विवेचना

उपरोक्त लिखित परिणामों एवं निष्कर्षों से स्पष्ट है कि “शिक्षा का अधिकार अधिनियम-2009 में प्राथमिक विद्यालयों की निगरानी हेतु विद्यालय प्रबन्धन समिति की जो संकल्पना की गई एवं इस समिति के जिन उत्तरदायित्वों का निर्धारण किया गया, उन उत्तरदायित्वों के प्रति प्रबन्धन समितियाँ न केवल जागरूक हैं अपितु वे सक्रिय रूप से अपने उत्तरदायित्वों के निर्वहन में एक महत्वपूर्ण भूमिका निभा रही हैं। परन्तु यहां यह प्रश्न भी खड़े होते हैं कि निगरानी के इस विकेंद्रीकरण का शिक्षा की गुणवत्ता सुधार पर क्या प्रभाव पड़ा ? क्या इस निगरानी व्यवस्था से विद्यालयों की शैक्षिक प्रदेयता (Delivery) में गुणात्मक सुधार हुआ है ? क्या इसके परिणाम स्वरूप विद्यालयों में Retention Rate में बढ़ोत्तरी हुई है ? क्या शिक्षकों का दायित्व बोध एवं व्यावसायिक जिम्मेदारी निखरी है ? इन प्रश्नों का उत्तर भविष्य में शोध से प्राप्त होगा।

इस शोध कार्य के दौरान प्राप्त अनुभवों के आधार पर यह अवश्य स्पष्ट हुआ कि विद्यालय प्रबन्धन समिति के सदस्य इस कार्य हेतु न केवल उत्साहित प्रतीत हुये बल्कि वे इसे और अच्छे एवं प्रभावी ढंग से करने की चाहत रखते भी दिखे। अतः आवश्यकता राष्ट्रीय स्तर पर एक ऐसे प्रशिक्षण कार्यक्रम को चलाने की है जिसमें विद्यालय प्रबन्धन समिति के सदस्यों को विद्यालय प्रबन्धन एवं निरीक्षण के गुर सिखाने के साथ-साथ उनके उत्तरदायित्वों एवं भूमिका का और प्रभावी प्रशिक्षण मिले। अनुभव बताता है कि इतने बड़े देश में प्राथमिक शिक्षा की निगरानी की कोई भी सरकारी व्यवस्था आज तक वांछित परिणाम नहीं दे सकी है। अतः विकेंद्रिकरण कर विद्यालय प्रबन्धन समिति की जो संकल्पना शिक्षा का अधिकार अधिनियम 2009 में की गयी है वो उचित एवं दूरगामी निर्णय है। इस संस्था को और मजबूत एवं प्रशिक्षित करने की है। यदि ऐसा किया गया तो निश्चित ही जन समूह की शिक्षा के प्रति चेतना और उत्तरदायित्व बोध बढ़ेगा और हम शिक्षा के सार्वभौमीकरण के लक्ष्य को प्राप्त कर सकेंगे।

सुझाव

परिणामों के विश्लेषण के पश्चात् सुझाव इस प्रकार हैं—

- 1 विद्यालय की कार्य प्रणाली का अनुश्रवण विद्यालय प्रबन्धन समिति के सदस्यों द्वारा स्वयं किया जाना चाहिए। आवश्यकता पड़ने पर अन्य उपयुक्त व्यक्तियों से सहायता अवश्य लेनी चाहिए।
- 2 समिति के सदस्यों द्वारा नियमित अन्तराल पर विद्यालय के सम्बन्ध में अधिनियम द्वारा निर्धारित मानकों का अनुश्रवण अवश्य किया जाना चाहिए।
- 3 मध्याह्न भोजन की गुणवत्ता को सुनिश्चित करने हेतु मध्याह्न भोजन समिति द्वारा औचक निरीक्षण कर भोजन की

गुणवत्ता के सम्बन्ध में उचित निर्णय लिया जाये।

- 4 विद्यालय के आय-व्यय का निरीक्षण कार्य सुविधापूर्वक समय-समय पर समिति द्वारा अवश्य किया जाना चाहिए ताकि विद्यालय विकास योजना बनाते समय विद्यालय से सम्बन्धित विभिन्न पक्षों पर आवश्यकतानुसार ध्यान दिया जा सके।
- 5 अधिनियम द्वारा निर्धारित समय पर विद्यालय विकास योजना तैयार किया जाना चाहिए।
- 6 सरकार द्वारा चलाये जा रहे प्रशिक्षण कार्यक्रम में समिति के सदस्यों को प्रशिक्षण लेने हेतु अवश्य सम्मिलित होना चाहिए, ताकि सदस्यों द्वारा अधिनियम के तहत प्राप्त उत्तरदायित्वों का निर्वहन उपयुक्त ढंग से किया जा सके।

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सारतत्व

वर्तमान अध्ययन श्रवणदोष युक्त बच्चों के भाई बहनों से उन्हें प्राप्त होनेवाली शैक्षणिक सहायता के बारे में है। इस सहायता की जानकारी अभिभावकों के दृष्टिकोण से ली गई है। उद्देश्य की प्राप्ति के लिए प्रतिदर्श 60 श्रवणबाधित बच्चों के अभिभावकों को शामिल किया गया। अध्ययन से प्राप्त जानकारी का विश्लेषण χ^2 पद्धति द्वारा किया गया। परिणामों का अवलोकन करने के उपरान्त यह पाया गया कि बहनें अपने छोटे श्रवणबाधित भाई बहन को अधिक सहयोग करती हैं।

की-टर्म : भाई-बहन, श्रवणबाधित बच्चा, अभिभावक।

प्रस्तावना

श्रवण विकलांगता एक अदृश्य विकलांगता है जो बाहरी रूप से दिखाई नहीं देती। बच्चे को अगर जन्म से ही श्रवण बाधिता है, तो इसका असर उसके भाषा विकास पर होता है। लेडरबेर्ग (2013) के मत अनुसार वार्तालाप तथा सम्प्रेषण के लिए आवश्यक होने के साथ साथ भाषा, शैक्षणिक प्रविधियों के लिए भी आवश्यक होती है। इसका कारण यह है की किसी भी विषय की ज्ञान प्राप्ति, भाषा ग्रहण पर निर्भर करती है। अनेक अनुसंधानों के द्वारा सिद्ध हुआ है की, भाषा का असर बच्चों के पढ़ने लिखने पर होता है इसलिए, श्रवण शिक्षा ये भाषा केन्द्रित शिक्षा है, जिसमें प्राकृतिक रूप से भाषा सीखाने पर बल दिया जाता है (टॉबिन, मोएल्लर और योशीनगा 2007)। भाषा का विकास वातावरण में होनेवाले लोगों के वार्तालाप से होता है, इसीलिए सम्प्रेषणात्मक भाषा के लिए प्राकृतिक वातावरण में भाषा सीखानी चाहिए। आइडिया एक्ट पार्ट सी(1995) के नियम अनुसार बच्चों की आवश्यकता के अनुसार उन्हें योग्य रूप से अधिक से अधिक विस्तारित सेवायें देने की आवश्यकता है। अतः शीघ्र हस्तक्षेपन सेवायें प्राकृतिक वातावरण में प्रदान की जानी चाहिए। प्राकृतिक वातावरण में घर और समुदाय के वातावरण का समावेश होता है तथा इसमें विकलांग और विकलांगता रहित सामान्य बच्चों का मिलाजुला सहभाग होता है (मोएल्लर, 2000)।

प्राकृतिक वातावरण में श्रवणबाधित बच्चों के भाषा का विकास

ब्रांजे,(2008) उनके बताये अनुसार प्राकृतिक वातावरण का अर्थ एक ऐसा वातावरण होता है जिसमें विकलांग बच्चे, हम उम्र, सामान्य बच्चों के साथ, विभिन्न प्रकार के संरचनात्मक सुविधाओं के अन्तर्गत विकास व सीखने का अवसर प्राप्त करते हैं।

क्नोत्त,लेविस, और विलियम्स, (2007) की दी गई जानकारी अनुसार इसमें घर और समुदाय का वातावरण जिसमें दैनिक जीवन के क्रियाकलापों, आमतौर पर किया जानेवाला कार्य, मनोरंजन, खेलकूद तथा सामाजिक क्रियाकलापों का समावेश होता है। इनमें खास तौर पर बच्चे के भाई बहन का समावेश होता है। इसका कारण यह है कि श्रवणबाधित बच्चों के प्राकृतिक वातावरण में शीघ्र हस्तक्षेपन का मुख्य ध्येय भाषा तथा सम्प्रेषण को बढ़ाना है और इसमें परिवार की महत्वपूर्ण भूमिका होती है। इसका कारण यह है कि बच्चे घरके सदस्यों के साथ अधिकाधिक समय बिताते हैं और घर में प्राकृतिक स्वरूप से भाषा बढ़ाने के भी अनेक अवसर

उपलब्ध रहते हैं। **फेन्बेर्ग**, (2003) परिवार के लोग बच्चे की भाषा के साथ साथ प्राकृतिक स्वरूप से ज्ञान भी बढ़ाने में सहयोग देते हैं। उदाहरण के तौर पर खाना बनाते समय माता के वार्तालाप से बच्चे सब्जियों के नाम सीखते हैं तथा अन्य मौकों पर अंक गिनना, कम ज्यादा की संकल्पना, समय की सूझ बूझ सीखना, दिन तारीख, महिनो के नाम, मौसम के बारे में तथा अन्य विषयों में जानकारी प्राप्त करते हैं। **किम्बेर्ली**, (2012) के अनुसार श्रवणबाधित बच्चों की भाषा का विकास करने में परिवार में बच्चे के माता-पिता महत्वपूर्ण भूमिका निभाते हैं परन्तु माता-पिता की अपेक्षा भाई-बहन के सहयोग से श्रवणबाधित बच्चों की भाषा का विकास तीव्र गति से होता है। **लौर्ले**, (1995) के अनुसार भाई बहन उनके छोटे भाई-बहन के साथ अधिक समय साथ रहते हैं, तथा उनका बहुत ही नजदीक का रिश्ता रहता है। **क्राइने**, (2009) के अनुसार छोटे भाई बहन, बड़े भाई बहनों से अक्सर आदर्श, प्रतिमान द्वारा सीखते हैं। वे उनको अपना आदर्श मानने के साथ साथ उनका आचरण तथा बोलने के तरिकों की भी नकल करते हैं। पढ़ाई लिखाई का भी अनुकरण करते हैं। डेकार्ड, के.डी., दुन्न, जे.डी., (2002) सामाजिक भावनिक विकास में भी उनका एक दूसरे से सहयोग होता है। **ब्रोडी**, (2004) के अनुसार बड़े भाई-बहन के साथ श्रवणबाधित बच्चों की बातचीत करने से उनकी भाषा और बौद्धिक विकास बढ़ता है। दूसरों की भावनाओं को समझने में और सामाजिक व्यवहार सीखने में यह अंतरक्रिया महत्वपूर्ण साबित होती है। **सोल्मेयर**, (2012) कथनानुसार बड़े भाई-बहन अपने श्रवणबाधित भाई-बहनों के साथ घर में अधिक समय साथ में रहने के कारण अधिक सहयोग दे सकते हैं दोस्त की तरह रह सकते हैं।

भाई बहन का संबंध तथा भाई बहन की भूमिका

'Brothers and sisters are as close as hands and feet.' Vietnamese Proverb

उपरोक्त कहावत के अनुसार भाई बहन का एक दूसरे के साथ सम्बन्ध शरीर के विभिन्न अंगों जैसा होता है। जिस प्रकार से हमारे शरीर के साथ हमारे हाथ और पैर एकदूसरे से जुड़े हुए होते हैं, उसी तरह से वे भी एक दूसरे के सुख दुख में जुड़े होते हैं। **उपदेरग्राफ**, (2005) के मतानुसार भाईयों या बहनों में कई अच्छी बातें जैसे परिपक्वता, जिम्मेदारी, स्वावलम्बन आत्मविश्वास, दया तथा अपने विकलांग भाई बहन के प्रति बहुत ही भावुक दृष्टिकोण होता है। **अर्नोल्ड**, (2012) बालक अपना अधिकांश समय अपने भाई-बहनों के साथ व्यतीत करने के कारण उनके द्वारा की गई क्रिया को वह अधिकतर जल्दी सीखते हैं। **ओरस्मोद**, (2007) के अध्ययन अनुसार कभी कभी कक्षा में पढ़ाये गये विषयों को घर पर दोहराने में भाई बहन मदद करते हैं। दैनिक दिनचर्या में होनेवाले कार्य इत्यादि में इन्हें सम्मिलित करते हुए विभिन्न प्रकार के कौशल के विकास में भाई-बहन सहायक होते हैं। **मूरे**, (2013) के अध्ययन द्वारा ऐसा भी देखा गया है की जब बच्चों के माता पिता घर पर नहीं रहते हैं उस समय बड़े भाई बहन अपने छोटे भाई बहन की देखभाल करते हैं और अपने भाई बहनों के प्रति विशेष रूप से अपनी भूमिका निभाते हैं। **देव, बालन्दिन**, और **ल्लेवेल्ल्यन**, (2008) उन्होंने भाई बहन के सन्दर्भ में बताया की सामाजिक कौशल, पारस्परिक व्यवहार और खेलने के कौशल का अभ्यास यह भाई-बहन को आपस में सीखने में मदद करते हैं। बौद्धिक रूप से विकास करने के लिए माता-पिता और शिक्षक से पहले भाई-बहन का योगदान होता है। **फेल्सोन**, (1983) के अनुसार बड़े भाई-बहन एक दूसरे को प्रभावित करते हैं। बातचीत करने, पूर्ण रूप से परिपक्वता विकसित करने में बड़े भाई-बहन बढ़ावा देते हैं तथा उनकी वृद्धि और विकास करने में सहायक होते हैं।

प्रस्तुत शोधकर्ताओं को उपरोक्त साहित्य तथा अन्य संबंधित साहित्य से निम्नलिखित क्षेत्रों में बड़े भाई बहन का सहयोग ज्ञात हुआ है।

- सामाजिक भावनिक विकास करने।
- सामाजिक व्यवहार सीखने।
- परिपक्वता तथा जिम्मेदार बनाने में

- माता पिता की अनुपस्थिति में देखभाल करने तथा
- अपने छोटे भाई बहनों को सहयोग करने में आदर्श स्वरूप।

अधिकतर अध्ययन सामान्य भाई बहन से संबंधित तथा अन्य विकलांगता से संबंधित प्राप्त हुए हैं। परन्तु भारतीय परिस्थिति के सन्दर्भ में तथा श्रवणबाधित बच्चों के विषय में इस तरह के अनुसंधानों के प्रकाशित दस्तावेज प्राप्त नहीं हुए। सामान्य बच्चों की तुलना में श्रवणबाधित बच्चों की जिम्मेदारियाँ थोड़ी भिन्न स्वरूप की होती हैं। बच्चों को सुनाई न देने की कठिनाई के कारण उन्हें पाठशाला आने जाने तथा गृहकार्य और परीक्षा की तैयारी संबंधित परेशानियों का सामना करना पड़ता है। इन सभी महत्वपूर्ण शैक्षणिक बातों में उनके बड़े भाई बहन उनको किस सीमा तक मदद करते हैं, इस बात की उत्सुकता से प्रस्तुत शोध का चयन किया गया।

अध्ययन के सहभागी— वर्तमान अध्ययन श्रवणबाधित बच्चों के बड़े भाई बहन के शैक्षणिक सहयोग से संबंधित है, सामान्यतरु भाई-बहन हम उम्र के होते हैं उनमें ज्यादा अन्तर नहीं होता। परिपक्वता का अभाव परिणाम पर न हो इसलिए अभिभावकों का दृष्टिकोण जानना उचित समझा गया। यह अध्ययन महाराष्ट्र के मुम्बई जिले में किया गया। जिसमें अभिभावकों के दृष्टिकोण से जानकारी प्राप्त की गई है। संशोधन में (n=30) अभिभावक जिनका बड़ा बेटा सामान्य है तथा दूसरा बेटा-बेटी श्रवणबाधित है और (n=30) अभिभावक जिनकी बड़ी बेटी सामान्य है तथा दूसरा बेटा-बेटी श्रवणबाधित है को शामिल किया गया। उम्र, लिंग, सूचना का माध्यम, भौगोलिक क्षेत्र, नियंत्रित चर थे।

उपकरण का निर्माण

वर्तमान अध्ययन में अध्ययनकर्ता उपकरण का निर्माण करने के लिये अभिभावक मत प्रश्नावली का निर्माण किया। इस उपकरण का निर्माण करने के लिए अध्ययनकर्ता ने विशेष शिक्षा क्षेत्र के विशेषज्ञ से परामर्श तथा विचार-विमर्श कर के उपकरण का निर्माण किया तथा विशेष बच्चों को ध्यान में रखकर शैक्षणिक क्षेत्र का चयन किया। वर्तमान अध्ययन के निर्धारित किए गए उद्देश्यों के आधार पर पाँच प्रश्न बनाए गए। अभिभावक मत प्रश्नावली का मूल्यांकन करने के लिये Rating scale का उपयोग किया गया तथा प्रत्येक प्रश्न के उत्तर के लिये बहुत ज्यादा, मध्यम, बहुत कम, बिल्कुल नहीं इस आधार पर Rating scale बनायी गई। प्रश्नावली की वैधता की जाँच के लिये विशेष शिक्षा के क्षेत्र में श्रवणबाधित बच्चों के विशेष शिक्षक हो तथा पाँच वर्ष तक कम से कम पढ़ाने का अनुभव हो ऐसे अनुभवी चार प्राथमिक कक्षा के शिक्षक और छरू श्रवणबाधित बच्चों के अभिभावक लिए हैं अभिभावक में ऐसे अभिभावक का चयन किया गया है जो कम से कम दसवी कक्षा तक पढ़ा लिखा हो तथा अभिभावकों का चयन धार्मिक, सामाजिक, आर्थिक, सांस्कृतिक क्षेत्र से किया गया है।

टेबल : 1 माता पिता के चयन के लिए मानदंड शामिल किए जाने के बारे में जनसांख्यिकीय विवरण

क्रम नंबर	मापदंड	विवरण
1	बच्चों की संख्या।	दो या दो से अधिक।
2	बड़े भाई बहन का निर्धारण।	श्रवणरहित भाई बहन।
3	छोटे भाई बहन का निर्धारण।	श्रवणबाधित भाई बहन।
4	श्रवणबाधित बच्चों के विद्यालय का प्रकार।	विशेष विद्यालय।
5	श्रवणबाधित बच्चों के विद्यालय का माध्यम।	अंग्रेजी, हिन्दी, मराठी।
6	श्रवणबाधित बच्चों के विद्यालय में कक्षा।	1 से 4 तक की कक्षा।
7	विशेष विद्यालय का स्थान।	मुम्बई।

अनुसंधानकर्ताओं ने उद्देश्यों के आधार पर एक विशेष 'अभिभावक मत प्रश्नावली' हिन्दी तथा मराठी इन दो भाषाओं में विकसित की। सामान्य भाई बहनों द्वारा श्रवणबाधित भाई बहन को किस हद तक सहायता प्रदान की जाती है, इस सन्दर्भ में अभिभावकों के प्रतिउत्तर को चार बिन्दु निर्धारण मापनी द्वारा प्राप्त किया गया तथा प्राप्त किये गये परिणाम का विश्लेषण किया गया।

परिणाम

विद्यालय जाने के लिए तैयार करने संबंधित सहयोग

विद्यालय जाने के लिए तैयार करने संबंधित भाई बहन के सहयोग का अध्ययन गणवेश पहनाना, पानी की बोतल तथा टिफिन बॉक्स भरना, जूते-मोजे पहनाना जैसे घटकों पर किया गया।

टेबल-2 विद्यालय जाने के लिए तैयार करने संबंधित सहयोग

Gender	More than	Medium	Less than	Never	Total	x ²	df	p (two sided)	conclusion
Brother	6(20%)	8(26.7%)	9(30%)	7(23.3%)	30	10.66	3	7.82	सार्थक अन्तर है
Sister	16(53.33%)	9(30%)	2(6.67%)	3(10%)	30				
Total	22	17	11	10	60				

टेबल-2 के अनुसार यह देखा गया है की विद्यालय जाने के लिए तैयार करने संबंधित भाई बहन के सहयोग में सार्थक अन्तर है। [$\chi^2 (3) = 10.66, p = 7.82$, यह $<.5$] बहनें श्रवणबाधित भाई बहन को विद्यालय जाने संबंधित तैयारी में भाईयों से अधिक मदद करती है।

Gender	More than	Medium	Less than	Never	Total	x ²	df	p (two sided)	conclusion
Brother	6(20%)	12 (26.7%)	7 (30%)	5 (23.3%)	30	6.22	3	7.82	सार्थक अन्तर नहीं है
Sister	12(53.33%)	14 (30%)	2 (6.67%)	2 (10%)	30				
Total	18	26	9	7	60				

पाठशाला की दैनिक कार्यविधि संबंधित सहयोग में भाई बहन के सहयोग का अध्ययन गृहकार्य करवाना, स्कूल बैग में किताबें रखना, सिखाना तथा याद करवाना, अच्छे अक्षरों में लिखने आदि घटकों में देखा गया। स्कूल बैग में किताबें रखना, सिखाना तथा याद करवाना, अच्छे अक्षरों में लिखने आदि घटकों में देखा गया।

टेबल-3 के अनुसार यह देखा गया है की पाठशाला की दैनिक कार्यविधि संबंधित सहयोग करने में भाई बहन में सार्थक अन्तर नहीं है। [$\chi^2 (3) = 6.22, p = 7.82$, यह $<.5$] से ज्ञात होता है कि बहनें श्रवणबाधित भाई बहन को पाठशाला की दैनिक कार्यविधि संबंधित सहयोग में बहन तथा भाई समान रूप से सहयोग करते हैं।

पाठ्य सहगामी क्रिया में मदद करने संबंधित सहयोग

पाठ्य सहगामी क्रिया में मदद करने संबंधित सहयोग में भाई बहन के सहयोग का अध्ययन हस्तकला काम में सहायता, प्रकल्प पूरा करने में मदद, विद्यालय में खेल स्पर्धा में भाग लेने में अभिप्रेरित करना जैसे घटकों पर देखा गया।

टेबल-5 पाठ्य सहगामी क्रिया में मदद करने संबंधित सहयोग

Gender	More	Medium	Less than	Never	Total	x2	Df	p (two sided)	conclusion
Brother	6(20%)	17(56.67%)	4(13.33%)	3(10%)	30	13.53	3	7.82	सार्थक अन्तर है
Sister	8(26.66	18(60%)	4(13.33%)	0	30				
Total	14	35	8	3	60				

टेबल-4 के अनुसार यह देखा गया है की पाठ्य सहगामी क्रिया में मदद करने संबंधित सहयोग करने में भाई बहन में सार्थक अन्तर है। $[\chi^2(3)=13.52, p=7.82, \text{ यह } <.5]$ से ज्ञात होता है कि बहनें श्रवणबाधित भाई बहन को पाठ्य सहगामी क्रिया में मदद करने संबंधित सहयोग में भाइयों की अपेक्षा बहनें अधिक सहयोग करती है।

परीक्षा की तैयारी में सहयोग करने संबंधित सहयोग

परीक्षा की तैयारी में सहयोग करने संबंधित सहयोग में भाई बहन के सहयोग का अध्ययन टीवी देखने के लिये मना करना, पुनरावर्तन करवाना, परीक्षा में आवश्यक वस्तुओं ले जाने के लिये याद दिलाना, प्रश्नपत्र पहले पढ़ने को कहना जैसे घटकों पर देखा गया।

टेबल 5 परीक्षा की तैयारी में सहयोग करने संबंधित सहयोग

Gender	More than	Medium	Less than	Never	Total	x2	df	p (two sided)	conclusion
Brother	13(43.33%)	10(33.33%)	5(16.67%)	2(6.67%)	30	6.59	3	7.82	सार्थक अन्तर नहीं है
Sister	22(73.33%)	6(20%)	2(6.67%)	0	30				
Total	35	16	7	2	60				

टेबल-5 के अनुसार यह देखा गया है की परीक्षा की तैयारी में सहयोग करने में भाई बहन में सार्थक अन्तर नहीं है। $[\chi^2(3)=6.59, p=7.82, \text{ यह } <.5]$ से ज्ञात होता है कि बहनें श्रवणबाधित भाई बहन को परीक्षा की तैयारी में सहयोग करने संबंधित बहन तथा भाई समान रूप से सहयोग करते हैं।

नैतिकता सिखाने संबंधित सहयोग का अध्ययन करना

नैतिकता सिखाने संबंधित सहयोग में भाई बहन के सहयोग का अध्ययन कक्षा में आने से पहले कक्षा शिक्षक से इजाजत लेना, कक्षा में शिक्षक आये तो उठकर नमस्ते बोलना, धन्यवाद कहना, गलती हुई है तो माफी माँगना जैसे घटकों पर देखा गया।

टेबल-6 नैतिकता सिखाने संबंधित सहयोग

Gender	More than	Medium	Less than	Never	Total	x2	df	p (two sided)	conclusion
Brother	12(40%)	9(30%)	5(16.67	4(13.33	30	2.514	3	7.82	सार्थक अन्तर नहीं है
Sister	14(46.66	12(40%	2(6.67%	2(6.67%	30				
Total	26	21	7	6	60				

टेबल-6 के अनुसार यह देखा गया है की नैतिकता सीखाने संबंधित सहयोग करने में भाई बहन में सार्थक अन्तर नहीं है। [$\chi^2(3)=2.514, p=7.82$, यह $<.5$] से ज्ञात होता है कि बहनें श्रवणबाधित भाई बहन को नैतिकता सीखाने संबंधित सहयोग बहन तथा भाई समान रूप से सहयोग करते हैं।

विवरण

प्रस्तुत शोध में लिए गए 5 शैक्षिक मुद्दों में से अभिभावकों के दृष्टिकोण से उनकी बड़ी बेटियाँ 2 शैक्षिक मुद्दों पर अपने छोटे श्रवणबाधित बहन या भाई को अधिक सहयोग करती हैं तथा 3 मुद्दों पर समान रूप से सहयोग करती हैं। यह परिणाम भारतीय सन्दर्भ में देखा जाए तो हमें ज्ञात है कि अधिकतम लड़कियों को घर के कार्यों में रुची होती है, वे भावुक होती हैं तथा ज्यादा से ज्यादा छोटे भाई बहनों के कार्यों में शामिल होकर जिम्मेदार रहती हैं। अपने छोटे भाई बहन का ख्याल रखने में भी वे तत्पर रहती हैं। इस परिणाम की उचितता नीचे दी गई संदर्भता से देखी जा सकती है।

बंदूरा, (1969) सामाजिक अधिगम सिद्धांत के अनुसार बच्चे अवलोकन द्वारा एवं साथ ही पुरस्कार और दण्ड द्वारा लिंग की भूमिका की संकल्पना बनाते हैं। **रोत्तर**, (1992) इस बात पर बल देते हैं की, सामाजिक अधिगम सिद्धांत की व्याप्ति हुई है, और जिसमें अनुकरण एवं अनुकरणात्मक व्यवहार के लिए प्रबलन शामिल है। सामाजिक अधिगम सिद्धांत में लड़कियों को घरेलू जीवन के आदर्शों को परखने का निरन्तर अवसर मिलता है। **रंगसायी**, (2006) घर के पहले बच्चे जो अपने छोटे भाई बहनों के लिए अक्सर माता पिता की जगह, अभिभावक शिक्षक या आदर्श की तरह होते हैं, वे परिवार में अपने बड़े होने के दर्जे का आनन्द उठाते हैं तथा बड़ी लड़कियाँ अक्सर अपने छोटे भाई बहनों के लिए अच्छी शिक्षिका एवं पालनकर्ता साबित होती हैं। वही दूसरी तरफ बड़े भाई अपने छोटे भाई बहनों के लिए अच्छे प्रेरणा स्रोत एवं आदर्श होते हैं। प्रस्तुत शोध के परिणाम अन्य शोधकर्ता से भी सहमत हैं, जैसे **जॉनसन**, (2004) के अनुसार छोटे भाई बहन की देखभाल संबंधी अध्ययन में भाईयों की तुलना में बहनें अधिक देखभाल करती हैं। **जेस्सिका, एट.आल** (2009) शैक्षणिक रूप से विद्यालय के लिए तैयार करने संबंधित तथा ध्यान रखने में भाईयों की अपेक्षा बहनों का manage करने का तरीका अधिक ठीक था। शैक्षणिक रूप से विकास करने के लिये भाई बहन को वास्तविक शिक्षक तथा मित्र की भूमिका निभानी चाहिए (**गस्स, जेकिंस और दुन्न**, 2007).

निष्कर्ष

इन परिणामों से यह हल निकलता है की बहनें भाईयों की अपेक्षा अपने छोटे भाई बहन की अधिक देखभाल करती हैं।

वर्तमान अध्ययन जो की 60 श्रवणबाधित बच्चों के अभिभावकों पर आधारित है, उसके अनुसार यह निष्कर्ष निकलकर आया है, की अभिभावक ऐसा मानते हैं की उनकी बड़ी बेटियाँ अपने श्रवणबाधित भाई बहनों की जरूरतों को पूरा करने में अपेक्षाकृत ज्यादा योगदान देती हैं।

ज्यादातर अभिभावकों ने यह विचार व्यक्त किया है की विद्यालय से संबंधित क्रियाकलापों जिनका विस्तार विद्यालय जाने हेतु शारीरिक तैयारी तत्परता से लेकर गृहकार्य पूर्ण कराना व परीक्षा हेतु तैयार कराने तक है, के सन्दर्भ में, उनकी बड़ी बेटियाँ अपने से छोटे श्रवणबाधित भाई बहनों की मदद करती हैं।

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