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ON  
QUALITY CONCERNS IN EDUCATION**

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**ABSTRACTS**

**K1**

**HOW TO ENRICH THE SOCIAL COMPETENCE IN LDs: A QUALITY APPROACH  
FOR THE HIDDEN DISABILITY USUALLY VISITING OUR CLASSROOM**

**1. K. C. Vashistha, 2. Radhika Agarwal, DEI, Agra**

When LD was formally recognized as a category of special education, a tension arose between its medical origins and its educational context. A medical model of LD is sufficient for conceptualizing the abstract nature of the condition but fails to include real-world contingencies like school. The justification for mainstreaming children with mild disabilities, particularly those with learning disabilities (LD), into regular classroom has always been based less on possible academic gains for children with disability and more on the potential social benefits for all children that would result from such integration. Social competence is the ability to use the appropriate social skills in every aspect of life. For children with LDs, it is a difficult skill to master. These children have trouble with communicating, following directions, listening and completing a task, which can cause problems in the classrooms. Social competency affects the academic world of a child to such an extent that experts are starting to suggest that this should become the number one criterion for labeling a child as learning disabled. For many children with learning disabilities, practitioners need to develop individualized educational plans that include social competence goals. To reach these programmatic and individual goals, specific teaching/intervention strategies are necessary.

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**K2**

**CHALLENGES TO QUALITY TEACHER EDUCATION IN THE CONTEXT OF  
GLOBALIZATION**

**K.P.Subbarao, Faculty of Education, Andhra University, Visakhapatnam, AP**

Quality Teaching (QT), Quality Based Teaching (QBT), Quality Improvement in Teaching (QIT) and Quality Assured Teaching (QAT) are the manufactured terminology that appeared in present education. Since education has become one of the services under GATS. There seems to be the debate as to what type of teaching we need to commemorate the standards of the market at global level. This paper sets out the challenges meted out by the teacher educational institution and suggests possible solutions. Challenges like content and methods, teaching preparation and process, institutional effectiveness, classroom dynamics, evaluation, financing, quality etc. will be dealt with the support of empirical evidence.

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**K3**

**STATUS OF TEACHER EDUCATION SYSTEM IN THE GOVERNMENT B. Ed. COLLEGES AFFILIATED TO GAUHATI UNIVERSITY, ASSSAM**

**1. Kaberi Saha Gauhati University, Assam**

**2. Rupanjali Devi, Dept. of Education, Bongaigaon College, Assam**

Teachers should get motivation, inspiration, and freedom for applying creative and constructive ideas, techniques in the field of teaching learning. The desired image of teacher has to be built up through suitable professional training and professional education. There are some conceptual differences between the teacher training and teacher education regarding emphasis, purpose and instructional activity. B.Ed. course is meant for preparing teachers for secondary stage who are going to deal with the adolescence. Hence the educationist and researchers are making constant effort for improving the quality aspect. Quality aspect indicates two major factors, viz. physical and academic infrastructure and the quality of outcome in terms of academic standard of students and quality of research and creativity by the faculty. The study reveals that the infrastructure facilities need to be increased in the government B.Ed. College of Assam. As, University is the authority in prescribing curriculum and conducting examinations, so university should take initiative for revising the curriculum in every five years. However, the present system of training in this state needs urgent revamping. If the future of education in Assam is to be rejuvenated Teacher education has to play a vital role.

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**K4**

**DOMESTIC VIOLENCE AND EDUCATION: A QUEST FOR MORAL EDUCATION**

**Kaneez Mehdi Zaidi, Department of Education, University of Lucknow**

Education has been regarded as the most significant instrument for changing women's subjugated position in the society. Several attempts have made by the government in this direction. Though a constant increase has been observed in the percentage of educated population, yet there has not been much improvement in the status of women on the domestic front. Literacy rate in the country has increased from 18.33% in 1951 to 65.38% as per 2001 census. , but still the education has not contributed much to curb violence against women rather it has enhanced it. This article is an attempt to study the correlation of education and domestic violence, its status, causes and ultimately brings out the suggestions to overcome this situation.

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**K5**

**PORTFOLIO: TOOL OF EVALUATION IN TEACHER EDUCATION**

**Kavita Salunke, School of Education, YCMOU, Nashik**

This paper is trying to make new face to evaluation. Today we have successfully found out new strategies of teaching, but simultaneously we should aware about new model of assessment. Portfolio is to be a good assessment tool in teacher preparation programme. Here we discussed the development of portfolio and also stated its type, which are useful in our field. We are trying to make a portfolio of one part of practical work. The purpose of portfolio is very clear that to stop the malpractices of students in the work of practical.

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## **TOWARDS QUALITY PRIMARY EDUCATION**

**Kishori Dash, Rourkela**

Primary Education as minimum basic education is considered to be the back-bone of the comprehensive development of any Nation. It is the birth right of every individual child. Therefore, Article 45 of the Indian Constitution has made a commitment for Free and Compulsory primary education for all children up to the age of 14 years. Keeping in view the goal of Universalization of Primary Education a number of projects, innovative schemes and intervention programmes have been made and implemented. The result is, education has reached to the masses and there has been a phenomenal expansion of primary schools with attainment of high growth enrollment rates of children all over the nation. In spite of best efforts, the goal of universalization of primary education has still remained unachieved. A large number of children have remained non-enrolled or found to be out of school or receiving a very poor quality of education. Due to rapid expansion of growth in primary education without fulfilling the requirements of the students as well as the society in best possible manner, its quality has suffered greatly and gets degraded day by day. Unless its quality is enhanced, ensured and maintained, no welfare of the nation can be possible. Because quality primary education is the strong edifice on which the super-structure of higher education and development of the nation can be imagined. Thus, quality improvement of primary education and its sustenance have become the top priority. In this backdrop the author has felt the necessity to prepare this paper and tried to find out the major causes of quality degradation in primary education. Modalities to enhance quality and steps towards their sustenance are also suggested in this paper to achieve the goal of Primary Education.

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### **WOMEN IN TECHNICAL EDUCATION IN INDIA :**

**Kiran Dwivedi, Rama Degree College, Lucknow**

**Vandana Goswami, Faculty of Education,**

The participation of women in higher technical education becomes a crucial matter of national importance. This paper attempts to find out the trend of women enrolment in higher technical education in India- in total & category wise (i.e. schedule caste, schedule tribe & general category). The period of study is from 1990-91 to 2004-05. The study covers the hundred percent enrolment data of women enrolment in university level higher technical education in India.

The major findings were: There is an increasing trend in enrolment percentage of all social categories in higher technical education in India. The enrolment percentage of ST category is markedly below, the enrolment data of SC and General Category. In spite of increasing trend the real enrolment percentage of women in higher technical education in India is far below, national Gender Ratio.

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**K8**

**INTEGRAL EDUCATION AND ITS IMPLICATION FOR TEACHER EDUCATION**

**Kiran, Indira Gandhi National Open University, New Delhi**

Holistic teacher education system requires teachers who are self motivated, have desire to learn continuously, have liking and bondage with their work, and have acceptance for themselves as the facilitator of learning. To produce teachers of such qualities, the existing system of teacher education requires modifications, adaptations or complete change in all its constituents and processes. It requires provisions for overall growth of prospective teachers so that they can achieve the heights of their potentials and can facilitate their students in the endeavour of learning.

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**K9**

**COMPUTERS ASSISTED INSTRUCTION IN ENHANCING THE QUALITY OF TEACHING AND LEARNING**

**1. Kiran Lata Dangwal, 2. Shruti Khare, Department of Education, University of Lucknow, Lucknow**

Computers are increasingly being used as CAI, CAL for imparting instruction of the learner at different levels in different subjects. Many efforts have been made to prepare CAI and studies have been conducted to see the effectiveness of CAI of various subjects. A teacher can make use of computer as a tool, to assist him/her in making teaching effective. CAI follows a psychological principle of learning so it is good for the slow learner as well for the bright students. The unique combination of tutorial, interacting and visual capabilities enable computers has a beneficial effect in approaching the quality teaching and learning. Through the use of CAI the interest to learn computers can be developed among students from a very small age. A student can use a computer as an efficient tool for disciplining his own studies. He can store his own notes and can check his progress by taking tests through the question paper from the question bank stored in the computer memory. Computer programmes allow students to improve those skills by participating in classroom exercises that closely stimulate real world experience.

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