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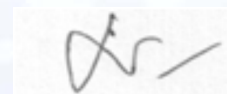
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ATTITUDE OF PARENTS TOWARDS PRE-SCHOOL EDUCATION

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ABSTRACT

Realizing the importance of Pre-School education as an important criterion, the present study was undertaken by the investigator with the objectives to study the difference in the attitude of rural and urban, graduate and Postgraduate, Postgraduate and undergraduate and joint and nuclear family parents towards pre-school education. As such, data were collected from 100 parents of Himachal Pradesh through the administration of a standardized tool called as "Parental Encouragement Scale towards Pre-School Education developed by S. Venkatesan". The study reports that rural and urban, graduate and undergraduate and undergraduate and post-graduate parents do not differ significantly in their attitude towards pre-school education, whereas the joint and nuclear family parents differ in their attitude towards pre-school education.

KEY WORDS: Attitude, Parents, Pre-School Education, Rural, Urban, Graduate, Postgraduate.....

INTRODUCTION

The early childhood years are expected to lay the foundation for inculcation of basic values and social skills among children. Consequently, in the past, much of the early care and education of the child was informal, within the family and largely through grandmother's caring practices, stories, and traditional infant games, handed down from one generation to the next. With growing urbanization, an increase in women's participation in the work force across the country, among all socio-economic groups, there has been a sea change in the social structure and practices in the last few decades. It was changing social context over the years, which laid the seeds for the introduction of the concept of Early Childhood Care and Education in the country. Generally, early child care programmes are known by various names such as Nursery Schools, Kindergarten Schools etc. Mahatma Gandhi's scheme for pre-basic education formulated in the late thirties was the first indigenous scheme for education of very young children and several educational reformers and social workers endeavoured to put it into action at the field level. In our country, organized education of the child below primary school age did not receive the attention it deserved.

RATIONALE OF THE STUDY

It is essential that the pre-school programme should contain a variety of objects and activities where the child is able to label the objects experiment and interact with the environment. Thus the pre-school can make up child deprivation and promote his all round development and enables the child to understand various issues. The early years of the child comprise the most impressionable and crucial period, the foundation for the maximum mental development is laid during the early formative years. The home environment and the interaction of the child with its matter and with other significant people are the important factors in moulding the child's life. Research studies shows that children especially those coming from deprived homes can beneficially expected to instructional process even before the formal school system being to operate. Children at this stage need to be encouraged to develop positive attitude and the child to child interaction education is to be designed carefully to provide wholesome growth and development of children. Parents today play an important role in the early childhood care and education. Parent's involvement is liked to children's total learning. The greater parent involvements in children's learning positively affect the school performance. There are several studies that emphasize the need for pre-primary education for a variety of purposes. The early years of child's life are formative years for his/her overall development. Early childhood education serves to fulfill effectively all the needs of the young child, prepares a sound base for formal education and reducing stagnation and wastage in primary education. Researchers found that early phase of child are globally acknowledged to be the most crucial years of lifelong development since the pace of development in these years is extremely rapid. This stage in life is also important as a foundation for the inculcation of social values and personal habits. So, it is of crucial importance to give special attention on the education of early childhood with suitable environment and it provides a sound foundation for all round development of the child. A number of research studies have been conducted in this field by NIPCCD (1980), Mistry (1986) , Asi (1989), Surjeet (1989), Yashodhra (1991), Rajlaxmi (1992), Lynn (2002), Soni (2003) and Veena (2013) had reported that there is desired need and importance of Pre-school education while Patel (1983)

and Seth & Poonam (1991) found that educational qualification of parents affects the competency of the child. Whereas Patel (1983) and Veena (2015) found that reading readiness depends on the area they belong to and parent's education but the investigator could not locate any such studies relating to the type of family of pre-school children. Hence, sincere and scientific attempt has been made to find out the attitude of parents towards pre-school education with regard to locality and type of family.

OBJECTIVES OF THE STUDY

The following objectives were framed for the present study:

- To compare the attitude of rural and urban parents towards pre-school education.
- To compare the attitude of graduate and under-graduate parents towards pre-school education.
- To compare the attitude of post-graduate and under-graduate parents towards pre-school education.
- To compare the attitude of working and Non-working parents towards pre-school education.
- To compare the attitude of joint and nuclear family parents towards pre-school education.

HYPOTHESES OF THE STUDY

To achieve the objective of the study, the following null hypotheses have been formulated for the present study:

- Ho₁.** There does not exist any significant difference in the attitude of rural and urban parents towards pre-school education.
- Ho₂.** There does not exist any significant difference in the attitude of graduate and under-graduate parents towards pre-school education.
- Ho₃.** There does not exist any significant difference in the attitude of post-graduate and under-graduate parents towards pre-school education.
- Ho₄.** There does not exist any significant difference in the attitude of working and Non-working parents towards pre-school education.

Ho₅. There does not exist any significant difference in the attitude of Joint family and nuclear family parents towards pre-school education.

METHOD OF STUDY

Depending upon the objectives of the study, the descriptive Survey method of research was appropriate in the present study. Thus, it is a descriptive type of research.

THE SAMPLE AND TECHNIQUE

In the present study, all parents of Himachal Pradesh constituted the population of the study. As per the convenience of the researcher, the investigator has chosen Mandi and Bilaspur Districts of Himachal Pradesh for the collection of data. The sample for the present study was selected on the basis of purposive sampling technique.

RESEARCH TOOL

A standardized tool called "Parental Encouragement Scale towards Pre-school Education" as developed and standardized by S. Venkatesan, was used in the present study. This scale consists of 25 items pertaining to the different aspects of parents' attitude towards pre-school education.

STATISTICAL TECHNIQUES USED

In view of the objectives of the present study, statistical techniques of Mean, SD and The 't'-test were employed for data analysis.

ANALYSIS AND INTERPRETATION

Attitude of Rural and Urban Parents towards Pre-School Education

The Table-1 represents the data pertaining to the significance of mean differences in the mean scores of attitude of rural and urban parents towards pre-school education.

TABLE-1
Significance Of Mean Differences in the Attitude Of Rural and Urban Parents towards Pre-School Education

| Category | N | M | SD | SE _D | df | 't'-Value | Significance |
|----------|----|-------|------|-----------------|----|-----------|--------------|
| Rural | 57 | 88.58 | 6.22 | 1.33 | 98 | 0.99 | NS |
| Urban | 43 | 87.26 | 6.82 | | | | |

NS= Not Significant

The Table -1 reveals that the mean scores on attitude of rural and urban parents towards pre-school education is 88.58 and 87.26, respectively. When such scores were subjected to the testing of their significance of difference the obtained 't' value was found to be 0.99 which is less than the table value of 't' with df 98 which is not significant at .05 level of significance . Therefore, the hypothesis, Ho₁, "There does not exist any significant difference in the attitude of rural and urban parents towards pre-school education" is accepted. This means that rural and urban parents do not differ significantly on their attitude towards pre-school education.

Attitude Of Graduate and Under Graduate Parents towards Pre-School Education

The Table-2 represents the data pertaining to significance of mean differences in the mean scores of attitude of graduate and under-graduate parents towards pre-school education

TABLE-2
Significance Of Mean Differences In The Attitude Of Graduate And Under Graduate Parents Towards Pre-School Education

| Category | N | M | SD | SE _D | df | 't'-Value | Significance |
|----------------|----|-------|------|-----------------|----|-----------|--------------|
| Graduate | 31 | 92.45 | 5.96 | 1.38 | 65 | 1.75 | NS |
| Under Graduate | 36 | 90.03 | 5.19 | | | | |

NS= Not Significant

It is found from the Table-2 that the 't'-value on attitude of graduate and under-graduate parents towards pre-school education came out to be 1.75 which is less than the table value of 't' with df 65. Thus the obtained 't' value is not significant at both levels of significance. Thus, the null hypothesis Ho₂, "There does not exist any significant difference in the attitude of graduate and under-graduate parents towards pre-school education" was accepted and it was concluded that attitude of graduate and under-graduate parent's towards pre-school education do not differ.

Comparison Of Attitude Of Post-Graduate And Under-Graduate Parents Towards Pre-School Education

The Table-3 represents the data pertaining to significance of difference in the mean scores of post-graduate and under-graduate parents attitude towards pre-school education.

TABLE-3
Significance Of Mean Differences In The Attitude Of Post-Graduate And Under-Graduate Parents Towards Pre-School Education

| Category | N | M | SD | SE _D | df | 't' | Significance |
|----------------|----|-------|------|-----------------|----|------|--------------|
| Post Graduate | 33 | 86.78 | 5.87 | 1.34 | 67 | 2.42 | * |
| Under Graduate | 36 | 90.03 | 5.19 | | | | |

*= Significant at 0.05 Level of Significance

It is clear from Table-3 that the obtained 't'-value on attitude of parents towards pre-school education came out to be 2.42 which is significant at 0.05 level of significance with df 67. Thus, the null hypothesis H_{0_3} "There does not exist any significant difference in the attitude of post-graduate and under-graduate parents towards pre-school education" was rejected. This means that the mean scores of post-graduate parents is lower than the mean scores of under-graduate parents. From this, it may be inferred that the under-graduate parents have more attitude than the post-graduate parents towards pre-school education.

Attitude Of Working And Non-Working Parents Towards Pre-School Education

The Table-4 represents that the data pertaining to significance of difference in the mean scores of working and non-working parents attitude towards pre-school education.

TABLE-4
Significance Of Mean Differences In The Attitude Of Working And Non-Working Parents Towards Pre-School Education

| Category | N | M | SD | SE _D | df | 't' | Significance |
|-------------|----|-------|------|-----------------|----|------|--------------|
| Working | 57 | 90.40 | 5.71 | 1.25 | 98 | 1.29 | NS |
| Non Working | 43 | 88.79 | 6.48 | | | | |

NS= Not Significant

It is evident from the Table-4 that the 't'-value on the attitude of parents towards pre-school education came out to be 1.29 which is less than the table value of 't' and found to be non significant with df 98. This means that null hypothesis H_{0_4} "There does not exist any significant difference in the attitude of working and non-working

parents towards pre-school education" was accepted and it was concluded that the working and non-working parents do not differ in their attitude towards pre-school education.

Attitude Of Joint Family Parents And Nuclear Family Parents Towards Pre-School Education

The Table-5 represents the data pertaining to significance of difference in the mean scores of Joint family parents and nuclear family parent's attitude towards pre-school education.

TABLE-5
Significance Of Mean Differences In The Attitude Of Joint Family Parents And Nuclear Family Parents Towards Pre-School Education

| Category | N | M | SD | SE _D | df | 't' | Significance |
|------------------------|----|-------|------|-----------------|----|------|--------------|
| Joint Family Parents | 65 | 89.41 | 5.92 | 1.29 | 98 | 1.33 | NS |
| Nuclear Family Parents | 35 | 90.83 | 6.28 | | | | |

NS= Not Significant

It is found from the table 5 that the 't'-value on attitude of parents towards pre-school education came out to be 1.33 which is not significant at 0.05 level of significance with df 98. Thus, the null hypothesis H_0 "There does not exist any significant difference in the attitude of joint family parents and nuclear family parents towards pre-school education" is accepted and it can be inferred that the joint family and nuclear family parents attitude do not differ towards pre-school education.

FINDINGS

After the careful analysis of the obtained data and interpretation of the results with regard to the objectives and hypothesis of the study, the investigator reached at the following findings:

- The attitude of rural and urban parents do not differ significantly towards pre-school education.
- The attitude of graduate and under-graduate parents do not differ significantly towards pre-school education.

- The attitude of post-graduate and under-graduate parents differ towards pre-school education.
- The attitude of working and non-working parents do not differ significantly towards pre-school education.
- The attitude of joint family and nuclear family parents do not differ towards pre-school education.

EDUCATIONAL IMPLICATIONS

There is dire need to convince the parents about the benefits of pre-school education. The schools should provide proper facility to the Pre-School children so that the parents will be motivated to send their children to the schools. Different private as well as government agencies and the schools are expected to guide the parents for the development of positive attitude towards pre-school education. The teachers of pre-school children must inculcate demand perfection in the performance of learning tasks so that the same trend continues throughout their lives. It is preferable to use play-way activity based methods for teaching pre-school children. The availability of minimum physical space should be made mandatory to run pre-school programs.

CONCLUSION

The study makes it clear that the pre-school education laid the foundation for inculcation of values and social skills among children. In this era of science and technology, there has been a great change in the social structure which laid the foundation for the introduction of early childhood care education. Pre-school education serves to fulfill effectively all the needs of the young child and prepares a sound base for formal education.

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A STUDY OF EMOTIONAL MATURITY OF PROSPECTIVE SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR GENDER AND LOCALITY

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ABSTRACT

Education in its broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense education is a process by which society deliberately transmits its accumulated knowledge, skill and values from one generation to another. Education has become one of the most important human activities. Its benefits are immense and without education one cannot live like an efficient human being. A sound and effective system of education result in the enfoldment of learners' potentialities and transformation of their interests, attitudes and values. Education is a man making process: its specific role is to accelerate the holistic development of body, mind, intellect and emotions. It develops all the intellectual and emotional powers of the individual, so that he is able to meet the problems of the life squarely and solve them successfully. This paper examine the study of emotional maturity of secondary school teachers in relation to their gender and locality.

KEY WORDS: Physical Ability, Knowledge, Skill, Values, Attitude, Emotional Maturity.....

INTRODUCTION

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the enfoldment of learner potentialities and transformation of their interests, attitudes and values. It develops all the intellectual and emotional powers of the individual, so he is able to meet the problems of life and solve them successfully. Education to be complete must have five principle aspects relating to the five principal activities of human being: the physical, the vital, the mental, the psychic and the spiritual. Education not only provides us job and livelihood, but also develops our personality. It shapes our character and makes us mannered and cultured. It expands the intellect of mind. It controls our mind and heart leading to overall self- control. Education is essential for the growth and development of an individual as well as of society. Education in any society does not depend so much on the other factor as on the teacher. The whole system of education revolves around the teacher. The teacher plays a significant role in improving the quality of education.

They should have mastery over contents and pedagogical skills. To be an effective teacher, the teacher should have gone through the training programme. For this B.Ed. training programme is of utmost importance.

CONCEPT OF EMOTIONAL MATURITY

Emotion is one of the important aspects of behaviour. Emotions play an important role in providing a particular direction to our behaviour thus shaping our personality. "An emotion is a strong feeling accompanied by marked physiological changes inside the body leading to changes in behaviour in the form of overt responses in an organism". The concept "mature" emotional behaviour at any level reflects the fruit of normal emotional development. In the present circumstances, youth as well as children are facing difficulties in their life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional disturbance.

Emotional maturity is the ability to assess a relationship or situation and to act according to what is best for oneself and other person in the relationship. Emotional maturity is a state wherein one's emotional reactivity is considered appropriate and normal for an adult in a given society. Generally a person can be called emotionally mature if he is able to display his emotions in an appropriate degree with reasonable control.

According to Walter D Smitson (1974) - Emotional maturity is a process on which the personality is continuously striving for greater sense of emotional health both intra-physically and intra-personally.

CHARACTERISTICS OF EMOTIONALLY MATURE PERSON

A person is said to be emotionally mature when he feels proper emotion in a proper situation and express it in a proper quantity. An emotionally mature person will possess the following characteristics:

- Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.
- Manifestation of emotions is very refined. Usually he expresses his emotions in a socially desirable manner.

- He is able to exercise control over his emotions. He is able to hide his emotions.
- The intellectual powers like thinking, reasoning etc. are properly exercised by in making any decision. He is more guided by his intellect than his emotions.
- He does not possess the habit of rationalization. i.e. he never gives arguments in defence of his undesirable or improper conduct.
- He has the potential to exercise his emotions at a proper time in a proper place. Mature emotional behaviour is characterised by greater stability. Person having such maturity shows no sudden shift from one emotion to another.

REVIEW OF RELATED LITERATURE

The review of related literature enables the researcher to define the limits of his field. The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted.

RESEARCH STUDIES RELATED TO EMOTIONAL MATURITY

Lipton et. al. (1975) revealed that emotional maturity was a major factor especially as a predictor of success in essay tests among medical students.

Choudhary & Uppal (1996) investigated that adolescents staying at homes with parents had higher level of achievement motivation (mean 53.58) and had more emotional maturity (mean 89.5) as compared to their counterpart staying in the orphanages the means score of achievement motivation (51.08) and emotional maturity (53.58).

Jha (2002) observed that self confidence and emotional maturity were positively associated with vigilant style of decision making in case executives.

Mittal & Bajaj (2003) found that the mother's emotional maturity is significantly correlated to their children's intelligence. The child who receives maternal love, conducive home environment and proper care and facilities during their impressionable period of life help to develop an intellectual competence in their future life. Further, working women were found to be more emotionally matured than non-working women. Also, children of working mothers were more intelligent than children of non-working mothers.

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

- To study gender-wise difference in emotional maturity of prospective secondary school teachers with respect to Emotional stability, Emotional progression, Social adjustment, Personality integration, Independence and Overall.
- To study locality-wise difference in emotional maturity of prospective secondary school teachers with respect to Emotional stability, Emotional progression, Social adjustment, Personality integration, Independence and Overall.

HYPOTHESES OF THE STUDY

The following hypotheses were formulated for the present study:

- There will be no significant gender-wise difference in the emotional maturity of prospective secondary school teachers with respect to Emotional stability, Emotional progression, Social adjustment, Personality integration, Independence and Overall.
- There will be no significant locality-wise difference in the emotional maturity of prospective secondary school teachers with respect to Emotional stability, Emotional progression, Social adjustment, Personality integration, Independence and Overall.

RESEARCH TOOL USED

For this study 'Emotional Maturity Scale' developed by Dr. Mahesh Bhargava was used. It comprises of 48 items in Hindi language with five alternative responses.

SAMPLING TECHNIQUE

In the present investigation, a representative sample of 340 prospective secondary school teachers was drawn from Mandi and Bilaspur districts of Himachal Pradesh. For this purpose, the procedure of convenient sampling and survey method was used.

STATISTICAL TREATMENT OF DATA

In order to study the distribution of emotional maturity scores of prospective senior secondary school teachers, descriptive statistics like mean, mode, median,

S.D., skewness and kurtosis was used. For further investigations t-test and analysis of variance was applied.

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data means studying the tabulated material in order to determine inherent facts. Analysis and interpretation of the obtained data was made by keeping in mind the objectives of the study. The descriptions of calculation and results obtained have been systematically presented in this chapter.

Gender-Wise Comparison of Emotional Maturity Of Prospective Secondary School Teachers

The summary of statistical calculations for finding the gender-wise significance of difference in the mean scores of emotional maturity of prospective secondary school teachers in different dimensions is given in the table.

TABLE- 1

Significance of difference in the mean scores of emotional maturity of male and female prospective secondary school teachers

| Sr. No. | Variable | Male group | Female group | t- value |
|---------|----------------------------|------------|--------------|----------|
| 1 | Emotional stability | N=91 | N=249 | 1.57NS |
| | | M=15.25 | M=16.68 | |
| | | SD=5.0 | SD=5.2 | |
| 2 | Emotional progression | N=91 | N=249 | 3.69** |
| | | M=15.17 | M=17.69 | |
| | | SD=5.4 | SD=6.05 | |
| 3 | Social adjustment | N=91 | N=249 | 3.04** |
| | | M=13.69 | M=15.14 | |
| | | SD=4.15 | SD=3.1 | |
| 4 | Personality integration | N=91 | N=249 | 1.71NS |
| | | M=13.32 | M=13.95 | |
| | | SD=2.55 | SD=4.0 | |
| 5 | independence | N=91 | N=249 | 3.76** |
| | | M=19.29 | M=16.86 | |
| | | SD=5.1 | SD=5.75 | |
| 6 | Overall emotional maturity | N=91 | N=249 | 1.35NS |
| | | M=75.11 | M=78.1 | |
| | | SD=12.8 | SD=18.2 | |

** = Significant at 0.01 level of significance and NS= Not significant

From Table-1 it is clear that the calculated value of 't' for comparing the means of emotional maturity scores for different aspects of maturity is different. Hence, the Hypothesis no. 1 is accepted for emotional stability, rejected for emotional progression, rejected for social adjustment, accepted for personality integration, rejected for independence, and accepted for overall emotional maturity of prospective secondary school teachers.

Locality-Wise Comparison of Emotional Maturity of Prospective Secondary School Teachers

The summary of statistical calculations for finding the locality-wise significance of difference in the mean scores of emotional maturity of prospective secondary school teachers in different dimensions is given in Table-2.

TABLE-2

Significance of difference in the mean scores of emotional maturity of rural and urban prospective secondary school teachers

| Sr. No. | Variable | Rural group | Urban group | t-value |
|---------|----------------------------|-------------|-------------|---------|
| 1 | Emotional stability | N=275 | N=65 | 0.66 NS |
| | | M=16.31 | M=15.85 | |
| | | SD=5.2 | SD=5.0 | |
| 2 | Emotional progression | N=275 | N=65 | 1.81 NS |
| | | M=17.31 | M=15.93 | |
| | | SD=5.9 | SD=5.45 | |
| 3 | Social adjustment | N=275 | N=65 | 8.13 ** |
| | | M=14.82 | M=19.3 | |
| | | SD=4.4 | SD=3.9 | |
| 4 | Personality integration | N=275 | N=65 | 0.67 NS |
| | | M=13.95 | M=13.62 | |
| | | SD=3.8 | SD=3.5 | |
| 5 | independence | N=275 | N=65 | 1.73 NS |
| | | M=17.97 | M=16.62 | |
| | | SD=6.2 | SD=5.5 | |
| 6 | Overall emotional maturity | N=275 | N=65 | 7.23 ** |
| | | M=77.49 | M=61.27 | |
| | | SD=16.9 | SD=16.1 | |

** = Significant at 0.01 level of significance and NS= Not significant

Table-2 shows that the calculated value of 't' for comparing the means of emotional stability scores of rural and urban prospective secondary school teachers came different for all aspects of emotional maturity. Hence the hypotheses no.2 is accepted for emotional stability, emotional progression, personality integration and independence, and this is rejected for social adjustment and overall emotional maturity.

CONCLUSIONS

On the basis of statistical analysis and interpretation of data, the following conclusions have been drawn:

Gender-Wise Comparison of Emotional Maturity Of Prospective Secondary School Teachers

- Male and female prospective secondary school teachers did not differ significantly with respect to their emotional stability.
- There is significant gender-wise difference in the emotional progression of prospective secondary school teachers. Hence, it may be said that prospective female secondary school teachers possess significantly higher emotional progression than prospective male secondary school teachers.

Locality-Wise Comparison of Emotional Maturity of Prospective Secondary School Teachers

- Rural and urban prospective secondary school teachers do not differ significantly with respect to their emotional stability.
- There is no significant locality-wise difference in the emotional progression of prospective secondary school teachers.
- Urban prospective secondary school teachers exhibited higher social adjustment than rural prospective secondary school teachers.

SUGGESTIONS FOR FURTHER RESEARCH

- The present study was conducted on B.Ed. Trainees of Mandi and Bilaspur districts of Himachal Pradesh. Such a study may also be conducted in other districts of Himachal Pradesh.
- The present study was conducted on B.Ed. trainees. Such a study may also be conducted on college level students.

- A study may be conducted to compare the emotional maturity of successful and unsuccessful learners.
- A similar study may be conducted on the students of professional institutions such as Engineering, MBBS, and Law etc.

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INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) PROGRAMME IN GOVERNMENT SENIOR SECONDARY SCHOOLS : AN EVALUATIVE STUDY

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ABSTRACT

This is the fast and smart world. Students are around with the latest technological equipment and programmes like LCD, mobiles, internet, chatting etc. These words are very common to students. Apart from their life, schools are playing very passive role for them. Students do not get sufficient knowledge regarding technology as well as subject content. That's why they are suffering more in today's world. Teacher should have knowledge how to integrate technologies into subject matter and provide better teaching learning experiences. In the age of knowledge explosion ICT has taken predominant position. ICT has a great capacity which overcomes old barrier in the way of transforming new knowledge to the masses. The great change has been brought by the ICT in the teaching learning on the various stages of education. Teacher can use technology in the classroom for the teaching, to collect the resources for the teaching, to get update knowledge etc.

KEY WORDS : Secondary School Teachers, ICT, Facilities, Training, Monitoring, Maintaining.....

INTRODUCTION

Globalization and technological change process that have accelerated in tandem over the past fifteen year have created a new global economy “powered by technology, fuelled by information and driven by knowledge.”

The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the half life of information continues to shrink and access to information continues to grow exponentially, schools cannot remain mere venues for the transmission of a prescribed set of implementation from teacher to student over a fixed period of time. Rather, schools must promote “LEARNING TO LEARN” i.e. the acquisition of knowledge and skills that make possible continuous learning over the life time. “The illiterate of the 21st century,” according to futurist Alvin Toffler, “Will not be those who cannot read and write, but those who cannot learn, unlearn and relearn”. This can be achieved by the use of ICT in schools.

DEFINITIONS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

ICT stand for Information and Communication Technology and are defined, as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” These technologies include computers, the Internet, broadcasting technologies (radio and television) and telephony (UNDP, 2000).

The term, information and communication technology (ICT) refers to forms of technologies that are used to create, store, share or transmit, exchange information. This broad definition of ICT includes such technologies as: radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, computer and network hardware and software; as well as the equipment and services associated with these technologies, such as videoconferencing and electronic mail (UNESCO, 2002).

Information and Communication Technology consist of the hardware, software, networks, and media for collection, storage, processing, transmission and presentation of information (voice, data, text, images), as well as related services. ICT can be divided into two components, Information and Communication Infrastructure (ICI) which refers to physical telecommunications systems and networks (cellular, broadcast, cable, satellite, postal) and the services that utilize those (Internet, voice, mail, radio, and television), and Information Technology (IT) that refers to the hardware and software of information collection, storage, processing, and presentation (WORLD BANK, 2002).

Information and communication technology (ICT) which includes radio and television as well as newer digital technologies such as computers and the internet have been touted as prudentially powerful enabling tools for educational change and reform. When used appropriately different ICT are said to help expand access to education strengthen the relevance of education to the increasingly digital workplace and raise educational quality by among others helping make teaching and learning into an engaging active process connected to real life.

However the experience of introducing different ICT in the class room and other educational settings all over the world over the past several decades suggests

that the full realization of the potential educational benefits of ICT is not automatic. The effective integrated process that involves not just technology indeed given enough initial capital getting the technology is the easiest part, but also curricular and pedagogy, institutional readings, teacher competencies and long term financing among other.

RELATED LITERATURE

The review of related studies on ICT has been presented as under:

Mohan (2009) conducted study on "Critical Thinking and ICT integration in a Western Australian Secondary School." The results indicate that there are statistically significant correlations between studying with in a technology- rich learning environment and the development of students' critical thinking skills. Length of time spent in the environment has a positive, non-linear effect on the development of critical thinking skills. Students with better developed computing skills scored higher on critical thinking activities. This was most significant for students with better computer programming skills and the ability to competently manipulate Boolean logic.

Kareem & D'souza (2012) studied ICT usage in Secondary Schools. This study has been undertaken to identifying the three basic skills in three R's one should have proficiency in the fourth R, viz. computer. This study focused on the accessibility of computer. This study focused on the accessibility of computer and internet of secondary school teachers, the knowledge and familiarity of computer programme and tools.

Gupta & Haridass (2012) presented the paper on role of ICT in improving the quality of school education in Bihar. The study revealed that Government of Bihar has taken an initiative in the implementation of Computer Aided Learning (CAL) in school and has been recognized for these efforts through the Manthan South Asia award for e- government for the years 2010 under the e-education category for its project "Implementation of computer aided learning in 244 schools in Bihar under the BEP- India". The objective of this study is to bring out the role of ICT in improving the quality of school education integrated with pedagogical approaches taking on board the social constraints of schooling in Bihar and comparing it with the

documented results of similar initiatives, experiences and impact in other parts of India.

Mandal (2012) conducted study on “ICT and Economy on the changing Dimensions of Education and learning in India- A Double Edged Sword?” This study reveal that in many cases teachers do not feel comfortable to change their teaching style and also resist inclusion of ICT in the everyday education system. They often feel scared that they might loose job and will be replaced by the ICT (Reddi 2008). This lack of understanding sometimes coupled with negative political will and poor planning and regulation work negatively for the promotion of ICT included learning in India.

Maduhu, Mshangi (2013) conducted study on “The Impact of ICT in Educational Assessment in Tanzania: Case of National Examinations Council of Tanzania.” In this study there were four hypothesis postulated; the finding revealed as follows: Hypothesis one: higher the accessibility of ICT infrastructure greater the impact of ICT in educational assessment; hypothesis two: higher the affordability of ICT infrastructure greater the impact of ICT in educational assessment; hypothesis three: higher the reliability of ICT infrastructure greater the impact of ICT in educational assessment; hypothesis four: higher the efficiency of ICT infrastructure greater the impact of ICT in educational assessment. Based on the finding in this study, it is concluded that the impact of ICT in educational assessment is the function of impact of accessibility, affordability, reliability and efficiency of ICT infrastructure.

OBJECTIVE OF THE STUDY

The objective of the study was:

To study the availability of facilities for ICT programme in Govt. Senior Secondary Schools.

RESEARCH METHOD

In the present study descriptive survey method of research was used.

POPULATION

The population of the present study was the teachers teaching in Government Secondary School of Himachal Pradesh.

SAMPLE

In the present study the sample comprised of 50 teachers of Government Senior Secondary Schools.

RESEARCH TOOL

In the present study checklist and questionnaire were used for data collection which was developed by investigator itself.

STATISTICAL TECHNIQUE

In the present study percentage method was employed for analysis of collected data.

ANALYSIS AND INTERPRETATION**Facilities Available Regarding ICT Programme in School**

The percentage of responses of teachers regarding the available facilities of ICT in schools is given in Table-1.

TABLE 1
Facilities Available Regarding ICT Programme in School

| Sr. No. | Facilities | Responses | | Percentage | |
|---------|-------------------------------|-----------|----|------------|----|
| | | Yes | No | Yes | No |
| 1. | ICT Lab | 10 | - | 100% | - |
| 2. | Computers | 10 | - | 100% | - |
| 3. | Electric Wiring | 10 | - | 100% | - |
| 4. | Fixtures and furniture | 10 | - | 100% | - |
| 5. | Power back-up | 10 | - | 100% | - |
| 6. | Multipurpose printer | 10 | - | 100% | - |
| 7. | Scanner | 10 | - | 100% | - |
| 8. | LAN Equipment | 10 | - | 100% | - |
| 9. | Web camera | 9 | 1 | 90% | 1% |
| 10. | Licensed software | 8 | 2 | 80% | 2% |
| 11. | Operating system | 10 | - | 100% | - |
| 12. | Internet service | 10 | - | 100% | - |
| 13. | Integrated computer projector | 9 | 1 | 90% | 1% |
| 14. | Liquid crystal display | 9 | 1 | 90% | 1% |
| 15. | Antivirus | 8 | 2 | 80% | 2% |
| 16. | Consumable | 8 | 2 | 80% | 2% |

Table-1 reveals that all teachers responded that ICT lab is available in schools. Also all teachers (100%) responded that computers, electric wiring, fixtures and

furniture, power back-up, multipurpose printer, scanner and LAN equipment are available in schools. 90% teachers responded that web camera is available in schools, while 10% teachers responded that there is no web camera in schools. 80% teachers responded that licensed software is available in schools, while 20% teachers responded that licensed software is not available in schools.

All teacher (100%) responded that operating system and internet service are available in schools. 90% teachers responded that integrated computer projector and LCD are available in schools, while 10% teachers responded that there are not integrated computer projector and LCD in schools. 80% teachers responded that antivirus and consumable are available in schools, while 20% teachers responded that there are not antivirus and consumable in schools.

Training Facility for Teachers toward the Usage Of ICT In Schools

The percentage of responses of teachers regarding the training facilities for teachers toward the usage of ICT in schools is given in Table-2.

TABLE-2
Training Facility for Teachers toward the Usage Of ICT in School

| Sr. No. | Training Facilities for Teachers | Responses | | Percentage | |
|---------|--|-----------|----|------------|-----|
| | | Yes | No | Yes | No |
| 1. | Provision of training | 6 | 4 | 60% | 40% |
| 2. | Training provided by company | 3 | 7 | 30% | 70% |
| 3. | Training provided by Higher Education Department | 9 | 1 | 90% | 10% |
| 4. | Emphasis on practical training | 8 | 2 | 80% | 20% |
| 5. | Emphasis on theoretical training | 5 | 5 | 50% | 50% |

Table-2 reveals that 60% teachers responded that there is provision of training for teachers, while 40% teachers responded that there is no provision of training for teachers. 30% teachers responded that training to teachers provided by company, while 70% teachers responded that no any training provided by company. 90% teachers responded that training provided by higher education department, while 10% teachers responded that no any training provided by higher education department.

80% teachers responded that emphasis on practical training is given, while 20% teachers responded that there is no emphasis on practical training. 50% teachers responded that emphasis on theoretical training is given, while 50% responded that there is no emphasis on theoretical training. Therefore the results show that there is need of proper training for teachers for proper implementation of ICT programme in schools.

Monitoring and Maintaining of ICT Programme in Schools

The percentage of teachers' responses regarding the monitoring and maintaining of ICT lab in schools is given in Table-3.

TABLE-3
Monitoring and Maintaining of ICT Labs

| Sr. No. | Monitoring and Maintenance | Responses | | Percentage | |
|---------|--------------------------------------|-----------|----|------------|-----|
| | | Yes | No | Yes | No |
| 1. | Monitoring of ICT lab in schools by: | | | | |
| | - Company | 2 | 8 | 20% | 80% |
| | - School Principal | 10 | - | 100% | - |
| 2. | Maintenance of ICT lab: | | | | |
| | - By company | 4 | 6 | 40% | 60% |
| | - By Higher Education Department | 7 | 3 | 70% | 30% |

Table-3 reveals that 20% teachers responded that monitoring of ICT lab is done by company, while 80% responded that monitoring of ICT lab is not done by company. All the teachers responded that monitoring is done by School Principal. 40% teachers responded that maintenance of ICT lab is done by company, while 60% responded that maintenance is not done by company. 70% teachers responded that maintenance of ICT lab is done by higher education department, while 30% responded that maintenance is not done by higher education department.

Role Of State Project Officer (SPO) For Maintaining ICT Lab

The percentage of responses of teachers regarding the role of SPO in maintenance of ICT lab is given in Table-4.

TABLE-4
Role of State Project Officer

| Sr. No. | Role of State Project Officer in Maintaining ICT lab | Responses | | Percentage | |
|---------|--|-----------|----|------------|-----|
| | | Yes | No | Yes | No |
| 1. | To ensure smooth implementation of project | 8 | 2 | 80% | 20% |
| 2. | To co-ordinate and co-operate | 8 | 2 | 80% | 20% |
| 3. | Monitoring the performance of cluster co-ordinator. | 4 | 6 | 40% | 60% |

Table-4 reveals that 80% teachers responded that SPO helps to ensure the smooth implementation of project and maintaining the co-ordination and co-operation, while 20% teachers responded that there is no any role of SPO to ensure the smooth implementation of project and maintaining the co-ordination and co-operation. 40% teachers responded that SPO helps in monitoring the performance of cluster co-ordinator, while 60% teachers responded that there is no any role of SPO in the monitoring of performance of cluster co-ordinator.

Responsibility Of Cluster Coordinator

The percentage of responses of teachers regarding the responsibility of Cluster Co-ordinator in maintaining the ICT lab is given in Table-5.

TABLE-5
Responsibility of Cluster Coordinator

| Sr. No. | Responsibility of Cluster Co-ordinator | Responses | | Percentage | |
|---------|---|-----------|----|------------|-----|
| | | Yes | No | Yes | No |
| 1. | To maintain co-ordination with Director Higher Education Department | 7 | 3 | 70% | 30% |
| 2. | Resolve the problem of the teachers | 3 | 7 | 30% | 70% |
| 3. | Visit the school at least once in a month | 3 | 7 | 30% | 70% |

Table-5 reveals that 70% teachers responded that Cluster Co-ordinator is responsible for maintaining the co-ordination with Director of Higher Education Department, while 30% responded that Cluster Co-ordinator is not responsible for

maintaining the co-ordination with Director of Higher Education Department. 30% teachers responded that responsibilities of Cluster Co-ordinator are to resolve the problem of teachers and visit the school at least once in a month, while 70% teachers responded that there is not any responsibility of Cluster Co-ordinator to resolve the problems of teachers and visit the school at least once in a month.

FINDINGS OF THE STUDY

1. Majority of teachers responded that all ICT regarding facilities are available in the Government Senior Secondary Schools.
2. Majority of the teachers (80%) responded that emphasis on practical training is given and 60% teachers responded that there is provision of training for teachers.
3. Majority of teachers responded that SPO helps to insure the smooth implementation of project and maintaining the co-ordination and co-operation.

EDUCATIONAL IMPLICATIONS

1. The government should take initiatives to provide proper training to the teachers as well as resource persons so that the ICT can be best utilized in the schools.
2. The present study can be helpful in knowing about the various defects in the implementation and the use of ICT laboratories. Hence educational thinkers can find the causes behind such problems and also find suitable remedies to solve these problems.

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A PARADIGM SHIFT IN TEACHING

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TEACHING

Teaching is the work of a teacher who tells the students what they are supposed to know. Telling or lecturing has been the usual practice with the teachers to transfer information. Don Finkel describes this activity as Teaching as Telling. Such teaching in schools and colleges is based on textbooks. The teacher tells or writes something on the chalkboard; students copy the information in their notebooks, memorize it and regurgitate it in their answer sheets when asked in the examination. There is a famous saying about the teacher:

- An ordinary teacher tells
- A good teacher explains
- An excellent teacher demonstrates
- An ideal teacher inspires

When the teacher transfers the information by citing examples, or by explaining or demonstrating, he is considered to be good or excellent teacher. The teacher captivates his students by creating good environment with a meticulously planned schedule. In the examination if the question is asked the same way the teacher has explained it, students do well. The teacher feels satisfied and thinks that knowledge is transmitted through this act of telling. But if the question involves the application of what the teacher has taught, the result is gloomy and disappointing. If the same information is asked for after a long interval, it is lost to memory. Why does it so happen? This act of teaching, copying, memorizing and reproducing goes down to the lane of forgetfulness after a few days. You cannot retain everything word for word for a longer period of time. For this we have to make a shift in teaching.

PROMINENCE IN LEARNING

Teaching is highly correlated with learning. In education the prominence is learning and not teaching. Because learning is the central theme of education. There is no teaching without learning. Good teaching leads to relevant and long lasting

learning. Teaching is not the transfer of information. There has been a paradigm shift in teaching. Old model of teaching is the telling or narrative model. It is memory based and does not help the students to think on their own. It does not motivate comprehension or promotes thinking. Teaching is not a one sided activity. It is a bilateral composite dialogue. Teachers communicate and communication fuels relationships and personal connections all the time. The teacher needs to think how he is going to create that environment in which everyone feels included. It is rightly said, "Knowledge has to be created, it cannot be delivered." The teacher's role is the role of a motivator and facilitator. Knowledge has to be actively constructed, discovered, transformed and extended by students.

MEANINGFUL LEARNING

In this paradigm shift meaningful learning has taken the place of rote learning. In meaningful learning there is no cognitive interaction with prior knowledge that exists in the learner's cognitive structure. New knowledge is internalised in a substantive way. This is a learning with comprehension, transfer and application skills to new situations. Constructivist approach discards behaviourist approach at discourse level. In behaviourist approach emphasis is laid on educational objectives but exhibiting these objectives does not imply comprehension or attribution of meaning. In this approach evaluation procedures end up having a biased approach of teachers, parents or students.

STUDENT-CENTRED TEACHING

In student centred teaching child is the centre of education. Education is meant for the child and not child for education. Therefore the teacher has to keep in mind his interests and aptitude. Child has the ability to learn or acquire knowledge. He can think well, judge well and carry on abstract thinking. In this approach the teacher is a mediator and facilitator. The strategies applied are interaction, discussion, collaborative activities, expressing thoughts and suggestions. The teacher talks less and tells less. Don Finkel calls it 'teaching with the mouth shut'. The teacher speaks just when needed. Students express a lot; they are the active participants. Teaching here is organised in such a way that students are made responsible for their own learning. Students learn meaningfully only when they are

willing to learn and when they have adequate prior knowledge. Piaget, in the theory of constructivism argues that humans generate knowledge and meaning from an interaction between their experience and their ideas. He also talked about self regulation and organisation. The teacher must create situations that are relevant and meaningful to them and that make sense to them. Lev Vygotsky has emphasized the need for social interaction. His approach is central to the school of cognitive theory known as 'social constructivism'. The child masters certain skills through the activity within society.

COLLABORATIVE ACTIVITIES

Teaching is defined as “a system of actions or activities to induce learning from inter-personal relationships.” The interaction is not only between the teacher and the taught but a student-to-student interaction as well. Teaching is organised to provide situations. Students are divided in small groups to solve and discuss the problems collaboratively. It may be an open-ended problem where divergent approach will widen their horizon of thinking and reasoning. For example in lower classes 'why should we get up early?' or 'why should we go for a morning walk?' will spell out different answers and opinions. In high or higher classes instead of making students learn the dates of a war, 'why do wars happen?' will make students learn how to think. The outcome of one group may be put to criticism by the other and vice versa. The learning situations are proposed to the students by the teacher. They discuss and solve it in a collaborative way. The role of teacher as mediator and organiser of learning situations is far more important. The teacher brings about the meanings to the students by using various strategies. Students are led to perceive their relevance. Teaching episode occurs only when there is meaning by community of users.

LEARNING CRITICALLY

Meaningful learning involves a process that is applied repeatedly. It is a progressive process in which meanings are being gradually grasped and internalised. Teaching as telling or narrating is forgotten after a short period. We can be critical only when it has been learned meaningfully. Students should be guided and motivated to ask questions. It is far more relevant. Knowing answers does not mean

anything for them. It is said that “questions are instruments for perception, while definitions and metaphors are thinking tools.” The teacher should practise diversified teaching strategies which are student-centred. A single source strategy makes teaching dull and monotonous. It may train not educate.



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IMPORTANCE OF CONTINUOUS AND COMPREHENSIVE EVALUATION IN TEACHING LEARNING PROCESS

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ABSTRACT

Continuous and comprehensive evaluation refers to the system of school based evaluation of students that covers all aspect of student development. Continuous and comprehensive evaluation mainly emphasis on two fold objectives i.e. continuity in the evaluation and assessment of board based learning and behavioural outcomes. There are mainly two concepts in this type of evaluation i.e. continuous and comprehensive. The main objective of continuous and comprehensive evaluation is to develop the cognitive, psychomotor and affective skills among the students and teacher which make the teaching learning process effective and interesting. The main focus of this type of evaluation in the teaching learning process is to improve the students' achievements and teaching learning strategy on the basis of regular diagnosis followed by

KEY WORDS : Competency, Education, Evaluation, Scholastic Student Challenges, Teaching –Learning Process.....

INTRODUCTION

Evaluation is series of activities i.e. design to measure the effectiveness of teaching learning process. Teaching learning is continuous process, therefore need evaluation from beginning to end. Evaluation during learning process is called formative evaluation

According to carter V. good- "Evaluation is the process of ascertaining or judging the value or amount of something by use of a standard of appraisal. Base for evaluation 1) learning objectives (2) Performance test 3) Achievement test Evaluation provides the feedback to- design, develop, implication of program.

MEANING OF CONTINUOUS COMPREHENSIVE EVALUATION

It refers to a system school evaluation of a student that cover all aspects of student development. It is a developmental process of student which emphasizes on two fold objectives:

- Continuous evaluation
- Behavioural outcome

Continuous mean-Evaluation of identified aspect of students "growth &

development" is a continuous process rather than a event. It is built into the teaching learning process & spread over entire span of academic session. It mean regularity of assessment ,frequency of unit , testing diagnosis of learning gapes, use of corrective measures, retesting & feedback of evidence to teacher & students for their self evaluation Comprehensive mean- A scheme attempt to cover both the scholastic & the co-scholastic aspect of the student growth & development. This term refer to application of variety of tools & techniques & aim at assessing a learner's development in areas of learning i.e. knowledge, applying, evaluation, understanding, analyzing, creating etc.

Continuous comprehensive evaluation system introduced by the Govt. under the RTE act sometimes becomes a pain in the neck for teacher and students. The scenario of evaluation practices in the school level and other studies revealed the following:

Evaluation practices carried out in school are still conventional in their nature and purposes due to the followings:

- Continuous assessment is not followed
- Competencies are not assessed through planned procedures of evaluation
- Some time assessment of wrong thing One does not get a fair and realistic picture of what student have actually mastery over subject matter
- Formative feedback is not provided
- Remedial instruction are not identified
- Sometime continuous comprehensive evaluation becomes show off or drama due to overcrowded classroom.
- Examinations are predominantly of written type. Speech is ignored very considerably
- Some time the personal and social qualities are totally ignored due to lack of knowledge of evaluator on what to be evaluated and how to evaluate.

Continuous comprehensive evaluation plays important role in the teaching – learning process as it gives direction to both of teacher and students to proceed in a systematic manner. It helps a class room teacher in the following way:

- It helps to improve the student learning through diagnosis of their performance.
- It strengthens the evaluation procedure.
- It is helpful to identify the learning difficulties in mastering the certain competencies and intensity of certain learning difficulties.
- It helps to plan the appropriate remedial measures to enable the students who have difficulties in mastering the competency.
- It helps to encourage the students for self evaluation.
- It helps in selecting various instructional material or aids as supportive system in mastering of competencies.

Objectives of Continuous comprehensive evaluation are:

- To develop behavioural domain skill.
- To emphasis over memorization.
- To become Integral part of teaching learning process
- To Improve the students achievement.
- To act as Control device in teaching learning device.
- To determine social utility, desirability or effectiveness of program.
- To make learner cantered activity.

Two aspects of Continuous comprehensive evaluation are - Scholastic and Co- Scholastic. Assessment in scholastic is done formally & informally. Assessment in co scholastic area is done using multiple techniques on the basis of identify criteria organize effective teaching strategies.

Role of Continuous comprehensive evaluation is:

- Regular assessment.
- Diagnose the weakness provide remedial instruction.
- Helps to know strength and weakness.
- Find the area of aptitude and interest.
- Decision making.
- Information of scholastic and co scholastic areas.

CONCLUSION

The major emphasis of Continuous comprehensive evaluation is on the continuous growth of students ensuring their intellectual, emotional, physical cultural and social development and therefore, it will not merely limited to assessment of learner's scholastic attainment Continuous comprehensive evaluation uses assessment as means of motivating learners to provide feedback and follow up work to improve upon the learning in the classroom and to present a comprehensive pictures of a learner's profile.

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RUSA IN CONTEXT OF HIGHER EDUCATION IN INDIA

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ABSTRACT

India is a diverse country having various cultures and traditions so education is mean to be along-term goal for the cultural, economic and social development. To meet the XIIth Five year Plan goal of inclusive growth and to ensure genuine endogenous and sustainable development along with social justice and equity, the higher education sector has to play a very important role. The planning commission recommended the need for the reforms in the sector of state's higher education by using funds from the central government in a strategic manner and to ensure holistic planning for the state's higher education system and increasing allocations at the state level. To fulfill these recommendations a new scheme is proposed which is sponsored by the central government. The scheme is planned to be spread over the period of two five year plans (XIIth and XIIIth). It will help in funding the state universities and colleges to achieve the goal of equity, quality, access and excellence. This scheme is called the Rashtriya Uchchar Shiksha Abhiyan (RUSA). The present paper discusses the relevance of Rashtriya Uchchar Shiksha Abhiyan (RUSA) in context of Higher Education in India.

KEY WORDS : Key Principles, Objectives, Eligibility Factors, Funding Process, Merits, Problems, Challenges.....

INTRODUCTION

RUSA is a centrally sponsored flagship umbrella scheme proposed by the Ministry of Human Resource Development/ UGC which has a completely new approach towards providing strategic funding Higher Education in the state Universities throughout the country , based on key principles of performance based funding. Funding is provided by the Central Ministry through the State Governments and Union Territories. HRD Ministry in consultation with Tata Institute of Social Sciences, Mumbai prepared the current draft of RUSA which has been published in January 2013 for circulation. The draft proposal of RUSA was approved by the Hon'ble Human Resource Development Minister and the same copy has been placed on the Ministry's website www.mhrd.gov.in for discussion with various stakeholders. A meeting with State Governments was convened on 8th February, 2012 by the HRM to discuss the same.

RUSA is a scheme for reforming the state higher education system approved by Cabinet Committee on Economic Affairs (CCEA). RUSA aims to incentivize states to

step up plan investments in higher education. The National Development Council (NDC) approved RUSA as part of the 12th Plan. It was subsequently included in the list of 66 schemes approved by the cabinet on 20th June 2013, as part of the restructured CSSs for implementation in the 12th Plan. RUSA envisages elevating 45 out of 441 autonomous colleges as unitary universities, establishing 'Model Colleges' in educationally backward districts and infrastructure strengthening of state colleges. It is for the first time since Independence that state-level higher education institutions are being funded by the Centre with a budget of 1,28,000 crore under this scheme. RUSA is proposed to ensure holistic planning at the state level and enhancement of allocations for the state institutions, which will spread over the two plan periods (XII & XIII) and it will focus on state higher educational institutions. A sum of Rs. 5,00,00,000 has been embarked for the implementation of RUSA in India during the said two plan periods. There are 316 states public universities and 13,024 colleges that can be covered under RUSA. The funding will be provided in the (Centre:State) ratio of 90:10 or North-East States. RUSA will ensure academic examination reforms in the higher education institutions and enable conversion of some of the universities into research universities at par with the best in the world. RUSA is proposed to set eligibility criteria for states to achieve a high and sustained impact of the project through monitoring and evaluation. The primary responsibility of monitoring will be with the institutions themselves. The State Government and the Centre through the Project Appraisal Board will monitor the project annually. The main component of the program is to set up new universities and upgrade the existing autonomous colleges to universities. The other attempt will be to convert colleges to Cluster Universities and set up new Model Colleges. The strategy will also include converting existing degree colleges to Model Colleges. RUSA is a Choice Based Credit System (CBCS) of Education.

KEY PRINCIPLES

The Centre has allocated Rs. 50,000 Crore (US\$8.1 Billion) for higher education, half of which will go to RUSA and the other half to the UGC. RUSA will provide funding to a larger number of higher education institutions by including

those that don't fall within the mandate for UGC funding. This will be performance based.

Under RUSA, existing autonomous colleges and institutions that fulfill the specified conditions will be upgraded to university status, and clusters of colleges (usually between 3 & 5) with a high performing institutions at the nucleus will join together to form a university. A prospective university will need to have a minimum existing enrollment of 2000 students, with a proposed total of at least 4000 in order to be classed as a university. It will also need enough land and facility to support the additional enrollments. RUSA will also provide support for 5000 faculty positions.

The requirements for upgrading to university status include accreditations by the National Assessment and Accreditation Council (NAAC) at no less than an 'A' Grade. Colleges will also need to demonstrate credible research capacity, must be "multi faculty" and "should have a healthy student teacher ratio (20:01)"

With over 96 percent of students enrolled in the state higher education system, there is a need for state colleges and universities to be strengthened through strategic central funding and some certain much-needed reforms.

During the 12th plan period, 80 new universities would be created by converting autonomous colleges and other colleges in a cluster to state universities. In the 12th Plan (2012-17), RUSA would have a financial outlay of Rs. 22,855 crore, of which Rs. 16,227 crore will be the Central share.

One hundred new colleges, including professional/Technical colleges would be set up and 54 existing colleges would be converted into Model Degree Colleges. Infrastructure grants would be given to 150 universities and 3500 colleges to upgrade and fill critical gaps in infrastructure especially libraries, laboratories etc. RUSA would also support 5000 faculty positions.

OBJECTIVES

The objective of RUSA is to improve access, equity and quality of higher educational system across India. The objective of the scheme include improving overall quality of existing state higher educational institutions by ensuring conformity to prescribed norms and adoption of accreditation as a mandatory quality assurance framework.

- To correct regional imbalances in access to higher education through high quality institutions in rural and semi urban areas and improving access of students from rural areas to better quality institutions. RUSA has a target of 32% Gross Enrolment Ratio by 2020.
- To provide adequate opportunities for deprived communities and the promotion of inclusion of women and minority groups.
- To improve the state higher education quality by setting standards that need to be conformed to compete with fast global changes.
- To promote reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level.
- To provide sufficient funds to State Universities and state higher and technical Institutions.
- To improve the quality of existing state institutions by conformity to prescribed norms and standards and adoption of accreditation as a mandatory quality assurance framework.
- To introduce facilitating institutional structure for planning and monitoring at state level in the higher education.
- To promote autonomy in state universities and improving governance in institutions. RUSA excels to expand the institutional base by creating additional capacity in existing institutions and establishing new institutions. It also helps to promote research and innovation by establishing by promoting existing universities into research universities.
- To create better opportunities for states to undertake reforms in the affiliating system. This scheme also ensures adequate availability of quality faculty in all higher educational institutions.
- To correct regional imbalances in access to higher education by facilitating access to high quality institutions in un-served & underserved areas. This scheme says that central funding will be linked to Academic, Administration and Financial reforms of state higher education.

- To improve the quality in higher education by providing adequate opportunities to socially deprived communities.
- To attain higher levels of access, equity and excellence in the state higher education system with greater efficiency, transparency, accountability and responsiveness. Setting up of Higher Education Institutions in un-served and underserved areas.
- To create an enabling atmosphere in higher educational institutions to devote themselves to research and innovation.
- To integrate skill developments efforts of the Government with the conventional higher education system through optimum interventions.

ELIGIBILITY FACTORS OR PREREQUISITES

Under the scheme an initial amount will be provided to the state Governments to prepare them for complying with the above requirements. Once eligible for funding under RUSA, the states will receive funds on the basis of achievements and outcomes. The yardstick for deciding the quantum of funds for the states and institutions comprise the norms that reflect the performance in key result areas (access, equity and excellence). The state plans will capture current position of the States and institutions with respect to these indicators, as well as the targets that need to be besides other monitoring and capacity building functions.

To become part of RUSA, every state in the country will have to convey its official consent to the Ministry of Human Resource and Development (MHRD). The States are expected to form higher education council for RUSA implementation.

A State Higher Education Council (SHEC) must be set up. This will perform multiple roles such as strategy and planning, monitoring, evaluation etc.

The states must make a detailed state plan in the prescribed format duly keeping in mind the norms and indicators prepared under RUSA. Future allocations of funds would be based on the achievements of targets and past performance of the states.

The state Govt. must commit 4% of its GSDP (Gross Domestic Products) for the State Higher Education Sector, if not in the first year of RUSA, but atleast within three years of RUSA implementation.

It is necessary to appoint full time faculty in adequate numbers. Hence, the states must ensure that the faculty positions are filled on a phase-wise manner. If any state has imposed a ban on regular recruitment of faculty, the state must ensure lifting of all bans on recruitment and requisite proof must be produced.

Filling faculty positions" is one of the prerequisites for the states to obtain fund under RUSA. Not More Than 15% Of The Faculty Positions Can Remain Vacant At Any Time In The State. IF any state has more than 15% faculty positions remaining vacant by the end of the first year of RUSA, such states may lose the entitlement for any further grants.

The appointments made as well as faculty already appointed must be remunerated according to UGC regulations and latest pay scales as prescribed. The assessment and accreditation in the higher education, through transparent and informed external review process, are the effective means of quality assurance in higher education. Accreditation will be carried out by a recognized agency like NAAC.

All state universities and colleges from all states and UTs across the country would be eligible to be covered under RUSA.

Private aided colleges will be entitled to some component but the funding ratio would be 50:50. Funding to such colleges would be decided based on their antiquity and relevance. Funding will be available to even private-aided institutions, for permitted activities based on certain norms and parameters, in a ratio of 50:50.

FUNDING PROCESS

RUSA is provided by the central Ministry of Human Resource Development directly to the state and UT governments. From the state/UT budget the funds are disbursed to individual institutions. The funding to states would be made on the basis of critical appraisal of state plans for higher education plans. The amount of funding from central government will be 65% of the total grants, and 35% will be contributed by the state/UT as matching share. For northeastern states, Sikkim, Jammu and Kashmir, and Uttarakhand the matching share is waived to 10%. During the 12th Five-Year Plan period between 2012–2017, RUSA is allotted a financial outlay of INR 228.55 billion, of which INR 162.27 billion will be contributed by the central government. During the first phase, 80 new universities would be created by

converting autonomous colleges/colleges in a cluster to state universities. 100 new colleges would be set up and 54 existing colleges would be converted into model degree colleges. Infrastructure grants would be given to 150 universities and 3,500 colleges to upgrade and fill critical gaps in infrastructure especially libraries, laboratories, etc. Further additional 5,000 faculty positions would be supported. Then the scheme will extend into the 13th Five-Year Plan.

MERITS

RUSA introduces a significant strategic shift in the approach towards developing the higher education system, by focusing on state level institutions which have been neglected over the years in relation to centrally funded institutions. Seeks to introduce measures such as performance and norm based funding as well as governance and academic reforms at the institutional and state levels to address some of the challenges in higher education in India.

It implemented swiftly and efficiently, RUSA will be a turning point for the Indian higher education system as it seeks to achieve higher enrolment rates and address access, equity and quality related concerns.

RUSA gives emphasis to ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.

'Faculty Planning' is one of the strategic focus of RUSA and recruitment and capacity building of faculty is one of the 15 primary components. RUSA will increase the Gross Enrolment Ratio (GER) from 18% to 30%.

Central funding from the Ministry and UGC to institution will be through the State Council of Higher Education as against the direct funding by the centre and UGC to educational institutions of higher education. Moreover, the funding by the Centre will be upto 90% and will be available to even private institutions based on certain norms.

RUSA will increase the amount of Indian Universities eligible for state funding and could enhance India's performance in the world university rankings.

RUSA can prove to be a boon for the states like Manipur which are unable to implement the updated modern infrastructure and other essential items for

upgradation of higher educational systems due to shortage of funds.

RUSA will aim to provide greater autonomy to universities as well as colleges and have a sharper focus on equity-based development and improvement in teaching learning quality and research.

PROBLEMS FACED BY STUDENTS AND TEACHERS

The growing number of institutes in the country has made it extremely difficult for the UGC to effectively plan, manage and monitor fund disbursements. Planning at the state level is further hampered by the fact the UGC does not provide funds for setting up new institutes.

Without access to adequate funds, affiliated institutions have become an alternative source of finances for universities, through their affiliation fees.

The increasing numbers of affiliated institutions has also had a negative impact in terms of quality of Education as well as added administrative burden for universities.

It has also resulted in reduced autonomy of affiliated institutions with respect to aspects such as teaching, curriculum development and research.

The admissions under this scheme are strictly on the merit bases that neglects those students who are average.

The limited number of students or seats are allotted to the colleges so limited students are admitted in the colleges.

According to RUSA Roster system will be followed but there are very few institutions in the state who follows this Roster System as many of the Institutions are not aware about this roster system.

The introduction of choice based and credit based syllabus by RUSA which ultimately leads to over burden the learners. As the scheme is introduced in very haphazard manner there are great lacks of published text books according to the syllabus that could affect the quality of education to a declined manner. There is no secrecy in evaluation system because now it is District wise. The scheme has also introduced the semester wise result system which seems not impossible but difficult task as to prepare effective result it takes time.

According to RUSA, the students are under pressure due to the workload of assignments.

The criteria of Internal Assessment has been totally changed in this scheme. Now the Internal Assessment covers the 50% portion of syllabus i.e. 50 marks and is divided into various areas such as 30 marks for House Examination, 15 marks for Attendance, 05 marks for Seminar which ultimately could lead to partiality.

This scheme aims at providing quality education but there is a great lack of regular staff in the colleges, then without staff how could this scheme lead towards good and quality education in higher educational system. There are many of the colleges who do not have proper, sufficient and required building and infrastructure.

Lack of funds from state and centre Govt. affects the quality education. There are no regular recruitments in the colleges even in those cases where it is strictly required as without quantity, quality cannot be enhanced.

The Under Graduate and Post Graduate students across the country would not be able to apply for Re-Evaluation of their exam papers. The Re-Evaluation process of exam papers has now been terminated following the regulations of RUSA. In case students want to see their papers again they can apply through RTI and if they have any query regarding the evaluation they can forward their complaints to the chairman of the concerned department.

State universities catering to large number of students face severe constraints in terms of access to finances, particularly in comparison to central institutions and with state Government support to state institutions being inadequate, are spread thinly over an increasing numbers of institutions.

State universities are provided some funds through UGC funding, UGC is only mandated to fund institutions that are categorized as compliant to Sections 12B and 2(f) of the UGC Act, which stipulate norms in terms of physical facilities, infrastructure and quality to be eligible for central funding, thereby excluding ~37% of the universities and 81% of the colleges which, therefore, lack funding support because they do not have the facilities to begin with, thereby accentuating problem.

KEY CHALLENGES

Homogeneous improvement in all the three areas i.e. access, equity and quality across India would be a key challenge.

Parts of India which is in the nascent stages of higher education may only be able to work on access and equity, while quality improvement may take some more time.

Reaching out to rural India and socially and educationally backward class may be a key challenge.

A management information system (MIS) is proposed for all co-ordination between National, State and Institutional level.

During the initial years, it would be a challenge to train and align each individual to comply and feed information into MIS System.

CONCLUSION

On the whole, it is concluded that RUSA is a centrally sponsored flagship umbrella scheme to be initiated in mission mode project that would subsume other existing schemes in the higher education sector. It is quite beneficial for higher education in terms of quality. In this scheme, 90% funds will be contributed by the Central Govt. and 10% contributed by State Govt. This scheme aims as bringing uniformity in the whole higher educational system in India. Inclusion of women, minorities, and differently abled persons. This scheme could be fruitful or successful if we teachers and students will contribute more and more for the success of this scheme. Implementation of RUSA in the sphere of higher education will add to the initiatives brought forward in Formal Education sector in India. Hence, RUSA is an excellent opportunity to the state universities to upgrade educational and research ambience of infrastructure, knowledge resources and skill development expertise to produce international quality manpower. It should also be underscored that the upgraded colleges and universities would be mentioned for high-quality research outputs with fund associated expertise through RUSA.

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IMPORTANCE OF CRITICAL THINKING FOR A TEACHER

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ABSTRACT

Teaching is a challenging profession. Helping students to learn and making them individuals of multidimensional capacities lies only in the hands of a teacher. A teacher is considered to be a person of sharp intellect and wider knowledge who is expected to give his views on many aspects of knowledge as Critical thinking ability is of higher significance which is crucial for teaching & learning act.

KEY WORDS : Teaching, Critical Thinking, Teacher, Learning.....

INTRODUCTION

A teacher pioneer in this capability guides and assists student in learning process in an effective way: Not only the ability is beneficial to him but also he influences his students to inculcate this proficient ability in themselves. A teacher is a nation builder. He deals with the intellect of his student. As a friend, philosopher and guide he makes his students realize their potentials and making them express these capabilities. His thinking, his ideals, his norms are followed by generations. Students are aspirants who wish to retain the most valuable preaching of teacher and want to follow the guidelines of teachers.

CRITICAL THINKING IN TEACHING-LEARNING PROCESS

Critical thinking is crucial for self-reflection. In order to live a meaningful life and to structure our lives we need to justify and reflect on our lives and decisions. Let us first know what is critical thinking. Term critical has been derived from word critic and implies a critique, which means to write or give your opinion or reaction to a set of ideas, a work of art, a piece of writing etc. Acc. to Beyer (1995) critical thinking means, 'making clear, reasoned judgement. During process of critical thinking, ideas should be reasoned and well thought out and judged.

John Dewey is one of several educational thinkers who has recognized that a curriculum aimed at building thinking skills would benefit individual learner, the community and entire democracy.

Critical thinking is significant in learning process of internalization, in

construction of basic ideas, principles and theories inherent in content. And critical thinking is significant in learning process of application, whereby those ideas, principles and theories are implemented effectively as they become relevant in learner`s lives. Good teachers cultivate critical thinking, intellectual thinking at every stage of learning, including initial learning. The key is that the teacher, who fosters critical thinking, fosters skill and desire of reflection in students by asking questions that stimulate thinking essential to construction of knowledge.

A good teacher is capable of making a complex concept into easier one by applying his own abilities and technique of teaching. A teacher should constantly evaluate himself about the process of instruction. Intelligence and memory can make your students pass exam, but you will only be able to give them true education if you foster critical thinking skills within them. Critical thinking is crucial.

Why is critical thinking important? I'm sure you've heard this saying before "Give a man a fish and he'll eat for a day. Teach him how to fish and he'll feed his whole family every day."

Critical thinking is a meta-skill that governs a personal's intellect to process information in a logical manner. A person with critical thinking is capable of upgrading his own knowledge and can easily engage in independent self-learning.

When you give your student the facts they require, they will memorize facts and use them to serve their short-term goals of passing test and graduating to a higher class. When you give them critical thinking skills, they will be able to find necessary information for themselves; they will be able to evaluate merits and consequence of that information and they will be able to utilize that information to solve any problem. We can say that critical thinking is an active intellectual process where individual will observe, analyze and reflect on new knowledge and integrate it into his current surrounding.

Critical thinking enhances language and presentation skills. Thinking clearly and systematically can improve the way we express our idea. What a teacher should utilise from learning material and how he can help in effective learning by preparing good teaching-learning material is also promoted by critical-thinking.

As a critical thinker he can tackle very intelligently the needs of the students. What is good and important and how to conceptualize the things are guided by critical thinking. He relies on reason rather than emotion. Self-awakening about personal motives, bias and prejudices comes when we try to think critically. A teacher should be open-minded, honest, bias less in his opinions, judgment which is guided only by critical thinking.

A teacher has the duty to nourish the intellect of future generation. He can guide and help in self-development of students in best way by instructing them after utilizing best after evaluation of content matter on a certain criteria of critical thinking. Critical thinking brings about clarity of perception that also makes a person capable of reappraising his own core values, opinions and calculations with critical thinking; then a person can continually reach new phase of self-improvement and self-actualization.

Solving mathematical problem and testing scientific theories would require practice in it but if a student can think clearly and solve problem independently and systematically, he can do well in all subjects. In order to help their students to develop critical thinking skills and to take critical action, teachers need to:

- Have a sound knowledge base from which to suppose student as they delve more deeply into content.
- Remain open to challenge by students, not representing themselves as the sole source of knowledge.
- Encourage students to look at big picture by engaging them in critical thinking processes that have relevance beyond the classroom.
- Be prepared to listen to voices that originate in classroom and to use students' personal experiences as starting points for gathering information.
- Encourage students to question and challenge existing beliefs, structures and practices.
- Avoid offering 'how to do it' approaches.
- Encourage student to be sensitive to the feeling of others.
- Provide opportunities for inquiring by giving student time for planning, processing and debriefing.

Excellence in thoughts must be cultivated. Critical thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. Teacher has the supreme responsibility of nurturing the sprouting of tender minds and he can become more successful if he implements ways of critical thinking in the teaching-learning process. Perfection, excellence in thoughts will surely lead a teacher for self-evaluation and preaching values of high quality after thoughtful decision of any concept first by himself.

CONCLUSION

Thus, to foster the skill and desire to reflection in student is the need of time. Thinking critically will help to find the real root cause issues rather than solving superficial problem. It is the utmost duty of a teacher to develop critical thinking ability to think reflectively, and independently in order to make thoughtful decision on the part of student. This will surely help the student to tackle every problem in a systematic way and doing well in all subjects.

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VOCATIONALIZATION OF EDUCATION IN HIGHER EDUCATION INSTITUTIONS

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ABSTRACT

Stepping into the threshold of vocational is the most crucial phase for an adolescent, as it creates a perpetual impact on the individual's life. In view of the country demographic structure characterizing declining dependency ratio, demographic bulge and possessing youngest workforce offers an opportunity for India to become a reservoir of skilled workforce against the global manpower shortage. India's transition into knowledge economy and the changing demand of the workplace requires new kinds of skilled work force vocational education is concerned with providing facilities for a sizeable section of students for whom bread winning is for more important than the pursuit of higher education. Training and to prevent an unhealthy influx into higher education, it is essential to evolve a system of education and training quite apart from general education. Which aims to prepare the students for prospective stream of education as offered at higher secondary stage would best do this preparation.

Hence it is the felt need to evaluate that to whom the vocational education has been benefit as conceptualized and proposed. This paper deal with the Need, Importance Current Scenario and Suggestion of Vocational Education in Higher institutions

KEYWORDS : Need, Importance, Current Scenario of Vocational Education.....

INTRODUCTION

Education is an endless process needed for the development of any nation. India being one of the developing countries concentrates on four aspects of youth education. The four aspects are –lifelong learning, amplified version of basic education which includes pre-primary, elementary, and secondary level education , link between formal and non-formal education and education for work . The first three aspects are practiced by school but there is less concern the last one which is education for work. These aspects can be affected by mean of vocationalization of education. Vocational education means education based on occupation or employment. This is education that prepares people for specific trade, craft and careers at various levels from a trade, a craft technician, engineering, accountancy, nursing, medicine, architecture, pharmacy, law etc. vocational education is essentially, the demand of every stage of its development because it is a mean of helping man advancing in a occupational areas. Vocational education as an integral

component of life long learning has a crucial role play in a education as an effective tool to realize the objectives of a cultural of piece environmentally sound sustainable development and international citizenship. Existing traditional occupations require adopting of modern ideas and quantity of production. The demand for the new skills arising out if various development al programmes, especially in the rural areas, have to be indentified carefully to assess the manpower requirement. Hence vocational education is viewed as the solution to the educational problems in the developing countries. It is believed that many education problems such as unbridled demand for higher education, the financial crises in education and unemployment among college and secondary school graduate could be solved by diversifying the secondary education curriculam . Therefore, such a kind of education would be helpful in developing what can be formed as skill culture and attitude toward manual work in contrast to pure academic culture.

CURRENT SCENARIO FOR VOCATIONALISATION OF EDUCATION

The division between the educated and the illiterate, between the urban and the rural, the successful the unemployed; is growing day by day .it is almost like we have two nations, co-existing and cooperating to some extent on same land, India growing towards the 21st centaury and Bharat still struggling to come out the 17th century. No nation can progress fast unless there is enough homogeneity and mobility across the society in terms of talent, education, and capability. Vocationalisation of education is not only about vocational training for one stream, but to increase the vocation oriented components of all education for all students this is what Mahatma Gandhi introduced Nai Talim and Kothari commission recommended “Work Experience” and “Socially useful productive work” But these have failed. Vocationalisation of education is now need of the hour because it gives the capabilities to act, actually it does something much more fundamental both vocational education and vocationalisation of all education will involve skills development.

“Every handicraft has to be taught not merely mechanically as is done today, but scientifically. This is to say, the child should learn the why and wherefore of every process” –Gandhi's Philosophy of education.

'Eat the bread at the sweat of the brow'; thus goes a Biblical injunction. What better way to follow it could there be than taking recourse to vocational education as well as Vocationalization of education. The ratio of enrolment in vocational courses at the lower secondary and higher secondary school in India is only 6% as compared with other countries. The greatest challenge in Indian educational system today is to provide skill based education to the youth.

The National Policy on Education stressed, "The introduction of systematic well planned and vigorously implemented programmes of vocational education is crucial in the proposed educational reorganization."

NEED FOR VOCATIONAL EDUCATION

The growing problem of unemployment among the youth requires a recasting of the entire vocational education scheme. The future policies on vocational courses must revolve around the following issues:

- There is a need to sensitize State Govt. and Union Territory Administrations on the importance of skill training education in the context of the problem of unemployment
- There is urgent need to cater to the class 8th pass-outs whose numbers will swell with success of Universalisation of Elementary Education and Sarva Shiksha Abhiyan initiatives.
- Duration of various courses also need to be carefully assessed.
- There is also a need for vertical mobility in the vocational stream Student who complete plus two in a particular stream should be able to specialize and obtain diplomas and degree certificates so as to get value added jobs.
- Vocational courses should be demand and need based, keeping in mind the constantly changing requirement of technologies v/s industries.
- There is a need to have a re-look at the vocational education scheme given the fact that a number of Districts in Uttar Pradesh, Bihar, Haryana, and Rajasthan have a poor industrial base.
- The syllabi of vocational subjects should be updated on a regular basis to keep pace with changes in technology.

- The vocational education scheme should focus on the capacity of the local industry to absorb students of the particular trade.
- Urgent attention needs to be given to training vocational educational teachers.
- There should be regular exchange of ideas / skill among vocational education teachers, master craftsmen and trainees.
- There is the greater need to find the :
 - ▶ Solution of economic problems
 - ▶ Attainment of happiness, Attainment of social efficiency
 - ▶ Minimizing social misfits
 - ▶ Giving purpose to educational activity
 - ▶ Moral, intellectual and cultural development

IMPORTANCE

Vocational education refers to a system or course of study which prepares individuals for job that are based on manual or practical activities. It is non-academic and is related to specific trade, It is closely related to the old age apprenticeship system of learning, But with the development economic worldwide, the labour market became more specialized. Demand of higher levels of skill requires both in Government and Private sector. Vocational education is a multifaceted one as it tend to focus around several careers such as auto repair, woodworking, carpentry, blacksmith, and other fields. There are many vocational schools across the country which provides the students to gain valuable hands on experience.

- This type of education is a great asset to the economy. Our government need not to import foreign technicians on higher wages as our own can do the required work.
- Majority of vocational skills are applicable all over the world and these create employment opportunities in foreign countries.
- Technical programs develop the economy by bridging the demand and supply gap with highly skilled workers.
- It makes the individual responsible and independent.

- Vocational education and training is a sort of introduction as it gets employees ready for the workplace which comes handy while performing various tasks.
- Vocational education give a capacity to earn one's living.
- It leads to the economic prosperity of the nation.
- It develops in a individual the sense of dignity of labour.
- It helps people in better performance of their jobs as they acquire a great learning experience.

SUGGESTIONS FOR VOCATIONAL EDUCATION

Multipurpose school should be started to provide diversified courses because: to remove individuals distinctions, to vacillate educational guidance to solve the problem of classified pupil:

- Vocational course should be terminal in character
- Part time courses should be organized for drop outs
- There should be part time vocational course for self employed person
- There should be :-
- Provision for on the job training should be made with the help of nearby industries or enterprises both of private and public sector.
- Training of vocational teacher.
- Provision of building equipment.
- Need for systematic supervision and effective administration of vocational education programmes.
- Study of man power need.
- Adequate preparation – more challenging task (text book) .
- Very low fees for vocational education.
- Compulsory introduction of work experience in all Primary and Secondary School .

India being the one of developing the country with anomalous youth generation needs different scientific skills to run this whole universe. This thrust of skills can be satisfied only by means of vocationalization. Vocationalization will be in right path if it is considered and designed by Teacher Education.

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WOMEN EMPOWERMENT : NEED OF THE HOUR

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ABSTRACT

Nobel Laureate Malala Yousafzai famously quoted "I raise up my voice—not so I can shout, but so that those without a voice can be heard we cannot succeed when half of us are held back.", and that sentiment precisely outlines the basis of new age women empowerment. Discrimination against women is rampant all over the world even in this 21st century. Patriarchal societies in most countries are adept at exploitation as well as victimization of women. Even though about 50% of the world's population consists of women, but unfortunately most of them are denied basic rights education, freedom of speech, voting power and even independent identity. Crimes directed specifically against women are reported from all over the world. There still remain questions about acceptance of women empowerment in the most advanced of countries, while developing nations and nations under political duress are far from achieving the desired status. In India, in theory, women enjoy a status of equality with the men as per constitutional and legal provisions. Arguably, our country has taken enormous strides towards inclusion of women with the fairer gender excelling in diverse fields, from literature to astrophysics to finance. But with headlines about dowry killing, female foeticides and domestic violence still making the newspapers, put a silent question mark behind the two words. Here, in this current age, true development and growth can only be achieved by taking successful strides in eliminating deep-rooted ideologies of gender bias and discrimination like the confinement of women to the private domestic realm, restrictions on their mobility, poor access to health services, nutrition, education and employment, and exclusion from the public and political sphere.

KEY WORDS : Empowerment, Population, Equality, Constitutional, Development, Discrimination, Education, Employment.....

WOMEN EMPOWERMENT

If it is to be elucidated beyond the two self-explanatory words, 'Women Empowerment' refers to complete emancipation of women from socio-economic shackles of dependency and deprivations. Often made synonymous to gender equality, the term women empowerment encompasses a much larger set of principles that needs whole-hearted attention. The concept of empowerment flows from the word power. Empowerment of women would mean encouraging women to be self-reliant, economically independent, have positive self-esteem, generate confidence to face any difficult situation and incite active participation in various socio-political development endeavors. The growing conscience is to accept women as individuals capable of making rational and educated decisions about them as well

as the society, increasing and improving the economic, political and legal strength of the women, to ensure equal-right as men, achieve internationally agreed goals for development and sustainability, and improve the quality of life for their families and communities. The various facets of women empowerment that needs to be addressed for a rounded out development are listed as:

HUMAN RIGHTS OR INDIVIDUAL RIGHTS

A woman has the right to express her thoughts and opinions freely, without any restriction. Individual empowerment may be achieved by imparting self-confidence to articulate and assert the power of independent decision making. Women should be aware of their rights and social positions that they are entitled to constitutionally.

SOCIAL EMPOWERMENT OF WOMEN

The most critical aspect of social empowerment of women is the promotion of gender equality. Gender equality implies that in society women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life.

EDUCATIONAL EMPOWERMENT OF WOMEN

It means enabling women to grab the knowledge, skills, and self-confidence necessary to participate fully in the development process. Giving preference to the girl child for educational opportunities is a start.

ECONOMIC AND OCCUPATIONAL FREEDOM

It means reducing the financial dependence of women on their male counterparts by making them a significant part of the human resource. A better quality of material life, within the family as well as for the overall society, can be achieved through promotion of sustainable livelihoods like cottage industries, small entrepreneurial efforts owned and managed by women.

EMPOWERMENT THROUGH LEGAL KNOWLEDGE

Not only does it suggest the provision of an effective legal structure which is supportive of women empowerment, there also is the need to spread awareness among women about their legal rights and laws preventing their exploitation. It means addressing the gaps between what the law prescribes and what actually occurs.

POLITICAL EMPOWERMENT OF WOMEN

The existence of a political system encouraging the participation of women in the political decision-making process and in governance. Indian constitution has provided the bulwarks for gender equality in the country in the following articles:

Article 14 – Equality before law “The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth”

Article 16 (2) – Equal Opportunities “No citizen shall, on grounds only of religion, race, caste, sex, descent, place of birth, residence or any of them, be ineligible for, or discriminated against in respect or, any employment or office under the State”.

Article 23 – Prohibition of traffic in human beings and forced labour.

Article 39(a) – The citizen, men & women equally have the right to an adequate means of livelihood.

Article 40(after the 73rd Amendment) – 1/3rd of seats in panchayats shall be reserved for women.

Article 42 – State shall make provisions for just and humane working conditions & maternity relief.

Article 51 A (e) – One of the duties of every citizen is to renounce practices derogatory to the dignity of woman.

THE POSITION OF WOMEN IN INDIA

The position enjoyed by women in the Rig- Vedic period deteriorated in the later Vedic civilization. Women were denied the right to education and widow remarriage. They were denied the right to inheritance and ownership of property. Many social evils like child marriage and dowry system surfaced and started to engulf women. During Gupta period, the status of women immensely deteriorated. Dowry became an institution and Sati Pratha became prominent.

During the British Raj, many social reformers such as Raja Rammohun Roy, Ishwar Chandra Vidyasagar, and Jyotirao Phule started agitations for the empowerment of women. Their efforts led to the abolition of Sati and formulation of

the Widow Remarriage Act. Later, stalwarts like Mahatma Gandhi and Pt. Nehru advocated women rights. As a result of their concentrated efforts, the status of women in social, economic and political life began to elevate in the Indian society.

CURRENT SCENARIO ON WOMEN EMPOWERMENT

Based on the ideas championed by our founding fathers for women empowerment, many social, economic and political provisions were incorporated in the Indian Constitution. Women in India now participate in areas such as education, sports, politics, media, art and culture, service sector and science and technology. But due to the deep-rooted patriarchal mentality in the Indian society, women are still victimized, humiliated, tortured and exploited. Even after almost seven decades of Independence, women are still subjected to discrimination in the social, economic and educational field.

MAJOR LANDMARK STEPS TAKEN FOR WOMEN EMPOWERMENT

Provisions made under the Constitution of India such as: Right to equality under Article 14 of the Indian Constitution guarantees to all Indian women equality before law; Equal pay for equal work under Article 39(d), guards the economic rights of women by guaranteeing equal pay for equal work; and Maternity Relief under Article 42, allows provisions to be made by the state for securing just and humane condition of work and maternity relief for women.

Acts like the Dowry Prohibition Act, 1961, prohibits the request, payment or acceptance of a dowry. Asking or giving dowry can be punished by imprisonment as well as fine; Protection of Women from Domestic Violence Act, 2005, provides for a more effective protection of the rights of women who are victims of domestic violence. A breach of this Act is punishable with both fine and imprisonment; Sexual Harassment of Women at Work Place (Prevention, Prohibition, and Redressal) Act, 2013, helps to create a conducive environment at the workplace for women where they are not subjected to any sort of sexual harassment.

PANCHAYATI RAJ INSTITUTIONS

As per the 73rd and 74th Constitutional Amendment Act, all the local elected bodies reserve one-third of their seats for women. Such a provision was made to increase the effective participation of women in politics.

WOMEN'S RESERVATION BILL: It is a pending Bill in India which proposes to reserve 33% of all seats in the Lok Sabha and in all State Legislative Assemblies for women. If passed, this Bill will give a significant boost to the position of women in politics.

VARIOUS GOVERNMENT POLICIES AND SCHEMES

The Government of India is running various welfare schemes and policies, both at State and Central levels for the empowerment of woman. Some of the major programs and measures include Swadhar (1995), Swayam Siddha (2001), Support to Training and Employment Programme for Women (STEP-2003), Sabla Scheme (2010), National Mission for Empowerment of Women (2010) etc. All such policies and programs focus on social, economic and educational empowerment of women across various age groups.

Thus, there has been no dearth of social, economic, political, legal and Constitutional efforts made for the empowerment of women both prior to and post-Independence. However, women in India continue to face atrocities such as rape, dowry killings, acid attacks, human trafficking, etc. According to a global poll conducted by Reuters, India is the "fourth most dangerous country in the world for women".

WOMEN EMPOWERMENT — CHALLENGES

Perspective: The most widespread and dehumanizing discriminations against women are on the basis of the biased perspective. The discrimination against the girl child begins from the birth itself. Boys are preferred over girls; hence, female infanticide is a common practice in India. The ordeal that an Indian girl faces at birth is only the beginning of a lifelong struggle to be seen and heard.

Patriarchate Bottlenecks: The traditional Indian society is a patriarchal society ruled by the diktats of self-proclaimed caste lords who are the guardians of archaic and unjust traditions. They put the burden of traditions, culture, and honor on the shoulders of women and mark their growth. The incidences of "honor killing" reveal the distorted social fiber in the male-dominated society.

Economic Backwardness: Women constitute only 29% of the workforce but forms majority of the destitute in the country. There has been a failure in

transforming the available women base into human resource. This, in turn, has hampered not only the economic development of women but also of the country' as a whole.

Implementation Gaps: Through all these years, the attention is only on developing and devising new schemes, policies and programmes and have paid less attention to the proper monitoring system and implementation short-sightedness, for e.g. despite the presence of The Pre-Natal Diagnostic Technologies Act and various health programmes like JananiSurakshaYojana and National Rural Health Mission (NHRM), our country has a skewed sex ratio and a high maternal mortality rate (MMR).

Loopholes in the legal structure: Although there are a number of laws to protect women against all sorts of violence yet there has been the significant increase in the episodes of rapes, extortions, acid, attacks etc. This is due to delay in legal procedures and the presence of several loopholes in the functioning of a judicial system.

Lack of Political Will: The still- pending Women's Reservation Bill underscores the lack of political will to empower women politically. The male dominance prevails in the politics of India and women are forced to remain mute spectators.

Way ahead starts with bridging the deep-rooted biases through sustained reconditioning. It is only possible by promoting the idea of gender equality and uprooting social ideology of male child preferability. This concept of equality should be first developed in each and every household and from there, it should be taken to the society. This can be achieved by running sustained awareness programs with the help of NukkadNatak or dramas, radio, television, Internet, etc. across the country.

Replacing 'Patriarchy' with Parity: A strong patriarchate society with deep-rooted socio-cultural values continues to affect women's empowerment. The need of the hour is an egalitarian society, where there is no place for superiority. The Government should identify and eliminate such forces that work to keep alive the tradition of male dominance over its female counterpart by issuing inhumane and unlawful diktats.

Education is the most important and indispensable tool for women empowerment. It makes women aware of their rights and responsibilities. Educational achievements of a woman can have ripple effects for the family and across generations. Most of the girls drop out of schools due to the unavailability of separate toilets for them. The recently launched 'Swachh Bharat Mission' focusing on improving sanitation facilities in schools and every rural household by 2019, can prove to be very significant in bringing down the rate of girls dropping out of school.

Political Will: Women should have access to resources, rights, and entitlements. They should be given decision-making powers and due position in governance. Thus, the Women Reservation Bill should be passed as soon as possible to increase the effective participation of women in the politics of India.

Bridging implementation gaps: Government or community-based bodies must be set up to monitor the programs devised for the welfare of the society. Due importance should be given for their proper implementation and their monitoring and evaluation through social audits.


Justice delayed is justice denied. Efforts should be made to restructure the legal process to deliver fair and in-time justice to the victims of heinous crimes like rapes, acid attacks, sexual harassment, trafficking and domestic violence. The idea of fast-track courts, devised to impart speedy justice to the victims of rapes and other crimes against women, is a good initiative taken by the judiciary and the Government of India.

CONCLUSION

Empowering women socially, economically, educationally politically and legally is going to be a Herculean task. It is not going to be easy to change the culture of disregard for women which are so deep-rooted in Indian society. But it does not mean that it is implausible. Only revolutions bring changes in a day, but reforms take their time. This one, in particular, will take its time as well. The idea of women empowerment might sound hard by the yard, but by the inch, it is just a cinch. All we need is a concentrated effort focused in the right direction that would rest only with the liberation of women from all forms of evil.

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MICRO-TEACHING AND ITS EVOLUTION

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ABSTRACT

Micro teaching as an innovative technique of teacher training was experimented upon at the pre-service level for three years, one year at the Centre of Advanced Study in Education, M.S. University, Baroda and two years at D.A.V. College of Education, Abohar. In the light of research experiences gained at Baroda and Abohar, micro-teaching has been introduced as an integral part of student teaching for the whole population of the college since 1976. Micro teaching is one of the most important and new developments in the field of teaching practice. The term micro teaching was first coined by Dwight Allen of the Stanford University in 1963. It was used initially for the training of secondary school teachers. A number of experiments have been conducted in many institutions in the U.S.A., the U.K. and the Netherland. A major contribution to the micro-teaching as a training device was made in 1974 at the technical teachers' Training Institute, Chandigarh with the help of Video Tape and CCTV under the guidance of Dr. N. L. Dosajh. Micro-teaching became a full fledged research project at Centre of Advanced Studies in Education, Baroda. Dr. B.K. Passi and his colleagues completed a research project at Baroda.

KEY WORDS : Micro-Teaching, Innovative Technique, Experiences, Education, Teaching Skills, Training.....

INTRODUCTION

Modern age is leading towards the concept that the teachers are not born only, but they can be produced. The responsibility of producing teachers goes to the training institutions. In this job, educational technology has played the key role. It can also be said on the basis of this concept that the teacher's behaviour can be modified. In order to modify teacher's behaviour, the method developed to prepare effective teachers is known as 'Micro-Teaching'. Micro teaching is clinical teaching programme which is organised to explore the trainee to an organised curriculum of miniature teaching encounters, moving from the less complex to the more complex.

HISTORICAL BACKGROUND

Micro-teaching is one of the most important and new developments in the field of teaching practice. The term micro teaching was first coined by Dwight Allen of the Stanford University in 1963. It was used initially for the training of secondary school teachers. A number of experiments have been conducted in many institutions in the U.S.A., the U.K. and the Netherland.

In India also a number of institutions have started work in the area of micro teaching in recent years. D. D. Tiwari was the first to take up this work in 1967 at the Government Central Pedagogical Institute at Allahabad. This was followed by G.B. Shah who tried an experiment in micro- teaching with the help of a tape-recorder in the Faculty of Education and Psychology in 1970.

Other names in the field who worked are R.R. Chandasama, L.P. Singh, N.S. Sarkar, N. Pangotra, Palsane and Ghanchi (1967), Srivastava (1976), Mehrotra (1974), B.K. Passi & Sharma (1974). A major break- through was made at the Technical Teachers' Training institute, Madras where a studio for educational television programme was set up in which micro- teaching was introduced for the training of technical teachers.

A major contribution to the micro-teaching as a training device was made in 1974 at the technical teachers' Training Institute, Chandigarh with the help of Video Tape and CCTV under the guidance of Dr. N. L. Dosajh. Micro-teaching became a full fledged research project at Centre of Advanced Studies in Education, Baroda. Dr. B.K. Passi and his colleagues completed a research project at Baroda.

NCERT took a major project in collaboration with Centre for Advanced Studies in Education at Baroda and conducted a number of workshops at colleges of Education. The technical teachers training institute, Calcutta started micro- teaching with the help of audio-tape.

Micro teaching as an innovative technique of teacher training was experimented upon at the pre-service level for three years, one years at the Centre of Advanced Study in Education, M.S. University, Baroda and two years at D.A.V. College of Education, Abohar. In the light of research experiences gained at Baroda and Abohar, micro-teaching has been introduced as an integral part of student teaching for the whole population of the college since 1976.

CONCEPT AND FEATURES OF MICRO-TEACHING

Micro-teaching is a training concept that can be applied at the pre-service and in-service stages in the professional development of teachers. Micro-teaching provides teachers with a practice setting for instruction in which the normal complexities of class- room are reduced and in which the teacher receives a great

deal of feedback on his performance. To minimise the complexities of the normal teaching encounter, several dimensions are limited. The length of the lesson is reduced. The scope of the lesson is narrowed, and the teacher teaches only a few students.

Basically in micro-teaching, the trainee is engaged in a scaled-down teaching situation. It is scaled down in terms of class size, since the trainee is teaching a small group of five to ten pupils. The lesson is scaled down in length of class-time and is reduced to five to ten minutes. It is also scaled down in terms of teaching tasks.

These tasks may include the practising and mastering of a specific teaching skill such as lecturing or teacher explanation, Questioning or leading a discussion; mastering of specific teaching strategies; flexibility, instructional decision making; alternative uses of specific curricula, instructional material and class-room management.

If possible micro-lesson is video-taped or tape recorded. The student-teacher immediately views his lesson, evaluates it, amends his approach, reteaches the lesson to another group of pupils, reviews and evaluates.

DEFINITIONS OF MICRO TEACHING

Dwight Allen (1966)-"Micro-teaching is the scaled down teaching encounter."

M. B. Buch (1968)-"micro teaching is a teacher education technique which allows teachers to apply clearly defined teaching skill to carefully prepared lessons in planned series of five to ten minutes encounters with a small group of real students, often with an opportunity to observe the results on video-tape".

Allen and Eve, (1968)-"A system of controlled practice that makes it possible to concentrate on specific teaching behaviour and to practise teaching under controlled conditions".

Mc Alleese & Urwin (1970)- "Micro-teaching is most often applied to the use of closed-circuit television (CCTV) to give immediate feedback of a trainee teacher's performance in a simplified environment."

Clift & Others (1976)-"Micro-teaching is a teacher teaching procedure which reduces the teaching situation to simpler and more controlled encounter achieved

by limiting the practice teaching to a small and reducing teaching time and class size.”

Passi & Lalita- “Micro-teaching is a training technique which requires student teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time.”

L. C. Singh-“Micro-teaching is a scaled down teaching encounter in which a teacher teaches a small unit to a group of 5 pupils for a small period of 5 to 20 minutes. Such a situation offers a helpful setting for an experienced teacher to acquire new teaching skills and to refine oil ones.”

Jangira & AjitShingh-“Micro-teaching is a training setting for the student teacher where the complexities of normal class-room teaching are reduced by:

- Practising one component skill at a time,
- Limiting the content to a single concept,
- Reducing the size to 5-10 pupils in a group
- Reducing the duration of the lesson to 5-10 minutes.”

ASSUMPTIONS OF MICRO TEACHING

- MICRO-TEACHING is a real teaching, because its focus is to develop certain teaching skills.
- Micro-teaching lessons reduce the complexities of normal classroom by scaled down class size, content and time.
- Micro-teaching is completely an individualized training programme.
- Micro-teaching focuses on training for the development of specific teaching skills. One skill is practised during course of teaching and brings in up to the mastery level.
- Micro-teaching permits for the increased control of practice by providing the feedback to the pupil-teacher. A high degree of control can be imposed on the training programme.

TRADITIONAL AND MODREN METHOD OF TEACHING

Traditional Methods:

- Teacher-centric classrooms
- Teachers in the mode of knowledge dispensers rather than facilitators

- Chalk and talk methods
- Regimented classrooms
- Lack of collaboration and group learning
- More emphasis on examinations and results rather than understanding of concepts
- Improper alignment between objectives, activities and assessments

Modern Methods:

- Technology-driven classrooms
- Continuous comprehensive evaluation
- Cross-curricular connections
- Inquiry-based learning
- Emphasis on understanding of concepts
- Linking curriculum with life
- Emphasis on skill building, life skills and values
- Smart interactive boards
- BYOD – Bring your own device
- Collaborative learning
- Differential learning
- Activity-based learning and learning labs
- Interdisciplinary learning
- Integrative and social responsibility and civic engagement
- Digitisation in teaching, learning assessment and feedback
- Differentiated instruction
- Flipped classroom
- Problem-based learning

MERITS OF MICRO-TEACHING

- It is a useful innovation in teacher education.
- It develops greater awareness of individual differences.
- It helps the teacher trainee of many problems such as indiscipline and anxiety.

- It helps the teacher to prepare in better way.
- It helps to reduce strain on practicing school.
- It is quite suitable for refresher courses.
- It is quite helpful in faster motivation of the students.
- It is concerned more with self-improvement and self-evaluation.
- It helps in creating more interest and enthusiasm towards teaching.
- It helps to develop greater understanding of teaching.
- It generates self-confidence.
- It helps to develop a healthier attitude towards criticism.
- It makes teaching more enjoyable.

LIMITATIONS OF MICRO-TEACHING

- It fails of provide necessary training to teacher to teach in a normal class-room.
- Limited number of students fails to arouse interest in teaching. Teaching of Commerce.
- It is only of a limited application.
- They require more time for planning.
- Some-times it becomes difficult for the teacher to divide a bigger unit into smaller units.
- Many times it creates administrative difficulties.
- It hampers the class-room climate.
- It is an artificial situation.
- It requires the supervisors to be more critical.
- It requires insightful supervisors.

TEACHING SKILLS

Teaching skills are specific instructional activities and procedures that a teacher may use in the class room. (Gage 1968). Skill is an act of teaching. (Allen). A teaching skill is a group of teaching acts/ behaviours intended to facilitate pupils learning activity directly or indirectly.

List of Teaching Skills

Different educationists have presented various lists of teaching skills based

on their research outcomes.

Indian Educationist, Dr. B. K. Passi (1975) has prepared the following list of 13 teaching skills:

- Writing instructional objectives.
- Introduction of the lesson or set introduction.
- Fluency of questioning.
- Probing questions.
- Explaining.
- Illustrating.
- Stimulus variation.
- Silence and non-verbal cues.
- Reinforcement.
- Increasing students Participation.
- Use of black-board
- Achieving closure.
- Attending behaviour of the pupils.

Stanford University has given the following list of 14 teaching skills:

- Stimulus variation.
- Closure
- Silence and non-verbal cues.
- Reinforcing pupil's participation.
- Set induction
- Fluency in question
- Probing questions
- Higher order questions
- Divergent questions
- Illustrating and use of examples
- Lecturing
- Planned repetition
- Completeness of communication
- Recognizing attending behaviour

CONCLUSION

Micro teaching is one of the most important and new developments in the field of teaching practice. The term micro teaching was first coined by Dwight Allen of the Stanford University in 1963. It was used initially for the training of secondary school teachers. A number of experiments have been conducted in many institutions in the U.S.A., the U.K. and the Netherland. Micro-teaching is a training concept that can be applied at the pre-service and in-service stages in the professional development of teachers. Micro-teaching provides teachers with a practice setting for instruction in which the normal complexities of class- room are reduced and in which the teacher receives a great deal of feedback on his performance. To minimise the complexities of the normal teaching encounter, several dimensions are limited. The length of the lesson is reduced. The scope of the lesson is narrowed, and the teacher teaches only a few students.

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