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ON
QUALITY CONCERNS IN EDUCATION**

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ABSTRACTS

V1

ROLE OF EDUCATED WOMEN IN INDIAN POLITICS

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Education helps in the progress of society and advanced society helps in raising the standard and quality of education. Education not only for women but also its help both men and women to claim their rights and realise their potential in economic political way to lift the people out of poverty. Education shines women's life. In this paper we will discuss the present condition of education in India for both men and women, what are changes and developments in life of Indian women due to education and what are present situation of women in political area due to their education

V2

STUDY OF EDUCATION OF RURAL WOMEN OF UTTAR PRADESH

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Education of women is the most important means of human resource development leading to overall progress of the society. Education for women in India has a purpose to reinforce the social roles of the women. Generally in the present study it is seen that in the households, where mothers are educated, the child care and schooling are better. Moreover women's education raises their age at marriage and promotes greater acceptance of family planning. This work is based upon an empirical study conducted in eight villages in Uttar Pradesh, India. Participatory observation method was used to collect data.

V3

**IMPROVING QUALITY LEARNING THROUGH LEARNING ENHANCEMENT
PROGRAMMES (LEP) IN SARVA SHIKSHA ABHIYAN**

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Sarva Shiksha Abhiyan (SSA) lays special thrust on acquisition of these basic skills in early years. States under SSA, in course of time, have realized its importance and have gradually moved from school improvement programmes and quality improvement programmes to Learning Enhancement Programmes (LEPs) with focus on basic skills in early grades and Science & Maths at upper primary level. For implementing such innovative practices funds available for remedial teaching, teacher training, REMS, innovation and State/ District project management are generally being used for such interventions involving activities like material development, capacity building academic support, monitoring and evaluation. Also, to take the LEP to the scale funds upto 2% of the total outlay can be utilised subject to pre defined conditions.

V4

QUALITY IN HIGHER EDUCATION : STUDENT’S EXPECTATIONS

1.Vidyapati 2. Justin Pradeep Sahae, Ewing Christian College, Allahabad

Increasingly organizations have focused on total quality management (TQM). With TQM’s main objective being to establish a management system and corporate culture to ensure that customer satisfaction is enhanced, a systematic method for continuous improvement of organizational processes, resulting in high quality products and services, has to be devised. Quality systems like TQM could also lead to better service quality and organizational performance. This paper is an attempt to analyse the views of the students in higher education regarding what they expect in terms of quality. The paper tries to highlight some key dimensions of quality in higher education. The paper also explores awareness among students about the various reforms in higher education and their expectations from the institutions of higher education. The paper would provide orientation towards various quality concerns in higher education. This would be a significant contribution as the views of clientele (students) of higher education would throw light on how quality in higher education can be improved.

V5

ICTS: A POTENT KEY FOR QUALITY ASSURANCE IN TEACHER EDUCATION

1. Vijay Jaiswal, C. S. J. M. University, Kanpur

2. Alka Singh C. R. D. P. G. College, Gorakhpur

Education and training should be learner centered and should pace with rapid advancements in the technology. Information and Communication Technologies (ICTs) is the key for unlocking new possibilities to envision modern education. ICTs or e-learning offers a great opportunity to raise educational standards in institutions of learning. Large range of ICTs tools is available for teaching and learning. Quality assurance is one of the central issues in teacher education debates today. ICTs integrated teaching and training may be one of the potent factors for quality assurance in teacher education. The present paper discusses the concept of ICTs in teacher education for quality assurance and suggests some measures for effective integration of ICTs in teacher education so that the teachers of 21st century may be prepared to face the challenges of globalization, liberalization and privatization.

V6

QUALITY CONCERN IN MATHEMATICS CURRICULUM

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India is a free nation with a rich variegated history, an extraordinarily complex cultural diversity and a commitment to democratic values and well-being for all. Ever since 1986 when the National Policy on Education was approved by Parliament, efforts to redesign the curriculum have been focused on the creation of a national system of education. If we look at what the system of education has accomplished since Independence, perhaps we have much to be satisfied with. This paper discusses only a introductory part of these two approaches. In recent time both these methods gains huge popularity in and around the world because of their unique techniques of solving the problems. But besides all of merits the researches by eminent mathematicians should be necessarily done on the application parts and how these methods can be included in the curriculum. At last the most important thing is the training and learning of school teachers about the modus operandi of these methods so that the students get benefited by large.

**QUALITY CONCERN IN EDUCATION – MANAGEMENT CAUSE MARKETING
(WITH SPECIAL REFERENCE TO ARVIND EYE HOSPITAL, MADURAI)**

1. Vikas Gairola 2. A. B. Thapliyal, Dehradun

Arvind eye hospital was established in 1976 with the mission to eliminating needless blindness. It is the largest and most productive eye care facility in the world today. Inspired by the teachings of Sri Aurobindo, Aravind Eye Hospital, run by Govel trust, made its humble beginning in Madurai in a rented house with 11 beds in 1976. From April 2006 to March 2007, including the work done in the Managed Eye Hospitals, over 2.3 million out patients were treated and over 270,444 surgeries were performed. Aravind handled 846,806 outpatient visits and performed 111,636 surgeries from April 2008- March 2009. Nearly 70 per cent of patients are treated free of cost at the Hospital. The message from Aravind Eye Hospital is that global benchmarks are a consequence of pursuing a great cause.

SOCIAL COMMITMENTS AS AN INDICATOR FOR QUALITY EDUCATION.

Vina Vaishnav, Kadi Sarva Vishwavidyalaya

The teachers commitment towards society and students can help to develop social service, values, economic viability of her target group. Socially committed teachers can arrange ample activities for quality education. First of all teachers must have scientific approach and devotion towards life, because he has to shape the character of a nation by students. There are five aspects of teachers commitments towards (1) students (2) duties (3) quality of education (4) society and (5) values of life. Socially committed teacher has to performs their duties to remove bad habits, bad rituals and misbelieve of the society through students. Teacher can arrange programmer and competition to develop the morality in society through students. They can manage guidance & counseling bureau for special students and provide the educational vocational and personal guidance to balance economical the condition of society and nation.

**TEACHING MEDICAL AND DENTAL DOCTORS THROUGH NON-TECHNICAL
SKILLS**

**1. Vinay Kumar Gupta 2. Mansi Agrawal, 3.Sandeep Kumar
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Medical education now focuses on active learning, rather than on passive teaching. The need of the study skills course in medical education has thus now become important. The study skills course needs to cover different areas. It has now been increasingly found by the educationists that high professional institutions ignore training and teaching in non-technical skills. Such skills are later acquired over a long period of time during employment or by a select few who undergo a B-school type education. Some of the skills taught in the B-schools and considered imperative for the medical graduates were evolved through focus group studies of sampling, UG, PG students and teachers. Out of the various skills discussed 8 were found to be important to be included for formal inclusion in the medical and dental curricula: Interpersonal and communications skills ie smiling, appreciative, paying attention to others, active listening, bringing people together, resolving conflicts, clear communication, humor, see it from their side, don't complain - Empathy

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QUALITY CONCERNS IN PRIMARY EDUCATION

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Quality is the most cherished goal in any human endeavour and specially in the field of education. Strengthening the quality of education has become a global agenda at all educational levels and more so at the primary level. The teacher has been identified as the single most important factor influencing the quality of education by the Indian Education commission and the National Policy on Education. Consequently the government of India, like that of many other developing countries, has been trying to meet the challenge of improving the quality of education by improving teacher quality on several fronts – by raising pre-service education requirement, improving teacher training, increasing the diversity of the teaching force and promoting stronger participation by local government and community organizations.

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QUALITY CONCERNS IN HIGHER EDUCATION

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At the bottom of “knowledge pyramid” the challenge is one of improving access to the primary education. At the top of the “pyramid” there is need to make our institutions of higher education and research world class. However, there is an additional problem at the top of the pyramid, namely, that of quality. Our Universities and centers of excellence are falling behind the best in the world both in terms of human capital and in terms of physical infrastructure. Universities are to be managed more and more by market driven forces such as managerial efficiency, cost effectiveness, executive leadership, strategic planning and control. The system which should have been functional to national development has actually become dysfunctional. If we do not attend to manage ills of the system of higher education now, it may spark off, sooner than we think, a major national disaster. We must evolve an effective strategy for the management of higher education and something must be done to invest values and commitment into the system.
