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QUALITY CONCERNS IN EDUCATION

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**ABSTRACTS**

**R1**

**TOWARDS A MORE MEANINGFUL TEACHER EDUCATION INCORPORATING  
PHILOSOPHY OF COMMUNITY LEARNING**

**R. Balasubramanian, Virar, Maharashtra**

The idea of broadening Teacher Training as Teacher Education which is six decades old has still not realized its due importance. The author was inspired by an article in the December 2008 issue of Journal of AIAER by Manbu Sato which has reported the success story of experiments involving Community Learning in schools in Japan-many of them condemned as backward to write this paper incorporating the idea in Teacher Education. Principal and teachers of schools where practice teaching is held form the major chunk of the community along with parents of pupil teachers and school children. Negative attitude shown by principals and teachers in schools was cited as the main hindrance in some papers shared in the EDUCCN 2009 -AIAER conference at Phagwara. In this paper the author wishes to share his views on the scope of incorporating community learning and dialogue mode (David Bohm's Model) in Teacher Education for empowering pupil teacher.

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**R2**

**WOMEN EDUCATION IN INDIA**

**R. N. Vora, Anand College of Education, Anand, Gujarat**

Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition through out the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements. Women's education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.

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**R3**

**PERSPECTIVES OF TEACHER EDUCATION FOR TEACHING  
EXCEPTIONAL CHILDREN IN INDIA**

**R. Ranganathan, Andhra University, Viaskhapatnam, Andhra Pradesh**

The Ministry of Education, Government of India is also making efforts to incorporate special education in the curriculum of regular school teacher training programme. Both pre-service and in-service training programmes are being modified to incorporate special education component into the curriculum. In this paper the author present a review of teacher training programmes institutions in the context of manpower development, the nature and functioning of different national level organizations like NCERT, UGC's Scheme for special education teacher preparation, National Institutes and RCI's National Manpower Development Scheme, Continuing Education and standardization of Teacher Education curriculum.

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**R4**  
**RESTRUCTURING OF TEACHER EDUCATION: NEED FOR IMMEDIATE REFORMS**

**1. Rajender Kumar, 2. Chander Parkash, 3. Prince Sharma, SSJ College of Education, Sirsa, Haryana**

The quality of Education depends to a great extent on the quality of the teachers. Unless we bring quality in Teachers we can not expect quality in education. We cannot afford to be silent spectator towards the gradual deterioration of our educational system. Teacher Education is needed to kindle the imagination of the teacher and to remove the evils of the hit and miss process, to accord a professional status to the teaching profession and above all to make the optimum use of time and energy of the teacher and taught. The different organizations like NCTE, NCERT, SCERT, NAAC, and UGC are doing better for solving the problems of teacher education but there are some problems which are not solved till now. The paper proposes a theoretical framework of problems in teacher education and areas for restructuring of teacher education for the betterment of teacher education programme.

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**R5**  
**Focusing on the Enhancement of Creativity for Quality Education**  
**Ranjana Agarwal ,A.N.D.N.N.M.Mahavidalay,Kanpur**

The principal aim of education is to create men who are capable of doing new things, not simply repeating what previous generations have done - men who can discover, invent and are creative. Quality of school education cannot be gauged by academic achievement, but in terms of student's ability to produce original and insightful ideas. With rapid pace of technology and social evolution in modern society, growth of 21<sup>st</sup> century will depend on creativity, inventing new products, new services, and new opportunities much more than producing mere goods. Today's educational system reveals that there is a struggle to impart maximum information and knowledge. The classroom focuses only on content learning. Instead of helping to grow and develop the cognitive faculty of the students, it brings boredom and strain which is blockade of learning. A student made to cram rather than think. Thus, quality education in the present and future masterpiece must foster flexibility and creativity in addition to knowledge acquisition. The present paper focuses on different types of creative activities pursued by junior high school students in their schools. On the basis of the results, the paper suggested for ways and means of improving creative talents of the students which is the need of the hour.

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**R6**  
**ROLE OF LIFE SKILL IN QUALITY EDUCATION**  
**Ranjana Verma, Lucknow University**

The technological advancements have made the world a global village. Today's youth is exposed to more information and cultural alternative than in earlier period. Today's child will have equipped with a sense of citizenry, collaborative working and enterprising spirit in order to be a leader of tomorrow, and the education system that exist must undergo a dramatic shift to turn this dream to reality. Life skills are very important for all of us. It enables children and youth to translate values, attitudes and knowledge into actions and face the challenges of everyday life and deal effectively with the environment. The main focus of this paper to defining the life skill approach and Importance of life skills in today's youth.

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**R7**

**USE OF BRAINSTORMING TECHNIQUE IN IMPROVING B.ED PRACTICE TEACHING**

**Rasheeda Khatoon, Navyug Kanya Maha-Vidyalaya, Rajendra Nagar, Lucknow, UP**

There are certain limitations in this most commonly used teaching methods i.e. audience is generally passive, learning is difficult to gauge and mostly it's one way communication. The brainstorming techniques for improving the existing practices include involvement of more than one expert in the lecture and class discussions as well as smaller group discussions. The facilitator of the discussion selects the issues, co-ordinates focus of the expert panels, introduces and summarizes. He needs to carefully plan for progress of the discussion to reach at a logical end.

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**R8**

**ENABLING ENVIRONMENT FOR EMPOWERING ADOLESCENT GIRLS**

**1. Rashmi Singh, 2. Manvi Yadav, Dept. of Education, University of Lucknow**

Adolescence can be an important stage in preparing for adult role. This is especially true for young girls, for whom education can help overcome material, social and cultural barriers to fruitful gains in adulthood. Lately there has been a surge in the variety of approaches to assist the adolescent girls, in building up their lives and livelihoods. It is the need of the hour to break gender stereotypes and change the gender balance between boys and girls, develop life skills, and build self esteem, confidence and feelings of self worth in adolescent girls. To what extent, the present education system is doing justice to the adolescent girls is the main concern of this paper. This paper focuses on how to empower adolescent girls. This can be achieved through an enabling environment, that provides adolescent girl with options to make choices and take advantage of opportunities that can translate into action for their well being.

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**R9**

**UNIVERSALISATION OF ELEMENTARY EDUCATION: PROBLEMS AND REMEDIES**

**1. Rashmi Gore 2. Deepa Gupta, C.S.J.M.University, Kanpur**

Providing education to all and equalizing educational opportunities to all, are the cherished goals of Indian Government since the achievement of independence. Universalization of Elementary Education in India means making education available to children in the age group of six to fourteen or in class 1<sup>st</sup> to 8<sup>th</sup>. *Sarva Shiksha Abhiyan (SSA)* is the flagship program of Government of India to achieve Universal Elementary Education in the country in a mission mode. SSA is an integrated, comprehensive scheme in partnership with State Government, Local Self- Government, the community and the civil society. Except SSA, U.P. Government takes many steps to achieve this goal like Midday meal, Border Area Development programme, Shiksha Mitra, free text books etc. It is very dangerous and shameful for us and calls for remedial action. Universities, NGO's may play an important role to achieve the goal of Universalization Elementary Education. By create committed, properly trained teachers; improve quality of practice teaching Universities can play a vital role. The aim of ensuring five years of primary education for all children in the age group 6 to 14 years by 2010 must be completed well within time. The Government of India is not in a position to again expend this limit. Because the world is moving so rapidly that is why the aim of Universalization Elementary Education should be chased very fast.

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## R10

### **WHY FEMALE TEACHERS ARE MORE MOTIVATED AND SATISFIED IN SECONDARY SCHOOLS THAN THEIR MALE COUNTERPARTS?**

#### **AN ANALYSIS OF PERSONNEL MANAGEMENT POLICY OF J & K**

**Rasmita Das Swain, NUEPA, New Delhi**

In educational sector, low enrolment of girls, their participation, retention, transition, achievement, completion of formal education and their career related aspirations have been showing their disadvantaged position. In occupation also gender related disparities are quite common. Studies have reported that women can be better workers when they have comparable educational qualification and professional skills with their male counterparts. By using this model the study aims to find out the degree of work motivation and job satisfaction of female teachers (N =37) and male teachers (N = 37) of government senior secondary schools (From 6-12 grade) in Jammu city. Women teachers were higher on extrinsic job satisfaction, i.e. more satisfied with pay, policies, working conditions, job security & organizational supervision. There were positive correlations between work motivation and job satisfaction. The demographic indicators like age & educational qualification also showed the relationship with work motivation and job satisfaction. The results showed that teachers' management policy in Jammu & Kashmir state has resulted in better work motivation & job satisfaction of female teachers.

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## R11

### **CHARACTER BUILDING /MORAL TEACHING IN THE SYSTEM OF SECONDARY EDUCATION**

**Ratna Shukla, B.Ed Deptt., Navyug Kanya Mahavidyalaya, Rajendra Nagar, Lucknow**

Character building is the process of helping young people to develop good character. Specifically, character building is helping young people know, care about, and act on core values such as fairness, honesty, compassion, responsibility, and self respect. The present paper covers the role of secondary schools in building the character of students. A lot of emotional, social and physical disturbance occur in this stage. But it is quite clear that the morals and ideals which are formed in this stage persist throughout the life, hence secondary school level education can be considered as most important level at which character building of child and application of the same should be worked out and strategies should be applied to make the future of the child bright and calm.

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## R12

### **QUALITY CONCERN IN EDUCATION: COMMERCIALISATION OF EDUCATION**

**1. Reema Singh, 2. Neeta Sahu, Khun khun Ji PG College**

Education is India's greatest strength. The number of universities in India is more than in the US and China. More new universities, IITs, private technical and medical colleges and business management institutes are being established in even the remotest corners of the country. But have we ever thought what is their objective? There are very few institutions which are really concerned with the quality and objectives of education. It is very unfortunate that our greatest source of national strength is threatening to become our biggest weakness. However, it is also an accepted fact that without help from the private sector which can pump in millions of rupees, raise quality infrastructure and attract talented faculty, the qualitative structure of higher education can not survive. There is only a need to formulate effective guidelines keeping in mind quality of education and to regularly monitor them through a coherent system of check and balance so as to derive optimum advantage from the millions which are being pumped into the private education system.

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**R13**  
**FOR QUALITY INSTRUCTION AT ELEMENTARY LEVEL: BE A**  
**CONSTRUCTIVIST TEACHER**

**Reena Agarwal, Department of Education, University of Lucknow**

In near future, there is a hope for better destiny of India, because the Right to Education Bill, 2009 has been passed in Lok Sabha. The bill seeks not just to guarantee elementary education, but also take into account the quality education. For this, schools whether private or government will have to adhere to common standards-have play fields, drinking water, toilets and a library as well as stick to a 1: 40 teacher-taught ratio. Many private and public schools may have most of the above mentioned facilities but what about the teacher-taught ratio, syllabus and most important the method of transaction of syllabus which are the main determinants of quality education.

This paper deals with the feelings of a child of Class I and many more children having the same feelings. (Based on empirical evidences). Further it deals with the solutions as provided by Constructivist approach to learning of each of the feeling of the children so that qualitative improvement in the classroom instruction may be assured.

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**R14**  
**QUALITY OF EDUCATION AS A TOOL FOR DEVELOPMENT**  
**Renu Srivastava, Dept. of Education, S.J.N PG College, Lucknow**

‘Education’ and ‘Quality’, these two things are interlinked. Whether it is formal, informal or nonformal, both build up the personality, character and potentiality of an individual for future development. Quality is the keyword today. Everyone demands quality in every sphere of life. We cannot ignore that the quality of education is deteriorating day by day and there is a need for drastic changes in most of the aspects of education system at every level so as to facilitate the individual to face the challenges of the dynamic world. The quality of education at elementary level plays an important role. An attempt has been made in this paper to examine some issues relating to elementary education.

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**R15**  
**CHALLENGES OF QUALITY EDUCATION AT HIGHER STAGE OF EDUCATION IN**  
**INDIA**

**Ritimoni Bordoloi, KKH State Open University, Dispur, Assam**

The basic motto of higher education is to ensure quality education, promoting research and to enable the learners to be absorbed in the job- market. Therefore, we need such a system of education that can cater to the challenge to upgrade the quality of education, eliminating various disparities in education as well as to provide need based educational programmes, that can develop human power in the society. This paper will make an attempt to focus on the challenges faced at higher stage of education in India, specifically in the North East, and how higher education is related to human capital formation. It will also attempt to assess how quality education can be achieved through convenient mode of education.

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**R16**  
**CHALLENGES AND OPPORTUNITIES IN HIGHER EDUCATION**  
**1. Roli Rai , 2. E. Ahamad , Integral University, Lucknow**

There has been a tremendous development in the field of higher education in India. It is criminal to compromise on quality concerns where higher education is concerned. We have the resources, the systems, the opportunities, the courses and all the required needs but we do not have the drive to channelize our energies in the correct direction. The higher education needs to be vocation based. Each individual at his or her own level needs to provide value to it, whether in the field of teaching, or research or any another. The higher education needs to more than being degree oriented.

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**R17**

**INTEGRATION OF TECHNOLOGY BASED5 ACTIVITIES IN TEACHER EDUCATION**

**Roma Smart, Isabella Thoburn College, Lucknow.**

Technology has made a significant difference in educational processes, it has acted as a catalyst for change in education, it has now become an integral part of educational system, so, for the smooth functioning of the system the requirement is to have techno-savvy teachers who can withstand the fast technological changes and at the same time can make teaching-learning more innovative, interesting and fruitful by using technology in their teaching .Present paper is an effort in the direction of developing some special technology based activities for various teaching methods, and promoting teacher educators to learn and use word processor, spread sheet, powerpoint presentations, incorporation of multimedia effects viz. text, images, sound, video, graphs, drawing tables, clipart etc.and use of internet, electronic mail, internet browsers, search engines and e-services as required by them in teaching and development of lesson plans in their subjects.

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**R18**

**A STUDY OF CREATIVITY IN RELATION TO LEARNING ENVIRONMENT**

**Ruchi Dubey, Dept. of Education, University of Allahabad**

Creativity is extraordinary effort that brings new and significant things into existence. It holds the key to stability and prosperity of future society. Without creative talents, a country having vast reserve of natural resources, human potential and other assets cannot ensure high standard of living for its people. Creativity can be developed through proper guidance and by providing a conducive environment for its development. The present study has been conducted to study creativity in relation to classroom learning environment among undergraduate students. The findings of the study were -students perceiving high level of stimulation in learning environment had high verbal fluency in comparison to the students perceiving moderate level of stimulation in learning environment.Students perceiving low level of stimulation in learning environment had high verbal originality in comparison to the students perceiving moderate level of stimulation in learning environment.Learning environment of the classroom had no significant effect on verbal flexibility and non-verbal fluency, flexibility, originality and elaboration aspects of creativity among undergraduate students.

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**R19**

**PEDAGOGICAL IMPROVEMENT IN ELEMENTARY EDUCATION**

**1. Ruchi Singh 2.Nimisha Srivastava, 3.Aradhana Pandey**

For the pedagogical improvement in elementary education it is necessary to take these steps:-1. Competency based learning / learning practices 2. Changing teaching style and practices,3. Enhancing teacher motivation and competency; 4. Strengthening academic support to teachers; 5. Promoting joyful, child centered and activity based learning; 6. Providing education to special focus groups.

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