

# RESEARCH AND REFLECTIONS ON EDUCATION

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Effectiveness of Activity Based Learning on Spatial Reasoning Ability of Students in Mathematics at Upper Primary Level

School Safety Concerns and Conditions: A Survey on Lakhimpur District of Assam

Nurturance of Higher order Thinking Skills among Gifted Adolescent Children

Parental Involvement in the Study of Higher Secondary School Students

Gender Differences in the Level of Satisfaction of Information Resources and Services

Interaction Analysis as a Tool for Measuring the Efficacy of Teacher Education Programme

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Understanding Ethical Issues in Social Science Research

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Dear Readers!

India is at the crossroads as it reels under the painful process of being bailed out of COVID-19 pandemic. The hundreds of deaths and cremations daily, the thousands of humans languishing in corona fever and physical ailments, the long queue gasping for breath and hence waiting for the connection of Oxygen cylinders, the number of families burdened with members having been admitted in the hospitals for treatment, the elders who are in the grip of corona-psycho threat etc. are the day-to-day experiences. The consequences are the restricted movements of peoples, closure of business centres, long stretch of lockdown, confinement of humans in the houses, emergence of online classes and exams and so on.

Reflecting on the concerns of educational institutions, online classes have become the order of the day, distancing the students from the face to face instructions; though fortunately the Government has issued free SIM cards with free Wi-Fi internet facilities which ensures the connectivity for the classes, on the other hand, the interactions have been drastically reduced and students are slowly becoming inactive. Faces of the students are rarely seen but the faces of parents seem to be appearing and listening to the voices of the staff... Congrats to elders becoming the students through online out of curiosity. The instructors too seem to have settled down for care-for-nothing, not worried about the presence or absence of students; they are ignorant of new techno-pedagogy but only the completion of the syllabus with minimum power points and finally the apex body worried about the formal completion of end evaluation process in a smoother manner. While we understand the difficulty in all the aspects, including the fast spread of pandemic and the need for lock-down, how are we going to justify the even-tempered attitude of ours if we insist on quality education? What do we have to do? There are questions to be answered.

I think, somewhere we need to touch the core of the educational system where a thorough overhauling has to be done. A new perspective of education which encompasses the radical inclusion of information technology from the elementary education for both teaching and learning has to be thought about so that our students become acclimatised to techno-oriented teaching-learning process along with personal reading and reflections. This demands a deep evaluative study of our system and openness to the new developments in the area of interactive teaching-learning process; becoming techno-savvy is indispensable and the rural student community has to be focussed and enriched in technology. Especially the tertiary education has to be rejuvenated with techno-centred interaction in the classrooms. Let us hope, this pandemic will bring about a change in the days to come.

As usual, we have papers and articles for your reading; keep reading and send your feedbacks to us. We are grateful for the patience of the authors of the papers as it takes more time for publication. This delay is due to the more number of contributions from various parts of our nation. All are duly reviewed in the order and hope to publish them in FCFS mode. Kindly bear with us.

Thank you

Stay safe...take care...help others with what you can.

Editorial Team



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# SMARTPHONE: UNREST AND MENTAL HEALTH ISSUES AMONG STUDENTS

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## ABSTRACT

*Student development plays an integral part in the nation's progress. With the advent of smartphone with the internet, dimensions of development have expanded. Recently, ICT, especially smartphones, has become an essential part of the everyday life of the younger generation and even the older generation to some extent. The smartphone revolution has given the world to the students in their own hands. The students heavily rely on a smartphone to gratify their needs, be it entertainment, information, fun, learning etc. The problematic use of this device leads them to unrest, anxiety, stress, distraction, seclusion from the actual world and indulgence in the virtual world, which poses a threat to their mental health. This paper attempts to contextualise the students' psychological and behavioural problems resulting from the mishandling of their smartphones.*

**Keywords:** Smartphone, Unrest, Mental Health, Nomophobia, Internet

## Introduction

Technologies have turned into an essential place in student's life (Salehan and Nehabhan, 2013). Today, thinking of life without a smartphone is very difficult. The mobile phone was introduced in the 1980s, and its use became extensive by the mid-1990s. Indian marketplace is one of the leading in the world (Dixit et al., 2010). The survey conducted by e-market statistic in September 2019 shows that China got the first rank all over the world with 782.85 million smartphone users, followed by India with 374.89 million smartphone users (Diwanji, 2019). We are marching ahead towards a period where smart phones are not just for calling, chatting and texting purpose, but also for the use of the internet and its interconnected behaviour (Sarwar and Soomro, 2013). Usage of social networking site tremendously increased in India, i.e. Facebook, WhatsApp, Twitter etc. Facebook users in India is more significant than in America.

Further, they revealed that 24 Crore persons are using Facebook in America, and in India, there are 24.1 crore users (Facebook spectator index, April 09, 2019). Thus, smartphone culture has affected all aspects of students' life which created unrest and mental disturbance among students. The Internet has unexpected expansion in range and figures together whole the world of its users (Usman et al., 2014). Too much smartphone usage is causing a change in individual's behaviour and lifestyles (Gupta, 2018). On

the other hand, various problems related to smartphone, i.e. cyberbullying, social isolation, financial difficulty, tiredness and low success etc., lead to unrest and mental health problems (Kirschner and Karpinski, 2010). The students feel insecure in a particular situation when he/she forgets phone at home or do not get signals from a mobile tower. In other words, it is an irrational fear of losing smartphone contact known as Nomophobia (Yildirim and Correia, 2015). This type of problems creates unrest and mental disturbance among students.

## Unrest and mental health issues

Smartphone usage is one of the primary needs of the student's day to day life, which has certain advantages and disadvantages (Saxena & Chauhan, 2021). As appeared in The Tribune (December 24, 2019), the Indian Council of Medical Research (ICMR) revealed that one in every seven Indians suffered from a mental disorder of varying severity in 2017 (Tandon, 2019). Around 351.4 million

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## Indigenous Knowledge and its Preservation in Modern Times

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### ABSTRACT

Indigenous knowledge refers to the information which is unique and belongs to a specific culture or civilization. It is also known as local knowledge or tribal or traditional knowledge. This knowledge has developed with the enormous amount of time and civilizations. Different communities preserve their own knowledge. However, with undergoing enormous environmental, social and economic changes and a lack of official documentation of their cultural beliefs and knowledge, this wisdom of our ancestors is at risk of being lost forever. Intellectual property rights and other legal measures should be emphasized in order to protect indigenous knowledge and systems in our country. This paper explores the importance of indigenous knowledge as well as the various conversations and issues that it confronts.

**Keywords:** Indigenous knowledge, Threats, Protection.

### Introduction

India's culture is one of the world's oldest cultures, dating back 4,500 years. India must take a balanced and inclusive approach to have a global standard in the twenty-first century. In the post-COVID-19 era, the natural resources of our world are rapidly diminishing. Our Indigenous Knowledge holds the spirit of nature and help to regenerate our nature and contribute to sustainable development.

Throughout history, especially during the colonial period, a sense of absolute superiority has always dominated indigenous knowledge. Indigenous knowledge that Indians have inherited and long prevailing has been referred to as superstition by western science. The solitary, tribal culture is closely linked to their way of life and environment. People have been able to live sustainable lifestyles by watching natural patterns over extended periods of time and then implementing them (Mandikonza, 2019). Indigenous knowledge is passed down through the generations, mainly through word of mouth and traditional rituals, and serves as the foundation of agriculture, health care, education etc. and helps to sustain a healthy

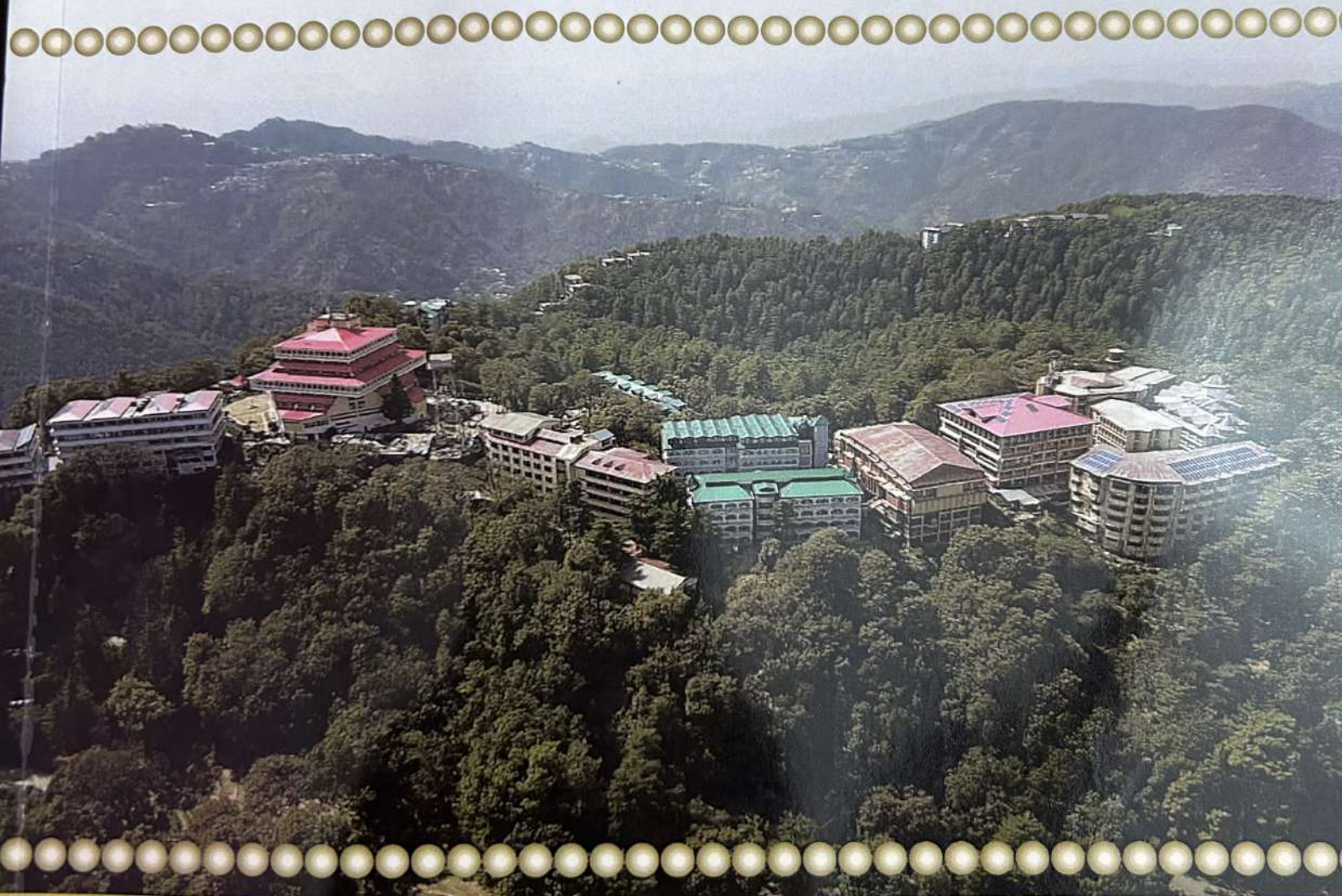
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## IMPLEMENTATION STRATEGIES FOR VOCATIONAL EDUCATION WITH SPECIAL REFERENCE TO NEP 2020

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NEP – 2020 is the first education policy of 21st century (Gihar, 2020) which lays emphasis on vocational education also. Vocational education plays a significant role in the economy and the cultural development of a country. It prepares professionals such as craftsmen, technicians, engineers, nurses, etc. Sometimes it is also called career education. This education prepares the individual for industrial employment.

Vocational education consists of practical activities in which students acquire skills and experiences directly from a professional field. It allows students to be professional and provide greater job opportunities. The list of vocational education policy reforms undertaken in the last 60 years is quite extensive. Many attempts have been made to move forward with market-oriented reforms of vocational education. Initiatives are being taken by Indian HEIs and universities to help the students gain the necessary skills and confidence (Shukla et.al., 2021)

There are generally two types of vocational training are available in India – formal and non-formal. Formal vocational training is available in colleges and educational institutions and provides students with certificates, degrees, or diplomas. While the non-formal vocational education acquires knowledge and experience from the family profession.

Vocational courses have a low priority position as there is a minimal return in such courses (Jain, 1992) in India. To improve such condition of vocational courses, the Indian government has offered many institutes and courses for young people of our country such as Udaan, Industrial training institutes, polytechnics, craftsmen training schemes, etc. however, some serious modifications and schemes to enrich the vocational and skill development courses in India are still needed.

Vocational and skill development courses aim for practical knowledge and academic skills. It consists of the latest technology, science, understanding of the economic sector, and social skills. India is expected to have around 32.37% young population in 2030 (Youth In India, 2017). It envisions that India will become the powerhouse of human capital which may contribute to sharpening the Indian economy suffering with a hard time due to the Covid-19 pandemic. To achieve such a goal, the youngsters may demand skill training and vocational education. Over the past few years, the literacy rate of India has increased with a decrease in the dropout ratio. The enrollment ratio has also increased in higher education. There is a small percentage of students who receive a formal vocational education in India in comparison to other countries such as U.S.A and Germany.

The new education policy 2020 has introduced some major recommendations for the development of vocational education in India. The policy has very good recommendations which may give the rise to the Indian education system and the educational institutions may be



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## QUALITY IN TEACHER EDUCATION Some Points To Ponder

### ABSTRACT

Teachers are trained in the teachers training institutions. The teacher trainees are the real persons who would handle teaching learning process in the schools in future (Dey & Saxena, 2006). So the quality of teacher education may be at the root of the progress of any nation. The teacher educators are the backbone of any teacher training institution. They are responsible for maintaining the quality in teacher education. In the present paper, an attempt has been made to report the present position of teacher education in India and some suggestive guidelines have also been given to manage the quality of teacher education.

As we know the book of knowledge has no last page. It is correct in case of a teacher. The teacher is always in learning phase. His thrust for knowledge never ends. The teacher is the producer of future fruit bearing citizens of a nation. So the teacher is known as the destiny maker of any nation. The role of a teacher is pivotal in the progress of the nation. The progress of a nation depends upon the quality of its citizens. The quality of citizens depends upon the quality of education, which is to be imparted because quality depends upon our vision, sincerity of purpose and conviction to do our duty (Dhar, 2008). Some researchers like Joshi (1984), Goyal & Aggarwal (1984), Patel (1993), Rajamony (1993) and Mathew (2006) viewed that the performance of students and the quality of education depended upon the effectiveness or quality of teachers. Quality of education depends upon how well the youngsters are moulded by their teacher (Kumar, 1997). Teachers are trained in the teachers training institutions and society entrusts responsibility on teacher educators for producing quality teachers (Kauts & Aggarwal, 2008). The teacher educators have to contribute to the development of the quality amongst the teachers (Malhotra, 2008). The teacher trainees are the real persons who would handle teaching learning process in the schools in future (Dey & Saxena, 2006). So the quality of teacher education may be at the root of the progress of any nation. In India, long back, the teacher was worshipped by the students. In the ancient times the teacher was worshipped by the king also. At that time the princes or princesses stayed at Gurukuls and there they learnt in all the spheres of life. They were sent to Gurukuls for his/her overall development. But now-a-days, we send our child to school for over all development. But it is a general experience that the teachers usually concentrate more on preparing the children for final or term examination rather than helping to acquire competencies needed in daily lives (Latif, 1999). Such type of situation made the competitions more tough. In the present time, only cream is to be selected for jobs. Rest of the student population is bound to search jobs or go for a higher degree or get technical education. Again he/she has to fight with the competition. So is the case, for being a teacher, the student has to appear in an entrance exam. It is our regular experience that more than 60 percent B. Ed. students come to us who do not want to be teachers. But in this age of competition, they

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## LEVEL OF AWARENESS OF ENVIRONMENTAL POLLUTION AMONG RURAL AND URBAN WOMEN AND EDUCATIONAL IMPLICATIONS

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### Abstract

At the grass root level women have a greater awareness of their environment than men. From time immemorial they have been keeping their homes and its surroundings clean. Thanks to industrialization and technological development women are entering the world of work in ever larger numbers. What has happened to their awareness of their environment? This article is an attempt to assess the level of awareness of working women about their environment—especially its pollution and also draw some educational guidelines.

From time immemorial women have been more sensitive to their environment than men. Now women are entering the world of work in ever increasing numbers and these women are performing dual roles.

A question arises in this critical situation about environment: what can woman do for protecting our environment. The deteriorating environment is adversely affecting human well being.. Ecological disturbances are having a great impact on the habitat in which women live 5-6 hours per day. 400-550 thousand premature deaths can be attributed annually to the use of biomass fuel; the total is 4-6 percent of the Indian national burden of disease, placing indoor air pollution as a major risk factor in the country (Smith, 2000). Barnes et.al.(2004) considered indoor air pollution having close links to acute lower respiratory infection. Gas stoves increase

Nitric Oxide concentration in atmospheric air (Jarvis et.al, 1996).

Due to the over exploitation of natural resources, rural women face various types of problems. These problems are related to their health and income etc. The main income sources of poor rural women is firewood, which they collect from the forests. The water sources in the villages are not properly managed, so the poor rural women are bound to go to natural water resources i.e. rivers/falls for bathing, washing their clothes etc. These sources of water give them different types of water borne diseases. The large population of rural women are illiterate, they are not aware of the pollution in their surroundings. Urban women are mostly literate. They are better equipped in comparison to rural women. They can protect environment in a better way. They know several strategies to protect environment.

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## MODIFIABILITY OF TEACHER EDUCATION CONCERNING ECCE IN UTTAR PRADESH

D. D. Pandey

Manoj K. Saxena

### INTRODUCTION

Much of the world is in the midst of a revolution in the care and education of young children (Barnett and Boocock, 1998). The testimony of this fact is witnessed not only by identifying universal provision of ECCE as first and foremost goal of Dakar Framework of Action, 2000, but also from the considerable increase of enrolment figures in organized pre school care and learning interventions across all regions of the globe (UNESCO, 2003). In India too, prior to adoption of National Policy for Children (NPC, 1974), only few children under age six attended Early Childhood Care and Education (ECCE) intervention and thus, it was rare for them to be cared for outside their homes. Thirty years later, about 34 million of pre school children receive centre based care and education and most of them experience the organized pre school learning activities as stipulated in the International Standard Classification of Education 1997. This outgrowth of centre based early care and schooling can be attributed due to several driving forces including (but not limited to) changing liberalized economy, increased per capita income, enormous work pressure keeping the parents away from family, emergence of nuclear family structure, modernized trend of formal intra family relations, gradual disappearance of agrarian over industrial capitalistic society, adoption of one child norm, role conflict regarding appropriate role of men and women and many

more others. As these trends are likely to be carried over in near future due to globally emerging social, economical and psychological realities, so there seems every likely that ECCE would not become a universal necessity but reality in all the sub continents of the world.

In order to keep track and respond to such emerging needs of ECCE, several international commitments constitutional directives, legislative measures, policy frameworks, public initiatives, action plans and development planning were undertaken by Government of India in post colonial era. The Constitution Eighty Sixth Amendment Act has substituted Article 45 (Directive Principles of State Policy) to read *The State shall endeavor to provide early child hood care and education for all children until they completes the age of six years.* The mid term assessment of Tenth Five Year Plan (2002-2007) document has also acknowledged the ECCE as a first step in the educational ladder and reaffirms its priority for the development of children with a special focus on early childhood care and education adopting Right Based approach as advocated by the National Charter for Children (2004). Under Sarva Shiksha Abhiyan too, which is one of the major initiatives of Government of India for universal retention by 2010 in a mission mode, a provision has been made for taking up the ECCE in the form of school readiness projects on a small scale under the innovative head. Provision has also been made under National



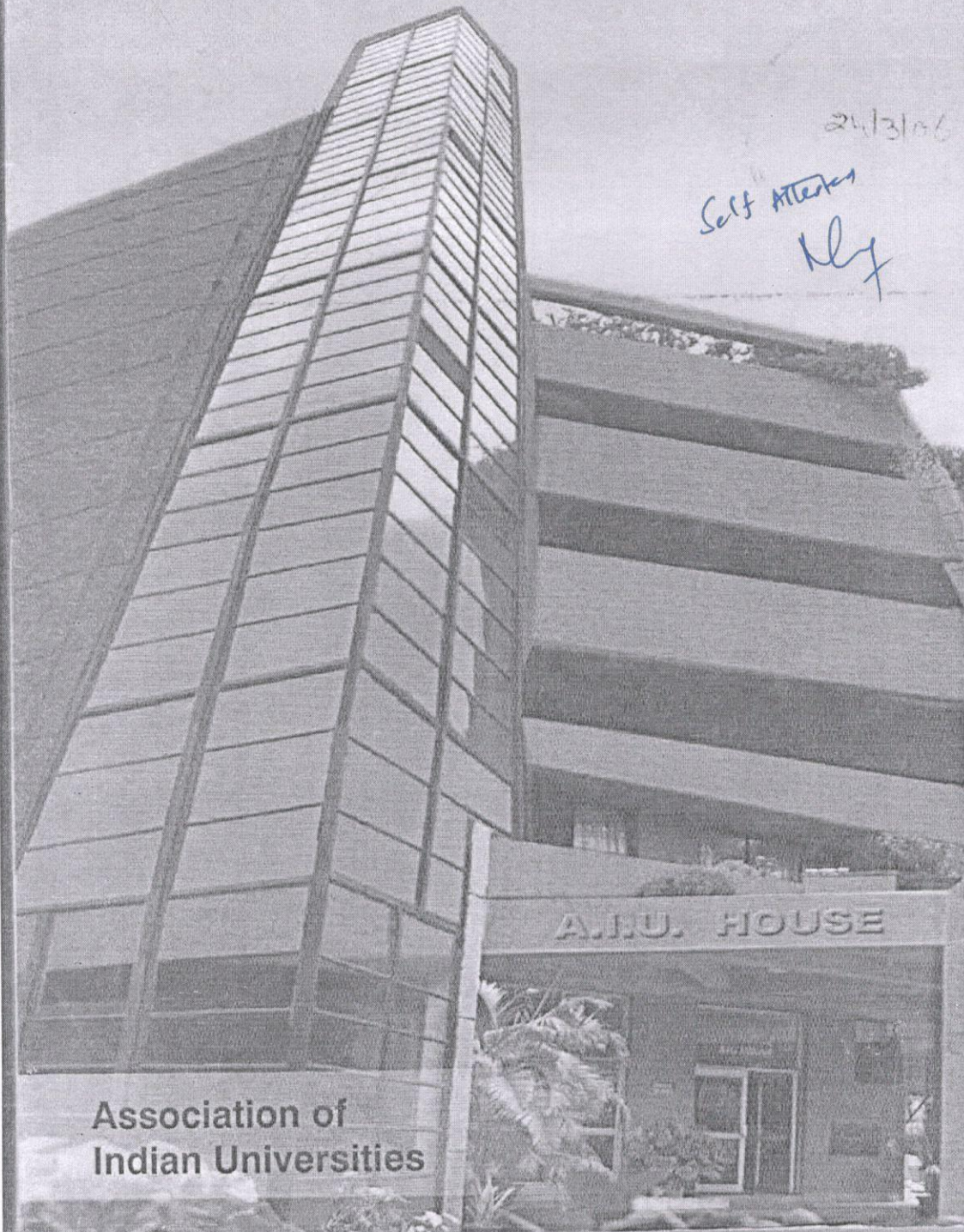


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# University News

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*MSA*

# Developing Environment Friendly Behaviour among Students: Role of Video Intervention

Sandhya Gihar and Manoj Kumar Saxena

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B R Kukreti

(Professor of Education, Faculty of Education and Allied Sciences, MJP Rohilkhand University, Bareilly UP)

The world scenario has undergone great upheaval during last century due to technological advancement, ever increasing industrialization and the tendency of the masses to settle down in urban areas. This has resulted in environmental degradation. The repercussions of deteriorating environmental conditions have been casting negative impact on the ecological conditions on the globe. Due to the activities pertaining to over exploitation of biotic and abiotic components, ecological balance is being disturbed day-by-day. In the present age of technological revolution, the needs of human being are increasing rapidly. Consequently, the human being is destroying the nature brutally. Insensitive and irrational exploitation of natural resources and effects of destroying the nature can be seen in the form of global warming, ozone depletion, increasing amount of CFCs, acid rain, green house effects etc. Nature is threatening to the mankind in the form of drought, floods, earthquake, landslides, epidemics etc. As far as the prevailing situations are concerned, there is a great need that the society should not only be aware of the present deteriorating environmental conditions but it should also feel the responsibility to save the environment.

Environmental problems have reached up to a level where almost every one is conscious of them. This raising consciousness has also given rise to a wide spread responsiveness to the idea for the need to do something about it (Chhokar-2000).

Environmental problems are not the problems of developing countries like India but it is concerned with the whole globe. It is the need of hour to make the whole society conscious about the ecosystem and ecological balance. Education is a powerful medium for changing our behaviour. Recommendations of the Stockholm Conference in 1972 declared that there was close link between the society and the environment and that the relationship between them was at critical stage, saying that "a point has been reached in history when we must shape our action throughout the world

with a more prudent care for their environmental consequences (Basu- 1991).

Thus this is a crucial time to realize that environmental sensitivity and environmental friendly behavior should be cultivated among masses particularly among youths. For the awareness of the society, it is essential to work at grass root level. So that the whole society can work to save the environment. If we want the environmental values in our children, in due course, we will get the seedlings in the form of adolescents which will nurture as tree i.e. citizen having responsibility towards environment. For this purpose it is essential to educate and train the children regarding the significance of healthy environment. When students learn about the functioning of eco-system and about environmental action strategies that contribute to their maintenance they develop more environmentally responsible behavior (Marion & Mary-1994).

For the sake of our planet, obviously environmental education plays vital role for creating interest in environment. Environmental responsible behavior should be the integral part of any environmental curriculum encouraging children to take an active role in the protection to their environment in one way, by which the critical balance between man and environment may be preserved. It can be said that young children are full of curiosity to learn about their environment. Here question arises that which method/ medium is suitable for imparting environmental education among students. Various researches show that the visual medium is the best medium for imparting environmental education. With the use of visual medium environmental responsible behavior can be instilled among students.

Keeping in view, the discussion made in the preceding paragraphs, the researchers made an attempt to study the role of video intervention on developing environmental friendly behavior among students.

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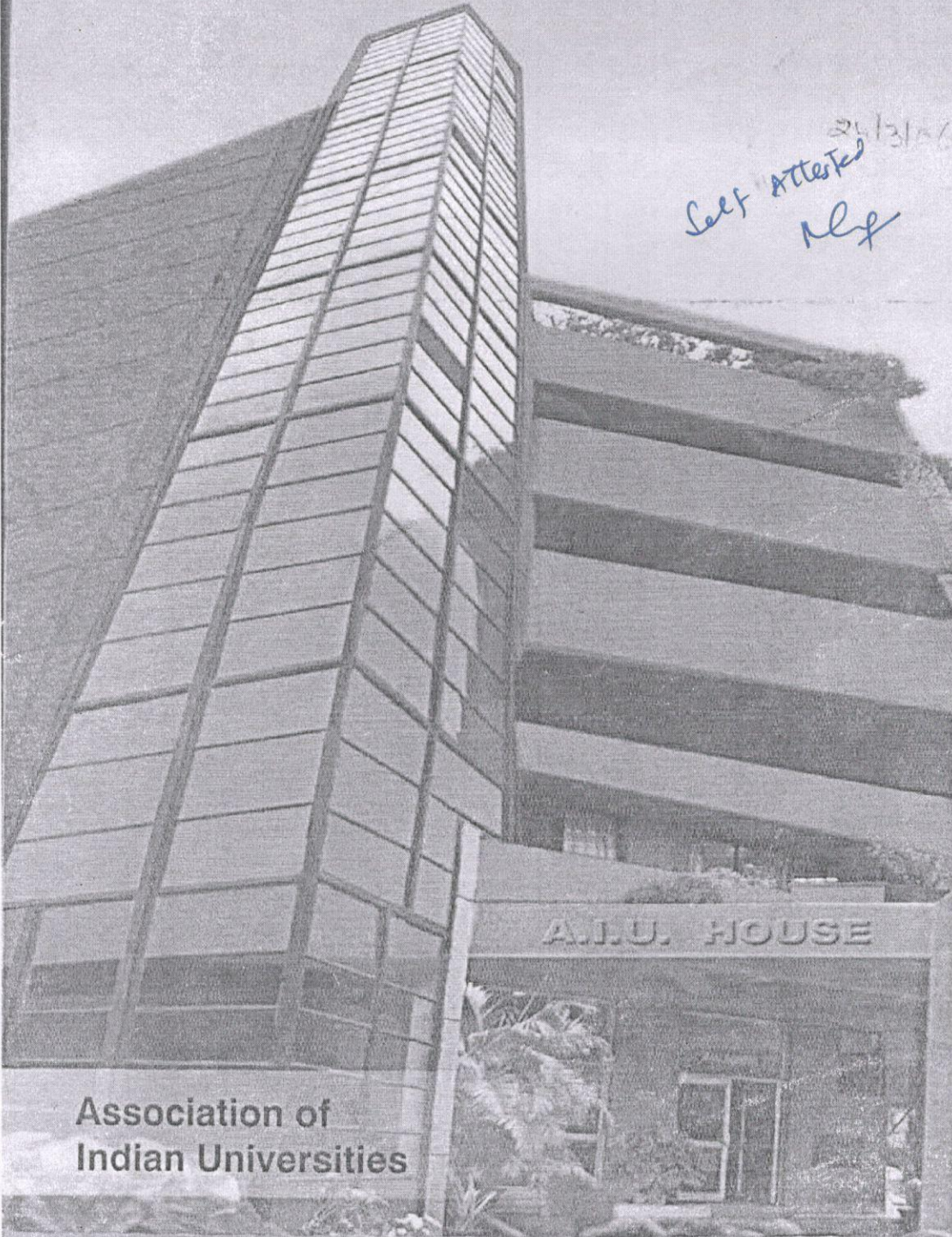
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# Environmental Orientation: Review of Some Alternative Strategies

B R Kukreti

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S. Gihar and M K Saxena

(Lecturer, Department of Education, Advance Institute of Management, Ghaziabad)

Man is an integral part of the environment. He is an inseparable component of environment and ecosystem (Reddy, 1998). Survival of human beings on the earth depends on existence of clean and healthy environment. It has been known since the Vedic times that nature and humankind (i.e. Prakriti and Purush) form an inseparable part of the life support system. This system has five elements- air, water, land, flora and fauna, which are interconnected, interrelated, and interdependent (Khoshoo-1991). Today the conservation of environment and prevention of environmental degradation are the crucial challenges before the humankind. But man's struggle towards a better life and a higher standard of living through higher consumption of natural resources i.e. land, water, air, flora and fauna etc., has resulted in use of technology in daily life without considering the ill effects on environment (Kukreti-1993). We are indiscriminately cutting forests, denuding lands, destroying vegetation resulting in changed weather conditions, causing droughts, floods, and extinction of rare species of plants animals and birds (Thakur-1999). To control the acts of human beings, performed knowingly and unknowingly, that are leading to environmental deterioration and ecological imbalances, there is an urgent need to develop sensibility and eco-environmental awareness among people.

## Need of Environmental Orientation

Environmental orientation tends to make citizens aware and conscious about the hazardous impact of environmental degradation, pollution and to generate knowledge, awareness and consciousness among them about different environmental components. The whole world is facing the crises of environmental degradation so all developed, developing, and underdeveloped countries are trying to find the measures to solve this problem. Initially in this direction, in 1970, the International Union for Conservation of Nature and Natural Resources (IUCN) Commission of Education emphasized the need of Environmental Education (EE). The commission has defined Environmental Education

as "the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the interrelatedness of man, his culture and his biophysical surroundings. Environmental Education also entails practices in issues concerning environmental quality." In June 1972, in the international Conference on Human Environment held at Stockholm, the representatives of various nations of the world, met for the first time to think how the precious environment could be preserved. This was a historic meeting in the sense that it resulted in the establishment of the United Nations Environment Programme (UNEP) which, together with UNESCO, launched the International Environmental Education Programme, (Ponniah-982). The Charter of International Environmental Education Workshop, Belgrade, 1975 and Intergovernmental Conference on Environmental Education, held in Tbilisi, Georgia in October 1977 also recognized the urgent need of environmental education in the global perspectives. In 1987, Tbilisi plus 10 conferences were held in Moscow; similarly, Earth Summit held at Rio De Janeiro, Brazil, in 1992, Earth Summit plus five conferences held in New York in 1997. Besides these many other international and national seminars and workshops have been conducted worldwide to discuss the environmental concerns. More or less the recommendations of all the conferences emphasized the need of working knowledge of environmental wisdom among people and to incorporate the environmental and development education as an integral part of learning in the formal and non-formal education systems to maintain the sustainability of environment and ecological balance.

## Environmental Orientation: Review of Previous Research Work

Some research studies have been conducted by the investigators in India and abroad to find out the impact of different orientation strategies on environmental awareness, consciousness, attitude and sense of responsibility among students and people.

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## PROBLEMS OF RURAL ENTREPRENEURS IN SMALL SCALE ENTERPRISES & SOME SUGGESTIVE EDUCATIONAL GUIDELINES

Bani Dey\*\*

Manoj Kumar Saxena\*

Sandhya Gihar\*

### Abstract

*As one already knows that the bulk of our population resides in rural areas. As such the prosperity of the country is directly linked with economic development and growth of the rural masses (Saxena & Kukreti, 2004) but one of the serious problems faced by India is its failure in providing adequate employment opportunities to the rural youth, which has aggravated the problem of poverty. The importance of solving the problem of unemployment and underemployment is unquestionable. In any of the society of this world, employment and business achievement is a status symbol and the successful entrepreneur is held in high esteem. Achievement of desirable level of performance on the part of the youth is viewed as an important developmental task. At every strata of society, the employment problem centered around achievement at every level of business and industry.*

Looking from this point of view the country is far from achieving the satisfactory economic conditions in the field of self-employment. Adequate opportunities for self-employment could not be created even after adopting the policy of encouraging self-employment. There are so many problems in the way of facilitating economic growth through self-employment.

The number of unemployed youth has ever been rising. The slow extinction of crafts, home industries and village craft has made the problem very acute. The tendency of turning to wage earned labour and indifference to independent permanent self earning has still kept majority of the members of rural community with no resources of their own for capital building. The fear of delay in government and other agency assistance, the fear of redtappism etc. keep the people away from seeking financial assistance from government. The clumsy procedure of bank loans also keep the people indifferent to any venture. In spite of 58 years efforts for removing the illiteracy and make them receive education has also thwarted the attempts for creating self-employment opportunities. The non-vocational academic nature of education has also its negative effect on the attitudes of the people. The inability of educated rural youth to adjust with uneducated family members, their reluctance in accepting family vocations cast negative influence on the attitudes of parents towards vocational education. So far

as government agencies are concerned the bureaucratic indifference of officers and the staff towards enhancement of self-employment has also discouraged rural people to take the risk of self-employment.

Keeping in view the discussion made in preceding paragraphs, the researchers made an attempt to identify the problems of rural entrepreneurs in small-scale enterprises. An attempt has also been made to give some suggestive guidelines to overcome the identified problems through education.

### OBJECTIVES

- To investigate the problems of rural entrepreneurs in small-scale enterprises in Bareilly district
- To give some suggestive guidelines to overcome the identified problems through education

### REVIEW OF RELATED LITERATURE

Some researchers conducted their investigation to find out the problems of rural entrepreneurs in small scale enterprises. These investigators identified some problems of rural entrepreneurs are lack of managerial talent (Shukla 1981, Hisrich and Brush 1984, Patnaik 1992, Khanka 1998, Sen and Thakur 1998), marketing problems (Shukla 1981, Kochar 1983, Reddy 1990, Mohandas 1992, Khanka 1998, Sen & Thakur 1998), lack of raw material and high price of raw material (Giriappa 1990, Reddy 1990, Patnaik 1992,

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## ENVIRONMENTAL VALUES AND ROLE OF TEACHERS

Bani Dey\*\*

Sandhya Gihar\*

Manoj Kumar Saxena\*

### Abstract

*In the present materialistic age, man has developed amenities for his luxurious life; the natural resources are decreasing at a very fast speed. Over exploitation of natural resources has put a question mark on the existence of human being. If a teacher has values within himself, he/she can produce valued students as well as teachers. These teachers having values can transform values to their students and the society. This sequence can be seen in the Vedic time also. In our Indian culture many teachers like Kapil, Vishwamitra, Vashishtha, Parshuram, Balmiki, Chanakya etc. have transformed the then culture to their pupils very effectively. In the present paper the authors have discussed that how the teachers can transform environmental values among their students.*

Now-a-days, we are trying to live globally. It is said that the whole world has been transformed in a global village. So, we should think globally. This changed thinking has bridged the gap of developed and developing countries. In this technological revolutionary era, we are giving up our values. Rapid socio-economic and cultural changes in society have contributed to the unusual distortions in our inherited system of human values (Maikhuri & Shah, 2005). It becomes very difficult to understand that which values are very important for us. Educationists described the meaning of value in different forms. According to Rath, et.al. (1966). Values are those guides, which give direction to the life. Value may be described as an emotional attitude, which motivates a person directly or indirectly to act in the most desirable way preferred by him/her. Values, therefore, control and guide human behaviour (Ambasht et.al., 2002). On the basis of above discussion, it can be stated that values are those factors/ situations/ motives of life, which give the direction to live and act in proper way. Values are the universal phenomena. It is not related to only one nation, society or citizen but it is concerned to all human beings. National Policy on Education (1986) explained different values in which protection of environment is one of them. If one sees the journey from Vedic period to this web learning age, it can easily be seen that from gurukul education system to web learning system, the human values have been changed through the transmission of education. Values are characteristically flexible in nature and keep changing with the change in time and circumstances (Guru, 2004). Due to the increased level of westernization, some negative

values have been emerged. These negative values bitterly affected our national and international nature.

Hence the society and education has to re-establish the values. It is the need of hour to establish value-based society; we must plan a system for value-based education.

### VALUES & TEACHERS

Values give direction to the society and its members. Values are learned or inculcated in individuals at various stages of life (Mehta, 2005). Teachers also play a significant role in preparing ideal citizen. Thus an ideal teacher toils very hard to assist the learner to adopt goal-centered approach. He is the most powerful source of motivation and stimulation for the child and plays an important role in the process of turning the society in proper direction (Kukreti, 2004). Although many machines have been entered in the present educational system but these machines cannot replace the teachers. Teachers can develop the affective domain but the machines cannot. Sri Sathya Sai Baba (1985) compares the teacher with water storage tank and the students to the taps. If there is good and clean water in the tank, some will be found in taps. So it can be stated that a man having values can only provide value based education. If a teacher has values within himself, he/she can produce valued students as well as teachers. These teachers having values can transform values to their students and the society. This sequence can be seen in the Vedic time also. In our Indian culture many teachers like Kapil, Vishwamitra, Vashishtha, Parshuram, Balmiki, Chanakya etc. have transformed

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## VALUES AND TEACHER COMPETENCE: A CO-RELATIONAL STUDY

B. R. Kukreti  
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Sandhya Gihar

### INTRODUCTION

The pervasive violence, brutality, apathy and lack of understanding that one sees around are the outcomes of a valueless society. Majority of men can go to any extent to achieve power and wealth, the two ultimate destinations in the present age. All these happen because of the total neglect of the process of inculcating values in the schools and colleges. In such a school environment, the students are losing the purpose of life and they fail to distinguish between appearance and reality. Though, in schools, on certain occasions didactic lectures are given about values, but merely words and preaching do not carry any meaning. To inculcate values among students, there is a need for effective teachers, who themselves are value oriented. It is everyday experience that students expect their instructors to be a support resource and they imitate their teachers not in words but in their behaviour. Teacher plays a very significant role in inculcating values in children. The teachers' role in the total educational process is vital, as child's behaviour, attitudes, interests etc., are greatly influenced by teacher (Gupta 2001). So the teachers should pay personal care and attention in framing the students' behaviour and character. The recent spate of crimes, violence, terrorism and drug abuse makes one aware of the significance of human values, without which human life loses all meanings (Kaur & Bhandari 2005). In order to inculcate values in the students, the primary

requirement is that the students should have natural value fixation in them. Once a teacher's behaviour becomes value oriented his/her power to influence the child increases tremendously. Today, the erosion of values and all pervading cynicism in the society has made it obligatory to focus attention on values. The teachers can become catalytic agents for imbibing values among students and they should get ready to face the challenge onslaught of value deterioration due to the impact of modern society and modern media. It has become essential that a teacher, in order to become more effective should increase the role of values in his/her life. The teacher has to accept the challenge of generating a thirst for knowledge, a search for truth and a spirit of inquiry/experimentation and optimism. For this, s/he will have to practise himself/herself what s/he preaches. The aim of value education is to enable the student to be truly modern and live as a human being. The change in the value pattern of students is imperative because the prosperity and development of the country does not depend only on the materialistic aspect but it can be assessed through the ideal characteristic of the citizen. Education plays prominent role in the creation of good citizen and in any education system, the formation of good citizen depends on the quality of its teachers. The society cannot deny the significance of the teacher. S/he is a friend, guide and

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## INTERNET KNOWLEDGE OF TEACHER TRAINEES: AN EMPIRICAL STUDY

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### Abstract

In this article the authors survey internet knowledge among student teachers in a convenience sample of 130 in institutions in Ghaziabad. They report there is no gender difference in knowledge about the internet among the student teacher sample but there is significant difference between rural and urban subsamples- in favour of the urban group.

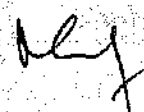
The Internet facility has reduced the world into a global village. One can communicate with any person around the world almost instantly and can chat with him. Any information from any part of the world can easily be accessible. Internet can provide information on any required topic. Our educational institutions cannot ignore their role in building a knowledge society. Teachers can be benefited by the Internet in enhancing their performance in the class and in updating their knowledge. So, it is essential for the teachers and their taughts that they must have knowledge of Internet to cope up with the prevailing trends. Keeping this in view, the researchers made an attempt to study the Internet knowledge of prospective teachers.

We are living in technological era. During last decade science and technology have changed the face of world. Our educational institutions cannot afford to ignore their promise of citizen empowerment and knowledge society of tomorrow (Kukreti and Saxena, 2004; Vernal &

Paily, 2004). Efficient utilization of existing knowledge can create comprehensive wealth for the nation in the form of better health, education, infrastructure etc. for improving the quality of life (Abdul Kalam, 2004). Information Communication Technology (ICT) helps us in sharing knowledge with the larger world. Therefore, it is necessary that the teacher should be aware of ICT. We have seen an unprecedented integration of the capabilities of information (computer) and communication technology in the last decade. A major result thereof is the internet. The internet has increased information dissemination potential (Srivastava, 2003). Any information from any part of the world can be easily accessed in no time. Internet can provide information on any topic accessible to human imagination (Gihar et al., 2005). One can contact to any distant person within no time and can chat with him. Internet can improve communication, increase participation, disseminate information, and help share knowledge and skills (Dhaka, 2004).

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# Job-Motivation Factors of Efficient and Inefficient Teachers and Quality Control in Teacher Training Programme

B.R. KUKRETI<sup>1</sup>, MANOJ KUMAR SAXENA<sup>2</sup> & SANDHYA GIHAR<sup>3</sup>

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**Abstract :** Teacher is a significant component in any education system. They constitute the largest section of the whole education system and they also occupy the most important place so far as quality is concerned. So any effort at improving the quality of education would mainly depend upon the quality of teachers. The quality of teachers largely depends on the quality of teacher education programmes, which in turn depends on the quality and characteristics of its trainees or intake. What type of persons should be selected as teacher trainees and what type of selection criteria should be adopted for the selection of teacher trainees? These crucial questions have been the subject of research of some educationists since long time. Some researchers revealed that apart from the knowledge of subject matter and skills of teaching the effectiveness or teaching success of the teachers also depends on their psychological characteristics i.e. intelligence, teaching aptitude, self-concept, value pattern, personality factors, job motivation factors and job-satisfaction etc. Therefore at the time of selection of teachers or teacher trainees along with the knowledge of subject matter the psychological characteristics of the candidate should also be examined. But here again the question arises that what psychological factors are positively and negatively co-related with teaching success? In this regard there is much inconsistency in the view of educationists and psychologists.

The objectives of the present investigation were to find out job-motivation factors of efficient and inefficient teachers of secondary schools and to provide some guidelines to improve the quality of Teacher Training Programmes (TTP) on the basis of job-motivation factors of efficient and inefficient teachers. The sample consisted of 589 teachers (296 efficient + 293 inefficient) of 54 secondary schools of Bareilly region in U.P. The sample was selected by adopting multi-stage random sampling technique. For the collection of data Teacher Efficiency Scale (TES) standardized by Chauhan and Jain (1976) and Job-Motivation Analysis Form (JMAF) developed by Uniyal (1979) were used. The results of the study indicate significant difference between efficient and inefficient teachers regarding their Job-Motivation factors. On the basis of the results of the study some guidelines have been given to maintain quality control in TTP.

## Introduction

The teacher occupies perennial position in the society. In India, since pre-vedic period and even today his place and status is unchallenged. He shapes and moulds

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# INFORMATION COMMUNICATION TECHNOLOGY AND TEACHER EDUCATORS: AN EMPIRICAL STUDY

Bani Dey\*\*

Manoj Kumar Saxena\*

Sandhya Gihar\*

## Abstract

*At Present in the field of education, two revolutions, which offer opportunities to enable to meet the new challenges, are ET (Education Technology) and IT (Information technology) (Saxena & Kukreti, 2001). The contribution of ET and IT propounded the way for Information Communication Technologies. Our knowledge world demands the technology enabled teacher's to provide the knowledge and skills through Information Communication Technology to the learners. In the present paper investigators have made an attempt to study the use of ICT in the teacher training institutions of U.P. by the teacher educators.*

## BACKGROUND

In ancient time, man was living alone and gradually he started living in the groups. At that time no method was there to preserve knowledge except retaining it in the mind because at that time man did not know about the paper or pencil. They used to draw pictures on cave walls to communicate their ideas or feelings. This problem was minimized by the invention of paper. The invention of paper was the milestone in the process of retaining knowledge. The inventions of various equipments, systems and techniques are also influencing the education, society and life itself.

At present in the field of education, two revolutions, which offer opportunities to enable to meet the new challenges, are ET (Educational Technology) and IT (Information Technology) (Saxena & Kukreti, 2001). This revolution addresses both the issues of technology in education and technology of education (Natrajan, 2003).

The combination of ET and IT propounded the way for Information Communication Technologies (ICT). ICT has various approaches. Today's ICT enabled teaching-learning encompasses various techniques as CD-ROM, Mobile phones and digital assistance (Srivastava and Bajpaie, 2005). Learning environment created by ICT became the need of the society and teacher education is not an exception in this regard. Our knowledge world demands the technology-enabled teachers to provide the knowledge and skills through information communication technology to the learners. ICT enable teachers use different type of technologies during their teaching so that their students may cope with the needs of the society. ICT is expected to fulfill some of the needs of the learner to function effectively in this world (Kamat, 2005). ICT is beneficial for both the teachers and teacher

educators in various ways:

- With the help of ICT teacher can make his teaching more interactive.
- The discipline can also be maintained in the class room.
- The creativity among the students can be enhanced by using ICT in the class room.
- ICT can save the time and labour of teachers as well as their students.
- The information communication technology can provide a flood of relevant information / knowledge within no time.
- At the same time a single teacher can transfer knowledge to a number of students even in the remote areas.
- Through different types of packages/ software students can learn at their own, even in their home.
- Values can also be inculcated among students by teachers by using ICT. The students/teachers can express their views through e-groups on Internet.
- They accept and respect others' feelings and emotions. Patience, co-operation and confidence are developed in them.

ICT is not only essential tool for teachers in their day work, but it also offers them opportunities for their professional development (Dahiya, 2005). It is possible when teachers / teacher educators will use ICT in their workings. Thus, the teachers should be given training using the most modern technologies in the field of education, so that the students whom they teach have opportunity to get up to date information with regard to the topic or subject they teach (Joseph & Annaraja, 2005).

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## DEVELOPMENT OF SELF - EMPLOYMENT ATTITUDE SCALE

Manoj Kumar Saxena\*

B. R. Kukreti\*\*

### Abstract

Today the employment conditions are worse than before. Such unemployment conditions require change in the fully or semi educated youth who runs after white-collar jobs and salary jobs in government services. The only major factor that can help in solving unemployment problem in the development in the direction of self-employment. Self-employment can effectively meet the challenge of unemployment. It can bring rural prosperity and economic growth. But it is necessary that one should have positive attitude towards self-employment. Keeping in view the above point, in the present paper an attempt has been made to develop and standardized Self-Employment Attitude Scale.

### INTRODUCTION

As one already knows the bulk of our population resides in rural area. As such the prosperity of the country was directly linked with economic development and growth of the rural masses. Rural prosperity was the synonym of national prosperity. The rural agricultural community assumed the role of backbone of India. Many new efforts were made for the rural economic development by the state and central government of India through various plans and projects. Special projects were implemented and huge budget allotments were made for the economic upliftment of the scheduled tribes, scheduled castes and backward class people. Poverty eradication became the watchword for the government and the leaders. But after all the efforts made during these 55 years, when one looks at the prevailing conditions and situations, especially in rural India, the picture that is present before him / her is not only disappointing but also disheartening. The later period of eighties and nineties has witnessed the ever increasing mass unemployment and under employment. The traditional crafts and home industries are decaying. In villages 40 percent of the total rural masses live below poverty line (Trivedi, 1992).

The governmental efforts to generate self-employment opportunities have not yielded desired results. The achievements in proportion to input are far short of expectations. Today the employment conditions are worse than before. Such unemployment conditions require change in the fully or semi educated youth who runs after white-collar jobs and salary jobs in government services.

The only major factor that can help in solving unemployment problem in the development in the direction of self-employment. Self-employment can effectively meet the challenge of unemployment. It can bring rural prosperity and economic growth.

Obliteration of unemployment is an imperative need of the hour in India, for eradication of poverty and to bring prosperity in nation. The efforts for self-employment have brought to surface many problems related to this field. The initial problem is to make people aware regarding self-employment and make them conscious of its advantages.

Human factor and environment factors are two major components in developing entrepreneurship/self-employment. Human factor deals with the attitude, desire, motivation and aspiration of an individual towards self-employment/entrepreneurship. If an individual is positively motivated and possess favourable attitude towards self-employment/entrepreneurship only then he /she will make an attempt to establish himself/herself in that direction (Saxena et. al., 2004). Attitude is an important psychological variable, which always draws the attention of researchers. To know the attitude of individuals towards self-employment/entrepreneurship, an attitude scale is needed. After reviewing the available literature, the researchers found that there was no appropriate tool available to measure the attitude of an individual towards self-employment/entrepreneurship.

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# ENVIRONMENTAL CONSCIOUSNESS AMONG PROSPECTIVE TEACHERS

Bani Dey\* Sandhya Gihar\*\* Manoj Kumar Saxena\*\*

## Abstract

*Since centuries India has been a country full of scenic beauty, its fauna and flora, its widely spread pastures were a subject of pride. Unfortunately, the scenario is entirely different now. Pollution has devastated the environment of the whole universe. Industrial pollution, chemical pollution, water pollution, noise pollution etc. are imposing an interrogation mark upon our existence. The only remedy of this problem is to impart environmental education to students which should be imparted through formal as well as non formal education. Teachers are the only source who can influence the whole atmosphere as well as society. He can bear the responsibility only when he himself is well trained to inculcate this awareness among his students. From this point of view, the investigators have made an attempt to study the level of consciousness about pollution and environmental protection among teacher trainees of Udaipur region of Rajasthan.*

The International Stockholm Conference proclaimed, "to defend and improve the environment for present and future generations, has become an imperative goal of mankind" (Biswas, 1982). It clearly implies that disseminating environmental awareness and education is the urgent need of the hour. The world has been a beautiful living habitat for Homo sapiens. For centuries, India has been a country full of scenic beauty. Its fauna and flora and widely spread pastures have been a subject of pride. Unfortunately, environmental situation in India is not the same today. Pollution has divested the environment of the whole universe. The main environmental challenges we are facing today include water and sanitation, energy and industrial growth, rural development and international environmental issues (Bhargava, 2004).

Pollution of various kinds is threatening the peace of our life. Industrial pollution, chemical pollution, water pollution, noise pollution etc. are imposing an inevitable threat upon our existence. The average noise level in all noise zones of the city (New Delhi) are way above the levels recommended by the World Health Organization (Times News Network, 2004). Man is trying to collect all the luxuries of life and each new day is marked with some new innovations, some new product in the market is launched. The consumerism is the result of unquenchable thirst of modern man and industrialists are making most of it. The flood of industries is one of

the major cause of environmental pollution. Industries emit smoke in the air resulting in air pollution, the release of smoke and gasses from chimneys has polluted the atmosphere by increasing in it the percentage of carbon-monoxide and sulphur dioxide (Sharma, 1982). The disposal of garbage and untreated chemical effluents into river is destroying our marine vegetation. Similarly the smoke emitted by chimneys and vehicles is harmful for our lungs and respiratory system. It causes chronic bronchitis, lung cancer, etc.

Traditionally deeper understanding of the environment prevailed in the vedic period and that is why Mahatma Gandhi included this concept in the Basic Education Scheme. The only remedy to this problem lies in making people conscious of environmental concerns and that can be done only through imparting environmental education to students in both the formal as well as non formal set up. Education can be viewed as the transmission of the values and accumulated knowledge of the society (Sivaswaroop, 2004). Environmental education is a way of creating knowledge, understanding, values, attitudes, skills, abilities and awareness among individuals and social groups towards the environment and environmental protection (Kukreti, 1993). Population and consumption education, value education, value education, human rights education, health education, family life education, socially useful

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## INFORMATION TECHNOLOGY IN TEACHER TRAINING PROGRAM: NEED AND SIGNIFICANCE

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### Abstract

Information technology has immensely influenced our world and its ubiquitous presence has changed the process of teaching and learning in our formal and open education system. At present various means of information technology like computers and the Internet can be used very effectively to teach students. Internet can provide information on any topic readily. The teacher and learners should have a thorough knowledge of all these means. The teacher is the best 'medium' to acquaint students with the benefits of this technology. In India, more than 80% of the teachers are not familiar with these equipments and techniques. The significant issue is how to train student-teachers and teachers in-service in the use of information technology inside and outside the classroom.

### Introduction

In the present age of communication and information revolution information and communication technologies offer unprecedented opportunities to enhance learning effectiveness and expand access to high quality education (MHRD, 2003).

Information technology is a new medium, a new way of representing, communicating, and working with information. It is both an important area of study in its own right and a tool that is being integrated into the everyday life of more and more people (ISTE 1999). Natarajan (2003) has rightly pointed out that in the future, our lives and livelihood will be substantially transformed by IT devices. In PC based learning, for instance, IT will be a powerful "thought support" system, when compared to a text book or a lecture, in view of multimedia interactivity, swift feedback and feeling of control. New technology by itself may not be

sufficient to improve education, but appropriate technology will help teachers to perform their job effectively.

### Use of IT in Education: Problems and Potentialities

In India, the use of information technology in education is inadequate. Lack of financial resources, improper and inadequate technical and administrative support may be listed as reasons but the single largest factor affecting the use of information technology is the unavailability of trained persons and reluctance and resistance among teachers in using it. Therefore, efforts must be made to change teachers' attitudes and promote the use of Information Technology in teaching and learning.

The teachers must become knowledgeable about technology and become self confident enough to integrate it effectively in the classroom (Trehan, 2003), and this motivation can easily be provided to them at the time of their pre-service or in-service training. This points to the need for



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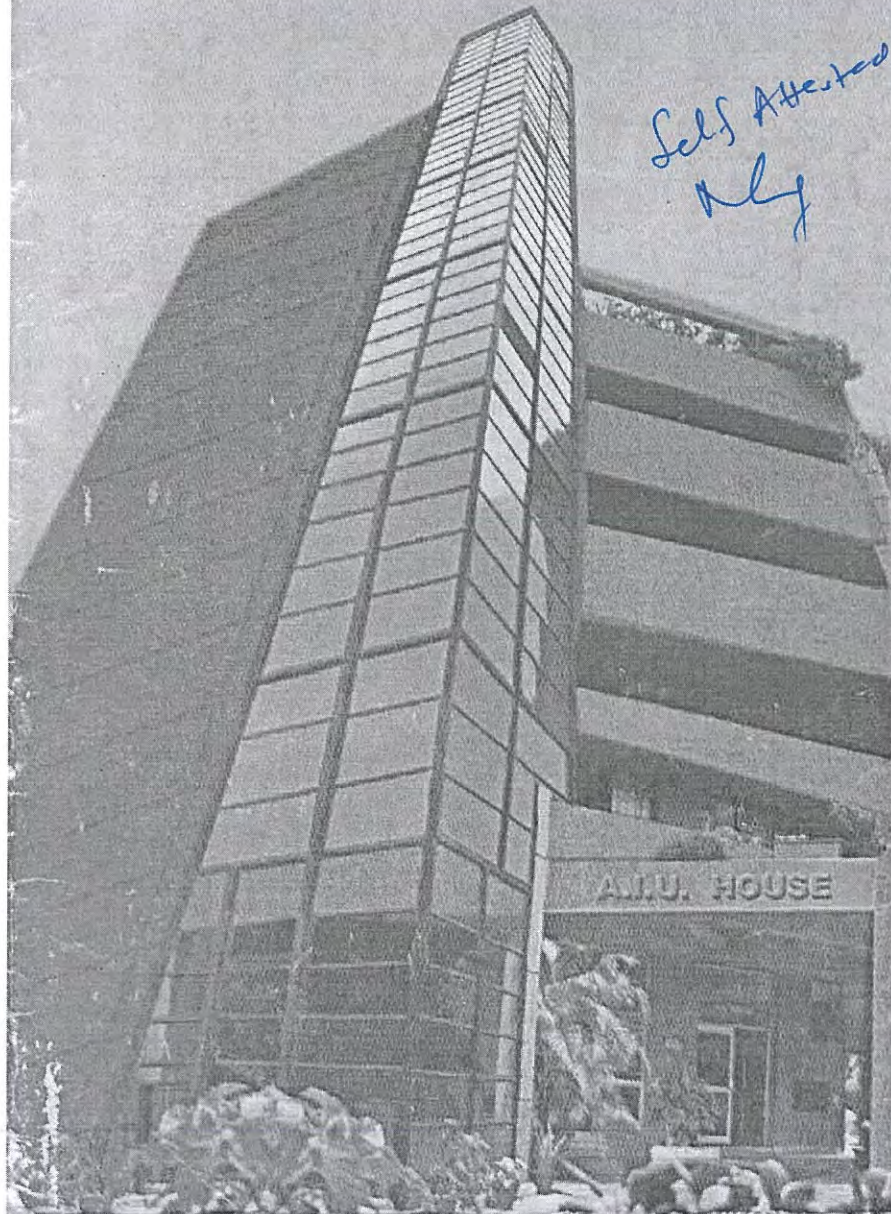
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# Technical Education in India: Some Analytical View Points

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M K Saxena and S Gihar

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Education is the basic foundation for any civilized society. It changes the face of the nation and plays, pivotal role in its development. Education is the prime agent to bring desirable modifications in the knowledge, skill and sensitivity of human beings. It is a catalytic factor which can be used as an instrument of developing or producing required skilled manpower, Kukreti et al. (2003). Technical & management education has perennial significance to impart progressive outlook to its citizen. It changes the perspectives of human being by providing him a vast domain to choose between suitable job and self-employment. General education does not provide any guarantee of job and the large number of educated unemployed creates a pathetic and sorry picture of society but Technological and management education increases the acceptability and employability of an individual. India has completed 55 years of independence and now this is high time to assess the expansion of technological and management education during this half century. It is also essential to analyse that whether the existing institutions of technology are producing skilled human resources in the field of management and technology, according to the need of national and international job market. The demand of professionals in various disciplines does not remain constant but it keep changing according to the need of the market forces. Any imbalance in demand and supply of skilled human resources may result either in saturation in the job-market or in scarcity of (qualified manpower in these specialized fields.

India is a vast country with regional, climatic, economic and geographical disparities. It demands in depth study to find out whether the expansion of management and technical education in the different states and different regions is in equal proportion? The institutions of technical education are instrumental in manpower development and that is clearly reflected in the development in the state. Equal access to these institutions of technical education is almost

indispensable to promote development in the country in a coordinated and integrated manner. Further, in the present age woman is marching forward in every walk of life and she has proved her mettle in some highly technical jobs. There is not a single domain that is inaccessible to her, neither there is any job in which she is not competent enough to carry out. This is the right kind of education that has empowered woman and brought her up to this level where she can claim equality with men in almost every field. Despite it, the issue is very important to consider whether her access, involvement and participation in management and technical education is equal to man's participation in these and whether the share of man and woman is equal in the present scenario of technical and management education ?

The educational institutions, schools, colleges, institutions of higher learning focus at improving the quality of life. Technical and professional education is the strongest power that enhances employability of students. In the present highly competitive age when the proportion of unemployed people is higher than ever, technical education functions as the strongest weapon against this disturbing phenomena. This education is viewed almost as a magical panacea for unemployment, therefore social expectations from it are quite high. It increases the necessity for providing equal access and opportunity to all Indian students to receive technical education. Unequal access lead to persistent disparities between people hailing from different states and different regions. A cursory look at the vital statistics of social and economic development clearly indicates that the states & regions with adequate number of educational institutions developing rapidly as compared to other states.

## Technical Education: Indian Scenario

In order to proper planning and co-ordinated development of technical and management education in the country the government of India is much aware