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*TRANSFORMING TEACHER TRAINING COLLEGES INTO LEARNING
ORGANIZATION: A WAY TO QUALITY ENHANCEMENT*

DR. MINAKSHI VANIA

Assistant Professor,
Shree R. P. Anada College of Education,
Borsad.

INTRODUCTION:

Change is a natural and constant phenomenon. Due to new invention and innovation the life style of people as well study styles of students have been changed. The standard of living is found high compare to 19th and 20th century. In present era, to sustain in keen competition training institutions must stand on top, showing new trends and ideas for the benefit of students, teachers and society. Today's student teachers are the messengers of the society. To give them the best learning experience and healthy familiar environment, training colleges should create a healthy learning atmosphere in campus and in inter relationship of staff, students and teachers.

Educational institute is a non-profitable organization. From the very beginning of education system, i.e. even in GURUKUL system teaching oriented system was found. Education was found teacher centered. Since last two decades seminars and discussions are conducted where new ideas have been communicated for the student-centered education. The concept for quality in education has been raised in education field. "Teacher's dominant from the teaching process must be ceased" is the voice heard from the educators and educational philosophers. Transformation of teaching institutions into learning organization is the real way towards total quality education.

CONCEPT OF LEARNING ORGANIZATION:

A learning organization concept coined through work and research of an American scientist **Peter Senge (1990)** and his colleagues is the term given to a company or organization that facilitate the learning of its members and continuously transforms itself. Learning Organization is developed as a result of the pressures facing modern organizations and enables them to remain competitive in the business environment.

In one interview he states that a Learning Organization is a group of people working together collectively to enhance their capacities to create results they really care

about. This concept has immersed from total quality management. The outcome of learning organization is quality.

A learning organization has **four main features**:

- **System thinking**
- **Personal mastery**
- **Shared vision**
- **Team learning**

According to Senge (1990) authored book *The Fifth Discipline* besides above four main functions it includes three main elements.

1. Team based structure
2. Empowered employers
3. Open information

SYSTEM THINKING:

System thinking means looking at things from a Holistic perspective and finding root problems and solving it. Small well focused actions sometimes produce significant and enduring improvement; if they are in right place. Making the nozzle of the toothpaste tube big, the sale of the toothpaste can be increased. Senge gives an example of system thinking by comparing two car assembling process. The Japanese used three bolts of the same shape and size in assembling process resulted in lowered the cost price. Whereas in the same assembling process an American used three separate bolts of different shape and size resulted costly car. The reason was; there were three engineers to look after different sections and each one did once job successfully where the Japanese company had one engineer responsible for the entire engine making process.

PERSONAL MASTERY:

The commitment by an individual to the process of learning is known as personal mastery. Learning organization has been described as the sum of the individual learning, but there should be mechanism for individual learning to be transformed into organizational learning. People should approach life and work as 'an artist would approach a work of art'. Without personal mastery organizational dreams can't be

achieved. People with high level of personal mastery live in a continual learning mode. The quick learners are assets for the organizations in the skin competitive world.

SHARED VISION:

A shared vision is essential for building successful learning organization. A shared vision gives employee energy and focus. **Senge (1990, 2006)** believes that no one learns best without sticking to accomplish the things that matters the most.

TEAM LEARNING:

Team learning is a process of a lining and developing the capacity of the team to create the results. Team learning requires proficiency in dialogue and discussion which can be complementary. Dialogue among intellectual make people learn to think together.

Mulford (2000) defines learning organizations as organizations that structure, restructure and develop themselves in such a way that the organization as well as its organizational members continually learn from their experiences, from one another as well as from the environment.

Granberg & Ohlsson (2000) defines the concept in a similar way; an organization that creates good conditions for organizational members' learning and uses their learning to influence and adapt to the environment is a learning one.

Learning organizations.....

- Promotes process, progress and sustainability
- Are people focused?
- Decentralizes the role of leadership to increase the contribution of all members
- Believes in holistic approach
- Employs system and structure for sustainability
- Emphasizes on informal and social network
- Collective experience or cumulative totals of each participant's personal vision

STEPS TO TRANSFORM TEACHER TRAINING COLLEGES TO LEARNING ORGANIZATION:

It is truly said that the challenges for the leaders in this century is to identify and release the brain power of their employee to get desired result. To make the institution learning one, the task of the principal is essential. Here are some ways and steps indicated to be taken.

1. Readiness to accept new ideas:

Ideas from any person from staff, students or any stake holders are to be considered as important as the principals. Any groups collective IQ will always be higher than an individual IQ. Attitude of One man show leads the institution to ruin.

2. Create a desire for change, improvement and preparedness:

In some colleges though in a small number but staff is not ready to change new ideas concepts and technology. The motivational efforts at managerial levels must be carried out to make them ready for any kind of new work.

3. Make environment want to come to:

A healthy joyful learning environment of the campus will bring staff and students willingly to the work place. Instead of compulsion in timing, collective efforts of whole staff create a college's environment want to come.

4. Encourage new ideas approaches and experiments:

Principals must encourage his staff for giving new ideas, approaches and experiments. He must have patience to hear the ideas of the staff. He must think the positive and negative results of implementing those ideas. Before listening just don't say "NO".

5. Motivate teaching staff to share their innovative work:

Sometimes the work and researches done and published by the colleague is not known by the fellow sitting next to his chair. Healthy sharing atmosphere of the staff room is also the duty of all the employees of the organization.

6. Active efforts to identify and solve organization's problems:

Each organization happens to face any problem in some or other ways during its life time. Even not, there are some hurdles achieving the goals. The active and collective efforts to identify the problem lead to the solution. Instead of pointing employee's faults, the team leader should try to solve out the problem. A best team leader is like a shield, takes the responsibilities of decisions on him own and gives the credit of success to the

team. An active collective effort to identify and solve the problem creates healthy competitive atmosphere among employees.

7. Team centric approach:

If the motto “united we stand and divided we fall” is followed in an organization, the co-workers work as a family. In each organization there are strength and weaknesses. Team centric approach means to consider every body’s voice. Sometimes even a smallest person gives the biggest idea. The chief executives should invite all members to share their ideas and take the decision in a democratic way. The decision should be surely taken by leader but it shouldn’t be like imposed.

Senge (2006), “Intelligence of the individuals exceeds the intelligence of the team.” Only Sachin can't make India win a match, he may make a century but without cooperation of the team India can lose the match. The same way to be a learning team; members must have a shared vision, comparable purpose and compliment another person’s. Promoting right person for the leadership for different responsibilities, if accepted by all create organization’s climate happy and healthy.

8. Autonomy of teachers for carrying out his work:

A learning institute means any group of people organized to work together or interdependently in order to cooperatively meet the needs of their learners by accomplishing a purpose or goal. Teacher training colleges has the fix structure of syllabus and schedule of activities, submissions and exam. While performing this robotics work, one should have the autonomy to analyze the learners need and frame his class, teaching aids, assignments and testing methods. Autonomous teachers are proved proactive, productive and devotee to their work.

9. Create attitude to learn from any one:

Usually the mindset of the students and teachers is that “students can learn only from the teachers.” In today’s era, with the expansion of knowledge and multi-disciplinary work culture; the students are engaged in such a process where even the teachers can learn from students and students can gain the multi-disciplinary information by discussing and observing the lessons thoroughly.

10. Time for relaxation and new experiments:

Let the employees come out from rigid bored atmosphere and if they are carrying new experiments allow enough time for the experiments. A word of appreciation prevents lethargy and drift. An organization improves over time as it gains experience. The

knowledge gained by an experience is broad and everlasting. The time spent in an experiment is like an investment.

11. Promote collaborate learning:

Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning but without it, no organizational learning occurs. Collaborating colleagues in knowledge sharing helps make team productive and more knowledgeable. For this reason, institutes should create opportunities for professional development. Group discussion on certain topics, scheduling of presentation on book review, prayer talk and peer-to-peer classroom visit and feedback promotes teacher learning communities.

12. Small group seminars of students:

The most beneficial matter in B.Ed. colleges is that there are group of multidisciplinary students. The institute should arrange small group seminars and discussion on current topics and knowledge gaining areas; instead merely on Syllabi. The staff also learns some things more in other disciplines.

13. Use of ICT:

Use of ICT for the personal and professional activities proves good learning resources. All teachers should be enabled to use ICT and share the useful content among students and teachers. ICT designed learning environment leads makes people learning to learn.

14. Work culture:

The culture is the glue that holds an organization together. Time binding, rigid rules and fixed monotonous work makes employee physically present. Openness, trust and award reward for innovative work creates healthy work culture.

CONCLUSION:

Implementing these five disciplines in training colleges would engage student teachers and teacher educators in personal mastery and develop all round personality obtaining knowledge in other disciplines too.

Educational institution focuses not only on students but also to employees. So we must think in broader aspects i.e. from T.Q.M, student centered Learning or quality education to learning organization. Teacher training colleges has to deal with all kind of people like students, school related persons, teachers, management, principal, parents and

whole society. So, by creating supportive learning environment and transforming the institute into learning organization is the best solution for generating and spreading knowledge in ideal learning environment.

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DIGITAL INDIA AND EDUCATION- THE WAY FORWARD

DR. K. H. YADAV

Associate Professor
A.G.Teachers College
Ahmedabad-09

Education is one indispensable tool for personal and professional growth leading towards empowering nation. In the course of life, we experience the importance of education. To foster education level among citizens, government has taken several initiatives such as free schooling, welfare schemes, better accessibility etc. Government is continuously striving to achieve the goals of RTE. Since independence various commissions and committees have been framed and reports are transformed into actions in the direction of better access and quality of education. Despite of all efforts our 69 yrs old education system is still ridden with several challenges like- high dropout rates, poor resource distribution, outdated curricula, low recruitment, multitasking by teachers and quality benchmarks, to name a few of them. It is high time the system needs to be reformed and made more productive and fruitful. If we want to place India as knowledge super power globally, we must incorporate the trends adopted by developed countries in the education. Today learning is emphasized a lot instead of teaching. Rather than being stuck with colourless books and chalk-talk teaching method, teaching-learning needs to be more interactive and of practical utility. Our age old curricula needs to be at par to industry expectation and needs. E-learning is a powerful tool used worldwide which can address most of the challenges of education. If black and white gets transformed into bits and bytes and modern learning tools are embraced wholeheartedly by educational institutions then our country can easily emerge as one of the most developed nations in the world. Present state of affairs gave birth to initiatives like “Digital India” and “Make in India”. Now an aura needs to be cultivated to utilize these newly launched initiatives and expand the horizons of education system.

Objective of the study:

- a) An overview of policy evolution in education
- b) Digital India-initiative
- c) Aim to achieve growth through digital education
- d) Identify benefits and barriers of digital education

An overview of policy evolution in education

Commissions and committees were formulated to give positive outlook to education system. Overview of major recommendations are as under:

- Kothari Commission(1966): Improve productivity, treat science as a basic component in education and improve research in science and technology
- National policy of education (1986): NPE advocated role of education in all round development of manpower by providing equal education opportunity. Nationwide common education structure (10+2+3) was implemented. Vocational education was prioritized and student centric teaching methodologies knocked the classroom.
- Revised National policy of education (1992): Greater accountability of teachers, improved student services, better infrastructure, modern utility based curricula, rigorous inservice training programs were recommended and POA was formulated. NCTE was setup. NCERT functioning was made rigorous. District Primary Education Program (DPEP) was launched to achieve the goal of universalized primary education. IT enabled classroom teaching was recommended.

Lot of public opinions and survey are sought by the authorities as new education policy is being framed. Digital education is much emphasized to be incorporated in new education policy. Three committees who have addressed the issue of quality since 2000 have made following recommendations:

- Ambani Birla Report (2000): The report envisioned creation of knowledge-based society by recommending legislation for new private universities in the field of science and technology, management and finance.
- Knowledge Commission (2009): The National Knowledge Commission (NKC) was constituted as an advisory body to the Prime Minister to help restructure knowledge related institutions and infrastructure to meet the challenges of the 21st Century with a focus on meeting the aspirations of the 55crores of young citizens in an increasingly global knowledge society. Knowledge pentagon (access, concept, creation, application, e-governance) was created. Improve quality of existing colleges through various initiatives and setup new universities as well as welcome foreign universities was recommended

- Narayan Murthy Report (2012): The shortfalls identified are quality deficiency, quality mismatch and funding gaps. To put Indian institutions at global platform recommendations like academic-administrative autonomy of institution, enabling environment for free movement to teachers and students to promote collaboration, invite global accreditation agencies, enhance research quality, setup centers of excellence to bridge the gap of quality mismatch were given.

Commission and committee reports came up with common consensus of equality, accessibility and creating world class quality benchmark institutes. Qualitative research became the common denominator of all reports. Education sector has to be placed at global level in terms of economy, collaboration and partnership becomes the topmost priority. “Digital India” initiative is a ray of hope in addressing these reflections

“Digital India” initiative

To transform the entire ecosystem of public services through the use of technology, government of India launched Digital India program with the vision to make India digitally empowered society and knowledge society.

Digital India is an umbrella program that covers multiple government departments. It weaves together a large number of thoughts into a single comprehensive vision. Digital India stands on nine pillars of growth areas namely Broadband Highways, Universal Access to Mobile Connectivity, Public internet access program, e-governance, e-kranti, Electronic manufacturing, IT jobs and Early Harvest Program. Digital India program ensures rapid resolutions to challenges and transparency in the system at low cost and high speed.

Digital Education

New generation needs to be technosavy to make Digital India initiative a success. Weaving Digital India vision with current education system results into digital education. E-education mode helps in building skilled and educated human capital. Here are few ways how we can achieve the goal of digital education:

- Massive Open Online Courses (MOOCs) – An online course aiming at widespread access through web and unlimited participation is called a massive open online course.. This can prove to be a meaningful way of improving higher education enrollment. It is a beneficial tool for inservice training as well as professional

growth. □ Breaking monotony of bookish knowledge -The Digital India Initiative taken up by the government holds promise to break through the monotony of traditional methods and learning tools. Visualization and imagination will replace rote learning. Development of Web 2.0 tools has lead to pedagogical transformation towards Pedagogy 2.0. This latest pedagogy deals with the participation, personalization and productivity of the learning outcomes.

- Better communication – Educators in India are relying on faster means of communication to spread knowledge. Knowledge replication will be replaced by knowledge generation.
- Evolving education system – With the ever increasing flux of technology in our dayto-day lives, the usage of smartphones and tablets is making us more aware of the ways in which our education system can be shaped. Educational games and Apps are hotcakes in e-world. E-learning packages will give new dimensions to learning. More and more learning communities are created and learners are engaged in knowledge creation rather than knowledge replication.
- Effectiveness of the initiative – Initiatives like National Optical Fibre Network (NOFN) will resolve the problem of connectivity gap and ensure “Broadband for all: Urban-Rural” have helped us communicate more effectively and efficiently. This will act as a backbone of this initiative.

Benefits and barriers of digital education

Access, Equality and Quality are the three pillars of education. Digital education has the power to address all three pillars.

1. Equality of Education – “Education for All” and “All for Education” goal seems to be closer. Digital education is open for all and hence promotes equality in education.
2. Time Management – With digital education, a student can adjust his learning process according to his timeline. Student gets flexibility in terms of time, course and instructor.
3. Uniqueness of learning – Students can choose to learn topics according to their interests and requirements. Students learn at their own pace. Multisensory learning motivates and enhances the level of learning.

4. Fun learning – Digital learning makes the process of learning much more interesting than usual classroom learning, and hence keeps them engaged. Animated videos promotes faster and deeper learning
5. Transparency – Parents can keep a track of what their children are learning and at what pace.
6. Conveniency – Access to the Internet enables students to cut down on traveling time. It also allows them to continue their studies at home and can be a boon for students who are lagging behind.
7. Cost effectiveness – Digital learning is far cheaper than buying textbooks. References are easily available
8. Eco-friendly – Digital education cuts down on paperwork since everything is available as a soft copy on our computers/smartphones.
9. Job prospects- Digital education when created at local level will open doors of recruitment. At present, most of the digital tools are adopted from abroad but they need to be generated as per Indian education context. Content development, App building, ERP, coaching etc. are the avenues where jobs will be created. The most beneficial aspect is candidate with vernacular language fluency will get the job
10. Global platform- Digital education will lead education system as well as individual to global platform. PPP, FDI, JV, MOUs will play important role in fostering education.

Barriers to Digital Education

With all benefits of digital education, few eye-catching barriers are to be brainstormed

1. Mindset- Traditional mindset and work culture needs to be transformed and wholehearted acceptance of digital mode becomes the great concern. Level of commitment is a issue.
2. IT infrastructure- Developing nation like India will take some time to be furnished in terms of broadband facility, hardware and softwares
3. Skilled manpower- Large scale training program needs to be planned for developing skilled manpower.
4. Language- India is a multilingual country. Justice to vernacular language becomes a hurdle in generating digital content.

It is true that Indian education sector is in a transitional phase, there is no reason that barriers cannot be overcome. With the help of new age techno tools it is possible to bring paradigm shift in education. It may take some time but possibilities are endless. “Digital India” initiative has brought to consensus on the need for greater participation from industry and society stakeholders. Tech companies and citizens can create a strong ecosystem towards digitalization.

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RURAL LIBRARIES: THE IMPORTANT TOOL FOR RURAL DEVELOPMENT

LAXMANBHAI J. RATHWA

Librarian,
Sheth MNC College of Education,
Dabhoi, Vadodara

Introduction

Library is the store- house of knowledge for posterior use. Human knowledge can be recorded and preserved in different media. Some years back, documents written or printed in paper were considered as the best medium. But with the development of science and technology today electronic multimedia have been widely used for preservation of knowledge in the libraries of any kind whether it may be public, academic or special library. Since the beginning of civilization human beings have been putting emphasis on storing of information in different ways. However, it must be admitted that libraries in ancient times were not like those of the present days. Libraries are dynamic and grow along with human civilization. The urge of social, economic, intellectual and cultural improvement necessitates the development of different kinds of libraries.

Rural Development generally refers to the process of improving the quality of life and economic well-being of people living in relatively isolated and sparsely populated areas. Rural Development is also characterized by its emphasis on locally produced economic development strategies. Rural Development actions are mainly and mostly to development aim for the social and economic development of the rural areas. Education comes from knowledge and knowledge can be gained through practical life experience and books. Through books we can study and read each and every aspect about the subject. Books are the best friends of us. The book reading habit is the very good. Library plays very important role in once life. They are important and beneficial for us because availability of different books of different subjects at one place. In ancient period books were written by hand but with the advanced technology drastic change happened in this area and now one can write book by doing typing on computer. Earlier we have bought books, and then with the establishment of library there was availability of reading books in the library. The people of rural areas started to raise their standard of living due to this advancement. Different programs are run by State and Central Government for the upliftment of people living in rural areas. Therefore, rural libraries had been set up just to

improve knowledge level and reading habits in the people living in villages. As we know that —India lies in its villages, so it is necessary to uplift and develop the villagers equally to the urban communities. Development of villages leads to the advancement of the society and increases socio-economic conditions of the country.

So why are libraries so important to the rural elderly and why must we protect and improve them?

1. They're accessible

The obvious advantage of having a local library is that it is local. Accessibility is crucial if you have mobility problems and/or haven't got the money for bus fare.

2. They help to bridge the digital divide

Elderly people in rural areas face significant challenges when it comes to IT access, including infrastructure problems and set-up costs. The vast majority of public libraries offer free IT access and basic IT training to the public.

3. They help to combat social isolation

Libraries are social places where people can chat, read and keep in touch with the outside world. For elderly people who can't access a static library, mobile and housebound services can fill the gap. Sometimes a friendly smile from a library worker can make all the difference to an isolated and vulnerable persons day or week.

So overall, the message is a positive one. Public libraries can help to improve the quality of life of the rural elderly, therefore it's vitally important that we protect and improve them for future generations.

Conclusion

It is evident that rural libraries had made the life of villagers. Going through the literature, schemes and projects through various organizations, it can be analyzed that the libraries are the best resource to educate the villagers which helps in rural development. Villages are the backbone of the country because the farmers are born there who cultivates land which helps in the economic development of the country. It is suggested that the books which are old and used by the students of urban areas should be donated to the rural areas. They should not sell the books. It is the duty of the citizens of the urban areas that they should step forward for the development of the libraries in rural areas. If

they are unable to reach there, they can fund the organizations working in this field. It will again make the India a Golden Bird as it was known during Independence. Gandhi's idea to develop the Indian society was based on his understanding of the society and hence based on the village system. Talking about the importance of village, he wrote in 1936, "I would say if the village perishes, India will perish too. It will be no more India. His one mission in the world will get lost." Harijan. 29.08.36. He was aware of the realities of the village life and knew the plight of half-starved masses of India. He often acknowledged the same in his vivid descriptions of Indian villages.

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ROLE OF LIBRARY IN HIGHER EDUCATION

LAXMANBHAI J. RATHVA

Librarian,
Sheth MNC College of Education,
Dabhoi, Vadoodara.

Library

Library is a service institution. Library services are one of the most widely used and accepted in the modern world. Academic community particularly in a university utilizes library services for research and teaching purposes. Academic work is supported by library. Therefore, library is rightly regarded as the heart of an academic institution. Thus, we can say the concept of a library is an institution where a reader can consult and acquire desired information under single roof. Therefore, the universities are places, which are wholly responsible for higher education and knowledge for the development of a human personality and development of nations.

A university caters to the needs of higher learning and research. University Library University library has been described as the heart of the university that circulates the lifeblood through the arteries of the whole the university body by this semi nation of knowledge. According to the Librarian's Glossary, 'University Library' is a library or group of libraries established, maintained and administered by a university to meet the needs of its student and members of the academic staff.

" A library is a collection of printed or written materials arranged or organized for the purpose of study and research or general reading or both. Many libraries include collection of films, microfilms, phonographs, records, slides and the like with the term written or printed materials. A library may be roughly classified into two ways; by ownership or use e.g. national municipal, country, university, research, school, industrial, club, private, etc. or by contents; general, special (including medical, legal, theological scientific, engineering, etc.). General libraries frequently contains special collections the organization ranges of the system of great complexity with the catalogues and indexes and other records, a binding department a secretariat, and a large staff to the simple arrangement with perhaps a list of his books which suffice for owner of the smaller private library.

Role of Library in Higher Education

The role of the library can be defined within the framework of the university's mission and a library development programme can be undertaken accordingly. In the words of Dr. S. R. Ranganathan, "Libraries are not more store houses, they are rich springs from which knowledge flows out to irrigate field of education and culture." The fundamental role of the university library is educational. It should not be operated as a mere storehouse of books attached to a reading room, but as a dynamic instrument of education. It is emphasized in different reports brought out by various 8 Arjun et al library and educational commissions in India and abroad.

A university library is established with the intention of aiding in successful accomplishment of the objectives such as teaching, research, publication programmes, etc. In modern education system, the university library has important responsibilities. The report by University Grant Committee (United Kingdom) in 1921 is stressed on the role of a library in university system. Thus, the character and efficiency of a university may be extended by its treatment of its central organ library. We regard the fullest provision for library maintenance as the primary need in the equipment of a university. In India the University Education Commission (1948-49) headed by Dr. S. Radhakrishnan describes that teachers must have the necessary tools for teaching purpose in the shape of libraries and laboratories as also the right type of students. According to him,

"The library is the heart of the University's work; directly so as regards its research work and indirectly as regards its educational work, which derives its life from research work. Scientific research needs a library as well as its laboratories, while for humanistic research. The library is both library and laboratory in one." The training in higher branches of learning and research is mainly a question of learning how to use the tools, and if the library tools are not there, how can the students learn to use them.

Dr. S. R. Ranganathan headed the report of the Library Committee of University Grants Commission in 1957 that dealt with in detail the role of the university library in academic development especially in the field of higher education. The above observations can be summarizing in the words as: i. The library is the heart of education; ii. Methods & fashion in education change from generation to generation, but each generation uses the library as a means of realizing its items; hence the library remains the great conservator of learning; iii. A quality education is impossible without a quality library; iv. A library is vital organ for proper exploitation of our intellectual resources; v. A library is essential

for maintenance of free access to ideas, and to the functioning of the untrammelled mind. The Kothari Commission report (1964-66) on education to role of libraries in higher education is reflected in these words, no new university, college or department should be setup without taking into account its library needs in terms of staff, books, journals, space etc. “Nothing could be more damaging to a growing department than to neglect its library or to give it a low priority. On the contrary, the library should be an important centre of attraction on the college or university campus.”

Atkinson committee report (1976) also emphasized the role the university library observed, “The library is the core of the university.” As a resource it occupies the centre and primary place, because it serves all the functions of the university, teaching and research, the creation of new knowledge and transmission of posterity of the learning and culture of the present and the past. A library performs a crucial role in the educational process. While passing on to the youthful generation the distilled wisdom of the human mind it has evolved over Role of Library in Higher Education in India the ages, the library sharpens the mind and clarifies concepts. It is the most durable bridge across time. A library should play a pivotal role through the following supportive functions viz. perspective plan, implementation of the plan, collection development, easy accessibility, freedom, user orientation, accountability vs. assessment. The importance of the library’s role in imparting and disseminating knowledge has, of late, been enhanced by developments in continuing education, distance education and the Open University system. The university / college libraries have assumed even greater importance in a country like India where the majority of students cannot purchase the most essential books.

Aims, Objectives of University Library

A library is considered as the ‘heart’ of a university and it is the centre of learning for higher education. Each university has a central library attached to it and may have many constituent libraries attached to its different teaching departments or the constituent colleges. The aims and objectives of a library are as below:

1. Education must facilitate the process of change that is essential for a developing and growing society.
2. To provide the promote facilities for advanced study and research in education.

3. To provide opportunities for professional educators to improve their knowledge and ability through summer and evening classes, short term courses, seminars and other means.
4. To provide teacher training & guidance in order to prepare candidates for the Master / Ph.D. in educational degrees of the university & such other disciplines / diplomas in education may be instituted.
5. To conduct research in several branches of education, publish the result of such research and act as an educational information dissemination centre.
6. To prepare educational leaders in teaching, research and administration.
7. To stimulate educational research of high quality, both fundamental and applied, required for the improvement of education.
8. To create a dynamic and high quality academic environment of teaching, research and human services for prospective teachers and leaders in the field of special education.

The basic characteristic of a good library is its complete identification with its institution. The measure of its excellence is the extent to which its resources and services support the institution's academic pursuits. The university library provide reading material and other graphics records to help the university to engage itself earnestly and vigorously in its pursuits of intellectual attainments which is to assemble, preserve, transmit and illuminate knowledge of the wisdom and past.

No doubt, the libraries are indispensable tools in the development process and enrichment of life. May it be personal, community, cultural, socio-economic, scientific or technological development, libraries play a vital role. Library services Arjun et al obviously are essential components in the work of developing and reinforcing literacy. Library can provide necessary information for citizens to be able to participate in the democratic process effectively.

The college and university libraries may be called academic libraries because in these libraries the students, research scholar and staff get help to fulfill their academic needs. So a good academic library is a national precious wealth, which cannot be compared with material and money. Such types of libraries are also associated with transactions of academic course books, textbook, curriculum, syllabus, and reference books. An academic library forms an integral part of a college, university or other

academic institution for post secondary education organized and administered to meet the information of students, faculty and affiliated institutions.

Conclusion

Information environments are very much alive including libraries in higher education and other research environments. For the most part...we can't make one decision for the future but individual decisions need to be made and the common decisions need to be identified.

We Need To:.....

- a. focus on access and speed b. partner for access and speed c. proactively identify and design partnerships and cooperation d. increase our “market share” for higher education constituents e. seek ways to position ourselves within our institutions to be “sitting at the decision-making table” f. link ourselves to higher education programs/services and outcomes g. focus on training (change, competencies – particularly technology) We Have..... a. unique materials/Unique formats of materials
- b. unique expertise in creating structures for organizing and accessing materials
- c. unique expertise in linking the individual - no matter what their need is - to the materials they need to be successful
- d. unique curriculum to use in teaching our constituents on how to deal with 21st century opportunities and challenges
- e. processes to enable our constituents to create content
- f. a structure to support and possibly store content acquired and/or created
- g. information and research “about” information and research”

We Don't Have.....

- a. a place at the “decision making table”
- b. a leadership role to play in the academy
- c. all of the ongoing dollars needed for supporting our constituents
- d. a market presence or niche where others might/would “turn to us first”

Role of Library in Higher Education in India For any library to succeed in implementing knowledge management will require a strong leadership and vision from the top administration, which can influence the organization's knowledge sharing efforts in a positive way. As libraries enter the knowledge age of the 21st century, we should not take a back seat in the development of knowledge management. Instead, armed with our professional knowledge and experiences, we should be in the driver's seat.

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*A STUDY OF THE TEACHING APTITUDE SOCIAL ADJUSTMENT OF
SECONDARY SCHOOL TEACHER*

BHAVESH PARMAR

Research Scholar,
Pacific University,
Rajasthan.

INTRODUCTION

A teacher should always be fair in his dealings with students, a sense that a teacher treats all students equally, that he does not show favour to any student for reasons of caste, sex, relationship with influential people or any other consideration. Fair dealing with students is a very important point, particularly in case of co-education. This is because many teachers show a lenient attitude towards girls. Students, whether boys or girls, should be equally and fairly treated.

The question of uprightness is very important for any teacher. A teacher not only imparts knowledge which a bright student in any case can get directly from books, he also presents a role model before the students. Students come to a teacher after the classroom to seek guidance, normally regarding the subject matter in hand but often on non-academic matters also. The student believes that, because of his scholarship as well as his comparative maturity, the teacher can put him on the right path.

The relationship between a teacher and students is very important. A student can really learn from a teacher only when he commands his respect, and if he wishes to have his respect, he has to be worthy of it. One of the important preconditions for commanding the respect of students is upright behaviour.

Teachers should recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided. They should work to improve education in the community and strengthen the community's moral and intellectual life. Teachers should be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole. They should perform the duties of citizenship, participate in community activities and shoulder the responsibilities in public offices, and restrain from taking part in or subscribing to or assisting in any activities which tend to promote feeling of hatred or

enmity among different communities, religions or linguistic groups but actively work for national integration.

Several educationalists in India and abroad have stressed the importance of promoting values in society through education, which is facing the crisis of character in different spheres of life. Radhakrishnan Commission (1949) held the view in addition to the search for truth through scientific and scholarly pursuits an important task of education is a concern with values. The National Policy on Education (1986) observes. “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social, moral and national values”. In this context, the role of teachers has remained important throughout.

The teachers have to perform a very responsible job of predicting the features of future society and preparing individuals to fit in that society. Due to tremendous scientific and technological development and highly efficient media, our globe is shrinking into a global village; shrinking of globe will bring the people together and, therefore, chances of conflicts among ideas, values, emotions, etc., will increase. Hence, we need individuals who can tackle these interpersonal conflicts successfully in future society. Thus, educating the individuals for such purpose is of great importance for future teachers.

If we wish teachers to have a place of honour in the community, the teachers have to continuously upgrade their professional skills, and have a code of conduct for the discharge of their duties. They must have commitment to their subject, to their students and to the nation. Teachers are often criticized for doing very little work and for having too many holidays. There is no doubt that some teachers do give room for such comments to be made about them. A teacher should remain a student throughout his life and take interest in people and social issues as well as things. Teachers have always played a major role in the social and national reconstruction and will continue to do so in future too.

STATEMENT OF THE PROBLEM

A Study of the Teaching Aptitude, Social Adjustment of Secondary School teachers.

OBJECTIVES OF THE STUDY

The objectives of the present study entitled “A Study of Teaching Aptitude, Social Adjustment of Secondary School Science Teachers” are

1. To Study the teaching aptitude and social adjustment of secondary school teachers.
2. To Study the difference in the teaching aptitude and social adjustment of men and women secondary school teachers.
3. To Study the difference in the teaching aptitude and social adjustment of rural and urban secondary school teachers.
4. To Study the difference in the teaching aptitude and social adjustment of government and private secondary school teachers.
5. To Study the difference in the teaching aptitude and social adjustment of residential and non-residential secondary school teachers.
6. To Study the difference in the teaching aptitude and social adjustment of English medium and Gujarati medium secondary school teachers.
7. To Study the difference in the teaching aptitude and social adjustment of more-experienced and less-experienced secondary school teachers.
8. To Study the difference in the teaching aptitude and social adjustment of aged above 40 years and below 40 years secondary school teachers.
9. To Study the association among teaching aptitude and social adjustment of secondary school teachers.
10. To Study the association among teaching aptitude and social adjustment of men and women secondary school teachers, rural and urban secondary school teachers, government and private secondary school teachers, residential and non-residential secondary school teachers, English medium and Gujarati medium secondary school teachers, more-experienced and less-experienced secondary school teachers and aged below 40 years and above 40 years secondary school teachers.

EDUCATIONAL IMPLICATION

The major educational implication of the present study would be to develop the teaching aptitude and social adjustment among the secondary school teachers, if found less. Necessary suggestions will be for the same based on the past experiences and research results.

OPERATIONAL DEFINITIONS OF KEY TERMS

The operational definitions of the important terms used in the present study are discussed here.

Teaching Aptitude

Teaching aptitude refers to the aptitude for the teaching profession. The word 'aptitude' is derived for the word 'Aptos' which means fitted for. It may be defined as a pronounced innate capacity for or ability in a given line of endeavour such as particular teaching, school subject, art or vocation. It refers to an individual's in born capacities or potentialities which are indicative of special abilities.

Social adjustment

Adjustment is a signal of harmonious relationship between a man and his environment. When we adjust ourselves by this means we are changing in some way to adopt or accommodate ourselves in order to get certain demands of our environment. The conditions in the environment are in a continuous realm of changes. We change our nature in order to get ourselves in the realm of nature. Thus, the process of adjustment is a continuous one.

VARIABLES OF THE STUDY

Variables are necessary requisites for any worthwhile research for the purpose of comparison. For the present study, the following variables are considered.

1. **Gender:** Secondary school men Hindi teachers versus secondary school women Hindi teachers.
2. **Locality:** Urban secondary school Hindi teachers versus rural secondary school Hindi teachers.
3. **Management:** Government secondary school Hindi teachers versus private secondary school Hindi teachers.
4. **Residence:** Residential secondary school Hindi teachers versus non-residential secondary school Hindi teachers.

5. **Medium of Instruction:** English medium secondary school Hindi teachers versus Gujarati medium secondary school Hindi teachers.
6. **Age:** Aged above 40 years secondary school Hindi teachers versus aged below 40 years secondary school Hindi teachers.
7. **Experience:** More-experienced secondary school Hindi teachers versus less-experienced secondary school Hindi teachers.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated in the present study.

Hypothesis 1: The secondary school Hindi teachers are not possessing high teaching aptitude.

Hypothesis 1A: There is no significant difference in the teaching aptitude of men and women secondary school Hindi teachers.

Hypothesis 1B: There is no significant difference in the teaching aptitude of rural and urban secondary school Hindi teachers.

Hypothesis 1C: There is no significant difference in the teaching aptitude of government and private secondary school Hindi teachers.

Hypothesis 1D: There is no significant difference in the teaching aptitude of English medium and Gujarati medium secondary school Hindi teachers.

Hypothesis 1E: There is no significant difference in the teaching aptitude of residential and non-residential secondary school Hindi teachers.

Hypothesis 1F: There is no significant difference in the teaching aptitude of aged below 40 years and above 40 years secondary school Hindi teachers.

Hypothesis 1G: There is no significant difference in the teaching aptitude of more-experienced and less-experienced secondary school Hindi teachers.

Hypothesis 2: The secondary school Hindi teachers are not possessing high social adjustment.

Hypothesis 2A: There is no significant difference in the social adjustment of men and women secondary school Hindi teachers.

Hypothesis 2B: There is no significant difference in the social adjustment of rural and urban secondary school Hindi teachers.

Hypothesis 2C: There is no significant difference in the social adjustment of government and private secondary school Hindi teachers.

Hypothesis 2D: There is no significant difference in the social adjustment of English medium and Gujarati medium secondary school Hindi teachers.

Hypothesis 2E: There is no significant difference in the social adjustment of residential and non-residential secondary school Hindi teachers.

Hypothesis 2F: There is no significant difference in the social adjustment of aged below 40 years and above 40 years secondary school Hindi teachers.

Hypothesis 2G: There is no significant difference in the social adjustment of more-experienced and less-experienced secondary school Hindi teachers.

Hypothesis 3: The secondary school Hindi teachers are not possessing high job satisfaction.

Hypothesis 3A: There is no significant difference in the job satisfaction of men and women secondary school Hindi teachers.

Hypothesis 3B: There is no significant difference in the job satisfaction of rural and urban secondary school Hindi teachers.

Hypothesis 3C: There is no significant difference in the job satisfaction of government and private secondary school Hindi teachers.

Hypothesis 3D: There is no significant difference in the job satisfaction of English medium and Gujarati medium secondary school Hindi teachers.

Hypothesis 3E: There is no significant difference in the job satisfaction of residential and non-residential secondary school Hindi teachers.

Hypothesis 3F: There is no significant difference in the job satisfaction of aged below 40 years and above 40 years secondary school Hindi teachers.

Hypothesis 3G: There is no significant difference in the job satisfaction of more-experienced and less-experienced secondary school Hindi teachers.

Hypothesis 4: There is no significant association among teaching aptitude, social adjustment and job satisfaction of secondary school Hindi teachers.

Hypothesis 4A: There is no significant association among teaching aptitude, social adjustment and job satisfaction of men and women secondary school Hindi teachers

Hypothesis 4B: There is no significant association among teaching aptitude, social adjustment and job satisfaction of rural and urban secondary school Hindi teachers.

Hypothesis 4C: There is no significant association among teaching aptitude, social adjustment and job satisfaction of government and private secondary school Hindi teachers.

Hypothesis 4D: There is no significant association among teaching aptitude, social adjustment and job satisfaction of English medium and Gujarati medium secondary school Hindi teachers.

Hypothesis 4E: There is no significant association among teaching aptitude, social adjustment and job satisfaction of residential and non-residential secondary school Hindi teachers.

Hypothesis 4F: There is no significant association among teaching aptitude, social adjustment and job satisfaction of aged below 40 years and above 40 years secondary school Hindi teachers.

Hypothesis 4G: There is no significant association among teaching aptitude, social adjustment and job satisfaction of more-experienced and less experienced secondary school Hindi teachers.

SAMPLE OF THE STUDY

After finalizing the variables of the present study, considerations were given to whether the entire population is to be made the subjects for data collection or a particular group is to be selected as a representative of the whole population. The entire population here refers to all the secondary school Hindi teachers working in Dahod District.

The total sample of 480 secondary school Hindi teachers were selected for the sample of the study.

TOOLS OF THE STUDY

A research tool plays a major role in any worthwhile research as it is the sole factor in determining the sound data and in arriving at perfect conclusions about the problem on hand, which ultimately, helps in providing suitable remedial measures to solve the problem concerned.

MEASUREMENT OF TEACHING APTITUDE

Considering the flaws and merits of the selection of tools in either way, the researcher is interested in using the standardized tool as the present study involves a thorough study of teaching aptitude of the secondary school Hindi teachers. Hence, the investigator selected the "Teaching Aptitude Test Battery (TATB)", which was prepared and standardized by Shamim Karim and Ashok Kumar Dixit, to study the teaching aptitude of the secondary school Hindi teachers working in the secondary schools of Dahod District.

DATA COLLECTION

The investigator personally visited the selected secondary schools and administered the tests after taking permission from the administration. Before administering the test, clear instructions were given to the secondary school Hindi

teachers and doubts were clarified. Tests were administered in ideal conditions. Thus, data was collected from the total sample, scoring was done and scores were assigned to each secondary school Hindi teacher.

CONCLUSIONS AND DISCUSSION

The following are the conclusions drawn from the analysis data. These conclusions were arrived at after appropriate research findings and these were followed by necessary discussion.

TEACHING APTITUDE OF SECONDARY SCHOOL HINDI TEACHERS

1. The secondary school Hindi teachers are having very high teaching aptitude.
2. The secondary school men and women Hindi teachers possess a very high teaching aptitude with a significant difference in their teaching aptitude. The men Hindi teachers have a higher teaching aptitude than women Hindi teachers.
3. The rural and urban secondary school Hindi teachers have very high teaching aptitude with a significant difference. The rural teachers have a better teaching aptitude than their urban counterparts.
4. The government and private secondary school Hindi teachers have a very high teaching aptitude without any significant difference between them.
5. The English medium and Gujarati Medium secondary school Hindi teachers possess a very high teaching aptitude with a significant difference between them in the level of their teaching aptitude. The English medium secondary school Hindi teachers have a better teaching aptitude than Gujarati Medium secondary school Hindi teachers.
6. The residential and non-residential secondary school Hindi teachers possess very high teaching aptitude with a significant difference in the level of their teaching aptitude. The residential school Hindi teachers have a better teaching aptitude than non-residential secondary school Hindi teachers.
7. The secondary school Hindi teachers aged above 40 years and below 40 years possess a very high teaching aptitude with a significant difference. The more aged teachers are possessing higher teaching aptitude than their counterparts.

8. The less-experienced and more-experienced secondary school Hindi teachers have a very high teaching aptitude with a significant difference in their level of teaching aptitude. The less-experienced Hindi teachers possess a better teaching aptitude than their more experienced counterparts.

SOCIAL ADJUSTMENT OF SECONDARY SCHOOL HINDI TEACHERS

1. The secondary school Hindi teachers have an average level of social adjustment.
2. The secondary school men and women Hindi teachers possess an average social adjustment with a significant difference between them. The men Hindi teachers have better adjustment than women Hindi teachers though both of them possess only average social adjustment.
3. The rural and urban secondary school Hindi teachers have average social adjustment with a significant difference between them. The rural Hindi teachers are better at social adjustment than their urban counterparts.
4. The Hindi teachers working in government and private secondary schools possess an average social adjustment without any significant difference between them in social adjustment.
5. The English medium and Gujarati Medium secondary school Hindi teachers possess average social adjustment with a significant difference between them. The English medium secondary school Hindi teachers indicate less social adjustment than English medium Hindi teachers though both of them reveal only with average level of social adjustment.
6. The residential and non-residential secondary school Hindi teachers have average social adjustment without any significant difference between them.
7. The secondary school Hindi teachers aged above 40 years and below 40 years possess average social adjustment without any significant difference between them.
8. The secondary school Hindi teachers with less-experience and more-experience have average social adjustment with a significant difference. The less-experienced Hindi teachers are socially able to adjust better than the more experienced Hindi teachers.

ASSOCIATION AMONG TEACHING APTITUDE AND SOCIAL ADJUSTMENT OF SECONDARY SCHOOL HINDI TEACHERS

1. There is a significant association between teaching aptitude and social adjustment and between social adjustment and job satisfaction. There is no association between job satisfaction and teaching aptitude of secondary school Hindi teachers.
2. There is a significant association between teaching aptitude and social adjustment, and social adjustment and job satisfaction in both men and women secondary school Hindi teachers. There is no significant association between job satisfaction and teaching aptitude of men and women secondary school Hindi teachers.
3. There is a significant association among Teaching Aptitude and Social Adjustment of urban secondary school Hindi teachers. There is a significant association between teaching aptitude and social adjustment, and social adjustment and job satisfaction, but there is no significant association between job satisfaction and teaching aptitude of rural secondary school Hindi teachers.
4. There is a significant association among Teaching Aptitude and Social Adjustment of private secondary school Hindi teachers. There is a significant association between teaching aptitude and social adjustment, and social adjustment and job satisfaction except job satisfaction and teaching aptitude of government secondary school Hindi teachers.
5. There is a significant association among Teaching Aptitude and Social Adjustment of Gujarati Medium secondary school Hindi teachers. There is a significant association among teaching aptitude and social adjustment, and social adjustment, except job satisfaction and teaching aptitude of English medium secondary school Hindi teachers.
6. There is a significant association among Teaching Aptitude and Social Adjustment of residential secondary school Hindi teachers. There is a significant association between teaching aptitude and social adjustment, and social adjustment and job satisfaction, except job satisfaction and teaching aptitude of non-residential secondary school Hindi teachers.
7. There is a significant association among Teaching Aptitude and Social Adjustment of secondary school Hindi teachers irrespective of their age levels.
8. There is a significant association among Teaching Aptitude and Social Adjustment irrespective of experience.

SUGGESTIONS FOR FURTHER RESEARCH

In the light of the present study, the following studies may be taken up by the researchers.

- Comprehensive studies may be taken up covering the entire sample of the state To Study the level of teaching aptitude, social adjustment or job satisfaction.
- Studies may be taken up to identify the relationship between the Teaching Aptitude and Social Adjustment of the teachers and the academic excellence of the students.
- Studies may be taken up to compare the teaching aptitude, social adjustment and job satisfaction of the teachers of primary and secondary schools in order to fill the gap between these two levels.
- Studies may be taken up to know the influence of head of the school in enhancing teaching aptitude and social adjustment
- Studies may be taken up to study the social adjustment and social adjustment of preservice teachers considering their age, sex, qualifications, etc.

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