Indian e-Journal on Teacher Education (IEJTE)
Bi-Monthly e-Journal (Peer Reviewed)
ISSN 2320 –7566

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PRESENT POSITION OF HIGHER EDUCATION IN INDIA

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The Indian Education system is producing a large number of graduates that are unemployable. They lack basic communication and problem solving skills that are needed for even the most elementary jobs. The problem is not infrastructure or money. Indians are willing to invest in education and this investment is more than sufficient to create infrastructure for most Bachelor or Masters level courses. Except in very few technical fields such as medicine, fees paid by students are sufficient to provide good quality education. But clearly this is not what is happening. The problem is that a vast majority of Indian colleges lack the focus to create employable graduates. Their task, as colleges see it, is to help students go through a curriculum and pass an exam. After that, the student is on his own.

To change the way we treat education, we need to change this focus. Institutions that are involved in education must consider gainful and appropriate employment as the primary goal of their courses. This is especially true of courses in Technology and Business Administration, where colleges need to have strong and continuous interaction with companies that will employ their graduates, to understand what they require from their employees. Colleges must then make sure that their graduates have those skills. In today's world, even a brilliant technologist will struggle if he is not proficient in English. A talented animator is no use if he cannot understand instructions. This is the way it is, take it or leave it. Most Indian colleges do not focus on employability and therefore are of no use to their students.

Higher education refers to the education in colleges and universities. India has a large higher education system. It has more than 600 universities and over 33000 colleges with more than 20 million students. These include higher education in the fields of technical, medical, law, forestry, etc.

The present situation of higher education system in India is complex and challenging. With the increase in population, there has been surge in the number of students seeking admission in these universities and colleges for higher education. In the field of higher

education in India, there was the time when population of the country was much lesser and higher education was accessible to all and everyone.

High Cut-off rate: Students find a staggeringly high cut-off percentage for admission such as 80%, 85% even 90% in some subjects in prestigious universities and colleges. This again is a grim scenario, causing distress disappointment even leading to deep depression among the admission seekers. Such situation affects the mental condition of the students. However, it is true that only the deserving should seek admission and granted admission.

Diversified streams for higher education: The streams for higher education have been diversified in a large way. There are several options for the admission seekers, but qualifications and competitions at every stage are to be presented and faced.

Loan schemes: For the brilliant-poor, there should be educational-loans schemes by the banks, which should be available after due scrutiny of qualifications and means, repayable in easy installments or even after getting duly employed. Many banks have come up with education loan schemes for students.

Limited Stay: Students at the Universities should be allowed to stay as students only for limited period of study and research period. Beyond it, none should be allowed to stay after post-graduation. Professional students, who just want to stay on as they have nothing better to do, turn into student leaders, indulge in politics, become active members of some political party, contest union elections and ultimately become a law and order problem for the administration. Such disoriented students have no place in a university or a college.

Role of Teachers: Here again the final onus falls on teachers. They, by their precept as well as by their example of uprightness and devotion to duty should become the real torch bearers for the student community and win regard and reverence from them. That alone can place the University or the college campus above narrow gains.

Private coaching: Private coaching has become a wide-spread malady among university teachers. This needs to be curbed and controlled even by law, if required.

Distance higher education: For those who have failed to get admission to a University, or a college, distance-education is the only answer. The Indira Gandhi Open University and similar other Universities all over the country with full recognized courses could be

and are the only answer to the aspirant for higher education. There can be multifarious courses offered by these Universities which can even be different from those offered at the regular Universities or their associated or affiliated college and this can be an added attraction to students and can absorb a large number of the crowd waiting at the brinks of the Universities and colleges. While gaining the chance of getting a degree, such seekers can keep working somewhere, if they can along with pursuing a course of study of their choice.

DRAWBACKS

- Present education system focuses more on scores rather than knowledge.
- It's having 90% theoretical subjects. Even remaining 10% practical subjects are of limited experiments and of expected output.
- There is no scope for students to do experiments on their own.
- Some colleges are not conducting practicals. Instead, they are giving full marks and allotting that time to mug up theoretical subjects.
- In the end, students are coming out of schools and colleges only having bookish knowledge in the mind as the method of learning doesn't connect to reality.
- There is so much meaningless pressure on students because of the too much competitive spirit in between private institutions.
- Children in school are not being guided well about careers. They hardly know about what the options available in career except doctors and engineers. Because of that they are taking courses of their parent's choice (mostly) after coming out of schools. They even don't know what career options available with that course.
- Many schools are not concentrating on extracurricular activities. This may lead to the false assumption in children that only education is important in life.
- Some teachers are giving marks based on the no. of papers rather than the content. Thereby students will try to fill papers instead of focusing on to write the actual answer.
- There are some cases that students are giving up their lives as they are unable to cope up with too much pressure laid on them by private schools and colleges.

SOLUTIONS

Focus on skill based education

Our education system is geared towards teaching and testing knowledge at every level as opposed to teaching skills. "Give a man a fish and you feed him one day, teach him how to catch fishes and you feed him for a lifetime." I believe that if you teach a man a skill, you enable him for a lifetime. Knowledge is largely forgotten after the semester exam is over. Still, year after year Indian students focus on cramming information. The best crammers are rewarded by the system. This is one of the fundamental flaws of our education system.

Reward creativity, original thinking, research and innovation

Our education system rarely rewards what deserves highest academic accolades. Deviance is discouraged. Risk taking is mocked. Our testing and marking systems need to be built to recognize original contributions, in form of creativity, problem solving, valuable original research and innovation. If we could do this successfully Indian education system would have changed overnight. Memorizing is no learning; the biggest flaw in our education system is perhaps that it incentivizes memorizing above originality.

Get smarter people to teach

For way too long teaching became the sanctuary of the incompetent. Teaching jobs are until today widely regarded as safe, well-paying, risk-free and low-pressure jobs. Once a teacher told me in high school "Well, if you guys don't study it is entirely your loss – I will get my salary at the end of the month anyway." He could not put across the lack of incentive for being good at teaching any better. Thousands of terrible teachers all over India are wasting valuable time of young children every day all over India. Education for all

It is high time to encourage a breed of superstar teachers. The internet has created this possibility – the performance of a teacher now need not be restricted to a small classroom. Now the performance of a teacher can be opened up for the world to see. The better teacher will be more popular, and acquire more students. That's the way of the future. We

need leaders, entrepreneurs in teaching positions, not salaried people trying to hold on to their mantle.

Implement massive technology infrastructure for education

India needs to embrace internet and technology if it has to teach all of its huge population, the majority of which is located in remote villages. Now that we have computers and internet, it makes sense to invest in technological infrastructure that will make access to knowledge easier than ever. Instead of focussing on outdated models of brick and mortar colleges and universities, we need to create educational delivery mechanisms that can actually take the wealth of human knowledge to the masses. The tools for this dissemination will be cheap smartphones, tablets and computers with high speed internet connection. While all these are becoming more possible than ever before, there is lot of innovation yet to take place in this space.

Re-define the purpose of the education system

Our education system is still a colonial education system geared towards generating babus and pen-pushers under the newly acquired skin of modernity. We may have the most number of engineering graduates in the world, but that certainly has not translated into much technological innovation here. Rather, we are busy running the call centres of the rest of the world – that is where our engineering skills end. The goal of our new education system should be to create entrepreneurs, innovators, artists, scientists, thinkers and writers who can establish the foundation of knowledge based economy rather than the low-quality service provider nation that we are turning into.

Effective deregulation

Until today, an institute of higher education in India must be operating on a not-for profit basis. This is discouraging for entrepreneurs and innovators who could have worked in these spaces. On the other hand, many people are using education institutions to hide their black money, and often earning a hefty income from education business through clever structuring and therefore bypassing the rule with respect to not earning profit from recognized educational institutions. As a matter of fact, private equity companies have been investing in some education service provider companies which in turn provide

services to not-for-profit educational institutions and earn enviable profits. Sometimes these institutes are so costly that they are outside the rich of most Indian students. There is an urgent need for effective de-regulation of Indian education sector so that there is infusion of sufficient capital and those who provide or create extraordinary educational products or services are adequately rewarded.

Take mediocrity out of the system

Our education system today encourages mediocrity – in students, in teachers, throughout the system. It is easy to survive as a mediocre student, or a mediocre teacher in an educational institution. No one shuts down a mediocre college or mediocre school. Hard work is always tough, the path to excellence is fraught with difficulties. Mediocrity is comfortable. Our education system will remain sub-par or mediocre until we make it clear that it is not ok to be mediocre. If we want excellence, mediocrity cannot be tolerated. Mediocrity has to be discarded as an option. Life of those who are mediocre must be made difficult so that excellence

Personalize education – one size does not fit all

Assembly line education prepares assembly line workers. However, the drift of economic world is away from assembly line production. Indian education system is built on the presumption that if something is good for one kid, it is good for all kids. Some kids learn faster, some are comparatively slow. Some people are visual learners, others are auditory learners, and still some others learn faster from experience. If one massive monolithic education system has to provide education to everyone, then there is no option but to assume that one size fits all. If however, we can effectively decentralize education, and if the government did not obsessively control what would be the "syllabus" and what will be the method of instruction, there could be an explosion of new and innovative courses geared towards serving various niches of learners,

Take for example, the market for learning dancing. There are very different dance forms that attract students with different tastes. More importantly, different teachers and institutes have developed different ways of teaching dancing. This could never happen if there was a central board of dancing education which enforced strict standards of what will be taught and how such things are to be taught. Central regulation kills choice, and

stifles innovation too. As far as education is concerned, availability of choices, de-regulation, profitability, entrepreneurship and emergence of niche courses are all inter-connected.

Allow private capital in education

The government cannot afford to provide higher education to all the people in the country. It is too costly for the government to do so. The central government spends about 4% of budget expenditure on education, compared to 40% on defense. Historically, the government just did not have enough money to spend on even opening new schools and universities, forget overhauling the entire system and investing in technology and innovation related to the education system. Still, until today, at least on paper only non-profit organizations are allowed to run educational institutions apart from government institutions. Naturally, the good money, coming from honest investors who want to earn from honest but high impact businesses do not get into education sector. Rather, there are crooks, money launderers and politicians opening "private" educational institutions which extract money from the educational institution through creative structuring. The focus is on marketing rather than innovation or providing great educational service – one of the major examples of this being IIPM.

Allowing profit making will encourage serious entrepreneurs, innovators and investors to take interest in the education sector. The government does not have enough money to provide higher education of reasonable quality to all of us, and it has no excuse to prevent private capital from coming into the educational sector.

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DEVELOPING AND IMPLEMENTING PROGRAMME ON COMPOSITION WRITING IN ENGLISH FOR STANDARD IX STUDENTS OF VADODARA CITY

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Introduction:

Education is the process by which an individual is encouraged and enabled to develop his or her potential. It may also serve the purpose of equipping an individual with what is necessary to be a productive member of society. Through teaching and learning the individual acquires and develops knowledge and skills. There is an important distinction between educations which relates to trans-active process between a teacher and student. And learning is a process that happens internally for a student.

Everybody knows what life is but one cannot present a satisfactory definition of life. Some way we know the answer of the question. What is language but nobody has so far been able to come out with any standard definitions that fully explain the term language. Language is a medium of expression. We use language almost every moment of the day for every imaginable purpose. We express our thoughts, whatever we think or believe. We suggest, appreciate, react, demand and express our love, anger. The purpose of teaching language in basic education is that students gain ownership of diverse social practices of the language and participate effectively in their life. For that purpose, it is essential that they learn to use language to organize their thought and discourses to analyze and solve problems and to have access to different present and past cultural expressions. The purpose of language education should be to help students become autonomous, independent, self directed, language acquires. Language permits the most abstract thoughts to be conveyed, the most logical processes to be understood.

Importance of English Language:

India is a multicultural and multilingual country. There are 18 dominant regional languages recognizes as official among the 845 major languages spoken in India. English is one of the official languages of the country, with the status of associate national language. It also serves as a link language among majority of Indians, for commercial and academic purposes.

Jawaharlal Nehru said in 1957 English is a window through which we are able to see the scientist, technological, agricultural, commercial and literary development taking place in the world. English is like a window to the world because by English we can learn about the world and we can get more information from the world. If we want to become knowledgeable person English is important to be learn. When we know the importance of English for life we also come to know when to better time to learn English. English has a several advantages when it has been taught since in an elementary school. Three of which are elementary school age is a best time to learn second language, preparation of English in an junior high school and preparation to face the globalization. There for English is important in elementary school education because the better time to learn a second language is that at the age of elementary school. We can get an advantage of learning English since in an elementary school. Since in an elementary school to get the better and easier life because English have become a crucial tool continuing education, employment and social status.

Importance of composition writing in English language:

All the four skill are necessary in communication, but in most of the professions, writing skill is considered to be very important. Moreover, even students need writing skills for written communication. Incredibly easier to read something in a foreign language than it is to write in a foreign language. In order to read, all too really need is a decent vocabulary and a basic sense of grammar. Writing is a totally different story. You need to choose the words and phrases yourself and then somehow put them all in a good order. Since writing is much more difficult. Most learners don't practice as much as they should. Effective written English helps to glide through ideas, feelings and opinions without getting perplexed. Good writing reflects positive traits like self confidence, clear thinking, analytical mind etc. Writing properly makes you look intelligent and professional. As person can effectively write when he/she has mental clarity about what exactly he/she has

to convey. The way speed of speaking is important in speaking English, accuracy and clarity of thought is important in writing. Written English is beneficial while giving presentation as concepts, knowledge, future strategy etc. should be correctly written to make others understand.

Most pieces of writing are divided into sections called paragraph. Each paragraph deals with a particular thought or idea and should be a certain degree complete in itself. A paragraph is a sentence of group of sentences that develop one idea or one point. Thus a paragraph is built around that central idea. For each paragraph you should have topic sentences a mini-thesis, which acts as the controlling idea for the paragraph. Using paragraph can help you to presents your ideas in a logical and orderly way. There are three main types of paragraph writing. They are a unified paragraph, a well developed paragraph and a coherent paragraph.

Rationale of the study:

In the global world, it is obvious that English plays major role as connector, the language comprehendible by almost all the developed and developing countries today. The wide spread use of English makes it an international language. It is more widely spoken and written than any other language. Using language is not an innate human ability, it must be learned. In the sequential development of language arts skills the child learns to talk and listen before he learned to read and write. A speech instruction starts in the elementary class room with the voice of the teacher. The tone used the manner of speaking and the vocabulary employed all influence the quality of instruction.

Written expression may be secondary to oral expression in terms of social importance but the specialized skills necessary for effective communication in writing demands a systematic instructional programme. Written language must depend heavily upon certain mechanical skills to aid expression. It can be said that teaching prose writing is an art as well as craft. Prose writing can be called craft because writing composition can be taught. The teacher can provides their pupils with opportunity and materials for practice and teach them the use of tools and methods of work. There is very familiar charge brought about by employers and others that boys and girls leave secondary and higher secondary without having learnt to write good English. This happens because of the unfortunate results of an overcrowded curriculum dominated by examinations. The efforts of the pupils are dispersed in so many directions and under such pressure that the quality of both

thought and expression are bound to suffer. Thus, we have to consider how the teacher of prose can teach the composition and make the best of his opportunities within the limitations of existing syllabuses and time tables. The emphasis on written work in our educational system is evident from the fact that all the periodical tests and examinations are written and not oral. Thus written work forms the basis of our education. To develop the proficiency and skill in the written work at the school level the composition work should be kept at focal points.

Composition and especially paragraph writing encourage written expressions which also equips pupils in writing the examination papers to an expected standard. But unfortunately, it is our sad experience that our pupils have not been able to develop the written skill through composition work adequately.

The teacher plays a role consciously or unconsciously in the poor performance of the pupils. They are often found complaining of the apathy of the pupils towards composition work. They do not strive honestly and sincerely to improve these errors in students. In such circumstances, good performance and especially good composition exercise become a distant mirage. Looking at the prevailing situation of teaching English, quite a number of questions strike the mind of the investigator. Are the teachers teaching English really conscious about the performance for which English is taught? Are the teachers aware of various methods and techniques of teaching English? From where do the students collect information to write the composition? Can anything be done to improve the situation? To find out answers of these questions investigator has referred related literature and studies. But studies have not been found. Investigators also found that there are nos. of studies exists in the area of English language such as grammatical errors, writing skill, teaching and learning problems etc. on primary level and secondary level of education. But no specific study that addresses to composition writing (Paragraph) at neither levels. Investigator is going to develop a programme to enhance the writing composition (Paragraph). The beneficiaries of this study will be investigators, students and teachers.

Statement of the Problem:

Developing and Implementing Programme on Composition Writing in English for Standard IX Students of Vadodara city

Objectives of the study:

The main objectives of the study were as follows:

(1) To study the difficulties faced by students in paragraph writing in English.

(2) To develop a programme on paragraph writing in English for students of Standard IX.

(3) To implement the developed programme on students of Standard IX.

(4) To study the effectiveness of the programme in terms of

   a) Achievement of the students in Paragraph Writing.

   b) Opinion of students regarding the programme.

Operationalization of the Terms:

Effectiveness: The difference between the mean achievement scores of the experimental group and that of controlled group represented effectiveness of the programme.

Delimitation of the study:

The study was delimited to the paragraph writing only. The present study is also delimited to students of Gujarati medium schools of Vadodara city following GHSEB syllabus of the year 2014-15.

Hypothesis:

There will be no significance difference between mean achievement score of experimental group and that of control group.

Design of the study:

The investigator had used the quasi-experimental design for conducting the present study.

Population of the study:

Population for the present study consists of all 108 Gujarati medium secondary school students of Vadodara city following GHSEB syllabus.

Sample of the study:

In the present study purposive sampling technique was used. Reliance school was selected for experimental group and Vidhya Vihar school was selected for the control

group of present study. The 32 students were there in experimental group and 34 students were there in control group. So, sample size was 66 students.

Tools and Techniques:

Achievement Test: Achievement test was prepared by the investigator. The achievement test was conducted to know their problems regarding paragraph writing, to know their knowledge, understanding and application levels. The test was of 25 marks and time duration was 60 minutes. It was validated by the experts in the area of English language.

Opinionnaire: Opinionnaire was prepared for the students. Each statement contains the five alternatives such as strongly agree, agree, undecided, disagree and strongly disagree. It was prepared to collect information about content of the programme, Implementation of the programme and how programme benefited them.

Data collection:

The investigator took permission from both the experimental and control group schools and personally implemented the programme and collected the required data.

Data analysis:

The data was analysed using mean, standard deviation, standard error of mean, frequency, and percentage and t- test.

Major findings:

Following major findings were drawn for the present study:

- To know the status of the students pretest was conducted. The students of the experimental group were very poor in writing skill. It was found that students lack in basic knowledge of English and rules of grammar.
- The mean achievement scores of post test is higher than mean achievement scores of pre test for both experimental and control group.
- It is evident that the calculated t value of 3.71 is greater than the critical value of 2.66 at 0.01 level. Hence the null hypothesis i.e. “there will be no significant difference between the mean achievement scores of the experimental group and that of control group” is rejected and it can be said that mean achievement of experimental group is significantly higher than mean achievement of control group which is due to the effect

of developed programme on composition writing to experimental group and not due to sampling error or 'by chance'.

- The mean achievement in pre test of experimental group was 10.03 and mean achievement in post test was 16.15. This is showed that there was a significant difference it means experimental group was very compact in nature.
- The programme that was developed and the implementation of the plan, with the use of different material in the classroom along with the activities conducted by the students of Std. IX succeeded in enabling the students to enhance their writing skills in English language.
- It was found that during implementation of the programme students were very enthusiastic and innovative and they really wanted to learn something new and interesting but may be they have not got enough opportunity or exposure that they come up with their skill.
- The students showed positive, energetic and affirmative reaction to the programme. Majority of the students opined that the programme was very useful to them and that such kind of programme should be held in the schools on a regular basis.
- It was found that control group students were also very enthusiastic and displayed positive behavior towards pretest and posttest so they were eager to do something new. Investigator believes that if the same programme will be implemented on control group, there would be significant difference in achievement of the students.
- The programme was designed and developed keeping in mind the need of the students and was found effective in terms of enhancement of the students in writing skill.
- The use of pair work activity during teaching of grammar points as the important components in the programme developed proved to be effective as it enabled the students to improve their writing as well as speaking skill.
- Out of the total, 60 % students opined that they found all explanation and examples, which were carried out while teaching was interesting and meaningful. The developed programme on composition writing helped them in enhancement of curiosity and making topic easily understandable.
- 76.66 % students stated that programme not only helped them to enhance their paragraph writing only but it was also helpful to develop their overall writing ability.

Conclusion:

The present study was undertaken to assist the students of standard IX to enhance the composition writing skill in English language. It was an endeavor to see whether such a programme could find a place in schools as a compulsory basis. Based on need of the students the entire programme was developed. The entire programme was implemented for 15 days, 35 minutes each day. Quasi experimental design was used for this research. With the help of self-designed programme the researcher was able to achieve objective as well as bring about a considerable improvement in writing skill of the English language among the students. If teacher really want to improvement of students in writing and especially in composition writing this programme can be easily used in the schools it is not time consuming and formidable task for teacher to carry out during the academic session.

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Indian e-Journal on Teacher Education (IEJTE)
Bi-Monthly e-Journal (Peer Reviewed)
ISSN 2320 –7566

ADJUSTMENT OF STUDENTS OFBORSADTALUKA IN THE CONTEXT OF ACHIEVEMENT

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Introduction:

From the time child enters the school he is a midst the range of the factors, facilities and amenities. The infrastructure, instructional facilities and the human resources surround the child and here by the child needs to justify himself with these. The justification leads child to adjust himself in the educational institutions.

The VIII standard students face many difficulties in their path. Same students leave their studies in between only. Same students are unable to adjust with other students. Same are not satisfied with the education given by the teachers of their institute. Some of the students face problems and difficulties because of lack of facilities. Some cannot setup their timings. Economical condition of many students is not proper and good. Their parents are unable to afford more for their studies. So such types of students have to manage for themselves or they leave their studies in VIIIth standard only. At times environment of the school also becomes problem for the students. All there are many more problems of the VIIIth standard students.

They are unable to cope up with their surrounding which lead them towards maladjustment. Some of the students struggle in their life for completing their further studies while some of the students leave their studies in the VIIIth standard only.

Adjustment is a behavioral process by which human and other animals maintain equilibrium among the various needs and the obstacles of theirs environment. Sequence of adjustment begins once when a need is felt and end when it is satisfied.

Adjustment will be defined as a process of altering the behaviors to reach the harmonious relationship with the environment. When people say they are in adjustment they typically mean they are going through process of chain and checking for some level of balance with environment other or themselves.

Objectives of the study:

- To study the effect of gender on the adjustment of VIIIth standard students.
- To study the level of adjustment of VIIIth standard students.

- To study the effect of achievement on the adjustment of VIII th standard students.

Hypothesis of the study:

***HO*$_1$** There will be no significant difference between mean adjustment score of boys and girls of VIIIth standard students of BorsadTaluka.

HO2 There will be no significant difference between mean adjustment score of high and low Achievers of VIIIth standard students of BorsadTaluka.

HO3 There will be no significant difference between mean adjustment score of high and low Achievers boys of VIIIth standard students of BorsadTaluka.

HO4 There will be no significant difference between mean adjustment score of high and low Achievers Girls s of VIIIth standard students of BorsadTaluka.

HO5 There will be no significant difference between mean adjustment score of high Achievers Boys and Girls s of VIIIth standard students of BorsadTaluka.

HO6 There will be no significant difference between mean adjustment score of Low Achievers Boys and Girls s of VIIIth standard students of BorsadTaluka.

Variables of the study:

Variables of the study are Gender, Achievement and Adjustment. Adjustment is dependent variables and Achievement and Gender is independent variables.

Adjustment will be defined as a process of altering the behaviors to reach the harmonious relationship with the environment. When people say they are in adjustment they typically mean they are going through process of chain and checking for some level of balance with environment other or themselves.

According to Good (1959) "Academic achievement as the knowledge, attitudes and skills developed in the school subjects usually designed by test scores or marks assigned by the teacher.

Gender is considered as a boys and girls of studying in standard VIII of Borsad Taluka.

Methodology of the study:

Research was carried in schools of BorsadTaluka during first semester-2015. Adjustment inventory was prepared by researcher and it contains 33 statements containing of answers yes, neutral and no answers. All the statements were given in positive manners regarding adjustment. Scores were given three to yes, two to neutral and one to answer no. Survey

method was used to collect the data from the schools of Borsad Taluka in Anand district. Above 60 percent scholastic achievement was considered high and below 45 percent was considered as low achievement .Prepared inventory was administered in schools 'having co-education to the students of standard VIII. Prepared data were analysed by SPSS techniques in the form of t test. Achievement was considered as last year scholastic achievement of the students.Obtained Data were calculated and interpreted to verify null hypothesis.

Data analysis and interpretation:

H01There will be no significant difference between mean adjustment score of boys and girls of VIII of standard students of Borsad Taluka.

Table:1

Significant difference between mean adjustment score of boys and girls of VIII of standard students of Borsad Taluka.

Adjustment	Numbers	Mean	Standard Deviation	t value	t table	Significant
Boys	138	59.44	13.99	5.39	1.96(0.05) 2.58(0.01)	Significant at 0.01 level
Girls	142	67.88	12.11			
TOTAL	280					
	SED	1.566	Hypothesis is Rejected at 0.01 level at DF= 278			
	M1-M2	8.44				
	t value	5.39				

From the table 1 it is evident that the tcal = 5.39 which is greater than 0.01 = 2.58 which indicates that the difference is significant at 0.01 level. Thus, the hypothesis that there will be no significant difference between mean adjustment score of boys and girls of VIII of standard students of Borsad Taluka will be rejected at 0.01 levels; it means that there is seen significant difference in the adjustment between the VIII standard boys and girls of Borsad Taluka.

H02.There will be no significant difference between mean adjustment score of high and low Achievers of VIII of standard students of Borsad Taluka.

Table:2

Significant difference between mean adjustment score of high and low Achievers of VIII of standard students of Borsad Taluka.

Adjustment	Numbers	Mean	Standard Deviation	t value	t table	Significant
High Achievers	80	73.11	12.66	7.98	1.96(0.05) 2.58(0.01)	Significant at 0.01 level
Low Achievers	66	53.66	16.11			
TOTAL	146					
	SED	2.436	Hypothesis 2 is Rejected at 0.01 level at DF= 144			
	M1-M2	19.45				
	t value	7.98				

From the table 2 it is evident that the tcal = 7.98 which is greater than 0.01 = 2.58 which indicates that the difference is significant at 0.01 level. Thus, the hypothesis that there will be no significant difference between mean adjustment score of high and low Achievers of standard students of Borsad Taluka will be rejected at 0.01 levels; it means that there is seen significant difference in the adjustment between the VIII standard high and low achievers of Borsad Taluka.

H03.There will be no significant difference between mean adjustment score of high and low Achievers boys of VIII standard students of Borsad Taluka.

Table: 3

Significant difference between mean adjustment score of high and low Achievers boys of VIII of standard students of Borsad Taluka.

Adjustment - Boys	Numbers	Mean	Standard Deviation	t value	t table	Significant
High Achievers	32	69.33	12.66	3.46	1.96(0.05) 2.58(0.01)	Significant at 0.01 level
Low Achievers	36	58.45	13.22			
TOTAL	68					
	(SED) *(SED)	9.863	Hypothesis 3 is rejected at 0.01 level at DF= 66			
	SED	3.141				
	M1-M2	10.88				
	t value	3.46				

From the table 3 it is evident that the tcal = 3.46 which is greater than 0.01 = 2.58 which indicates that the difference is significant at 0.01 level. Thus, the hypothesis that there will be no significant difference between mean adjustment score of high and low

Achievers boys of standardVIIIth students of BorsadTaluka will be rejected at 0.01 levels; it means that there is seen significant difference in the adjustment between the VIII standard high and low achievers boys of Borsad Taluka.

H04.There will be no significant difference between mean adjustment score of high and low Achievers Girls'of VIII standard students of Borsad Taluka.

Table:4

Significant difference between mean adjustment score of high and low Achievers Girls' of VIII standard students of Borsad Taluka.

Adjustment -Girls	Numbers	Mean	Standard Deviation	t value	t table	Significant
High Achievers	48	74.89	11.88	4.88	1.96(0.05) 2.58(0.01)	Significant at 0.01 level
Low Achievers	30	60.44	13.21			
TOTAL	78					
	SED	2.959	Hypothesis 4 is rejected at 0.05 level at DF= 76			
	M1-M2	14.45				
	t value	4.88				

From the table 4 it is evident that the tcal = 4.88 which is greater than 0.01 = 2.58 which indicates that the difference is significant at 0.01 level. Thus, the hypothesis that there will be no significant difference between mean adjustment score of high and low Achievers girls of standard VIII students of Borsad Taluka will be rejected at 0.01 levels; it means that there is seen significant difference in the adjustment between the VIII standard high and low achievers girls of Borsad Taluka.

H05. There will be no significant difference between mean adjustment score of high Achievers Boys and Girls of VIII standard students of Borsad Taluka.

Table: 5

Significant difference between mean adjustment score of high Achievers Boys and Girls of VIIIth standard students of BorsadTaluka.

High Achievers	Numbers	Mean	Standard Deviation	t value	t table	Significant

Boys	**32**	**69.33**	**12.66**	**1.97**	**1.96(0.05) 2.58(0.01)**	**Not Significant**
Girls	**48**	**74.89**	**11.88**			
TOTAL	**80**					
	(SED) *(SED)	**7.949**	**Hypothesis 5 is accepted at 0.01 level at DF= 78**			
	SED	**2.819**				
	M1-M2	**5.56**				
	t value	**1.97**				

From the table 5 it is evident that the tcal = 1.97 which is less than 0.05 = 1.96 which indicates that the difference is not significant. Thus, the hypothesis that there will be no significant difference between mean adjustment score of high achievers boys and gilrlsof standardVIIIth students of BorsadTaluka will be accepted; it means that there is no significant difference in the adjustment between the VIIIth standard high achieversboys and girlsof BorsadTaluka.

H06. There will be no significant difference between mean adjustment score of low Achievers Boys and Girls of VIIIth standard students of BorsadTaluka.

Table: 6

Significant difference between mean adjustment score of low Achievers Boys and Girls of VIIIth standard students of BorsadTaluka.

Low Achievers	Numbers	Mean	Standard Deviation	t value	t table	Significant
Boys	**36**	**58.45**	**13.22**	**0.61**	**1.96(0.05) 2.58(0.01)**	**Not Significant**
Girls	**30**	**60.44**	**13.21**			
TOTAL	**66**					
	(SED) *(SED)	**10.671**	**Hypothesis 6 is accepted at 0.01 level at DF= 64**			
	SED	**3.267**				
	M1-M2	**1.99**				
	t value	**0.61**				

From the table 6 it is evident that the tcal = 0.61 which is less than 0.05 = 1.96 which indicates that the difference is not significant. Thus, the hypothesis that there will be no

significant difference between mean adjustment score of low achievers boys and girls of standard VIII students of Borsad Taluka will be accepted; it means that there is no significant difference in the adjustment between the VIII standard low achievers boys and girls of Borsad Taluka.

Findings of the research:

- Mean adjustment scores of girls (67.88) are higher than mean adjustment scores of boys (59.44). It is seen that standard VIII girls of BorsadTaluka are very conscious about adjustment than boys of BorsadTaluka.
- Mean adjustment scores of high achievers (73.11) are higher than mean adjustment scores of low achievers (53.66). It is seen that standard VIII high achievers of Borsad Taluka are very conscious about adjustment than low achievers of Borsad Taluka.
- Mean adjustment scores of high achievers boys (69.33) are higher than mean adjustment scores of low achievers boys (58.45). It is seen that standard VIII high achievers boys of Borsad Taluka are very conscious about adjustment than low achievers boys of Borsad Taluka.
- Mean adjustment scores of high achievers girls (74.89) are higher than mean adjustment scores of low achievers girls (60.44). It is seen that standard VIII high achievers girls of Borsad Taluka are very conscious about adjustment than low achievers girls of Borsad Taluka.
- There is no significant difference in the adjustment between the VIII standard high achievers boys and girls of Borsad Taluka.
- There is no significant difference in the adjustment between the VIII standard low achievers boys and girls of Borsad Taluka.
- Here highest adjustment score is seen in high achiever girls.
- Lowest adjustment score is seen in Low Achievers Adjustment mean.
- Achievement of girls is higher than achievement of boys.
- There is seen effect of Gender and achievement on adjustment of standard VIII students of Borsad Taluka.

Conclusion:

The students have to face these difficulties and adjust themselves in the environment of the educational institutions. While some of the students are unable to adjust themselves which lead then towards the maladjustment. Gender and scholastic achievement effects on adjustment of boys and girls. School should prepare and run programme regarding adjustment to aware primary school students ofBorsadTaluka.

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Indian e-Journal on Teacher Education (IEJTE)
Bi-Monthly e-Journal (Peer Reviewed)
ISSN
2320 –7566

A PROGRAMME TO DEVELOP THE STUDY HABITS OF THE ADIVASI STUDENTS OF STANDARD VII OF UPPER PRIMARY SCHOOLS OF HALOL TALUKA

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INTRODUCTION

Study habits are defined as those techniques, such as summarizing, note taking, outlining or locating material which learners employ to assist themselves in the efficient learning of the material at hand. The term "Study Habit" implies a sort of more or less permanent method of studying. According to Good's dictionary of education, "Study habit is the tendency of pupil to study when the opportunities are given, the pupil's way of studying whether systematic or unsystematic, efficient or inefficient."Study-habits are the essence of a dynamic personality. A proper study habits enables an individual to reap a good harvest in future. The present society is a competitive society, where the principle of struggle for existence and survival for fittest exists.

Study habits play an important role in human performance in academic field (Verma, 1996; Verma & Kumar, 1999;Satapathy & Singhal,2000; Vyas,2002). Ramamurti (1993) has rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. Hence, study habits of students' plays important role in learning and fundamental to school success.

The Scheduled Tribes (ST) wherever they live, are faced with many diverse problems, which are of social, economical, political and educational in nature. It is common knowledge how the Scheduled Tribes suffer from times immemorial for no fault of theirs. These problems have aggravated the situation over years and pushed the ST masses to total subjugation and exploitation. One thing is certain, that in a caste-ridden society like

ours, social and economic status are the necessary prerequisites for any individual to progress. These variables buttress each other in development of a community or caste. Any analysis of Indian society without taking caste into consideration is not complete. Almost all activities like economical, political, educational and socio-cultural-revolve around the notions of caste. The structural form and relationships in urban areas have continued almost intact in post-independence India, although some changes have come about in urban setting.

OBJECTIVES

1. To construct the study habit inventory for the adivasi students of std. VII of upper primary schools.
2. To study the study habits of adivasi students studying in std. VII of upper primary schools of Halol taluka.
3. To construct and implement the program for study habit reformation.

3.2 HYPOTHESES

1. There is a relationship between home sources and tutorial assistance and study habits and attitudes
2. There is a difference in the Survey of Study Habits and Attitudes pretest and post-test scores.

3.3 METHOD

Researches in the field of academic achievement have employed different methods of study for investing different relationships. Method of research is also determined by the theory and objectives of the problem to be studied. The problem to be investigated for the present study concerns with academic achievement of adivasi students of upper primary school in relation to their home environment, school environment and study habits.

The descriptive survey method, interview method and experiment method were used in the present investigation. It describes the current position of the research work. It involved interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem.

3.4 SAMPLE

Sampling is very important and crucial part of behavioural research. It is indispensable to educational research. The research work cannot be undertaken without the selection of sample. The study of entire target population is practically not possible. Cost, time and other factors come in the way of studying of the total target population. Sampling makes the research feasible within the available resources. David S. Fox (1969) remarks, "It is not possible to collect data from every respondent relevant to our study, but only from some fractional part of the respondents. This process of selecting the fractional part is called sampling." Population involved all the adivasi students of upper primary schools, class-VII of Taluka- Halol, districts- Panchmahal, State-Gujarat. Further thirty schools were selected randomly. All the adivasi students of upper primary school were taken. A sample of 341 students present during the administration of the tests in the institutions was thus selected.

3.5 VARIABLES USED IN THE STUDY

a. study habits
b. attitudes towards studies
c. home resources
d. tutorial assistance

Definition of Terms

The following terms were defined according to how these were used in this study.

Variables in the students' academic lifestyle defined, based on the Conceptual Framework:

Home Resource Materials – materials or multimedia that the students use at home to help them review their lessons, answer homework, projects, etc. Such resources include books, magazines, newspapers, television, radio and the internet. These were measured in this study through the use of a Home Study Habits Survey Questionnaire.

Tutorial Assistance – aid or help given to a student by an adult, parent, a teacher, a tutor or a classmate who is capable or competent in a particular subject or subjects in school. This was measured in this study through the Home Study Habits Survey Questionnaire.

Phases of the Intervention Program defined:

Phase I. Study Habits Seminar – an enrichment / development program for upper primary school students given as an activity after the initial administration of the Survey of Study Habits and Attitudes (SSHA). It provides tips on studying, having the

right study habits, goal setting, and other related matters are discussed during this seminar.

Phase II. Individual/Group Counseling (academic focus) – this is provided to the upper primary school students after the Study Habits Seminar. The counselor calls students individually or in groups of three or four at a time. After collaboration between the student/s and the counselor is established, an exploration of the student's complaints, problems or symptoms, such as their "new" environment, the teachers, subjects and classmates related to academics and current life situations is done.

Phase III. Parent, teacher and classroom adviser referrals – This is where teachers, parents and classroom advisers get involved by giving referrals or referral cases of their children and students who are having academic problems, poor study habits, performing poorly in class or those students who rarely participate in class discussions or group work. Referrals are given to the counselor-in-charge of the upper primary. The counselor will evaluate together with the teachers and classroom advisers if the student needs a tutor, then makes recommendations to the parent of the child.

Phase IV. Follow-up – this is done by the upper primary counselor on the upper primary students who are referred every grading period throughout the school year by meeting with them and asking for their progress. Students give the counselor an update on their academic performance, e.g. quarterly exam scores, scores from quizzes, homework or projects. The counselor may consult with the teachers and classroom advisers on the student's performance, and the parents are also given an update.

Aspects of Survey of Study Habits and Attitudes (SSHA) defined:

Study Orientation (SO) - combines all the scores on the Study Habits and Study Attitudes scales to provide an overall measure of study habits and attitudes. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

Study Habits (SH) – the ability or inclination to acquire information especially from books, research, review for exams or quizzes and answer assignments easily and unhesitatingly, acquired by constant repetition or way of behaving. A measure of academic behavior that combines the scores on the Delay Avoidance and Work Methods scales. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

Delay Avoidance (DA) - the promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

Work Methods (WM) - the use of effective study procedures, efficiency in doing academic assignments, and how-to-study skills. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile.

Study Attitudes (SA) - a favorable or unfavorable evaluative reaction toward studying or acquisition of information, exhibited in one's beliefs, feelings, or intended behavior towards studying. It combines the scores on the Teacher Approval and Education Acceptance scales to provide a measure of scholastic beliefs. It is measured by Survey of Study Habits and Attitudes test ranked by percentile

Teacher Approval (TA) - the student's opinion of his/her teachers, their classroom behavior and methods. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

Education Acceptance (EA) - the student's approval of educational objectives, practices, and requirements. It is measured by the Survey of Study Habits and Attitudes test ranked by percentile

Other terms used throughout this study:

Meaningless learning –any information acquired by the student or learner from a teacher, audio, visual or print media that has no sense or use to the student nor can it be applied by the student in real life.

Middle School – serves as a "bridge" between the Elementary School and the Upper primary school. The terms can be used in different ways in different countries, sometimes interchangeably; in some governmental and institutional contexts, "Middle school" may be used as no more than an alternative name to "upper primary school", or it might imply a pedagogical shift away from primary and secondary school practices.

Significant learning -any information acquired by the student or learner from a teacher, audio, visual or print media that can be used or applied by the student to real life situations, and can be easily learned and related to real life.

Transition -a change or movement from one stage to another. In this case, the learners from the grade school (after grade six) upper primary school students.

The Intervention Program

The researcher arrived at the following guidelines to develop a formal transition intervention program that would:

1. Monitor the transition of grade six students to the upper primary school academic setting by enhancing both their study habits and academic attitudes;
2. Monitor learning motivations of students when they reach upper primary school; and
3. Monitor the teachers' classroom management style and teaching strategies and enrich the subjects being taught if needed, particularly their relevance to the students' lives. These features are included in the Intervention Program in its four phases. The intervention program consisted of four phases (1) The Study Habits Seminar, (2) Student Counseling/Interview (Group or Individual), (3) Referrals (School Administrators, Teachers & Parents) and (4) Follow-up

Puberty is a critical turning point in young people's lives. It is a time of challenge and adjustments: physically, intellectually, socially, and psychologically; it is a time when personal code of ethics and moral values are developed. In school, puberty crosses the middle school years with upper primary school. At this point, a formal intervention program can be helpful to help the young adjust and keep in step of the secondary education.

This study used such a program designed to monitor grade seven students' transition period for at least seven months to the end of their 7th standard in upper primary school. A standardized instrument – the Survey of Study Habits and Attitudes (SSHA) of Brown and Holtzman (1953) – was administered at the beginning of the school year, to explore the students' attitudes and work habits to serve as a basis for improving their study skills. After the initial administration, checking and profiling of the SSHA, the upper primary students went through the four-phase intervention program for seven months.

After seven months, a posttest was given to the same batch of 7th standard upper primary school students, using the SSHA and a researcher-made questionnaire focusing on their Home Study Habits. The purpose of the latter was to describe the student's study

habits at home, the people who are involved in helping him/her in studying, doing homework and reviewing, and the different resources used to aid him/her in studying.

Based on test of differences between pre-test and post-test scores, the transition program effected significant improvements in the students' overall school study habits and attitudes, and all aspects of it. The Intervention Program, the initial and posttest of the SSHA, the Study Habits Seminar – which is part of the intervention program, individual counseling and follow-up on students all played a major role in the remarkable improvement of the students' SSHA results.

Over-all **Study Orientation** score shows a remarkable movement from Low Average to Above Average. Percentile rank increased from 30% to 85%. These indicate that over-all improvement in Study Orientation has occurred. There is a gain of 57 points in the mean score, 55 points in the percentile score and 3 points in the stanine after transition program. A stanine of seven in the post-test has a classification of Above Average, indicating a remarkable overall improvement in their study habits and attitudes as compared with their pre-test performance seven months before, prior to the intervention program.

Observable change for **Study Habits** persisted; the obtained percentile rank moved up to 95% and can be categorized as Above Average. A gain of 36 points in the mean score, 55 points gain in the percentile score and a gain of 3 points in the stanine were achieved. Their values and principles improved at this point and the students followed up on their set priorities, not letting others or other interests distract them from accomplishing set goals.

For the **Delay Avoidance** (DA), there is a gain of 17 points in the mean score, 50 points gain in the percentile score and 3 points in the stanine were achieved.

For **Work Methods**, a gain of 19 points in the mean score, a 46-point gain in the percentile score and a 3-point gain in the stanine score were achieved.

Score for **Study Attitudes** also tell us of an improvement. Post-test results categorize the obtained score into Above Average, a progression from Low Average. There is a gain of 57 points on the mean score, 55 points in the percentile score and 4 points in the stanine after the post-test. A stanine of eight in the post-test shows a remarkable improvement by the students in the (average (low)), to eight (above average).

For the **Teacher Approval**, there is a gain of 21 points in the mean score, 60-point gain in the percentile score and 4-point gain in the stanine score.

In the **Education Acceptance** area, the batch obtained a score classified as Above Average, having a percentile rank of 95%, from 30%.

There was also a 20-point gain in the mean score, a 65-point gain in the percentile score and 4 points in the stanine after the post-test. It is a positive indication of a clearer view of their approval of educational objectives, practices and education requirements.

In this study, there is a remarkable positive change with regards to the freshmen students' SSHA post-test scores after going through the intervention program. The intervention program had a positive impact on the students' study habits and attitudes, as reflected in the results of the SSHA.

As shown in the results of this study, there is a significant relationship that exists between the freshmen students' study habits and attitudes, home resources and tutorial assistance provided by parents, relatives, peers or a private tutor. Home resources for the students would include a place for them to study or do their homework, the assistance they receive at home when they do their homework or school projects or if the child needs tutorial assistance. These would vary from adult or parental supervision to direct assistance given by other adults at home or by their parents in completing the child's homework or project and the availability of a formal tutor. It also had a significant effect on the child if there is no assistance given to the child. These would include the child's independence in having the responsibility of doing the homework or project or there is just no available adult or parent at home to supervise or assist the child. The kinds of resource materials the child uses at home or outside the school to finish the homework or project like accessibility to various kinds of resources such as access to the internet, computers, textbooks, and other print media or references.

Implications and Recommendations

Since the results obtained are direct outputs of the students' exposure to the seven-month learning environment in the upper primary school, it is suggested that a review of the academic and school policies or student handbook on the part of the school administrators and principals for a possible integration of the transition and intervention programs for their students in the grade seven and 7th standard upper primary school levels; teachers and advisers assess the effectiveness of the students' learning environment every grading period. Classroom climate is important for students. Experiencing the classroom as a

caring and supportive place where there is a sense of belonging and everyone is valued and respected, students will tend to participate more in the process of learning.

Assessment of the learning environment entails sensitivity towards the students' academic receptivity, to the extent of administering adequate modification of the pacing of discussions, such as consistency on the part of subject teachers and advisers in providing academic discipline to students. This can be achieved by enhancing the regular meetings of level teachers, continuously being receptive to the learning needs of students, taking note of other factors contributory to students' learning environment (i.e.: use of positive vs. negative motivation and exploring the different learning styles: visual, auditory, kinesthetic, etc.). Subject teachers should religiously hold regular student-teacher consultation and remind students that they are not in grade school anymore, and that upper primary school is a different, challenging but at the same time, an enjoyable phase in their lives. Teachers, parents, guardians and guidance counselors should be sensitive to the academic needs of students, especially if a student needs tutorial assistance to improve academic performance. There should be regular orientation and training of all grade seven and 7th standard upper primary school teachers on the transition and intervention program and current trends in delivery of lessons to students during the In-service training.

School Psychologists and Educational Psychologists should monitor students in the upper primary who are academically lagging behind, focusing on the students' individual learning problems, making follow-up consultations with teachers and guidance counselors and making recommendations to teachers, guidance counselors, school administrators and others; counselors in the grade seven and upper primarys should focus on topics directly related to study habits and social and emotional adjustments in early adolescence; a collaborative working relationship should exist between the guidance office, the guidance counselors and educational psychologists to strengthen and improve the academic intervention programs of the school; follow-up program of the guidance counselors for grade seven and 7th standard upper primary school students, including interaction of grade seven students with the upper primary school academic setting through an improved immersion program, improvement of individual/group counseling especially in grade seven and 7th standard upper primary school level and regular administration of the Study Habits and Attitudes (SSHA), both at the beginning of the school year and at the end of the school year.

Grade seven administrators, faculty and guidance counselors and their counterparts in the upper primary school department need to coordinate with each other in the integration of the transition and the intervention program with the curriculum and policies governing intervention programs in both grade seven and 7th standard upper primary school levels.

A working collaboration between educational psychologists and guidance counselors will result in a very dynamic, useful and practical transition and intervention program. By identifying students with learning difficulties and students at risk of failure, educational psychologists can work with guidance counselors who can provide academic counseling and other intervention techniques that can help students adjust to upper primary school.

Future studies may also include students' exposure to mass media of students like television, radio, print and the internet and how these affect their learning, study habits and attitudes toward school and academic requirements.

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Indian e-Journal on Teacher Education (IEJTE)
Bi-Monthly e-Journal (Peer Reviewed)
ISSN
2320 –7566

POST BASIC SCHOOL TEACHERS' ATTITUDE TOWARDS ICT IN THE CONTEXT OF THEIR SEX, AGE AND EDUCATIONAL QUALIFICATION

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Introduction

Technology is the prime and utmost need of present age, because if we want to make pace with the fast advancing and changing modern age we must possess the technical knowledge. It is necessary as well as important for all of us to have the deep knowledge of all the present technological tools. In the present time, ICT is a must for all types of knowledge blast, its extension and accumulation. The concept of ICT can be developed and promoted in common people only when it is introduced in the curriculum of education as a course. It will not be sufficient for education only to introduced ICT in the curriculum. The next step will be to get knowledge of the attitude of teachers teaching this study towards ICT. The researcher has selected the theme in context of studying the ICT attitude of teachers teaching in rural high schools especially post basic schools run on Gandhian philosophy for the present research. In the present research study there is a reason after choosing the teachers teaching in Post-Basic schools because this type of schools are located in the remote places of Gujarat. The researcher wants to know the points such as what is the attitude of teachers teaching in this area about ICT, what is the level of it; whether it is positive or negative etc.

Problem Narration and definition of Terminology

Post Basic school teachers' Attitude towards ICT in the Context of their Sex, Age and Educational Qualification

Post Basic Schools

Secondary schools run on the basis of Gandhiji's educational philosophy are called Post Basic Schools (Mishra.2006).

INFORMATION AND COMMUNICATION TECHNOLOGY

According to the 'Compact Oxford English Dictionary' Information Technology is "the study or use of systems such as computers and telecommunications for storing retrieving, and sending information"

According to Percival and Ellington.(1948), "Information technology is the technology associated with the creation, storage, selection, transformation and distribution of information of all kind".

Attitude: Attitude, Poster of the body, Behaviour, Point of view.

For Gujarati tendency.

According to Alken (2000), the term attitude may be defined as: "a learned predisposition to respond positively or negatively to a specific object, situation institution, or person" Le Roux(1994) defines attitude to be "a positive or negative emotional relationship with or predisposition toward an object, institution or person" Attitude has also been defined as. "a psychological tendency that is expressed by evaluating a particular entity with some degree of favors or disfavor" (Eagly & Chalken1993). Allport (1935) defined attitude in general as, "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's responses to all objects and situations with which ICT is related"

Therefore, the operational definition of attitude here is a predisposition to respond to a particular object (Information technology as a subject) in a generally favorable or unfavorable way.

Objectives of Research

- To study Attitude towards ICT of Post Basic school teachers.
- To study Attitude towards ICT of Post Basic school teachers in terms of their sex.
- To study Attitude towards ICT of Post Basic school teachers with reference to their age.
- To study Attitude towards ICT of Post Basic school teachers in the context of their Educational Qualification.

Hypotheses of Research

1. There will be no significant difference between the 'ASTITT' (Attitude Scale towards Information Technology For Teachers) scores obtained by male and female teachers of Post Basic schools.

2. There will be no significant difference between the ASTITT scores obtained by the teachers of Post Basic schools having age more than 40 years and less than 40 years.
3. There will be no significant difference between the ASTITT scores obtained by the Post Graduate and Graduate teachers of Post Basic schools.

Research Field

The field of present research is the teachers working in post basic schools of Gujarat State. The post basic school working in Gujarat state at present is around 535.

Limitations of Research

Present research is limited up to 200 teachers' **ASTITT Scale** score of post basic schools teachers of Gujarat state.

Research Sample

Sample for present research is given in Table 1

Table 1

Research Sample

NO	District	Zone	Sample	Total
1	Ahmedabad	Central Gujarat	**7**	**48**
2	Anand		**14**	
3	Gandhinagar		**04**	
4	kheira		**13**	
5	Panchamahal		**10**	
6	Arvalli	North Gujarat	**08**	**33**
7	B.K		**07**	
8	Mehasana		**04**	
9	Patan		**08**	
10	S.K.		**06**	
11	Amreli	Saurastra	**04**	**50**
12	Botad		**04**	
13	Bhavanagar		**18**	
14	Rajkot		**08**	
15	Surendrnagar		**16**	
16	Navasari	South Gujarat	**13**	**69**
17	Surat		**28**	
18	Tapi		**24**	
19	Valasad		**04**	
Total				**200**

Variables and Sample selection of Present Research

Variables of Present research are given in Table 2

Table 2

Variables and Sample selection of Present research

Variable	Description of Variable	Selected Sample	Total Sample
Sex	Male	148	**200**
	Female	52	
Age	+ 40 years old teachers	108	**200**
	-40 years old teachers	92	
Educational Qualification	Graduate Teachers	111	**200**
	Postgraduate Teacher	89	

Research Methodologies

Present research work is of numerical type. Survey method has been adopted for present research. According to Sharma.(2012) Research methods are divided in to three original forms *viz* survey historical and experimental methods.

The following explanation (interpretation) has been given to understand the method of research.

Survey Method

Present research is of common survey type. Common survey deals with the present form. Its scope is very wide' comprehensive and extensive. It defines or reviews the present existing form. Common survey is related with the situations and connections which are really in existence at present' as to the action which is going on, the process which is going on. It is related with the study of all (Sharma2012).

Research Tools

"Attitude scale towards Information Technology For Teachers". "(ASTITT)" constructed by Dr. Fatima Islami is used for the present research.

Technological advances have changed human life societies, and education. Education is one of the sectors that has most benefited from the current technological advancement. Advances in information Technology (ICT) have caught the attention of many educators and researchers. Educational systems around the world are under increasing pressure to use the new technologies to teach students the knowledge and skills they need in the 21st century. ICT based instructional applications are considered an effective alternative to

traditional teaching methods. The use of ICT in education opens a new is of knowledge and offers a tool that has the potential to change many of the existing educational methods. The teachers are the key to the effective use of this resource in the educational system.

Data Collection

First of all the researcher gathered 200 copies of ASTITT scale by correspondes with Agra Psychology Research cell by post to collect the data. The next step after this taken by the researcher was to get the ASTITT scale filled in. The process for this was somewhat like this. A strategy was set up to select those schools which can represent entire Gujarat. First of all those schools were selected which were reachable by bus or bike. The researcher personally visited them and got the ASTITT scales filled in personally, while principals of some schools were telephonically conducted by the researcher who sent the ASTITT scales by post and collected the same by post. There were some schools where the researcher's students were working as teachers. The researcher sought their help and got the ASTITT scales filled in with their help by writing them a letter. The researcher had to visit some schools for certain work. He made good use of that opportunity to get the ASTITT scales filled in some male and female students of the researcher had gone to certain schools for the Internship researcher took this chance to get the ASTITT scale filled in with their help. The institution where the researcher is working is itself a higher education institution. The training programme s of the teachers of Post Basic schools is going on frequently in this institution. These also gave the researcher a good chance to collect the data.

Data Analysis

The researcher collected all the ASTITT scales which were used for data collection. The responses offered by the teachers in the ASTITT scales were assessed by giving those numbers 1, 2, 3, 4 and 5. After the assessment the ASTITT scales of PB schools were divided according to variables. After that a schedule of all the ASTITT scales of PB schools was prepared and marked. After getting the mark (score), the ICT attitude of teachers of PB schools was examined on the basis of manual and according to variables and with the help of SPSS software, the hypotheses were calculated and on the base of

variables, the mean standard deviation and the significance level of all the hypotheses was tested on the base of 0.05 and 0.01. Level.

Testing of Hypotheses

The formerly decided hypotheses were examined for the purport of research which yielded the following purports. Purport of present research are given in table 3

Table 3

Testing of Hypotheses

HO	Variable	Variable of Research	N	MD	STD	T-Value	Significant level
1	Sex	Male Teachers	148	112.72	10.48	1.58	Not Significant
		Female Teachers	52	109.96	11.69		
3	Age	+40Years old Teachers	108	109.54	9.74	3.58	0.01 Levels Significant
		-40 Years old Teachers	92	114.89	11.41		
5	Educational Qualification	Post Graduate Teachers	111	113.13	11.16	1.64	Not Significant
		Graduate Teachers	89	110.60	10.34		

Academic Implied Meaning

1. There is no significant difference in the mean of the scores obtained at ASTITT scale by male and female teachers of PB schools. This means that gender is not a variable affecting the ICT attitude.
2. A significant difference way found in the mean of scores obtained at ASTITT scale by the teachers of PB schools having age more than 40 years and less than 40 years. This shows that age is the variable affecting the ICT attitude.
3. No significant difference was found in the mean of scores obtained at ASTITT scale by post graduate and graduate teachers working in PB schools. This clearly implies that educational qualification is not a variable having effecting the ICT attitude of teachers.

In short it can be said that no other variable such as gender and educational qualification, except 'age' variable is effective on ICT attitude. Only 'age' is a variable having impact on ICT attitude.

Suggestions of Research

1. Female teachers should be motivated and trained for utilization of ICT.
2. More aged (adult) teachers should be provided knowledge and training of use of ICT in order to promote ICT attitude among them. Besides, there must be a provision of in- service training about ICT.
3. Graduate teachers should be properly offered ICT training along with teacher training with a view to encouraging ICT attitude among them.

Conclusions

Present research work is devoted to the study of ICT attitude among teachers of post-basic schools of Gujarat state. As its essence, it was revealed that the teacher who is the designer of society is supposed to utilize modern technology along with the text book in the class-room, because the present era is the era of technology. Before a student enters the school, he comes with the background and knowledge of using (handling)etc. medias such as T.V., computer, mobile etc. In this case, if the teacher teaching these students does not have positive attitude for ICT he is sure to hesitate in using it. So all the teachers must adopt positive attitude to implement ICT in their class-rooms. This will help the teaching process being totally comprehensive. I hope and believe that my this effort and labour will be successful, if my research work encourages a positive attitude towards ICT among the teacher world.

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Indian e-Journal on Teacher Education (IEJTE)
Bi-Monthly e-Journal (Peer Reviewed)
ISSN
2320 –7566

CONSTRUCTIVISM IN CLASSROOM: A PROMISING PRACTICE

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Introduction

Krishnamurthy (1974) criticized the contemporary system of education, in his words, "There is a postulate of the educational structure and their various structures & systems in India, at all levels there is a growing realization that the existing models have failed and that there is lack of relevance between human being and the complex, contemporary society." These words of Krishnamurthy are also true in today's educational context, still efforts are being made to revamp and rejuvenate our education system. Educational reforms have been suggested right from Secondary Education Commission (1952-53) to NCF-2005. The proposed reforms and expected learning outcomes are emphasizing on development of sense of whole, creative and critical faculties of an individual through enquiry based learning, problem solving, participatory learning, cooperative learning, wholistic learning and ICT integrated learning. All the reforms converge to the construction of own knowledge through interaction with surrounding, further the constructed knowledge should transform to the skills and the other life-like situations.

Emerging Theories for Knowledge Construction from India

Indian Education System has always advocated man-making education,

Indian Ancient Education

About Brahmanical and Buddhist education system Mookerji (1960) said, "Main business of education is to open up other avenues of knowledge than the mere brain and outer physical senses. It seeks to educate mind itself as a creative principle in man, the creative principle of their culture and civilization. The mind is supreme concern and objective, the chief subject of its treatment. It seeks to train mind as the medium of instruction of knowledge, transform the entire psychic organism, overhaul the mental apparatus itself, rather than to fill the mind with a store of learned lumber, objective knowledge. It addresses itself more to the principle of knowing, the root from which knowledge springs and grows, than to objective content or knowledge."

Swami Vivekananda

"Education is manifestation of divine perfection, which is already in man."

"All knowledge that the world has ever received comes from the mind; the infinite library of the universe is in your mind. The external world is only the suggestion, the occasion, which sets you to study your mind."

Krishnamurthy

Krishnamurthy (1974) 'Educate' in the real sense of the word, not to transmit from the teacher to the student some information about various subject but in the very instruction of these subjects to bring about a change in your mind.

Krishnamurthy (1974) talks two instruments available to the human being – "the instrument of knowledge which enable him to gain mastery over technical skills, and intelligence which is born of observation and self knowing."

NCF-2005 Guiding Principles:

- Connecting the knowledge to life outside the school,
- Ensuring that learning is shifted from rote methods,
- Enriching the curriculum to provide for overall development of children rather than remain textbook centric

From the entire discussion, it is clear that Indian education has never been bookies and based on rote learning; education is always been considered as a process that develop, manifest and invoke a faculty of mind, that will enable the learner to make sense of and interact with the world; it may be either Ancient Indian philosophy or NCF 2005. Education is expected to provide firsthand experience to an individual through due interaction with nature, environment and own self. Through such interactions, knowledge should be constructed. The philosophy involved in knowledge construction is called Constructivism and the process involved in construction of knowledge is known as Constructivist Approach.

In this present paper author has discussed constructivism from various point of view, its importance, steps to construct knowledge, and various model, approaches to construct knowledge, role of teacher. Constructivism suggests reform in entire education system and so that, author have restrict constructivism only within classroom curriculum transaction process.

Constructivism

Here constructivism is discussed form philosophical, psychological and sociological point of view.

Philosophical view:

Constructivism is a theory that explains process involved in learning, further, Constructivism refers learning as process of meaning making rather than mere imitation or repetition (Richardson, 1997 & Kroll & LaBoskey, 1996). It also demands interaction & active involvement with environment and self. The constructed knowledge is the reflection of one's own previous knowledge, belief, idea, event and experiences.

Psychological View:

Constructivism refers learning as individualistic enterprise. Further, it refers child as a subject to study and individual cognitive development is emphasized. The purpose of learning is to educate the individual child in a fashion that supports the child's interests and needs (Vadeboncoeur, 1997). Thus, the knowledge construction demands natural path of cognitive development though child-centered approach that seeks to identify child's environment, ability to think, needs and interests.

Sociological View:

Social constructivism refers learning as a process for social transformation. It reflects a theory of human development that studies the individual within a socio-cultural context. Individual development derives from social interactions within which cultural meanings are shared by the group and eventually internalized by the individual. Thus, it is important to take into account the background and culture of the learner throughout the learning process, as this background helps to shape the knowledge and truth that the learner creates, discovers and attains in the learning process (Wertsch 1997).

From the different views on constructivism, it is clear that, constructivism refers learning as an continuous & cumulative individualized process, where learner is engaged in meaning making process though continuous & active interaction with physical, social, cultural and psychological environment. In constructivism, learning is learner centered, where learner is encouraged for critically examination, reflection, logically reasoning out and making sense of their observations, experiences, socio-cultural context and previous knowledge, which demands sensitivity toward the environment and self. Further, it also demands shaping of thinking process that could analyze and interpreted the observations and experiences in the light of the new situations. In other words constructivism is centered to thinking process and ability of observing, listening, and sensing.

Theories on Knowledge Construction

The constructed knowledge will lead an individual to generate further new knowledge. Thus, the process of knowledge construction is continuous and cumulative, further, the constructed knowledge transform to one setting to another setting. Fosnot (1989) defines knowledge construction with reference to four principles:

- learning, in an important way, depends on what we already know
- new ideas occur as we adapt and change our old ideas
- learning involves inventing ideas rather than mechanically accumulating facts
- meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas

Psychological Theory for construction of Knowledge

In modern psychology, the notion of cognitive construction was first forged into a major component of developmental theory by James Mark BALDWIN (1861–1934) and Jean PIAGET (1896–1980). Almost certainly unaware of Vico's treatise, they set out from a Kantian position and endeavored to map the procedures and operations by means of which the human subject, having access only to sensation and to the operations of the mind, constructs a relatively stable experiential world. Piaget's theory of cognitive construction suggests that through processes of *accommodation* and *assimilation*, individuals construct new knowledge from their experiences.

The process is follows the following steps:

- From the conception of the child, it develops sense organ gradually and receives many information or experience from the nature, environment and society in such manner its brain develops.
- As brain develops, there will be specific image for specific object this is known as schema. The schema will be modified gradually & construct new schema through interaction with environment, nature, and society.
- This cognitive process passes through three cognitive process assimilation, accommodation and equilibration.
- Assimilation is the process when child takes new information or experience into the pre-existing schema and modifies the previous schema with new schema.
- Accommodation is another process of adaptation where child changing or alter the previous information or experience.

- Balancing process between Assimilation and Accommodation is known as Equilibration. This process will differentiate between various schemas.
- Subsequently, the child will develop abilities, such as, thinking logically and critically.

This is a cyclic and continuous process.

Sociological Theory for construction of Knowledge

Sociological theories consider learner as a unique individual with unique needs and backgrounds. The learner is also seen as complex and multidimensional. Social constructivism not only acknowledges the uniqueness and complexity of the learner, but actually encourages, utilities and rewards it as an integral part of the learning process (Wertsch 1997). Theory laid down by Vygotsky (1978) for social construction of knwoledge, in his theory of the "Zone of Proximal Development" (ZPD). "Proximal" simply means "next". He observed that when learner was tested on tasks on their own, they rarely did as well as when they were working in collaboration with an adult. It was by no means always the case that the adult was teaching them how to perform the task, but that the process of engagement with the adult enabled them to refine their thinking or their performance to make it more effective. Hence, for him, the development of language and articulation of ideas was central to learning and development. Thus, learners construct their own understanding and that they do not simply mirror and reflect what they read. In the process, learners look for meaning and try to find regularity and order in the events of the world even in the absence of full or complete information (Glasersfeld, 1989).

Teaching for construction of knowledge

As per definitions, children's cognitive might be enhanced if they are actively participating in process of knowledge construction in which they are engaged. Therefore, that teacher will pose some problem or situation through story, experiment, and demonstration and make them engage. NCF (2005) "A child constructs her/his knowledge while engaged in the process of learning. Allowing student to ask question, that require them to relate what they are learning in school to thing happening outside, encourage them to answer in their own words and from own experience, rather than simply memorize and getting answer right in just a way- all these but Important steps in helping children develop their understanding. 'Intelligence gassing' must be encouraged as a pedagogical tool."

Constructivist Approaches

In traditional classroom where teacher is imparting information and students are passive listener with very few scope for interaction. Sometimes teacher uses multimedia, demonstration, some aids and provide explanation to the student but in all these activities learner will have less participation. In constructivist approach of learning, the learners are actively involved in democratic environment, the activities are interactive & learner-centered and the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous. Some of the learner centre approaches suggested by Sharma (2006) are problem learning, experimental learning, investigatory approach, social inquiry and concept mapping for constructing and validating new ideas.

Experimental learning:

Experimental learning asserts the important at critical reflection in learning Sharma(2006) said "Experimental learning developed a cyclic model of experimental learning involves four steps, namely concrete experience, observation and reflection, formation of new concept/idea and validating new ideas."

In this approach student will experience a thing and then he will analyze this experience through observing the step involved in it and reflect upon and provide adequate explanation for the experience then child forms new concept in his/her mind or generate new idea and generalize this idea to check validity.

Problem solving:

Problem solving is another important approach to construct knowledge. It develops students' cognitive ability of thinking rationally and uses own knowledge or experience in solving newly arrived problem and generate new knowledge, which will be more concrete and permanent. In this approach student will actively participate to construct new knowledge. Sharma (2006), "Here student will identify problem, formulate hypothesis, experiment to test hypothesis, drawing generalization, drawing conclusion, validity of the hypothesis and evaluate this through lecture." This method is very useful in teaching of Science and Mathematics.

Concept Mapping:

Concept mapping is a psychological phenomenon to construct knowledge and follows the Piaget's cognitive processes. Concept mapping is deliberate structure of the concept, sub concept and key concept. Sharma (2006), "Concept is not isolated but rather connected

together, showing inter-relationship." Concept mapping linkage as well as discriminate one concept with another concept, so concept becomes concrete and permanent in student's mind. It demands clarity of meaning and integration of crucial detail.

Concept map is a two-dimensional path of structure of knowledge. Therefore, it makes student free from rote memorization and forgetting of concept. Moreover, student achieves high quality and meaningful learning outcomes. This is also tool of teacher for content analysis, to decide the specific objectives and to decide the flow of instruction.

Investigatory Approach:

Sharma (2006), "Investigatory approach develops the ability to formulate hypothesis, measuring, planning out investigation, enquiry and communication. Steps involves in investigatory approach are posing useful question, planning out investigation, hypothesizing, predicting and evolution."

Social Inquiry Approach:

Sharma (2006), "Social inquiry is a useful learner center approach. This approach require student to collect data, analyze and interpret data, drawn generalization and develop theories and concept based on empirical research-database. Field survey and research involves community participation."

Models of Instruction in Constructivist Approach

Various educationalists have proposed various models to construct knowledge. But here author have selected three authentic models.

- Krishnamurthy (1974) also suggest knowledge construction model under intelligence is "sensitization, awareness, gathering information and discussion."
- NCF (2005) have proposed, "Active engagement involves enquiry, exploration, questioning, debates, application and reflection leading to theory building and creation of idea."
- 5E Model: The Biological Science Curriculum Study (BSCS) developed the instructional model for constructivism, called the "Five Es". Here, 5E refers to Engage, Explore, Explain, Extend (or Elaborate), and Evaluate.

Constructivist Classroom

In the constructivist classroom, the environment is democratic, the activities are interactive & student centered, and the students are empowered by a teacher who operates as a scaffold and facilitator (Bauersfeld, 1995 & Wood, Bruner and Ross, 1976).

Teacher plays very crucial role in constructivist classroom. The constructivist teacher will facilitate student on collecting information, refining observations, active interaction, discussion and silent listening. The teacher acts as a scaffold and provides materials and guiding the students' focus. A constructivist teacher exhibits a number of discernable qualities markedly different from a traditional or direct instruction classroom. The role of teacher is not just transferring information from book or references but sensitize toward nature, own thought, and social setup through demonstrating, activity, storytelling, using multimedia, etc. If requires, teacher will also provide lecture. A constructivist teacher is able to flexibly & creatively incorporate ongoing experiences in the classroom into the negotiation and construction of lessons with small groups and individuals.

In constructivist classroom, students are active learners, who engross their self into meaning making through questioning, interactions, discussions, observations, social experiences, critical thinking, discovering, ordering, classifying and categorizing. Further learners are acknowledged and motivated (Glasersfeld, 1989).

Concluding Remark

Constructivist approach has opened the new branches for educational research. Many educationalists are moving to this field of research. Muijs and Reynolds (2005) conclude from various researches that many of teachers find this method hard to implement, if teacher is not confidant to provide adequate material to student. For the constructivist strategies, teacher must reach to certain prior level of effectiveness. The added motivation to the constructivist strategies can engender in pupil may encourage batter and more attentive behaviour among pupils. Further, to bring Constructivist approach in classroom demands restructuring Teacher Preparation procedure and conducive infrastructure where teacher could practice this approach.

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