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ON  
QUALITY CONCERNS IN EDUCATION

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**ABSTRACTS**

**S1**

**ROLE OF STAKE HOLDERS IN QUALITY IMPROVEMENT OF  
TEACHER EDUCATION INSTITUTION**

**1. S. Jain 2. Neelam Malik, Sonipat**

Quality plays an important role in the life of every institution. It is mandatory in every sphere of life especially in teachers and educational institutes. Formal Education is imparted in schools and teachers are the medium of not only imparting knowledge but also their harmonious development and character building. It is the need of the hour that the teacher educational institutes produce quality teachers. Because teachers are considered to be the nation builders, they can make or make students life, generation after generation. The responsibility of making good teachers lies on the shoulders of teacher educators and teacher educational institutes. The quality of teacher educational institutes revolves round the vision, motivators' resourcefulness, values and dynamics of the principal. Either such principals do not exist or if there are some they can be just counted on fingers. There is dearth of such noble principals. However fact is that those who are visionary and dynamic, their services are not availed by the managements or they are not given free hand. NCTE, which gives recognition to the teacher educational institution and the affiliating universities which are responsible for compiling the norms of NCTE and the Government which set rules and criteria for admission are all responsible for deteriorating the quality of education. The role of respective stake holders in quality building will be discussed in the light of all above and suggestion given there of.

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**S2**

**REBELLION REFORM IN EDUCATION**

**S.S. Chaugule, Y.C.M. Open University Nashik Maharashtra**

Much energy has spent to bring reform in education. Many educationalist along with politically motivated persons tried to bring changes in education. Some of their changes fall in the category of reform and some are not. We are not yet rooting out 'Old System of Education.' India should adopt a new type of education considering its Democracy, Integrity, Fraternity and Brotherly hood. If educated people do not succeed in their life, it is failure of the system. Therefore it requires radical change in the complete education system. This article throws light on the characteristics of the rebellion reform for the Indian Education System in various levels i.e. Primary, Secondary, Higher Secondary and Higher Education Level. It also suggests the Action Plan for its implementation.

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### S3

#### **REFORMATION OF HIGHER EDUCATION IN INDIA: QUALITY CONCERNS**

**S.V.Lakshmana Rao, Andhra University, Visakhapatnam, Andhra Pradesh**

The system of higher education is facing both challenges and opportunities. This paper aims at analyzing the reforms made in the higher education so far and their impact on the practices. The recent and ever latest Yashpal committee report of 'The Committee to Advise on Renovation and Rejuvenation of Higher Education', proposed that the academic functions of all the professional bodies, be subsumed under an apex body for Higher Education, to be called The National Commission for Higher Education and Research (NCHER). In this concern the author wants to comment on the highlights of the advice made by the committee for the restoration and innovation in higher education in relation to its quality.

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### S4

#### **CHALLENGES IN ELEMENTARY EDUCATION IN INDIA**

**Sadia Iqbal, IASE, University of Lucknow**

While the growth in female literacy is increasing at a faster rate than male literacy, the gap in the male female literacy has been a major hindrance in the universalization of elementary education in India. Besides this some other challenges in the elementary education can be broadly categorized as: The challenges in schools are as follows: Comptroller and Auditor General of India reports found 40 per cent children 6 to 14 years out of school. Some of the schools are there, but there is no infrastructure, or even if the building exists, they are not in working condition, no water facility, toilet which sometimes is fatal for children. Third but very important quality of education, parents are fed up because even they send their children to school in adverse condition but after completing elementary education they are unable to write read alphabets which is very discouraging to community. Fourth participation of community and children in education system is abysmal. Concepts of village education committee came but it has value on paper only. Fifth, there has been parallel system developed, in the same village we can find government, trust/NGO, private teacher all have been running school separately.

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### S5

#### **REORIENTING TEACHER EDUCATION FOR SUSTAINABLE DEVELOPMENT**

**Sailendra Bhuyan, Dibrugarh University**

In this article urgency of reorienting of teacher education for sustainable development is made out by first highlighting that the life on Earth is under threat and what can be achieved through a paradigm shift in teacher education. It has become imperative to reorient the thrust of education and that of teacher education towards adoption of a sustainable lifestyle. In operational terms it would require that children when they are at school might have to be made aware of the threat to their life and that of other species because of the environmental degradation, and social inequity and poverty caused by the attitude and conduct of their elders. Only teachers have to adopt pedagogy of learning through thinking. It is a process of learning in which learners construct their own knowledge by asking questions, problem solving and taking decisions based on their own judgement. Learning of topics such as the natural world, effects of human activities on environment and trends in population growth etc. should not be allowed to get reduced to mere bookish knowledge for passing tests. Instead through understanding, children may be helped in internalising the concern for adoption of a sustainable lifestyle.

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**S6**

**TEACHING RESEARCH METHODOLOGY IN MEDICAL AND DENTAL PRACTICE**

**1. Sandeep Kumar, 2.Mohit Mohan Singh, 3.Mansi Agrawal, 4.Vinay Kumar Gupta**

**CSM (King Georges) Medical University, Lucknow**

Research in arts subjects and economics is mostly deductive after data collection. In all above situations of discoveries by chance, inductive and deductive research the student is required to learn the tools of research viz; the strategies of research, sampling and data collection, research designs, hypothesis testing, bio-statistics and data analysis, graphical presentation and report writing. Does teaching the above tools in professional educational institutions as a part of their curriculum enhance their clinical and professional acumen, has been the new mantra for teaching research methodology to undergraduate students. We have thus tested the hypothesis that, “teaching research methodology during the undergraduate program to medical and dental students makes them more astute clinicians”.

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**S7**

**QUALITY CONCERN IN SECONDARY EDUCATION**

**1. Sanjay Singh, 2. Nidhi Sachan, Govt Degree college, Vikasnagar, Dakpatthar Dehradun.**

The key issues in secondary education & part from access are quality, relevance, modernization and diversification. The Norms developed by the NCERT for standards of minimum facilities for school & are being provided. The concept of minimum level of learning (MLL) is being extended to the secondary stage as well. Emphasis has been laid on programme in value education, population education and various newly emerging concerns such as human rights, adolescence education. Greater diversification and flexibility proper education materials, capacity building in the schools to gradually eliminate the domination exercised by the Public examinations are some of aspects of modernization of secondary education. New knowledge technical assistance, networking and dissemination approaches are critically needed to address the magnitude of challenges that remain in ensuring that all youth with disabilities, including those who drop out youth from disuse multicultural backgrounds, those with limited English proficiency, young people with severe disabilities, the homeless and those living in poverty achieve positive school and post school results.

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**S8**

**IMPLICATIONS OF BUDDHIST PHILOSOPHY FOR MORAL EDUCATION**

**Santosh Kumar Shukla, Dept. of Education, Lucknow University)**

Buddha discovered that greed, hatred and delusion (lobha, dosa (pali; Skt Dvesa), moha) are each states which are harmful to a person when they arise. Being overcome by any of them, he or she kills, steals, commits adultery, lies, and leads others to do like-wise, so that he or she suffers for a long time (on account of the karmic results of his or her actions, in this life or beyond). The Kālāmas are then led to agree that the arising of non-greed, non-hatred and non-delusion is beneficial, without such bad consequent actions and results. Accordingly, these states can be seen to be wholesome, unblameworthy, praised by the wise and conducive to happiness, so that the Kālāmas should ‘undertake and abide in them’. Here personal experience, checked out by reference to the guidance of wise people, is taken as the crucial test of what mental states, and consequent behavior, to avoid or indulge in.

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**LITERACY AND SOCIAL-CULTURAL LIFE OF NORTHERN INDIA : WITH SPECIAL REFERENCE TO THE DISTRICT JAUNPUR OF UP**

**1. Santosh Upadhyay, 2. Rahul Patel, Department of Anthropology, Lucknow University, 3. NidhiBala, University of Lucknow**

Education is one of the important features of human beings. It converts a biological man into a social-cultural man. Basically it brings the ‘factor’ which makes the differences between a man and other animals. This mostly takes place in their home. Then after, going through school, colleges, a person may become well educated. It is not more important to go to schools/colleges for education; rather it is more important to get the ‘actual’ education. This may also be grasped from the ‘informal’ ways. Sometimes ‘informal’ means of education become more effective and important, but, the formal method of education is more appropriate and speedy. This education factor is changing the whole social-cultural scenario of the rural northern India. But, even after this, there are many fields of rural social-cultural life, which is quite untouched or little touched by the literacy factor. This paper enlightens those untouched or little touched areas of social-cultural life of people of Northern India.

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**REVAMPING TEACHER EDUCATION FOR CAPACITY BUILDING**

**Saramma Chandy, Clara's College of Education, Yari Road, Mumbai.**

The paper discusses on Capacity Building in Pre-service Teacher Education Programme Capacity Building is an approach to development. They are assistance provided to develop a certain skill or competence or for general upgrading of performance ability. NCTE model on Competency based and Commitment oriented Teacher Education for quality school education is projected as a road map to follow in pre-service Teacher Education. programme for quality teachers. The paper presented findings of a research study, which measured the Competency and Commitment levels of secondary school teachers of all three Boards in Greater Mumbai, with respect to NCTE model. The findings clearly supported an urgent need for Capacity Building in Pre-service Teacher Education programme.

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**QUALITY CONCERNS IN EDUCATION RELATED WITH CAREERS WORK IN SCHOOLS**

**Sarita, Faculty of Education, Mahatma Gandhi Kashi Vidyapith, Varanas, U.P.**

Education is an intellectual activity in the cognitive domain that requires quality in teaching and learning methods. Young people today have a greater range of occupations open to them, more chances of obtaining higher qualifications, and more sources of career information available. So wide is the field of choice, so much greater the demand for professional and technical skills and degree of satisfaction to be found in the work, what guidance on the choice of a career and preparation for it are necessary, if they are to make the fullest use of their opportunities. The present paper addresses the major quality concerns related with careers works in schools.

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**S12**

**QUALITY OF ELEMENTARY EDUCATION – THE PILLAR OF LIFE**

**1. Sarita Uniyal, SRTC, Badsahithal**

**2. Sunita Godiyal, Department of Education H.N.B.Garhwal University Campus**

It is well known that, education makes a society cultured. Education is inseparable part of our life. It is life long process and elementary education of a child is the backbone of her/his future life and it depends upon the quality of elementary education. Although it is difficult to classify exactly, what makes good quality education and what needs to support it. Quality in terms of Kornhanser that “knowledge interwoven with values, creates wisdom” which should be the ultimate aim of any education. Everyone admits that the quality of education is the base of quality of life & it started with the formal elementary education. Although parents are the first teachers of a child & home is the first school of a child, but the impact of formal elementary education, teachers, elementary School is indeed makes a mark of child life. This is the milestone of a child life.

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**S13**

**TEACHER EMPOWERMENT: A STRATEGIC MANAGEMENT OF HUMAN CAPITAL FOR QUALITY ASSURANCE (VISION FOR TOMORROW)**

**1. Saroj Yadav, 2.Sangita Chauhan, Dept. of Education, CSJMU, Kanpur**

The solution of the problems of poor quality in education and training is decontrol. Commitment to pursuit of excellence and decontrolling requires the policy makers to decentralize power to all levels in the education system and especially to the educators. Indian education system works in a vertical kind of organization. Under this system the power is concentrated at the top with principals and other administrators. Teachers are given very specific syllabus, content and curriculum to teach with very little scope for flexibility. The conflict between syllabus and time has led teachers losing their freedom and confidence. Hence, empowerment of teachers is a solution to enhancing the quality of education in India.

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**S14**

**EFFECT OF COOPERATIVE LEARNING ON ACHIEVEMENT MOTIVATION AND ANXIETY**

**1. Satyaprakasha C.V., 2. Pushpanjali B.S. Baangalore, Karnataka**

Cooperative learning is a broad phrase for an effective approach to education. Cooperative learning is a classroom learning environment in which students learn in mixed ability heterogeneous groups on academic tasks. In the present study, an attempt has been made to find out the effectiveness of cooperative learning strategy on achievement motivation and anxiety of class VIII students of Bangalore city. The method employed in the investigation was preparation of discussion/study material based on cooperative learning strategy, treatment, pre testing and post testing. In this study pretest-posttest group design was used to evaluate the relative effectiveness of cooperative learning strategy with respect to conventional method of teaching. Two groups of students of class VI were selected for the study and were considered as experimental and control group respectively. Experimental group was exposed to cooperative learning strategy of "Learning Together" model (Johnson and Johnson, 1975) and the control group was taught by conventional method of teaching. The effect of cooperative learning strategy and conventional method of teaching on the respective group was assessed with the help of pretesting and post testing on achievement motivation and anxiety. Both the groups were compared by calculating the gain scores in achievement motivation and anxiety. Based on the above, it can be concluded that cooperative learning strategies as its positive impact on achievement motivation of children. Hence, it is implied that this strategy can be effectively employed in teaching various subjects at elementary school level.

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**S15**  
**ROLE OF INFRASTRUCTURE AND METHOD OF TEACHING FOR SPECIAL CHILDREN: A NEED OF THE DAY**

**Savita**

Each special child requires some unique facilities for his / her development and it can only be possible if they can be given education with normal children with the help of new and modern technology and providing adequate infrastructure which meet their requirement. Special children are also the builder of our nation, though there are certain special schools meeting special needs of these children but then also they are not capable in achieving the overall development of the special child. For this the method of imparting knowledge should be improved by using latest technology in the field of special education. Further, the role of infrastructure and method of teaching for special children will be discussed in the light of all above and suggestion given there of.

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**S16**  
**QUALITY CONCERNS IN TEACHER EDUCATION**

**Savita Mishra, Harkamaya College of Education, Gangtok**

Quality assurance is the key to success in any system. This is more so in teacher education as it directly impact the quality of education. It is noted with deep concern that best talents are not attracted towards teaching profession, teacher education does not assure employability, social respects, etc.. Teacher education institutions have to be provided with adequate and appropriate resources human, physical and academic for meeting successfully the new challenge o the emerging society. Although revised NPE, 1992 and the POA have reiterated and reinforced the provisions for improvement of Teacher education, but in ground reality is still different and many things are yet to be done for achieving the desired objectives. The Teacher education system has not yet been streamlined and geared to meet the emerging needs and challenges of the present times. The old traditional system has undergone some marginal changes over the past decade leaving much to be desired and expecting a lot for realizing the loudable aims and objectives of National Teacher Education.

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**S17**  
**ENRICHING TEXT QUALITY BY CONSTRUCTIVISM**  
**1. Seema Singh, 2. Upasana Ray 3. Paromita Chaube, Banaras Hindu University**

The age of vedic teaching is characterized by ‘*smriti*’ and ‘*shruti*’. Winternitz writes: “In the whole of the vedic literature it has not uptill now been possible to find any proof of the knowledge of writing. Wherever the preservation of the teaching of the master and of the sacred text is spoken of, there is nowhere a mention of writing and reading, bet always only of hearing and memorizing”. Thus the confusion on “the age of the art of writing in India” Implication: The changes will attract students more towards literature. It will cater to aural, visual and verbal learners. It will help the teachers to develop activities in the classrooms. As students having various interest groups will be catered to, more participation and active learning can be anticipated bringing an increase in the achievement level.

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## HOW COMMITTED ARE MOTIVATED TEACHERS IN INDIAN UNIVERSITIES?

Shadma Absar, NUEPA, New Delhi

Lack of motivation among teachers is considered as one of the most crucial stumbling block in achieving quality in the education. Eleventh five year plan has also envisaged the development of teacher's motivation by revamping salary structure and service conditions of teachers at all levels as a strategy for achieving quality and excellence in education. The present study investigated the Work motivation and Organizational commitment of University teachers. It also aimed at exploring the relationship and impact of Work Motivation on the Organizational Commitment of university teacher. The findings of the study revealed that there exist no difference in the work motivation and organizational commitment of University teachers, across discipline and designation. Also the assistant and associate professors of professional science courses were found to differ significantly on the normative Commitment.

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## S19

### FFECT OF EXPERIENTIAL LEARNING IN DEVELOPING ENVIRONMENTALLY RESPONSIBLE BEHAVIOUR

1. Shalu Jindal, Jasdev Singh Sandhu College of Education, Kauli, Patiala,
2. Sukhwant Bajwa, Department of Education, Panjab University, Chandigarh
3. Preeti Jindal, Lecturer, Lovely University, Phagwara

Researcher studied the effect of experiential learning on developing Environmentally Responsible Behaviour in school students in relation to self –Efficacy. wo group experimental designs were adopted. The sample was divided into two groups viz. experimental group and control group. The pre-test Post-test matched group design was developed on the basis of syllabus of environmental education of class XI in which the experimental group was taught with experiential learning and control group through the traditional method including Lecture method, assignment method and through text books only. After the treatment period of 45 days, post-test was administered. The collected data was subjected to statistical analysis and result obtained was interpreted. The result of this study revealed that experiential learning has a strong impact in developing Environmentally Responsible Behaviour in students.

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## S20

### A STUDY OF THE IMPACT OF TEACHING STRATEGIES IN ENGLISH FOR DEVELOPING CREATIVITY AMONG IX STANDARD STUDENTS OF BANGALORE CITY WITH SPECIAL REFERENCE TO SOCIO-ECONOMIC STATUS

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Bhaskara S, RV Teachers College, Bangalore, Karnataka

The characteristics of language learning strategies are :1. they are whether teacher or learner generated aimed at learning, 2.they enhance languages learning as manifested in increased understanding, speaking, reading and writing skills, 3.they are embedded in learner centered teaching, methodologies and materials, 4.they are either the learning processes or refer to characteristic features of successful language learned, 5.they may overt in the form of certain behaviours or covert in the form of mental processes and 6.they entail linguistic processing of information. In the present study an attempt has been made to find out the impact of teaching strategies in English for developing creativity among IX standard students of Bangalore city with special reference to socio-economic status.

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## QUALITY CONCERNS IN EDUCATION – TEACHER EDUCATION

1. Shikhare V.P. 2. Jalkute J.B.College of Education, Barshi

The present research paper points out the present condition of teacher-education programme and how to improve the quality of teacher-education programme. Here researcher putforths, some views of experts related to the teacher-education faculty and also discussed here quality ways in this paper with special reference to infrastructure, methods of teaching, curriculum, teachers administration and management. We know that the quality of education is a direct consequence and outcome of the quality of teachers and teacher education system. Teacher are the torch bearers in creating social cohesion, national integration and a learning society. The educational expansion, universalization of elementary education, higher and professional education and overall quality of education are major challenges before the country. The present paper highlights the innovative strategies and views for betterment of teacher education system. With special reference to infrastructure, methods of teaching, curriculum, teachers administration and management. This was done by means of a structured questionnaire with full flexibility to communicate their views in any way. More than 50 teacher-educators, thinkers and teachers were individually consulted. By this way, the present paper throws light on present condition of teacher-education programme, its drawbacks and some innovative quality views for providing good education according to societal needs.

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## MODERNIZATION AND VALUE EDUCATION IN DEVELOPING NATION FOR PRIMARY TO SECONDARY CHILDREN.

**Sima Pal, Department of Education, Assam University, Silchar, Assam**

Modernization is a movement which implied practically toward a set of beliefs, values and procedures which considers to be useful for the improvement of nations. In every field human being finds himself helpless due to challenging situation. Hence, we have to re-orient education to achieve a new task, new aims and new goods. Good education is inseparable from value-oriented. A value based education has always been a vital need of any educationist. This need cannot be overlooked and it is being increasingly realized, that a purely academic education, with a knowledge and skill-laden syllabus alone, cannot meet the need of our times. In such a context, “Teaching the IPM ways”, seems to offer a viable and effective solution. The IPP (Ignatian Pedagogical Paradigm) involves a particular style and process of teaching. It calls for infusion of approaches to value learning and growth within existing curriculum.

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## A COMPARATIVE STUDY OF PRIMARY EDUCATION OF KANPUR RURAL AND UTTAR PRADESH RURAL AREAS

**Sita Tripathi Dixit, Akbarpur Degree College, Akbarpur, Kanpur Dehat**

The lack of current, country-wide, reliable, and independently measured information that is easy to understand is also one the reason exact result oriented policy can't frame. Although as the Government of India-commissioned study of 2007-08 and reports from ASER indicate, increased enrollment has yet to translate into a habit of going to school, especially in some rural area of Uttar Pradesh. Alternatively, poor attendance is an indication of schools not functioning. Massive teacher recruitment has happened in a short time and the pupil teacher ratio has improved substantially, at least at the state level. So, the massive infusion of funds, construction of schools, recruitment of teachers, teacher training programs, mid-day meals, provision of textbooks, and such other actions constitute building up of the 'force'.

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**S24**

**ROLE OF ORGANIZATIONAL CLIMATE ON QUALITY SECONDARY EDUCATION  
(SPECIAL REFERENCE TO ASSAM)**

**Soma Banerjee, Department of Education, Nowgong Colleg, Nagaon, Assam**  
**Geetika Bagchi, Department of Education, Assam University, Silchar, Assam-**

The present study provides an overview of the impact of organizational climate as well as physical environment and facilities on improvement of quality of secondary education in Assam, India. The study population includes 165 student and 92 teacher respondents consisting of both sexes spread over 10 urban and rural secondary schools in the Nagaon district of Assam. Based on a survey using a General Information Schedule developed by the authors as well as a standard Organizational Climate Schedule (Pethe et. al., National Psychological Corporation, Agra); the study examines the correlation among organizational climate, physical facilities, work environment, socio-economic back ground of the parents, and students' academic achievement as a function of examination results. Our study revealed that among others, the school climate is an essential element of student achievement. However, the socio-economic condition of the parents was even more highly related to students' academic achievement.

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**S25**

**INTERNET AND EDUCATION**

**Sonam Bansal, Gold Field College, Faridabad, Haryana**

The Internet is not just one more point in the long continuum of inventions, but a moment of real transformation which is now beginning to be appreciated. Although many of the earlier inventions i.e radio, film or television had a great impact on the society, they had a relatively insignificant influence on serious, advanced education. The same is not expected to hold good in the case of the Internet because of the compatibility between processes of the Internet and those of higher levels of raining (Rudenstein, 1996).The types of applications that can be made available through Internet Based Learning (IBL) are: Tele-counselling, On-demand examinations, On-line examinations/evaluations, Tele-collaboration, On-line development of courseware, Training-retraining of in-service personnel, Enhanced peer to peer interaction.

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**S26**

**RETHINKING INCLUSIVE EDUCATION: A SOCIAL MODEL IN ACTION**

**Sonika Rajan, Isabella Thoburn College, Lucknow**

National Council of Educational Research and Training in its National Curricular Framework for School Education (2000) has recommended Inclusive Education for all the learners to ensure quality education. Although in India, there is no formal definition of inclusion, yet it does not only mean the education of children with special educational needs in regular class rooms. It actually means all learners being able to learn together in schools with appropriate support services. In spite of gaining ground all around the world, inclusion has not been completely successful or fully achieved. This is largely due to the difficulties in bringing about a system change. To bring quality to inclusive education and to better accommodate students with different learning abilities; the present education system, educational structure, and educational practices need to become more flexible, more inclusive and more collaborative. The present paper discusses the issues related to curriculum, provisions and practices of inclusion from the perspective of quality education for all. Special focus has been laid on the biased attitude of teachers and how this attitude can be changed. Some suggestions for Teacher Education Institutes have also been incorporated as trained teachers are a pre- requisite for quality in education.

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### QUALITY OF HIGHER EDUCATION: CHANGING SCENARIO

**Subhash Mishra, Department of Education (B.Ed.), Unity Degree College, Lucknow**

Globalization can lead to unregulated and poor quality higher education, with the world wide marketing of fraudulent degrees and diplomas. The privatization of higher education is leading towards commercialization of education, by which the men with money power are getting higher education but the poor are far away from the horizon of higher education. On the other hand, due to Globalization and Privatization policy of higher education, there have been few gains viz; Free flow of knowledge, serving human interests, social mobility, international understanding, cooperation and competition, emergence of new knowledge culture, easy access to higher education in general, and to professional and vocational education in particular, taking higher education to such geographical areas as would not have been for centuries for want of fund or leadership, making higher education more democratic. However the above stated so called threats of Liberalization, Privatization and Globalization (LPG) to Indian Higher Education system can also be turned into opportunities.

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### S28

#### ENSURING THE LEVEL OF QUALITY IN HIGHER EDUCATION

**Suman Lata, Deptt. of Education, A.N.D. College, Kanpur**

Educational system is an instrument of preparing students to enhance productivity so that they can compete in the World market. Fee structure should be revised to meet the cost of education, if we are to maintain & sustain the quality of government as well as aided institutions. To stop the practice of 'educated unemployment' professional skills & career development courses should be provided to the students with existing course as per the demand of the market. Broadband facilities for students and teachers, computerization of admission process, library and administration of exams should be updated from time to time. All colleges of university should be interlinked through internet for sharing the views and different teaching methods being adopted in the class. Innovative programmes like seminars, workshops should be organized for motivating the teachers as well as administrators towards positive thinking, effective communication and self development. Teacher must be able to create very healthy environment of teaching, in which students work themselves rather than depend upon teachers. Teachers must be provided with journals, periodicals, latest books, internet & housing facilities to upgrade the quality of higher education. There is need for changing the curriculum and laying emphasis on field based learning rather than providing obsolete and irrelevant details.

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### S29

#### SECONDARY TEACHER EDUCATION IN MEGHALAYA : CHALLENGES AND STRATEGIES

**Sumana Paul, Faculty, Deptt of Education, Women's College, Shillong, Meghalaya**

No system of education, no syllabus, no methodology, no textbook can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers. The National Council of Teacher Education (NCTE) document of 1998, stresses that teachers are the torchbearers in creating social cohesion and national integration by revealing and elaborating the secrets of attaining higher values in life. The world is changing rapidly due to the science and technological developments. The new technologies have also greatly influenced the educational fields. Teachers need to be prepared as per the need of innovative concepts of education and the need of the learners of 21<sup>st</sup> century. This paper will be designed to know the present status of secondary teacher education in Meghalaya and also the challenges that need immediate attention for improving the quality of teacher education.

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**AN INVESTIGATION INTO PRESENT PROBLEMS OF ENGLISH LANGUAGE  
INSTRUCTION AT SECONDARY LEVEL**

**Sunil R.Yadav, Shree Saraswati Shikshan Mahavidhyalay, Unjha.**

**Omprakash M.Purohit Mahavir B.Ed.College, Dhragandhra.**

English is taught as subject not as language. Students learn English language from fifth standard to college but most of the students lack in communicative competence. Irrespective of their education for passing exam, we find them handicapped at national and state level examinations like CBI, IAS, IFS, Bank exams, and for getting admission in medical and engineering. The factors for such a poor condition of English language teaching learning process is that the teachers are not well aware of teaching foreign language and linguistics. In addition, it has been found that the oldest translation method of teaching English is still followed in majority of Gujarati medium schools and in English medium schools also which has been proved ineffective for teaching. The text- books are not well prepared for developing communicative competence in students but rather it only depends on passing examination by cramming the answers. Moreover, English language testing system is not well developed for listening, speaking, reading, and writing. In service training programmes are organized for teachers to develop their competence but it has been proved ineffective.

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**A LIGHT KINDLING OTHER LIGHTS**

**Sunita Badola, Department of Education, H.N.B. Garhwal University**

In our present system of education, we are too occupied with the mental development, and we give a preponderant importance to those qualities which are relevant to subject-oriented, book-oriented and examination-oriented system. We do not give so much importance to the development of powers of understanding as to the powers of memory. We do not emphasize the development of imagination as much as we emphasize the power to knowing facts. We do not give importance to the pursuit of Truth as much as to the pursuit of piece-meal information. Some place is, indeed, being given to physical education and aesthetic education, but these aspects of education are so peripheral that they tend to be almost neglected. In regard to inner domains of personality, the situation is totally unsatisfactory. There are three instruments of the teachers: instruction, example and influence. The good teacher will seek to awaken much more than to instruct; he will aim at the growth of the faculties and the experiences by a natural process and free expansion. He will not impose his opinions on the passive acceptance of the receptive mind; he will throw in only what is productive and sure as a seed which will grow under the benign fostering within. He will know that the example is more powerful than instruction. Actually, the example is not that of the outward acts but of the inner motivation of life and the inner states and inner activities.

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**EDUCATION FOR HEART- AN ESSENTIAL CONDITION FOR QUALITY  
EDUCATION**

**Sunita Callender, I.T,College, Lucknow.**

Human values are eroding at unimaginable speed. In order to achieve success and materialistic gains one does not hesitate in crumbling others. Words like 'we', 'our' and 'ourselves' has been replaced by 'I', 'me', and 'myself'. Highly competitive school culture turn students into a self- centered and self oriented persons. In this race people have lost their hearts somewhere. They don't bother for other persons needs and problems The sad state is that our educational system does not respond to the need of developing ability, sense of responsibility and willingness in our students to understand other people's needs and to step out of themselves and see things from their point of view as well, which is essential to keep the healthy and peaceful structure of the society. In fact the need is to prepare students with sound head, strong hands and vibrant heart (Curriculum Framework for Quality Teacher Education,1998) In the context and concern of the present paper the profile of teacher educators besides the regular training inputs, should be conceived with developing affective domain of the teacher educators, without neglecting development of cognitive and psycho-motor competencies. A teacher educator fully committed to his profession, professionally competent, and who clearly recognizes his performance areas and understands the enormity of the responsibility entrusted on him as a professional, will be able to discharge his duties sincerely and successfully. Teacher educators should serve as role models for future teachers

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**PERCEPTIONS OF TRAINEES' TEACHER FOR GOOD TEACHER**

**Sunita J. Lilani, School of Education, Kadi Sarva Viswavidyalaya**

The main objective for this study was to identity trainees' reflection regarding different aspects of Good Teacher and to study of Gender, Year of study and types of trainees institute on reflection. A survey method was used to find out reflection of trainees of Grant in aid and self financed PTC colleges situated in Gandhinagar district. 354 trainees (Male-180, Female-174, First year- 181 and Second year-173) were selected from 10 teacher training institute by stratified random sampling technique. A graphical rating scale consisting four aspects and 32 statements were prepared in final tool. This was administrated to the sample and aspect wise and over all scores wered worked out. Reflection of trainees' result shows that students are not satisfied by approach of teachers towards values. Significant effect was seen on the skill aspect of teachers on year, type of college and gender of the trainees. To sum up we can say that there is need to focus on strengthen the relations of trainees and Teacher educator with reference to human approach and values.

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### S34

## GUIDANCE NEEDS ASSESSMENT AT HIGHER SECONDARY LEVEL

**Suniti Khare, Regional Institute of Education, (NCERT), Bhopal (M.P.)**

The most frequently used structure of human needs utilized in organisational psychology was that proposed by Maslow (1954). He named five categories of human needs which are arranged in hierarchical order so that higher order needs become aroused only after lower order needs have been at least partially satisfied. Earlier, Murray's (1938) pioneering work for the identification and classification of needs into broad categories primary (Viseorogenic) and secondary (psychogemic) is worthciting. While his primary needs have to do with an individual's physical satisfactions, the secondary needs deal with the mental or emotional satisfactions such as need for achievement, recognition, status, power and affection. Shipley and Verott (1952) measured the need for power. Sharma, (1969) found that intensity of needs varies some what with the stage of adolescence. Palsane (1969) studied the needs and problems of 900 college students. Mulay (1971), in his study of 1583 rural and urban students, found variations in needs and problems according to high and low SES. Martin (1969) studied the needs of engineering, pre-law and medical students with adjective checklist (ACL) and found that only lawyers had needs scores with clearly differential them from the average.

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### S35

## CONCERNS FOR INCULCATING SELF-READING HABITS IN PRIMARY SCHOOL CHILDREN

1. **Suniti Rani Bora, Amity University, Lucknow Campus, Lucknow.**
2. **Nidi Bala, Education Department, Lucknow University, Lucknow**

If you are given a book written in French and asked to read it, you read it. But when you are asked to explain it in your words, there could be two situations- First, you would be able to explain it, if you have command in French. Second, you would reproduce the sentences without comprehending it. So what you did? Definitely, you read the book in both the situations but in second situation you failed to comprehend it. Did you enjoy the reading in the second situation? In the same way many children can recognize all the words in their prescribed text books, but they do not understand what they read. There are some children who acquire enough reading skills to pass the examinations, or even achieve high marks, but they really never enjoy reading. For reading is essentially the process of deriving meaning from the printed words.

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### S36

## WOMEN'S EDUCATION: WINGS FOR SOCIAL EXPANSION

**Supriya Chand, Isabella Thoburn College, Lucknow**

Women did have access to education in Vedic period, but they gradually lost that in the subsequent decades. However, during British period there was revitalization of concern for women's education in India. Further, women's education got a zest after independence (1947) since government took various measures to provide education to Indian women. Women's education plays a decisive role in the overall development of a nation. Education liberates women to take a stand on major issues like female foeticide, education, participation etc. Despite many measures, gap in the male-female literacy rate still persists (2001 census: male literary rate < 75% while female literacy rate = 54.16%). Gender discrimination along with many other reasons serves as obstacles in the path of making Indian women educated.

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**S37**

**A STUDY OF THE IMPACT OF TEACHERS TRAINING IN SCIENCE ON THE TEACHING LEARNING ENVIRONMENT OF PRIMARY SCHOOLS OF UTTAR PRADESH**

**Sushma Pandey, Dept. of Education, DDU Gorakhpur University, Gorakhpur**

Quality in teaching of Science Education is very important to build up the State. Taking this view in mind Math and science related In-service teachers training programs are organized by Department of Science and Mathematics under SSA of every state. To assess its importance and effectiveness was the aim of the study. These were the objectives of the study. To study the effect of training on the classroom environment of Science teaching. To study the use of teacher's knowledge gained through training programs in their teaching. To study the Problems of teachers in using gained knowledge into the classroom situations.

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**S38**

**QUALITY HIGHER EDUCATION: STATUS, PROBLEM AND PROGNOSIS**

**Sushma Singh, AMU, Aligarh**

The Indian higher education system in its vastness is the second largest system. The present higher education is characterized by rapid transformation taking place within it. Unscrupulous rapid expansion of higher education system in the country and paucity of resources are mainly responsible for the deteriorated standards of higher education in the country. Hence, there is a dire need to enhance and maintain the quality of our higher education. We should keep in mind that it can only come from quality teachers and quality infrastructure facilities under quality leadership. The present paper covers the status and problems of higher education and suggests some efforts to make our higher education relevant, qualitative and excellent.

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