

INTERNATIONAL SEMINAR CUM ANNUAL CONFERENCE
OF
ALL INDIA ASSOCIATION FOR EDUCATIONAL RESEARCH
ON
QUALITY CONCERNS IN EDUCATION

December 22 - 24, 2009

Organizer: Department of Education, University of Lucknow, Lucknow-226007 (U.P.) INDIA
In association with S. C. Bose PG College, Hardoi, U.P.

ABSTRACTS

H1

**QUALITY OF CURRICULUM PROCESS IN ELEMENTARY
SCHOOL**

1. Hari Om Singh 2. Jitendra Kumar, Banaras Hindu University

Education, in the present day context, is perhaps the single most important means for individuals to improve personal endowments, build capability levels, overcome constraints and in the process, enlarge their available set of opportunities and choices for a sustained improvement in wellbeing.

The challenge of quality elementary education for all the children in the age group of 6 - 14 years continues to elude India. In spite of the remarkable expansion of the elementary education system in the last few decades, a very large number of India's children continue to be out of school. Most of those who enroll in class I do not complete the 8 years of education. The growing needs of primary education have not been met by all the efforts made so far and there continues to be fairly large gaps in achievement levels. Of all children enrolled at primary stage, a very high percentage drop out even before reaching class V.

Elementary school is an exciting period of reform. Technological advances and improved knowledge about how children learn are being infused in to quality curriculum in elementary school. Government of in India policy maker and educators determine of the skills and knowledge necessary for effective curriculum in elementary school. We have explored four different approaches to curriculum theory and practice: Curriculum as a body of knowledge to be transmitted. Curriculum as an attempt to achieve certain ends in students' product. In elementary school a quality curriculum should excellence that is meaningful, technological, socially responsible and multicultural and outcomes based.

H2

QUALITY CONCERNS IN TEACHER EDUCATION

Harwinder Singh Kamra, Dawn Eng Academy

According to one definition, "Quality is defined as full certification, a bachelor's degree, and demonstrated competence in subject knowledge and teaching skills." The bar is set high. States, district, and schools are spending considerable resources addressing the teacher quality provisions, but are the indicators right? In other words, to what degree are the readily available measures of teacher background, namely certification, level of experience, and having a degree in the field taught associated with high quality teaching? To what extent are degrees and certifications proxies for content knowledge? Each question provides different answers to what constitutes a quality teacher. While various state and organizational standards do provide solid definitions of teacher quality, the assessment systems lack in determining an individual teacher's level of quality.

H3

STUDENT'S EDUCATIONAL ACHIEVEMENT : A DETERMINANT FOR EFFECTIVENESS OF LECTURE METHOD AND PROJECT METHOD

1. Harishankar Singh 2. Nimish Viramgama, J.K.M. M.Ed. College, Junagadh

The quality of Education depends to a great extent on the quality of teachers. In the age of information explosion, the teacher is expected to employ thought provoking methods and techniques of teaching in class room. For every teacher, it is essential that he should be well acquainted with various methods of teaching. Without proper methods the subject matter can not be conveyed to the students. The propose of present study was to know the effectiveness of Lecture method and Project method. Here, the project method was compared with the traditional method (Lecture Method). For knowing the achievement of students a criterion test (Achievement test) developed by the investigators. Sample of 100 students was randomly selected from the population of std. IXth students of Kanya Vidya Mandir of Junagadh (Guj.). They were divided in to two groups i.e. experimental and control group Post test two group design was followed in the study. Experimental group was treated with Project method while control group was taught through traditional method. It was concluded that Project method was found to be significantly effective than Lecture method.

H4

QUALITY CONCERN IN WOMEN EDUCATION

Hena Siddiqui, Deptt. of Education, IT College, Lucknow.

Inspite of certain outstanding examples of individual achievement of Indian women and a definite improvement in their general condition over the last one hundred years, it remains true that our women still constitute a large body of under - privileged citizens.. Education has lost its essence in the recent past. It has become a mere trade-off against money. The quantity has gained momentum whereas the quality has deteriorated.

The management of millions of household and the upbringing of millions of children thus is in the hands of illiterate women. It is here that a change is required if our democratic and socialistic intentions are not to remain a mere pretence. People can be motivated to have their children educated only if educational system is directly linked with economic and social development. As long as our education remains oblivious of the felt needs of people to solve their immediate problems and on the contrary, actually alienates them from their natural, social and cultural surroundings, they will rightly resist sending their children to school. It is the area of primary education, especially in rural areas, which should be given maximum attention It is this sector of our education structure that gets neglected in favor of all sorts of institutes of 'higher learning' and 'research' of a kind that are neither relevant nor pertinent to our pressing problems.
