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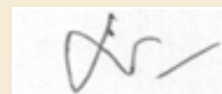
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REFLECTION OF PARTICIPATORY APPROACHES IN SECONDARY CLASSROOMS OF BANGLADESH

* Sheikh Shahbaz Riad

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ABSTRACT

The purpose of this qualitative research study was to observe the status of learner-centred participatory teaching-learning approach in the secondary classrooms in Bangladesh. The study was conducted through focus group discussions with students and classroom teachers in different secondary schools. Besides, observation and field notes were taken from six classes to perceive what actually experiencing in the classes. Findings of the study revealed that stakeholders of the secondary level reveal common understandings on SCL approaches and its objectives though there are some obstacles in the way to implement SCL approaches like large class sizes, lack of subject-based teachers, lack of necessary teaching aids and de-motivational attitudes of teachers and head teachers.

KEYWORDS: Learner-centered Teaching, Participatory Approach, Class load, Class size.....

INTRODUCTION

Teaching is mainly based on two major categories. In teacher-centered approach, students set all of their focus on the teacher. The teacher talks, while the students exclusively listen and jot down. Learners work alone and there is a very little scope of cooperation and participation. On the other hand, 'Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning'. (Blumberg, P. 2008). The Government of Bangladesh places great importance on secondary education has been Introduced student-centred participatory teaching-learning. Some of the characteristic features of a participatory classroom are the combination of some activities like group work, pair work, role play, acting, peer observation, panel discussion, brainstorming, pair checking, peer teaching, group teaching, debate, recitation, assignment, project work, report writing and so on (Riad & podder, 2014).. New curriculum of National Curriculum and Textbook Board 2012 also highlighted physical and mental participation as a very important aspect in the teaching-learning process. Learning can take place easily and in less time if learners

actively participate in the learning process.

RATIONALE OF THE STUDY

Many countries have adopted Student-centred teaching and learning. Biswas & Roy (2011) in their article 'Important Consideration in Planning Student-centred Education in Bangladesh' recommended that as the Bangladeshi school system is based on banking concept the curriculum should be more child-centric so that creating tomorrow's learner-centred environment would be ensured. Ministry of Education (MoE) is trying to encourage teachers, administrators and others concerns regarding student-centred participatory approach of teaching-learning activities for the last ten years. This study is intended to discover the real pictures of the classroom activities in the lens of student-centred participatory approaches which may facilitate the classroom teacher and school administrators, to re-design their classroom and class routine for better application of participatory teaching-learning techniques.

RESEARCH QUESTIONS

In order to find the position of participatory approach practices in the classrooms the following questions were asked:

1. Do the teachers aware of student-centred participatory approach of teaching-learning?
2. Do the teachers motivates students to focus on the lesson/discussion and engages them in the teaching-learning process?
3. Do the teachers give clear instructions to students, and monitors Students activities while performing tasks?
4. Do teachers teach using the participatory approach?
5. What are barriers to Student-centred Learning Approach?

METHODOLOGY

It was a qualitative research which employed interviews, focus group discussions. Besides, non-participants observation techniques were applied in this research for taking notes from classroom observations. As a non-participant observer researcher observed six classes of three schools and took field notes. The

name of the schools and teachers had been concealed in the context ethical consideration. The schools covered government-non-government, boys-girls and urban-rural secondary schools.

FINDINGS AND DISCUSSION

1. Findings from School A

It is a double shift urban secondary girls' school. Total number of teachers of this school was 51 where 5 was male and 46 was female. Total numbers of students were 2236. All teachers were trained in CPD training with B.ED. 10 teachers participated in FGD, out of 3 were male and 7 were female. They were from Bangla, English, Science, Social Science and Business studies backgrounds. In students' FGD there were 10 who were students of class IX and 5 from science, 2 from humanities and 3 from business. Head teacher of this school had 15 years teaching and administrative experiences with professional training. There was a common question to head teacher, teachers and students. 'Do you practice SCL approach in your classroom?' In response to that question students in their FGD told that they did exercises group work, pair work, group presentation, question-answer method, assignment, and poster demonstration. Two classes of this school were observed by researcher. The classroom teachers were not early-informed about subject matter of observation. The First class was a class of seven A section, subject ICT, class duration 45 minutes. It was the fourth class of seven periods. 30 students were present out of 60 students. Teacher was found positive to motivate learners, but he only provided group work though the tasks were lower order based. Given feedback regarding their performance was not effective and constructive. According to class teacher, as it was first class day after CT, half of the learners were absent.

The second class was a class of viii A and subject was Bangladesh and global Studies. It was the fifth class of seven periods. 31 students were present out of 70 students. Teacher was found positive to motivate learners, but he only provided group work though the tasks were lower order based. Given feedback regarding their performance was not effective and constructive. According to class teacher, as it was first class day after class test, half of the learners were absent. The classrooms had

friendly seating arrangement; well-ventilated, well-lighted; clean black/white boards, floors, and walls, maximizes the use of the classroom's available facilities.

2. Findings from School B

It was a single shift rural secondary girls' school. Total number of teachers of this school was 12 where 8 were male and 4 were female. Total numbers of students were 376. 11 teachers were trained in CPD training with B.ED. 8 teachers participated in FGD, out of 5 were male and 3 were female. They were from Science, Social Science and Business studies backgrounds. All teachers' were CPD trained. In students' FGD there were 12 who were students of class IX and 7 from science, 3 from humanities and 1 from business. Head teacher of this school had 16 years teaching and administrative experiences with professional training. In response to the above question, students in their FGD told that they practice group work, pair work, group presentation, question-answer method, assignment and black board works in their classrooms. They also believe that their teachers are happy, positive and motivated to practice SCL techniques in the classroom. They are confident that their classrooms are almost friendly to implement SCL techniques. They had U shaped sitting arrangement. As a result there was no first bench-2nd bench concept. Lighting was sufficient. Teachers in their FGD told that they applied group works, pair works and questioning techniques from their level best. They also felt that HT teacher was cooperative to practice SCL techniques in the classroom. In the interview head teacher opined that she and her teachers-students are freely, confidently and sincerely followed and practiced SCL approaches in the classrooms. She further told that in her school all teachers can communicate easily to every student; they can talk to every student. Here sitting arrangement is flexible to move, number of students per class is moderate (50/55) and teachers get all out supports from her. Both teachers and learners enjoy group presentation.

Two classes of this school were observed by researcher. The classroom teachers were not early-informed about subject matter of observation. The First class was a class of ix, subject math, and class duration 50 minutes. It was the second class of seven periods. 30 students were present out of 50 students. Teacher was

found positive to motivate learners, but he only provides pair work though the tasks were lower order based. Given feedback regarding their performance was effective and constructive. It was almost a student-centred class.

The second class was a class of vii B and subject was Bangla. It was the fifth class of seven periods. 31 students were present out of 50 students. Teacher was found positive to motivate learners, but he only provides pair work and the tasks were higher order based and though provoking. Given feedback regarding their performance was effective and constructive. The classrooms had friendly seating arrangement; well-ventilated, well-lighted; clean black/white boards, floors, and walls, maximizes the use of the classroom's available facilities.

3. Findings from School C

School C is a non-government school which is situated in a village of Dhaka division. It is a single shift co-education school, where total numbers of teachers are 14 and students 750. Total numbers of male students are 368 and female students are 382. Out of 14 teachers 10 are trained. In response to the above question, students in their FGD told that they practice group work, pair work, group presentation, question-answer method, assignment and black board works in their classrooms with the help of their teachers sometimes. They also argue that their teachers are positive to practice SCL techniques in the classroom. Teachers in their FGD told that they applied group works, pair works and questioning techniques now and then. They cannot practice those approaches regularly because of huge students in every class. In context of HT' role they opined 'HT is not fully aware of participatory approach'. In the interview head teacher opined that they have some limitations. Though, they try to motivate teachers to implement different techniques of SCL approach.

Two classes of this school were observed by researcher. The classroom teachers were not early-informed about subject matter of observation. The First class was a class of x, subject English, and class duration 50 minutes. It was the second class of seven periods. 111 students were present out of 120 students. Teacher was found positive to motivate learners, but he did not apply any SCL approach in the class. He asked some questions but it was not enough for the class.

He did not give clear instructions to students. The classroom was not friendly in all respects. There was lack of sitting arrangement, lack of sufficient lighting. Many students were standing in the class. There were wide scopes to engage students in different activities like pair work, group work and using board by students. Teacher did not use any participatory approach.

The second class was a class of X and subject was Business Entrepreneurship. It was the sixth class of seven periods. 56 students were present out of 76 students. Teacher was found positive to motivate learners, but he does not apply any SCL approach in the class. He asked some questions but it was not enough for the class. He did not give clear instructions to students. The classroom was not friendly in all respects. There was lack of sitting arrangement, lack of sufficient lighting. Many students were standing in the class. There were wide scopes to engage students in different activities like pair work, group work and using board by students. Teacher did not use any participatory approach.

BARRIERS TO IMPLEMENT STUDENT-CENTRED PARTICIPATORY APPROACH

Most of respondents believed that excess students in the classes, class load of every teacher, no time for before class preparation, lack of subject-based teachers, conducting classes other than own subject, lack of flexible furniture and lack of necessary supportive teaching aids are the major difficulties in the path of proper implementation of student-centred learning approach. Researcher's observation showed that negative attitudes and mindset of teachers; fixed sitting arrangement; de-motivational attitudes of head teachers; lack of monitoring and mentoring large class size as the barriers of implementing student-centred learning approach in secondary schools.

RECOMMENDATIONS

To overcome the hurdles of implementing learner-centred participatory approaches, researcher identified the following ways or means:

1. Class-wise number of students should be reduced. It should be not more than 40.
2. Teachers should be appointed or recruited on the basis of subjects.

3. Teachers should allow conducting classes where they have academic and pedagogical background.
4. It is needed white boards, markers, multimedia facilities and necessary teaching aids to make the classes participatory more effectively.
5. Academic monitoring should be ensured by teacher educators to speed up the targets.

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A COMPARATIVE STUDY OF HUMOUR STYLES AMONG TRIBAL AND NON-TRIBAL SECONDARY SCHOOL TEACHERS

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ABSTRACT

Humour has been promoted as teaching tool that enhances student engagement and learning. Responses indicated that humour aided teaching by providing amusement, breaking up content, bringing back attention, lightening the mood, increasing motivation, reducing monotony, and providing a mental break. The Present study was carried out with the objective to locate the difference in humour styles of tribal and non-tribal secondary school teachers of various Districts in Himachal Pradesh. A sample of 85 school teachers was selected for the study from various Districts in Himachal Pradesh. The sample was drawn through volunteer technique of non-probability sampling. The data was collected by using Hindi Adaptation by Prof. B. P. Verma of Humour Style Questionnaire (HSQ) by Martin et al. (2003). The analysis showed that secondary school teachers had significant difference in humour styles on the basis of their culture (tribal and non-tribal).

KEY WORDS: Secondary School Teachers, Humour Styles, Culture, Tribal, Non-Tribal...

INTRODUCTION

In the past humour had no place in education and the scientific community displayed no interest in it. In recent years, an increased number of empirical research focuses in the importance of humour in the teaching. The majority of teachers incorporate humour, one way or another, in their teaching practice, although some avoid it completely. Most people like humorous person. Humorists are entertaining, energetic, funny and attractive. However, not everyone knows the mechanism behind the charm. People cannot escape from getting touch with humour because it is commonly used every day. It appears in daily events, parties and media. Humour does not only serve for social purpose, but also strengthens our abilities in coping with stress. The Sense of Humour is the capacity of perception what allows us to experience serenity and felicity even when faced adversities. Many studies demonstrate that humour is ideal for health; increases defences and balances people biologically and psychologically, also in their interpersonal relationships and develop creativity. Humour is a mechanism of survival; it improves communication and the contact with other human beings. Teaching is the influence of a matured

personality (Educator/Teacher) upon immature personality (Educand/Learner) through experience, knowledge and educational qualification which leads to the modification of behaviour of the learner in the direction of the teacher. Mastery over the content/subject alone cannot make teaching effective or any individual, an effective teacher. There is need of more skills besides teaching skills and mastery over the content matter which are pre-requisite to become an effective teacher. Teaching can be made effective by injecting Humour in Teaching. Teachers must be humorous in their teaching, so that teaching can also be made effective as fun makes learning easy and have long lasting impact on the learners. Research has shown many benefits of humour in teaching and has high-lighted the positive impacts it can produce regarding effective teaching and learning climate. In India, however, humour does not concentrate the interest of educational researchers.

CONCEPT OF HUMOUR STYLE

Humour is a uniquely human ability with which virtually everyone has experience. An exact definition of humour is elusive because people typically have their own idea of what humour is. A lot of emphasis is placed on the curriculum in secondary schools but not on the methodology of delivery of the same. As human being, we have the ability to laugh at others and ourselves, to make jokes, to add humour to situations which are seemingly without humour and to be absurd. Humour is part of everyone's experience and those who have no sense of humour would probably not admit it. Humour has also been used in education.

Teacher and teacher educators of all levels and disciplines have praised the ability of humour to aid the learning process, to help students, understanding of key points and to relax students in moments of anxiety and increased tension. Injecting humour in the classroom proceeding can make teaching interesting. When humour is planned as part of the teaching strategy, a caring environment is established, there is an attitude of flexibility, and communication between student and teacher is that of freedom and openness. The tone is set allowing for human error with freedom to explore alternatives in the learning situation. This reduces the authoritarian position of the teacher, allowing the teacher to be a facilitator of the learning process. Fear and anxiety, only natural in a new and unknown situation, becomes less of a threat,

as a partnership between student and instructor develops. It is a way of reaching out to those students who are too afraid or nervous to attempt expressing themselves in their second language. Humour is as human and as authentic as the need to communicate. As with other facets of our lives it plays a major role in our everyday social interaction. We should therefore, not ignore it but instead make it part of our everyday classroom learning (Provine, 2000).

MEANING AND DEFINITIONS OF HUMOUR

Literally, from The Oxford English Dictionary (Simpson & Weiner, 1989), the meaning of humour is “quality of action, speech, or writing which excites amusement,” which is “the faculty of perceiving what is ludicrous or amusing, or of expressing it in speech, writing, or other composition; jocose imagination or treatment of a subject.” Since long time ago, humour has caught attentions of many psychologists. Moreover, humour can be referred exclusively to a sympathetic, tolerant and benevolent form of amusement but not wit (Wickberg, 1998). Both cognitive and emotional elements are included in humour, thus, humour could be a state or a trait (Martin, 2000). Also, it is believed that humour is beneficial to our mental health. People tend to think more positively by seeing humour in disasters. However, some humours are very damaging to both individuals and social relationship. For example, some people may enjoy disparagement humour when they have positive feeling toward the jokers even they have negative feeling toward the victims of the jokes (Zillman & Cantor, 1976). Humour can be hostile, disparaging and philosophical at the same time (Ruch, 1998). Some other experts have defined the humour and humour style in following ways:

“Humour is a three-step process that begins with arousal, is followed by problem solving and ends with resolution” Soloman (1996). “Humour is consisted of non verbal and verbal Communication which produce a “positive cognitive or affective response from listeners” Crawford (1994). “Humour style is the frequency with which the individual smiles, laughter and otherwise displays amusement in a variety of situations (Martin & Lefcourt, 1984).

Humour is described as a universal human trait, whether we find something

funny or not is not as straightforward, but dependent on a variety of factors. Accordingly, humour seems to be an on-going area of research, where new aspects for study are infinite. Overall, humour as a term is difficult to define, since it is an interactive and social phenomenon that is highly dependent on the social situation and the people involved in that situation. People tend to laugh more when they are with others than when they are alone, and the ones who laugh alone mostly do so in a situation that imitates a social experience, such as watching television or reading a book. The nature of humour used also depends on the people and situation. The use of humour is also connected to one's social status. A person with a higher status is more likely to use more humour than someone with a lower status, such as the boss in comparison to the employee or a teacher in comparison to students. Overall, we seem to weigh the appropriateness of the use of humour according to different social situations and participants' roles and identities in that situation.

TYPES OF HUMOUR

Humour is one of the major components for effective teaching –learning process. Various authors and educationists have classified humour in their own perspective but Martin et al. (2003) has given four styles of Humour as under:

Affiliative Humour: It is the style of humour used to enhance one's relationships with others in a benevolent, positive manner. This style of humour is typically used in a benevolent, self-accepting way. Individuals high in this dimension often use humour as a way to charm and amuse others, ease tension among others, and improve relationships. They are often spontaneous in their joke telling, frequently participate in witty banter, and enjoy laughing with others. Affiliative humour is similar to self-defeating humour because both styles of humour enhance the relationships with others. However, unlike self-defeating humour, affiliative humour is not used at one's own expense.

Self-Enhancing Humour: is a style of humour related to having a good-natured attitude toward life, having the ability to laugh at yourself, your circumstances and the idiosyncrasies of life in constructive, non-detrimental manner. It is used by individuals to enhance the self in a benevolent, positive manner. This type of humour is best understood as a type of coping or emotion-regulating

humour in which individuals use humour to look on the bright side of a bad situation, find the silver lining or maintain a positive attitude even in trying times.

Aggressive Humour: is a style of humour that is potentially detrimental towards others. This type of humour is characterized by the use of sarcasm, put-downs, teasing, criticism, ridicule, and other types of humour used at the expense of others. Aggressive humour often disregards the impact it might have on others. Prejudices such as racism and sexism are considered to be the aggressive style of humour. This type of humour may at times seem like playful fun, but sometimes the underlying intent is to harm or belittle others. Aggressive humour is related to higher levels of neuroticism and lower levels of agreeableness and conscientiousness. Individuals who exhibit higher levels of aggressive humour tend to score higher on measures of hostility and general aggression. Males tend to use aggressive humour more often than women.

Self-Defeating Humour: is the style of humour characterized by the use of potentially detrimental humour towards the self in order to gain approval from others. Individuals high in this dimension engage in self-disparaging humour in which laughter is often at their own expense. Self-defeating humour often comes in the form of pleasing others by being the "butt" of the joke. This style of humour is sometimes seen as a form of denial in which humour is used as a defence mechanism for hiding negative feelings about the self. A variety of variables are associated with self-defeating humour. Individuals who more frequently use self-defeating humour show increased depressive symptoms. Individuals who use this style of humour tend to have higher levels of neuroticism and lower levels of agreeableness and conscientiousness. Self-defeating humour is associated with higher levels of depression, anxiety and psychiatric symptoms. It is also associated with lower levels of self-esteem, psychological well-being and intimacy. This style of humour also tends to be more common in men than in women.

RELATED LITERATURE

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

Yildizbas & Cakir (2009) determined in their study that the elementary school teachers (participating humour 46.5 %, self-participating humour 43.7 %)

have been using more positive humour than the Kindergarten teachers (participating humour 43.1 %, self-developing humour 43.3 %). The teachers use the participating humour much more in the age group of 26-30 and their humour styles show a significant variation at the level of $p < 0.05$ as per their seniority.

Madan (2012) found that effective Secondary School Teachers were found to be more humorous as compared to their In-Effective counterparts, no significant difference in Affiliative Humour of Effective and In-Effective Secondary Teachers was found. The effective Secondary School Teachers were found to more oriented towards Self-Enhancing Humour as compared to their In-Effective Secondary counterparts. The effective Secondary School Teachers were found to more oriented towards Aggressive Humour as compared to their In-effective counterparts. No significant difference in Self Defeating Humour of Effective and In-Effective Secondary Teachers was found. No relationship between Teaching Effectiveness and Humour Style of Effective and In-Effective Secondary Teachers was found.

Devi (2013) found that Married and Unmarried prospective Teacher educators differ significantly with respect to their affiliative humour styles. Married prospective teacher educators were found more prone to affiliative humour style than unmarried prospective teacher educators. No significant difference was found among married and unmarried prospective teacher educators with regard to their self-enhancing, Aggressive, Self- defeating and overall humour styles. Highly qualified and low qualified prospective teacher educators do not have significant difference with the regard to their overall humour affiliative, self-enhancing, aggressive, self-defeating humour styles. No significant differences were found among rural and rural and urban prospective teacher educators with regard to their overall humour, affiliative, self-enhancing, aggressive and self-defeating humour styles.

Channiotakis (2014) revealed in his study that teachers with 5-20 years of professional experience incorporate humour less often in their teaching, than their younger colleagues having experience 2-5 years.

Mohd, Zaharimi & Adzharuddin (2015) the element of humour in the communication of teaching has strong relationships in influencing student

performances, learning environment and even the perception of trainers.

Bahar Şenol & Ali Aksu (2015) to point out that school principals' creativity increase depending on the increase in their sense of humour. Furthermore, as school principals' capacity of humour raise, their level of creativity goes up as well.

OBJECTIVE

The objective of the study was:

O1. To study the significant difference in Humour Styles among Tribal and Non-Tribal Secondary School Teachers.

HYPOTHESIS

The following hypothesis was tested:

H1. There will be no significant difference in Humour Styles among Tribal and Non-Tribal Secondary School Teachers.

RESEARCH METHOD

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

POPULATION

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

SAMPLING

In present study volunteer technique of non-probability sampling was used for data collection.

THE SAMPLE

In the present study the sample comprised of 85 Government Secondary School Teachers (32 Tribal & 53 Non-Tribal Teachers).

RESEARCH TOOL

In the present study Prof. B.P. Verma's Hindi Adaptation of Humour Style Questionnaire (HSQ) by Martin et al. (2003) was used for data collection.

STATISTICAL TECHNIQUES

In the present study statistical techniques of Mean, Standard Deviation and the 't'-Test were employed for analysis of collected data.

ANALYSIS AND INTERPRETATION

The statistical treatment and interpretation of the obtained data for the

present study has been discussed as under:

COMPARISON OF HUMOUR STYLES OF SECONDARY SCHOOL TEACHERS

The Table-1 presents the calculated statistics of humour styles of Tribal and Non-Tribal secondary school teachers.

Table-1
Significance of Difference in Mean Scores of Humour Styles of Tribal and Non-Tribal Secondary School Teachers

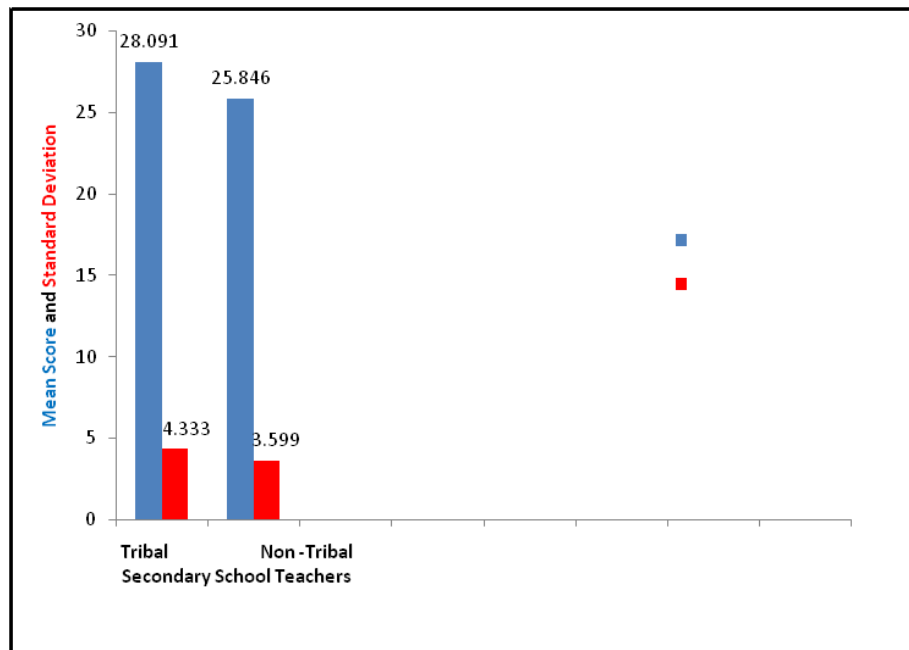
Humour Styles	Tribal		Non-Tribal		df	t-value	Significance
	Mean	SD	Mean	SD			
Self-Enhancing	28.091	4.333	25.846	3.599	83	2.482	*
Affiliative	29.061	4.077	26.192	3.156	83	3.440	**
Self-Defeating	23.061	3.848	22.192	4.745	83	0.925	NS
Aggressive	20.606	3.192	21.538	3.963	83	1.193	NS

** =Significant at 0.01 Level, * =Significance at 0.05 Level and NS=Not Significant

It is evident from the Table-1 that the obtained 't'-values 2.482 and 3.440 for Self-Enhancing and Affiliative dimension of humour style were found to be significant at 0.01 Level and 0.05 Level of significance respectively. This means that Tribal and Non-Tribal Secondary School Teachers had significant differences in their humour style with respect to Self-Enhancing and Affiliative dimensions. The mean value (28.091) of Tribal Secondary School Teachers is greater than the mean value (25.846) of Non-Tribal Secondary School Teachers for Self-Enhancing Humour Style. This implies that Tribal Secondary School Teachers were found to be more prone towards Self-Enhancing Humour Style as compared to their Non-Tribal counterparts. Hence the hypothesis that, 'There will be no significant difference in Humour Styles among Tribal and Non-Tribal Secondary Teachers pertaining to Self-Enhancing Humour Style', was not retained.

The Figure–1.1 shows the significant difference in Self-Enhancing Humour Style among Tribal and Non-Tribal Secondary School Teachers.

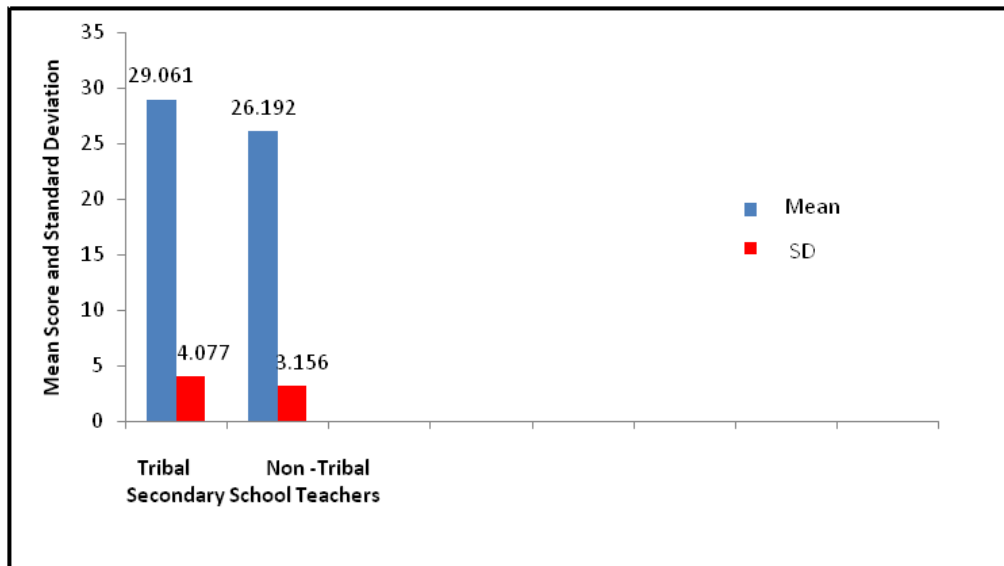
Figure – 1.1
Showing Significant Difference in Self-Enhancing Humour Style among Tribal and Non-Tribal Secondary School Teachers



The Table-1 reflects that the mean value (29.061) of Tribal Secondary School Teachers is greater than the mean value (26.192) of Non-Tribal Secondary School Teachers for Affiliative Humour Style. This reflects that Tribal Secondary School Teachers were found to be more oriented towards Affiliative Humour Style as compared to their Non-Tribal counterparts. Hence the hypothesis that, 'There will be no significant difference in Humour Styles among Tribal and Non-Tribal Secondary Teachers pertaining to Affiliative Humour Style', was also not retained.

The following Figure-1.2 shows the significant difference in Affiliative Humour Style among Tribal and Non-Tribal Secondary School Teachers.

Figure – 1.2
Showing Significant Difference in Affiliative Humour Style among Tribal and Non-Tribal Secondary School Teachers



The Table-1 depicts that the obtained 't'-values 0.925 and 1.193 for Self-Defeating and Aggressive dimensions of humour style were found to be non-significant respectively among Tribal and Non-Tribal Secondary School Teachers. This means that Tribal and Non-Tribal Secondary School Teachers do not differ significantly with respect to their Self-Defeating and Aggressive Humour Styles. Hence, the hypotheses that, 'There will be no significant difference in Humour Styles among Tribal and Non-Tribal Secondary School Teachers', pertaining to Self-Defeating and Aggressive humour styles were retained.

FINDINGS OF THE STUDY

1. Tribal Secondary School Teachers were found to be more prone towards Self-Enhancing Humour Style as compared to their Non-Tribal counterparts.
2. Tribal Secondary School Teachers were also found to be more oriented towards Affiliative Humour Style as compared to their Non-Tribal counterparts.

3. No significant differences in Self-Defeating and Aggressive Humour Styles were found among Tribal and Non-Tribal Secondary School Teachers.

EDUCATIONAL IMPLICATIONS

1. Humorous teaching is need of the hour and every teacher should use humour in the classroom communication irrespective of their subject, discipline, culture, locale etc. so that teaching-learning may be made more interesting, joyful and productive in nature.
2. Self-Enhancing and Affiliative dimensions/ types of humour should promoted as an indispensable part of teaching in class room as these are positive reinforcers and may surely enhance learning among students.

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GUIDANCE NEEDS OF RURAL AND URBAN SECONDARY SCHOOL STUDENTS

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ABSTRACT

The education plays significant role in the development of human manpower of a country. In these days, the educational process involves several support system and supporting devices. The most important is guidance and counselling which required an important place in recent years. The major purpose of this research was to study the different types of guidance needs of secondary school students. For this purpose, the data was collected by Guidance Needs Inventory (GNI) developed and standardized by Dr. J. S. Grewal on 200 sample subjects selected through purposive sampling technique to find out the significance of difference between the various groups and 't-test' was applied. The findings indicates that there is a significant difference in the guidance needs of rural and urban secondary school students, educational and vocational needs of rural and urban students. There is no significant difference in the guidance needs of rural and urban students, rural and urban students towards physical needs, social needs, and psychological needs of secondary school students.

KEY WORDS: Guidance, Need, Rural, Urban, Secondary, School, Students.....

INTRODUCTION

Today's world is a fast changing world. In this modern era, industrialization, technological upgradation and globalization distances are rapidly shrinking and people are no longer confined to one locality or even one country. Tremendous opportunities for education, technical knowledge and vocations are available according to one's own abilities and choices. But how would one know where the same are available. The answer to all such and similar questions lie in the concept of guidance. In older time, human beings have to face many problems. Thinking or problem solving not only involves the intellect but it also takes place within a total organism subject to emotional distortion, emotional satisfaction, beliefs and values, variables and environmental forces. As decisions are made, problems are solved. Education and guidance are the two sides of same coin. They must be treated as such in organizing the school for the most effective education of the child. Good guidance

means good education and good education is what we need the most. No education program can be without a well planned, systematic, scientific and comprehensive student's guidance service. A good guidance programme is the one of essential of a good school.

RATIONALE OF THE STUDY

Every individual will be recognized as an asset for the development of the nation resulting in proper utilization of human resources. Hence for ensuring proper placement of every individual, there is need of guidance services because the researches conducted in the area of guidance reveals the fact and is must for ensuring proper development of individual in his personal, educational and vocational activities. The students face a number of problems in different areas i.e. expansion of information technology, mass communication, technological advancement and tremendous opportunities for education. Adolescents have under great pressure because that is most crucial period of their carrier. Therefore, they need guidance for educational, personal and social problems. If guidance is not given in a proper way, it may mislead the students. NPE (1986) also emphasized that guidance need should be came an integral part of education programme. Therefore, if proper guidance is given to adolescents in proper way, then the young can make their life smooth and successful.

Guidance has a great role in the educational process as well as in making healthy relation between teacher and taught. Due to tremendous increase in number of students, extremely wide range of course of study, job opportunities and great complexity of student's needs and problems, there is a great need of professional help. Guidance is provided according to the need, interest and concerned with development of the individual. It assist individuals in bringing about suitable changes in their behavior patterns so as to affect adjustment for self projection leading to happy life. A good number of research studies of Reddy (1972), Rout (2005), Kurvilla (2006), Vij (2009), Eyo et al. (2010), Kalhotra (2011) and Sharma & Kadian (2013) found significant difference in the guidance needs of boys and girls students. But the research studies of Chand (1979), Bhatnagar (1983) Sharma (2001) Ubana (2008), Karim & Karim (2012) Kaur, Naginder (2014) found no

significant difference in the guidance needs of boys and girls and rural and urban students. Sarmah (2006), Sharma (2011) and Agnihotri (2012) found no significant difference in the guidance needs of Arts and Science students. Out of all these studies, some reported significant difference and some reported no significant difference in the guidance needs with respect to gender, stream and locale. Hence, sincere and scientific attempt has been made to find out different types of guidance needs of secondary school students.

OBJECTIVES OF THE STUDY

The following objectives have been formulated for the purpose of investigation:

- O₁. To compare the physical needs of rural and urban senior secondary school students.
- O₂. To compare the social needs of rural and urban senior secondary school students.
- O₃. To compare the psychological needs of rural and urban senior secondary school students.
- O₄. To compare the Educational needs of rural and urban senior secondary school students.
- O₅. To compare the Vocational needs of rural and urban senior secondary school students.
- O₆. To compare the guidance needs of adolescents of rural and urban senior secondary school students.

HYPOTHESIS OF THE STUDY

In order to achieve the objectives of the study, the following null hypothesis were formulated corresponding to each objective:

- H₁. There will be no significant difference in the physical needs of adolescents of rural and urban senior secondary school students.
- H₂. There will be no significant difference in the social needs of adolescents of rural and urban senior secondary school students.
- H₃. There will be no significant difference in the psychological needs of

adolescents of rural and urban senior secondary school students.

H₄. There will be no significant difference in the educational needs of adolescents of rural and urban senior secondary school students.

H₅. There will be no significant difference in the vocational needs of adolescents of rural and urban senior secondary school students.

H₆. There will be no significant difference in the guidance needs of adolescents of rural and urban senior secondary school students.

METHODOLOGY

Descriptive survey method of research was used by the investigator in the present study for gathering data.

SAMPLING

The purposive sampling technique was used to collect data from the subjects.

THE SAMPLE

The investigator selected 200 students (100 rural and 100 urban) of class 10th was drawn from six Govt. schools in which three schools were taken from rural areas and three schools were from urban areas of Mandi District in Himachal Pradesh.

RESEARCH TOOL

To obtain data the investigator used the tool "Guidance Needs Inventory" developed and standardized by Dr. J. S. Grewal. It contains 65 items which are categorized as: Physical, Social, Psychological, Educational and Vocational areas. The guidance need inventory requires about half an hour for answering 65 items. The highest score indicates the less guidance needs and low score indicate high guidance needs. The test-retest reliability was estimated to be 0.82 by administering it to a group of 50 students over an interval of four weeks. Content validity was ensured through method of selection and classification of items.

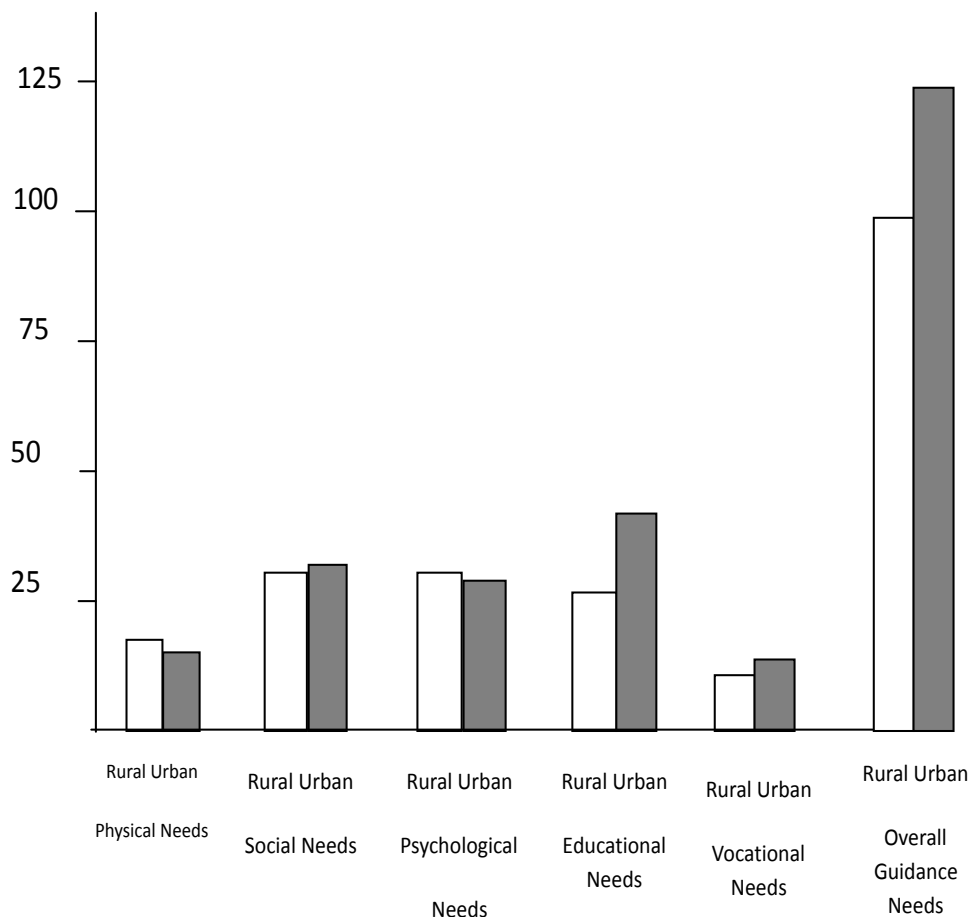
ANALYSIS AND INTERPRETATION OF DATA

Keeping in view the objectives of study, data was analyzed and interpreted by the use of the 't-test' to find out the differences of means between two groups.

Table I
COM PARISON OF M EAN SCORES OF DIFFERENT GUIDANCE NEEDS OF RURAL AND
URBAN SENIOR SECONDARY SCHOOL STUDENTS

S.NO	Dimensions	Groups	N	Mean	S.D.	't' Value	Result
1.	Physical Needs	Rural	100	15.98	7.49	1.04	N.S.
		Urban	100	14.96	6.29		
2.	Social Needs	Rural	100	28.13	13.18	0.23	N.S.
		Urban	100	28.52	11.07		
3.	Psychological Needs	Rural	100	27.35	10.52	0.66	N.S.
		Urban	100	26.39	10.16		
4.	Educational Needs	Rural	100	24.23	6.88	5.91	0.01
		Urban	100	32.10	11.36		
5.	Vocational Needs	Rural	100	9.36	4.17	4.04	0.01
		Urban	100	12.03	5.24		
6.	Overall Guidance Needs	Rural	100	97.90	26.54	4.98	0.01
		Urban	100	121.15	38.34		

Figure-1



It is evident from Table-1 and Figure-1 that there is no significant difference between physical needs, social needs and psychological needs of rural and urban senior secondary school students. From this, it may be interpreted that both rural and urban secondary school students are aware about their physical, social and psychological needs.

It is apparent from the above table that there is significant difference between educational, vocational and overall guidance needs of rural and urban secondary school students. It may be interpreted that there is some differences among rural and urban senior secondary students regarding to educational, vocational and overall guidance needs due to lack of facilities, difference in environment and working conditions.

EDUCATIONAL IMPLICATIONS

The present investigation confirms that secondary rural students lag behind their urban counterparts in different guidance needs. Therefore the following suggestions are made to upgrade the level awareness of guidance needs of rural senior secondary school students.

1. Proper guidance should be given to the children at home as well as in the school.
2. Democratic environment should be provided to the child in and outside the class to create awareness about the different needs of the children.
3. Proper motivation and encouragement should be provided to the students as to achieve their goals and objectives.
4. Teachers should provide better opportunities to all the students for self-expression and try to motivate them towards different aspects of guidance needs.
5. Curriculum needs to be constructed according to the needs, abilities and capacities of the students.
6. Due attention should be paid to the period of adolescents since the students at this stage are more prone to encounter various psychological problems which likely to affect their physical, mental, emotional and social adjustments.

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A STUDY OF THE EFFECTS OF YOGA AND AEROBIC EXERCISES ON PHYSICAL FITNESS COMPONENTS, PHYSIOLOGICAL VARIABLES AND AEROBIC CAPACITY

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ABSTRACT

The main purpose of the study was to know the Effects of Yoga and Aerobic Exercises on Physical Fitness Components, Physiological Variables and Aerobic Capacity. For this study 100 students studying in Ch. Dhajja Ram Janta Mahavidyalaya, Butana, Distt- Sonapat (Haryana) were selected, they were of the age 18 to 22 years. Their age was checked from the records of Mahavidyalaya. They were also medically tested and ultimately it was found out that these students were prepared for experimental requirement. The subjects were divided randomly in to three experiments groups and one control group. In experimental group 'A' was yoga group, 'B' was aerobic exercise group. And 'C' was yoga-aerobic combined exercise group. Every group had 25 subjects. Group 'A' during first six weeks was trained by every asanas were maintained for 1.5 to 2 minutes and two repetition. Kapalbhathi, Uddiyanbandh, was maintained for 7 minutes and 7 repetitions; Bhastrika was maintained for 6 minutes and 5 repetitions. These yogic exercises programme was given every day for 60 minutes. Group 'B' was trained with different aerobic exercises. During 12 weeks these aerobic exercises training programme was carried out with increased repetitions and duration whereas group 'C' was trained with three day yoga exercise and three day aerobic exercises for 12 weeks and 60 minutes per day. The mean difference in the pre-test and post-test in group 'A', group 'B', group 'C' and group 'D' were analyzed by applying 't' test. It is evident from table 1,2,3, and 4 that the groups improved their performance after 12 weeks training programme. There was no significance difference in group 'D'. Since the experimental groups showed significant increase in performance of selected variables, the data were further subjected to analysis of variance to find out if there were any significant differences among the groups.

KEY WORDS : Yoga, Aerobic Exercises, Physical Fitness Components, Physiological Variables and Aerobic Capacity.....

INTRODUCTION

Physical fitness is considered most important for the development of skills and physical fitness and for this proper physical training becomes essential and for which the knowledge of physiology and physical fitness becomes necessary.

Physical fitness includes agility, flexibility muscular endurance, explosive strength etc. Over and above it includes physiological aspects like cardiovascular endurance breathe holding capacity, vital capacity, aerobic capacity etc. Therefore it becomes necessary to develop all the above components and variables for the

development of all these aspects, it is necessary that all the parts of the body should get proper exercise. For this aerobic exercise and the graining of yoga become very significant.

In the pattern of aerobic exercise the oxygen is required for longer duration. The aerobic exercise helps in increasing the ability of preserving oxygen. Aerobic exercise results into advantageous changes in lungs, heart and cardiovascular system. To be accurate such daily exercise increases the in-haling and ex-haling capacity of the lungs and it also increases the percentage of total blood. Generally, aerobic exercises are related with endurance activities required less speed. In the performance of different aerobic exercises, it has been noticed that such exercises of longer duration and slow speed are of advantage.

Yoga is such meditation, which maintains our physical and mental health. Yoga keeps all the parts of the body active. The yogic exercises are prepared keeping in view the structure of the body. Yoga helps in increasing notable capacity in flexibility, agility and breath holding capacity. The asana mentioned in yogic exercises develop muscular strength, flexibility and muscular endurance of a person.

Pranayama is the breathing technique of yoga that unblocks the flow in the body and balances masculine and feminine energy. Breathing correctly form the diaphragm acts as a natural tranquilizer and calms the nervous system. Inspiring and expiring form nose increases the capacity of lungs and helps providing more oxygen in the blood flow. This regenerates the blood cells and increases the vitality. Pranayama develops the efficiency of heart and the endurance capacity of respiratory system. Kapalbhathi and Bhastrika Pranayam increase amount of oxygen in the body.

In modern mechanical age, every man is living with tension. In such a progressive mechanical age, a man does not have time to maintain his body. Yoga and aerobic exercise such programmes which to not require more time and equipment. For these one has to go outside. An individual at his suitable time and according to his requirements can to the selected yogic exercises and aerobic exercises which will help an individual to keep the balance of his physical requirements.

METHODOLOGY

For this study 100 students studying in Ch. Dhajja Ram Janta Mahavidyalaya, Butana, Distt- Sonapat (Haryana) were selected, they were of the age 18 to 22 years. Their age was checked from the records of Mahavidyalaya. They were also medically tested and ultimately it was found out that these students were prepared for experimental requirement. After that following tests were taken on subjects:

1. Aerobic capacity - 1.5 mile run/walk test
2. Muscular endurance - 1-minute sit-ups
3. Explosive leg strength - Standing broad jump
4. Flexibility - Seat and reach test
5. Agility - 30 feet shuttle run
6. Cardiovascular Endurance - Harvard Step Test
7. Vital Capacity - Spirometer Test
8. Breath Holding Capacity - By Stop Watches

The subjects were divided randomly in to three experimental groups and one control group. In experimental group 'A' was yoga group, 'B' was aerobic exercise group. And 'C' was yoga-aerobic combined exercise group. Every group had 25 subjects

Group 'A' during first six weeks was trained by every asanas were maintained for 1.5 to 2 minutes and two repetition. Kapalbhathi, Uddiyanbandh, was maintained for 7 minutes and 7 repetitions;Bhastrika was maintained for 6 minutes and 5 repetitions. These yogic exercises programme was given every day for 60 minutes. Group 'B' was trained with different aerobic exercises. During 12 weeks these aerobic exercises training programme was carried out with increased repetitions and duration whereas group 'C' was trained with three day yoga exercise and three day aerobic exercises for 12 weeks and 60 minutes per day.

TRAINING PROGRAMMES

1. **Yogic Training Programme:** It was considered of exercises like Sarvangasana, Matsyasana, Halasana, Chakrasana, Bhujangasana, Salbhasana, Dhanurasana, Paschimotanasana, Ustrasana, Padmasana, UddiyanBandh, Kapalbhathi, Bhastrica and Savasana.

2. **Aerobic Training Programme:** It consisted of the exercise like Arm Movement, Chair Aerobics, Low Impact Aerobics, Moderate Impact Aerobics, High Impact Aerobics and Step Aerobics.

POST TRAINING TESTS

After 12 weeks training programme again these entire group were tested with the same procedure. Results of the tests were recorded and then the statistical analysis of the data was made to derive conclusions.

ANALYSIS & INTERPRETATION

After 12 weeks training period the difference between pre-test and post-test means of each group in the chosen variables was tested by applying 'T' test.

For each of the chosen variables the results pertaining to significance difference, if any between pre-test and post-test means of the experimental groups was assessed by employing 't' test and analysis of variance which is given below.

Table-1

Significance of Difference between the Pre-Test and Post-Test Means Of Selected Physical Fitness Components, Physiological Variables and Aerobic Capacity of Yoga Exercise Group

Test Item	Pre-Test Mean	Post-Test Mean	't' - Value
Aerobic Capacity (Time)	12.11	11.96	1.72
Muscular Endurance	29.36	34.72	6.42
Explosive Leg Strength	2.03	2.12	3.75
Flexibility	4.38	6.06	7.59
Agility (Time)	10.45	10.88	3.75
Cardiovascular Endurance	87.29	91.73	5.52
Vital Capacity	3.38	3.94	11.85
Breath Holding Capacity	59.94	70.04	8.65

Significant at Level 0.05, $T = (48) = 2.01$

Table-2
Significance of Difference between the Pre-Test and Post-Test Means Of Selected Physical Fitness Components, Physiological Variables and Aerobic Capacity Of Aerobic Exercise Group

Test Item	Pre-Test Mean	Post-Test Mean	't' - Value
Aerobic Capacity (Time)	11.88	10.24	10.04
Muscular Endurance	30.66	33.44	4.35
Explosive Leg Strength	2.06	2.16	8.74
Flexibility	3.00	3.74	3.81
Agility (Time)	10.35	10.91	3.09
Cardiovascular Endurance	85.02	95.73	10.20
Vital Capacity	3.54	3.83	6.59
Breath Holding Capacity	64.80	69.18	2.36

Significant at Level 0.05, $T = (48) = 2.01$

Table-3
Significance of Difference between the Pre-Test and Post-Test Means Of Selected Physical Fitness Components, Physiological Variables and Aerobic Capacity Of Yoga-Aerobic Combined Group

Test Item	Pre-Test Mean	Post-Test Mean	't' - Value
Aerobic Capacity (Time)	11.82	11.01	7.11
Muscular Endurance	29.56	32.40	5.77
Explosive Leg Strength	1.96	2.13	5.97
Flexibility	4.04	4.75	5.02
Agility (Time)	9.88	10.57	5.06
Cardiovascular Endurance	83.99	93.42	7.38
Vital Capacity	3.58	4.01	9.62
Breath Holding Capacity	78.53	95.14	4.41

Significant at Level 0.05, $T = (48) = 2.01$

Table-4

Significance of Difference between the Pre-Test and Post-Test Means Of Selected Physical Fitness Components, Physiological Variables and Aerobic Capacity of Control Group

Test Item	Pre-Test Mean	Post-Test Mean	't' - Value
Aerobic Capacity (Time)	11.39	11.34	0.52
Muscular Endurance	30.40	32.34	2.35
Explosive Leg Strength	1.95	1.96	1.92
Flexibility	3.29	3.38	1.05
Agility (Time)	10.27	10.28	0.07
Cardiovascular Endurance	86.83	88.21	2.37
Vital Capacity	3.53	3.60	1.29
Breath Holding Capacity	73.72	78.16	1.84

Significant at Level 0.05, $T = (48) = 2.01$

The mean difference in the pre-test and post-test in group 'A', group 'B', group 'C' and group 'D' were analyzed by applying 't' test. It is evident from table 1,2,3, and 4 that the groups improved their performance after 12 weeks training programme. There was no significance difference in group 'D'.

Since the experimental groups showed significant increase in performance of selected variables, the data were further subjected to analysis of variance to find out if there were any significant differences among the groups. The analysis of variance is shown in Table-5.

Table-5

Analysis of variance of the mean differences in selected physical fitness components, physiological variables and aerobic capacity

Test Item	Source of Variance	Degree of Freedom	Sum of Mean	Sum of Square	'F'- Value
Aerobic Capacity (Time)	Among Groups	3	12.81	38.43	13.77*
	Within Groups	96	0.93	89.47	
Muscular Endurance	Among Groups	3	19.41	298.24	3.67*
	Within Groups	96	27.08	2599.76	
Explosive Leg Strength	Among Groups	3	0.246	7.40	22.36*
	Within Groups	96	0.110	11.51	
Flexibility	Among Groups	3	36.78	110.34	7.90*
	Within Groups	96	4.65	446.46	
Agility (Time)	Among Groups	3	2.153	6.459	4.34*
	Within Groups	96	0.479	46.018	
Cardiovascular Endurance	Among Groups	3	25.46	751.40	3.81*
	Within Groups	96	65.85	6296.34	
Vital Capacity	Among Groups	3	0.786	2.36	6.04*
	Within Groups	96	0.130	12.49	
Breath Holding Capacity	Among Groups	3	3624.22	10874.24	4.85
	Within Groups	96	746.23	71638.22	

Significant at Level 0.05, $F = (396) = 2.70$

$N = 100$

Table-5 Revealed that aerobic capacity was obtained 'F' ratio 13.77 for muscular endurance, 'F' ratio was 3.67 for explosive leg strength 22.36 for flexibility 7.90, for cardiovascular endurance 3.81, for vital capacity 6.04 and 4.85 for breath holding capacity. Which value is much higher value than the value 2.70 required for 'F' ratio to the significant at 0.05 level with (3.96) degrees of freedom.

CONCLUSIONS

On the basis of the obtained results and limitations of the study, the following conclusions were drawn:

1. All the three experimental groups trained with Yoga training aerobic training and combined Yoga and aerobic training for 12 weeks. Exhibited significant improvement as compared to the control group in physical fitness components, philosophical variables and aerobic capacity.
2. The group trained with Yoga training exhibited significant improvement as compared to the control group in muscular endurance, flexibility, vital capacity and birth holding capacity.
3. Aerobic exercise group exhibited significant improvements as compared to the other experimental group and control group in aerobic capacity, cardiovascular endurance and explosive leg strength.
4. Yoga- Aerobic combined exercise group exhibited significant improvements as compare to the other experimental groups and control group in agility.

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ROLE OF MUNICIPAL CORPORATION OF NAINITAL CITY FOR SOLID WASTE MANAGEMENT (SWM)

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ABSTRACT

Solid waste management is one among the fundamental and essential services provided by municipal authorities in the country to keep urban centers clean. Solid waste management has always been a serious problem for cities throughout the world. It is not different in developing countries like India. In certain regions of our country, the free disposal facilities have reached their own capacity and even local governments are confronted with difficult decisions. Solid waste management is a worldwide phenomenon. It is a big challenge all over the world for human beings. The problem of municipal solid waste management is also prevailing in the urban environment of Nainital City. Incorrect waste collection practices and improper solid waste disposal can pose a serious hazard of local disease outbreak, water source pollution and greenhouse gases. This paper describes the present scenario of the SWM practices carried out in the Nainital –the most popular hill station in North India. It also describes the method and practices followed by the citizen of Nainital, Nainital Municipality Council and A to Z group-the organization working for the solid waste collection, transportation, treatment and disposal methodology adopted in Nainital.

KEY WORDS: Municipal solid waste, Municipal Corporation Nainital, Composting, Municipal administration, environment conservation, community role in solid waste management.....

INTRODUCTION

The fast development of townships and urban areas all over the world caused excess utilization of natural resources resulting in production of tremendous amounts of domestic waste (Klang et al., 2003). Lack of attention to environmental issues in many cities threatens the land environment as a hazardous factor (Mohan et al., 2006). Waste is an unavoidable product of human activities. The increase in quantity and complexity of wastes that has been generated, is a result of urbanization and high-living standards in urban areas. Rapid growth of population and industrialization degrades the urban environment and places serious stress on natural resources, which weakens rational and sustainable development initiatives. Irresponsible disposal of solid waste and inefficient management is an obvious cause of degradation of the environment in most of the cities in India. Most of the local self-governing bodies are not able to deal with increasing quantities of wastes that result in stacking of uncollected waste in public places. This necessitates working for a

sustainable waste management system that is associated with environmental, institutional, financial, economic and social sustainability (Baud et al., 2001).

Nainital and the System for Waste Management Nainital district is one of the most preferred hill stations in the Kumaon region of Uttarakhand State. It is situated at foothills of the outer Himalayas, at an altitude of 2,084 metres (6,837 ft) above sea level at 29.38°N 79.45°E. Nainital is situated in a valley around the mango-shaped Nainilake. This lake has given Nainital its name (Anonymous, 1908). Nainital has temperate summers, maximum temperature 27°C (81°F); minimum temperature 7°C (45°F) while in the winter, Nainital receives snowfall between December and February with the temperatures varying between a maximum of 15°C (59°F) and a minimum of - 3°C (27°F). Nainital had a population of approximately 70000. Males constitute 54% of the population and females 46%. Nainital has an average literacy rate of 91%, higher than the national average of 59.5%: male literacy is 98%, and female literacy is 96%. In summers, the population increases more than fivefold with an annual influx of tourists predominantly from the plains of northern India. The overall sex ratio in the sampled households is 915, which is higher than that reported (842) in Census of India 2001. The age groups of 15-44 have highest population for both the sexes (City Development Plan, 2007). The awareness of environmental degradation among the academics, geologists, concerned citizens and the judiciary alarmed towards the rate of new construction in Nainital and its effect on the Nainilake. This resulted in efforts to ensure prevention of the deterioration of the lake and its surrounding ecosystem. This also initiated the desilting of the lake and afforestation of the catchment area; however, these efforts are not adequate to deal with the rising pressure on its ecosystem. The number of vehicles bringing the tourists to the town is continuously increasing and this could turn Nainital into a disfigured and despoiled town (Wikipedia, 2013). It has been observed that hundreds of fish died in January 2006 in Naini Lake due to low level of oxygen in the hypolimnic layer and it was due to pollution that includes illegal dumping of garbage.

Nainital city has importance from the view point of its natural beauty and therefore, a number of tourists come to Nainital and nearby locations every year. Further, the human population load of native population is also increasing day by day

which in turn has resulted in increased production of solid waste each day. Various projects have been carried out by different Governmental and Nongovernmental organizations from time to time in order to address the solid waste management in the city. This induced citizen's participation towards the protection of environmental deterioration. The Municipal Council and District Administration have appointed 'Lake Wardens' from the civil society to keep an eye on the polluters and started the scheme of 'Mission Butterfly' for the solid waste management. The mission was funded by the National Lake Development Authority (NLDA) and implemented by local organisation - Lok Chetna Manch formed in 2008. The project managed waste from households, hotels and restaurants, schools and colleges to its destination. The inclusion of Nainital in Jawaharlal Nehru National Urban Renewal Mission (JNNURM) led to SWM to the A2Z group, that handles wastes management in 65 cities that are included in JNNURM (Guidelines for Projects JNNURM, 2005). Now that these projects are over, therefore, there is a need to carry out a study which tells the current status of solid waste management.

OBJECTIVES

The objectives of this study are as follows:

- O₁. To know the awareness level of the beneficiaries of Nainital City regarding SWM
- O₂. To know the satisfactory level of the beneficiaries of Nainital City regarding the role of Municipal Corporation for solid waste management
- O₃. To know the job satisfaction level of the workers appointed by the Municipal Corporation of Nainital City for Garbage collection

RESEARCH METHOD

Quantitative and Qualitative Method - Both quantitative and qualitative methods were adopted during the study. This included field survey, questionnaires and interviews.

Qualitative Method - A structured questionnaire was prepared for primary data collection. The questionnaire was used to collect information from the various sections of society viz. households, shopkeepers, service personals, hotel managers

and tourists. The questionnaire was structured for close-ended questions, where the respondent provided answers to questions asked. Municipality officials and Staff members were interviewed regarding various aspects of waste management services and practices in Nainital.

Questionnaire Design - The questionnaire consisted of 32 questions divided into main three aspects – the awareness of citizens towards SWM, the motivation of Nainital citizens toward SWM and the apprehension of Nainital citizens for management of solid waste. The responses were recorded by direct interviewing. The data will be collected on the bases of random sampling.

THE SAMPLE

A total sample of 50 covering household/ business houses, tourists and employees of Municipal Corporation of Nainital was carried out.

The proportionate a distribution of sample size is as follows:

Area	Nainital city
Population (tentative)	1,00,000
Sample Size	50
Investigator	06
Time required	06 Days

DATA COLLECTION AND ANALYSIS

The data was collected with the help of questionnaire from different stakeholders (Annexure 'A'). The data so collected was analyzed based on percentage.

Quantitative Method - Secondary data regarding solid waste generation, collection system and disposal were collected from Nainital Municipal Corporation and the agency people. On-site field visits were conducted to observe various aspect of solid waste management in Nainital by the peoples as well as by the officials of Municipal Corporation. This included the waste collection chain starting from waste generation, collection, transportation, transfer and disposal.

Schedule - The case study was undertaken in two phases.

Phase I: A questionnaire survey was carried out in the different areas of Nainital i.e. Polytechnic, Sainik School area, Mallital Market, D.S.B. Campus and Hermitage.

Further, municipality officials and tourists were also interviewed to collect data regarding waste generation, collection, transfer and disposal.

Phase II: On-site field visits, photographic indicators and secondary data was collected and analyzed.

RESULTS

Table - 1
Awareness Level

S.N.	Number of Beneficiaries	Fully Aware about SWM	Partially Aware about SWM	No Awareness about SWM
1.	50	28	13	9

Table – 2
Satisfaction level of the beneficiaries regarding role of M C for SWM

S.N.	Number of Beneficiaries	Fully Satisfied	Partially satisfied	Not satisfied
1.	50	25	15	10

Table - 3
Job satisfaction of garbage collectors

S.N.	Job Related variables of Garbage collectors	Fully satisfied	Partially satisfied	Dissatisfied
1	Nature of job	Nil	Nil	100%
2	salary	Nil	33%	67%
3	Leave	67%	33%	Nil
4	Equipments	Nil	33%	67%
5	Monitoring	Nil	Nil	100%

1. It is found that in table no. 1 that out of 50(n=50) only 56% of the total numbers are fully aware about the SWM and 26% of the total numbers are partially aware about the SWM and 18% of the total numbers are not aware about the SWM.
2. It is found that in table no. 2 that out of 50(n=50) only 50% of the total numbers are fully satisfied about the role of MC for the SWM and 30% of the total numbers are partially satisfied about the role of MC for SWM and 20% of

the total numbers are not satisfied about the role of MC for SWM.

3. It is found in table no 3 that 100% employees are dissatisfied in case of nature of job, 33% are partially satisfied and 67% are dissatisfied in case of salary, 67% fully satisfied and 33% are partially satisfied in case of leave, 33% are partially satisfied and 67% are dissatisfied in case of equipments, 100% are dissatisfied in case of monitoring.

CONCLUSION

This study has been proposed to However; the solid waste management in Nainital City appears to be inadequate and needs up gradation. The solid waste has to be disposed off scientifically through sanitary landfill and recyclable portion of the waste should be salvaged. Segregation of recyclable material would also lead to reduction in quantity of solid waste for final disposal. Higher priority needs to be assigned to the management of municipal solid waste by the local authority and a system approach needs to be adopted for optimizing the entire operation of SWM encompassing segregation at source, timely and proper collection, transportation routes and types of vehicles and development and proper operation of sanitary landfill site. The density of population along with number of offices and institutions are continuously increasing thus there should be effective management activity for managing the solid waste which is generated daily in area. The disposal of MSW is being done by unscientific method i.e. dumping unprocessed waste. The non-segregated waste is disposed-off at the landfill site and no processing is done. The composting of organic wastes at suitable sites for composting of bio-degradable wastes generated should be carried out. The disposal of segregated inorganic waste for filling of low lands, land fill site, road construction etc. should be encouraged. There should be monitoring plan of pollution level at the disposal site. There should be basic infrastructural facilities such as fencing, proper road, office building, and vehicle/equipment shed etc. at the land fill site. People participation in this aspect should be encouraged. The solid waste management in Nainital City appears to be inadequate and needs up gradation. The solid waste has to be disposed off scientifically through sanitary landfill and recyclable portion of the waste portion of the waste should be salvaged. Segregation of recyclable material would also leads to

reduction in quantity of solid waste for final disposal. Higher priority needs to be assigned to the management of municipal solid waste by the local authority and a system approach needs to be adopted for optimizing the entire operation of SWM encompassing segregation at source, timely and proper collection, transportation rules and types of vehicles and development and proper operation of sanitary landfill site. Nainital city might need to look for better solution of waste disposal considering unavailability of landfill and disposal site.

SUGGESTIONS

In the end it is suggested that some steps which may be undertaken by the municipal corporation, so that communities as well as employees get their problems solved.

1. Employees are made sensitive towards their work.
2. Action research knowledge be provided to them for its efficient implementation.
3. More emphasis be laid on to make the environment neat and clean.
4. Available resources need to be utilized properly.
5. Great need to think about the salaries of SWM workers.
6. Need to start awareness campaign.

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A STUDY OF TELEVISION VIEWING BEHAVIOR OF SECONDARY SCHOOL STUDENTS AND ITS IM PACT ON THEIR EDUCATIONAL DEVELOPM ENT

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ABSTRACT

Television is the part of our life it plays important role in updating us and linking us with the world. Today grownups are going too addicted of television watching. It has adverse effect on their educational and personal growth. It is seen that parents allow the younger one to watch certain type of channels which are dangerous for their growth. Here to assess the effect of television on younger's educational growth the researcher selected 100 senior secondary students through simple random sampling technique. The students were assured that the response taken from them will keep confidential. The researcher has used a self made questionnaire for filling up responses from the respondents. Researcher used descriptive survey method, calculated data was analysed by using mean, S.D. t test etc.

KEY WORDS: Television, Education, Behaviour.....

INTRODUCTION

Television the newest mass media has penetrated the world of man. While joining the succession of the other mass media namely books, pamphlets, newspaper, magazines, gramophones, recordings, films and radios. It has a special appeal to viewers as it overcomes the barriers of distance between the originating point of communication and the screening end of the message.

Television is the part of our life it plays important role in updating us and linking us with the world. Excessive television (TV) viewing in adolescence has been associated with adverse cognitive and behavioral outcomes. Television (TV) has its good side. It can be entertaining and educational, and can open up new worlds for the younger's, giving them a chance to travel the globe, learn about different cultures, and gain exposure to ideas they may never encounter in their own community.

Adolescents are likely to learn things from TV that parents don't want them to learn. TV can affect Younger's' health, behavior and family life in negative ways.

In present era, Television is the agency by which the standard of behaviour is

transmitted to the new generation. Television programs help a lot in modifying one's life and they help people in accepting best, one has got. Television is also being viewed over in the multimedia computers. About 80% of the populations watch television programs regularly.

NEED OF THE STUDY

Television is a remarkable communication tool. It entertains, educates and influences. Television has a great impact on the entire world. Television holds fascination opportunities for the world of education. In this era of constant change it has opened a new vista of instructional media to alleviate the difficult problems of critical shortage of school facilities for the constantly growing school population, shortage of qualified teachers and well equipped laboratories and the mounting costs of education.

It should be clear that television has much to contribute to education both in extending educational opportunity more widely and in raising the level of quality of what is offered. But to use it effectively it is essential that its characteristics be understood, its potentials be utilized, and its limitations be overcome. Wisely used, television can prove to be a twentieth century answer to some of the century's most pressing educational problems.

OBJECTIVES

- O₁. To study the impact of television viewing behaviour on educational development of rural boys and rural girls of secondary school.
- O₂. To study the impact of television viewing behaviour on educational development of urban boys and urban girls of secondary school.
- O₃. To study the impact of television viewing behaviour on educational development of rural boys and urban boys of secondary school.
- O₄. To study the impact of television viewing behaviour on educational development of rural girls and urban girls of secondary school.

HYPOTHESES

- H₁. There is no significant difference of television viewing behaviour on educational development of rural boys and rural girls of secondary school.

H₂. There is no significant difference of television viewing behaviour on educational development of urban boys and urban girls of secondary school.

H₃. There is no significant difference of television viewing behaviour on educational development of rural boys and urban boys of secondary school.

H₄. There is no significant difference of television viewing behaviour on educational development of rural girls and urban girls of secondary school.

DELIMITATIONS OF THE STUDY

Present research paper is delimited to Tohana Block. The researcher has delimited this study to 120 students studying in secondary schools.

RESEARCH METHOD

In present research paper the researcher has used descriptive survey method.

THE SAMPLE

For present paper investigator has selected 120 students from senior secondary schools studying in various schools of Tohana Block. The Sample comprises of 60 boys and 60 girl students.

RESEARCH TOOL

In present research paper the investigator has used self made questionnaire. The questionnaire contains 17 items. For yes response 1 mark is given and for no response 0 is assigned.

STATISTICAL TECHNIQUES

To convert the collected data into meaningful information the researcher has applied Mean, SD, and the 't'-Test.

ANALYSIS & INTERPRETATION

There is no significant difference of television viewing behaviour on educational development of rural boys and rural girls of secondary school.

Group	No	Mean	S.D.	't'- Value	Significance
Rural Boys Students	25	11.9	2.78	0.15	NS
Rural Girls Students	25	10.80	2.85		

NS= Not Significant

Here from the table it is clear that the mean score of rural boy's students is higher than rural girls. Here the t value calculated is 0.15 which is less than the table value. So here null hypothesis is accepted. There is no significant difference of television viewing behaviour on educational development of urban boys and urban girls of secondary school.

Group	No	Mean	S.D.	't'- Value	Significance
Urban Boys	25	12.44	1.23	2	NS
Urban Girls	25	13.04	1.51		

NS= Not Significant

From the table it is clear that the mean value of urban girls is more than the mean score of urban boys. The calculated value of t is greater than at 0.05 level of table value and less than table value at 0.01 level. There is no significant difference of television viewing behaviour on educational development of rural boys and urban boys of secondary school

Group	No	Mean	S.D.	't'- Value	Significance
Rural boys	25	10.92	2.78	2.53	NS
Urban boys	25	12.44	1.23		

NS= Not Significant

The mentioned table shows that the mean score of urban boys is greater than mean score of rural boys. Here the calculated value of t is greater than the table value at 0.01 level and it is less than at 0.05 level. There is no significant difference of television viewing behaviour on educational development of rural girls and urban girls of secondary school.

Group	No	Mean	S.D.	't'- Value	Significance
Rural Girls	25	10.80	2.85	2.80	Significant at both level
Urban Girls	25	13.04	1.51		

From the above mentioned table it is clear than the mean score of urban girls is more than the mean score of rural girls. The calculated value of t is greater than table value at both level i.e.0.01 and 0.05.

FINDINGS

Here the researcher found that the very first null hypothesis is accepted. So television viewing behavior has an equal effect on educational development of rural boys and rural girls of secondary school. Researcher has also found that urban boys and urban girls, rural boys and urban boys, rural girls and urban girls differ to the effect of television viewing behavior on educational development.

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AN EVALUATIVE STUDY ON EFFECT OF SARVA SIKSHA ABHIYAN IN PRIM ARY SCHOOL FUNCTIONING

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ABSTRACT

The present study entitled as “AN EVALUATIVE STUDY ON EFFECT OF SARVA SIKSHA ABHIYAN IN PRIM ARY SCHOOL FUNCTIONING” In the Present study the investigator selected 100 Govt. teachers of 20 Govt. school of Narwana Block. In the Present study the questionnaire is self made. The investigator has tried to find out the result of implementation of SARVA SIKHA ABHIYAN in Govt. schools of Narwana Block. The investigator find out some positive and some average result after to complete her investigation. So, to know the merits and demerits of SSA the researcher choose this topic.

KEY WORDS: Sarva Siksha Abhiyan, Effect, Primary, Govt. School, Teachers.....

INTRODUCTION

Primary education in primary school is typically the first stage of compulsory education, coming between early childhood education and secondary education. Different type of educational programme and plans are launched by the Govt. of India for the development of primary education time to time. India got freedom on 15 August 1947. At the time of freedom the literacy rate of India was 12%. The most article of Indian constitution article 45 ensure Free and compulsory education for students of the age group 6-14 years. At the time of adoption of the constitution in 1950, the way to achieve the goal of universalization of primary education within the next ten years I.E. by 1960, but to till the time the aim of universalization of primary education remain exclusive.

Sarva Siksha Abhiyan is Govt. of India's Flagship programme for achievement of universalization of primary education in a time bound manner, as mandated 86 the by amendment to the Constitution of India making free and compulsory education to the children of 6-14 years age group, a fundamental right. SSA is being implemented in Partnership with state Govt. to coverage entire country and address the needs of 192 million habitations. SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl education and children

with special need. SSA also seeks to provide computer education to bridge the digital divide SSA is Govt. of India's flagship programme for achievement of Universalization of Primary education in a time bound manner.

NEED OF THE STUDY

Indian Govt. is making plans and policies for improving primary education in schools. In order to check the result of SSA programme whether they are positive or negative, the investigator choose this topic for the investigation. SARVA SHIKSHA ABHIYAN is one of the flagship programme starts by central by Govt. in 2002. The programme lays emphasis on primary education especially age group 6-12 year. It enforces free and compulsory education for all students in Indian context. Before this programme certain type of programmes are being organized but the target of primary education remain unachieved. Now S.S.A. is started but the students of different areas are not showing their interest about education. Hence the Govt. has laid more responsibilities on Govt. school teachers. Due to that to find out teachers views about S.S.A. the researcher has selected this research problem .

OBJECTIVES

1. To assess the extent to which the various schemes have been implemented.
2. To assess adequacy of supply of the free text books to the targeted students.
3. To assess the utility of village education committee and village construction committee for the purpose.
4. To assess the follow up and monitoring system adopted by school authority to each level.
5. To assess the impact of various schemes in improving the enrolment as well as drop out of the students.

DELIMITATIONS OF THE STUDY

The investigators have delimited the study to Narwana Block of Jind Distt. in Haryana. The study was also limited to 100 teachers of 20 Govt. schools situated in Narwana block.

METHOD

In present study the investigator had used Survey Method of Research.

THE SAMPLE

For the present study, investigator selected 20 Primary schools of Narwana Block in Jind Distt. Haryana and sample comprised of 100 primary school teachers.

RESEARCH TOOL

A self made Questionnaire was used for data collection prepared by the investigators. The questionnaire contains 30 questions divided into six dimensions.

STATISTICAL TECHNIQUES

The collected data was analyzed by adopting the procedure of content analysis and percentage analysis.

ANALYSIS & INTERPRETATION OF DATA

For the Present study the very first objective formed by the investigator

Table-1**Role of Govt. in Policy Making for the Development of Primary Education- Role of SSA in the Development Of Primary Education**

Statement	Response		Percentage		Total
	Yes	No	Yes	No	
	81	19	81	19	100

From the above mentioned Table-1 depicts that 81% teachers have responded yes and 19% teachers have responded No.

Table-2**Change in the School Infrastructure and its Functioning**

Statement	Response		Percentage		Total
	Yes	No	Yes	No	
	58	42	58	42	100

Above mentioned Table-2 shows that 58% teachers responded that school infrastructure has been improved and 42% teachers responded that school infrastructure has not been changed.

Table-3**Regarding the Launching Of S.S.A. and its Provision for Compulsory Education for the Age Group of 6-14 Years**

Statement	Response		Percentage		Total
	Yes	No	Yes	No	
	59	41	59	41	100

The above Table-3 reflects that 59% teachers responded that S.S.A. was launched in 2002 and 41% teachers responded no about the launching.

Table-4
Effect on Parents and their Attitude

Statement	Response		Percentage		Total
	Yes	No	Yes	No	
	53	47	53	47	100

From the above mentioned Table-4 it is concluded that 53% teachers have responded yes the parents were influenced and 47% teachers marked No.

Table-5
Regarding the Interest Taken By the Students and Change in their Attitude towards Education

Statement	Response		Percentage		Total
	Yes	No	Yes	No	
	59	41	59	41	100

From the above mentioned Table-5 it is clear that 59% teachers respond no for the statement.

Table-6
Regarding the Interest and Motivation to School Authority to Implement S.S.A.

Statement	Response		Percentage		Total
	Yes	No	Yes	No	
	45	55	45	55	100

The Table-6 shows that 45% teachers responded yes while 55% teachers respond no for the statement.

FINDINGS OF THE STUDY

1. It has been found that teachers have knowledge about Govt. policies for development of primary education.
2. It was found that some of teachers have no knowledge of changing infrastructure
3. Regarding this study we conclude that most of the teachers have knowledge that compulsory education age group is 6-14 years.

4. It was found that mostly teachers analysis the positive effect on parents and their attitude.
5. It was found that enrolment of students increased in Govt. schools.
6. It has also been found that no more contribution was given by Panchayat's Sarpahch.

CONCLUSION

From the present study, it has been concluded that teachers' attitude towards govt. policies and infrastructure is positive and parents have positive impressed by S.S.A and that is reason Govt. Primary schools.

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A COM PARATIVE STUDY OF COM PUTER PHOBIA AM ONG PRIVATE SENIOR SECONDARY SCHOOL TEACHERS

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ABSTRACT

The present study entitled as “A COMPARATIVE STUDY OF COMPUTER PHOBIA AMONG PRIVATE SENIOR SECONDARY SCHOOL TEACHERS”. In the present study, Computer Phobia Scale by Prof. s. Rajasekar & Varyapuri Raja P. has used. Now-a-days, Most of the work which was earlier done manually is now being done through computers. For example: railway reservation system, billing system, banking etc... This is because of the various advantages computers have over manual work. It saves time and makes work more genuine and dependable. Some people are afraid to use computers as they think that computers are very complex to use. They do not understand how to use computers. To combat these fears, computer hardware and software designers have attempted to make more user-friendly computers. So, the researcher was selected this topic. From this study, the researcher has found the significant difference between private senior secondary school female and male teachers in relation to Computer Phobia.

KEY WORDS: Computer, Phobia, Private, Senior Secondary, School, Teacher.....

INTRODUCTION

Computers are being used by most people in every sector of life. Computers have become an inseparable part of human life and occupy an important place in our life. Whether at home or workplace, people are gradually getting dependent on computers. They have their own PC to work regularly. Now-a-days, Most of the work which was earlier done manually is now being done through computers. For example: railway reservation system, billing system, banking etc... This is because of the various advantages computers have over manual work. It saves time and makes work more genuine and dependable. But the dark side of the coin is that a large part of our population is not using the computers due to lack of knowledge or a hidden fear of casing damage to the computer.

COM PUTER IN SCHOOL

The educational authorities have provided for enough facilities at school and college level for use of computers in education, but the fact is that most of the teachers fear technology. They stick to the traditional ways of teaching and do not

want to change their ways of working. They fear that technology might replace them or they might cause damage to the computers if they mishandle them. This has caused a big constraint in the way of use of technology in the classrooms.

COMPUTER IN CLASSROOM TEACHER

It is a well established fact that in this technological era with the help of computers we can improve the classroom teaching also. By using computers, the teachers can totally transform the way they handle the students while teaching in the classroom. It is also helpful for the teachers in keeping the records of their students (Grades, Marks, Attendance). If they use the computer in the class room the student will give more attention towards studies. This will also create competitive spirit in the students and prepare them for the global competition. They will be able to stand the pressure of the current technological advancement in all spheres of life. The fear of using the computers can only be overcome if the teachers are willing to experiment with them in the classroom. These days' maximum public and private schools are using computers. 'SMART CLASS' in the schools have revolutionized the whole education process. We know that use of visual senses has more impact on retention. So when teachers teach their students by using computers or projects then students can easily grasp the content and this also increases interest among students. It also makes concepts clear and easy.

In CBSE schools, Continuous, comprehensive evaluation has been introduced. In this system, teachers have to maintain records of marks. So teachers can save these data by creating file on the computers. Results can be prepared easily and it saves time and energy.

As one knows that in this communication age, computers are being used in every walk of life widely and education is not an exception in this regard. So the teacher should use computers in their day-to-day teaching. But irony of our fate is that some of the teachers do not want to change themselves with the time. They have a fear in using the computers; they can also use computers in their school routine work. In psychological terms, we call it as 'computer anxiety' or 'computer phobia'.

CONCEPT OF COMPUTER PHOBIA

Computer phobia mainly implies the fear of computers, of using computers, and of technology in general. The term may be used to refer to two very different fears: the fear of actually using computers and the Internet or the fear that computers in general will make human life less meaningful and more dangerous.

Some people are afraid to use computers as they think that computers are very complex to use. They do not understand how to use computers. To combat these fears, computer hardware and software designers have attempted to make more user-friendly computers. Such advances as plug and play (the ability of a computer to automatically detect and set up hardware, without much intervention from the user) and graphical interfaces, such as that of Windows, have been created in order to help those who worried that they would need programmer-like skills in order to use a computer.

In its other meaning, computer phobia is often used interchangeably with technophobia. This version of computer phobia sees computers as complicating machines that eliminate jobs and teach people to be impatient. These computer phobic people fear that computers are leading us into a future where those in power will use technology against us.

NEED AND SIGNIFICANCE OF THE STUDY

The purpose of the study is to examine potential relationship between computer phobia and ways of designing computer based training in the workplace specially classroom situations. This assumes a great importance in the present context because the whole education system has been affected by the use of technology.

Computer skills are pre requisites to effective working and we should understand at least the basic principles of using computer because the whole world is becoming computer oriented. Since our future is based on how well we are able to handle the computer, we have to gear ourselves up as soon as possible. Some teachers have hidden fears in their minds regarding the use of computers. They have a fear of damaging the machine & erasing important information. But this relates to their 'Lack of Knowledge'. Teachers, who have little knowledge about computers are

likely to have an anxiety about them; Computer Phobia can disrupt normal life and working in the school and also in the society. Computer Anxiety should be identified, measured and prevented in order to facilitate the successful education and socialization of those affected by it. So, there is an urgent need to measure the computer phobia among the teachers for the purpose to remove the phobia among the teachers. This will also provide useful data about how much effort is required to cope with the problem.

Computer anxiety or computer phobia is defined as the fear of using computer. This fear is created by people who link computer anxiety with computer training in a negative manner. Computers are becoming more & more prevalent in the workplace and in education as well. In the workplace avoidance lowers performance in the business environment and ultimately reduces the chance for career advancement and Avoidance can seriously affect some student's academic progress.

The computer is the second most common place of equipment in the workplace. This new technology requires workers to gain new skills and competencies in order to be effective. Thus providing effective computer based training to the teachers is vital to the student's success.

This fear leads to aversion to the learning programs, which subsequently leads to poor performance. In a post secondary education use' and that the further leads to poor test scores on the subject taught. Thus, both the organizational educator and the classical educator benefit from the study's analysis of computer anxiety.

To avoid the lower performance in education and workplace, it is more and more important to use computers in this field. Specifically in the field of education and teacher education, educators sometimes suffer from computer anxiety due to unavailability of proper computer training provided to them. Thus, the researcher finds a scope to undertake presence study to find out the causes and sources of computer phobia among senior secondary school teachers.

OBJECTIVES OF THE STUDY

- O₁. To study the level of computer phobia among private senior secondary school female and male teachers.
- O₂. To compare the level of computer phobia between rural female and rural male private senior secondary school teachers.
- O₃. To compare the level of computer phobia between urban female and urban male private senior secondary school teachers.

HYPOTHESIS OF THE STUDY

- H₁. There exists no significant difference between private senior secondary school female and male teachers in relation to computer phobia.
- H₂. There exists no significant difference between rural female and rural male private senior secondary school teachers in relation to computer phobia.
- H₃. There exists no significant difference between urban female and urban male private senior secondary school teachers in relation to computer phobia.

DELIMITATIONS OF THE STUDY

Present study is delimited to 100 private senior secondary school teachers from Narwana Block in Jind District.

SAMPLE OF THE STUDY

The sample of the present study consists of 100 private senior secondary school teachers from Narwana block through simple random sampling technique in which 50 male & 50 female teachers has taken from urban and rural areas.

TOOLS USED

In the present study, **Computer Phobia Scale** by Prof. S. Rajasekar & Varyapuri Raja P. has used.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation (S.D.) and t-test has used for the present study.

DATA ANALYSIS

- 1. There exists no significant difference between private senior secondary school female and male teachers in relation to computer phobia.

Table- 1

Sample	No. of Teachers	Mean	S.D.	t-Value	Level of Significance	Remarks
Private Female Teachers	50	65.86	10.69	4.26	0.01 and 0.05	Significant difference
Private Male Teachers	50	55.7	13.05			

In Table-1, the Mean score of Private female teachers is 65.86 and the Mean score of Private male teachers is 55.7. The Value of t-test is 4.26 which are more than table value (1.96 and 2.58). So, we reject the Null Hypothesis.

2. There exists no significant difference between rural female and rural male private senior secondary school teachers in relation to computer phobia.

Table- 2

Sample	No. of Teachers	Mean	S.D.	t-Value	Level of Significance	Remarks
Private Rural Female	25	56.08	12.78	0.73	0.01 and 0.05	No Significant difference
Private Rural Male	25	58.52	10.59			

The Mean score of Rural Female teachers are 56.08 and the Mean score of Rural Male teachers are 58.52. The Value of t-test is 0.73 which is less than table value (1.96 and 2.58). So, we accept null hypothesis.

3. There exists no significant difference between urban female and urban male private senior secondary school teachers in relation to computer phobia.

Table-3

Sample	No. of Teachers	Mean	S.D.	t-Value	Level of Significance	Remarks
Private Urban Female	25	63.8	12.78	2.55	0.01 and 0.05	Significant difference at the level 0.01 but no significant difference at the level 0.05
Private Urban Male	25	53.28	16.17			

The Mean score of Urban Female teachers are 63.8 and the Mean score of Urban Male teachers are 53.28. The Value of t-test is 2.55 which is more than table value 1.96 at the level of 0.05 but it is 2.55 which is less than the table value 2.58 at the level of 0.01. So we accept the null hypothesis at the level of 0.05 but, we reject the null hypothesis at the level 0.01.

FINDINGS

1. In the present study, the researcher has found the significant difference between private senior secondary school female and male teachers in relation to computer phobia.
2. The researcher has found no significant difference between rural female and rural male private senior secondary school teachers in relation to computer phobia.
3. The researcher has found the significant difference between urban female and urban male private senior secondary school teachers in relation to computer phobia.

CONCLUSION

The present study has accessed to computer phobia among secondary school teachers. In this technological era with the help of computers we can improve the class rooms teaching also. By using computers, in the class we can give the number of information to the students. It is also helpful for the teachers in keeping the records. It also benefited for our society and educational environment. But mostly teachers are not using the computers due to the lack of knowledge or a hidden fear of damage of computer called computer phobia. Further research focusing on this aspect could yield useful information in determining how to reduce cultural influence impacting computer access. A study of this single factor alone as a source of computer anxiety could yield a wealth of data about the potential relationship between cognitive factors and computer anxiety and how to overcome that anxiety.

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EDUCATION FOR VALUE GENERATION

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ABSTRACT

Degeneration of values have posed a danger to the survival of our age-old value-based society. In a world full of cynicism value-based education is the only hope to revive and restore the lost glory of India. Schools can strive to restore and sustain the universal values. Only value-based education can lead the nation to fight against all evils that are gnawing at the society like a woodworm. Only this will enable the people to realize the treasure within. The excellence of our society lies in the unity in diversity. In this land of diverse culture we need to work at the grass root level. We have to lay emphasis on equity and social justice in education. It will help to promote socio-cultural identity. Virtues like patience, adjustment and learning from failure, come to use in real life. The seed of these values need to be nurtured through deliberate, planned and sustained efforts.

KEY WORDS: Education, Value, Degeneration, Value-based Education, Society.....

INTRODUCTION

Post independence period has witnessed constant erosion of values — social, moral and spiritual. We must strive to restore values for the moral and spiritual growth of the people. Values must also be oriented towards the unity and integrity of the people. Value based education will help the nation to fight against all kinds of evils, violence, corruption and avarice.

The National Policy on Education (1986) lays emphasis on equity and social justice in education to promote and protect country's socio- cultural identity. Values are also enshrined in our constitution. They secure justice, liberty and equality to all her citizens. They aim at promoting fraternity among the people of India. Justice J.S. Verma Committee on Fundamental Duties of citizens paves the way for strong commitment to basic human values and social justice. The eleven Fundamental duties of citizens is a valuable pointer to what the country expects of her citizens.

VALUES

S B Chavan Committee Report recommended five universal values that can become the foundation for value based education programme. They are Truth,

Righteous Conduct, Peace, Love and Non-violence. These values represent the five domains of human personality and are “correlated with the five major objectives of education. It is shown in the table below:

Values →	Truth ↓	Righteous Conduct ↓	Peace ↓	Love ↓	Non-violence ↓
Five domains of human personality	Intellectual ↓	Physical ↓	Emotional ↓	Psychological ↓	Spiritual ↓
Five major objectives of education	Knowledge	Skill	Balance	Vision	Identity

Another major source of value generation is religion. The essence of every religion is common, only the practices differ. What is required today is not religious education but education about religions; their basics, the values inherent therein and also a comparative study of the philosophy of all religions. All religions have to be treated with equal respect. There should be no discrimination on the ground of any religion. UNESCO also pleads for spiritual convergence.

It observes: “that it is from early childhood that children should be introduced to the discovery of “otherness”, and to the values of tolerance, respect and confidence in the other”. That will bring about a change of behaviour and attitudes towards others. The introduction of specific teaching of intercultural and inter-religious dialogue, through the adequate pedagogical tools, is conceived as a means to foster reciprocal knowledge of shared values contained in the message issued by religious and spiritual traditions, which can be considered as a common spiritual and cultural heritage”

S.B. Chavan committee submitted its report to the Indian parliament in Feb. 1999. The brief description of its report is as follows:

1. Values are virtues in an individual. They are principles which are consistent and universal. They direct our actions and activities. They are inbuilt in our society. These values, if deteriorated, will hasten or accelerate the break

- down of family, society and nation as a whole.
2. Our young generation under the growing influence of negative aspect of Western culture is stranded on the crossroads, not able to decide which direction to take.
 3. Education should aim at holistic development of human being — his intellectual, physical, spiritual and ethical development. There should be comprehensive programme of value education embracing the entire spectrum of educational process.
 4. After independence different commissions and committees have highlighted the urgent need for making our educational system value based. We find that well chalked out plans and strategies for making education value oriented still remain on paper.
 5. India is an ancient land of diverse cultures. There is greater diversity in religion, language and geography, still there is some binding force which unites the country in its diversity. The great saints and thinkers of our ancient past have talked about human virtues and values. These values are to be inculcated by our young generation.
 6. What we lack in our present system of education is our emphasis on acquiring techniques and not values. We should remember that skills acquired on computers tend to become outdated with passage of time but values remain forever. Education is not merely an information transmission process, but it aims at holistic development of students and prepare them to be useful members of society. Swami Vivekananda has very aptly said:
“Education is not the amount of information that is put in your brain and runs riot there, undigested, all your life. We must have life building, character making and assimilation of ideas. If education is identical with information, libraries are the greatest sages of the world and encyclopedias are rishis.”
 7. The seeds of value education should be nurtured at the primary school stage. At this grass root level we need dedicated teachers. Deliberate, planned and sustained efforts will have to be made to inculcate human values among the

students.

8. Certain social values ought to be imbibed by the young minds. Values like dignity of labour is lacking in our young generation. This needs to be impressed upon small children
9. Students should be acquainted with the history of India's freedom struggle, cultural heritage and such other features as help them imbibe the feelings of national identity, dignity and unity. Value-based education should be a part of curriculum. It should be introduced at school level and extended to college and university level. Govt. should monitor the programmes telecast through media lest western culture penetrates into India and damage our age-old traditions and values.
10. In a secular society we need moral values for proper functioning of the social system. We are heading towards a materialistic society at the cost of our value-based social system. There is no room for ill-will, violence, dishonesty, corruption or exploitation in a just social order. All these evils pose a danger to the survival of value-based culture and society.

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**CONTINUOUS AND COMPREHENSIVE EVALUATION IN SCHOOL :
AN URGENT
NEED FOR CAPACITY BUILDING OF TEACHER COMPETENCIES**

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(H.P.)**

ABSTRACT

The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching provided it is implemented accurately. As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to decrease the workload on the student by means of continuous evaluation by taking number of small tests throughout the year in place of single test at the end of the academic program. Only Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, and also helps to motivate the students who have a thirst of knowledge. In this paper the author has highlighted the role of teacher in improving quality through CCE; Current Realities and Need for improving Teacher Competencies.

KEY WORDS: Continuous and Comprehensive Evaluation, Capacity Building of Teachers.....

INTRODUCTION

While one of the major areas of school education is towards the all-round development of the child, least attention was paid to the educative process involved and to the assessment of students' personal development in spite of strong complaints from parents and community regarding the heavy school curricula. The National Policy on Education (1986) and the Programme of Action (1992) followed by the National Curriculum Framework of School Education (1986 and 2000) reiterated the need for developing the personal and social qualities in learners. They stressed the point that the evaluation should be comprehensive in nature, wherein all learning experiences pertaining to scholastic, co-scholastic and personal and social qualities are assessed. To make this happen the MHRD announced Continuous and

Comprehensive Evaluation system in 2009 and the Class X board exams made optional in 2011.

The main objective of the continuous and comprehensive evaluation (CCE) is the school- based evaluation of the pupil on a continuous process throughout the year and helps in checking all the standards of performance in both scholastic and co-scholastic areas. It necessitates the use of multiple evaluation techniques and tools in addition to certain conventional ones. There are 2 types of Assessments, in an academic year, to test the Scholastic areas: Formative Assessment (FA) and Summative Assessment (SA) *Formative Assessment* FA is carried out as a part of the instruction methodology and provides continuous feedback to both the teachers and the learners. It comprises of Class work, Homework, Oral questions, Quizzes, Projects, and Assignments/Tests etc. Thus, makes the provision of effective feedback and provides platform for the active involvement of students in their own learning process that leads to motivation and self-esteem of students. *Summative Assessment* Summative assessment is carried out at the end of a term. It measures how much a student has learnt from the course and is usually a graded test i.e. Examination.

ROLE OF TEACHING IN IMPROVING QUALITY THROUGH CCE

A teacher is fundamental in bringing desired change while implementing the CCE system in the schools. It is based on the assumption that the teacher knows his pupils best and hence he/she should only be entrusted with the responsibility of evaluation. It provides an opportunity to teacher for regular diagnosis of learning difficulties followed by remedial measures, it involves analysis and interpretation of the evidences of achievement to arrive at right decision and make judgment. In every subject, students are assessed on the basis of certain competencies. A teacher can use a variety of tools (oral, projects, presentations) understand different learning styles and abilities, and share the assessment criteria with the students, allow peer and self-assessment and give an opportunity to the student to improve. Thus, continuous and comprehensive evaluation helps a classroom teacher in the following ways:

To identify learning difficulties and to improve students' learning through diagnosis of their performance.

1. To plan appropriate remedial measures to enable the students who have learning difficulties in mastering the competency.
2. To improve or alter instructional strategies to enhance the quality of teaching.
3. To strengthen evaluation procedure itself.

CURRENT REALITIES

Earning the confidence of the teachers in order to introduce the CCE framework has been tough. The teachers have to be trained professionally so that their judgment when made through an honest and objective appraisal without bias is the basis of CCE. Researches on evaluation practices stated that;

1. Evaluation practices carried out in schools are still conventional in their nature and purposes.
2. Continuous assessment is not followed systematically in those schools where teachers are trained in in-service programmes.
3. Competencies are not assessed through planned procedures of evaluation
4. Assessment of wrong things or the same range of things too often is carried out. One doesn't get a fair and realistic picture of what students have actually mastered.
5. Undue reliance on recall is found, rather than enabling the students to transfer and apply what they have learnt to different concepts and problems.
6. Formative feedback is not provided. Learning difficulties are not identified.
7. The personal and social qualities are totally ignored due to lack of awareness of what to be evaluated and how to evaluate.
8. Remedial instruction is not provided.
9. The in-service programmes planned for the teachers have inadequate inputs in evaluation and do not create avenues for practical exercises during the training sessions.

In school education system, the conduct of examination and evaluation for the promotion to next higher classes is an important activity, not merely transacting

curriculum in the classroom; it doesn't bring an improvement in students learning.

NEED FOR IMPROVING TEACHER COMPETENCIES

The Times of India dated 5th Sept 2013, in an article "Teachers Prove Poor Students" stated that only 7% of the teachers who appeared in the 'Teacher's eligibility Test' (TET) 2012 could secure pass marks in Himachal Pradesh. This is indeed an alarming sign; that only a Bachelor's Degree in education (B.Ed) does not equip teachers to do justice with the learners. What is required at the war front is the long term professional development of teachers in the form of in-service teacher training programmes. Thus, what is required is the Capacity Building of teacher competencies. It is all about developing the skills, knowledge, and the capacity of teachers to respond to challenges in school. In Capacity Building each teacher can take more integrated partnering role, bringing together their combined commitment and strengths in order to create a better work environment. This can involve coordinating, organizing, or as fundamental as helping other colleagues, dealing with a workplace problem, to find the help they need. It is about each person doing their part to make a positive impact in the workplace. In case of CCE the urgent need is to equip teachers with certain competencies that can help them implement the new system in its true spirit. The teachers need to be trained on the following important areas;

1. Careful examination of the course, and specification of competencies to be attained by the learners in terms of knowledge, understanding, application (analysis, synthesis, evaluation for higher grades) and skill performance.
2. Knowledge and ability to construct assessment tools that are criterion based appropriate for assessing the competencies.
3. Careful planning of the competency based teaching procedures. There should be congruence between teaching and assessment.
4. Comprehensive evaluation of competencies as well as personality traits and attitudes.

CONCLUSION

Continuous and Comprehensive Evaluation has been fruitful in improving the evaluation skills of the teachers which is a very important competence expected of

them to raise the standards of achievement in pupils by constant feedback, remediation, and improvement of classroom instructional strategies based on the evaluation results, this in turn resulting in improvement of quality of education. It is important to equip the teachers with required skills and competencies of evaluation so that they would be able to integrate evaluation well with their teaching- learning process, assist students in the attainment of required standards through proper guidance, feedback and remediation.

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COMMUNICATION SKILLS AND PERSONALITY DEVELOPMENT**Meenakshi Soni****Assistant Prof. in Education, Raj Rajeshwari College of Education, Bhoti, District Hamirpur (H.P.)****ABSTRACT**

This paper has been designed to highlight the importance of communication skills in personality development. Personality refers to an individual's characteristics, style, behaviour, mindset, attitude, his own unique way of perceiving things and seeing the world. An individual with pleasing personality is appreciated and respected by all. Personality development enhances and grooms the outer and inner self of a person in order to bring positive change in a person's life. Each individual has a distinct personality that can be developed and refined by promoting one's confidence, improving communication and speaking abilities, learning fine etiquettes and manners, adding style and grace to the way one looks, talks and walks and filling oneself with positivity. Communication skill is the ability to convey information to another effectively and efficiently. One's attitude, behaviour and personality can be noticed and evaluated by the communication skills he/she possesses. Communication skills are considered more important than either technical knowledge or computer skills. With the help of good communication skills anybody can develop a good personality and change his or her future. Effective communication skills play a crucial role in honing one's personality. A person should speak really well to make a mark of his/her own. Effective communication skills strengthen the bond among individuals. People with great communication skills tend to have better and impressive personality. Speaking confidently, appropriate body language, good voice quality and proper pronunciation of words is the key to great personality.

KEYWORDS: Communication, Attitude, Skills, Personality, Development....

INTRODUCTION

“The basic building block of good communications is the feeling that every human being is unique and of value.”

Life is a journey of learning and growing. Each person has a unique way of learning that works for them. The basic building block of good communication is the feeling that every human being is unique and of value. Every individual has his own characteristic way of behaving, responding to emotions perceiving things and looking at the world. Our good personality is the true reflection of our good attitude, kindness, compassion, patience, preservice, courage, honesty, determination, and enthusiasm, admitting own mistake and correcting it, self confidence, gratitude and many other valuable human qualities. In today's competitive and technological age teachers as well as students communities needs adequate knowledge and

proficiency in communication skills. To face this challenge with confidence it is necessary for the student's community, especially to acquire proficiency in skills such as critical and creative thinking, decision making ability, effective and meaningful communication skill and interpersonal relationship. Learning of these skills will certainly enable the teacher and students to develop their confidence and all round personality to adapt to the changing environment which is not static but dynamic. Personality development not only develops and enhances your outer self but also inner self.

WAYSFORENHANCINGONE'SPERSONALITY

The process of enhancing one's personality refers to personality development. An impressive personality helps an individual to make a mark of his /her own and also stand apart from the crowd. Personality development plays an essential role in reducing stress and conflicts not only at the workplace but also at homes and our personal lives. Personality development teaches an individual to smile even at the times of crisis or unwanted circumstances.

- 1. Smile a lot-** Nothing works better than a big smile when it comes to interacting with people around. Do not forget to flash your trillion dollar smile quite often. Believe me that "A smile is a curve that sets everything straight." A smiling face wins even the toughest soul. Wear your smile while interacting with others. Smile not only helps in enhancing an individual's personality but also winning other's heart.
- 2. Think Positive-** It is really essential to think positive. Remember there is light at the end of every dark tunnel. Do not always think negative as it not only acts as a demotivating factor but also makes and individual dull and frustrated. Don't get upset over minor things. Be a little flexible and always look at the broader perspectives of life.
- 3. Dress Sensibly-** Dressing sensibly and smartly got a long way in honing one's personality. One needs to dress according to the occasion. How would a female look if she wears a sari to a discotheque? Obviously ridiculous! No matter how expensive yours sari is, you can't wear it to a smart dressing. An individual who is well dressed is respected and liked by all. No one would take

you seriously if you do not wear suitable clothes fitting with occasions. Do take care of the fit of the dress as well. An individual should wear clothes as per his/ her body type, height, physique and so on.

4. **Be Soft-Spoken-** Do not always find faults in others. Fighting and quarrelling and lead to no solution. Be polite with others. Be very careful of what you speak. Avoid being rude and short tempered.
5. **Leave Your Ego Behind-** An individual needs to hide his ego everywhere he goes. Be it office or workplace you need to leave your ego behind if you wish to win appreciation from others. An individual who is good from within is loved by all.
6. **Avoid Backbiting-** Backstabbing and criticizing people are negative traits which work against an individual's personality. Learn to appreciate others. If someone has done some extraordinary task, do not forget to give a pat on his/her back. Believe me; the other person will speak high of you even when you are not around. An individual should not try to interfere too much in someone's personal life.
7. **Help Others-** Do not always think of harming others. Share whatever you know. Remember no one can steal your knowledge always help others.
8. **Confidence-** Confidence is the key to a positive personality. Exude confidence and positive aura wherever you go.
9. **A Patient Listener-** Be a patient listener. Never interrupt when others are speaking. Try to imbibe good qualities of others.

ROLE OF COMMUNICATION SKILL IN PERSONALITY DEVELOPMENT

It is not wrong to say that if one wants to develop his personality, he has to develop his communication skills first, because if one cannot express one's views to others, it is not possible for anyone to understand one and one's talent. If you have talent or experience, you have to tell others and without communication it cannot be done. Communication is a deliberate transfer of knowledge. It is a dynamic process that a person interacts internally or with the external world. Every second of life people are communicating either verbally or non-verbally.

1. People with great communication skills tend to have a better and impressive personality than those who have problems in communicating as interacting with others is not a challenge for them. Individuals with effective communication skills can easily converse with other people around be it their fellow workers, peers, family and so on.
2. Effective communication skills strengthen the bond among individuals. It is also said to improve the interpersonal relationships with others people.
3. Careful selection of words is essential for effective communication skills. You really need to know what you are speaking. You never know what might hurt the other person. Never even think of being rude to anyone.
4. Speak convincingly so that the other person understand what you intend to communicate. Your style of speaking has a tremendous impact on your personality. Speaking slowly always helps as it allows you to find appropriate words and also reflects thoughtfulness. Emphasize important and relevant words for the other person to realize the importance.
5. Speaking confidently is the key to an impressive and great personality. Do not show signs of nervousness while interacting with others. There is no point of being nervous unless and until you yourself are not sure of what you are speaking. Develop proper eye contact with the other person. Do not look around while interacting with the other person.
6. Take care of your body language. Correct body language exudes confidence which further contributes individual's personality. Do not fiddle with things around while speaking.
“Here is a simple but powerful rule-always give people more than what they expect to get” - Nelson Boswell

CONCLUSION

It is true that there are many factors that contribute to the development and shaping of a personality, like heredity, environment, child rearing, gender differences and in some cases some unique situations. Personality development teaches us to communicate effectively. Choose the right words and be extremely careful about the content of your speech. Hence communication skills play a crucial role in honing

one's personality. Communication helps individuals to express themselves in the most convincing way. Your thoughts, feelings, and knowledge should be passed on in the most desirable manner and effective communication skills help you in the same. Hence personality development also is said to have a positive impact on one's communication skills and the way he sees the world. Individuals tend to develop a positive attitude as a result of personality development.

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VALUE BASED EDUCATION: WHY AND HOW

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ABSTRACT

Value based education is the need of the hour. Values are socially approved standards of conduct and beliefs upon which a man acts by preference. There are many classifications of values. V.k. Gokak's classification encompasses almost all the classifications. Today there is lack of respect for sanctity of human life. Human society is facing serious consequences due to scarcity of human values. Value education could be provided through direct, indirect and incidental approaches.

KEY WORDS: Values, Need, Approaches....

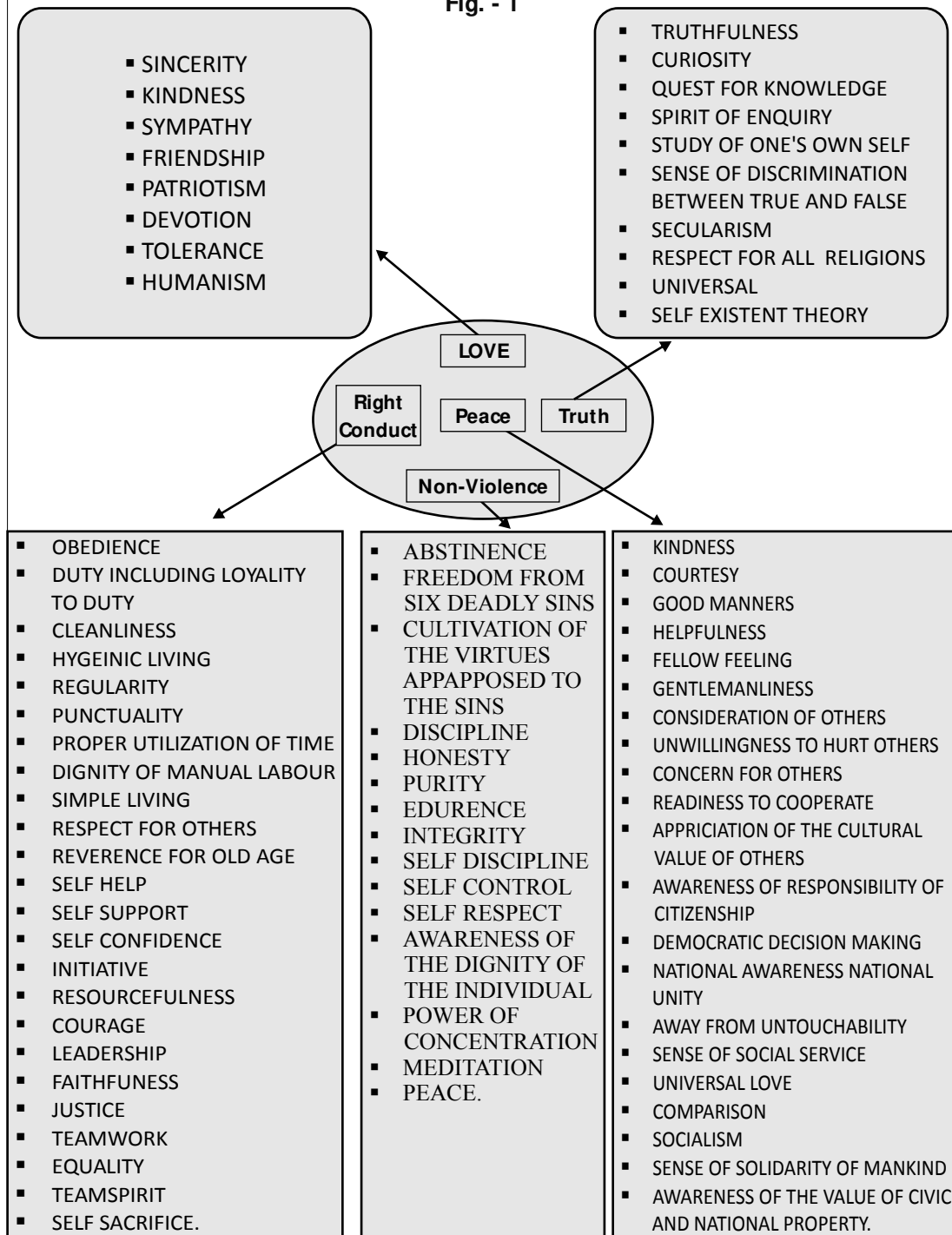
INTRODUCTION

Values are socially approved standards of conduct and beliefs upon which a man acts by preference. These are very important for the human society to sustain itself. "Values are standards and principles for judging worth. They are criteria by which we judge things, like people, subjects, ideas, actions and situations; or on the other hand bad, worth less, despicable or of course somewhere between these extremes. We may apply our values consciously or as a part of the influence of our frame of reference without our being aware of the standards implied by our decisions"(Shaver).

TYPES OF VALUES

Values have been classified in various ways. V.K Gokak's classification of values which encompasses all other classifications, has been summarized in pictorial form in following Fig.1.

Fig. - 1



EDUCATION FOR VALUES

Education for values refers to explicit formulation of the ways in which standards are expected to be changed by the educative process. That is, the way in which they will change in their thinking, their feelings and their actions. Value education promotes basic and fundamental qualities as truthfulness, co-operation, love and compassion, peace and non violence, courage, equality, justice, dignity of labour, common brotherhood of man and scientific temper. It trains us in preserving whatever is good and worthwhile and eradication of evil in any form. This is the best tool for mental hygiene.

NEED OF VALUE EDUCATION

Traditionally, the objectives of value education were based on religion and philosophy. There was no secular value education and very little scope for the development of moral thinking and the capacity for independent moral decisions. In this modern era the main aim of value oriented education is to make the students good citizens who may share their responsibilities in the changing setup of society in order to give the desired shape and image to the society and country at large. Values tell us to what extent a society or a nation has developed itself. Today there is lack of respect for the sanctity of human life, breakdown of parental control of children in the families, lack of respect for authority, total disregard for rules and regulations, crime and corruption, abuse of alcohol and drugs, abuse of women, children and other vulnerable members of society, lack of respect for people and property and so on. Few objectives of value education can be enlisted as:

1. To promote in children such basic and fundamentals qualities as truthfulness, co-operation, love and compassion, peace and non-violence, courage, equality, justice, dignity of labour, common brotherhood of man and scientific temper.
2. To train children to become responsible citizens in their personal and social lives.
3. To enable them to understand and appreciate the national goals of socialism and democracy and to contribute to their realization.

4. To create in them an awareness of the socio-economic conditions and to motivate them to improve the same.
5. To enable them to become open and considerate in their thought and behavior and rise above prejudices based on religion language, caste or sex.
6. To help them understand and appreciate themselves and continually strive for their development and thus moving towards the goal of self actualization.
7. To develop in them proper attitude towards:
 - i) Oneself and fellow beings
 - ii) One's own country
 - iii) Towards people of other countries
 - iv) Towards international understanding
 - v) All religions.

METHODS OF TEACHING HUMAN VALUES

Teaching is not the amount of information that is put in to child's brain and runs riot there, indigested all the life. Teaching learning process must provide life nurturing, man making and character building assimilation of ideas. There are three main approaches of teaching human values:

1. Direct Approach
2. Indirect Approach or incidental approach
3. Integrated Approach

DIRECT METHODS

Educational process should be supplemented with direct efforts of value education. Some of the direct teaching techniques to make the instructional procedure effective and values oriented are as follows:-

1. **Morning Assembly:** Morning assembly in the school should be made a comprehensive experience to the students. Prayers, National Anthem, pledge and individualized activities can directly contribute to the corpus of value system of the students. Prayers itself is an act of loving communion between god and the man. Special sessions can also be arranged to teach the techniques of praying. Morning assembly can teach the values of love, truth, peace, harmony, non-violence and patriotism etc.

2. **Silent Sitting:** Silent sitting is comparable to meditation which is the higher level of silent sitting. Special classes should be arranged in the school for yoga and meditation. Students could be motivated to observe the silence of mind in addition to the complete stillness of body. This kind of mental equipoise can lead to many values like peace, love, concentration, satisfaction and blissful living.
3. **Various Celebrations:** The celebration of festivals , annual function and birthdays of great personalities in the school can help in the inculcation of values like nonviolence , truth, patriotism , brotherhood , unity , secularism , impartiality, courage ,co-operation , discipline ,value of hard work, honesty, cleanliness, and sense of responsibility
4. **Story Telling:** By exposing the students to the carefully selected stories a number of values like truth, love, nonviolence and peace could be inculcated among the students. This has always been a fascinating medium of instruction which appeals to every age group students
5. **Open Library:** Bhagwat Prasad Sharma (1986) gave the idea of open library. Books of children interest like story books etc. are kept in the library. A diary is also put in the library. Bhagwat Prasad Sharma, in his experiment found that it was an effective way to inculcate moral value. Students come to the library at their convenience in zero periods and others. They read the books, put their sign in the diary and go. Even they repair the damaged books. None of the books were missing .library room was decorated with informative charts prepared by the students. Monthly check on "what the students read and imbibe" was kept.
6. **Sports and Cleanliness Programme:** Sports and other physical exercise programs aid in the sublimation of instincts. These give chance to children pent up emotions to come out. These leads to mental hygiene and inculcation of many life values.

INDIRECT OR INCIDENTAL APPROACHES

Human values are caught as well taught .The secret of teaching values is to inspire and kindle the quest among the students by means of one's own example of

character and mastery of knowledge. Under indirect approach of teaching values any incident situation or issues could be used as tool to preach values. In the words of Kothari commission "We attach great importance to the role of indirect influence in building up good character. The school atmosphere, the personality and behavior of the teachers and the facilities provided in the schools will have a large say in developing a sense of value. We would like to emphasize that the consciousness of values must permeate the whole curriculum and the programme of activities in the schools. It is not only the teacher, in-charge of moral instruction, who are responsible for building characters, however, other teachers, whatever be the subject, must necessarily accept the responsibility. He must ensure that in the teaching of his particular subject and in his integrity and social responsibility are brought out. The teacher need not, we can even say that he should not, try to draw out the underlying moral all the time; but if he has given some thought to the values underlying the scope of his subject and his work as a teacher, they will perceptively pass it to his teaching and make an impact on the minds of his students." So, values could be imbibed by the students through this hidden curriculum.

1. Integrated approach means integrating value education with as many subjects in the curriculum as possible.
2. Integrating it with the whole of school programme.
3. Integrating it with the co-curricular activities including sports and games.
4. Integrating the value education programme with school climate and environment as well as with the lives and values of those in the institution.
5. Integrating the life and concerns of the students with the real life situations and concerns of society; and emphasis on the curriculum is on developing desirable attitudes in children rather than imparting mere information about values.

INTEGRATION OF VALUES WITH VARIOUS SCHOOL SUBJECTS

The goal of teaching school subjects is beyond mere confines of knowledge based learning and provisions of skills. It also seeks to create holistic human beings possessing universal Human values, which make life worth living. Searching of school subjects like languages, science, mathematics, Social science, geography, philosophy

,work experience etc should enhance the ability of the student to make moral judgments based on several reasoning. The teachers can use various school subjects to inculcate various values among the students.

1. **Languages:** Along with reading and writing the skill of listening and speaking can also be learned through a suitably prepared language text and supplementary readings. The planning and organization of syllabus in languages will have to be so framed that it would have due consideration of the objective of values education.
2. **Science:** Science teaching can induce the value of reverence and love for nature. It includes curiosity and develops scientific attitude and vision. The students learn to respect the laws of nature and the creator.
3. **Mathematics:** Mathematics is a language of symbols so; the study of mathematics can improve the power of logical expression, ability of making decisions, memory, precision, accuracy patience and preservice.
4. **Social Science:** The teacher can make the social-science studies to aim at imparting the knowledge necessary for the achievement of the principle value of a just world; minimization of economic and social welfare and of ecological stability.
5. **Philosophy:** It is eternal quest for truth. Being the science of all sciences and mother of all sciences it finds its origin in curiosity, being in wonder and ends in wonder. An effective teacher can aid the students to adopt a synthetic or eclectic approach, so that they could frame a sound philosophy of life.
6. **Work-experience:** Work-experience inculcates the values like creativity, self-reliance, scientific attitude, hard work, honesty, love for nature, dignity of labour, co-operation, and rational enquiry.
7. **Art-Education:** Various forms of art like printing, painting, drawing, collage modeling, music, dance and drama inculcate the aesthetic sense and love for nature and humanity.

INTEGRATING VALUES WITH CO-CURRICULAR ACTIVITIES

Through the organization of co-curricular activities with values like self-confidence, discipline, faith, courage and creativity could be inculcated among the

students.

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VALUE ORIENTED EDUCATION

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ABSTRACT

Value-oriented education promotes a thought provoking and interactive environment for the students through the values incorporated in the curriculum. It promotes quality education and holistic development of each child for a bright future. Teachers play an important role in helping students imbibe the values. Understanding the principles and aim of values education enable teachers to create effective learning environment for values education. This suggests steps to construct a value oriented curriculum towards quality education. This also emphasizes the importance and need for teacher training for better outcome on the topic, and also suggests a plan to prepare teachers as values educators. In planning for good values and objectives, the teacher and student will have to cooperate and work together. The purpose of education is to strengthen character in the younger generation which is an answer to many of the problems that face people today. It can bring about a widespread renewal of individual commitment to an active life of principle and this renewal is imperative. In an attempt to balance academic achievement and character education, schools and teachers must respect the primary role of the parents and family. Value-based programs help schools and teachers go hand in hand with the parents by working with them and incorporating values to provide. The best educational environment possible for their children. The present study was carried out on Value Oriented Education in relation to the most critical input to a child's growth. It brings out best of the child and moves close to the achievements. Contemporary system social values, national values, moral values, science values and character values which are the hub of a educational system are being eroded speedily. This is happening all over the world. Every nation is awakened to provide significant importance to Value Oriented Educational system. Different pedagogies and methodologies are to be applied for the transmission of accumulated normative values of truth, beauty and goodness to the succeeding generation for creating a noble and healthy nation.

KEY WORDS: Educational, Environment, Curriculum, Importance, Truth, Values, Healthy.....

INTRODUCTION

Value signifies that quality of an individual or things which makes that individual or thing important, respectable and useful. But from philosophical or Educational point of view, values signifies neither a thing nor an individual, but a thought or a point of view. As such, anything which is useful to an individual becomes valuable to him from this point of view, values refer to objects that we cherish or desires and consider them desirable and worthy of acquisition. These may be material objects like food. Clothing, shelter etc. and abstract qualities and ideas like

truth, beauty, goodness, peace, happiness etc. These values have intrinsic worth for human being. Education has the greatest value. It is concerned with values that satisfy the designs, wants and aspirations. Education values are related to those activities which are good, useful and valuable from the point of view of Education.

According to Adam, Education is bi-polar process which has two parts:

1. The teacher
2. The child

The teacher employs various strategies to achieve the desired change the child in order to modify the behavior of the child. He performs all those activities, because he thinks them has valuable for the purpose in view. In the same manner the child participates only in these activities which considers useful and valuable to them and educational values become aim of education.

Life is, day by day, becoming complex and complicated. Crisis in character and loss values are reflected now in every sphere of human life. Standards of moral and social life of our people are gradually declining the norm of family, society, politics, professional ethics, secularism, democracy etc. Is going down and coming under strain.

Different communication and committees in our country have expressed their deep concern over the declining hold of value in human life and they emphasized on providing value- oriented education. The N P E, 1986 has categorically stated, “The growing concern over erosion of essential values has brought to focus the need for readjustment in the curriculum in order to make education of forceful tool for the cultivation of moral and social values.”

NEED AND IM PORTANCE OF VALUE ORIENTED EDUCATION

The people believe that only remedy for all maladies in the society , is generation of high ideals and values in man for this, education can serve the purpose best .If the future is to be saved from colossal crisis. Value-oriented education to children is the best possible way. Tremendous explosion of knowledge in science and technology has changed the life style of people. Peace and tranquility in mind is no more found .The world today faces a catastrophe threatened with global nuclear holocaust due to the invention of deadly weapons. In this circumstance, awakening

of moral consciousness is need of the hour.

In order to live happily in the complex and complicated society, a sense of self –confidence and pride is essential for an individual. So de-culturalization, de-humanization and alienation should by all means be avoided .Therefore immediate efforts must be made through education to develop values the students for realization of their full potential and to develop self-confidence.

Different problems in youth are increasing day by day. Although they learn many good values and qualities from their books and learn their teachers, but in practical field they have little relevance. So they become frustrated and have lost faith in society. Many youths are now addicted to drugs and intoxicants.

There for, it is highly essential to inculcate good values in the youth in order to help them to adopt right life pattern. In the circumstances stated, there is a clarion call of drastic change in the very outlook of man. So education as an organized system, can help to develop moral, aesthetic, scientific spiritual values in education.

CLASSIFICATION OF VALUES

Values may be classified as:

1. Aesthetic values
2. Social values
3. Moral values
4. Spiritual values

1. Aesthetic Values

Aesthetic is the of values in the realm of beauty .Aesthetic values are those which give people happiness and pleasure. Some philosopher opine that aesthetic value are confined to the artistic excellence .Even them it is difficult to assess because they are likely to be subjective and personal. A particular work of art may evoke different opinion from different people. It is because there is no such universal standard or criterion to validate aesthetic values.

2. Social Values

Man is social a being. He lives in the society. He cannot be separated

as independent entity. Child develops social consciousness through active interaction with social experiences. The society, in which he plans and prospers, has certain ideas, values, behavior, code and faith that influence the growth and mode of thinking of an individual. To enjoy social values, he desires to promote an enjoy association with his family, friends and community. Education can have significance only when it makes individual realize his relationship with the society.

3. Moral Values

Moral concerns to the principle of right and wrong. It relates to some standard, code and conduct. The values relating to the conduct of a person are called moral values. So moral values refer to the behavior of man towards man in the home, in society, in economic fields and in the life of outside world. Generally, man is not born moral. He possesses certain impulses. Education enables him to control these animal impulses through the development of higher values of life, worthy interest, lofty ideals and noble ideas. Good manners are important for cultivation of moral values .Good manners help us to refine our behavior by removing the harshness in our words.

4. Spiritual Values

Spiritual values effect the individual in his relation with himself man does not live by bread alone .He need inner peace and happiness .Not material things but spiritual values can provide him real solace and pleasure in life. The greatest tragedy is that our students getting education in school and college are losing their higher ideals of life and they are living in a spiritual vacuum. If the aim of education is self –realization, then the first towards its attainment will be to understand the nature of the child and after correct scrutiny try to know well his basic tendencies, capacities and abilities. After this educational activities and programmes should be so organized that the basic capacities and abilities are developed to the fullest extent and a child is able to realize his self completely.

AIMS OF VALUE ORIENTED EDUCATION

1. To development total personality.
2. To develop in children moral, aesthetic, cultural and spiritual values.
3. To make the child aware of the right values, to feel the proper emotions to Internalize in words and deeds.
4. To develop in child the habits like truthfulness, tidiness, punctuality, honesty etc.
5. To develop character and morality in children.
6. To make them liberal in thought and practice.
7. To enable them to rise above prejudices based on religion, language, caste and sex.
8. To developed right attitude towards self-society, religions etc.
9. To encourage the students to become progressive and responsible citizen in their personal and social life

MOTHER IS THE FIRST TEACHER FOR HER CHILD

Value based education and teaching are the fields, the first teacher in which is the mother. It is the mother who tends to lend the first lesson and it is on her that rests the foundation laying responsibility .What is right, What is wrong, what is true, what is false, what is respectable and noble and what is not –It is the mother who impart these lesson .It is the mother who taught her child remain honest. She encourages her child to always speak up the truth. She should ensure that her child never tells a lie .The mother should make the child learn that she would never scold him if her child tells the truth even if the child had some wrong. “Admit the wrong done and you would be a nice child”. Let the child develop this faith and he would never fall a victim to falsehood .This is how slowly and gradually, step by step the lesson in morality can be taught.

ROLE OF TEACHER

Role of teacher is very significant in cultivating moral, social and spiritual values in children .The ideal personality of the teacher is very much influential on moral development of the students .Teacher is considered as friend, philosopher and guide .So teacher's personal activities and behaviors have tremendous bearing on

students.

That is why, the teacher should establish and maintain clear standards of behavior and encourage his pupils to behave towards himself, towards one another and towards the entire community in a desirable way.

There is a model to the pupil .In past the teacher was regarded as preceptor ,the pupil as disciple .Teacher through his noblest activities and exemplary services influenced the personality of the child .Teacher's personality should be ideal to make the child pay him utmost reverence . Teacher is the embodiment of Brahma, Vishnu and Maheshwar.

CONCLUSION

In the process of inculcation of democratic, social, moral and spiritual values in education, the role of the teacher cannot be neglected all. Thus, the teacher though different activities like instruction, rapport and organization of curricular and co-curricular activities will be able to instill value-consciousness in children.

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WHY WE NEED EXAMINATION REFORM

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ABSTRACT

Education is an attempt to guide and introduce the person to the process and the importance of self realization education is guidance and direction, but in a fashion that does not estrange or alienate from one self but puts one on to the path of meaningful learning and realizing one's true self. We have uncritically internationalize the idea that only constant competitions and examinations provide the motivation and incentive to learn, to keep us on our mental toes, which is contrary to our experience that we learn best in congenial and supportive situation. In present education system teachers instead of assisting learning, spend most of their time assessing learning instead of enabling and equipping student to learn, school have taken on the function of examining and screening out on the basis of those examinations. So the need of our is to make possible changes in the whole education system, our education system need reform in examinations. Examination reforms that focus on problem solving, critical thinking and reasoning skills are critical to improve quality at secondary level, Such reforms will change the teaching-learning processes and improve the learning outcomes. It is true that examination process in India has been made a tool for assessment to all round development of a child. It is only focused on class room transactions. A person is born with some talent, society need some skills to govern, develop and entertain the mass, accordingly institutions select the best talent from the mass to deliver some goods and service to the society. The selection is informal and natural in small setting, but is formal in larger context through some tests and exams whether such exams are reliable and valid can be questioned.

KEY WORDS: Examination reforms, Need, Type.....

INTRODUCTION

In this world of equality of opportunity, there is no equality of performance or of achievement. It is therefore socially desirable to find out the square peg for the square holes .It is the examinations which do this sorting for us.” There is a consensus today that we do not have so much as a system of education a system of examination. To test efficiency of teaching, to judge the general progress of pupils to discover their achievement the whole school system, we require some sort of measuring tools these tools are test or examination. Examination plays a very important role in education It measures the achievement of students after specified learning in the right direction. The world examination implies casting a careful look

all around. Teaching and examination are coextensive processes. In a more comprehensive sense, one may even say that life itself is an examination. Without examination it is not possible to determine whether teaching is progressing in the desired direction or not. To test knowledge acquired by students is known as examination.

NEED FOR EXAMINATION

1. It is necessary in all fields to classify the students on the basis of their achievement.
2. These are important in assessing the work effectiveness of teaching method selecting and compiling the subject matter.
3. They stimulate the students and give them the inspiration to study.
4. They clarify the objectives of teaching.
5. They help in self correction and better efficiency.

TYPES OF EXAMINATION

There are three types of examinations.

1. Verbal or oral examination.
2. Written examination
3. Model examination.

The written examination divided in to 3 parts:

1. Essay type
2. Objective type
3. Short answer type

NEED FOR EXAMINATION REFORM

The examination system of India has remained unchanged from so many years. Examination is a necessary evil. They cannot be completely done away with. In an any education system they occupy an important place yet the way and the form. In which they are held need reform. There are so many serious defects. In this present system of examination that there purpose is completely defecated. They fail in measuring the process of the students.

1. The questions often asked are of a stereo typed and general nature.

2. Evolution of answer book is hurried and superficial, the mark awarded don't measure the condition ability. For these reasons there has been a demand for.
3. Education today has come to be dominated by examination and in itself. The systems of examination have become a barrier which prevents a clear perception of the purpose of education. It appears that the future of this educational system must be dark, since its role objective is to prepare the student for an examination .In a written examination of 3 hours. It is not possible to test the student's knowledge of the note syllabus. Even the aseptically this kind of testing is unsatisfactory.
4. The prevailing system does not measure the child ability effectively examination here become a chance and hence they are not a complete standard of measurement.
5. Student learns the subject by rote and succeeds, but this is no measure of their intellectual power.
6. This system of examination has also encouraged the tendency to cheat or copy since the student want to pass the examination by fair means or foul.
7. There is a low validity in this existing examination. Because of following reasons. (i) Test of cramming, (ii) limited sphere,(iii) Selected questions, (iv)vast choice,(v) irrelevant factor and bluffing Exiting.
8. Examination system are not reliable of only measure the partial knowledge of the student. Take a example of a student who has been regular in this work throughout the year but unfortunately fall sick near the exams. This may cost him one precious year.
9. Examination System is very haphazard in its approach it fails to tackle various problem of the student it has no definite.
10. Examination adversely affects the physical and mental health of the students.
11. The question asked in the paper may not be valid enough
For half a country, the examination are neither valid nor complete, they are inadequate and unreliable.

According to University Education Commission: There is great need to reforms and improvement in the question paper employed in the prevailing system. There is a great need to bring about a decrease in the various kind of public examination because they are detrimental effect on the child at a time when he is passing through a sensitive age.

According to NCERT: Examination so dominate the whole system that teacher think more and more teaching subject them a child. Examination is enemies of creative work. No doubt this system is full of stress. That's why most of Newspaper and Magazines publish article on this during exam session. At present examinations have become meaningless, for there on a mass scale. Copying is rampant even in the cities, and in the best of institutions. Student take with them into the examinations hall cheap bazaar notes and copy out the answer from them. If the invigilators try to prevent the use of such unfair means they are threatened with dire consequences.

Therefore, there is urgent need for the over- hauling of the present system of examination hall and make free use of them. Question should be so framed that those students alone who are well up in the subject and have studied their books would be able to find out the right answer. Moreover, as the number of question would be pretty large, the examinees would not get much time to search out the answer in their books. This again would make previous preparation essential. In this way the whole course would be covered up and examines would be covered up and examinees would obliged to make due preparation.

Impact of this stressful examination system is immense. Those who are in favors of this system should think about that bad impact. First of All, if this system is good then all those who secure good marks in these must be brilliant and successful in life but reality is different. Now a day's most of institutions don't give admission on marks basis. They have a separate test and this trend is growing rapidly because they have no faith in this examination system. Unfortunately, these institutions too rely on exam for assessment of a student. This faulty examination system is forcing so many students to commit suicide every year. These incidents are growing rapidly.

The mindset of the society is also responsible for making exam a source of stress. If someone scores good marks in a examination then society start treating him

like a hero on the other hand if someone scoreless marks then society treats him just like an untouchable. At this point one question arises what is the importance of getting more and marks in an examination?

Education is an attempt to guide and introduce the persons to the process and importance of self-realization.

WE NEED EXAMINATION REFORMS BECAUSE

1. Indian school board exams are largely inappropriate for the knowledge society of the 21st century and its need for innovative problem solvers.
2. They do not serve the needs of social justice.
3. The quality of question paper is low. They usually call for rote memorization and fail to test higher-order skills like reasoning and analysis, let alone lateral thinking, creativity, and judgment.
4. They are inflexible. Based on a 'one-size-fits-all' principal, they make no allowance for different types of learner and learning environment.
5. They induce an inordinate level of anxiety and stress. In addition to widespread trauma, mass media and psychological counselors report a growing number of exam-induced suicide and nervous breakdowns.
6. While a number of boards use good practice in pre-exam and exam management there remain several glaring shortfalls at several boards.

The pattern of examination cannot be changed without changing the pattern of teaching and the educational structure. Therefore, any attempt to change the examination system leaving the pattern of teaching and educational system untouched is going to be futile.

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