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QUALITY CONCERNS IN EDUCATION

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**ABSTRACTS**

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**EDUCATION VOUCHERS : MANTRA OF QUALITY EDUCATION  
FOR ALL**

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**2. Kaushal Kishore Guru Ghasidas Vishwavidyalaya, Bilaspur, Chhattisgarh,**

In our education we have a two tier system of government and private schools. Those who can afford, go to private school; those who cannot, go to government schools. The children of the poor have no option but properly functioning government schools. This gross inequality of schooling opportunities is the result of our current approach to education. In 'The Right to Education Bill', a common proposal is to increase government expenditure on education to about six percent of GDP. The question is whether the impact would be in any way proportionate to the increase in spending. Many of the countries that achieved high literacy rates in the post-war era have rarely spent anywhere close to the six percent of their GDP. South Korea has spent about 3.2 percent; Japan spends around 3.8 percent and China 2.6 percent. Student expenditure in the United States is one of the highest but student performance is far below the world standard. International evidence suggests that it is not *how much* the government spends but *how* it spends that determines the quality of education. The Education Voucher system comes as an alternative, which advocates, "Fund students, not schools." The education voucher is a coupon offered by the government that covers full or partial cost of education at the school of student's choice. Education vouchers are beneficial in terms of choice for students, equality of opportunity and incentives for schools to increase enrolment as well as quality. In the present system, the schools are accountable to the government. The voucher system makes schools accountable directly to students since they pay for their education through vouchers. Many countries have seen significant improvements in learning outcomes after the introduction of vouchers, while a few have experienced very little change. However no country has found learning outcomes deteriorating with education vouchers. Present paper deals with the process of working of education vouchers and experiences of various countries with education vouchers.

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## **PRESENT SCENARIO OF PRIMARY EDUCATION & SUGGESTION FOR QUALITY IMPROVEMENT**

**1. Nagendra Kumar, 2.Dinanath Yadav, RHS PG College, Jaunpur, UP**

If we are discussing today quality of Education then discussion on the position of primary education is necessary here. Today we are seeing that enrolment of student is increasing in the Govt. Primary School and also well qualified teacher are being appointed in these schools. But results of these schools are not changing. Positions of these schools are this type-75% children pass out through primary education but they cannot read and write the language. After the too much expenditure of the Government why it is not changing the scenario of primary education. Some questions are arising at here that can analyse the present position of education:1)Why only illiterate guardian send their children in the Government Primary School.2)Why teachers who teach in that school do not teach their own children in that school? Since primary education is the basis of children, it can make the children future dull or bright, if the primary education will not be well then we can never imagine that quality of education can improve in the above.

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## **COOPERATIVE LEARNING TO SUPPORT THINKING, REASONING AND COMMUNICATING IN DISCOVERING SCIENCE AT ELEMENTARY LEVEL**

**1. Nandita Nagar, 2. Reena Agarwal, Department of Education, University of Lucknow**

The present paper proposes the marriage of Cooperative Learning and Science as a natural union to provide frequent opportunities for students to explore and solve problems in a cooperative context and to develop their scientific skills in the context of this exploration. The teacher then in a Cooperative learning environment becomes a facilitator of learning guiding student's explorations, asking questions that extend their thinking and encouraging students to communicate their thinking. Proper implementation of Cooperative learning provides a vehicle for student's teams to share materials and equipments as well as ideas. The utilization of Cooperative learning strategies allows the science educators to achieve a variety of academic and social goals in the classroom setting so that students can discover the adventure of science.

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## **EVALUATION OF GENDER INFLUENCES ON TEACHING EFFECTIVENESS OF SECONDARY SCHOOL TEACHERS**

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Teacher quality matters. Nearly all observers of the education process including scholars, school administrators, policy makers and parents point to the teacher quality as the most significant determinant of academic success. Stereotypic representations of females and macho culture of society makes the gender gap in effectiveness all the more vital correlate to be examined. It is believed that identifying how female and male teacher differ in terms of their effectiveness will give valuable insights to both policy makers and educators. In view of this context, the present study was undertaken to assess the influence of gender on teaching effectiveness.

The paper concludes by arguing that since the quality of education being delivered, generally, has been considered as a function of teachers' degree of effectiveness, there is need for both a substantive and methodological focus on gender specific responsibilities and requirements, in order to take out maximum from male and female teachers to produce high degree of effectiveness in their teaching.

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**MAJOR CONCERN FOR QUALITY TECHNICAL EDUCATION IN INDIA****Neetu Singh, University of Lucknow**

India is a country who had a very famous university called the Nalanda University in early BCs. We gave the world the number “Zero” without which a lot of inventions so far would have been rendered useless. We were the first to work on logistics; we were the first to work on astronomy etc., etc. When the ancient India had lot many technologies and researchers, why not now? This is the major concern of the time. We have to think that what is the reason behind quality education is not being provided in all educational systems. There is a reason behind it. There are various professional courses (by the word I mean not only engineering, but also law/medicine and others) in India. These professional courses are run by various universities/institution all over the country. They all have their own standards for providing the same education. For example the engineering colleges of the south India do not have the same course structure as in northern or central part of India. They provide similar degree while teaching different for the same. There is a need on One India One Concept for betterment of quality technical education in India. This paper shows glimpse of present status of technical education and the possible remedies of the problems for the betterment of technical education for a prosperous India.

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**QUALITY CONCERNS IN ELEMENTARY EDUCATION: A NEED****1. Neetu Singh 2. Anupma Rai, Banaras Hindu University, Varanasi**

Education is the basic need of a country. It not only plays a vital role in the developmental process of a country but it is necessary for the human development. Therefore, after the independence, education was one of the priority areas for the Indian government. Article 45 of the Indian Constitution, has the provision of free and compulsory education for all children up to the age of 14 within period of 10 years. As a result of governmental efforts, enrolment rate of elementary level has increased. As per data reported in ‘Selected Educational Statistics’ (2005-06) on elementary level, total enrolment rate was 94.9%. But increased enrolment rate does not project the actual picture of the state of universilization of elementary education. Today, many children are not enrolled in school and who are enrolled, some of them withdraw from schools before completing eight years of schooling. The data reporting drop-out, stagnation, not enrolled and not attendance shows that the elementary school education has not reached to all. By the government estimate, out of 200 million children in the age group of 6 to 14 in India, around 59 million do not attend school. Of the rest, who are currently enrolled in school, four out of every 10 children drop out before completing their primary school education. This is big question mark on quality concerns education at elementary level. Studies pertaining to the parents and student do not feel the need of getting education. In other words the present educational system lacks quality. Several of children of learning achievement indicate that the situation is actually grim. Thus goal of universilization of elementary education for all cannot be achieved without improving quality. Today, there is a need to improve the quality of elementary education.

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## **NEED OF COMPUTER BASED COMMUNICATION TECHNOLOGY IN TEACHER EDUCATION.**

**Neeru Rathee, Department of Education, M.D. University, Rohtak**

Present paper is an effort to analyze some of the aspects of teacher education in light of rapid advancements happening around the world. This becomes altogether more important in context of India being the second most populous country in the world, with a diverse culture and multilingual society where education for all still being the distant dream. The socio-economic changes which have taken place in India in last 15-20 years are quite significant for their impact on educational system in general and teaching community for particular. In the present scientific and technological age, the conventional teaching methods are not sufficient to arouse interest among the students and do not satisfy the intellectual, psychological and emotional needs of the students in the new millennium. Teaching methods in recent years have moved from a predominantly teacher oriented and teacher controlled approach to teacher pupil interactive process. In modern age of technology besides print media, audio, video, broadcast teleconferences, computer etc. are used for communication. Undoubtedly one of the most rapidly changing and exciting areas of education in the world today is the development of computer based teaching material. The role of computer mediated communication technology is explored in relation with different aspects of teacher education.

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## **EFFECT OF INDOOR ENVIRONMENT QUALITY ON ACADEMIC ACHIEVEMENT OF THE STUDENTS**

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The essence of education is to be well educated comfortable and healthy environment is an important component of successful teaching and learning process. Children breath higher volumes of air relative to their body weights. Thus they have greater susceptibility to environmental pollutants than adults. Children also spent more time in school than in any other place outside the home. Adverse environmental impacts on the learning and performance of students in schools could have lifelong effects for the students. Many school environments are hastily constructed on whims of community leaders seeking quick solutions to student population explosions. Most of the schools in our country are rated unsatisfactory in at least one of the following physical environmental design areas: Indoor air quality, lighting, ventilation, noise control, building age, school size, class size etc. The interplay of these environmental factors give rise to students academic performance in examination. Education is a huge investment in order to provide a very conducive learning atmosphere that will promote academic performance among school students, the government or any other funding agency should be prepared to spend all its requires. Well educated young adults are a source of pride to any nation and an index of a glorious future of the country. As a matter of urgency, the government should do all things possible to ensure adequate provision of all needed facilities to all her primary and secondary schools in the state. The study may increase the justification for improving indoor environmental quality in schools.

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**QUALITY CONCERNS IN EDUCATION THROUGH  
DEVELOPMENT OF SPECIAL INFRASTRUCTURE FOR SPECIAL  
CHILD**

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No. individuals on this earth are same : Even the identical twins are not the carbon copies of one another. This siblings through, Sharing the same percentage and same environment are sometimes just the opposite. So while planning and imparting education, we have to keep in mind these individuals differences.

These differences are manifested in the form of physical, mental, educational and social qualities in a class of students a majority exhibits the average I.Q. but among that there are also who differ from the average or moral in their, physical sensory motor and psychological characteristics for exam. They can be mentally retired visually handicapped learning disabled gifted etc. Some of them are called handicapped when they fall bellow the average in terms on competencies and few other are called gifted. When they deviate in higher direction special infrastructure like furniture, sitting plan, barrier free building, diagnosis teaching method etc. particularly on intellectual competence. Not all children are physically are mentally disabled to same degree in depends on the degree of impairments lead to disabled or handicapped in such children on either side called as special children are to more appropriate exceptional children. We are advised to consider to individual differences and development special infrastructure on the basis of degree of impairment are differences. We know that the country is striving to provide education for all (EFA) in India has been estimated that the 12-59 million children with disabilities are to be provided education with the introduction of P.W.D. Act 1995 (Right of Full Participation). Now it is our compulsion to educate all the disabled children or special children. Main theme of this paper why to need for inclusive education special infrastructure like T.M.L.M. method of teaching, curriculum, socio economic status etc. under mention including education special infrastructure methods, learning material develop according to degree of special need (Impairment) that we can improve the quality of education.

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## **PHILOSOPHY OF HUMANISM : AN APPROACH TO EDUCATION, A QUALITY CONCERN**

**Nirupama Barpanda, Dr.P.M.IASE Sambalpur**

The present world is going through a critical stage. Violence and corruption seem to be the ruling forces in our modern lives. In spite of so many advancement made by Science and Technology the whole mankind is suffering due to lack of peace. The reason is the whole humanity has forgotten the philosophy of humanism. The present world is no more a place of peace, prosperity and harmony that are the essence of humanism but a place of jealousy, violence and hatred. Then scientists, Philosophers and Psychologists are of the opinion that the society is suffering due to lack of humanism. All nations, all individuals of this world need to be converted internally for lasting peace. This can be possible only through education. The Constitution of UNESCO has rightly pointed out that, "As wars begin in the minds of men, it is in the minds of men that defenses for peace must be restored". Education should bring about desired change in the behaviour of the child. In practice, experts in the field of education have been laying stress upon the contents and methods that bring about desired change more in the knowledge domain of the child. It is claimed that knowledge influences behaviour. But, experiences show that only accumulation of knowledge do not bring about desired change in the behaviour of the child. Human values are imbibed by the child not from any amount of knowledge, but from interpersonal relationship the child is made to live in the school, in the family and in the larger society. Does this find a place in our curriculum? The present paper has tried to present an integrated approach to education based on philosophy of humanism which will make this world a better place to live.

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## **QUALITY CONCERNS IN ELEMENTARY EDUCATION**

**Nishat Anjum, Osmania Unviersity, Hyderabad**

Elementary education is must for every individual to meets certain intrinsic needs, builds abilities to increase productivity and helps develop capacities to address key aspects of the global challenges. Education without quality is meaningless because it cannot respond to the social demands. Issues of quality and quantity are central to education. Quantitative expansion is significant because we do not want education to be a preserve of a few; quality is important because it constitutes the sole of education. The National Policy on Education (NPE), 1986 and the revised NPE, 1992 highlighted the urgency to address the quality concerns on priority basis. Quality improvement requires multi-pronged and strategic reforms in teacher training; improvement in the facilities and infrastructures in schools; teachers' motivation and a change in the style of teaching to make it attractive to the students. We are now transiting to a knowledge society where the quality and relevance of education would play a crucial role in economic development. If the quantity and quality of education is to be improved, a two – pronged effort will have to be made : (1) to improve the system in terms of access, enrolment (2) to provide basic amenities to schools and (3) to improve the system in terms of content and teaching methods. Kothari commission (1964-66) has also emphasized the need to raise the efficiency of the system by revamping it.

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**HIGHER EDUCATION – A COMMODITY FOR TRADE?**

**Nishat Fatema, Career College of Management & Education, Lucknow**

Higher education plays a vital role in the future of a country. Besides creating and disseminating knowledge, the higher education institutions are recognized as important social institutions, which affect the society. They benefit the society- economically, politically, culturally, socially and technologically or in almost every aspect of humanity. Shortage of public funds for higher education, World Trade Organization (WTO) and the General Agreement on Trade in Services (GATS) –all question to the long cherished view of higher education as a public good. These factors have introduced a new concept of higher education as a commodity for trade. Commoditization of higher education for trade is considered as a profitable avenue of making huge monetary gains in national and international markets in a short span of time. The shifts in the perception on the nature of higher education from a public good to a private good will have dangerous implications. It is argued here that the social purpose the higher education serves, needs to be considered as fundamental and non-compromisable principle in formulation of any policy related to higher education, and though there are some gains in commoditization of higher education, the gains are few and short lived but the losses will be big and cause long term dangers.

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**QUALITATIVE IMPROVEMENT IN HIGHER EDUCATION THROUGH ICT**

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Education is one of the important instruments of improving the quality of people, society and nation and it also helps in meeting the challenges of fast development of world. The higher education institutions are facing with the new challenges of preparing a new generation by effectively using the new learning tools and their classrooms. Education is actively seeking for strategies to successfully implement information and technology (ICT) in the curricula. The teaching learning activities are monotonous and boring in many educational institutions. Breaking monotony infusing joy and introducing ICT in teaching learning in our colleges and universities is very much needed. The developments in the field of ICT have a strong impact on the instructional setting for the students. Information and communication technology, (ICT) if used properly has the potential radically alter the manner in which students learn and teachers teach. The use of ICT can make substantial change for education training mainly in two ways. Firstly, the rich representation of information changes learner's perception and understanding context. Secondly, the vast distribution and easy access to information can change relationship between educators and students.

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**QUALITY CONCERNS IN EDUCATION WITH SPECIAL REFERENCE TO  
SECONDARY EDUCATION**

**1. Nishtha Shukla 2.Kanak Dwivedi**

The present paper presents the meaning of secondary education in India and the norms and standards (regarding the infrastructure, qualification of teachers, eligibility of choosing the subjects by the students, curriculum, methods of teaching etc.) decided by the government. Importance of secondary education in one’s life is observed. The growth of secondary schools since independence is shown with a help of a chart and table. After that the reasons of degradation of secondary education is discussed. Over the last decade, the quality of education has become an important concern the world over, even as various concerns for this quality differ significantly in their content. The notion of what constitutes quality, how it can be achieved and why it is important, are answered in very disparate terms. Global organizations like the UNISCO and UNICEF have published their own account of quality, taking into consideration learner achievements as well as developmental goals for education that are guided by an overall vision of human well being. To improve the quality of secondary education different suggestions are given. Special emphasis is given on the curriculum development, method of teaching and the role of teacher. A teacher plays a very important role in a student’s life, as the students of secondary schools are adolescents and thus need more attention and supervision. Thus, the secondary school teacher should be versatile. Proper vocationalization of education at the secondary level is also suggested.

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**INFORMATION TECHNOLOGY AND PERSONNEL PREPARATION OF  
TEACHERS OF STUDENTS WITH VISUAL IMPAIRMENTS AND  
ORIENTATION AND MOBILITY SPECIALISTS IN THE UNITED STATES  
AND INDIA: A COMPARATIVE STUDY**

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Historically, in the United States and India the university personnel preparation programs in visual impairment were certification, diploma or degree programs taught in a traditional campus-based setting. These campus-based programs were “largely teacher-centered, textbook-driven, assessment-dominated, classroom-confined, timetable-constricted, and peer-competitive”. Due to the increase in the population of students with visual impairments and their need for high quality education programs, innovative means of preparing vision education professionals in America and India was warranted. To solve this problem some universities, like Texas Tech University of the United States and M.P. Bhoj Open University in India have offered distance education (e-learning) personnel preparation programs to meet the critical need for teachers to serve children with visual impairments in India. This paper discusses the history of preparation of teachers serving students with visual impairment; legislation related to special education teacher preparation; the current status of teacher preparation; and the advantages, the disadvantages and challenges facing university programs in India and the United States today. E-learning offers access to all learners, allows students with disabilities to be less marginalized, and fosters access to accessible learning environments where a student-centered approach and cooperative learning is valued and practiced, thus preparing vision professionals for the Cybernetic Age.

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