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*ADOLESCENCE TEACHINGS TO STREET CHILDREN THROUGH LIFE SKILL  
APPROACH: AN EXPERIENCE*

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The Republic of India is the seventh largest and second most populous country in the world. With acceleration in economic growth, India has become one of the fastest growing developing countries. This has created a rift between poor and rich; 22 percent of the population lives below the income poverty line. Due to unemployment, increasing rural-urban migration, attraction of city life and a lack of political will India now have one of the largest numbers of child laborers in the world.

The term **street children** are used to refer to children who live on the streets who are deprived of family care and protection. 'Street children' or 'street urchins' are homeless children who live on the street – in particular, those that are not taken care of by parents or other adults. Street children live in abandoned buildings, containers, automobiles, parks, or on the street itself. A great deal has been written defining street children. The problem is that there are no precise categories but rather a continuum ranging from children who spend some time in the streets but basically live at home to those who live entirely in the streets and have no adult supervision or care.

**The Major problems of street children**

Street children are subject to malnutrition, hunger, health problems, substance abuse, theft, CSE, harassment by the city police and railway authorities, as well as physical and sexual abuse, although the Government of India has taken some corrective measures and declared child labor as illegal. The major problems of street children are: Abuse, Child Labour, Gender Discrimination, Health, Homelessness, poverty

**Street child activities in India**

Street children learn to cope with life on the streets very quickly. They learn to live off the street.

Most of the street children work a common job is rag-picking, in which boys and girls as young as 6 years old sift through garbage in order to collect recyclable material like

collecting and selling waste paper, plastic, scrap metal etc. The children usually rise before dawn and carry their heavy load in a large bag over their shoulder. Rag-pickers can be seen alongside pigs and dogs searching through trash heaps on their hands and knees.

Some other activities and occupations undertaken by street children to earn a living are Cleaning cars and two-wheelers, selling water, sweets, biscuits, clothes etc; selling newspapers and flowers on streets, making and selling flower garlands, begging, pimping, pick pocketing, stealing, working in roadside stalls or repair shops, coolie work or working in small hotels (kitchens etc), collecting of firewood, tending to animals, street vending, dyeing, prostitution and domestic labour.

Children that work are not only subject to the strains and hazards of their labour, but are also denied the education or training that could enable them to escape the poverty trap.

### **Work conditions**

Most street children find themselves some work, even though they may not be steady and lose jobs regularly. Many think of rag picking as a "job". A study in 1989 shows that 39.3% working children are paid inadequately and 34% have complain of being forced to overwork. Many children are lured into bonded work or "work-camps" that they are unable to escape from, due to unscrupulous and cruel proprietors or middlemen.

### **Age of children**

The average age of street children is: 33% 6-10yrs, 40% 11-15yrs, and 27% 16yrs +

### **Health conditions**

The health condition of street children is generally poor. Many suffer from chronic diseases like TB, leprosy, typhoid, malaria, jaundice and liver/kidney disorders. Venereal disease is rampant among older ones (14yrs+). Scabies, gangrene, broken limbs and epilepsy are common. HIV & AIDS cases are now widely seen. Most street children are exposed to dirt, smoke and other environmental hazards. They are constantly exposed to intense sun, rain and cold.

Street children are, in many cases, sent to remand in adult jails where they are abused, both physically and sexually, for indefinite periods of time. There is little or no provision made for these young children to contact their parents or obtain proper guidance or legal representation. The children eventually escape from these "Homes" just as they run away from their real home.

Street children are constantly arrested, locked up, tortured and abused in all ways because there is none to take responsibility for them. They live in fear of arrest and long detainment. They have no faith in the police or the judicial system. They disrespect the legal authorities

because they have rarely experienced any kindness or understanding from anyone at that level. In this case the one who takes the responsibility or help them to escape from this situation have the upper hand and the children feel crushed under the obligation and never able to over rule their instructions or orders. Here too, the children are fully aware that they are being used and exploited but never dare to disobey them as compare to this, the out side threat is much more and to cope up the situation alone is not with in their reach. So the child grows up in an environment of cruelty & abuse, physical, mental and sexual and if he/she does not have the wits to escape, emerges a hardened criminal with total contempt for society in all its aspects when they are 18yrs old.

Keeping in mind the above frame work a research study was undertaken to understand the children in their set up with respect to their understanding of life, values, attitude towards life and society ,their life plans etc. The first phase was survey and major tool for data collection were observation and semi structure interviews. The sample consists of 136 children residing on street (no home, no parents) of Vadodara city. There were only 16 girls and 120 boys, age ranging from 9 years to 18-19 years (Many of them were not sure about their birth date or age but approximately they have reported their age). The researcher took personal visit to the places of their work or found in place where most of the time they were available. To establish rapport is major challenge and to make them speak or give their opinions on questions asked needed lots of patience. And after having a fair idea about these adolescents in second phase, life skill education training was designed and training was given to 20 willing adolescent boys.

From the first phase of the study the major findings are as below:

The street child is

- homeless
- physically and sexually abused
- malnourished
- fear full, emotionally insecure, shocked with guilt
- poor
- having no trust or faith in police and judicial
- have lost confidence from common people
- having no long term goals
- always live in threat and fear
- accepted that their life/future is dark / become hopeless to have happy family life

But at the same time

- wishes to come out of this vicious circle
- wishes to enjoy the life
- hard worker
- loyal to the people who provide them security and warmth(homely feelings)  
and the one who takes the responsibility of them at the crises time and save or relieve from arbiter arrest, detection and imprisonment (it is a hard core reality) at the same time having complete awareness and realization that they are been trapped and will be exploited and used for ever. This ultimately led them to criminal and violent life.

**Major values of life** which they learned and accepted or acquired in life are through their own experiences. They strongly believe that

- MONEY IS THE ULTIMATE POWER
- WHOEVER HOLDS THIS POWER RULES THE SOCIETY
- HONESTY, TRUTH ARE LIP VALUE WHILE IN PRACTICE THE TRUE VALUE WORK IN LIFE ARE ‘ Survival of fittest’ i.e. you have to live for yourself so buy, borrow or snatch whichever is needed at that time and live easy life .No hard work. No commitment, No accountability but always think of self-interest.

**The motto /aim/objective life**

They believe in not to commit suicide or escape from reality but fight and face the challenges as and when it comes in whichever form in best possible way in that given situation.

**The general attitude which they have developed towards**

- society —————> negative
- family —————> no trust and confidence
- Siblings —————> never believe
- friends —————> convenient
- money —————> everything in life
- value —————> for preaching not for practicing
- God —————> never exist
- religion —————> live with full faith in one’s self

**The Concern**

After having understanding about the status and condition of street children the following questions arise in mind as the concern.

Why the generations of street children are increasing by time?

Do they wish to come out of life they are living?

If they wish to come out who prevents them from it?

There is an existence of parallel hidden society of them right under our nose.(Film by Madhur Bhandarkar—Traffic Signal) The child living in home receives the roots and wings from normal healthy family- parents, while in case of these children both of them are received by the parallel hidden society.

Having this frame in mind, the phase II of the study was designed. When adolescents were informed about the training about 34 of them showed the willingness to participate initially but because of their other priorities only 20 of them regular and attended entire training, the rest have come for some sessions. The training place and timing were adjusted to the participants. The total programme was of active 60 hours. The core life skills identified and advocated by WHO was considered with experiential approach. Each activity was link with their daily living activities and their perception of self in that. Over all they enjoyed the activities and cold link with their living. They develop hope that if they make effort and change the paradigm of life a little can bring quality in living. Self awareness has enhanced and greater level of positive thoughts and action has find place in them. They were risk takers so did not find difficulty in adopting changes in their behaviours. In close follow up of training it was found the participants was honest in sharing their experience and were very clear in their thoughts with justifications. One fact most of them revealed that all were aware about their needs and potentials, were able to adopt good and effective communication skills and able to use assertion as and require. They were solving their problems earlier too but now critical, creative and rational thinking saves from impulsive decision-making. They were trying to cope with stress and emotion but the old experiences were having greater impact and the ill feelings are not easily replaced. That area still needs to work.

The overall experience was meaningful for adolescents but at the same it is important to note that the street life had a great impact on shaping the attitudes of the children. There was no perspective of the 'future'. This made the children carefree, with no desire to study or save and a dislike for discipline or restrictions of any kind. They have always received negative strokes and as a consequence they have acquired negative behaviours. If society wishes to bring them to mainstream need to replace each negative strokes to positive.

There is a need to look into and take serious note of the **basic psychology** of entire phenomenon. It is a need to understand **the roots** which compel them to stay in that system.

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*AN INVESTIGATION INTO THE PROBLEMS FACED BY TEACHERS IN  
TEACHING OF POETRY IN THE SUBJECT OF SANSKRIT  
FOR STANDARD IX*

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**INTRODUCTION**

Education is the most powerful instrument to bring desirable changes in the students and the teacher is a change agent in the whole the process of education teacher prepares or trains the future generation to meet the challenges of modern society. Education helps in directing a person to do right things at right time at right place which makes more productive individual as well as the society. The future of the nation depends upon the quality of education. According to United Nations Educational Scientific and Cultural Organization (UNESCO, 2004), “The purpose of education is to ensure that all pupils acquires the knowledge, skills and values necessary for the cognitive development of learners to nurture the creative and emotional growth of learners, to oppose discrimination against any particular group in any manner or, in other words, leads towards and equitable society.” Language plays an important role for the transaction of knowledge through teaching learning process. “Language as a vehicle of communication is very crucial on the process of education it is through language that everything is taught and learnt in a majority of teaching learning including the classroom.”

National Curriculum framework for school education (2000), ‘language education’ has the greater potential as a means of develop, progressively through various stages attitudes and values related to all the core components by incorporating appropriate themes and adopting suitable that teaching strategies’. According to NCFSE (2000) “at the secondary stage in the first language full mastery over the applied form of language and good acquaintance with literary language would be aimed at. Desirable attitudes and values must be inculcated through carefully selected language materials. Thus school curriculum helps to promote the development in learning of language, abilities, communication skills which are needed for social living and further learning”.

**IMPLICATION FOR THE PRESENT STUDY:**



Many studies have been considered in the area of problems faced by Hindi teachers at different primary secondary and higher secondary level. Researcher has come across at primary level. Chitare (1999) found that teachers have poor vocabulary. Vyas (1978) Found that the state of teaching Hindi was unsatisfactory. Yagnik (1979) found that teachers were working for their professional growth moreover; The time allotted for teaching Hindi was not enough. All this above studies have done under caption of primary school level. It indicates that most of the teacher faced difficulties in teaching of poetry, teachers have poor vocabulary and the state of teaching Hindi was unsatisfactory due to less importance given by state government.

At secondary and higher secondary level many studies have been taken place SIERT (1966) found about interest of students o class VIII, they interested in poems inspiring poems on great personalities, motherland, patriotism, nationalism and art of bravery and they liked to recite poems. Jain (1981) studied on determination of communicability in the new poetry from the point of view of teaching. He found that teacher faced difficulties in teaching of poetry, were attitudinal in nature, and also because of the form of poetry Teachers did not consider new poetry as poetry. Verma (1971) has pointed out that the teaching of Hindi in lower classes should stress on hearing, speaking, reading and writing. In the long run the aim language teaching should be to develop cultural and social interaction of people. Theodore (1957) studied on evaluation of English poetry among Indian students, it was found that students that value of studying poetry is real and aesthetic, reading poetry gives pupils and enjoyment and capacity for literary appreciation and it enables pupils to acquaint themselves with poetic mind. Singh (1984) studied appreciation of Hindi poetry at higher level and found most of students are not able to understand BIMB, PRATEEK, and DHARNAS and RASAS. We can also see that at secondary and higher level very few works has done on poetry. Moreover, Verma (1971) found that curriculum occupied a very important place in the process of education.

As per the review of above literature investigator did not come across any study dealing with problems of teachers in Sanskrit poetry teaching at secondary level. So, investigator wants to conduct a study on problems faced by Sanskrit teachers in poetry teaching.

#### **RATIONALE OF THE STUDY**

It has been observed that these days largely the poetry is taught through recitation & grammar translation method & explanation. At times the objectives of teaching poetry are not properly

realized because the approach becomes too mechanistic. Teaching learning of poetry needs to be strengthened through innovative approaches. Its suitable attributes can help in realizing the objectives of poetry instruction, such as, vocabulary, recitation, pronunciation, modulation, intonation, explanation. Though Std. 9th Students are at formal operational level but learning through poetry becomes too abstract in the absence of sound effects, visuals, animation and colors.

The climax of the plight of a poetry in the form of composition establishing relationship amongst very remote elements, though, highly creative, but at times goes beyond the levels of comprehension of readers/listeners in the absence of context and conditions. Poetry is one of the best creations of mankind. It means that keeping interest in poetry is the sign of love and creativity of art. In contemporary period, when we are moving further for materialistic development, we should not be passive to our social, cultural and spiritual development. Therefore like other names, effective poetry teaching also can play an important role in spreading good thought and emotions among people. A broad survey of literature in different areas like teaching methods, techniques, approaches and instructional material. A study of the literature in him teaching and learning of Sanskrit indicates that investigators in India are concerned with studying in greater depth of the teaching and learning process Involving Sanskrit. As class 9th is the secondary stage in Sanskrit and teaching of language should provide pupils full mastery over the applied form of language and maturity in oral and written expression, study at this stage should bring to them opportunity to appreciate the depth and diversities of human mind. Poetry is also taught for that purpose involved in Sanskrit subject.

As importance of Sanskrit poetry, at secondary, higher secondary and college level, it is proving fruits of Sanskrit language in the form of essence of nature, truth, beauty and goodness. But it is possible for students at that level when in primary education it is provided. Therefore there is a need to provide poetry teaching effectively at secondary level, because in Sanskrit as well as Gujarati medium schools of Gujarat state, there are several problems regarding Sanskrit teaching-learning problems as students are come from Gujarati background.

Heterogeneous students in Gujarati medium schools of Baroda city as they are having different socio-economic backgrounds, impact of their (regional) mother tongue. These reasons are responsible for arising problems in Sanskrit teaching and learning. In this kind of climate, there are many difficulties regarding spelling mistakes, vocabulary and recitation of

poetry. Teachers felt difficulties in Sanskrit poetry teaching because its form. They did not consider poetry as poetry. In their views if these lines were written in a continuous and sequential manner, they would turn into prose and some teachers are facing difficulties by their attitudinal nature. Jain (1981) Poetry teaching starts there when children are at 1st standard. They are small kids, it is taken casually. At this level poetry is taught only recitation base. But at secondary level gradually when the child goes to secondary to higher secondary stage emphasis is more given on poetry teaching and learning from recitation to essence poetry. Sanskrit poetry will give the fruits of Sanskrit language in the form of truth, beauty and goodness at secondary, higher secondary and college level only if it is taught properly in real essence at secondary level.

In our education system, Secondary stage is very crucial stage. It is a bridge between secondary and higher secondary school education that provides experiences to the students facing a statewide examination. Generally the result of standard 10th decides child's future, and 9th is based for it. At this stage Sanskrit language has its importance as one of the subject because it is also the medium of instruction in the Gujarati Medium schools. if students are not much proficient in this language, they would not be able to do well in other subjects. so, for the development of proficiency in language Sanskrit Subject Teachers should have mastery over the Sanskrit language as a whole and specific to poetry as one of the important part of it.

The investigator will select Grant-in-aid schools because in those schools it is found that well experienced teachers with some years experience so, investigator will get the benefit to reach the actual problems of poetry teaching.

## **METHODOLOGY**

Methodology decides the nature, plan and procedure of the study. As such it is regarded as the main body of the research. It is desirable to have a proper methodologically designed research plan. An appropriate methodology can help in a getting proper research out comes. As the present study is survey in nature the methodology of scientific research has been followed.

## **STATEMENT OF THE PROBLEM**

*An Investigation into the Problems Faced by Teachers in Teaching of Poetry in the Subject of Sanskrit for Standard IX*

### OBJECTIVES OF THE STUDY

To study the problems faced by teachers of standard IX in the subject of Sanskrit during the teaching of poetry with respect to

- Problems related to speech
- Difficulties in teaching poetry
- Difficulties in teaching different forms of poetry
- Facility available in schools for poetry teaching

### EXPLANATION OF THE TERM

**Problem:** In the present study the term 'Problem' is in teaching of poetry in Sanskrit subject.

It is the problems faced by the teachers in teaching of poetry in terms of

- Pronunciation of words
- Methods of teaching
- Facilities available for poetry teaching
- Interest of the students

### DELIMITATIONS OF THE STUDY

The present study has the following delimitations.

1. The study is delimited to Grant in aid secondary Gujarati Medium schools in Vadodara city and also delimited to teachers of standard 9th following GSEB syllabus.
2. The study is delimited to the teachers of standard 9th

### DESIGN OF THE STUDY

The study is a survey type in nature and was carried out by administering the questionnaire. The study seeks to understand the present problems of teaching poetry by the teachers in Vadodara city through the information and data provided by the teachers through questionnaire and also through structured interview of secondary school teachers.

### POPULATION

All the Grant-in-Aid secondary schools (108) in Vadodara city constituted the population for present study.

*(Source: DEO)*

### **SAMPLE**

For the present study the investigator selected 27 schools randomly as a sample being 25% of population. Investigator has selected 24 schools having one single teacher for Gujarati subject and the rest of 3 schools having two separate teachers for Gujarati subject. All these 30 teachers were selected for the study.

### **TOOLS AND TECHNIQUES**

Investigator prepared a questionnaire tool for the study “An investigation into the problems faced by teachers,” investigator used the tools to keep in mind one of the objectives of the study and preparing the following tool.

#### **Questionnaire**

The questionnaire was prepared by the investigator which included total number of 10 questions. The 6 questions were close ended and rests of 4 questions were open ended. The questionnaires were validated by the experts in the field of language.

#### **Interview**

The investigator had conducted a structured interview including 9 questions with respect to

- Problems related to pronunciation, pitch, intonation or recitation.
- Difficulties in teaching poetry
- Difficulties in teaching different forms of poetry
- Facility available in schools for poetry teaching

The interview was concluded with the same teachers who were feeling the questionnaire in order to craft validate the information given in questionnaire along with getting more reliable information.

### **TOOLS FOR DATA COLLECTION**

#### **❖ Questionnaire**

A questionnaire, for teachers of standard 9th in Gujarati Medium Schools, was prepared by the investigator to collect data for the present study. In the questionnaire there were open ended & close ended questions related to problems faced by them during teaching of poetry in the subject of Sanskrit.

The items of questions prepared in terms of speech related problems, problems in teaching of poetry, problems in teaching different types of poetry, facility available in schools for

teaching poetry. The questionnaire keeping in view the above mention dimensions, investigator has prepared Semi-Structured Interview.

❖ Semi-Structured Interview

The investigator has prepared a set of pre-determined questions, in a particular order and sequence. At the same time flexibility of approach to questioning kept in mind. The investigator felt that their interviewer were share their ideas, facts and their experiences by which investigator collect the data from them with regard to problems faced in teaching of poetry in subject of Sanskrit.

### DATA COLLECTION

The data were collected personally by the investigator. Investigator personally visited all Grant-in-Aid secondary schools teachers followed GSEB syllabus and collected data from school teachers with the permission of Principal.

### DATA ANALYSIS

Data collected using questionnaire and structured interview, questionnaire analyzed through frequency and percentage and structured interview analyzed through content analysis.

### MAJOR FINDINGS

The findings of the present study are based on the analysis & interpretation done in the previous chapter. The investigator has arrived to these major findings by focusing on some major aspects of the study. Simultaneously, the discussion on based on the findings is also done in the present chapter. Whatsoever, the investigator has found out is presented below:

*Findings of Questionnaire:*

- It was found that 53% teachers having problems in teaching of poetry. They justified their responses that students are not interested in poetry. Some poems are not to the level of students, the teachers gave response that students have approached towards poetry only exam oriented. Most of the teachers had problems with recitation of the poetry. It also indicates that 47% teachers did not have any problems while teaching of poetry.
- It was found that 50% teachers believed that the words in the poem are difficult to pronounce some extent. By playing games of words, puzzle. We can develop the

vocabulary. To explain the difficult words, we have developed reading habit of students. In the form of Gazal, there are some Urdu words include, so it's difficult to understand. There are heterogeneous group in the classroom having different region, students sometimes can't understand the meaning of word & also cannot pronounce it properly. By giving synonyms of some difficult word, we can make it easy to pronounce. It also indicated that 50% teachers did not have any difficulty in pronunciation of words while teaching of poetry. They justified that Words are easy and understandable Sometimes it is quite difficult to pronounce the word which is unfamiliar for the students.

- It was found that 70% teachers recite poetry while 30% teachers were not recite poetry. They followed traditional method of teaching poetry by just reading and explaining. Teachers did not have proper voice modulation, intonation for reciting poetry. Some teachers found that there is problems with time, so cannot recite poetry in limited time.
- It was found that 70% teachers believed that students have faced problems with recitation of poetry. Teachers believed that by giving them regular practice to recite poetry it will help students to recite poetry effectively. Sometimes, by providing them C.D. of other poetry, it will help students to recite poetry. Teachers have giving them regular practice so students can recite poetry with proper modulation and intonation. Teachers have to teach poetry in simple way if proper recitation of poetry is done by teachers then students will follow them. Proper gesture, pose, intonation is very essential for effective recitation of poetry. To providing them clear understanding about different forms of poetry. Through poem recitation we can motivated our student.
- It is also indication that out of 30 teachers, 9 teachers that are 30% teachers believed that there are no any difficulties students facing in recitation of poetry. Students did not have any problems regarding recitation. They fully enjoyed it. They can recite very well.
- It was found that 100% teachers agreed that different linguistic activities organized by them in their schools.
- It was found that 70% teachers felt that the poetry of GSHEB text book syllabus is relevant to the age of students. The rest of 30% teachers felt that it was not relevant to the age of students. These teachers justified their response.

*Findings of Structured Interview:*

- It was found that 70% teachers using recitation method for different forms of poetry. While 30% teachers did not know the various methods of teaching poetry.
- Item no. 4.2.8 indicates that 76% teachers had listing out of the different teaching aids like C.D., computer, projector, charts, tape recorder, etc. while 7 teachers that is 24% teachers wrote only one or two common teaching aid. They did not know any other name of teaching aid.
- It was found that all the 30 teachers had listed out the different moral values which they inculcated in the students by teaching of poetry that is Ahimsa, Unity, Truth, Cooperation, Pity, Duties towards the society and Nation, Honesty, social services, etc. all the teachers listed out these all values.
- It was found that 30% teachers were aware about the steps of poetry teaching and 47% teachers were not aware about the steps of poetry teaching and they were not attempt any answers of this question. The rest of 23% teachers were written down the different types of poetry rather than steps of poetry.
- The investigator also found that having lack of facilities for poetry teaching in schools, teachers faced problems.

## DISCUSSION

With respect to problems faced by Sanskrit subject teachers, the present study revealed that majority of teachers having problems in recitation of poetry. They use simply traditional method that are reading and explaining during teaching of poetry. Due to lack of facility for poetry teaching in the schools, it was found out that teachers cannot use different facilities for poetry teaching like language lab, projector, C.D., Tape recorder, etc. It creates uninterested for poetry among the students as well as teachers also.

## CONCLUSION

Findings of the study shows that in Gujarati medium grant-in-aid schools having more than 30 years experienced teachers in the subject of Sanskrit faced many problems with regards to recitation of poetry, pronunciation of difficult words, lack of facilities in schools and do not having awareness about effective way of teaching poetry. Some teacher had Sanskrit or other subject as a major subject even though they have taught Sanskrit as a whole and poetry in particular. So having lack of knowledge about nature and structure of Sanskrit poetry, they have to face these kinds of certain problems in teaching of poetry.



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## શિક્ષકની અસરકારકતાને જવાબદાર પરિબળો

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### પ્રસ્તાવના :

શિક્ષક એ તો રાષ્ટ્રનો નિર્માતા અને ભાગ્યનો વિધાતા છે. શિક્ષક રાષ્ટ્રના ઈતિહાસનો સર્જક છે. એટલે જ કહેવાયું છે કે “The teacher is the maker of history” and “The teacher is the torch bearer of society” સામાન્ય વ્યાખ્યા અનુસાર શિક્ષક એટલે શિસ્ત, ક્ષમા અને કર્તવ્ય પરાયણ વ્યક્તિ. આ તમામ ગુણો તો શિક્ષકમાં હોવાં એટલા જ જરૂરી છે. આવા ગુણો તો શિક્ષકના એક ફરજના ભાગરૂપે છે. કોઈએ સાચું જ કહ્યું છે કે “Necessity is the mother of invention” બાળકોની શૈક્ષણિક જરૂરિયાતો સંતોષવા માટે સાચો, શ્રેષ્ઠ શિક્ષક હંમેશા શિક્ષણના સંશોધનો કરતો રહેતો હોય છે. શિક્ષણના નવનિર્માણમાં સૌથી મહત્વનું સ્થાન શિક્ષકનું છે. શિક્ષક એ તો સંસ્કૃતિનો જ્યોતિર્ધર ને સામાજિક પરિવર્તનનો પરિવ્રાજક છે. શિક્ષકની ભૂમિકા પર પ્રકાશ પાડતા પ્રખર કેળવણીકાર લૉર્ડ એશબીની કંડિકાનું સ્મરણ થાય છે. તેઓના મંતવ્ય અનુસાર....

“The chief quality that distinguishes a teacher is a determination and the skill to build bridge between the two generation, to establish a lively communication with the young. The commitment of a teacher is not solely to transmit knowledge; it is to transmit tradition of scholarship, an attitude to phenomena and a particular style of integrity” લૉર્ડ એશબીનું આ વિધાન શિક્ષકના કર્તવ્ય પર વેધક પ્રકાશ ફેંકે છે. શિક્ષકનું કર્તવ્ય બે પેઢી વચ્ચેનો સેતુ બનાવે છે. શિક્ષકનું કાર્ય યુવાનો સાથે જીવંત સંપર્ક દ્વારા સંવાદ સાધવાનું છે. શિક્ષકની પ્રતિબદ્ધતા માત્ર જ્ઞાનનું સંક્રમણ કરવાનું નથી, પરંતુ વિદ્વતાનું સંક્રમણ, જ્ઞાન પ્રત્યેનો અનુરાગ અને એકાત્મકતા સ્થાપવાનો

એ. શિક્ષકે સતત જ્ઞાનની આરાધના કરતા રહીને વિદ્યાર્થીઓમાં જ્ઞાન અને સંસ્કારનું સિંચન કરવાનું છે. શિક્ષણના બધા જ પરિબલો શિક્ષકની ગુણવત્તા પર વ્યાપક અસર જન્માવે છે અને રાષ્ટ્રીય વિકાસમાં જે મહત્વનો ભાગ ભજવે છે તેમાં શિક્ષકની ગુણવત્તા અને કાર્યક્ષમતા એ મહત્વનું પરિબલ છે. આજે વર્ગખંડો વિદ્યાર્થીઓથી છલકાય છે, જ્ઞાનની નવી નવી ક્ષિતિજો પ્રતિદિન ખૂલી રહી છે ત્યારે શિક્ષક તેનાથી પર રહે તે કેમ ચાલે ? શિક્ષકે તેની વ્યવસાયિક સજ્જતામાં વધારો કરવો પડશે અને નીતનવીન જ્ઞાન મેળવવું પડશે. આજના આ વૈશ્વિકીકરણના યુગમાં શિક્ષકે તેની અસરકારકતામાં વધારો કરવા માટે સતત પ્રયત્નશીલ રહેવું પડશે. શિક્ષકે પોતાના જ્ઞાન અને કૌશલ્યની બાબતમાં અદ્યતન રહેવા અંગે સજાગ રહેવું પડશે. આજના આ વૈશ્વિકીકરણના યુગમાં આપણા સહિયારા ભવિષ્યનો નકશો દોરીને તેનું નિર્માણ કરવાનું છે. શિક્ષકનું પ્રતિબિંબ તેના વર્ગખંડોમાં ઘડાતું હોય છે અને તેની ઉપર શિક્ષકની આખી વૈશ્વિક ઈમારત યણાય છે.

### શિક્ષકની અસરકારકતાને જવાબદાર પરિબલો :

વિશ્વમાં આજે તમામ ક્ષેત્રે આવતી કાલ કેવી હશે તેની વિશદે ચર્ચા ચાલી રહી છે. ખાસ કરીને ઔદ્યોગિક ક્ષેત્રે આ વિભાવના આંતરરાષ્ટ્રીય સ્તરે પણ થાય છે. દરેક કંપની પોતાનો માલ ઊંચી ગુણવત્તાવાળો અને સસ્તો છે તેની જોરશોરથી જાહેરાતો કરીને ગ્રાહકોને આકર્ષે છે. તો સાથે સાથે કંપની ભવિષ્યમાં કેવી રીતે ક્ષિતિજો સર કરવાની છે તેની જાહેરાતો દ્વારા ઉત્તમ કારકિર્દી ધરાવતી અને આગળ વધવાની તમન્ના રાખતી વ્યક્તિઓને આકર્ષવાનો પ્રયત્ન કરે છે. તે જ પરિસ્થિતિ વિશ્વવ્યાપાર સંગઠન (World Trade Organization) આવતાં શિક્ષણ ક્ષેત્રે પણ થવાની છે તે નિર્ધારિત છે. શિક્ષકની અસરકારકતા માટે અનેક પરિબલો જવાબદાર છે.

### શિક્ષકની વ્યવસાય પ્રત્યેની પ્રતિબદ્ધતા :

શિક્ષકે પોતાના વ્યવસાય પ્રત્યે ગૌરવ અનુભવવું અને વ્યાવસાયિક સજ્જતા વિકસાવવા જાગ્રત રહેવું જરૂરી છે. વ્યવસાય પ્રત્યેની પ્રતિબદ્ધતા માટે મેળવેલી તાલીમ સતત નવસંસ્કરણ થાય તે માટે તે સતત જ્ઞાનની આરાધના કરે, વિચારે, વિકસે અને અન્યને વિકસાવવા પ્રેરક બને.

**વિદ્યાર્થી પ્રત્યેની પ્રતિબદ્ધતા :**

શિક્ષકની વિદ્યાર્થી નિષ્ઠા એ શિરમોર પ્રતિબદ્ધતા છે. વિદ્યાર્થી પ્રત્યેનો હકારાત્મક અભિગમ ક્રાંતિકારી પરિણામ સર્જે છે. વિદ્યાર્થી પ્રત્યેની શ્રદ્ધા તેમનામાં નવું બળ પુરું પાડે છે. વિદ્યાર્થીઓના સમૃદ્ધિકરણના કાર્યક્રમો યોજીને પ્રતિપોષણ પુરું પાડે છે.

**સમાજ પ્રત્યેની પ્રતિબદ્ધતા :**

શાળા એ સમાજની લઘુ આવૃત્તિ છે. શાળા એ સમાજનું એક કેન્દ્ર બની રહે તે જરૂરી છે. આવી તીર્થભૂમિનો પુરોહિત તે શિક્ષક.... શિક્ષકની સમાજ પ્રત્યેની જવાબદારી અન્ય નાગરિક કરતાં વિશિષ્ટ છે.

**ઉત્કૃષ્ટતા સંપ્રાપ્તિ પ્રત્યેની પ્રતિબદ્ધતા :**

ઉત્કૃષ્ટતા એટલે બહેતર, બહેતરથી સર્વશ્રેષ્ઠ પણ થવાની પ્રક્રિયા. શિક્ષક એ તો વિચારનું વાવેતર કરનાર છે. તે પોતાના વિદ્યાર્થીના વિકાસથી ગૌરવ અને આનંદ અનુભવે છે. વિદ્યાર્થી પોતાનાથી સવાયો થાય એવું ઈચ્છે છે. ઉત્કૃષ્ટતાની પ્રતિબદ્ધતા પ્રાપ્ત કરવાના અભિગમના આદર્શો આ જીવનને ઊંચે ઉપાડવાની વિધાયક પ્રતિબદ્ધતા છે. “Better everybody better than best” માટે મંડ્યા રહેવું. આ સંપ્રાપ્તિ માટે શિક્ષકે કેટલાક આદર્શો સાથેનો અભિગમ અપનાવવો રહ્યો.

**પ્રભાવશાળી વ્યક્તિત્વ :**

શિક્ષકનું વ્યક્તિત્વ અત્યંત પ્રભાવશાળી હોવું જરૂરી છે. શિક્ષકની પ્રતિભામાં સ્વપ્રતીતિ, આકર્ષક દેખાવ, આશાવાદ-વિધાયક વલણો, સુદૃઢતા વલણો, સુદૃઢતા, ઉત્સાહ, વિદ્વતા, બુદ્ધિવૈભવ, અસરકારક અભિવ્યક્તિ, નેતૃત્વ શક્તિ, વિનોદવૃત્તિ અને મૈત્રીપૂર્ણતાના ગુણો હોવાં જરૂરી છે.

**જ્ઞાનપિપાસા અને જિજ્ઞાસા :**

શિક્ષકની અસરકારકતા માટે શિક્ષકની જિજ્ઞાસાવૃત્તિ અને તેની જ્ઞાનપિપાસા વૃત્તિ અસર કરે છે. સદૈવ શીખતાં રહેવાની અને શીખવતા રહેવાની તત્પરતા પણ એટલી જ જરૂરી છે. જેના પ્રત્યેક

કર્મનાં જ્ઞાનનો વિનિયોગ થતો હોય અને જ્ઞાન મેળવવા માટે સદા ઉત્સુક હોવા જરૂરી છે. જ્ઞાનની વિવિધ શાખા પ્રશાખાનો નિરંતર અભ્યાસી હોય, જ્ઞાનના અતલ, અગાધ મહાસાગરમાંથી જ્ઞાનના મૌક્તિકો પામવા માટે સતત મથતો હોય, વિદ્યાર્થી માટે જંગમ વિદ્યાપીઠ સમો હોય તેવો શિક્ષક વર્ગને સ્વર્ગ બનાવી શકે છે.

#### ચારિત્ર્ય અને નૈતિક ગુણો :

શિક્ષકની અસરકારકતા માટે ઉત્તમ અને ઉમદા પ્રકારનું ચારિત્ર્ય એટલું જ જરૂરી છે. “Character is the bundle of habits” શિક્ષકના ઉચ્ચ ચારિત્ર્ય અને નૈતિક ગુણોનો પ્રભાવ વિદ્યાર્થીઓ પર પડ્યા વિના રહેતો નથી. તેના દૈનિક કાર્યો અને વ્યવહાર દ્વારા બાળકોમાં ધૈર્ય, પ્રેમ, સહકાર, પરોપકાર, દેશપ્રેમ, કર્તવ્યનિષ્ઠા, સેવાભાવ, અન્ય પ્રત્યે આદરભાવ, સમભાવ તથા સદ્ભાવના જેવા ગુણો હોવાં જરૂરી છે.

#### સહાનુભૂતિ અને મૈત્રીપૂર્ણ વ્યવહાર :

શિક્ષક એ તો પ્રેરણાની આઘગંગોત્રી છે. શિક્ષકમાં સહાનુભૂતિ કે અનુકંપાનું ભાથું ભારોભાર ભરેલું હોવું એટલું જ જરૂરી છે. અસરકારક શિક્ષણ માટે પોતાના બાળકો, અન્ય સાથી શિક્ષક મિત્રો સાથે તેમજ વાલીઓ સાથેનું વર્તન સહાનુભૂતિવાળું હોવું જરૂરી છે. વિદ્યાર્થી સાથે Friend, Philosopher અને Guide તરીકે કાર્ય કરવાનું છે.

#### વિષય પરનું પ્રભુત્વ :

જે શિક્ષક પોતાના વિષય પર આગવું પ્રભુત્વ ધરાવી શકતો હોય અને સારું ઉત્તરદાયિત્વ પણ સારી રીતે નિભાવી શકતો હોય તે જ શિક્ષક વર્ગમાં અસરકારક શિક્ષણ કરી શકે છે. આવો શિક્ષક સતત વિસ્તરતી જતી જ્ઞાનની ક્ષિતિજોને આંબવા નિરંતર અધ્યયનશીલ હોય છે. આ માટે શિક્ષકે આજીવન વિદ્યાર્થી રહીને પોતાના વિષયનું સતત અનુશીલન અને પરીશીલન કરતાં રહેવું જરૂરી છે.

#### અધ્યાપનમાં અભિરૂચિ :

શિક્ષણ પ્રત્યે અભિરૂચિ ધરાવનાર શિક્ષક જ વર્ગને સ્વર્ગ બનાવી શકે છે. તેના અધ્યાપન કાર્યમાં ધર્મ અને કર્મ વણાઈ ગયેલાં એટલાં જ જરૂરી છે. તેની પાસે પોતાનું શિક્ષણ દર્શન હોવું એટલું જ જરૂરી છે. પોતાના વિષયમાં સમર્પિત શિક્ષક જ અસરકારક શિક્ષણ કાર્ય કરી શકે છે. શિક્ષકે વિદ્યાર્થીઓનું સતત નિરીક્ષણ અને સતત મૂલ્યાંકન કરતાં રહીને તેને અધ્યયનમાં રસ પડે તેવા નવીનતમ પ્રયોગ કરવા, વિશિષ્ટ અધ્યાપન અનુભવો પૂરા પાડવા, આદર્શ અધ્યયન પરિસ્થિતિઓનું નિર્માણ કરવું વગેરે પ્રયત્નો દ્વારા વિદ્યાર્થીને અધ્યયન માટે અભિપ્રેરિત, તત્પર અને સભાન કરતો રહે તે પણ એટલું જ જરૂરી છે.

#### બાળ મનોવિજ્ઞાનનું જ્ઞાન :

શિક્ષકને અસરકારક શિક્ષણ કાર્ય કરવા માટે બાળકોનાં રસ, રૂચિ અને અભિયોગ્યતાની જાણકારી એટલી જ જરૂરી છે. બાળકોના વ્યક્તિત્વના વળાંકો, તેમનામાં રહેલાં વ્યક્તિગત તફાવતોથી પણ સુમાહિતગાર રહેવું જરૂરી છે. આવા શિક્ષક બાળકોની વયકક્ષા, શારીરિક, માનસિક, સાંવેગિક, સામાજિક વિકાસને ધ્યાનમાં રાખીને અધ્યાપન કરતો હોય તે જરૂરી છે. બાળકોની સમસ્યાઓ, તેના અનુકૂલનના પ્રશ્નો સમજીને શિક્ષણકાર્યનું આયોજન કરતો રહે તે જરૂરી છે.

#### બાલકેન્દ્રી શિક્ષણમાં આસ્થા :

કુશળ અધ્યાપન કાર્ય કરવા માટે બાલકેન્દ્રી શિક્ષણમાં શ્રદ્ધા અને વિશ્વાસ હોવો જરૂરી છે. બાળકોની સમસ્યાઓથી પરિચિત હોય, તેમના વ્યક્તિગત પ્રશ્નોથી વાકેફ હોય તેવા શિક્ષક જ કુશળ અધ્યાપનકાર્ય કરી શકે છે.

#### નવાવિચારો, નવા પ્રયોગો અને સંશોધન વિભાગ :

અસરકારક શિક્ષણ કાર્ય કરવા માટે શિક્ષણક્ષેત્રે પ્રવર્તમાન વિચારોની જાણકારી શિક્ષક માટે એટલી જ જરૂરી છે. આ માટે નવીન પ્રયોગો અને પ્રોજેક્ટસ પણ હાથ ધરવાં જરૂરી છે. વર્ગખંડમાં ઉદ્ભવતી સમસ્યાઓના નિરાકરણ માટે ક્રિયાત્મક સંશોધનો હાથ ધરવાં જરૂરી છે. વર્ગખંડમાં

શિક્ષણને લગતા સંશોધનોથી પરિચિત રહી તેનો વર્ગખંડમાં યોગ્ય વિનિયોગ કરતો હોય તે જરૂરી છે.

#### પ્રત્યાયનની યોગ્ય કળા :

શિક્ષક હંમેશા વિદ્યાર્થી માટે પ્રેરણાનો મુખ્ય સ્ત્રોત બની રહેવો જોઈએ. શિક્ષક પાસે પ્રત્યાયનની યોગ્ય કળા હોવી આવશ્યક છે. પોતાના જ્ઞાનનું યોગ્ય વિતરણ અને સંક્રમણ કરી શકે તે માટે વિવિધ પ્રકારનાં દૃશ્ય શ્રાવ્ય ઉપકરણોની પસંદગી અને તે ઉપકરણોનો યોગ્ય ઉપયોગ કરવાનું કૌશલ્ય પણ જરૂરી છે.

#### હકારાત્મક અભિગમ :

શિક્ષણના વ્યવસાયની સફળતા માટે શિક્ષકનાં વિધાયક વલણો મહત્વનો ભાગ ભજવે છે. હકારાત્મક અભિગમના પરિણામે શિક્ષણ વિદ્યાર્થીઓ પર પ્રભાવક અસર પાડી શકે છે. શિક્ષકમાં પોતાના વ્યવસાય પ્રત્યે નિષ્ઠા, કર્તવ્યપાલન, એકાગ્રતા, વિદ્યાર્થી વત્સલતા જેવા ગુણો એટલાં જ જરૂરી છે. તેમનામાં નમ્રતા, સૌજન્ય, વિવેક, નિર્ણયશક્તિ જેવા ગુણો પણ અપેક્ષિત છે. તેમનામાં સ્વતંત્રતા, સમાનતા, બંધુતા જેવા લોકશાહી મૂલ્યો પ્રત્યે આદરભાવ અત્યંત જરૂરી છે. આ ઉપરાંત તટસ્થતા, પૂર્વગ્રહરહિતતા, રાષ્ટ્રપ્રેમ, બિનસાંપ્રદાયિકતા જેવાં મૂલ્યો કેળવાયેલાં હોય તે પણ જરૂરી છે. પોતાના વ્યવસાય પ્રત્યે આદર અને શ્રદ્ધા હોવાં જરૂરી છે.

#### શિક્ષણ માટે ભાવાવરણ રચવું :

જે શિક્ષક વર્ગખંડમાં વિદ્યાર્થીઓ સાથે વિશ્વાસ પ્રતિપાદિત કરી શકે તે જ શિક્ષક અસરકારક શિક્ષણ કરી શકે છે. આ માટે શિક્ષકમાં સ્પષ્ટ ભાષા, ઉચ્ચાર, સરળ રીતે સમજી શકાય તેવા શબ્દ પ્રયોગ અને સાહજીકતા પણ એટલી જ જરૂરી છે. આ ઉપરાંત શિક્ષકના હાવભાવ, બોલવાની ગતિ, અવાજની કક્ષા, સામી વ્યક્તિઓની લાગણીઓ અને અભિવ્યક્તિ પણ એટલી જ જરૂરી છે.

#### વિવિધ પદ્ધતિઓનું આયોજન :



શિક્ષણને અસરકારક બનાવવા માટે ચર્ચા, પ્રશ્નોત્તર, જૂથકાર્ય, નિદર્શન, પ્રોજેક્ટ જેવી વિવિધ પદ્ધતિઓનો ઉપયોગ કરીને શિક્ષણ કરવામાં આવે તો અસરકારક શિક્ષણ કરી શકાય.

### પ્રવૃત્તિ કેન્દ્રી શિક્ષણ :

શિક્ષણ કાર્ય રસપ્રદ, આનંદદાયી અને અસરકારક બને તેમજ ગુણવત્તા સભર શિક્ષણ વિદ્યાર્થીઓમાં આત્મસાત થાય તે માટે શિક્ષક દ્વારા વિવિધ શૈક્ષણિક પ્રવૃત્તિઓ થાય તે પણ જરૂરી છે. પ્રવૃત્તિ દ્વારા વર્ગખંડમાં વાતાવરણને જીવંત, ક્રિયાશીલ અને ચેતનવંતુ બનાવી શકે છે. વિદ્યાર્થીને પારંગતતાની કક્ષાએ લઈ જઈ શકે છે.

### ઉપસંહાર :

શિક્ષક આદર્શ પ્રત્યાયન-કાર હોવો જોઈએ. તેનું કાર્ય પ્રેષક તરીકેનું છે, જ્યારે વિદ્યાર્થીનું કાર્ય રિસીવરનું છે. શિક્ષકે તેનાં સંદેશાનું કે માહિતીનું નિરૂપણ એવી રીતે કરવાનું છે કે રિસીવર (વિદ્યાર્થી)ને બહુકેન્દ્રીય જ્ઞાન મળે. આ માટે શિક્ષકે યોગ્ય માધ્યમ દ્વારા વિદ્યાર્થીઓને અધ્યયન અનુભવો પૂરા પાડવા એટલા જ જરૂરી છે. સમગ્ર વર્ગખંડમાં શિક્ષકનું પ્રત્યાયન દ્વિધ્રુવી, બહુ માધ્યમી (Multi-Mediate) પ્રેરક અને અદ્યતન હોય તો જ શિક્ષક અસરકારક બની શકે છે.

### સંદર્ભસૂચિ

અમૃત જે. ભરવાડ અને રમેશ એમ. પટેલ (૨૦૧૩) વિકાસમાન ભારતીય સમાજમાં શિક્ષક;

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*STUDY OF SELF-CONCEPT OF 9<sup>th</sup> STANDARD STUDENTS OF ANAND DISTRICT*

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**1. Introduction**

Looking at the pace of the development, we know that, these researches and inventions also influenced the work strategy of Student For their physical and mental development they should be nurtured and nourished in such a way that they do not feel neglected, insulted or embarrassed. It is the Self Concept of a student which will help his/her to come out from any negativity.

Self Concept or self identity refers to the global understanding of a person of him or herself. It presupposes but can be distinguished from self-consciousness which is simply an awareness of one's self. The self concept is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skill and abilities, one's occupation and hobbies and awareness of one's physical attributes. The self concept is not restricted to the present. It includes past selves and future selves or "possible selves" it corresponds to hopes, fears, standards, goals and threats.

**Self-concept** may be defined as the totality of perceptions that each person has of themselves, and this self-identity plays an important role in the psychological functioning of everyone.

As far as we know, no one is born with a self concept; it gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences. Individuals have within themselves relatively boundless potential for developing a positive and realistic self concept. Self concept requires consistency, stability and tends to resist change. Self concept development is a continuous process. It is learned, organized and dynamic. The guidance system not only shapes the way a Person's view oneself, others and the world but it also serves to direct action. As self Concept seems to play a significant role in the development of a person or student. Detailed knowledge about its nature and relation to other important factors will provide an objective and encouraging basis for the educators. It was felt that the knowledge of relationship between the self concept and the other variables would be very enriching and useful. As an educator, we need to watch for signs of frustration and then try to determine the cause. Although this takes time, the results of a positive self-

concept are well worth the effort."A self-concept is a collection of beliefs about one's own nature, unique qualities, and typical behavior. Your self-concept is your mental picture of yourself. It is a collection of self-perceptions. For example, a self-concept might include such beliefs as 'I am easy going' or 'I am pretty' or 'I am hard working.'

## 2. Meaning of Self-Concept:

"It is the way or manner in which the individual reacts to him." He spells out four aspect of self.

- How people perceive him?
- What he thinks of himself?
- How he values himself?
- How he attempts - through various actions to enhance or defend himself?

We can say that an idea of an individual towards various aspects related to the self or own perception of an individual regarding any phenomenon known as self concept. In the present research, self concept means an image that an individual has of his own-self, his attitude, beliefs, achievement, behavior, interest etc.

## 3. Objectives of the Study

Following are the objectives of the study

1. To study the effect of Gender of the students of IX Standard residing in Urban and Rural areas of Anand District on their self concept.
2. To study the effect of Medium of School on the self concept of students of IX standard residing in Urban and Rural area of Anand District.
3. To study the effect of Type of School on the self concept of Students of IX standard residing in Urban and Rural area of Anand District.
4. To study the self concept of the students of IX standard residing in Urban and Rural area of Anand District.

## 4. Hypotheses of the study

Following are the hypotheses of the study

- Ho<sub>1</sub> There will be no significant difference between the mean scores of the self concept of IX STD boys residing in Urban and Rural areas of Anand District.
- Ho<sub>2</sub> There will be no significant difference between the mean scores of the self concept of IX STD girls residing in Urban and Rural areas of Anand District.

Ho<sub>3</sub> There will be no significant difference between the mean scores of the self concept of IX STD Students of English medium (Non Granted) schools of Urban and Rural areas of Anand District.

Ho<sub>4</sub> There will be no significant difference between the mean Scores of the self concept of IX standard students of Gujarati Medium (Granted) Schools of Urban and Rural areas of Anand District.

Ho<sub>5</sub> There will be no significant difference between the mean scores of the self concept of IX STD students residing in Urban and Rural areas of Anand District.

### 6. Importance of the Study

Education is to formulate a curriculum suited to the modern needs of society. Education process is a live process which involves teacher and student in teaching Learning process. Education tries to promote thinking, reasoning, discrimination and other mental powers of individuals to the maximum. Overall development of an individual is possible only continuous researches are carried out in the education system. Research is needed and has its own importance in bringing out the suitable changes.

### 7. Limitations of the Study

The present study of the problem also has some limitations which are as follows:

- The study is limited to of IX STD English medium & Gujarati medium High School students only.
- Only a few variables such as Area, Gender, Types of School, Types of medium in School have been considered.
- The study is limited to English medium & Gujarati medium students of Anand District. (Rural and urban areas) schools only.
- The study is limited for only the school affiliated to GSEB( Gujarat Education Board only).

### 8. Planning of the research

The researcher selected two Gujarati Medium and two English Medium Schools randomly from the urban area and two Gujarati Medium and two English Medium schools

randomly from the rural area. In total the researcher selected randomly four schools from the both areas. List of the schools are as under in table 1.

**Table.A- Selection of the Schools from Anand**

Area (Rural)		Number of Boys	Number of Girls
Name of the school			
<b>English</b>	Bhadran English Medium School, BHADRAN.(SF)	<b>20</b>	<b>30</b>
<b>Medium</b>	Excellent English Medium School, VAHERA.(SF)	<b>25</b>	<b>25</b>
<b>Gujarati</b>	Napa High School, NAPA.	<b>30</b>	<b>30</b>
<b>Medium</b>	Napad High School, NAPAD.	<b>25</b>	<b>25</b>
Area (Urban)			
Name of the school			
<b>English</b>	Angel High School, ANAND.(SF)	<b>25</b>	<b>20</b>
<b>Medium</b>	K J Thakkar High School, ANAND.(SF)	<b>25</b>	<b>20</b>
<b>Gujarati</b>	Saint Xavier’s High School, Gamdi, ANAND.	<b>20</b>	<b>30</b>
<b>Medium</b>	Sardar Patel High School, Khetiwadi,ANAND.	<b>25</b>	<b>30</b>

For the preparation of tool, the researcher reviewed the research surveys, past Journals of education. The researcher also collected the view of guide and other experts, for the preparation of this tool. Among various values social value, were selected for present study.

Thus, the tool was prepared to Study the perception of male and female Students about self concept. The test consist of 80 statements with ‘Sure’ or ‘Partial sure’ and not sure option. The researcher gave these tools to four experts for verification. These 70 statements were selected by experts out of 80 statements for the final tool of research.

### **9. Analysis of Hypotheses**

The researcher collected the data representing the number of males, Females, Schools Types, School medium, Area of the School and their Self concept respectively. Null hypotheses were counted, results, interpretation and graphs are given below through tabulation.SPSS-21 version is used to calculate the results from data.

Ho1 *There will be no significant difference between the mean scores of the self concept of IX STD boys residing in Rural and Urban areas of Anand District.*

**Table -1 significant difference between self-concept of Urban and Rural boys**

	Number	Mean	Standard Deviation	't' Calculated	't' Table
Urban (boys)	95	143.42	25.89	1.44	0.05 (1.96)
Rural (boys)	100	138.15	25.10		0.01(2.58)
<b>DF = 193, Not Significant</b>					

As mentioned in the table- 1 t calculated is 1.44. The table values at 0.01 level is 2.58. Here, hypothesis: 1 is accepted. There is no significant difference between mean score of self-concept of rural and urban area boys of STD-IX. According to table self-concept of urban and rural boys are same.

*Ho<sub>2</sub> There will be no significant difference between the mean scores of the self concept of IX STD girls residing in Rural and Urban areas of Anand District.*

**Table – 2 significant difference between self-concept of Urban and Rural girls**

	Number	Mean	Standard Deviation	't' Calculated	't' Table
Urban (girls)	100	148.11	28.10	1.52	0.05 (1.96)
Rural (girls)	110	142.30	27.00		0.01(2.58)
<b>DF = 208, Not Significant</b>					

As mentioned in the table - 2 t calculated is 1.52. The table values at 0.01 level is 2.58. Here, hypothesis: 2 is accepted. There is no significant difference between mean score of self-concept of rural and urban area girls of STD-IX. According to table self-concept of urban and rural girls are same.

*Ho<sub>3</sub> There will be no significant difference between the mean scores of the self concept of IX STD students of English medium (None Granted) Schools of Urban and Rural areas of Anand District.*

**Table -3 significant difference between self-concept of English medium (*None Granted*) rural and urban students**

	Number	Mean	Standard Deviation	't' Calculated	't' Table
English medium Urban ( <i>None Granted</i> )	90	145.00	26.10	1.10	0.05 (1.96)
English medium Rural ( <i>None Granted</i> )	100	141.12	27.88		0.01(2.58)
<b>DF = 188, Not Significant</b>					

As mentioned in the table 3 t calculated is 1.10. The table values at 0.01 level is 2.58. Here, hypothesis: 3 is accepted. There is no significant difference between mean score of self-concept of English medium (*None Granted*) rural and urban students of STD-IX. According to table self-concept of English medium (*None Granted*) urban and students are same.

**Ho<sub>4</sub>** *There will be no significant difference between the mean scores of the self concept of IX STD students of Gujarati medium (Granted) Schools of Urban and Rural areas of Anand District.*

**Table -4 significant difference between self-concept of Gujarati medium (*Granted*) rural and urban students**

	Number	Mean	Standard Deviation	't' Calculated	't' Table
Gujarati medium Urban ( <i>Granted</i> )	105	142.65	27.10	0.40	0.05 (1.96)
Gujarati medium Rural ( <i>Granted</i> )	110	141.11	28.33		0.01(2.58)
<b>DF = 213, Not Significant</b>					

As mentioned in the table - 4 t calculated is 0.40. The table values at 0.01 level is 2.58. Here, hypothesis: 4 is accepted. There is no significant difference between mean score of self-concept of Gujarati medium (*Granted*) rural and urban students of STD-IX. According to table self-concept of Gujarati medium (*Granted*) urban and students are same.

*Ho<sub>5</sub> There will be no significant difference between the mean scores of the self concept of IX STD students residing in Urban and Rural areas of Anand District.*

**Table -9 significant difference between self-concept of rural and urban students**

	Number	Mean	Standard Deviation	't' Calculated	't' Table
Urban students	195	144.30	27.13	1.38	0.05 (1.96) 0.01(2.58)
Rural students	210	140.70	25.10		
<b>DF = 403, Not Significant</b>					

As mentioned in the table-5 t calculated is 1.38. The table values at 0.01 level is 2.58. Here, hypothesis: 5 is accepted. There is no significant difference between mean score of self-concept of rural and urban students of STD-IX. According to table self-concept of urban area students of Anand district is same.

## 10. Findings of the research

Major findings of the research are as under.

- There is no significant difference between the mean scores of the self concept of the Boys of IX STD residing in Urban and Rural areas of Anand District.  
Thus, the urban boys and rural boys do not differ significantly. Therefore, the self-concept of the boys residing in urban and rural areas is same.
- There is no significant difference between the mean scores of the self concept of the Girls of IX STD. residing in Urban and Rural areas of Anand District.  
Thus, the urban girls and rural girls do not differ significantly. Therefore, the self-concept of the girls residing in Urban and Rural areas is same.
- There is no significant difference between the mean scores of the self concept of the IX STD students of English medium Schools of Urban and Rural areas of Anand District.  
Thus, the urban English medium students and rural English medium students do not differ significantly. Therefore, the self-concept of the student of English medium schools of Urban and Rural areas is same.
- There is no significant difference between the mean scores of the self concept of the IX STD students of Granted Schools of Urban and Rural areas of Anand District.



Thus, the of urban Granted school students and rural Granted school students do not differ significantly. Therefore, the self concept of the students of Granted schools of Urban and Rural areas are same.

- There is no significant difference between the mean scores of the self concept of the IX STD students of Non-Granted Schools of Urban and Rural areas of Anand District.

Thus, the urban Non-Granted school students and rural Non-Granted school students do not differ significantly. Therefore, the self concept of the students of Non-Granted schools of Urban and Rural areas is same.

- There is not significant difference between the mean scores of the self-concept of IX STD students residing in Urban and Rural areas of Anand District.

Thus, the Urban students and Rural students not differ significantly. It means that the observed difference is due to sampling error or incident. Therefore, the self concept of the students of Urban and Rural areas is same. It shows that the self concept of Urban and rural area students is equal.

- There is not effect of gender on self-concept of students of Anand District of STD IX students.
- There is not effect of School type on self-concept of students of Anand District of STD IX students.
- There is not effect of medium of school on self-concept of students of Anand District of STD IX students.
- There is not effect of area on self-concept of students of Anand District of STD IX students.

## 11. Conclusion

On the basis of research findings the researcher presented the findings of the study that the self concept is Independent of Area of schools, Gender, Type of schools and medium of Schools.

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*ATTITUDES OF TRAINEES OF P.T.C. ABOUT ENVIRONMENT*

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**Introduction**

To day the environment related problems have been arising and increasing day by day. At present no corner of the entire world has been left untouched by some or the other environmental issue. Change of atmosphere (water and air) is a present global inaccessibility issue.

In order to prevent this terrible problem being accelerated in future, children who are going to be the future citizen and likely to be in charge of the future of this country barely need to be made intensively aware (conscious) about the need of preserving environment from the very beginning from the primary stage as a precautionary measure, so that they may be aware about environment in the very childhood. But this will only be possible when the teachers themselves are seriously conscious about environment, because they are those who are going to impart environment education properly to their students. Thus it becomes inevitable to know at what extent the trainees undergoing teacher education training are aware about environment. For this the attitude of trainees about environment should be known through the study of their attitude during teacher education training. And if they are found lacking in attitude towards environment, efforts should be made to make them aware about environment through remedial teaching. With this background, the researcher has snatched a chance to study the attitude of trainees of P.T.C. about the environment.

**Problem Narration:**

*Attitudes of Trainees of P.T.C. about Environment*

**Definitions of Technical Terms:**

**Training College:**

An institute imparting training for primary teachers education to the 12<sup>th</sup> pass students which is known as training colleges. These are known as Primary Training College (PTC), too.

**Trainee:**

Students undergoing primary teachers training in PTCs after passing std XII are known as 'Trainees'.

**Environment:**

A cover (layer) composed of earth (soil), water, air and organism which is called environment.

**Attitude:**

Mental responses showing approval or disapproval with any thing are known as attitudes.

- According to Gilford an attitude is a state of inclining in favor of or against some special matter or thing or situation.
- According to Thurston an attitude is an element showing the extent (Degree) of positive or negative (Addendum or subtrahend) effect towards Psychological matter.

**Attitude Index:**

The sum-total of marks (weightage) of all the statements positive or negative responses offered by the subjects (sample) according to marking scheme is known as attitude index.

**Objectives of Research:**

As the present study aims at studying the attitudes of trainees of P.T.C. about environment, the following objectives have been set for the said research.

- To compare the attitudes of male and female trainees about environment.
- To compare the attitudes about environment among the trainee groups P.T.C. wise.

**Hypotheses:**

The following hypotheses are constructed in connection with the present research.

H<sub>01</sub> There will be no significant difference between average Attitude Index (Attitude Scores) obtained by male and female trainees on Environment related attitude scale.

H<sub>02</sub> There will be no significant difference between average attitude scores on an attitude scale (measurement) about environment obtained by various P.T.C. wise trainee groups.

**Scope (Field) and Limitations of Research:**

The present research is limited only for the government P.T.C., of Ahmedabad city and Gandhinagar district.

**Research Methodology:**

As the present research study mainly aims at knowing the environment related attitudes of trainees of PTCs, the researcher has preferred one of the descriptive (essay type) methods called Survey Method to collect the necessary data from the trainees to know their attitudes towards environment.

Various PTCs, selected as sample (model) were personally visited (by the researcher) to get the information about environment related attitudes of trainees of PTCs and the necessary data collected from them by getting the Attitude Scale (Schedule) filled in by them. The above Attitude Scale was used as a tool and prepared by the researcher himself. Thus Survey Method was adopted for the present research study.

### **Sample Selection Method:**

Selection of sample gives a chance to complete the research in time and to make better and efficient use of time, energy and money. The research work is being completed quickly. More over, selection of sample becomes too much significant and quite inevitable to achieve the objectives of research. Keeping in view certain such things, the researcher had selected the representative sample necessary for research through one of some methods of sample selection called “Random Sample Selection” method to select the sample for present research.

For the present research study, a separate list of government approved Male Training Colleges (MTCs) and Female Training Colleges (FTCs) of Ahmedabad city and Gandhinagar district was prepared with a view to selecting the representative PTCs to be included in scope of research. After that, sheets of names of every male and female P.T.C. were prepared and folded in such a manner that one could not read the names and then they were put in a box and shuffled. After that the sheets of required number were picked up and thus male and female PTCs necessary for the sample of study were selected through Random Sampling method.

Then male and female trainees, fifty each, (50 male, 50 female) were selected as the sample of research study by selecting even numbers (i.e. 2, 4, 6, 8, 10, 12, 14, 16, 18, 20 and so on) in sequence from the lists separately prepared for male and female PTCs till the required number of trainees was obtained.

Thus total six PTCs were selected as sample from Ahmedabad city and Gandhinagar district. And 50 trainees from each PTC, total 300 trainees were included in the sample for research study. The details are given here under.

**Sample of Research:**

The following sample has been selected for the present research study.

**Sample of Research**

Sr. No.	Name of Primary Teacher Trg. College	Male Trainees	Female Trainees	Total Trainees
1.	H.K. Primary Training College, Navrangpura, Ahmedabad.	50	-	50
2	Sheth C.N. Training Vidyalaya, Ambawadi, Ahmedabad	50	-	50
3.	DIET, Gota, Ahmedabad	50	-	50
4.	Stree Adhyapan Mandir, Harijan Ashram, Sabarmati, Ahmedabad	-	50	50
5.	Manekba Stree Adhyapan Mandir, Adalaj, Di. Gandhinagar	-	50	50
6.	Kasturba Stree Adhyapan Mandir, Koba, Dist. Gandhinagar	-	50	50
	Total	150	150	300

**Variables:**

Present research aims at studying the environment related attitudes of trainees of PTCs. The first year trainees of PTCs are selected as representative sample. The impact of other variables on environment related attitudes of these trainees has been examined. So in the present research “The Environment related Attitudes of Trainees” is dependent variable while the gender of trainees and academic institutions are taken as “Independent Variables”.

**Research Tool:**

A specific type of data is needed to collect the information from sample subjects in terms of objectives of research and to test the hypotheses. Generally the researchers decide to utilize a tool consistent with the research to collect the data systematically. Sometimes the readymade tools are also use, while sometimes the researchers themselves construct a tool carefully and accurately to utilize it in the research procedure.

For the present research, the researcher himself has constructed “Attitude measurement (Scale)” including clearly positive and clearly negative statements according to Likert method to utilize it as a research tool.

**Data Assimilation:**

For the present research, an “Attitude Measurement Scale” was prepared by the researcher according to Likert method and used as a tool to collect the necessary information. Thus the necessary information was collected by means of “Attitude Measurement Scale”.

The researcher has sought the pre-permission from the principals of PTCs selected as samples of research to administer the “Attitude Measurement” test. After getting the permission, the “Attitude Measurement” test was administered by personally visiting the respective PTCs. Total 30 minutes were allotted for this test. Out of the total time 5 minutes time was reserved for sitting arrangement and necessary instructions. The “Attitude Measurement” test was re-collected form every trainee, after the time was over. Thus the information necessary for research work was collected by administering the “Attitude Measurement” test to the sample trainees by personally visiting the PTCs selected as sample.

#### **Data Analysis:**

The “Attitude Scores” of all the trainees were found out by giving them marks in accordance with their responses to every statement according to the marking scheme for positive and negative statements about the information sought through “Attitude measurement” test prepared for the present research study. Then by means of frequency distribution of “Attitude Score”, mean, standard deviation, standard error of mean, ‘t’ ratio and ‘F’ ratio etc. were statistically calculated. The data were properly analyzed and interpreted in the light of objectives.

#### **Findings emerging from the research:**

1. The average attitude score obtained on environment related Attitudes scale of male trainees is 95.66 while that of female trainees is 99.57.
2. The ‘t’ value of Attitude scores of male and female trainees comes to 8.25 which is significant at 0.01 level. This shows that there is significant difference between the Attitudes scores of male and female trainees, which further shows that female trainees have higher Attitude scores about environment than those of male.
3. The value of ‘F’ ratio of attitudes of trainee group about environment according to various PTCs comes to 4.33 which is significant at 0.01 level. This indicates that there exists significant difference in the attitudes about environment among various P.T.C. wise trainee groups i.e. The various P.T.C. wise trainee groups are not similar (equal) about attitudes towards environment.

4. Looking at the significance of differences of attitudes group wise average obtained by trainee groups of various PTCs on environment related Attitude scale, it is found that....
- The difference of average of group-B with group-C, D and E is significant at 0.01 level.
  - The difference of average of group-A with B and E and that of group-B with group-F is significant at 0.05 level.

It means that there is significant difference between average attitude score obtained by the trainees of these groups on environment related Attitude scale. So it can be said that there exists disparity in the environment related attitudes of the trainees of these groups.

Looking at the significance of differences of attitude GroupWise average obtained by trainee group of various PTCs on environment related Attitude scale it is found that...

- There is no significant difference between average attitude scores obtained on environment related Attitude scale by the trainees of.....
- Group-A and groups-C, D, F Group-C and groups-D, E, F Group-D and groups-E, F Group-E and groups-E

So it can said that there exists similarity (equality) in the environment related attitudes of trainees of these groups.

### **Epilogue:**

As the present research was taken up with a view to identifying the attitudes about environment among the trainees of PTCs, the related, relevant information was collected is presented in the research report.

At present multifarious problems have been sprouted in terms of environment. The entire world is worried about it. The problems of environment have pushed the organic world in a great difficulty. Under these circumstances, an acute need for making people aware about environment has arisen. From this point of view, the researcher humbly believes that the present research will serve as a light house for maintaining equilibrium of environment, for environment lovers, interested studios, having concern about environment and for the solution of environmental issues and to offer guidance to future environment related programmes.



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*A STUDY ON SPIRITUAL INTELLIGENCE OF B.Ed. STUDENTS*

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**INTRODUCTION**

An important aspect of spirituality in education is the motive for teaching and learning. Spirituality in education refers to a transcendence and compassion in the classroom that acknowledges the inter-connectedness of the students, the teachers and the subjects. Teacher should have passion for teaching and those who are committed, enthusiastic, and intellectually, emotionally and spiritually energetic in their work with students can excel in their profession. This passion is essential to achieve high-quality in teaching. Such teachers are the torchbearers in creating social cohesion, national and global integration and a learning society. Even the best of a system is bound to fail unless, good teachers are available. Some serious defects of the education system can be largely overcome, once we had very good teachers. The teachers as the teachers are the flywheel of whole educational machine. If students have to develop spiritual intelligence, teachers will be intelligent enough and also developed spiritual intelligence. In these demanding time many challenges, conflicts and contradictions are there. So only spiritually intelligent teacher will be able to tune into this students' world around, read their situations and connect them with others, of course while taking charge of their own life. The present study is an attempt to measure the spiritual intelligence of the to be teachers, developing a scale for this purpose. Now it is important to make a clear concept of spirituality and spiritual intelligence.

**DIMENSIONS OF SPIRITUAL INTELLIGENCE**

Considering the definitions of Spiritual intelligence by different scholars and analyzing the literature related to Spiritual intelligence the following dimensions of Spiritual intelligence were identified.

1. **Self-awareness**
2. **Spiritual practices**
3. **Life style value**
4. **Equality**
5. **Spiritual values**

6. Helping behavior

7. Ability to overcome suffering

**THE SCIENTIFIC EVIDENCE FOR SPIRITUAL INTELLIGENCE**

Most of the psychological traits are abstracts in nature. The world of science does not believe on abstracts phenomenon without proper scientific evidence. To prove spiritual intelligence as an entity of human faculty may learned scholars have given the evidence of spiritual intelligence. Some of them are presented here.

According to **Zohar & Marshall (2000)**, the concept of spirituality is as old as humanity itself; but it has been a challenge to medical scientist and psychologist to prove it, to give meaning to it within the physiology of human being's material body. However, by early 1990s, first research was carried out by well known neuropsychologists Michael Persinger and more recently in 1997 by neurologist V. S. Ramchandran and his team at the University of California to identify a particular, very special spot in the human brain. With the help of latest medical technology, 'Positron Emission Topography' was used in locating this spot among neural connection in the temporal lobes of the brain; whenever research subjects were exposed to discuss about spiritual or religious topics, the lightning up of neural areas near that particular spot was noted on scans taken with 'Positron Emission Topography'; hence, the term 'God-Spot' to refer to this particular location in the brain. Of course, people with different sectarian religious responded depending on the references made in their own language terminologies/symbols.

Prof. Andrew Newberg, radiologist, (University of Pennsylvania) observed the brains of Tibetan Buddhists and Franciscan nuns as they engaged in deep prayer and meditation, by injecting radioactive "tracer" dye when the subject entered a deep meditative state, then photographing the results with a high-tech imaging camera. He found out that "when people meditate they have significantly increased activity in the frontal area—the attention area of the brain—and decreased activity in the orientation part of the brain." Many of these changes occur whether people are praying (focusing on oneness with a deity) or meditating (focusing on oneness with the universe). But there are differences in that prayer activates the "language center" of the brain, while the "visual center" is engaged by meditation. In his *Why Won't God Go Away* Newberg offers a simple yet scientifically plausible opinion---humans seek God because our brains are biologically programmed to do so, requiring us to ask hard questions about science, faith and reason.

Temporal lobes are linked to the Limbic System---the brain's emotional and memory center--with the amygdale in the middle of the area, and the hippocampus recording experiences into deep memory. Super-fast Forty (40) Hz oscillations arise in the whole brain (Gamma rhythm), and are found all over the brain, in different systems and different levels---being the neural basis of consciousness and the Spiritual Intelligence, that third intelligence that places actions-experiences in a larger concept of meaning and value, enhancing their effectiveness for arousing memories of transcendental experiences.

### **SPIRITUAL INTELLIGENCE AND B.Ed. STUDENTS**

Tisdell (2003) said, "Teacher and scholar of the spiritual in adult learning and culture perhaps spoke for many teachers who have felt a need to see which way the collegial wind is blowing before discussing the spiritual aspects of teaching and learning. Those involved with institutions of education have traditionally been taught that it is (only) the rational, scientific thought that is worthy of attention." Future of the nation neither depends upon Prime Minister, Chief Minister, Policy makers, nor on any other ministers. But it depends upon teacher because teacher is the one who comes after parents. Because government will not make good citizen but father, mother and teacher can make good citizen. NCF (National Curriculum Framework) (2000) emphasizes on assessment of not only logical and Emotional Intelligence but also Spiritual Intelligence. Teacher has the most important duty to make the child a citizen. Apart from other qualities. S/he should have Spiritual Intelligence for the betterment of children. It has been highlighted by some of the documents. NCF (2005) for school education by NCERT (National Council of Educational Research and Training) stressed that apart from broad based general education to all learners emphasis very much on acquiring basic life skills and development of high standards of I.Q., E.Q. and S.Q. According to Nihilshwarananda (2009) "First four years child learns more from mother, second four years child learns from father and after eight years child learns more from the teacher." And teacher is a role model for students. So, spiritual intelligence is necessary for teachers and to be teachers. i.e. B.Ed. students because strong building requires strong foundation. And strong foundation requires strong character. Character is the key factor of each teacher because it reflects their personality. If B.Ed. students want to be a better teacher then they should have these qualities like trust, ideal, honesty, ethical, discipline, regularity and commitment. These qualities will not only improve the classroom environment but also make teaching-learning process effective. Hence, it is essential to understand the Spiritual Intelligence of B.Ed. students and accordingly measures could be taken to improve it.

## STATEMENT OF THE PROBLEM

*A Study on Spiritual Intelligence of B.Ed. Students*

## OBJECTIVES OF THE STUDY

1. To develop Spiritual Intelligence scale.
2. To measure the Spiritual Intelligence of B.Ed. students.
3. To study the relationship of different variables with Spiritual Intelligence.

## HYPOTHESIS OF THE STUDY

1. There will be no significant difference between the mean spiritual intelligence scores of male and female B.Ed. students.
2. There will be no significant difference between the mean spiritual intelligence score of B.Ed. students of vernacular and non-vernacular medium.
3. There will be no significant difference between the mean spiritual intelligence scores of B.Ed. students of Government B.Ed colleges & self finance B.Ed. colleges.
4. There will be no significant difference between the mean spiritual intelligence score of B.Ed. students belonging to different streams (Arts, Commerce and Science).

## OPERATIONALISATION OF THE TERMS

**Spiritual Intelligence:** Spiritual Intelligence is the score secured by a student in the spiritual intelligence scale.

**Vernacular medium:** Vernacular students completed +2 with Gujarati medium

**Non-vernacular:** Non-vernacular students completed +2 with any medium of language other than Gujarati medium.

## DELIMITATION OF THE STUDY

The present study is delimited to Pre-Service B.Ed. students of Gujarat.

## METHODOLOGY

The present study is developmental in nature. The methodology adopted in the present study comprises of the points like population, sample, tool, data collection and the procedure of data analysis.

## POPULATION

The population for the present study comprised of all the teacher trainees doing B.Ed. at different Universities in Gujarat with one year course duration as most of the B.Ed. training institutions in Gujarat follow similar pattern of curriculum prescribed by the National Council of Teacher Education (NCTE).

## SAMPLE

The researcher has selected purposively six B.Ed. colleges out of total colleges in Gujarat as the sample for the present study. The sample composes of 382 students of these six B.Ed. colleges. The detailed of sample is given in the table.

## TOOLS

To measure the spiritual intelligence of the B.Ed. students rating scale was used. The scale includes seven dimensions, i.e. Self-awareness, Spiritual Practices, Life style value, Equality, Spiritual Values, Helping Behavior and Ability to overcome suffering.

## FINDINGS OF THE PRESENT STUDY

### Spiritual Intelligence of B.Ed. students

Mean, standard deviation and standard error wise distribution of Spiritual Intelligence in different dimensions and totals.

Dimensions of SI	Mean	Standard Deviation	Standard Error of Mean
Self-awareness	40.01832	5.797744	0.296638
Spiritual Practices	39.15707	5.578967	0.285445
Life style value	41.29843	5.666585	0.289928
Equality	39.86649	5.533053	0.283096
Spiritual Values	40.55497	5.532615	0.283073
Helping Behaviour	40.32723	5.361008	0.274293
Ability to overcome suffering	39.65183	5.266816	0.269474
<b>TOTAL</b>	<b>277.90</b>	<b>33.56</b>	<b>0.783</b>

Thus found that the mean and standard deviation of Spiritual Intelligence of B.Ed. students were found to be 277.90 and 33.56 respectively. The Standard error was found to be 0.783. It

shows that students are very high in their Spiritual Intelligence considering all the seven dimensions taken in the present study. In terms of Standard deviation the group to be found heterogeneous that shows that some students were with very high Spiritual Intelligence. Further the analysis of B.Ed. students is done dimension wise.

From the same table it was found that the mean and Standard Deviation of Spiritual Intelligence in the dimension-1 'Self-awareness'. The mean and standard deviation of Spiritual Intelligence of B.Ed. students were found to be 40.01832 and 5.797744 respectively. The Standard error was found to be 0.296638. It shows that students are very high in their Spiritual Intelligence considering all the seven dimensions taken in the present study. In terms of Standard deviation the group to be found heterogeneous that shows that some students were with very high Spiritual Intelligence.

From the same table it was found that the mean and Standard Deviation of Spiritual Intelligence in the dimension-2 'Spiritual practices'. The mean and standard deviation of Spiritual Intelligence of B.Ed. students were found to be 39.15707 and 5.578967 respectively. The Standard error was found to be 0.285445. It shows that students are very high in their Spiritual Intelligence considering all the seven dimensions taken in the present study. In terms of Standard deviation the group to be found heterogeneous that shows that some students were with very high Spiritual Intelligence.

From the same table it was found that the mean and Standard Deviation of Spiritual Intelligence in the dimension-3 'Life style value'. The mean and standard deviation of Spiritual Intelligence of B.Ed. students were found to be 41.29843 and 5.666585 respectively. The Standard error was found to be 0.289928. It shows that students are very high in their Spiritual Intelligence considering all the seven dimensions taken in the present study. In terms of Standard deviation the group to be found heterogeneous that shows that some students were with very high Spiritual Intelligence.

From the same table it was found that the mean and Standard Deviation of Spiritual Intelligence in the dimension-4 'Equality'. The mean and standard deviation of Spiritual Intelligence of B.Ed. students were found to be 39.86649 and 5.533053 respectively. The Standard error was found to be 0.283096. It shows that students are very high in their Spiritual Intelligence considering all the seven dimensions taken in the present study. In terms of Standard deviation the group to be found heterogeneous that shows that some students were with very high Spiritual Intelligence.

From the same table it was found that the mean and Standard Deviation of Spiritual Intelligence in the dimension-5 'Spiritual values'. The mean and standard deviation of

Spiritual Intelligence of B.Ed. students were found to be 40.55497 and 5.532615 respectively. The Standard error was found to be 0.283073. It shows that students are very high in their Spiritual Intelligence considering all the seven dimensions taken in the present study. In terms of Standard deviation the group to be found heterogeneous that shows that some students were with very high Spiritual Intelligence.

From the same table it was found that the mean and Standard Deviation of Spiritual Intelligence in the dimension-6 'Helping behaviour'. The mean and standard deviation of Spiritual Intelligence of B.Ed. students were found to be 40.32723 and 5.361008 respectively. The Standard error was found to be 0.274293. It shows that students are very high in their Spiritual Intelligence considering all the seven dimensions taken in the present study. In terms of Standard deviation the group to be found heterogeneous that shows that some students were with very high Spiritual Intelligence.

From the same table it was found that the mean and Standard Deviation of Spiritual Intelligence in the dimension-7 'Ability to overcome suffering'. The mean and standard deviation of Spiritual Intelligence of B.Ed. students were found to be 39.65138 and 5.266816 respectively. The Standard error was found to be 0.269474. It shows that students are very high in their Spiritual Intelligence considering all the seven dimensions taken in the present study. In terms of Standard deviation the group to be found heterogeneous that shows that some students were with very high Spiritual Intelligence.

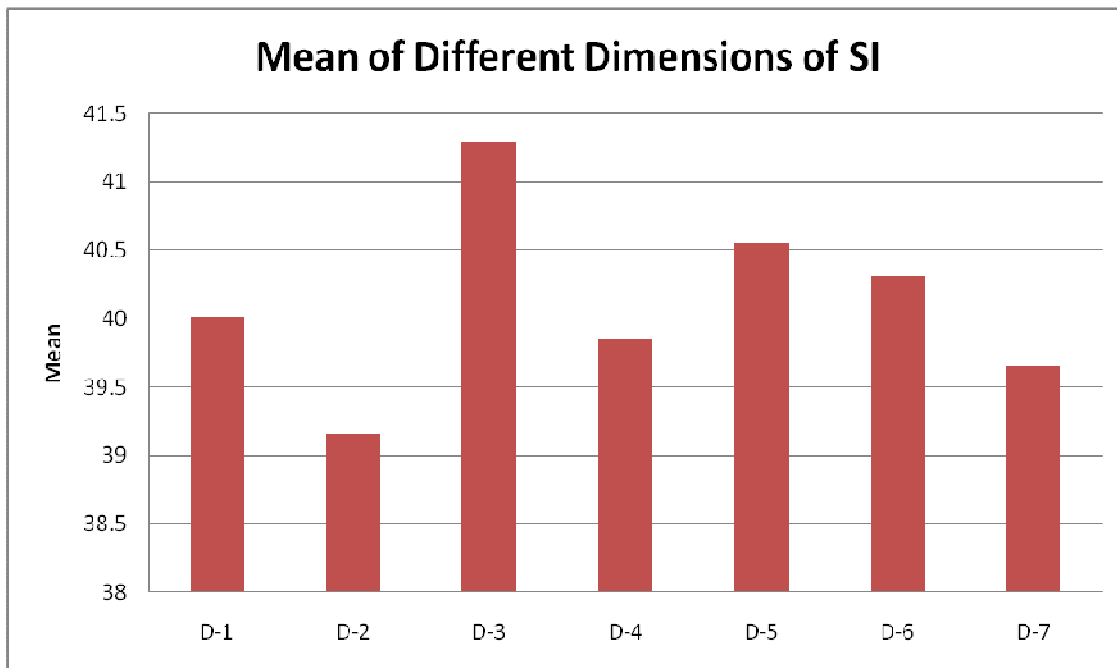
#### CONTRIBUTIONS OF SEVEN DIMENSIONS IN SI

To know the contribution of seven dimensions of spiritual intelligence the mean of different seven dimensions are given rank wise in table.

Means, Rank wise distribution of Spiritual Intelligence Dimensions

Spiritual Intelligence Dimensions	Mean score	Rank
Life style value	41.29843	1
Spiritual values	40.55497	2
Helping behavior	40.32723	3
Self-awareness	40.01832	4
Equality	39.86649	5
Ability to overcome suffering	39.65183	6
Spiritual practices	39.15707	7





it was found that lifestyle is in the top ranked and spiritual practices in the lowest rank. Rest of the dimensions like spiritual values. Helping behaviour, self awareness, equality and ability to overcome suffering holds 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> 5<sup>th</sup>, and 6<sup>th</sup> rank in terms of their contribution in total Spiritual intelligence.

Hence the hypothesis i.e. there will be no significant difference between the mean spiritual intelligence scores of male and female B.Ed. students in retained for the total spiritual intelligence and for the dimensions like self awareness, spiritual practice, life style value, helping behavior, equality and ability to overcome suffering. The same hypothesis is rejected for the dimensions like life style value and equality. So it can be concluded that female ratio were found higher in this dimension in comparison with their male counterpart.

### **RELATIONSHIP OF SPIRITUAL INTELLIGENCE WITH SOME VARIABLES**

To know the relationship of Spiritual intelligence with some of the variables data analysis presented as follow for the variables like sex, medium of instruction and types of institutions, and stream of students.

#### **Relationship of Spiritual Intelligence with Sex (Gender)**

Mean (M), and standard deviation (SD) wise distribution of Spiritual intelligence in different dimensions with respect to the Variable 'Male – Female along with t-value, where, N1 for Male is 68 and N2 Female is 314 and Degree of freedom 380.

Dimensions of SI	Male		Female		t - value
	Mean1	SD1	Mean2	SD2	
Self – awareness	38.96	6.22	40.26	5.62	1.5963
Spiritual practices	38.29	6.19	39.34	5.41	1.2962
Life style value	39.28	6.89	41.74	5.25	2.7713
Equality	37.91	6.15	40.29	5.29	2.9607
Spiritual values	39.87	6.09	40.70	5.38	1.0468
Helping behavior	39.41	6.27	40.53	5.11	1.3688
Ability to overcome suffering	39.54	5.69	39.6	5.16	0.1750
<b>Total of All</b>	273.26	36.72	282.54	30.40	1.9429

The following points were found from the table 4.1 related of variable sex i.e ‘Male – Female’ with different Spiritual Intelligence dimensions.

#### **Relationship of Spiritual Intelligence with Medium**

Mean (M), and standard deviation (SD) wise distribution of Spiritual intelligence in different dimensions with respect to the Variable ‘Vernacular and Non- Vernacular’ along with t-value, where, N1 for vernacular is 169 and N2 is Non - Vernacular is 213 and Degree of freedom 380.

#### **Relationship of Spiritual Intelligence with Institutions**

Mean (M), and standard deviation (SD) wise distribution of Spiritual intelligence in different dimensions with respect to the Variable ‘Govt. College and Self Finance Colleges’ along with t-value, where, N1 for Govt. college is 74 and N2 is Self finance colleges is 308 and Degree of freedom 380.

### **CONCLUSION**

From the analysis and interpretation of data in the present chapter, it found that the B.Ed. students have high spiritual intelligence in all dimensions of Spiritual Intelligence like, self-awareness, spiritual practices, life style value, equality, spiritual values, helping behaviour, and ability to overcome suffering. B.Ed. students were also found quite homogenous in terms of the dimensions of spiritual intelligence. It is a good sign that future teachers have high level of Spiritual Intelligence. It is believed that high level of spiritual intelligence leads to high practice. Let us hope that future generation do practice spiritual values and lead their students to acquire and practice more and more spiritual values.

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*VOCABULARY ACQUISITION THROUGH COMMUNICATIVE APPROACH*

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**Introduction**

Learning English language as a foreign language as well as second language is never easy. In addition, interference from the learner's mother tongue, as well as the great difference between the native and the target language make the task of language acquisition even more difficult. Very often it is found that students are not situated in a surrounding that fosters foreign language (L2) learning, nor are they receiving the necessary support in or out of the classroom to acquire the target language. As a result, the majority of students who are learning English as a foreign language end up with very limited proficiency even after many years of study.

One of the reasons behind this limited proficiency of the students in English language is their negligence of vocabulary. In India, the teaching and learning of English vocabulary have typically been underestimated and ignored in our English language instruction to a great extent. The teachers of English language usually prioritize syntax (sentence structure) or phonology (the study of the sound system of a given language) as central to linguistic theory and more critical to language pedagogy. They don't think that vocabulary is central to language and words are of prime importance to the typical language learners. In such a critical condition, it should be taken into consideration that in any language teaching - learning process, vocabulary plays a tremendously important role and the primary goal of any language teaching - learning process should be to lead the learners towards natural vocabulary acquisition.

Over the past two decades, a substantial range of research concerning vocabulary acquisition has provided us with valuable insights and suggestions to vocabulary instruction in the language classroom. Early research findings of vocabulary acquisition in second language by Coady (1997) show that in the course of extensive reading children are observed to expand their vocabulary knowledge progressively through repeated exposures in various discourse contexts. In this context, Krashen (1989) of this view argues that it is impractical to learn an enormous amount of vocabulary in a structured and explicit way due to the time constraints of the second language classroom.

In the light of the above findings and the scenario where vocabulary development is considered as some kind of auxiliary activity, the present article tries to expound the necessity and significance of the communicative approach in vocabulary acquisition.

### **The meaning of ‘Vocabulary Acquisition’**

Every communicative activity used in teaching grammar, text, listening, speaking, reading, writing etc. is closely related with vocabulary. That’s why McCarthy (1990) rightly states, “No matter how well the student learns grammar, no matter how successfully the sounds of second language are mastered, without vocabulary to express a wider range of meanings, communication in second language just cannot happen in any meaningful way”.

In the words of Lewis (1993), “Vocabulary acquisition is the main task of second language acquisition and the language skills like listening, speaking, reading and writing cannot go without vocabulary.” In the words of Nation (1990 ; 2001), “Vocabulary acquisition means being able to recognize the form, retrieve the meaning, and use it appropriately”.

### **Principles of Vocabulary Acquisition through Communicative Approach**

Vocabulary acquisition is a complex process. Many theories about vocabulary acquisition process through different methods and approaches have been written among which communicative approach is one that has laid down the following general principles for successful vocabulary acquisition.

- In the CLT classroom, much vocabulary is not taught in the form of wordlist of isolated words any more, but taught in authentic contexts.
- Vocabulary teaching focuses on developing communicative proficiency rather than commanding the forms of the target language.

- CLT makes learners acquire vocabulary knowledge naturally, rather than learning intentionally.
- Meaning based vocabulary teaching finds paramount place in Communicative Language Teaching.
- Contextualization is a basic premise of vocabulary acquisition through communicative approach.

#### **Authentic Materials as a means of vocabulary acquisition:**

From the communicative perspective, authentic material is the most desirable source to give students an opportunity to develop their vocabulary. According to Tomlinson (1989), “Authentic materials such as newspaper articles, wrappers, time tables, visiting cards, brochures, tickets, and advertisements etc., are originally used in real life like situations and are not designed only for use in language teaching. Such materials are used in the classroom to expose the learners to learn language in real use”.

Putting emphasis on vocabulary acquisition through authentic material, Tomlinson also says “when students focus upon various types of authentic materials and the real language situations in that context, the words seem easy to master.”

#### **Listening opportunities as a means of vocabulary acquisition**

Audio clippings, news in English, radio programmes etc. provide enormous opportunities to the students to enhance their latest vocabulary.

#### **Vocabulary Exercises as means of vocabulary acquisition**

Vocabulary exercises are very useful in building learners’ word knowledge and in reinforcing their retention of English vocabulary items. Vocabulary exercises can come in different formats such as matching, multiple-choice questions, fill-in-the-blank, cloze tests, word unit analysis (affixes and word roots), semantic (related to meaning) feature analysis, semantic mapping, word ordering, and collocations and lexical phrases.

Let’s see how authentic material, listening opportunities and vocabulary exercises can be used to enhance vocabulary acquisition in the examples given below:

- ❖ Find out a suitable word to fill in the blanks. The first letter of that word is given to help you. It may have more than one answer. Work on your own.
  1. Draw a s \_\_\_\_\_, not a triangle.
  2. About fifty years ago, people used bullock carts for j \_\_\_\_\_.
  3. I cannot use this bag. It’s h \_\_\_\_\_ is broken.

- ❖ Here are some puzzles. Read their description carefully and write the proper answer.

For your convenience, the first and the last letter of the word are given in the box.

[ e---y, g---s, t-----t, s----e, s----w, i-----t ]

1. I have four sides. All of them are equal. You can meet me in a geometry lesson.  
I am \_\_\_\_\_.
  2. You always fight with me. You also like to defeat me. We are against each other. I am for you what you are for me. I am an \_\_\_\_\_.
  3. I take birth from you. I always remain with you wherever you go but you cannot touch me. I am your \_\_\_\_\_.
  4. I live in the minds of people but I am not steady. I can reach anywhere at a moment. Nothing is speedy like me. I am a \_\_\_\_\_.
- ❖ Identify different animals given in the picture and indicate their names in the given blanks.



- (1) \_\_\_\_\_ (2) \_\_\_\_\_  
(3) \_\_\_\_\_ (4) \_\_\_\_\_  
(5) \_\_\_\_\_ (6) \_\_\_\_\_  
(7) \_\_\_\_\_ (8) \_\_\_\_\_  
(9) \_\_\_\_\_ (10) \_\_\_\_\_

- ❖ Study the facial expressions given in the pictures carefully. Find out them from the puzzle. Frame two to three sentences about the different expressions.



E	M	O	T	I	O	N	C	U	R	I	S
S	S	A	D	E	E	N	U	G	R	D	S
I	N	D	I	F	F	E	R	E	N	C	E
R	S	E	S	D	E	T	I	Y	H	M	N
P	W	S	B	S	A	X	O	B	N	M	I
R	I	P	E	U	R	T	S	S	D	F	P
U	G	A	L	A	N	X	I	E	T	Y	P
S	H	I	I	S	D	F	T	J	G	P	A
O	J	R	E	G	N	A	Y	K	L	O	H
L	K	P	F	X	C	V	B	N	M	T	Y

- ❖ Look at the picture carefully and complete the paragraph with the words given in the box. These words are available there in the picture in the pictorial form. Now indicate the words at the suitable place in the picture.

(fence, fishing rod, silkworm, hollow, raft, tiny, piece, bamboo plants)



Raju is sitting on a \_\_\_\_\_. He has a \_\_\_\_\_ in his hand. There are \_\_\_\_\_ behind him. There is a small \_\_\_\_\_ of bamboo near Kinu. A \_\_\_\_\_ black \_\_\_\_\_ is moving on it. It will go inside the bamboo because it is \_\_\_\_\_. A small house is there behind the \_\_\_\_\_. It is Kinu's new hut.



- ❖ This activity is carried out in groups. Flashcards with some description related to the words frequently used in the court of law are given to one group. Some flashcards having the matching word related to the description are given to the other group. A student from one group reads out the description and the student from other group responds by telling the matching word.

**[ crime, oath, witness, summons, advocate, hearing, affidavit, court of law ]**

- (1) a person who pleads in the court of law \_\_\_\_\_
- (2) an order to appear before a judge \_\_\_\_\_
- (3) place where the case is decided \_\_\_\_\_
- (4) an illegal action for which a person is likely to be punished \_\_\_\_\_
- (5) a promise to tell the truth \_\_\_\_\_
- (6) a person who claims to have seen the event \_\_\_\_\_

- ❖ Look at the following sentences having underlined words. Under every sentence, there are some words among which one word has a similar meaning to the underlined word. Put a ✓ mark against the word with a similar meaning.

1. I urged all of my friends but nobody came to help me.

convinced    [ ]                  asked    [ ]                  appealed    [ ]

2. The wicket-keeper should be very watchful at every moment.

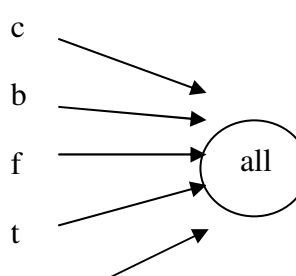
relax            [ ]                  alert    [ ]                  tension free    [ ]

3. Gandhiji says that character is our real capital.

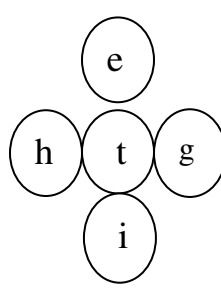
ownership    [ ]                  wealth    [ ]                  valuation    [ ]

- ❖ Look at the example given below and frame the words. Give their meanings and use them in a sentence.

	<b>Word</b>	<b>Meaning</b>	<b>Sentence</b>
c	call	_____	_____
b	_____	_____	_____
f	_____	_____	_____
t	_____	_____	_____
h	_____	_____	_____



- ❖ Look at the alphabets given in the circles. Use the alphabets to frame the words as shown in the example and write them in the given blanks. Use one alphabet only once.

	<u>hit</u>	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

### Conclusion :

The in-depth theoretical details of the scenario of vocabulary acquisition, the meaning and principles of vocabulary acquisition and the various examples presented in this article lead us to draw a conclusion that communicative approach is the approach that enables the students to acquire the vocabulary quite naturally. The communicative approach facilitates the learners with the opportunities where they can master various types of vocabulary related to diverse areas and the vocabulary used in more than one context.

To sum up, instructional practice regarding second language vocabulary acquisition should not simply rely on only one to two techniques. Instead, it should incorporate plenty of techniques based on learners' needs and instructional goals so that it can be more effective in assisting second language learners to acquire the target vocabulary, and in turn, promote their second language proficiency.

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***CONTINUOUS COMPREHENSIVE EVOLUTION (CCE) AT SCHOOLS:  
IMPLICATIONS TO TEACHER EDUCATION PROGRAMMES***

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**Introduction**

Proper assessment is important to understand a person wholistically. Particularly with relation to education it is important, as the assessment is used to provide benefits like, education, scholarship, employment etc. etc. For any student to fulfill his or her potential, timely and proper assessment is even more imperative as only after this process only proper guidance can be given to move forward, improve, develop different facets of personality, to evolve person in total as a dutiful citizen. These kinds of assessment practices are just being given thought in our education system. Some examples already exist from school to college and university education. The present paper is explaining continuous comprehensive evaluation as one of the proper wholistic assessment process to provide information about the quality of individual.

**Continuous Comprehensive Evaluation (CCE)**

Continuous Comprehensive Evaluation is a process where the student is evaluated from the day of start of academic year to end of it, on quantitative and qualitative aspects. For each and every aspect records are maintained so that both horizontal and vertical improvements can be known. Not only academic but also beliefs, values and skills, proficiencies, like music arts and sports. Individual differences among individual students are taken care of to help them grow according to their abilities. Along with this we can also cater to the needs of students with different types and levels of intelligences.

The present system of evaluation is one sided. There are many loopholes and defects and it cannot assess everything in a very consistent manner. Assessment should be continuous and throughout the year. Only then you can get a good picture. Evaluation cannot be

based on memorising ability. That is the way it is done now. The board exams are just memorisation. To develop the full personality as per the Education Act a minimum of 7-8 hours are needed in school. Continuous and comprehensive evaluation could be one way.

### **Evaluation Patterns of CCE**

CCE helps in improving student's performance by identifying his/her learning difficulties at regular time intervals right from the beginning of the academic session and employing suitable remedial measures for enhancing their learning performance.

Holistic education demands development of all aspects of individual's personality including cognitive, affective and psycho motor domains. It is unfortunate that not much attention and emphasis is given to the development of interests, hobbies and passion of learners. Focusing on excellence in academics alone undoubtedly results in lop-sided development of personality. It is thus essential that due importance be given to participation in co-curricular activities like music, dance, art, dramatics and other areas of one's interest to make life more fulfilling and enjoyable.

Scheme of CCE is expected to help the child make informed choice of subjects in class XI based on his aptitude, interests, liking, and academic performance. With CCE aiming at all round development of the child's personality it is expected that a student will be able to take up competitive examinations in right earnest. It may be clearly understood that introduction of CCE does not mean less emphasis on academic attainment. Students will still be required to do well in studies. However due to acquisition of additional life skills, like thinking and emotional skills, they are expected to meet different life situations with greater maturity.

According to Central Board of Secondary Schools website, the Certificate of School Based Assessment on Continuous Comprehensive Assessment will be available from the CBSE and the end of Class X. This will be filled up in the school and sent to the concerned RO in CBSE for countersignature. All regular students who have undergone a course of study at the X class of an affiliated school of CBSE shall be issued this certificate with effect from the year 2011.

The assessment for Scholastic and Co-Scholastic areas shall be objective and should indicate the performance of the student in a manner as desired below. The assessment will be recorded at the end of Class X in CCE card. This card has been divided into three parts. Now with effect from October 2009, CCE is being implemented in its strengthened form in class IX in all CBSE affiliated schools. In the session 2010-11, this will be implemented in both classes IX and X.

**Important Points:**

- CCE will cover the scholastic and co scholastic areas of school education.
- The two types of assessment referred to in the circular are formative and summative. The periodicity of the two types of assessment is four and twice a year respectively.
- Formative Assessment totals to 40% weightage.
- Summative Assessment totals to 60% weightage.
- There are nine grades in Part A of Scholastic assessment and Part B of the same assessment has five grades.
- Summative assessment covers non academic areas like attitudes and skills and there are three grades.
- If a student secures Grade 6 in the academic areas his/her marks would range from 51% to 60%.
- CCE advocates absolute grading. This means that Grade 9 would imply an A2 grade.
- The academic term will be divided into two terms.

**GENERAL**

Except Life Skills each of these Co-scholastic areas will be assessed on a three point grading Scale.

The nine point grading scale for measuring Scholastic achievements ranges from A1 (91-100) to E2 (00-20)

All assessment with regard to the academic status of the students shall be done in marks and overall assessment will be given in grades.

The Assessment of Performance in the areas like Work Experience, Art Education and Health & Physical Education will to be done on 5-point scale given at the back of the card. It is A+, A, B+, B and C

It emphasizes two fold objectives – Continuity in evaluation and assessment of broad based learning. (Source: [Continuous and Comprehensive Evaluation CCE](#))

### **Advantages and disadvantages of continuous assessment**

According to Bob Purvis of Queen Margaret College in the booklet on ‘Continuous Assessment’ that he wrote for CICED in 1990 –

#### **Advantages of continuous assessment**

- Continuous assessment can provide much more extensive syllabus coverage than terminal assessment; indeed, in some cases (eg, competence-based courses) it covers virtually all aspects of the students’ work, thus greatly increasing the face validity of the assessment process and permitting the use of tools appropriate to the workplace.
- Since it allows the use of a far wider range of assessment techniques than terminal assessment, continuous assessment can be used to test a correspondingly wider range of skills, including non-cognitive skills of various types. It thus makes it easier for teachers to compare their assessment methods with the learning outcomes being assessed and to step assessment through different levels.
- Continuous assessment places less emphasis on pure memory (particularly comparatively short-term memory) than terminal assessment, and correspondingly more emphasis on worthwhile learning in the deepest sense of the word. True education has been described as ‘what is left after the facts have been forgotten’, and continuous assessment certainly facilitates such education.
- Continuous assessment encourages regular, systematic study and discourages last-minute cramming, thus rewarding students who work steadily and conscientiously throughout their courses. It also reduces the domination of both teaching and

learning by the requirements of the final examinations. It is like a film, rather than a single snapshot.

- By enabling on-going monitoring of student performance to take place, continuous assessment can provide early warnings of which students are having problems with a course, thus enabling appropriate remedial help to be provided in time for it to do some good.
- Continuous assessment can provide early indicators of the likely performance of students, something that can be of great help to the students themselves – for e.g. in recognizing that they have made a mistake in their choice of course and would be better transferring to another, or in helping them to make informed choices of routes and options.
- CCE also provides an on-going picture of how individual students develop and mature as they work their way through a course, something that can again be of considerable use to both students and staff. It can also provide evidence of exactly what has been learned by a particular stage of the course, information that can prove extremely useful in cases where a student wishes to take an early exit award such as a Certificate or Diploma of Higher Education.
- Continuous assessment also constitutes an extremely useful vehicle for on-going course monitoring and evaluation, providing course tutors with early warning of any problems or weaknesses, thus enabling them to take appropriate measures to improve matters.
- It is generally agreed that continuous assessment reduces the intense stress that many students experience when preparing for and sitting terminal examinations – particularly so for dyslexic students or in the case of honors degrees.
- Continuous assessment generally provides a more natural assessment environment that is better matched to the situations in which students will find themselves working in later life, particularly if the assessment is of the ‘open-book’ variety.

### **Disadvantages of Continuous Assessment**

Irrespective of its so many positive aspects CCE is not without any disadvantages. They are as follows.



- Students undergoing continuous assessment may feel that they are continually under surveillance, and that every error that they make along the way can count against them. This can give rise to a different type of stress from that which students experience as a result of terminal assessment.
- Unless continuous assessment is carefully planned and coordinated, there is a very real danger that students may be grossly over-assessed – particularly at certain times of the year, when several lecturers are asking simultaneously for assignments to be handed in.
- Attempts to broaden the scope of a course may be frustrated by students gearing their study solely to the requirements of the assessment procedures, thus putting students who carry out extension studies or ‘read round’ their subject at a disadvantage. By itself, continuous assessment does not prevent either ‘strategic’ or ‘surface’ learning.
- Continuous assessment can, if not properly managed, adversely affect the relationship between students and their tutors, with the latter being regarded with suspicion and (in some extreme cases) enmity and occasionally even introducing malpractice, as in imposing penalties for seeking help.
- Students may suffer from unequal availability of resources, something that is becoming increasingly important now that they are carrying out much of their work on personal computers or ‘at a distance’.
- With continuous assessment, there is the perennial problem of enforcing uniform procedures such as completion dates and dealing with students who do not comply with these in a way that is seen to be fair without being either too draconian or too lax. Continuous assessment requires just as much planning as terminal assessment – more in many cases.
- Assessment schemes that are claimed to be based on ‘continuous assessment’ may turn out to be nothing more than a series of tests or ‘mini examinations’. If so, such assessments remain ‘unnatural’ and fail to optimize problem-solving opportunities.
- Tutors need to have a high level of experience in assessment to enable them to make creative and effective use of continuous assessment.

### **Problems identified with the implemented CCE in Schools**

In order to implement any innovative reform in the process of education, prior preparation and training are important for people involved in the process. CCE when implemented in schools it is accepted with some reluctance from stakeholders. The system which is so far accustomed to a mechanical process of evaluation is finding it difficult to follow a rigorous continuous evaluation process. Especially Indian schools with meager resources to carry on the process of any nature are finding it problematic to implement the system with full success. Some of the problems identified are –

*Time Management* - It is time taking and needs special focus on qualitative aspects in addition to already evaluated quantitative aspects. The system is oriented to evaluate students on marks basis. How to orient the system to a mixture of quality and quantity is to be worked out.

*Availability of Resources* - Generating resources for the implementation of activities is also a problem. It is cost incurring and how parents as stakeholders can take care of this need is a question. Time is the one of the important resource to be made available to teachers and students.

*Accessibility of Resources* – Even resources available are not accessible to students and teachers due to lack of expertise in operating, lack of training to use, high cost of purchase etc.

*Attitudes of Teachers towards CCE* – People are generally resistant to change. The attitudes of teachers to this evaluation patterns may not be positive. Proper orientation and training necessary is to be provided to carry on with the process properly.

*Lack of Economic Resources from Parents* – All the time school cannot provide resources to students except for some specific ones. Continuously incurring the expenditure on activities may become burden on parents with meager income levels.

*Lack of Exposure and Experience on part of teachers* – In addition to lack of attitude and interest, if teachers lack exposure and experience to this evaluation system, the results

could be disastrous. Clear cut guidelines and procedures needs to be oriented to teachers to proceed with the process with success.

*Multitasking burden on Students* – It is a bit hard for students to take up many varieties of activities related to content and outside the content. Proper planning on time and scheduling of activities is to be worked out by teachers and parents.

Even though the pattern of evaluation is found to be hectic and imposing on students to perform so many activities within a short span of time, it helps them to prepare meticulously for activities, brought out their creativity and also adopts them to the continuous examination process which can help in reducing tension and fear of facing sudden evaluating situations.

### **Continuous and Comprehensive Evaluation in Teacher Training**

CCE practices are established in some institutes of teacher training already. One year of B. Ed. is divided into two semesters. Compulsory courses, special field courses and teaching methods are divided between the two semesters. Practice teaching and Practical Work courses are separately handled. For each course two formative tests and one summative test will be taken. Formative tests could be two written tests or one written and one assignment. Summative test is comprehensively covering the whole syllabus at the end of semester. Orientations and workshops are organized for practice teaching and practical work courses at proper time. The established process is systematized and planned meticulously to complete the entire process within the stipulated time of one academic year. The process till now is channelized keeping in mind the existing traditional system of evaluation patterns of the schools. The process is highly systematized and routinized with the academic patterns of schools available within the vicinity of the institutions. With implementation of CCE in schools from this year, is there any need to overhaul the system to the changing needs of the schools?

Even though the system of CCE in teacher education is systematic, it is not without any burdens. It has to follow rigorous time schedule at institutions and at schools in order to be finished off with an academic year. Teaching learning, exams, practical are tightly

packed, even a single day advancement cause adjustments at many places. Every activity has to be finished within stipulated time following the routine strictly. Such kind of system can accommodate to the activity loaded curricular practices of CCE? What are the options available to channelize the process?

### **Implications of CCE to Teacher Education Institutions**

The implications of continuous comprehensive evaluation to teacher education programmes are many.

- There needs to be awareness and practical exposure to student teachers in theory teaching about this practice. Practice teaching and practical work programmes are to be reoriented according to the new evaluation procedures adopted in schools. These programmes are interlinked with schools teaching-learning and evaluation processes, naturally a redesigning process needs to be adopted.
- Evaluation patterns adopted in teacher training if changed can help student teachers to develop a better comprehension of the systems. Because in training programme they experienced the system as students, so in future situations they can understand the problems and can plan for proper evaluation processes.
- To prepare teachers fit to the expectations of evaluation patterns of CCE is the first challenge. Already working teachers are facing problems due to lack of experience and exposure to design activities.
- Providing proper time to student teachers to understand and implement activity oriented teaching practices.
- Life skills, work experience, multiple intelligence, values, attitudes etc. are to be integrated in teaching learning and in CCA. To achieve this, proper inputs are needed in training programme.
- Orientations and workshops on newer concepts of evaluation are the need than simple theoretical inputs.
- Evaluation patterns of student teachers practical work and practice teaching also need an overhaul.

### **Suggestions to Incorporate Felt Needs**

Overhauling evaluation concepts according to the needs of CCE for student teachers is important changes to be brought. When student teachers undergo the process of CCE as students they can better understand the ways to evaluate their future students.

Reorientation of practice teaching programmes according to the CCE patterns existing in the schools. Qualitative aspect is given equal importance along with the quantitative aspect. Practice teaching is the place where students visit schools to teach their content as a practical aspect. If this aspect also involves involving in testing students according to patterns of CCE followed in schools, it will help student teachers to grasp the nuances of evaluation procedure.

Planning of an internship programme involving student teachers along with school teachers to get trained up in conducting the CCE evaluation procedure for required length of time helps in developing qualitative evaluation procedures awareness in student teachers.

Reorientation of practical work programmes in teacher training according to the needs of CCE. Provide assignments related to qualitative evaluation procedures, life skill development through content teaching, multiple intelligence test preparation and implementation etc. can be given related to the needs of present CCE in schools.

Evolving special fields basing on the needs of CCE is another area of focus. Practical aspects are taken care with practice teaching and internship programmes. For interested students further theoretical exposure can be given through special field courses. As it is not compulsory for all, only interested students can opt for it and improve their awareness.

Integration of concepts through channelizing theory and practical courses in training programme is needed. If theory teaching is coordinated with practical work orientations and workshops it will further enhance the clarity of this concept.

Teaching of Methods needs to be practical based than theory based. Integrating general theoretical concepts of methods of teaching, approaches of teaching, framing of educational objectives, planning of teaching etc. with a practical approach in teaching of

methods is the best way to develop the awareness in students. Method is related to specific content of the student. If student prepares lesson plans including all the needs of CCE and implement it during practice teaching it enhances the comprehension further.

### Conclusion

Present day education system needs a student who is trained according to the needs of globalization. It means continuous adjustment and exposure to change in enhancing the professional skills. CCE is one such aspect exposing students to continuously test their abilities related to content, life skills and multiple intelligences. Proper care and guidance is needed to achieve success in this aspect of evaluation by all stakeholders involved.

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**A STUDY OF LEARNING THROUGH COMPUTER ASSISTED LEARNING  
MATERIAL IN RELATION TO SELECTED PRODUCTION  
VARIABLES AND CONTIGUITY**

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**INTRODUCTION**

The modern educational software carries inbuilt interaction of different modalities-instructional, functional and real face to face human interaction. Text-video and computers achieve teacher-taught interaction, feedback and control through mediated instruction. Packages developed on educational content helps to reduce the teacher-taught ratio and cater the needs of individual. In multi varied setting of classroom it is difficult for teachers to take care of all students equally according to their individual needs. Teacher cannot justify to all the students while instructing in the classroom. Learning can be enhanced and teaching learning process can be facilitated by the use of computers in the classroom. Branching style of programming helps an individual student to learn topics of their own interest as well as with their own pace and time. Slow learners, gifted as well as average students can learn according to their own pace.

We are living in the 21<sup>st</sup> century, an age of computers. Computers / Internet has affected all sub systems of society including education. Last century itself is witnessing of computer revolution, in which information processing and retrieval are being reliably done at incredible speed. Present is an age of ace-media in which media merge with the academic. In recent years computers have become an important tool for instruction. Good teachers all over the world are always been looking for more effective teaching aids.

Computer is an impersonal machine system that can help to store and retrieval information at incredible speed. Internet helps to seek information from all over the world. Exchange of information, ideas and knowledge is facilitated very fast irrespective of geographical restriction.

According to National Policy on Education (1986) emphasis should be given to computer literacy and computer literacy and computer education should be integrated in classroom. It states that –“as computers have become an important tool of imparting instruction and exchanging information, a minimal exposure to computers and training in their use should be form a part of professional education. Program of computer education will be recognized on a wider scale from the stage.”

After reviewing the status of schools and society, Rammurti Committee reported in (1990):

Computer education is important because computerization has become an integral part of technology contributing to development in all spheres.

Computer education should be made an integral part of curricula.

According to one of the strategy suggested by Programme of Action (1992), “Computer application with adequate facilities of computer in schools would be encouraged on operational basis at secondary and higher secondary level.”

The world of technology is growing at a very rapid rate. It is impossible to measure its impact of the educational sphere due to continuous and growing interaction between the learning process and application of technology. It will be unwise on our part if we fail to adopt a suitable mix of modern and conventional technique of learning. As in all things computers have influenced our way of living and even our way of thinking.

Various curricular subjects like Science, Mathematics and English can be taught very effectively using computers as a tool of instruction. Computer assisted learning helps to see the unseen, to test theoretical concepts, to comprehend abstract idea, to



communicate more effectively, reducing teacher student ratio and so to grasp the concepts. Interacting nature of instruction sustain the interest of learner.

## INTRODUCTION OF CALM CLASSROOM

In 40s and 50s words like ‘teaching aid’ or ‘audio-video aid’ has a definite meaning in India. In 50s, with B. F. Skinner’s efforts in USA the concept of ‘programmed instruction’ travels across seven seas and touched our nation. In Indian context ‘education technology’ is used as a synonym of ‘technology of instruction’, which deals with the process and software production aspects. The software will both text as well as visuals. Individualization of instruction is possible only through computers. In context of developing software for providing instruction terms like CAI, CBI, CPI terms are used alternatively. These terms are integrated and can be termed as Computer Assisted Learning Material (CALM). Thus CALM refers to learning materials, which provides online direct interactive instruction. CAI becomes the buzzword of the 1970. CALM of the 1970-1980 period are text based and follow a behavioural model. Drill and practice is always the key strategy. The computer based technology (CBTs) of the 1980 to 1990 period used graphics based system, to provide the first of the naturalist model software. Since the advent of multimedia in the early 1990s hyper linked material allows controlled inter veining of pictures, sounds, video and animation, simulations the enhance learning.

## RATIONALE

Many efforts have been made to prepare computer assisted learning material (calm) and studies have been conducted to see the effectiveness of calm for various subjects like science Mathematics and studies English. The studies are at various levels i.e primary, secondary and higher secondary levels only studying the effectiveness by implementing CALM in classrooms is not sufficient, in order to make CALM more effective and systematic there is a need to analyze these materials in terms of their production variables (message type, message form, and message mode). Microanalysis in terms of production variables and contiguity of space and time helps in understanding the following questions.

- How do children learn in relation to production variables and contiguity?
- Does message form –i.e. text-graphic, text-graphic-music affects learning?
- Does spatial contiguity affect the learning of students?
- Does temporal contiguity affect the learning of students?

Having this in mind the present study is initiated with the analysis of selected production variables. Present study deals with analysis and implementation of CALM developed by B.C.Ed. students of Devi Ahalya University of Indore.

### **STATEMENT OF THE PROBLEM**

*A study of learning through computer assisted learning material in relation to selected production variables and contiguity.*

### **OBJECTIVES OF THE STUDY**

1. To analyze CALM in relation to production variables and contiguity.
2. To study the effectiveness of CALM in terms of mean achievement of students.
3. To study the learning through various message items in relation to production variables and contiguity

### **HYPOTHESIS OF THE STUDY**

There will be no significant difference between mean achievement scores on achievement of students belonging to pre-test and post-test group.

### **OPERATIONAL DEFINITION OF TERMS**

**Production variables:** In the present study production variables refers to message-form, message-type and message mode.

#### **1. Message form**

- (1) Explicit means communicated directly
- (2) Implicit means communicated directly

#### **2. Message type**

- (1) Naïve means common message

- (2) New and simple
- (3) New and technical

### 3. Message mode

- (1) Only text
- (2) Text graphic
- (3) Text graphic-music

**Contiguity:** In the present study contiguity refers to spatial contiguity that is contiguity of space between text and animation and temporal contiguity that is contiguity of time between animation and narration.

- (1) Space wise (spatial contiguity)
  - I. Text integrated with Animation
  - II. Text preceding Animation
  - III. Text following Animation
- (2) Time wise (temporal contiguity)
  - I. Animation and Narration at same time
  - II. Narration preceding animation
  - III. Narration following animation

### Effectiveness of CALM:

Achievement test prepared by the investigator keeping in the mind the learning items significance of difference between means of achievement, scores of students belonging to pre-test and post-test group reflects the effectiveness.

### OBJECTIVES OF THE STUDY

- To analyze CALM in relation to production variables and contiguity.
- To study the effectiveness of CALM in terms of mean achievement of students.
- To study the learning through various message items in relation to production variables and contiguity

### METHODOLOGY

#### POPULATION

All schools having computer facilities for teaching computer as a subject in their curricula constitute population for the present study.

### **SAMPLE**

Thirty students of standard VIII (2000-2001) of Shreyas Vidyalaya, Manjalpur, Baroda were selected purposively for the present study.

### **DESIGN OF THE STUDY**

In order to study the effectiveness of the developed CALM pre-test post-test single group design was used.

### **NATURE OF THE DATA**

The data collected with respect to objective 1 are qualitative in nature, whereas, the data collected against objective 2 are the scores on pre-test and post-test.

### **TOOLS**

Two types of tools were used to collect the data for the study.

1. CALM prepared by students of DAU, Indore was used as a treatment tool.
2. Achievement tests prepared by the investigator were used as testing tools.

### **FINDINGS OF THE STUDY**

1. The correlated 't' values on CALM on solar system and Magnet have been found significant at 0.01 level. So there has been significant gain through interaction with the CALM.
2. Largely the status of CALM has been found significantly higher on production variables and contiguity vis-à-vis achievement.
3. Some of the teaching points on CALM solar system and Magnet have been found wanting in terms of mode of presentation, spatial contiguity and temporal contiguity.
4. Achievement has been found relatively higher when technical message item were supported with animation on the same frame.
5. Text mode was found dominating in both the CALM, which is against the characteristics of computer.

### **CONCLUSION**

There has been found significant gain through interaction with the CALM on solar system and Magnet through the compound correlated 't' values. The status of the CALM in terms of production variables and contiguity vis-à-vis achievement has been found quite higher, except on a few teaching points where there was need to improve upon graphics, mode of presentation, spatial contiguity of text and animation and narration.

### SUGGESTIONS FOR FURTHER RESEARCH

1. There is a need to conduct more similar studies on CALM on different topics.
2. Studies may be conducted on CALM in terms of content competencies, pedagogic competencies and technical competencies.

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