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ON
QUALITY CONCERNS IN EDUCATION

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ABSTRACTS

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SECONDARY EDUCATION - SOME OF THE MAJOR ISSUES IN QUALITY CONCERNS.

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Education has a direct bearing on the society and there is no other place where we can produce good citizens for a good society. This is possible, if we established better schools and such can make better society. Because, "The schools is a factory of factories where human resources are molded for the good of Society." Improving the quality of secondary education needs to be given priority by our governments in all its programmes, as without it nothing will change. This paper focusing on the Quality concerning aspects among secondary schools with respect to some of the major issues. If we want schools to produce more powerful learning on the part of students, we have to offer more powerful learning opportunities to teachers and maintain the powerful recourses in the secondary schools then only it is possible to maintain the good quality concerns at secondary level.

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**INNOVATIVE ACADEMIC APPROACH TO IMPLEMENT
PHYSICAL EDUCATION AS A COMPLUSORY SUBJECT IN
CURRICULAM**

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In recent years we find a worldwide realization on the importance of physical education. Physical education is a judicious blending of the education of body and mind. Plato said that body and mind should be driven alike like a pair of horses hitched to a staff - physical education is education through physical activity for the development of physical fitness, social fitness, moral fitness and emotional fitness. A balanced physical education programme not only contributes to the development of the physique but also develops the mental, moral and social qualities. So the co-education of mind and body should be of paramount importance. Physical education activity disseminates the principles of democratic citizenship. In this contest it is a right time to implement physical education as a compulsory subject in the curriculum to develop wholesome personality of the students. The system of higher education in India is highly structured, intensely stratified and predominantly publically controlled and funded. In spite of several resources constricts, Indian higher education system has been undergoing major transformation since independence .Access, Relevance, Quality, Equity and Parity issues have been the major concern all through. Quality is the key to a nation's economy. Quality is a virtual factor leading towards growth and success. Hence the concept of total quality management is the need of the hour. The present paper will try to discuss on some emerging issues of quality in higher education.

A STUDY OF TEACHER-FREEZING OF SECONDARY SCHOOL TEACHERS

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The term “teacher-freezing” is developed and used not to refer to teacher’s inability, but to mean the overall unused, underused and stagnated intellectual, psychological, social, physical and more potentialities of teachers. Teachers’ freezing will have the effect not only on the quality of students and schools, but also it will far reaching consequences. In this paper it is studied whether there is any difference in teacher freezing between secondary school teachers of financed and non-financed institutions (central schools and public-unaided schools)..

QUALITY OF SCHOOL EDUCATION: PERCEPTIONS OF PRINCIPALS

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The study aimed at determining the quality of school education as perceived by the Principals on eleven dimensions as measured by Mukhopadhyay’s Institutional Profile Questionnaire (Mukhopadhyay, 2005) and comparing the quality of education in schools with in city and its peripheral areas and in high and senior secondary schools and comparing the quality of school education in ordinary schools with model schools of Chandigarh. The sample for the study consisted of 40 Principals of high and senior secondary schools of Chandigarh. The mean scores on eleven dimensions namely leadership, teacher quality, linkages and interface, students, co-curricular activities, teaching, office management, relationship, material resources, examination and job satisfaction ranged between 3.8 (linkages and interface) to 15.3 (leadership). The mean scores were found to be higher than 10 only on four dimensions namely, leadership(15.3), examination (11.2), relationship (11.1) and job satisfaction (10.1) indicating that there is a need to improve quality with respect to other seven dimensions. t-ratios were calculated to study the differences in the quality of school education in schools with in city and peripheral area, high schools and senior secondary schools and model and senior secondary schools. All the t-ratios were found to be insignificant. The findings indicate that there are no significant differences between the quality of school education in schools with in city and peripheral area, high schools and senior secondary schools and model and senior secondary schools on the eleven dimensions of quality. The trend of mean scores shows that schools with in the city had higher mean scores on nine out of eleven dimensions of quality, model schools had higher mean scores on all dimensions than the ordinary schools and senior secondary schools had higher mean scores on five of the dimensions of quality. The study suggests that there is a lot of scope of further improvement in the quality of school education with respect to linkages and interfaces, co-curricular activities, teaching, material resources, office management and teacher quality. The paper also suggests strategies to improve the quality on its various dimensions.

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QUALITY CONCERNS IN SECONDARY EDUCATION

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The present environment of the schools, are not very appealing. Current educational scenario appears to put more importance on academic achievement rather than on social and emotional literacy. Unfortunately many teachers are either using their least teaching potential or they are feeling burn out. In both the conditions the desirable expectations from education are not achieved. The attitudes and values very often are left untaught in our schools. Many classrooms rely solely on formally acquired knowledge, with learners competing for grades and re-enforcement. The positive feeling that exit in classrooms such as the love for learning, desire to collaborate, experience of achievement, inspiration, joy of contributing and growth are all natural states. The problems in our classrooms such as apathy, struggle, hostility, anxiety, inefficiency and resistance while common, are essentially unnatural conditions that are brought about by ineffective management practices. If designed carefully any classroom can be a transformative class. For this classroom problems and needs are to be identified and altered.

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A STUDY OF INTERNET5 ADDICTION DISORDER

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Internet addiction disorder refers to the problematic use of the Internet, including the various aspects of its technology, such as electronic mail (e-mail) and the World Wide Web. The growing body of research in the area of addiction suggests that Internet Addiction Disorder, a psycho-physiological disorder involving withdrawal symptoms; affective disturbances; and interruption of social relationships, is a presenting problem that is becoming more common in society as on-line usage increases by the day. With the growing importance of the Internet in everyday life, more and more people are accessing various on-line resources each day. The World Wide Web is informative, convenient, resourceful, and fun. The present study tries to find the spread of internet addiction disorder among the adolescents of Ludhiana city, Punjab (India)..

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ELEMENTARY EDUCATION

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In the development of human behavior education is required and there must be quality in education. The base and the beginning is more effective in that process. In the elementary school teaching manner should be effective. Now –a-days technology is helpful in teaching. Here the project method that can make teaching learning process more live. And it also helpful to understand the matter. Educational psychology is required to understand child psychology. The concept of education with activities to enhance abilities. Rich curriculum is required with international standard. Updated curriculum makes child more developed in intelligence. Surrounding atmosphere is more reliable in total development of child so teacher should give chance to show skills. School facilities should be comfortable. Cluster or group discussion more effective for learning. To increase abilities of children they should be given chance to take part in co-curricular and extra curricular activities.

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INNOVATION IN TEACHER EDUCATION

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Any innovation in Teacher education should consider proximal, distal, and confluent properties of innovation. An innovative practice in teacher education would remain an innovation until at least half of the industry has adopted the innovation. Different qualities of newness (recency, originality, and similarity) of innovation should also be applied in teacher education. Multiple sources of influence impact the decisions about what and how teacher educators are expected to operate. Several factors facilitating the spread of innovation in teacher education in India are awareness and interest, incentive, service & support, leadership role, problem solving approach, prestige value of innovation, and intrinsic value of innovation and evaluation process.

**INPUT OF EMOTIONAL INTELLIGENCE FOR QUALITATIVE IMPROVEMENT OF
TEACHER EDUCATORS**

Prachi Raizada, Heeralal Yadav Balika Degree College

The National Council of Teacher Education, Document of 1988, stresses that teachers are the torch bearers in creating social coherence & national integration by revealing & elaborating the secrets of attaining higher values in life. In order to perform his role effectively a teacher should be intelligent in emotion & satisfied in profession, because a teacher is the hope of an individual & the nation. Many researches shown that teachers must get in touch with their emotion and feeling for productivity, speeding up adaptation to change, developing leadership skills, stimulating creativity & encouraging innovative thinking among children & or improving retention of key students/ persons. In present paper it will be discussed that how emotion intelligence can bring substantial changes in teacher education and so future for future teachers. Paper will discuss in detail how by various measures we can inculcate emotion intelligence in teacher educators.

QUALITY OF EDUCATIONAL RESEARCH IN TEACHER EDUCATION INSTITUTES

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Quality it can usually be interpreted in term of excellence, consistency and achievement of specified standards so, increase in students pass out in any field without proper quality control may decrease, the quality and standard of the institute. Quality of educational research depends on the system, researcher, guide and support system. This paper focus on how to improve quality of teacher training & research institutes. This paper mainly intended some parameters for improving quality of teacher training & research institutes. It is possible only by proper research strategies and implementing parameters .Thus it is the need of the hour to improve the level of research education in India so that Indian teacher education could compete globally.

TEACHER EDUCATION IN THE CHANGING CONTEXT OF GLOBALIZATION

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Globalization is an ongoing process by which regional economies, societies and cultures have become integrated through a globe-spanning network of exchange. Globalization demands the challenge of young people for the new world and life in the time of complexity and continuous change. It has affected all spheres of our lives. Our educational system is also not left untouched by it. Our educational system has to adapt itself to deal with the changes occurring in this changing world.The present paper specifically looks at Teacher Education in this changing world. Teacher Education is a complex process of training future teachers. Since teachers are the one on whose shoulders rest the future of their students, the people who train these teachers have double responsibility. This paper will look at the process of Teacher Education and modifications that need to be done with reference to following points- Who to teach? Whom to teach? What to teach? Where to teach?

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QUALITY CONCERN IN EDUCATION

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Teacher education plays a crucial role in empowering a group of people to assist the greater majority of individuals to adapt to the rapidly changing social, economic and cultural environment to ensure the development of human capital required for the economic and social growth of societies. It is said that “if they (teachers) acquire the professional competence and attitudes that enable them to effectively perform their multiple tasks in the classroom, in the school and in the community, teachers become the single most important contributing factor in ensuring quality educational provision”. A critical aspect of this professional competence is the practicum. In this presentation, attempt is made to examine the objective of teacher education, some of the contextual challenges, models of practicum experiences and the role of practicum in teacher education.

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KNOWLEDGE AND APPLICATION OF COMPUTERS BY THE TEACHERS OF SECONDARY SCHOOLS

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In order to examine the status of the computer knowledge and its application by the teachers of secondary schools a study entitled “Knowledge and Application of Computers by the Teachers of Government, Government-aided and Non-aided Secondary Schools” was conducted. Forty teachers from each type of school were taken as a sample and total of fifteen schools of Lucknow city were surveyed. The results showed that as far as computer knowledge was concerned the teachers of all the three categories of schools possessed a low level of computer knowledge. The result showed that male teachers used computers more than female ones and science teachers made more use of computers than the arts teachers.

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QUALITY CRISIS IN ELEMENTARY EDUCATION IN ASSAM AND ROLE OF SARVA SHIKSHA ABHIYAN

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There has been the expansion of elementary education facilities in India since independence. But its quality must be ensured. Because, while quantitative growth is vital from the angle of widening of access, qualitative improvement remains important in its own right. The enormous increase in enrolment in various stages of education is no doubt a satisfactory achievement. The presently functioning programme Sarva Shiksha Abhiyan could not able to provide quality education. It has some lack on quality in respect of physical facilities, appointing teacher, providing need based curriculum, in using teaching-learning materials, system of examination, system of management, supervision and inspection etc. The major concern of this paper is to highlight all the quality issues at elementary level with focusing the role of Sarva Shiksha Abhiyan.

**WOMEN EDUCATION : IN THE PERSPECTIVE OF ENVIRONMENTAL LITERACY
AMONG THE RURAL AND URBAN WOMEN OF KAMRUP DISTRICT, ASSAM**

1. Phunu Das, 2. Ms Ruma Talukdar, Guwahati

Women Symbolize 'Prakriti' means 'Nature' in Indian Philosophy. She creates and nurtures the creation to bloom. She signifies 'sakti' - the power that drives the system. Since the immemorial times women are taking a significant role towards the developmental programmes of the family and a country at large. They play a great role to utilize the natural resources and their conservation. Throughout history men have looked at natural resources as commercial entities or income generating tools, while women have tended to see the environment as a resource supporting their basic needs. Given the environmental degradation caused while men have had dominance over women, and women's large investment in environmental sustainability, some have theorized that women would protect the Earth better than men if in power. Although there is no evidence for this hypothesis, recent movements have shown that women are more sensitive to the earth and its problems. They have created a special *value system* about environmental issues. People's approaches to environmental issues may depend on their relationship with nature. Both women and nature have been considered as subordinates entities by men throughout history, which conveys a close affiliation between them. While cutting a forest for the income generated is something men would do, women are more likely to keep and protect a forest. For example, in India in 1906, there was a conflict between men and women in the hilly region called Chipko. As forest clearing was expanding, the women protested by physically hugging themselves to the trees to prevent their being cut down, giving rise to what is now called the Chipko movement, an environmentalist movement initiated by these Indian women (which also is where the term tree-huggers originated). This conflict started because men wanted to cut the trees to use them for industrial purposes while women wanted to keep them since it was their food resource and deforestation was a survival matter for local people.

Various women's groups and organizations have been very active in promoting environmental awareness, education and protection. All over the developing world, women are suppliers of fuel and water, they interact most closely with the environment. They are the consumers, producers, educator and caretakers of their families and play an important role for sustaining ecosystem for present as well as future generation.
