Raj Rajeshwari Journal of Psychological & Educational Research

(A Half Yearly Peer-Reviewed & Refereed International Journal)

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CONTENTS

A QUALITATIVE ANALYSIS OF RESEARCH OBJECTIVES REPORTED IN DISSERTATIONS AT MASTER OF EDUCATION LEVEL IN H.P. - INDIA

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ABSTRACT

The 'Master of Education' is a postgraduate degree in Education awarded by Universities in a large number of countries by different names. The M.Ed. curriculum generally includes six to seven theory papers and writing a dissertation. Dissertation refers to the report of research done in M.Ed. which is submitted by a student in partial fulfillment of the requirements for the degree of Master of Education. Dissertation is compulsory for students pursuing M.Ed. through regular mode. The author is of the opinion that students at M.Ed. level are not trained well and are given mere theoretical orientation in the research methodology and none of this is applied while initiating the research activity.

Hence, to begin with it was thought worthwhile to study one of main aspect in research i.e. Research Objectives framed by researchers at Master of Education level with respect to certain criteria/parameters being designed by the author. The main aim of the present investigation is the *'qualitative analysis of objectives framed in dissertations submitted by M.Ed. students of Teacher Training Colleges of Himachal Pradesh, India.'* Content analysis method is employed to analyse all the sampled dissertations. The data were collected through a rating scale developed by the investigator. It was found that the framing and writing research objective in a dissertation was given a very casual attention at M.Ed. level in almost all the colleges. It was found that in almost all the parameters/criteria of framing research objectives in all dissertations were not treated satisfactorily.

KEY WORDS : M.Ed., Dissertations, Quality Parameters/Criteria, Colleges……

INTRODUCTION

The 'Master of Education' is a postgraduate degree in Education awarded by Universities in a large number of countries by different names. It is supposed to develop a global and a national vision for education in the modern scenario. M.Ed. is the abbreviation used for Master of Education programme. M.Ed. may be a general degree programme

meant for current teachers who want to improve their instructional practices through reflection and focus on individualized goals or a specialized programme such as, M.Ed. in Educational Technology, M.Ed. in Guidance and Counselling, M.Ed. in Exceptional Youth and Children etc.

In India, Master of Education was a one year course earlier which is now transformed to a two year generally done after Bachelor of Education (B.Ed.) degree which is also a two year teacher-training programme now after graduation i.e. Bachelor of Science (B.Sc.), Bachelor of Arts (B.A.) or Bachelor of Commerce (B.Com) etc. The M.Ed. curriculum generally includes six to seven theory papers and writing a dissertation. Dissertation refers to the report of research done in M.Ed. which is submitted by a student in partial fulfillment of the requirements for the degree of Master of Education. Dissertation is compulsory for students pursuing M.Ed. through regular mode.

The purpose of including a dissertation in M.Ed. curriculum is to train the student into the intricacies of research process so as to enable him/her to understand different issues confronting education and facilitating the student to find solutions using scientific approach in his/her future academic and professional career. However, this is not a secret that a dissertation in majority of the cases is treated very casually by all — the teachers, the students and the institutions — right from selecting the topic to its evaluation.

We know that certain questions arise in our mind when we start thinking on a particular line. Basically new ideas are generated from the questions and curiosity about certain things or phenomenon and we start thinking whether the issue is researchable or not i.e. feasibility w.r.t. our own terms and conditions. The questions when are stated in particular and directive terms gives us general way to proceed further and help us to frame good and specific research objectives. In this regard;

Black (2002) says, "Research questions are very important in a research problem because the problem with research questions that tend to be too weak is they do not provide sufficient direction for the research. The poorly stated research questions are often followed by research without direction producing results that are inconclusive or projects that generate vast amount of data followed by attempts to make some sense of it." Further, the author discussed that a good Research question consists of following:

❑   It Express relationship between variables
❑   It should be stated in unambiguous terms in question form and
❑   It should employee the possibility of empirical testing.

Objectives in research are of utmost importance. One can describe whole research if

objectives are clear and specific. Present investigation revolves around the research objectives that give direction for investigator at each step of research. Framing good research objectives means half work done or the whole road map to investigate is ready.

The author is of the opinion that students at M.Ed. level are not trained well and are given mere theoretical orientation in the research methodology and none of this is applied while initiating the research activity. Even the theoretical orientation is not up to the mark. Hence, to begin with it was thought worthwhile to study one of main aspect in research i.e. Research Objectives framed by researchers at Master of Education level with respect to certain criteria/parameters being designed by the author. This may help to understand how the students generally start with one of the most important aspect of the research process. In view of this following objective of present investigation was framed.

OBJECTIVE OF THE STUDY

The objective of the present study is:

The qualitative analysis of Objectives framed in dissertations submitted by M.Ed. students of Teacher Training Colleges of Himachal Pradesh in respect of following:

a. Has the researcher formulated objectives for the study?
b. Are all the possible Objectives formulated?
c. Agreement of the objectives of the study with the problem and/or research questions?
d. Wording of Objectives
e. Technical accuracy of the Objectives
f. Correctness of Language (Grammar & Spellings)

DELIMITATION OF STUDY

Present study was delimited to the M.Ed. offering teacher education institutions of Himachal Pradesh affiliated to Himachal Pradesh University Shimla including the department of education also.

METHODOLOGY

Method : The technique of content analysis was employed in the present study.

Sample : When the present study was conducted, there were nine institutions affiliated to Himachal Pradesh University running Master of Education course in regular mode. One of these institutions was a University Department and the rest eight were being run by private managements. All the nine institutions were included in the sample for the present study. The total dissertations selected from nine institutions were 246.

Further, classification of dissertation was done supervisor-wise and year wise so as to give equal representation to the all supervisors in a particular session in each institution. It is worthier to mention that the sampled dissertations were selected for the session 2007-08, 2008-09 and 2009-2010 because M.Ed. programme was introduced and started in almost all colleges during these years.

The Instrument : In order to find answer to the Research question it was proposed to content analyse the selected or dissertations submitted by students in the discipline of education and then rate the objectives written in dissertations with respect to selected quality criteria in a continuum. In view of this a rating scale prepared by the investigator was used in the present study for collecting relevant information. To serve this purpose the first step was to define quality characteristics of writing objectives in operational terms against which a dissertation could we rated. For this the literature in the form of research methodology books, research journals encyclopaedias, and dissertation abstracts, surveys of research in education in India and internet was scrutinized thoroughly. It is worth mentioning here that most of the relevant material needed for the purpose could be obtained mainly on internet under the headings 'grading a dissertation' or similar to this one. The material available from the above mentioned sources was studied scrutinized and listed under appropriate indicators or criteria of quality of writing objectives in a dissertation. These quality criteria for the purpose of uniformity of scoring was partitioned into different rank names such as no, yes, nil, limited, tolerable, high, extremely poor, poor, adequate, moderate, highly unsatisfactory, satisfactory. All these identified quality criteria along with their underline characteristics were considered as a measure of quality of writing objectives in a dissertation.

Since the contents of writing objectives in a dissertation were to be analysed and rated against these identified criteria as a measure of quality. The tool was named as rating scale. The preliminary draft of the rating scale was discussed with faculty members and it was revised on the basis of their suggestions. After this three dissertations were evaluated for the quality of writing objectives in a dissertation and rated using the rating scale. This exercise indicated some shortcomings in the scale. The rating scale was revised again by making modifications at some places. Some more criteria were added and wording of other was changed. This exercise was repeated three times and necessary modifications were made each time. Finally the rating scale consisted of the following six quality indicators for writing objectives in a dissertation.

Validity of Rating Scale : The rating scale was shown to three teachers who were working as assistant professors in private colleges of education who had completed their doctoral degree and had more than five years of teaching experience. They were requested

to go through the rating scale and point out how far it was suitable to answer the research question of present study. All the three teachers were of the opinion that the rating scale was quite appropriate to serve the purpose indicating high degree of validity of rating scale

Reliability of Rating Scale : The three investigators along with author separately analysed and rated the same five M.Ed. dissertations using the rating scale. The rating to each subcomponent given by all four persons was matched. The subcomponent/sub criterion where there was disparity in rating was discussed threadbare. Each of the four raters gave reasons for giving a particular rating to the sub criterion. An effort was made to clarify the concept in question. This exercise was repeated three more times. It was found that the discrepancy in the rating of the three researches decreased after each exercise and at the end of fourth attempt there was quite high consistency in the rating of the three raters. The whole exercise helped to establish consistency between the all investigators in the use of rating scale on the one hand and establish reliability of the tool on other hand.

All the selected dissertations were rated/assessed college-wise using the following format :

Rating Scale for Research Objectives

S.No.	Evaluation Criterion	Frequencies			
A	Has the researcher formulated objectives for the study?	NO		YES	
B	Are all the possible Objectives formulated?	NO		YES	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL	Limited	Tolerable	High
D	Wording of Objectives	Extremely Poor	Poor	Tolerable	Adequate
E	Technical accuracy of the Objectives	Extremely Poor	Poor	Tolerable	Adequate
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory	Very Low	Moderate	Satisfactory

The aggregate frequencies for Research objectives reported in the dissertations for each college as well as for all the sampled 246 dissertations are presented in Tables 1 to 10.

TABLE-1
COLLEGE 1: NUMBER OF DISSERTATIONS = 30

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 0 (0.00)		YES 30 (100.00)	
B	Are all the possible Objectives formulated?	NO 9 (30.00)		YES 21 (70.00)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 0 (0.00)	Limited 2 (6.67)	Tolerable 25 (83.33)	High 3 (10.00)
D	Wording of Objectives	Extremely Poor 1 (3.33)	Poor 12 (40.00)	Tolerable 16 (53.33)	Adequate 1 (3.33)
E	Technical accuracy of the Objectives	Extremely Poor 2 (6.67)	Poor 19 (63.33)	Tolerable 6 (20.00)	Adequate 3 (10.00)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 1 (3.33)	Very Low 10 (33.33)	Moderate 14 (46.67)	Satisfactory 5 (16.67)

Numbers in parentheses indicate percentages out of 30

TABLE-2
COLLEGE 2: NUMBER OF DISSERTATIONS = 30

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO　　　　YES 0 (0.00)		30 (100.00)	
B	Are all the possible Objectives formulated?	NO 12 (40.00)		YES 18 (60.00)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 1 (3.33)	Limited 14 (46.67)	Tolerable 15 (50.00)	High 0 (0.00)
D	Wording of Objectives	Extremely Poor 1 (3.33)	Poor 22 (73.33)	Tolerable 7 (23.33)	Adequate 0 (0.00)
E	Technical accuracy of the Objectives	Extremely Poor 2 (6.67)	Poor 21 (70.00)	Tolerable 7 (23.33)	Adequate 0 (0.00)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 0 (0.00)	Very Low 7 (23.33)	Moderate 23 (76.67)	Satisfactory 0 (0.00)

Numbers in parentheses indicate percentages out of 30

TABLE-3
COLLEGE 3: NUMBER OF DISSERTATIONS = 30

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 0 (0.00)		YES 30 (100.00)	
B	Are all the possible Objectives formulated?	NO 18 (60.00)		YES 12 (40.00)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 0 (0.00)	Limited 9 (30.00)	Tolerable 21 (70.00)	High 0 (0.00)
D	Wording of Objectives	Extremely Poor 2 (6.67)	Poor 22 (73.33)	Tolerable 6 (20.00)	Adequate 0 (0.00)
E	Technical accuracy of the Objectives	Extremely Poor 6 (20.00)	Poor 24 (80.00)	Tolerable 0 (0.00)	Adequate 0 (0.00)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 1 (3.33)	Very Low 21 (70.00)	Moderate 8 (26.67)	Satisfactory 0 (0.00)

Numbers in parentheses indicate percentages out of 30

TABLE-4
COLLEGE 4: NUMBER OF DISSERTATIONS = 30

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 0 (0.00)		YES 30 (100.00)	
B	Are all the possible Objectives formulated?	NO 9 (30.00)		YES 21 (70.00)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 0 (0.00)	Limited 7 (29.17)	Tolerable 20 (66.67)	High 3 (10.00)
D	Wording of Objectives	Extremely Poor 0 (0.00)	Poor 13 (43.33)	Tolerable 17 (56.67)	Adequate 0 (0.00)
E	Technical accuracy of the Objectives	Extremely Poor 2 (6.67)	Poor 21 (70.00)	Tolerable 6 (20.00)	Adequate 1 (3.33)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 0 (0.00)	Very Low 4 (13.33)	Moderate 25 (83.33)	Satisfactory 1 (3.33)

Numbers in parentheses indicate percentages out of 30

TABLE-5

COLLEGE 5: NUMBER OF DISSERTATIONS = 30

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 0 (0.00)		YES 30 (100.00)	
B	Are all the possible Objectives formulated?	NO 11(36.67)		YES 19 (63.33)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 3 (10.00)	Limited 8 (26.967)	Tolerable 17(56.67)	High 2 (6.67)
D	Wording of Objectives	Extremely Poor 8 (26.967)	Poor 14 (46.67)	Tolerable 7 (23.33)	Adequate 1 (3.33)
E	Technical accuracy of the Objectives	Extremely Poor 17(56.67)	Poor 11(36.67)	Tolerable 1 (3.33)	Adequate 1 (3.33)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 5 (16.67)	Very Low 9 (30.00)	Moderate 15 (50.00)	Satisfactory 1 (3.33)

Numbers in parentheses indicate percentages out of 30

TABLE-6

COLLEGE 6: NUMBER OF DISSERTATIONS = 24

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 0 (0.00)		YES 24 (100.00)	
B	Are all the possible Objectives formulated?	NO 14 (58.33)		YES 10 (41.67)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 3 (12.50)	Limited 8 (33.33)	Tolerable 12 (50.00)	High 1 (4.17)
D	Wording of Objectives	Extremely Poor 13 (54.17)	Poor 10 (41.67)	Tolerable 0 (0.00)	Adequate 1 (4.17)
E	Technical accuracy of the Objectives	Extremely Poor 23 (95.83)	Poor 1 (4.17)	Tolerable 0 (0.00)	Adequate 0 (0.00)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 10 (41.67)	Very Low 11 (45.83)	Moderate 2 (8.33)	Satisfactory 1 (4.17)

Numbers in parentheses indicate percentages out of 24

TABLE-7

COLLEGE 7: NUMBER OF DISSERTATIONS =24

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 0 (0.00)		YES 24 (100.00)	
B	Are all the possible Objectives formulated?	NO 17 (70.83)		YES 7 (29.17)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 4 (16.67)	Limited 7 (29.17)	Tolerable 12 (50.00)	High 1 (4.17)
D	Wording of Objectives	Extremely Poor 10 (41.67)	Poor 12 (50.00)	Tolerable 2 (8.33)	Adequate 0 (0.00)
E	Technical accuracy of the Objectives	Extremely Poor 15 (62.25)	Poor 8 (33.33)	Tolerable 1 (4.17)	Adequate 0 (0.00)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 4 (16.67)	Very Low 12 (50.00)	Moderate 8 (33.33)	Satisfactory 0 (0.00)

Numbers in parentheses indicate percentages out of 24

TABLE-8

COLLEGE 8: NUMBER OF DISSERTATIONS = 24

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 0 (0.00)		YES 24 (100.00)	
B	Are all the possible Objectives formulated?	NO 13 (54.17)		YES 11 (45.83)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 1 (4.17)	Limited 7 (29.17)	Tolerable 16 (66.67)	High 0 (0.00)
D	Wording of Objectives	Extremely Poor 4 (16.67)	Poor 16 (66.67)	Tolerable 4 (16.67)	Adequate 0 (0.00)
E	Technical accuracy of the Objectives	Extremely Poor 10 (41.67)	Poor 13 (54.17)	Tolerable 1 (4.17)	Adequate 0 (0.00)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 1 (4.17)	Very Low 20 (83.33)	Moderate 3 (12.50)	Satisfactory 0 (0.00)

Numbers in parentheses indicate percentages out of 24

TABLE-9
COLLEGE 9: NUMBER OF DISSERTATIONS = 24

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 1 (4.17)		YES 23 (95.83)	
B	Are all the possible Objectives formulated?	NO 21(91.30)		YES 2 (8.70)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 3 (13.04)	Limited 12 (52.17)	Tolerable 8 (34.78)	High 0 (0.00)
D	Wording of Objectives	Extremely Poor 10 (43.48)	Poor 11 (47.82)	Tolerable 2 (8.70)	Adequate 0 (0.00)
E	Technical accuracy of the Objectives	Extremely Poor 13 (56.52)	Poor 8 (34.78)	Tolerable 2 (8.70)	Adequate 0 (0.00)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 6 (26.10)	Very Low 10 (43.48)	Moderate 7 (30.43)	Satisfactory 0 (0.00)

Numbers in parentheses in A indicate percentages out of 24 and from B to G indicate percentages out of 23

TABLE-10
ALL COLLEGES: NUMBER OF DISSERTATIONS = 246

S.NO.	EVALUATION CRITERION	FREQUENCIES			
A	Has the researcher formulated objectives for the study?	NO 1 (0.41)		YES 245 (99.59)	
B	Are all the possible Objectives formulated?	NO 125 (50.81)		YES 120 (48.98)	
C	Agreement of the objectives of the study with the problem and/or research questions?	NIL 15(6.10)	Limited 74 (30.20)	Tolerable 146 (59.35)	High 10 (4.07)
D	Wording of Objectives	Extremely Poor 49 (20.00)	Poor 132 (53.88)	Tolerable 61 (24.80)	Adequate 3 (1.22)
E	Technical accuracy of the Objectives	Extremely Poor 90 (36.73)	Poor 126 (51.22)	Tolerable 24 (9.76)	Adequate 5 (2.03)
F	Correctness of Language (Grammar & Spellings)	Highly Unsatisfactory 28 (11.38)	Very Low 104(42.45)	Moderate 105 (42.68)	Satisfactory 8 (3.25)

Numbers in parentheses in A indicate percentages out of 246 and from B to G indicate percentages out of 245 because in one dissertation objectives were not framed

ANALYSIS OF DATA

Analysis of data is given under for each evaluation criteria college wise as well as for all sampled dissertations as a whole.

A. Has the Researcher Formulated Objectives for the Study?

Objectives were found to be:

a. **Formulated** in almost all the dissertations submitted in all nine institutions.

b. **Not formulated** for maximum 4 per cent in one institution and minimum zero per cent in eight institutions.

c. **Formulated** in almost all the dissertations and not formulated in 1 (0.41%) cases when all the 246 dissertations were taken into account submitted in nine institutions.

On the basis of the above, it may be said that the all the researchers except one laid down objectives for their studies when all the 246 dissertations were taken together.

B. Are all the Possible Objectives Formulated?

The output to the sub-item, 'Are all the possible objectives formulated?' was in:

a. **Yes** for maximum 70 per cent dissertations in two institutions and minimum nine per cent cases in one institution.

b. **No** for maximum 91 per cent in one institution and minimum 30 per cent in one institution

c. **Yes** in 120 (49%) dissertations, and no in 125 (51%) cases when all the 246 dissertations were taken into account submitted in nine institutions.

On the basis of the above, it may be said that the all the possible objectives were formulated in half of the cases (49%) and not formulated in half of the cases (51%) when all the 246 dissertations were taken together.

Over all the quality of objectives in this regard was not satisfactory in the sampled dissertations.

C. Agreement of the Objectives of the Study with Problem and /or Research Questions

Agreement of the objectives of the study with problem and/or research questions was found to be:

a. **High** for maximum 10 per cent dissertations in two institutions and minimum zero in four institutions.

b. **Tolerable** for maximum 83 per cent dissertations in one institution and minimum 35 per cent in one institution.

c. **Limited** for maximum 52 per cent dissertations in one institution and minimum 7 per cent in one institution.

d. **Nil** for maximum 17 per cent dissertations in one institution and minimum zero per cent in three institutions.

e. **High** in 10 (4%) of the dissertations, tolerable in 146 (60%), limited in 74 (30%) and nil in 15 (6%) cases when all the 246 dissertations were taken into account submitted in nine institutions.

On the basis of the above, it may be said that the quality in terms of 'agreement of the objectives of the study with problem and/or research questions' was tolerable in 60% and limited in 30% cases when all the 246 dissertations were taken together. However, when taken independently, the quality of the 'agreement of the objectives of the study with problem and/or research questions' was better in two colleges, quite similar in four colleges and far below in three colleges in comparison to the collective trend.

Over all the quality in terms of 'agreement of the Objectives of the Study with Problem and /or Research Questions' was not quite satisfactory in the sampled dissertations.

D. **Wording of the Objectives**

Wording of the objectives was found to be:

a. **Adequate** for maximum 4 per cent dissertations in one institution and minimum zero per cent in six institutions.

b. **Tolerable** for maximum 57 per cent dissertations in one institution and minimum zero per cent in one institution.

c. **Poor** for maximum 73 per cent dissertations in two institutions and minimum 40 per cent in one institution.

d. **Extremely poor** for maximum 54 per cent in one institution and minimum zero per cent in one institution.

e. **Adequate** in 3 (1%), tolerable in 61 (25%), poor in 132 (54%) and extremely poor in 49 (20%) cases when all the 246 dissertations were taken into account submitted in nine institutions.

On the basis of the above, it may be said that the quality in terms of 'wording of the objectives' was poor or extremely poor in most of the cases (74%) when all the 246 dissertations were taken together. However, when taken independently, the quality of

the 'wording of the objectives' was slightly better in two colleges and far below in seven colleges in comparison to the collective trend.

Over all the quality in terms of 'wording of the objectives' was not satisfactory in the sampled dissertations.

E. Technical Accuracy of the Objectives

Technical accuracy of the objectives was found to be:

a. **Adequate** for maximum 10 per cent dissertations in one institution and minimum zero per cent in six institutions.

b. **Tolerable** for maximum 23 per cent dissertations in one institution and minimum zero per cent in two institutions.

c. **Poor** for maximum 80 per cent dissertations in two institutions and minimum 4 per cent in one institution.

d. **Extremely poor** for maximum 96 per cent dissertations in one institution and minimum 7 per cent in three institutions.

e. **Adequate** in 5 (2%), tolerable in 24 (10%), poor in 126 (51%) and extremely poor in 90 (37%) cases when all the 246 dissertations were taken into account submitted in nine institutions.

On the basis of the above, it may be said that the quality in terms of 'technical accuracy of the objectives' was poor or extremely poor in most of the cases (88%) when all the 246 dissertations were taken together.

Over all the quality in terms of 'technical accuracy of the objectives' was unsatisfactory in the sampled dissertations.

F. Correctness of Language (Grammar and Spellings)

The correctness of language in objectives was found to be:

a. **Satisfactory** for maximum 17 per cent dissertations in two institutions and minimum zero per cent in four institutions

b. **Moderate** for maximum 83 per cent dissertations in one institution and minimum for 8 per cent dissertations in one institution.

c. **Very low** for maximum 83 per cent dissertations in one institution and minimum 13 per cent dissertations in one institution.

d. **Highly unsatisfactory** for maximum 42 per cent dissertations in one institution and minimum zero per cent in two institutions.

e. **Satisfactory** in 8 (3%), moderate in 105 (43%), very low in 104 (42%) and highly

unsatisfactory in 28 (11%) cases when all the 246 dissertations were taken into account submitted in nine institutions.

On the basis of the above, it may be said that the quality in terms of 'correctness of language in objectives of the study' was very low or highly unsatisfactory in most of the cases (53%) when all 246 dissertations were taken together. In case of 43% dissertations the quality of language was moderate.

Over all the quality in terms of 'correctness of language in objectives of the study' was not satisfactory in all the sampled dissertations.

DISCUSSION OF RESULTS

The results indicate that quality of writing research objectives in respect of;
   a. Has the researcher formulated objectives for the study?
   b. Are all the possible Objectives formulated?
   c. Agreement of the objectives of the study with the problem and/or research questions?
   d. Wording of Objectives, Technical accuracy of the Objectives, Correctness of Language (Grammar & Spellings), is not satisfactory.

In almost all the above listed parameters under framing research objectives the quality is poor or not satisfactory in all the institutions except language component which comes out to be about 53 percent overall, which is also not satisfactory. It was also found that in one case in an institution research objectives were not framed at all.

One of the reasons for the tendency that researchers continue with an established style and are not innovative may be attributed to the lack of qualified and experienced staff in institutions running M.Ed. course. The unapproved, unqualified and totally inexperienced teachers have been noticed by the authors working as research supervisors of M.Ed. students. There are instances where the candidates who just passed their M.Ed. examination have been recruited by the colleges without interview and allotted M.Ed. students for supervision. Majority of research supervisors, especially in privately managed colleges, lack theoretical orientation in research methodology themselves and have completed their own M.Ed. dissertations in a highly casual manner.

In such a scenario, the teachers copy a simple technique from their own or some other dissertations and continue with the same year after year. In other cases, one of the teachers, who is or considered to be better, becomes a trend setter for others. It may seem awkward to say but is a fact that barring a few, majority of M.Ed. supervisors do not

know how to select a problem for research. It cannot be expected from them that they will guide their students in this regard.

The second important reason for continuation of such a trend is the casual approach used in the evaluation of dissertations. In fact, there is hardly any evaluation of dissertations. The examiners generally do not read the dissertations. In most of the cases, the dissertations are handed over to examiner on the spot. He/ she completes the formality of viva-voce examination by asking a few questions and assign marks as desired by the supervisor or head of the institution. Due to this supervisor never feels accountable for and becomes still more relaxed in the following years.

Thirdly, the instructional techniques used for teaching research methodology course are just theory oriented. The students are not encouraged simultaneously to perform practical, activities related to the taught concepts. In the end it remains only in teaching and not converted to learning.

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ENVIRONMENTAL EDUCATION AWARENESS AMONG SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER

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ABSTRACT

The purpose of present study was designed to find out the difference in senior secondary school students of Hamirpur district of Himachal Pradesh towards Environmental Awareness based on their Gender. The present study is delimited to Hamirpur district only. The sample of the study was done at three stages. At the first stage one district was selected randomly out of twelve districts of Himachal Pradesh. In the second stage, ten schools (05 Govt. and 05 Pvt.) out of 82. Govt. schools and 36 Pvt. Schools from selected district that is, Hamirpur were taken randomly, while selecting schools from district Hamirpur care was taken to give due representation to rural and urban schools. At the third stage 250 students were selected randomly from the sampled ten (government and privately managed) schools. Taking 25 students randomly from each of the ten schools of district Hamirpur. On the basis of locale of senior secondary school students they were found to differ significantly in their overall awareness about environmental education. The higher mean score of rural students reflects their better environmental awareness as compared to their urban counterparts. Further, on the basis of Gender of senior secondary school students they were found to differ significantly in their awareness about environmental education. The higher mean score of female students in comparison to male students shows their better awareness about environmental education.

KEY WORDS : Environment Awareness, Type of Institutions, Gender……

INTRODUCTION

Education is a unique and great investment in the human capital for the present and future. It is an important factor for progress and around the development of a country. It plays a vital and crucial role in economic and social development and national integration of a country. The concern for the environment has emerged as a prominent social issue affecting the people of all walks of life. Singh (1964) quoted in his book "future shock" that change occur in our society at a blinding rate. Polluted water, polluter air, solid waste

energy radio-active pollution, noise pollution, improper and over use of pesticides and fertilizers, unwise management of natural reserves and unprecedented population growth have convince that we are encountered with serious environment crisis. Our country is no exception to these effects.

Since the evolution of human life on earth, the interaction between man and environment has ever existing. Such interaction has been considered to be one of the essential aspects of human development. Nevertheless, man has the capacity to adjust changing needs of the environment; he has been able to tremendous changes have been taking place, as a result of scientific progress and technologies revolution.

The problems of society may be removed through awareness and positive attitudes regarding the concerted problem and this can be done only through education. The process of education particularly formal education is directly related to the contemporary burning problems of our society and they are expected to lead their pupils towards right direction. Therefore, in return the problem shall be automatically removed. Everyone in the society know more or less or less about environmental problem but pupil teachers are expected to have positive attitudes towards environmental education and good awareness of environmental problems, to eradicate this problem form the society.

REVIEW OF RELATED LITERATURE

Keeping in mind the nature of study, the review of related literature has been presented in two parts:

STUDIES CONDUCTED IN INDIA

Sanawaj (1990) found in his study that 95% teachers and 94% students possessed positive environmental attitudes. The environmental trained teachers and unmarried teachers had more awareness of the environment than student. Trained and untrained teachers did not differ on environmental awareness. Girls possessed significantly more awareness of the environment than boys.

Sablok (1995) examined the awareness and attitude of teachers and students of high school Jabalpur district of M.P. He found that there was as significant difference in environmental awareness of boys and girls, rural and urban students while male and private sector were also significantly different to each-other.

Lord (2001) found in his study that knowledge and attitude appeared to be very strong components in pro-environmental behavior. Knowledge beliefs, attitudes and emotions are not isolated but are associated and interconnected.

Yeung (2004) found in his study that this is of concern as it is generally at local level where individuals can make an impact. So it is important that learners can relate to or are exposed to local environmental issues, which influence their attitudes towards those particular issues.

Abraham & Arjunanm (2005) revealed in their study that the secondary students did not have a high level of environmental interest. A differential effect of gender and locale was observed in their environmental interest with the boys and the urban subjects having more interest in environment as compared to their rural counterpart. A high positive and significant co-relation was found to exist between environmental interest and environmental attitude in the entire sample group studied.

Langen & Welsh (2006) conducted in his study that there is limited quantitative data to support the experiential and active learning process in terms of improving content knowledge and change in attitudes towards environmental methodology and associated knowledge retention and attitude change.

Aivazidis (2006) found in his study that knowledge and attitude appeared to be very strong components in pro-environmental behavior. Knowledge, beliefs, attitudes and emotion are not isolated but are associated and interconnected.

Stevenson (2007) concluded in his study that environmental education focuses on human involvement and the connectivity of human beings in the web of life. It is important that people understand that their choices can impact on the environment and affect sustainability.

Raphael (2008) found in his study that there are many problem faced by the students as well as teachers in the teaching learning process. There is solution to the problem also which are given by the students as well as teacher and can be solved with the help of Government, Board and school authorities.

Chandra (2011) revealed in his study that variations in environmental awareness between the urban and rural teacher trainee whereas the awareness of former group was significantly higher from the later. The master degree holder exhibits higher environmental awareness as compared to the scholars, degree holders, indicating that higher the environmental qualification, better the awareness related to environment and its problems.

Patel & Patel (2012) revealed in his study that there was significant effect of EAP as a whole treatment on environmental awareness (EA) of the teachers of experiment group and there was no significant difference in the main score of E.A processing high and lower

experience of the teachers (HL) there was no significant interaction between independent factor of EAP and experience upon EA of teachers.

Mann (2013) concluded in his study that creating awareness among the high school students about environmental pollution through education; an experimental study. He found that the high school students become more aware about the magnitude of the environmental problem after they were told about the harmful effects of the misuse of the environment.

NEED AND JUSTIFICATION OF THE STUDY

For the protection and enrichment of environment it is important that the youth of the country are required with knowledge, attitude and skill related to environment. Teachers engaged in teaching at government school level should be competent enough to impart environmental knowledge. Therefore, teacher should be aware with issues and problem related with environment. The scope of environment education very wide the best place to start environmental awareness in school from lower levels. It is in the formative stage of child that desirable attitude can be easily developed if environmental education is imparted at this stage, the coming generation will have knowledge, skill attitude, which will be useful in protecting and enriching the environment. We can't expect the teacher who accomplishes this task without themselves being aware about important issue related to environment.

Keeping in the view the background discussion of the concept of environmental education awareness and research studies reveals that there is an extensive research conducted on environmental education. Still more research to be needed on the concerned problems, because it is a burning problem that the world is facing now-a-days. Further keeping in view the above discussion and from the review of related literature, it becomes quite clear that present study is very much needed and is quite justified.

OBJECTIVE OF THE STUDY

To study the significance of difference of mean scores on environmental education awareness of senior secondary school students with respect to their gender.

HYPOTHESIS OF THE STUDY

There will be no significant difference in the environmental education awareness among boys and girls of senior secondary school students

RESEARCH METHOD

The Present study was conducted through Descriptive Survey method of research.

POPULATION

All the students of Senior Secondary Schools of Himachal Pradesh constitute the population of the study. It included the students (Boys and Girls) studying in government as well as privately managed schools.

THE SAMPLE

The sample consisted of 250 students (Boys and Girls) of senior secondary schools selected randomly through multistage sampling.

TOOL UESD

A self prepared tool was used in the present study.

STATISTICAL TECHNIQUES USED

In the present study statistical techniques of the't'-test and One-Way ANOVA were used for testing the research hypothesis.

ANALYSIS AND INTERPRETATION OF COLLECTED DATA

Comparison on Environmental Education Awareness Of Male and Female Students Of Senior Secondary Schools

To compare the significance of difference between mean scores of environmental education awareness of male and female students of senior secondary schools, their means, standard deviations, 't'-value was calculated. The detailed analysis is given in Table-1.

Table-1

Gender-wise Comparison on Environmental Education Awareness

Sr. No.	Gender	N	Mean	S.D.	df	't' Value
1.	Male	125	30.08	4.64	248	**2.02***
2.	Female	125	31.19	3.92		

*= Significant at 0.05 level of Significance

Table-1 indicates that the calculated 't' value '2.02' is greater than the table 't'-value (1.97) for degree of freedom (df)= 248 at 0.05 level of significance. This shows that

boys and girls of senior secondary schools differ significantly in their environmental education awareness. However, mean score of girls shows their better awareness as compared to their counterparts. Thus, the hypothesis, that, "there will be no significant difference in the environmental education awareness among boys and girls of senior secondary school students" was rejected.

Difference in Mean Scores and S.D. on Awareness of Male and Female Senior Secondary School Students towards Environmental Education

Figure-1.1

Showing difference in Mean Scores and S.D. on Awareness of Male and Female Senior Secondary School Students towards Environmental Education
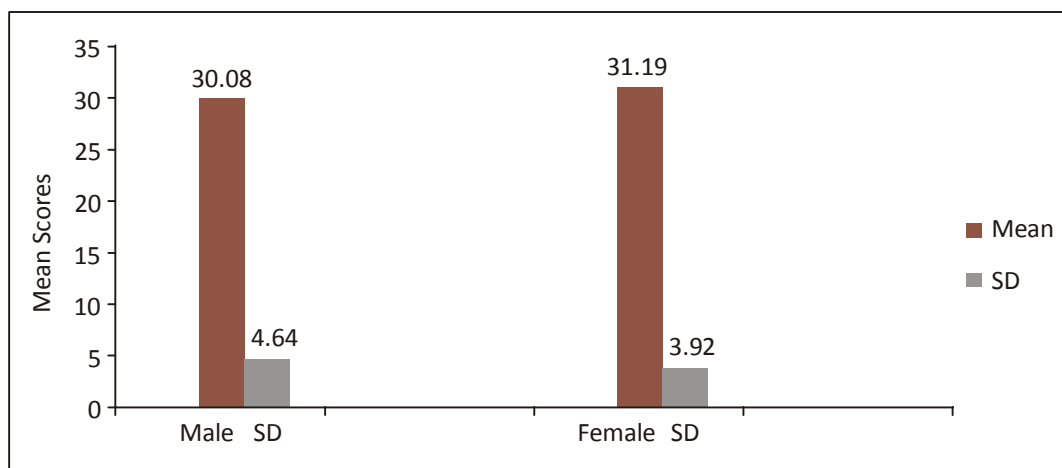
MAJOR FINDINGS OF THE STUDY

Gender-wise senior secondary school students differ significantly in their awareness about environmental education. The higher mean score of female students in comparison to male students shows their better awareness about environmental education.

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HUMOUR STYLES AMONG GOVERNMENT & PRIVATE SECONDARY TEACHERS

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ABSTRACT

The present study was undertaken to study the Humour Styles of secondary teachers based on management type (Government and Private). A sample of 200 secondary school teachers was selected through random sampling technique. The data was collected with the help of Hindi version of Humour Style Questionnaire of Martin et al. (2003) by Prof. B.P. Verma. The descriptive statistical techniques like Mean, Standard Deviation, The 't'-Test were used for testing the research hypothesis. The finding of the study reported that private school teachers found to be more humourous towards self-enhancing humour style and government school teachers were found more prone to use aggressive humour.

KEY WORDS : Humour Styles, Secondary Teachers, Affiliative, Self-Enhancing, Aggressive, Self-Defeating.....

INTRODUCTION

Humour is one of the major components for effective teaching-learning process. Research on humour styles can help establish its value and utility. Humour can be used as a powerful tool to put students at ease and make the overall learning process more enjoyable. Humour is a miracle in creating effective teaching and learning environment where there is no place for stress and anxiety. Humour can be planned and executed to rivet the students' attention and sustain a level of enjoyment that can facilitate learning. Humour helps the teacher to become successful in his/her career and can relieve tense classroom situation before they become disruptions. Teachers 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 the moments of anxiety.

CONCEPT OF HUMOUR

Humour is experienced across all ages and culture. Using humour in teaching is a great way to keep students' attention, maintaining authority and keeping jokes age-appropriate is very important. Recognition of the audience is the most important principal

of humour usage and hence teachers should target humour to the specific interest and background of the students. The use of humour is double edged weapon. A powerful humour can overshadow an instruction objective. If a teacher uses a very humorous story to illustrate a concept, students are likely to remember the humour and forget the principle. Inappropriate humour that is unrelated can be a distraction and prevent student learning. The function of the humour can be heavily influenced by style in which it is presented. Individual tend to use humour in style that are meant to enhance the self and to enhance relationship with others. Psychologist Rod Martin and his colleagues (2003) developed the humour style questionnaire, which measure affiliative, self-enhancing, self-defeating and aggressive humour.

HUMOUR STYLES

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

Affiliative Humour

This involves telling jokes about things that everyone might find funny. The goal is to use humour to bring people together to find the humour in everyday life.

Self-Enhancing Humour

This is being able to laugh at yourself, such as making a joke when something bad has happened to you. Trying to find the humour in everyday situations and making yourself the target of the humour in a good-natured way. It is related to healthy coping with stress.

Aggressive Humour

This involves put-downs or insults targeted toward individuals. It is the type of humour used by bullies. While some of the audience to this type of humour will find it funny and others might laugh to cover up a feeling of discomfort.

Self-Defeating Humour

Putting yourself down in an aggressive or "poor me" fashion is called self-defeating humour. This can be an unhealthy form of humour and is sometimes used by targets of bullies to try to avoid attacks—making oneself the butt of jokes before others put you down.

REVIEW OF RELATED LITERATURE

The review of related literature pertaining to the present study has been given as under:

Research Studies Related to Humour Styles

Gorham & Christophel (1990) found that the amount and the type of the humour influenced learning but not to the same extend as immediacy. Based on this data, they felt that the relationship between teacher' humour in the class room and learning is best understood when considered along with teacher immediacy. Humour is one type of immediacy behavior that teachers can capitalize on in the classroom.

Saroglou & Scariot (2002) reflected regarding gender differences in humour styles, males reported higher use of aggressive humour than did females. There were no significant gender differences in affiliative, self-enhancing or self-defeating humour.

Gorham et al. (2009) conducted a study entitled, "The relationship of teachers` use of humour in the classroom to immediacy and student learning" and found that amount and type of humour influenced learning, that students were particularly aware of tendentious humour, and that an over dependence on tendentious humour diminished affect. The effects of humour were more pronounced for male students and male teachers; however, indications of previous research that humour use negatively influenced evaluations of female teachers and that female teachers' humour was largely different than male teachers` humour were not supported.

Liu (2012) explored the relation between humour styles and gender. The outcomes were satisfied that both genders use more adaptive humour styles (affiliative & self-enhancing) than mal adaptive (aggressive &self-defeating) humour styles. Male used significantly more aggressive humour than female.

Kumar (2012) found that Effective Secondary Teacher's were found more humourous 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 be more oriented towards Self-Enhancing Humour as compare to their ineffective counterparts. The effective secondary school teachers were found to be more oriented towards Aggressive Humour as compare 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.

Dhiman & Chandel (2014) investigated the humour styles among teachers educators. The finding suggested that married prospective teacher educator were found more prone to affiliative humour style than their unmarried counterparts. No significant differences were found among married and unmarried teacher educator with regard to their overall humour, self-enhancing, aggressive and self defeating humour styles.

Sirigatti et al. (2014) in his study found that there was no difference between adolescents and young adults in the use of humour styles.

Kumar & Dhiman (2016) in their study found that tribal secondary school teachers were found to be more oriented towards self-enhancing humour and affiliative humour styles as compare to their non-tribal counterparts.

Chandel (2018) in his study found that male senior secondary school teachers were found to be more oriented towards self-enhancing humour as compared to their female counterparts. No significant difference in affiliative, aggressive and self defeating humour of male and female senior secondary school teachers was found. Furthermore, senior secondary teachers belonging to low age and average age groups were found more oriented towards using self-enhancing humour as compare to their high age counterparts. However senior secondary school teachers belonging to high age and average age groups were found more prone to the use of aggressive humour style as compare to their low age counterparts. No significant difference between high age, average age and low age group of senior secondary school teachers with respect to affiliative humour and self-defeating humour was detected.

Kumar & Dhiman (2019) investigated the humour styles of effective and in-effective teachers. In this study, the finding shows that the effective teachers were found to be more oriented towards self-enhancing humour and aggressive humour styles as compare to their in-effective counterparts.

OBJECTIVE OF THE STUDY

O. To study the significant differences in humour styles among government and private Teachers.

HYPOTHESIS OF THE STUDY

H. There will be no significant difference in humour styles of government and private teachers.

RESEARCH METHOD

The study was conducted through descriptive survey method of research.

RESEARCH TOOL USED

In the present study Hindi version of Humour Style Questionnaire of Martin et al. (2003) by Prof. B. P. Verma was used collect the data from school teachers on their humour styles.

SAMPLING

In the present study simple random technique of probability (lottery method) was used.

VARIABLES

In the present study humour styles were treated as dependent variable, whereas types of management taken as independent variable.

STATISTICAL TECHNIQUES USED

In the present study the data was analyzed by employing statistical techniques of Mean, SD and The't'–Test.

ANALYSIS AND INTERPRETATION OF DATA

The Table-1 presents the calculated statistics of Humour Styles of Government and Private Secondary Teachers.

Table-1
Significance of Mean Difference in Government and Private secondary teachers towards Humour Styles

Humour Styles	Government Teachers		Private Teachers		df	't'- Value	Significance
	Mean	SD	Mean	SD			
Affiliative	27.79	2.79	28.42	3.09	198	-1.51	**NS**
Self-enhancing	27.72	2.94	28.66	2.45	198	-2.44	****
Aggressive	20.71	3.48	19.58	3.80	198	2.18	*****
Self-Defeating	20.51	2.72	20.6	2.10	198	-0.26	**NS**

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

The Table-1 indicates that the obtained 't'-values were found to be 1.51 and 0.26 with respect to affiliative humour and self-defeating humour styles, which are not significant. It means that government and private secondary teachers do not differ significantly with regard to affiliative and self-defeating humour styles. Hence, the null hypothesis that, 'There will be no significant difference in Humour Styles of Government and private Teachers' was accepted in case of affiliative and self-defeating humour styles.

The Table-1 also reflects that the obtained 't'-value was found to be 2.44 for self-enhancing humour style, which is significant at 0.01 level of significance. The mean value of private teachers (M=28.66) is greater than the mean value of government teachers (27.72) for self-enhancing humour style. This means that private secondary teachers were more prone to the use of self-enhancing humour style as compared to their government counterparts.

The figure-1.1 shows the significant difference in mean value of Self-Enhancing Humour Style of Government and Private Secondary Teachers.

Figure-1.1

Showing Significant Difference in Mean Values Of Self-Enhancing Humour Style Of Government and Private Secondary Teachers
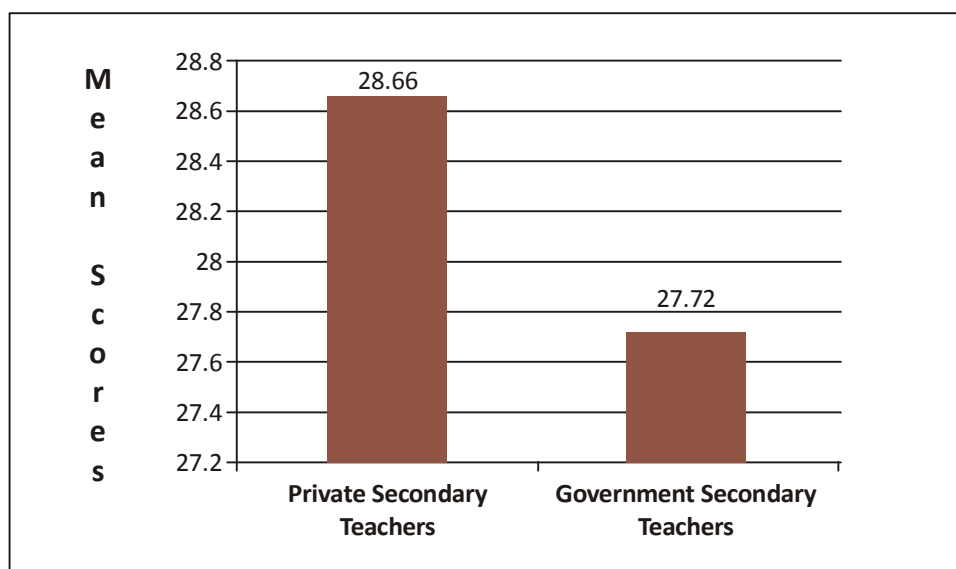
The Table-1 also shows that the obtain 't'-value in case of aggressive humour style of government and private secondary teachers was found to be 2.18, which is significant at 0.05 level of significant. It means that government and private secondary teachers differ significantly with regard to aggressive humour style. The mean value of government secondary teachers (M=20.71) is greater than the mean value of private secondary teachers (M=19.58), which means that government secondary teachers were more oriented towards aggressive humour style as compared to their private counterparts.

The figure-1.2 shows the significant difference in the mean score of Government and Private Secondary Teachers with regard to aggressive humour.

Figure-1.2

Showing Significant Difference in Mean Values of Aggressive Humour Style of Government and Private Secondary Teachers
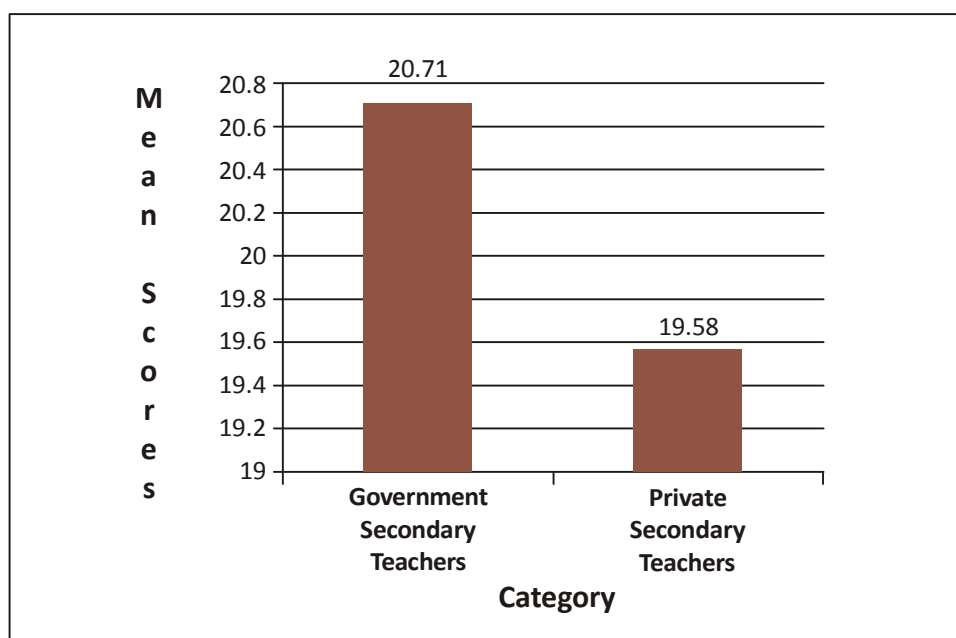
Hence, the null hypothesis that, 'There will be no significant difference in humour styles of government and private teachers' in context of aggressive humour style was not retained.

FINDING OF THE STUDY

On the basis of the analysis and interpretation of the data the following conclusions were drawn:

- ❑ The Private Secondary Teachers were found to be more oriented towards Self-Enhancing Humour as compared to their Government counterparts.
- ❑ The Government Teachers found to be more prone to the use Aggressive Humour Style as compared to their Private counterparts.
- ❑ No significant differences were found in Affiliative and Self-Defeating Humour Styles among Government and Private Secondary Teachers.

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A STUDY OF MENTAL HEALTH OF PUPIL-TEACHERS IN RELATION TO THEIR SEX

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ABSTRACT

The present study was planned to find out the mental health of pupil teachers in relation to their sex. To obtain an appropriate sample for the study in hand the researcher selected eight B.Ed. colleges randomly (lottery method) and total sample of 200 Pupil-Teachers were taken from the selected eight B.Ed. colleges randomly. To collect requisite data for the present study, the researcher used the Mental Health Inventory (MHI) (Hindi Version) Constructed by Dr. Jagdish, Deptt. of Psychology, R. B. S. P. G. College Agra and Dr. A. K. Srivastav Deptt. of Psychology. B.H.U. Varnasi. Mental Health Inventory (MHI) covers six dimensions of mental health. For analysis and interpretation of data the investigator has used the 't'- Test to find out the mean difference in different components of mental health of Pupil-Teachers.

KEY WORDS : Mental Health, Sex, Pupil-Teachers……

CONCEPT OF MENTAL HEALTH

Mental Health may refer to a sound mental condition or a state of psychological well being for freedom mental diseases. Mental health is the ability which helps us to seek adjustment in the difficult situations of our life. Mental health is the ability to make adequate adjustments to the environment on the plane of reality. It is as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life. Mental health is a term used describes how well the individual is adjusted to the demands and opportunities of life. It is very broad term which includes physical, mental, emotional and social aspects of adjustment. The idea of mental health is more complex and comprehensive. A sound mind in a sound body has been recognized as a social ideal for many centuries. Health generally means sound conditions, or well-being, or freedom from diseases. An individual is said to be physically healthy when his body is functioning well and he/she is free from paints and troubles. **Anand** (1989) studied the mental health of high school students and concluded that the mental health of adolescents, their academic achievement, and the educational and occupational status of parents were positively related. Morris (2002) conducted a study of mental health knowledge of pre-service and in-service elementary schools teachers. Sharma (2004) found that the B.Ed. Students related to stream and gender wise do not differ significantly of six components of mental health and on overall mental health. But

the students differ significantly on Group-Oriented Attitude component of mental health as related to gender. The results indicated that B.Ed. Students have average mental health. A person who is mentally healthy is said to be well adjusted person in every situation.

SIGNIFICANCE OF THE STUDY

Teachers play an important and significance role in the development of the country. So for healthy nation, there is great need of healthy teachers physically and mentally. Also pursuing education and attaining minimum level of health for the learners and instructor. Any disruption and disturbance in the process is likely to create, risk and health hazards. The problem of promoting mental in the education at context, in developing country like India occupies higher priority on the agenda for human development. The mental illness in the family distinguishes the students from normal students to a greater extent than any other single factor. Hence, the environment factor is needed to affect the mental development of the teachers, students and community. The young generation is the force of the country. They have to build the nation. To make and build the country the teachers must safeguard their mental health. For this, the research work is the prime need as the research will bring new knowledge to light, concerning with mental health of the teachers. By doing this the researcher preserve and measures the mental breakdown.

REVIEW OF RELATED LITERATURE

The review of related literature pertaining to the present study has been given as under:

Kaifiludin (1980) concluded that adolescents who were subjected to as restive discipline, children reared in nuclear families single children and first born appear to possess aggressive behavior.

Kurdek (1981) studied that cognitive, behavioral and emotional problems increase in children due to parental divorce, it influence their mental health.

Mangotra (1982) studied that the mental health of boys and girls appeared to be considerably influenced by the two factors namely intelligence and physical health. The mental health of boys was dominated by the feeling of depression behavior.

Colcuici (1988) reported that perception of school climate was significantly related to students' misbehaviors.

Anand (1989) studied the mental health of high school students and concluded that the mental health of adolescents, their academic achievement, and the educational and occupational status of parents were positively related.

Regel (2003) studied that the experience of three mental health clinicians coping

with work related stress in treating traumatized children. This study found experience of coping successfully with related stress had a great deal to do with professional autonomy.

Sharma (2004) found that the B.Ed. Students related to stream and gender wise do not differ significantly of six components of mental health and on overall mental health. But the students differ significantly on Group-Oriented Attitude component of mental health as related to gender. The results indicated that B.Ed. students have average mental health.

OBJECTIVE OF THE STUDY

❑ To study the mental health of male and female pupil-teachers.

HYPOTHESIS OF THE STUDY

❑ There will be no significance difference on the different components of mental health of male and female pupil-teachers.

DELIMITATIONS OF THE STUDY

❑ The study was delimited to Kangra District of H.P.

❑ The study was delimited only to eight B.Ed. Colleges of Kangra District of H.P.

❑ The study was delimited to a sample of 200 Pupil-Teachers of B.Ed. Colleges.

❑ Further the study was restricted to the variables of Mental Health and Sex.

❑ The study was delimited interms of time and money resources.

RESEARCH METHOD

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

RESEARCH TOOL USED

To collect requisite data for the present study, the researcher used the Mental Health Inventory (MHI) Hindi Version Constructed by Dr. Jagdish, Deptt. of Psychology, R. B. S. P. G. College Agra and Dr. A. K. Srivastav Deptt. of Psychology, B.H.U. Varnasi. Mental Health Inventory (MHI) covers six dimensions of mental health:

1. **Positive Self-Evaluation (PSE) :** It includes self-confidence, self acceptance, self-identification, feeling of worthwhileness, realization of one's potentialities, etc.

2. **Perception of Reality (PR) :** It is related to perception free from need distortion, absence of excessive fantasy and a broad outlook on the world.

3. **Integration of Personality (IP) :** It indicates balance of psychic forces in the individual and includes the ability to understand and to share other people's emotions, the ability to concentrate at work/task and interest in variety of activities.

4. **Autonomy (A) :** It includes stable set of internal standards for one's action dependence for own development upon own potentialities rather than dependence on others.

5. **Group Oriented Attitude (GOA) :** It is associated with the ability to get along with others, work with others and ability to find recreation.

6. **Environment Competence (EC) :** It includes efficiency in meeting situational requirement, the ability to work and play, the ability to carry out responsibilities and capacity for adjustment.

SAMPLING

In the present study lottery method of probability sampling was used.

STATISTICAL TECHNIQUE USED

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

ANALYSIS AND INTERPRETATION OF THE DATA

Table-1

Comparison Of Mental Health Of Male and Female Pupil Teacher With Six Different Components of Mental Health

Group	Variable	No.	Mean	SD	df	't'- Value	Remarks
Positive Self Evaluation	Male	100	30.46	4.72	198	**1.36**	**N.S.**
	Female	100	31.38	4.80			
Perception of Reality	Male	100	23.02	3.85	198	**.937**	**N.S.**
	Female	100	23.52	3.69			
Integration of Personality	Male	100	32.11	5.82	198	**.026**	**N.S.**
	Female	100	32.13	4.85			
Autonomy	Male	100	16.61	3.01	198	**.316**	**N.S.**
	Female	100	16.48	2.79			
Group Oriented attitude	Male	100	29.56	3.97	198	**1.47**	**N.S.**
	Female	100	30.40	4.09			
Environmental of Mastery'	Male	100	26.87	3.64	198	**.765**	**N.S.**
	Female	100	27.28	3.93			
Over all Mental Health (Male and female)	(Mean) 26.43	(SD) 4.16	(Mean) 28.86	(SD) 4.02	(df) 198	**.76**	**N.S.**

N.S. = Not significant

It is evident from the Table-1 that the obtained 't' value on the various components of mental health of male and female pupil-teachers is not significant at 0.05 and 0.01 level of significance. Hence the null hypothesis stated that there will be no significant difference on the different components of mental health of male and female pupil-teachers was accepted.

FINDING OF THE STUDY

On the basis of analysis and interpretation of data following conclusion was drawn:
- ❑ No significant difference was found in the mental health of male and female Pupil-Teachers on various components of mental health.

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ROLE OF DEMOGRAPHIC VARIABLES IN TASK PERFORMANCE AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF TEACHERS

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ABSTRACT

The present study was designed to find out the role of demographic variables (gender, age, teaching experience, stream and caste affiliation) in task performance and organizational citizenship behavior of senior secondary teachers. A sample of 100 senior secondary school teachers was selected through random sampling technique. The data was collected through Performance Scale of Williams & Anderson (1991). "t"-test was used for testing the research hypotheses. The results of the study showed that senior secondary school teachers do not differ significantly in their task performance and organizational citizenship behavior based on gender, age, teaching experience, stream, and caste affiliation.

KEYWORDS : Organizational Citizenship Behavior, Task Performance, Role, Senior Secondary School Teachers……

INTRODUCTION

Teacher's performance is the ability of a teacher to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance students' learning and achievements. It is universally acknowledged that the quality of teachers and teaching are the most dominating factors that affect learning at large scale. Additionally, teacher performance denotes teacher's ability to functions effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using sound pedagogical content that leads to students understanding and effective learning. Thus, to achieve these in teaching performance, teachers should master their subject contents, know the characteristics of good teaching, know different and appropriate pedagogies, learning styles of learners and perceive their strengths and weaknesses in teaching to perform their teaching responsibilities effectively.

Task performance is a very important factor in terms of the success and achievements of society. It is highly relevant for organizations and individuals alike. Individual task performance is the behavioral outcome of an employee which points out that the employee is showing positive attitudes towards his or her organization.

Task performance as the most general form of productive behavior in schools has drawn the attention of many schools and organizations. Task performance represents behaviors of employees engaged at work that contributes to organizational goals (**Campbell, 1990**). So, task performance and organizational citizenship behavior of any individual in any organization are directly proportional to each other and are incomplete without one another.

CONCEPT OF TASK PERFORMANCE

Teacher's performance is the ability of the teacher to impart the relevant skills, knowledge using appropriate methods consistently over time to enhance student's learning and achievements. The quality of teachers and teaching are the most dominating factors that affect learning at large scale. Teacher's performance denotes teachers' ability to functions effectively in performing his teaching tasks with high skills and effort with regards to his subject matter using sound pedagogical content that leads to students understanding and effective learning. Thus, to achieve these in teaching performance, teachers should master their subject contents, know the characteristics of good teaching, know different and appropriate pedagogies, learning styles of learners and perceive their strengths and weaknesses in teaching to perform their teaching responsibilities effectively.

Task performance is differently defined and measured in different disciplines in different ways. High levels of task performance are often associated with positive tangible outcomes such of students merit increase, promotional opportunities, job satisfaction, etc. performing well may also lead to intangible rewards such as admiration & praise from others, and a heightened sense of personal accomplishment and self-efficiency (**Jex & Britt, 2008).**

Task performance is a term that is most discussed in industry and organizational psychology however there is scarcity of research in the field of teaching, (**Schmidt &Hunter, 1992**).

MEANING AND DEFINITIONS OF TASK PERFORMANCE

Task performance is a process that occurs when an assigned person effectuates a task plan, this refers to a manner in which they realize the work which was projected for a task. Task performance yields a tangible product and/or performance that serve as evidence of learning. At the general level, task performance consists of activities that are essential for an organization.

Task performance of teachers is routinely used in certain disciplines, such as visual and performing arts, physical education, and career-technology where performance is the natural focus of instruction. However, such tasks can (and should) be used in every subject area and at all grade levels. Task performance of teachers can be evaluated from both teachers and their students' point of view, the main goal is definitely to achieve the best task performance in teaching and learning through teaching. Task performance is fundamentally conversant construct is organizations practice & research. Task performance is also used as an important source of development feedback. Previous researches mention that task performance has a relationship with job satisfaction. Previous studies suggest that innovative work behavior positively relates with task performance (**Dorner, Gassmann & Merhart, 2012**).

According to **Jex (2002)**, "Task performance are all the behaviors, employee's engage in while at work, most commonly the employee's behavior displayed at work is not essentially related to job-specific aspects, it refers to how well anyone performs at his or her duty".

According to **Viswesvaran (2000),** "Job performance deals with the workplace or refers to the way individually perform in their jobs. Job performance as scalable actions, behavior and outcomes that employees engage is or bring about that is linked with and contribute to organizational goals".

WAYS TO ASSESS TEACHERS' PERFORMANCE

Performance of the teachers in schools is highly affected by various factors including motivation, working conditions, self-confidence, mental–health, Level of Aspiration, teaching competency, etc. **Kirunda (2004)** in his research finds that the most commonly used types of performance-based rewards in private secondary schools are: public appreciation, promotion, packages/presents, and duty allowances, and overtime pay. It was also established that performance-based rewards affect the performance of teachers by motivating them and increasing their productivity and efficiency. **Jahangir (1988)** evaluated teachers' performance on four categories of teaching behavior namely, intellect, teachers' personality, teaching techniques and interaction with students. **Swartz et al. (1990)** judged the teacher's performance on five teaching functions: instructional presentations, instructional monitoring, and instructional feedback, management of instructional time and management of student's behavior. **Ferris (1998)** measured teacher's job performance on seven performance dimensions. These were: a) Relations with students

b) Preparation and planning c) Effectiveness in presenting subject matter d) Relation with other staff e) improvement f) Relations with parents and community and g) Poise.

Riaz (2000) measured teacher's performance on such factors as teaching competence demonstrated, motivational skills, teacher's attitude toward students and fairness in grading. Teachers' job performance could be measured through teacher's job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (**Cheng, 2002**).

The three most common ways to evaluate teacher's performance are:

❑ Pupils Gain in Test Scores
❑ Classroom Observation for Teacher Development
❑ Pupil Surveys for Corroborating Measures

FACTORS AFFECTING TASK PERFORMANCE

There are some factors which affects teachers' task performance. These are shown in the following Figure-1:

Figure-1: Factors Affecting Teacher's Performance

CONCEPT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Organizational citizenship behavior is an important concept of organizational behavior. Since1983, Dennis Organ proposed organizational citizenship behavior, the research about it had been continued. OCB is referred to as set of discretionary workplace behaviors that exceed one's basic job requirements. They are often described as behaviors that go beyond the call of duty. Most employees understand that their primary duty is to do the work that is assigned to them, stay away from behaviors that could be deemed troublesome and deliver work that is acceptable and beneficial to the organization.

Organizational citizenship behavior has become one of the highly researched topics in today's context. Graham argues that OCB is a global concept that includes all positive relevant organizational behavior of individual citizens. Organizational citizenship behavior deals with the action and behaviors that are not essentially required by employees. They are not critical to the job, however they do encourage greater organizational functioning and efficiency.

MEANING AND DEFINITIONS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

OCB is considered as a behavior that benefits not only an individual but is also helpful for others and is found to increase the job satisfaction.OCB can be categorized in two categories. Firstly, the behavior that is directed towards other individuals (**OCBI**) and secondly, the behavior that is directed towards the organization (**OCBO**).Organizational citizenship behavior is discretionary individual behavior, not directly or explicitly recognized by the formal reward system and promotes the effective functioning of the organizations. OCB has been shown to have a positive impact on employee task performance and job satisfaction and this intern has noticeable flow on effects on the organization.

Schools attribute their success to the teachers, because withouttheir hardwork, motivation and creativity most schools wouldn't have reached the position where they are at present. OCB is important for organizations and many researches demonstrated that OCB is strongly correlated with indicators to teacher's effectiveness (**Yen & Nichoff, 2004**) and organizational success (**Podsakoff & Mackenzie, 1994**). It is important to examine the task performance and job satisfaction of teachers.

Organ (1988) has defined OCB as, "Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and that in the aggregate promotes the effective functioning of the organization".

According to **Lee & Allen (2002)**, "Organizational citizenship behavior is a behavior

that although not a part of employees job profile, plays a very important role for the functioning of organization".

DIMENSIONS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

The dimensions of OCB have been a work in progress. OCB was originally developed into two dimensions (**Bateman & Organ, 1983**): Altruism and Compliance. Compliance was often some time changed with the new name conscientiousness. In 1988 Organ added three new dimensions of OCB such as sportsmanship, courtesy and civic virtue. Finally in 1990 Organ cheerleading and peacemaking were added to complete the list of dimensions. After some time Altruism, peacemaking and cheerleading were grouped in a category known as Helping Behavior (**Organ, 1997**). The following description list contains the five dimensions of OCB:

1. **Conscientiousness :** It describes impersonal behavior that benefits the organization as a whole. In other words it refers to behavior that is not directed at another individual e.g, if an employee adhering to an organization rules and regulations or an employee not using all of their vacation or sick days.

2. **Courtesy :** It is related to preventing organization problems through communication, and general consideration for other e.g. courtesy involves letting co-workers know how people of an organization can reach an employee who is absent in the school or who is on vacation.

3. **Sportsmanship :** It is an employee's willingness to deal with the poor situation without complaining. It is the only form of OCB that involves decline to participate in certain behaviors in this type of OCB of a teacher not engaging in gossip and not complaining about office size would be considered good sportsmanship.

4. **Civic Virtue :** Civic virtues the whole organization. It is participating in the life and culture of the organization, this is not considered behavior that is target and individuals, rather, this behavior targets the organization e.g. it would be attending company events, such as meetings or picnics, which are not required for teachers. It also includes contributing opinions on important organizational issues.

5. **Helping Behaviour :** In 1997 Organ helping behavior includes altruism, peacekeeping, and cheerleading, some examples of helping behavior include volunteering to orient a new employee, solving conflict among employees, etc.

Above these five OCB dimensions shows that OCB which is directed towards the individual (OCBI) and behavior that is directed towards the organization (OCBO), (**William & Anderson, 1991**).

REVIEW OF RELATED LITERATURE

Hartman (1988) revealed that men were seen as more powerful than women and viewed good performance as a male characteristic. **Van Dyne et al. (1994)** revealed that teachers who are in the age of 46 or above are more committed to OCB than the young teachers. **Podsakoff et al. (2000)** did not find any relationship between demographic variables (tenure/experience, gender, etc.) and OCBs. **Malik (2005)** concluded that no significant difference was found in the performance of teachers with relation to gender and experience however, significant differences were found concerning age. **Sharma & Malik (2006)** showed that gender and experience had no significant effect on the performance of the teachers but their age had a significant effect showing younger teachers perform better.

Rezaian (2006) examined that gender discrimination and lack of justice are the major reasons for discouraging the women to exhibit OCB. **Adeyemi (2008)** found out that the level of the teachers' job performance was low. In terms of the relationship between organizational climate and teachers' job performance, the findings revealed that there was a significant relationship between organizational climate and teachers' job performance. **Green et al. (2009)** found significant gender-based differences in performance on various dimensions. Although it added that women are significantly more likely than men to be designated as All-Stars, which indicates that they outperform men in other aspects of job performance. **Polat (2009)** conducted a study on OCB of senior secondary school teachers and found that senior secondary school teachers were to show high OCB. **Shaffril & Uli (2010)** found that age, working experience, and gross salary are correlated with work performance. **Narang & Dwivedi (2010)** found that female teachers are more responsible and show greater concern towards students than male teachers. **Ng & Feldman (2010)** found evidence of a curvilinear relationship between organizational tenure and job performance. **Meyer & Allen (1984) and Mearaj (2010)** reported that employees with more experience demonstrate a higher level of OCB. **Christine (2011)** found that teacher's organizational citizenship behaviors (OCBs) are significantly related to teacher performance in secondary schools. Further results show a significant difference between sex of the respondents and organizational citizenship behavior (OCBs) though show no significant difference between sex of respondents and teachers' performance which could be explained by the difference in behaviors based on gender. **Lambert et al. (2012)** did not find any significant link with age and OCBs among correctional officers. **Uchendu, Anijaobi-Idem & Nkama (2013)** revealed that teachers' work performance was moderated by teachers' age.

Hassan & Ogunkoya (2014) found that only marital status and years of service are mostly predictive of performance of the insurance salesmen. **Igbinomwanhia & Akinmayowa (2014)** found that age had no mediating effect on the determinants of OCB in the Nigerian organization. **Qureshi (2015)** reported that age, sex, caste, education, and tenure were not significant in predicting, except age affects certain dimensions of OCB. **Olowodunoye & Adetula (2016)** revealed that the age of workers had a significant independent influence on organizational citizenship behavior. **Rose (2016)** found that OCB has a significant role in contributing to the organization's performance through the social systems existing at any workplace. **Saleem, Nisar & Imran (2017)** found that OCB is closely related to gender (á?0.042, p<0.05), teachers who are in the age of 46 or above are more committed to OCB than the young teachers and employees with more experience demonstrate the higher level of OCB (á? 0.000, p<0.05). **Isabu (2017)** revealed that there is a significant main and interaction effect of age and salary earnings on the organizational citizenship behavior (OCB) of teachers in secondary schools in Akure South Local Government Area of Ondo State. **Verma (2019)** in his article given a comprehensive theoretical framework for the OCB construct, highlighted similarities and dissimilarities with other related terms used in the OCB literature and provided a base for the research scholars for clarifying their doubts on the OCB construct.

It is evident from the review of the above literature that most of the studies conducted till date were either conducted on one or the other demographic variable but not in combination as studied in the present study. Moreover, there is a scarcity of research on the role of gender, age, work experience, stream and caste affiliation on the task of performance and organizational citizenship behavior of teachers in India and the World. The review of literature highlights the research gaps, hence the current study was undertaken to bridge the gap and add value to the existing literature.

RESEARCH QUESTIONS

The present study has addressed the following research questions:

1. What is the percentage of senior secondary school teachers in high, moderate and low levels of task performance (TP), OCBI and OCBO?
2. Are there differences in the Task Performance (TP) of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation?
3. Is there any difference in OCBI of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation?

4. Is there any difference in OCBO of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation?

OBJECTIVES OF THE STUDY

The following objectives were framed for pursuance of the study:

1. To find out the percentage of teachers exhibiting High, Moderate & Low levels of Task Performance (TP), OCBI, and OCBO.
2. To study the significant differences in the Task Performance (TP) of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation.
3. To find out the significant differences in OCBI of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation.
4. To find out the significant differences in OCBO of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation.

HYPOTHESES

The following null hypotheses were formulated for the present study:

1. There will be no significant difference in Task Performance (TP) of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation.
2. There will be no significant difference in OCBI of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation.
3. There will be no significant difference in OCBO of senior secondary school teachers based on gender, age, teaching experience, stream and caste affiliation.

RESEARCH METHOD

The study was conducted through descriptive survey method of research.Population of the study comprised of all the senior secondary school teachers teaching in Govt. Senior Secondary Schools of Hamirpur District (H.P).

Sample of the study comprised of 100 senior secondary school teachers .Simple random sampling technique was employed for drawing the sample.

RESEARCH TOOL USED

In the present study Performance Scale of Williams & Anderson (1991) was used to collect the data from senior secondary school teachers. The scale comprises of 21 questions

examining the relationship of employees with the organization. A five-point Likert scale ranging from strongly disagree (1) to strongly agree (5), has been utilized for the responses. It covers three factors (I) Task performance /In-role behavior (II) Organizational Citizenship Behavior individual centered (OCBI) and (III) Organizational Citizenship Behavior organization centered (OCBO). Each sub-scale comprised of seven items. Researchers reported reliability coefficient of task performance subscale as 0.85; OCBI subscale as 0.87 and OCBO subscale as 0.75.The scale was found to have satisfactory validity.

The following Table-1 shows the sample structure :

Table-1
Sample structure of Senior Secondary Teachers

Variable	Group	N	Percentage
Gender	Male	57	57%
	Female	43	43%
Age	High Age	60	60%
	Low Age	40	40%
Teaching Experience	High T.E.	63	63%
	Low T.E.	37	37%
Stream	Science	33	33%
	Non-Science	67	67%
Caste Affiliation	General	63	63%
	Non-General	37	37%

VARIABLES

In the present study gender, age, teaching experience, stream and caste affiliation were treated as independent variables, whereas task performance (TP), OCBI and OCBO were regarded as criterion variables.

CLASSIFICATION OF THE SUBJECTS

Senior secondary teachers were classified into two groups of each based on gender (male & female), age (high age & low age), teaching experience (high teaching experience & low teaching experience) stream (science & non-science) and caste affiliation (general & non-general). High age group consists of teachers having their chronological age above 45 years and low age group comprised of those teachers who had their chronological age 45

years or below. High teaching experience group includes the teachers having their teaching experience more than 15 years and low teaching experience group was of those teachers who were having teaching experience 15 years or less than that. The science group of teachers comprised of those teachers who were teaching Physics, Chemistry, Mathematics and Biology classes and the non-science group consisted of teachers teaching Arts & Commerce classes. General caste group includes teachers who belong to open unreserved category and non-general caste group was of those teachers who belong to SC, ST & OBC categories.

The senior secondary teachers were also classified into three levels of High, Moderate & Low based on task performance (TP), OCBI and OCBO with the help of $M \pm 1SD$.

STATISTICAL TECHNIQUES USED

't'–test was employed for testing the hypotheses of the study.

ANALYSIS AND INTERPRETATION OF DATA

Table-2 shows the percentage of senior secondary teachers in terms of TP, OCBI & OCBO.

Table-2

Percentage of Teachers in High, Moderate and Low Levels of TP, OCBI and OCBO

Variable	Group	N	Percentage
Task Performance (TP)	High	17	17%
	Moderate	61	61%
	Low	22	22%
	TOTAL	**100**	
OCBI	High	26	26%
	Moderate	45	45%
	Low	29	29%
	TOTAL	**100**	
OCBO	High	20	20%
	Moderate	59	59%
	Low	21	21%
	TOTAL	**100**	

Gender-Wise Comparison of TP, OCBI & OCBO of Senior Secondary School Teachers

Table-3 presents the calculated statistics of TP, OCBI & OCBO of Male and Female senior secondary school teachers.

Table-3
Significance of Difference in Mean Scores of TP, OCBI and OCBO of
Male and Female Groups

Variable	Male (N=57)		Female (N=43)		't'-Value	Significance
	Mean	SD	Mean	SD		
TP	28.77	2.897	28.884	3.025	0.027	P>.05
OCBI	24.667	4.397	23.116	4.288	0.252	P>.05
OCBO	28.456	3.18	29	2.854	0.127	P>.05

df=98

Table-3 indicates that the obtained 't'-values were found to be 0.027, 0.252 and 0.127 in respect of TP, OCBI and OCBO, which are not significant at 0.05 level. It means that male and female senior secondary school teachers do not differ significantly concerning their task performance (TP), OCBI and OCBO. Hence, the null hypotheses **1, 2 & 3** were accepted in case of gender.

Age-Wise Comparison of TP, OCBI & OCBO of Senior Secondary School Teachers

Table-4 gives the calculated statistics of TP, OCBI & OCBO of High Age and Low Age senior secondary school teachers.

Table-4
Significance of Difference in Mean Scores of TP, OCBI and OCBO of
High Age and Low Age Groups

Variable	High Age (N=60)		Low Age (N=40)		't'-Value	Significance
	Mean	SD	Mean	SD		
TP	28.833	3.032	28.1	5.43	0.41	P>.05
OCBI	24.233	4.208	23.65	6.838	0.065	P>.05
OCBO	28.767	3.191	24.533	2.836	0.759	P>.05

df=98

Table-4 shows that the obtained 't'-values were found to be 0.41, 0.065 and 0.759 in respect of TP, OCBI and OCBO, which are not significant at 0.05 level. It means that high and low age senior secondary school teachers do not differ significantly concerning their task performance (TP), OCBI and OCBO. Hence, the null hypotheses **1, 2 & 3** were retained with respect to age.

Teaching Experience-Wise Comparison of TP, OCBI & OCBO of Senior Secondary School Teachers

Table-5 presents the calculated statistics of TP, OCBI & OCBO of High Teaching Experience (H.T.E.) and Low Teaching Experience (L.T.E.) senior secondary school teachers.

Table-5

Significance of Difference in Mean Scores of TP, OCBI and OCBO

of H.T.E. and L.T.E Groups

Variable	H.T.E. (N=63)		L.T.E. (N=37)		't'-Value	Significance
	Mean	SD	Mean	SD		
TP	24.396	3.058	28.946	2.758	0.744	**P>.05**
OCBI	22.703	4.047	24.491	4.974	0.349	**P>.05**
OCBO	24.941	3.012	28.784	3.124	0.881	**P>.05**

df=98

Table-5 reflects that the obtained 't'-values were found to be 0.744, 0.349 and 0.881 in respect of TP, OCBI and OCBO, which are not significant at 0.05 level. It means that high and low experienced senior secondary school teachers do not differ significantly with regard to their task performance (TP), OCBI and OCBO. Hence, the null hypotheses **1, 2 & 3** were accepted in case of teaching experience.

Stream-Wise Comparison of TP, OCBI & OCBO of Senior Secondary School Teachers

Table-6 reflects the calculated statistics of TP, OCBI & OCBO of science and non-science group of senior secondary school teachers.

Table-6

Significance of Difference in Mean Scores of TP, OCBI and OCBO

of Science and Non-Science Groups

Variable	Science (N=33)		Non-Science (N=67)		't'-Value	Significance
	Mean	SD	Mean	SD		
TP	26.445	3.048	24.903	2.903	0.716	**P>.05**
OCBI	25.849	4.486	23.949	4.29	0.091	**P>.05**
OCBO	26.421	2.568	25.378	3.267	0.987	**P>.05**

df=98

Table-6indicates that the obtained 't'-values were found to be 0.716, 0.091 and 0.987 in respect of TP, OCBI, and OCBO, which are not significant at 0.05 level. It means that the science and Non-Science group of senior secondary school teachers do not differ significantly concerning their task performance (TP), OCBI and OCBO. Hence, the null hypotheses **1, 2 & 3** were retained in the case of stream.

Caste Affiliation-Wise Comparison of TP, OCBI & OCBO of Senior Secondary School Teachers

Table-7 gives the calculated statistics of TP, OCBI & OCBO of General and Non-General caste affiliation group of senior secondary school teachers.

Table-7

Significance of Difference in Mean Scores of TP, OCBI and OCBO

of General and Non-General Caste Affiliation Groups

Variable	General (N=63)		Non-General (N=37)		't'-Value	Significance
	Mean	SD	Mean	SD		
TP	26.661	3.091	27.537	2.699	0.925	**P>.05**
OCBI	25.896	4.327	27.204	4.368	0.059	**P>.05**
OCBO	27.399	2.753	27.567	3.492	0.398	**P>.05**

df=98

The Table-7 shows that the obtained 't'-values were found to be 0.925, 0.059 and

0.398 in respect of TP, OCBI and OCBO, which are not significant at 0.05 level. It means that the general and non-general caste affiliation group of senior secondary school teachers do not differ significantly with regard to their task performance (TP), OCBI and OCBO. Hence, the null hypotheses **1, 2 & 3** were accepted with respect to caste affiliation.

FINDINGS OF THE STUDY

Based on the analysis and interpretation of the data the following conclusions were drawn:

❑ **Male & Female senior secondary school teachers were found to have no significant differences in their task performance and organizational citizenship behaviors.**

The above finding was supported by the studies conducted by Podsakoff et al. (2000); Malik (2005); Sharma & Malik (2006); Christine (2011) and Qureshi (2015). Further, the finding of the present study is in contrast of the studies conducted by Hartman (1988); Rezaian (2006); Green et al. (2009); Narang & Dwivedi (2010) and Saleem, Nisar & Imran (2017).

❑ **No significant age differences were found in the task performance and organizational citizenship behaviors of senior secondary school teachers.**

This finding of the present study gets the support of only two studies conducted by Lambert et al. (2012) and Igbinomwanhia & Akinmayowa (2014). Further, the finding of present study was not supported by the research conducted by Van Dyne et al. (1994); Malik (2005); Sharma & Malik (2006); Shaffril & Uli (2010); Uchendu, Anijaobi-Idem & Nkama (2013); Qureshi (2015); Olowodunoye & Adetula (2016); Saleem, Nisar & Imran (2017) and Isabu (2017).

❑ **Teaching experience does not affect the task performance and organizational citizenship behaviors of senior secondary school teachers.**

The finding of the present study has the support of studies conducted by Meyer & Allen (1984); Podsakoff et al. (2000); Malik (2005); Sharma & Malik (2006) and Qureshi (2015) but in contrast of the studies conducted by Shaffril & Uli (2010); Ng & Feldman (2010); Mearaj (2010), Hassan & Ogun Koya (2014) and Saleem, Nisar & Imran (2017).

❑ **Stream has nothing to do with the task performance and organizational citizenship behaviors (OCBI & OCBO)of senior secondary school teachers.**

The above finding of the present study does not get any support or contrast from the studies conducted till date from the available review of related studies.

❑ **Caste affiliation has no bearing on the task performance and organizational citizenship behaviors (OCBI & OCBO) of senior secondary school teachers.**

The above finding of the present study also has either any support neither contrasts from the studies available in the review of related literature.

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STRENGTHENING THE RULE OF LAW THROUGH EDUCATION

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ABSTRACT

The present paper has been designed to discuss the power of education in strengthening even the rule of law (ROL). The Rule of Law is the bedrock of just, inclusive and peaceful societies. It compels institutions to be accountable, to safeguard human rights, to be fair and transparent, and to empower citizens to participate and engage constructively in society. Education has an important role in promoting the rule of law and a culture of lawfulness. To promote and protect the safety, dignity and human rights of all people, many governments are, therefore, also strengthening efforts to uphold the principle of the Rule of Law (RoL) in the daily lives of their citizens and through the public institutions that seek to serve them. As a public good, national education systems have a key responsibility in upholding and advancing the principles of the RoL.

KEY WORDS : Strengthening, Rule, Law, Education……

INTRODUCTION

The Rule of Law is the bedrock of just, inclusive and peaceful societies. It compels institutions to be accountable, to safeguard human rights, to be fair and transparent, and to empower citizens to participate and engage constructively in society. In so doing, it creates a culture of lawfulness in which citizens understand, participate in defining, and respect laws for the benefit of the whole of society. Education has an important role in promoting the rule of law and a culture of lawfulness. To promote and protect the safety, dignity and human rights of all people, many governments are, therefore, also strengthening efforts to uphold the principle of the Rule of Law (RoL) in the daily lives of their citizens and through the public institutions that seek to serve them. In this respect, the criminal justice sector has a key role to play and a specific responsibility, but it is not alone in this task. The RoL is fundamental to all aspects of society, both public and private, shaping the way individuals interact with each other and with public institutions in all sectors of society. This is why education that promotes the RoL and a Culture of Lawfulness (CoL) is so important.

As a public good, national education systems have a key responsibility in upholding and advancing the principles of the RoL. They can prepare future generations to hold

state institutions accountable to these principles and equip learners with the knowledge, values, attitudes and behaviours they need to take constructive and ethically responsible decisions in their daily lives that support justice and human rights.

RULE OF LAW (ROL)

The notions of 'rule of law' and a 'cultures of lawfulness' are complex and socio-politically situated. Clarifying and defining them and knowing how they are distinct yet complementary, is essential.

According to the United Nations, the RoL is 'a principle of governance in which all persons, Institutions and entities, public and private, including the State itself, are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards. It requires, as well, measures to ensure adherence to the principles of supremacy of law, equality before the law, accountability to the law, fairness in the application of the law, separation of powers, participation in decision-making, legal certainty, avoidance of arbitrariness and procedural and legal transparency'. The concept of the RoL is embedded in the Charter of the United Nations (1945). The Preamble of the Charter states as one of the aims of the UN 'to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained.' In addition, a core purpose of the UN is 'to bring about by peaceful means, and in conformity with the principles of justice and international law, adjustment or settlement of international disputes or situations which might lead to a breach of the peace. The 1948 Universal Declaration of Human Rights also gives the RoL a central place, stating that 'it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law'.

THE CULTURE OF LAWFULNESS

In fostering the RoL, it is necessary to create the cultural and social conditions in which the RoL is respected and promulgated. This is the idea expressed in the notion of a culture of lawfulness (CoL). A CoL means that the general population in a society follows the law because it believes that it provides a fair and just response to the needs of individuals and society as a whole. It also means that individuals' expectations about the law and the justice system are reflected in their formal and informal interactions with the law.

At best, a CoL presupposes a reciprocal process where the government and the people coordinate and interact with each other to establish an environment that is safe and fulfilling for all without lawlessness. There are mutual expectations of compliance with laws based on a shared sense of trust that both will fulfil their responsibility. In an ideal context, governments cultivate trust by demonstrating their commitment to human rights and the RoL, just as citizens honour their rights and obligations to live by and support human rights and the RoL. Built into the notion of a CoL is the idea that citizens are empowered and able to contribute to the quality of institutions that govern society and thereby protect and strengthen the RoL. Individual behaviours can support the RoL by being knowledgeable about the law and the RoL, respecting rules, and by actively contributing to the substantive application and continued protection and/or improvement of the RoL (social transformation) - for example, by acting to help ensure that laws adhere to human rights principles or holding institutions accountable for their acts. A CoL is a dynamic process in which people not only understand and respect just laws but also push for their transformation when needed. A CoL benefits from, and promotes the values of, communities rather than serving individual interests. In essence, a CoL is both reliant on, and important for, promoting, social cohesion and interconnectedness.

THE ROLE OF EDUCATION

Through education, learners are expected to acquire and develop the cognitive, socio-emotional and behavioural experiences and skills they need to develop into constructive and responsible contributors to society. Education also plays a key role in transmitting and sustaining socio-cultural norms and ensuring their continued evolution. Through formal education, children and youth are socialized to adopt certain values, behaviours, attitudes and roles that form their personal and social identity and guide them in their daily choices. As they develop, children and youth also develop the capacity to reflect critically on norms, and to shape new norms that reflect contemporary conditions.

As such, education promotes and upholds the principle of the RoL by :

❑ Encouraging learners to value, and apply, the principles of the RoL in their daily lives, and;

❑ Equipping learners with the appropriate knowledge, values, attitudes, and behaviours they need to contribute to its continued improvement and regeneration in society more broadly. This can be reflected, for instance, in the way learners demand greater transparency in, or accountability of, public

institutions, as well as through the everyday decisions that learners take as ethically responsible and engaged citizens, family members, workers, employers, friends, and consumers etc.

The Contribution of Global Citizenship Education (GCED)

Global Citizenship Education (GCED) provides the overall lens through which this guidance document views the role of education in the promotion of the RoL. Drawing upon experience from other education processes, including human rights education, peace education, education for sustainable development, education for international and intercultural understanding, GCED aims to empower learners to engage and assume active roles, both locally and globally, as proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.

GCED aspires to be a transformative experience, to give learners the opportunities and competencies to realize their rights and obligations to promote a better world and future. GCED is built on a lifelong learning perspective. It is not only for children and youth but also for adults. It can be delivered in formal, non-formal and informal settings.

UNESCO developed a competency framework on GCED with key learning outcomes, learner attributes and learning objectives to help guide policymakers and curriculum developers in their efforts to develop national curricula that empower learners to assume active roles as described above, both locally and globally.

STRENGTHENING THE RULE OF LAW THROUGH EDUCATION

Educational policies and programmes can support the personal and societal transformations that are needed to promote and uphold the RoL by:

- ❑ Ensuring the development and acquisition of key knowledge, values, attitudes and behaviours.
- ❑ Addressing the real learning needs and dilemmas of young people.
- ❑ Supporting positive behaviours.
- ❑ Ensuring the principles of the RoL are applied by all learning institutions and in all learning environments.

TEACHING THE BASICS : KEY KNOWLEDGE, VALUES, ATTITUDES AND BEHAVIOURS

Building on UNESCO's vision of GCED (see Sub-section 2.3 on the contribution of GCED), this segment identifies key knowledge, values, attitudes and behaviours that are

seen to be specifically relevant to empower learners to uphold the RoL and participate in the continued development of a CoL within their community.

Key knowledge

Learners need to acquire knowledge, understanding and critical thinking about the meaning of the RoL and a CoL, and how these concepts manifest themselves on a daily basis in different social settings and through established institutions, laws, mechanisms and procedures. In turn, the RoL requires that learners make discerning judgments about their environment, based on established norms and factual evidence. Understanding and appreciating the linkages between global and local issues forms an integral part of the learning process. Indeed, violations of the RoL have far-reaching consequences at the individual, community, national, regional and global levels, impacting different countries and populations in ways that are often interconnected It is for that reason that teachers and students also need to understand their rights and responsibilities and identify the behaviours that support democratic processes and the RoL on a daily basis. Of course, this understanding is contextually specific.

For learners to understand the meaning of the RoL and CoL, key areas of knowledge include, among others :

- ❑ Good citizenship, representation of individuals' voices in formal institutions, as well as rights and duties of citizens;
- ❑ The justice system;
- ❑ Human rights;
- ❑ Conflict prevention and peace building;
- ❑ Global, national, and local expressions of the RoL and culture of lawfulness;
- ❑ Democratic values such as transparency, accountability and inclusiveness;
- ❑ Local, visible expressions of a culture of lawfulness through pluralism and egalitarianism;
- ❑ Causes and consequences/impacts of crime on family, community, society, as well as safety; and
- ❑ Responsible and ethical decision-making.

Key Attitudes and Values

Attitudes and values are developed across a broad range of settings, including in the home, in schools, and through the experiences that individuals gain in broader social and

cultural contexts (i.e., through socio-emotional learning). Developing positive attitudes and values is foundational to the holistic and healthy development of learners at all ages. School practices that lead learners to feel capable of addressing issues that affect their own lives and those of their peers and family are proven to also nurture civic engagement which is key to the sustainability of a culture of lawfulness. There are other outcomes of socio-emotional learning that are relevant to the RoL. Learners might learn to value equality, fairness, mutual respect and integrity. Learners might also seek to develop attitudes, values and capacities such as:

- ❑ A sense of belonging to a community;
- ❑ Self-identity and positive self-image;
- ❑ Social awareness (empathy, inclusion);
- ❑ Relationship skills (communication, cooperation, and conflict resolution);
- ❑ A sense of personal security;
- ❑ Resilience (especially for persons vulnerable to becoming a victim or being recruited into crime);
- ❑ Mindfulness;
- ❑ Empathetic concern and compassion;
- ❑ Self-awareness;
- ❑ Self-management;
- ❑ Self-regulation.

Behaviours

The behavioural learning outcomes of GCED (see Sub-section 2.3) are relevant to the promotion of the RoL, specifically:

i. To act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world, and

ii. To develop the motivation and willingness to take necessary actions.

In the context of efforts to promote the RoL, learning can be more specifically focused on developing the following behaviours.

- ❑ Active participation in democratic structures and processes (in and out of school);
- ❑ Participatory and democratic practices in group decision-making;
- ❑ Monitoring of RoL institutions and processes (in and out of schools);
- ❑ Actions to promote improvements in RoL/CoL (at different levels of society).

PRACTISING WHAT WE PREACH

If schools or any other educational setting are to play a meaningful role in the strengthening of the RoL, they should be governed by, and strive to apply, the principles of the RoL. This means ensuring all aspects of school management and school life, including teacher-teacher relations, learner-teacher relations, and school-family relations, are guided by a culture of fairness, rights, accountability and transparency, consistent with international human rights norms and standards. Not all education staff are, however, themselves aware of their own behaviours, attitudes and biases (overt and covert) and this can undermine their ability to speak credibly on the RoL and contribute actively to its implementation on a daily basis. Applying the principles of the RoL in schools and classrooms is therefore neither given nor easy without the proper encouragement and support from education leadership.

For example, when teachers establish clear and fair classroom rules and enforce them equally, children can understand what it means to follow the rules and observe first-hand that they apply to all students equally. They witness that the same consequences apply to all students who break them. In this case, they will gain experience of transparency, accountability and certainty, which are all key elements of the RoL. When teachers and students co-create classroom rules, it also sends the message that students have an active role to play in shaping the rules that govern them. This is how a CoL is cultivated. Classroom and school rules are only one way in which the RoL comes alive for students in everyday life.

Other possible approaches include :
- ❑ Guaranteeing the personal safety and wellbeing of children in the school environment, particularly those students belonging to vulnerable groups.
- ❑ Ensuring the transparency of school policies and practices that are in line with human rights and supporting the RoL as well as accountability of school leaders and teachers.
- ❑ Providing meaningful opportunities for learners to contribute to decisions that affect them, including rules in the classroom and school and beyond through student councils and other forms of student representation in various governance levels (local, regional, national) of educational institutions.

Necessary Support System

The reviews of key educational measures that can inspire and guide policymakers in their efforts to support the kinds of personal and social transformations that are needed to uphold and promote the RoL and a CoL. These will need to be adapted and mixed according to the needs of particular contexts and educational settings, as well as the particular needs and abilities of learners. The balance of priority given to each measure, taken alone and together, will, therefore, vary greatly. In some contexts, measures discussed may not be relevant at all. Educational measures presented are grouped in four categories for easy reference:

A. Curricular support, including teaching and learning resources.

B. Transformative pedagogies in the classroom.

C. Teacher training and development.

Curricular Support

There are numerous curricular strategies for implementing RoL/CoL activities or programmes. These strategies are intended for all learners across different learning environments. These curricular options are (not mutually exclusive) :

❑ A dedicated subject, such as 'citizenship education'.

❑ The infusion of themes and approaches predominantly within a few subjects, such as history, social studies, civics or life skills education.

❑ A cross-curricular or transversal approach that infuses RoL principles – for example, SEL or human rights education - across all subjects.

❑ Whole school activities and practices including extracurricular clubs for learners, experiential learning and community partnerships.

Classroom Pedagogies

Participatory approaches and methods – at the core of GCED pedagogy - ensure that instead of a passive delivery of information, learners benefit from an active learning and practical experience grounded in their everyday life which develops learning outcomes such as critical thinking and problem-solving skills. In the classroom, learners can be given concrete exercises that foster a CoL. Activities include role-playing, dialogues and community governance activities that allow them to work on actively being considerate, tolerant and 'other-oriented'. By engaging their classmates in ways that anticipate conflicts

they are likely to experience outside of the classroom, learners will be better equipped to address such challenges and more likely to be respectful of others' differences.

Below are a variety of transformative pedagogical tools and approaches that might be used to promote transformations in learners and ultimately in society.

1. **Project-based learning** is one of the most widely practiced participatory learning methods that can be used for any topic or skill that needs to be taught. When engaged in project-based learning, learners produce a project which engages their cognitive and creative skills while also increasing their familiarity with the subject matter through independent research.

2. **Problem-based learning** helps learners work towards a solution to a specific problem. The solution can either be fully realized and implemented or simply conceptualized and planned out. Either way, learners' problem-solving skills are fostered, and/or they develop confidence in their own ability to deal with complex issues.

3. **Community-based learning** utilizes active research and implementation skills to help address a challenge in the learners' own communities. Learners identify a social, economic, or environmental issue and not only practice planning solutions but also create change in their communities by implementing these solutions. One such example could be holding a community event or a workshop on safe use of the internet.

Teacher Training and Development

Investing in teacher training and development is fundamental for two main reasons. It is well established that teacher quality has a direct positive impact on student achievement .Furthermore, as teachers act as planners, initiators, climate builders, facilitators and guides, mediators, knowledge organizers and evaluators, they are central to interpreting and implementing any curriculum.

Teachers may need to learn about aspects of the RoL that are not already covered in subject matter preparation so that they can instruct students. Like their students, educators will therefore need, to:

❑ Understand the principle of the RoL, its tenets and implications.

❑ Expand their knowledge of human rights.

❑ Understand the causes and consequences/impacts of crime on family, community, society, and on the safety and security of society as a whole.

- ❑ Increase their awareness of social influencers that shape student behaviours online and off.

Teachers will also need to develop their ability, for example, to:

- ❑ Critically assess their own behaviours, attitudes and biases that possibly undermine the RoL and their ability to speak credibly on challenges to the RoL;
- ❑ Embrace practices that foster inclusion and respect for diversity, with attention to gender and coming from marginalized communities;
- ❑ Adapt to the real learning needs of young people;
- ❑ Lead socio-emotional learning;
- ❑ Recognize and appropriately respond to risky or potentially harmful situations;
- ❑ Foster and nurture their moral character;
- ❑ Create a sense of community and a climate of trust in the classroom (where learners feel safe.

CONCLUSION

Young people can be important contributors to a culture of lawfulness, and governments have a duty to provide educational support that nurtures positive values and attitudes in future generations. The United Nations Educational, Scientific and Cultural Organization and the United Nations Office on Drugs and Crime, working in partnership, have developed this guide to assist policy-makers in developing policies and programmes that promote the rule of law through education. It contains guidance and examples of good practices on how the education sector, as a whole, can help young people become engaged and constructive citizens, making ethically responsible decisions in their daily lives and acting with empathy and respect for others.

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IMPACTS OF THE SENSE OF HUMOR ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR OF TEACHERS

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ABSTRACT

The aim of the present article is to reflect the impact of the sense of humor on organisational citizenship behavior of teachers. It has also been analysed that how teachers sense of humor can create positive environment, effective teaching and learning environment in institutions where there is no place for stress. As teachers sense of humor is a miracle in creating effective and positive enviornment, where there is no place for tension and anxiety but insteadthat, if teaher uses the sense of humor as a weapon to please the students he/she can achieve his/her goal, objectives and also see a positive impact on their organisational citizenship behavior. The sense of humor at school is very important aspect of teachers life. A techer is more comfortable when his organisational citizenship behavior is satisfied in his job and this satisfaction may be the result of sense of humor.

KEY WORDS : Sense of Humor, Organizational Citizenship Behavior, T-L Environment……

INTRODUCTION

The sense of humor is our ability to understand and enjoy amusement, and to make others smile and laugh. Good sense of humor has long been imagined to be personal quality that moderate the impact of stressors in some one's life (**Lefcourt & Martin, 1986 & Lefcourt, 2001**). Sense of Humor has been suggested can help a person engage in positive reframing. It is an ability to cteate joyful moment or laughter in the situation of despair, sadness, anxiety, tension and even in all situation for shedding of clouds of sadness or for dreaming away the panic moments. Sense of humor can be a tool to communicate with other people and groups.It can also determine students deep feeling, beliefs and trends about different issues.

CONCEPT OF SENSE OF HUMOR

The concept of the sense of humor, naturally, hard to define both because of the complex nature of humor and of the some what elusive nature of the trait of being able to

detect or produce humor. The sense of humor is, nevertheless, precisely this- the ability to precive, interpret and enjoy humor. There is very little research on the sense of humor. A good sense of humor has long imagined to be a personal quality that can moderate the impact of stracers in once life(**Lefcourt & Martin, 1986 and Lefcourt, 2001**). A sense of humor, it has been suggested, can help a person engage a positive reframing and creative.

Sense of humor means tractful,plesant fun that does not cause offence in those who are listening. Having a good sense of humor make you more enjoyable to be around and you might also do better at work. Sense of humor is an issue which has been present in human life and social relationship from ancient times up to now. It seems that it is as old as human social life. Sense of humor can be a tool to communicate with other people and groups. It can also determine individuals' deep feelings, beliefs and trends about different issues. Due to the increase of mental illnesses among people in societies, much more attention must be paid to mental health. An individual who is in a mentally healthy condition, is aware of his/her limitations and strength and accept his/her limitations and takes steps to improve his/her behavior. He/she is aware of his/her inner-self and feelings and can control them. He/she doesn't violate the society's laws as well. Mental health helps individuals to make decision when they are in crisis situations, when they have to deal with life difficulties and stressful issue.

Sense of humor is a universal feature of type of communications. It has been discovered in every known human culture, and thinkers have discussed it for over two thousand years. Sense of humor is the tendency of experiences to provoke laughter and provide amusement. The term drives from the humeral medicine of the ancient Greek, which tough that the balance of fluids in the human body known as humor controlled human health and emotion.

Sense of Humor can even help to foster the student-teacher relationship, which in turn creates a positive and welcoming classroom environment. The link between laughter and academic success is also well documented. Positive connections between teachers' use of humor and academic achievement even follow students into colleges and beyond (**Hickman & Cross land, 2004-2005**).

It is also our ability to see the lighter side of a situation and of ourself. In short we can say it is our ability to experience and share joy and laughter in a positive way. It is ability to enjoy wittiness and to see the funny side of a situation instead of always being serious. It is the ability to make light of something and it is good for our mind and body and also help us to cope with difficult situations.

According to **Martin & Lefcourt (1983),** "Sense of humor moderate the relation between negative Life events and moods."

Ruch (1998) defines, "Humor is the ability to perceive, appreciate or express what is funny, amusing and ludicrous. Sense of humor may relate to difference in comprehension, expression the ability to produce humor, appreciation ability and desire to laugh, memory and used as a coping mechanism."

BENEFITS OF SENSE OF HUMOR

There are many benefits in teachers and students life if teachers use sense of humor in their class. The Benefits of the Sense of Humor are given below:

1. **Sense of Humor Increase Organizational Citizenship Behavior of Any Teacher :** If a teacher uses sense of humor in his teaching he can increase course content clarity & enhance students learning skills. Because of it obviously their organizational citizenship behavior and task performance also increase.

2. **Sense of Humor Contacts One Person To Other Person :** If a teacher used positive sense of humor such as 'woo hoo!' Can self off a response in the listener's brain. After response in automatic & helps us to interact with others.

3. **Sense of Humor Always Diffuses Conflict :** Sense of Humor has long been seen as the great equalizer – a mean of facilitate conversation and bridge differences. It has been identified as a key factor in peace-building and international mediation.

4. **Sense of Humor Encourages People To Work Together :** Many research shows if a teacher used sense of humor in his teaching with students, he can develop good relationship with students and it can promote a mutual understating in each students well being.

5. **Sense of Humor Boosts Overall Brain Power :** It releases the chemical serotonin in your brain and it improves focus, increase objectively reduce stress and improves overall brain power.

6. **Sense of Humor Improves Decision Making :** Positive moods always get good response and also promote more flexibility in decision making and also develops convergent and divergent thinking.

7. **Sense of Humor Aids In Learning :** We can use sense of humor as a pedagogical tool, it always reduce the stress and anxiety in classroom and create a more positive atmosphere for learning process.

8. **Sense of Humor Gets People To Listen :** If a teacher uses sense of humor in

appropriate way it makes students want to send and listen what teacher, say and it can improve learning skills of students.

9. **Sense of Humor Provides Motivation And Also Enhances Ability To Solve Problems :** The use of sense of humor creates motivation at improve morale among teachers & also creates a more positive culture and increase motivation. Many researches show that if we use sense of humor to solve any problem and it can improve are divergent thinking.

10. **Improves The Immune System :** If we use sense of humor it can improve our immune system by blocking production of stress hormones.

11. **Sense of Humor Accept New Ideas and Increases Success :** Sense of humor is one of the important tool for being happy in life and if we always happy in life we can accept new ideas and more interaction. It has been linked with successful, life of teachers. It increases profit, work compliance, and promotes rich culture. It reduces emotional stress.

ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Organizational citizenship behavior is an important concept of organizational behavior. Since 1983 Dennis Organ proposed organizational citizenship behavior, the research about it had been continued. In recent years, study about organizational citizenship behavior got into hot water. It is referred as a set of discretionary workplace behaviors that exceed one's basic job requirements. They are often described as behaviors that go beyond the cell of duty. Most employees understand that their primary duty is to do the work that is assigned to them, stay away from behaviors that could be deemed troublesome and deliver work that is acceptable and beneficial to the organization.

CONCEPT OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

OCB is considered behavior that benefits not only an individual but it helpful for others and also for job satisfaction mainly it can be described in two categories. Firstly behavior that is directed towards other individuals (OCBI) and secondly categorized behavior that is directed towards the organization (OCBO). Organizational citizenship behavior is individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and promotes the effective functioning of the organizations. Behavior in which the employees goes beyond the call of duty and also behavior in which the employees goes beyond the boundaries of their formal job description. OCB has been

shown to have a positive impact on employee task performance and job satisfaction and this is tern has noticeable flow on effects on the organization.

The construct of OCB derived from the need to encourage cooperation between organization members in order to help organizations run more smoothly (**Borman, 2004**). **Katz** (1964) indicated that behaviors which are helpful and cooperative are essential for organizational operations. He identified three different types of behavior that are essential for a successful organization. First, people must be motivated to remain with the organization. Second, the employees must understand and fulfill their role requirements based on their job description. Third, Katz claimed organizations need employees that are willing to do more than is required of them. This last claim marks the beginning of OCB.

According to **Dennis Organ (1988),** OCB is "Individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system and that in the aggregate promotes the effective functioning of the organization".

In the opinion of **Lee & Allen (2002**), "Organizational citizenship behavior is behavior that, although not a part of job of employee, but play a very important role for the functioning of organization".

DIMENSIONS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

The dimensions of OCB have been a work in progress. OCB was originally developed into two dimensions: altruism and compliance (**Bateman & Organ, 1983**). Compliance was offer some time changed with the new name conscientiousness. In 1988 Organ added three new dimensions of OCB such as sportsmanship, courtesy and civic virtue. Finally in 1990 Organ cheerleading and peacemaking were added to complete the list of dimensions. After some time Altruism peacemaking and cheerleading were grouped together is a category known as helping Behavior (**Organ, 1997**). The following description list contains five dimensions of OCB:

1. **Conscientiousness :** It describes about impersonal behavior that benefits the organization as whole. In other words are can say, it refers to behavior that is not directed at another individual e.g. If an employee adhering to an organization rules and regulations or an employee not using all of their vacation or sick days.

2. **Courtesy :** It is related to preventing organization problems through communication, signs and general consideration for other e.g. courtesy involves letting co-workers know how people of organization can reach an employ who is absent in the school or who is on vacation.

3. **Sportsmanship :** It is an employee's willingness to deal with poor situation without

complaining. It is only form of OCB that involves decline to participate in certain behaviors in this type of OCB of a teacher not engaging in gossip and not complaining about office size would be considered good sportsmanship.

4. **Civic Virtue :** Civic virtues the whole organization. It is participating in the life and culture of the organization, this is not considered behavior that is target and individuals, rather, this behavior targets the organization e.g. it would be attending company events, such as meetings or picnics, which are not required for teachers. It also includes contributing opinions on important organizational issues.

5. **Helping Behavior :** In 1997 organ helping behavior includes altruism, peacekeeping and cheerleading, some examples of helping behavior includes volunteering to orient a new employ, solving conflict among employees etc.

Above these five OCB dimension shows that OCB is directed towards the individual (OCBI) and behavior that is directed towards the organization (**OCBO: William & Anderson, 1991**). Individual level OCB is related to altruism courtesy, peacekeeping and cheerleading, it is directed at individual and the helping behavior, the courtesy dimension is related to organizational level behavior and it is directly beneficial for the organizations.

IMPACT OF SENSE OF HUMOR ON ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Many researches shows that if a teacher use sense of humor in their school activities and also in their class their students have better results, better emotional reactions and better quality relationship with their students and colleagues. Many schools attribute their success to their teachers. Without use of sense of humor, creative ideas, and hard work of a teacher, most schools would not be where they are today. It is quite probable that many of these teachers are not merely completing their assigned tasks; they are rising above and beyond their job description to benefit the organization as a whole. This extra-role performance has been termed organizational citizenship behavior (OCB). OCB has been defined as participating in activities or actions that are not formally a part of the job description, but that benefit the organization as a whole (**Borman, 2004**). For example, OCB includes volunteering for extra work, cooperating with colleagues and sharing ideas. The sense of humor plays a catalytic role in improving and polishing the behavior of teachers as reported by the researchers below :

Kuiper & Martin (1993) found that people having high sense of humour could cope with stress more effectively. They could construct more healthy relationship with others.

Romero & Cruthirds (2006) defines humor as, "amusing communications that produce positive emotions and cognitions in the individual, group and organizations".

Moshref et. al. (2013) investigated the relationship between humor and OCB. The study took place at Isfahan's in Iran. In this study they found that humor can be considered as a predictor of OCB.

Trembley et. al. (2015) found that weak contingent reward leaders are viewed as more supportive when they use constructive and self –defeating humor styles extensively as opposed to aggressive humor.

Cooper et. al. (2018) found that leaders can influence their employees to increase organizational citizenship behavior by using humor in the workplace. The use of humor improves emotions and relationship.

CONCLUSION

The present article has a great significance in the present scenario, because the sense of humor plays a significant role in teaching. Present time is the time of strife, stress and acute struggle; if we want to cope up in above situation we have to tactics to use sense of humour in teaching as well as in organizations.

Moreover, it has been found from the review of related literature that teachers get the support of sense of humor for providing quality education in every sphere through its catalytic role in decreasing the intent of stress, anxiety, tension and raising the level of organizational citizenship behavior and healthy life at school and in other workplaces. Hence, it is crystal clear from the finding of the research conducted till date that study of humor has great bearing and positive impact on organizational citizenship behavior.

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MEDITATION-A POTENTIAL TRANSFORMER

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ABSTRACT

This paper tries to explore the use of meditation as a tool for enhancing the efficiency of the students. Meditation is a technique of achieving balance between the physical, mental, intellectual and spiritual aspects of person. It is a complex phenomenon that involves several coordinated, cognitive processes and autonomic nervous system alterations. It is generally an internal, personal practice and done without any external involvement. Many practitioners of meditation may rely on external objects such as candle flames, flower, and point etc. as an aid to the process. Researches on various types of meditations suggest that meditation influences one's physiology, emotional regulation, enhance social competency and boost the character of a person. Different scholars have indicated effect of meditation on the overall wellbeing of a person and helpful in enhancing the self-efficacy of a person. Meditation, a part of yoga is a well tested strategy for strengthening the mind and coping with stress and anxiety. Schools, prisons, hospitals, defense forces are trying to use meditation to benefit the inmates. Many scholars have proved the utility of meditation in different fields. But there is need for more rigorous research on a wider sample.

KEY WORDS : Meditation, Cognitive Capability, Emotional Intelligence, Academic Achievement……

INTRODUCTION

India is the country of diverse rich treasures, which the world is acknowledging now. One of these treasures is Yoga and Meditation. Meditation is a part of Asthang Yoga in Patanjal System of Yoga.   It is stated as the seventh limb of Yoga. Meditation is becoming increasingly popular as a topic for scientific research for maintaining harmony in human life, boosting emotional intelligence and for increasing efficiency. Meditation is a technique of achieving balance between the physical, mental, intellectual and spiritual aspects of person. It is a complex phenomenon that involves several coordinated, cognitive processes and autonomic nervous system alterations. It is generally an internal,

personal practice and done without any external involvement. Many practitioners of meditation may rely on external objects such as candle flames, flower, and point etc. as an aid to the process.

MEDITATION

The practice of meditation has existed in all religions since ancient times. In Hinduism it has been systematized in the school of Yoga. One aspect of Yoga, Dhyan, gave rise to a school of its own among Buddhists, becoming the basis of Zen meditation. In the 20th century, movements such as transcendental meditation emerged to reach meditation techniques outside a religious context. The ancient Indian scriptures Vedas, the Upanishads, the Bhagavad Gita, and the Yoga Sutras are the main sources of knowledge of meditation. They consist of a collection of often very condensed aphorism based on ideas from the Vedas and are generally attributed to sage Patanjali. Patanjali suggests a method that consists of eight steps, known as Asthang Marg. The first five steps are Yam (rules of moral conduct), Niyam, Asan (body postures), Pranayam, Pratyahar Dharns, Dhyan, Smadhi. Bodily postures and breathing exercises, and the practice of focusing one's attention inward, are generally seen as preparatory stages; the last three, considered the essential stages, can be seen as varieties of meditation, is a part of yoga, which is the seventh limb of Ashtanga Yoga. Hatha yoga practices, like asanas (i.e., postures), pranayama (i.e., breathing practice intended to influence vital forces), kriyas (cleaning processes), mudras (certain interval attitudes), and bandhas (ineuromuscular locks) are mostly taught as physical practices. While various meditational techniques work at the mental level, all these practices are intended to develop a certain type of awareness within oneself, which in turn brings about a change in emotional, cerebral and visceral functions, and through them, a change in intellectual and somatic functions of the individual takes place. In ancient scriptures equivalent word for meditation is 'dhyana'. Dhyana is the generic Sanskrit term for meditation, which in the Yoga Sutras refers to both the act of inward contemplation in the broadest sense and more technically to the intermediate state between mere attention to an object (dharana) and complete absorption in it (samadhi).

BENEFITS OF MEDITATION

The benefits of meditation are so immense that there seems need of introducing meditation at the school level, which was the part of Indian Gurukul System. In the modern times the need of introducing meditation practices at school level was first understood by the Western scholars. But schools need reliable evidence about the outcomes of meditation

programs before they consider it and how such programs can influence learning, value inculcation, curriculum transaction and self-efficacy of students and teachers. Over the past 15 years, youth-meditation programs have been developed in countries such as England (Mindfulness in Schools Project, Dot B), the USA (Mindful Schools and Mind Up), Canada (Mindful Education), Israel (The Mindfulness Language) and India (The Alice Project) (Wicklegren, 2012). It is worthy to note that, in 2012, the Collaborative for Academic, Social and Emotional Learning in USA allocated $7 million to the development of curriculum that promotes social-emotional learning (Wickelgren, 2012). As such, it is expected that more meditation education programs will be developed and taught in schools. Many researchers have identified a wide range of effects of meditation practices on many variables such as physical fitness, anxiety, disease control, attention, concentration, achievement motivation, emotional stability and learning. The benefits of meditation range from reduction in the levels of   anxiety to increasing well-being and reduction in psychological distress to improvement in cognition (Hall, 1999). Furthermore, many researchers   have explored the effect of meditation on different dimensions of cognitive capabilities (working memory, long term memory, short term memory, reflexivity, conversation, cognitive biases, attention, cognitive flexibility, visual-spatial processing, executive functioning, verbal fluency), emotional intelligence and academic achievement. While Warner(2005), Chambers(2008), Zedian (2009), Chisea (2011), reported significant effects of meditation on working memory; Mesicampo (2007), Laurea (2009), Prakesh (2011) explored effects of meditation on long term memory and short term memory and reported significant effects of mindfulness meditation. Some of the researchers, like Mesicampo (2007), Chisea (2011), Misra (2013), Maraniak (2014), who investigated effects of meditation on memory; also reported similar results. Effects of meditation on attention were explored by Chambers, Moore (2009), Zedian, Bergsma (2011), Chisea (2011), Prakesh (2011), Misra (2013), Maranaik (2014) which was found significant. Other dimensions of Cognitive Capabilities that were found having significant effects of mindfulness meditation were: Reflexivity (Warner, 2005), conversation (Warner, 2005), cognitive flexibility (Moore, 2009), visio-spatial processing (Zedian, 2009), executive functioning (Bergsma, 2009 & Chisea, 2011), information processing speed (Prakesh, 2011), Verbal fluency (Masarnaik, 2014). Wenk-Sormaz (2005), Singh (2011), Shah (2015) investigated the effects of meditation on emotional intelligence. The results reported significant increase in emotional intelligence. Mesicampo (2007), Warne (2007), Lorderick (2009), Maraniak (2014) found

that practice of meditation helps in emotional regulation. One study reported that meditation is helpful in boosting emotional competencies. Effect of meditation on academic achievement was explored by Hall(1999), Beachemin (2008), Nidich (2011), Manjushambika (2012), Waters (2014) and was reported significant effects in boosting academic achievement. Waters (2014) put forth a model of meditation in which he mentions that meditation first helps to develop cognitive capabilities and to regulate emotions. Afterwards, these in turn have their effects on well being, social competencies and academic achievement. There is not much research work that has been done on the effect of meditation on cognitive capabilities, emotional intelligence and academic achievement of students in India and abroad. Researches on meditation have transcended all the borders of continents, and disciplines.

CONCLUSION

Meditation has been proved useful in the disciplines like health, psychology, management, physical education and education. It has been proved very effective in solving medical problems like high blood pressure, diabetes; psychological problems like depression, anxiety, tension, stress and improving attributes of personality; enhancing managerial efficiency, boosting physical efficiency of the players, and solving diverse problems related to education. Though there is enough work done on the effect of meditation in various fields; but still more evidences are needed to introduce it in educational institutions. Meditation has potential of solving problems of learning difficulty, underperformance in academic field, stress, anxiety and depression. In these circumstances, the age old practice of meditation seems to be one of the solutions that can be adopted by any individual. The literature study indicates that meditation helps to face the challenges of life. But it has some problems like: out of nearly two hundred types of meditation; which one should be practiced? How much time is required to get the desirable results? What should be the frequency of this practice? Can meditation be used as a means to boost efficiency of students in terms cognitive capabilities, emotional intelligence and finally academic achievement? Can meditation be used in academic settings? What are effects of meditation on the students with different demographic variables? Does it help to improve scores of the students with low levels of stress? Does it help to improve score of the students with high levels of stress? These are some of the questions which have not been explored yet.

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ENGLISH AS A TOOL OF POWER, PRESTIGE AND GROWTH

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ABSTRACT

English is often used as a powerful tool in all spheres of social life, be it education, religion, media, administration and so on. It is the language of rich and powerful. It is the only language that can be called a world language. The language scattered across continents and spoken by more than three hundred million people across the world and we (Indians) can neglect its study of our own risk as this language (English) play a important role in career enrichment and self development. This research paper is based on the importance of English language, as a channel that open out to a newer world. It entices us with promises of greater prestige and power. It links us and places us in the traditions of European thought and European culture. Through this, we have enjoyed J.S. Mill, Ruskin, Burke, Carlyle and Lincoln. Through this language, our prodigies like Tagore, Ramanujan, J.C. Bose, Raman and Bhaba got world recognition.

KEY WORDS : Englilsh, Tool, Power, Prestige, Career, Enrichment, Development……

INTRODUCTION

Today English is used by more than 300 million people across five continents. In India itself, English is used, in one or another way, by more than 80 million people. The growth of English in African countries and South Asian countries (especially India) is directly correlated both the colonial growth and colonial rule. In India, it functions in different kind of societies, as a mother tongue, a second language, a library language, a language of instruction, a medium of education and a language of science, business and commerce. It is also used as a language by people who have no other language in common to communicate. It has come to be a sign of many different and often sensitive issues and institutions in different areas; education, culture, social mobility, literacy and economic advancement. Our whole political and scientific thought has been organized for historical reason, by English language. It is through English that we have shared the wisdom of west. It is through English that west has shared with us our intellectual and spiritual heritage. Apart from this, it provides a greater opportunity to our young generation in career

enhancement and self development. Our young generation needs to look forward to compete with advanced countries of the world, in the fields of technology, architecture, business, medicine, etc. English is an ideal channel of communication for them.

WHEN DID ENGLISH BECOME INTERNATIONAL LANGUAGE?

By the late 18th century, the British Empire had spread English through its colonies and geopolitical dominance. Commerce, science and technology, diplomacy, art, and formal education all contributed to English becoming the first truly global language.

It's a combination of colonialism and practicality. English is a major world language because it is spoken in multiple regions, including by non-native speakers. It transcends its own culture. Approximately 375 million people speak English around the world and there are more than 50 English speaking countries, where **English** is either the official or the primary language. It is the third most common primary language in the world (behind Mandarin Chinese and Spanish).

THE IMPORTANCE OF ENGLISH

It's easy to see just how important English is around the world. Many international businesses conduct meetings in English, universities teach courses in English and tourists use English as a common language around the world.

1. **Access to Knowledge :** D crystal, the author of English as a Global language, claims, that most of the industrial revolution had taken place in Britain. The Industrial revolution such as: - the harvesting of coal, water and steam to drive heavy machinery, the development of new materials, techniques and equipment in a wide range of manufacturing industries and the emergence of new means of transportation were of British origin. By 1800, the Chief growth area in textiles, and mining were producing a range of manufacturing goods for export which led to British being called „the workshop of the world?. Names such as Thomas Newcomen, James Watt, Matthew Boustan, George Stephenson, Charles Wheatstone, Michael Faraday, Thomas Telford and Hengy Bessemer reflect the British achievement of that time. The new terminology of technological and scientific advance had an immediate impact on the language. All of these innovations were pouring out of an English speaking country can be learned by the people of another country like Indian people, who wish to learn about them will need to learn English.

2. **English is the Language of International Communication :** English may not be the most spoken language in the world, but it is the official language of 53 countries and spoken by around 400 million people across the globe. Being able to speak English is not just about being able to communicate with native English speakers; it is the most common second language in the world. If you want to speak to someone from another country then the chances are that you will both be speaking English to do this.

    The British Council projects that by 2020 two billion people in the world will be studying English. Learning English is important as it enables you to communicate easily with your fellow global citizens. When you study English at **ELC schools**, you will be making friends with people from lots of different countries, using English as your common language.

3. **A Window on the World :** Jawahar Lal Nehru said, "English is our major window on the world." This means English gives us glimpses of the various developments taking place in the world. English provides us "distilled essence of modern knowledge in all fields of human activity." F.G. French says, "A traveler who can speak English will find somebody who can understand him wherever he may go: anyone who can read English can keep in touch with the whole world without leaving his own house." English is the pipe-line for the stream of knowledge. The observations of the Radhakrishan University Education Commission in this regard are pertinent. "It (English) is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we would give up English, we would cut ourselves off from the living stream of ever growing knowledge. Unable to have access to this knowledge our standards of scholarship would fast deteriorate and our participation in the world movements of thought would become negligible. Its effects would be disastrous for our political life, for living nations must move with the times and must respond quickly to the challenges of their surroundings. English is the only means of preventing our isolation from the world and we will act unwisely if we allow ourselves to be enveloped in the folds of a dark curtain of ignorance. Our students who are undergoing training at schools, which will admit them, either to university or to vocation must acquire sufficient mastery of English to give them access to the treasures of knowledge, and in the universities no student should be allowed to take a degree who does

not acquire the ability to read with facility and understanding works of English authors."

4. **English Opens New Career Opportunities :** First and foremost, learning English can help you pursue and obtain more career opportunities. These days, the job market is global—many companies need employees who can communicate with partners and clients all over the world. Very often, that means finding employees who speak English.

   Are you job hunting? Are you looking for a promotion within your company? Do you just want to keep your professional options open? Learning English is an important step forward to all of those goals. The global job market has even created new positions for bilingual people. By learning English, you could become a translator, a language teacher or an English marketing professional for a global company. No matter what career path you decide to pursue, learning English is a valuable skill. It'll help you become a better, more sought-after employee as well as a better-rounded person.

5. **A Library Language :** English is a rich more house of knowledge. There is hardly anything important in the world that has not been translated into English. Rightly it has been said, "What ever the future of English may be in India, one thing is certain. In India, as in other countries, English will maintain-quite- probably increase-its immense usefulness as a library language.

   The Kothari Education Commission (1966) is worth quoting on this point" "While the goal is to adopt the regional languages as media of education, we should like to stress again that this does not involve elimination of English. In fact, English, as an important „library language? would play a vital role in higher education. No student should be considered as qualified for a degree, in particular, a Master's degree, unless he has acquired a reasonable proficiency in English (or in some other library language). The implications of this are twofold: all teachers in higher education should be essentially bilingual in the regional language and in English, and all students (and, particularly postgraduate students) should be able to follow lectures and use reading materials in the regional language, as well as in English."

6. **A Link Language :** English has served, and is serving, as a link language at two important levels. First English is responsible for our contacts with the outside

world. Second, English serves as a link language in India. People in different states have different mother tongues. It is English only that serves as a link between one state and another. A person from Calcutta, for example, will not be understood in Madras except through English. English also is the language of trade and industry in India. Not only that, the official correspondence between the Union Government and the non-Hindi speaking States is conducted in English. It is true that Hindi is the official language of the country. Even then English is used increasingly for inter-state purposes. English has served as a unifying factor in the country.

7. **Essential for Overseas Employment :** It is well known that English is the language which connects people from different regions cultures and nations. Due to the fact that the British ruled most parts of the world a few years ago, they could conveniently sow the seeds of English language and culture in those countries. During the colonial period, the British gave a common language to the world. It has helped the world in sharing any kind of information fast and clears without any translation. Though the British left their colonies a long time back, their efforts and reforms in the field of education are yielding result now. Globalization has encouraged the domestic companies to think beyond their nations. People don't mind taking challenging and fruitful overseas assignments these days. As English is spoken in most of the countries, language is no more a barrier for people who intend to settle down in the countries for the better prospective of career and job.

8. **Education :** English is also essential to the field of education. In many countries, children are taught and encouraged to learn English as a second language. Even in countries where it is not an official language, such as the Netherlands or Sweden, we will find many syllabi in science and engineering are written in English. Because it is the dominant language in the sciences, most of the research and studies you find in any given scientific field will be written in it as well. At the university level, students in many countries study almost all their subjects in English in order to make the material more accessible to international students.

9. **English Gives you Access to Multiple Cultures :** A good knowledge of English will allow you to access films, music and literature from hundreds of countries around

the globe. Not to mention the fact that numerous books from across the world are translated into English. Few experiences will make you grow as a person more than learning the values, habits and way of life in a culture that is different from yours.

10. **Essential for Career Growth :** As the private sector companies are gaining ground and becoming more competitive due to changed world economy, the employees are always kept on their toes. It is like either you work hard and show your performance or perish for not taking care of your professional growth. The ability to use a language efficiently is very much required to remain employable. What is employability? It is the ability to remain employable as a result of the relevant skills one possesses. Communication skills are very much essential for one's professional growth. The ability to express fluently in both written as well as oral form of language is very much essential for the career growth. Proper English does not mean only the ability to make grammatically correct sentences. It means other related skills for effective communication like presentation skills, convincing and negotiation skills and interpersonal skills using that language. Communication means the exchange of information, ideas, feelings and thoughts. The type of communication which is used in the corporate world is business communication. It is not mere exchange of ideas. In the world of business the communication system is considered effective, only if there is some positive transaction. If the sender of information is just able to convey the message without any fruitful deal, then the communication is not effective. A person is considered employable only when he gets the necessary qualification, experience, interest, learning attitude and expertise in the field where he wants to seek employment

CONCLUSION

Today English is becoming more and more popular all over the world. It has achieved the status of a global language. It is the language of the United Nations & International summit meetings. English is the means of communication; it brings people from all over the world together. It is used as an access to knowledge, as an International language, as a window on the world, as library languages, as a link language, as an essential language for overseas employment and as an essential language for career growth. Thus, English is a tool of power, prestige and growth.

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ADVANTAGES AND DISADVANTAGES OF E-LEARNING

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ABSTRACT

This article elaborates about the effectiveness of using e-learning in teaching in tertiary institutions. In institutions of higher education, the issue of utilizing modern information and communication technologies for teaching and learning is very important. This study reviews literature and gives a scholarly background to the study by reviewing some contributions made by various researchers and institutions on the concept of e-learning, particularly its usage in teaching and learning in higher educational institutions. It unveils some views that people and institutions have shared globally on the adoption and integration of e-learning technologies in education through surveys and other observations .It looks at the meaning or definitions of e-learning as given by different researchers and the role that e-learning plays in higher educational institutions in relation to teaching and learning processes, and the advantages and disadvantages.

KEY WORDS : E-Learning, Advantages, Disadvantages, Effectiveness, ICT......

CONCEPT AND DEFINITION OF E-LEARNING

The Internet has become one of the vital ways to make available resources for research and Learning for both teachers and students to share and acquire information. Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning.

In the following definitions e-Learning encompasses more than just the offering of wholly on-line courses :

- ❑ **Oblinger & Hawkins (2005)** noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place.
- ❑ **European Commission (2001)** describes, e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration.
- ❑ **Tao et. al. (2006)** noted that this new environment for learning that is centered on electronic networks has allowed learners in universities to receive individualized

support and also to have learning schedules that is more suitable to them as well as separate from other learners. This facilitates a high interaction and collaboration level between instructors or teachers and peers than traditional environment for learning.

It can therefore be concluded from the above that it is difficult to identify a common definition for e-learning. Some of the authors refer to e-learning as providing complete on-line courses only whereas comprise web-supplemented and web-dependent services for the provision of educational and support processes.

TYPES OF E-LEARNING

There are diverse ways of classifying the types of e-learning. There have been some classifications based on the extent of their engagement in education. Some classifications are also based on the timing of interaction.

1. **Computer-Based :** Computer-based learning comprises the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology and also each component can be used in either of two ways:- computer managed instruction and computer-assisted-learning. In computer assisted- learning, to him, computers are used instead of the traditional methods by providing interactive software as a support tool within the class or as a tool for self-learning outside the class. In the computer-manage destruction, however, computers are employed for the purpose of storing and retrieving information to aid in the management of education.

2   **Internet-Based Learning :** Internet-based learning according to **Almosa (2001)** is a further improvement of the computer-based learning, and it makes the content available on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors. With an advantage that learners are able to learn at a time that suits them whilst a disadvantage is that the learners will not be able to receive instant feedback from instructors as well as their colleague learners. The development of multimedia and information technologies, as well as the use internet as a new technique of teaching, has made radical changes in the traditional process of teaching. Development in information technology, for today's education, Agendas of schools and educational institutions have recognized e-Learning as having the

prospect to transform people, knowledge, skills and performance colleges, universities, and other institutions of higher learning race to advance online course.

ADVANTAGES AND DISADVANTAGES OF E-LEARNING
Advantages or Benefits of E-learning

The adoption of E-learning in education, especially for higher educational institutions has several benefits, and given its several advantages and benefits, e-learning is considered among the best methods of education. Several studies and authors have provided benefits and advantages derived from the adoption of e-learning technologies into schools. Some studies give advantage of e-learning as its ability to focus on the needs of individual learners. For example **Marc (2000)** in his book review on e-learning strategies for delivering knowledge in digital age noted that one of the advantages of e-learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or educational institutions' needs. Through e-learning objectives can be accomplished in the shortest time with least amount of effort. Both learners and instructors can be able to accomplish and keep up with development as they obtain experience that is provided by numerous specialists in the various fields of knowledge. The environment for e-learning also aids learners or students to depend on themselves for the reason that instructors are no longer the solitary knowledge source. The adoption and implementation of e-Learning provides disabled people the chance to further their education from any location.

1. It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. The adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning Information.

2. E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information.

3. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with other, as well as exchange and respect different point of views. E learning eases communication and also

improves the relationships that sustain learning. Note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.

4. E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings.

5. E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course.

6. E-learning helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc.

7. The use of e-Learning allows self-pacing. For instance the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick.

The above-mentioned advantages of e-learning has been summed up that the ability of e-learning to assess the students or learners as they learn, and at the same time increasing their experiences in education, by way of interactivity suitable to community education, cultural diversity and globalization, and eradicating boundaries of place and time. To them the most vital characteristics as well as advantage of e-learning in education is that it centers on the students or learners.

Disadvantages of E-learning

E-learning, in spite of the advantages that it has when adopted in education, also has some disadvantages. For example despite the claims that e-Learning can improve the education quality, **Dowling et al. (2003)** argue that making learning materials available online results in improved learning results only for specific forms of collective assessment. The most noticeable condemnation of e-Learning is the complete absence of vital personal interactions, not only between learners and instructors, but also among colleague learners.

1. E-learning as a method of education makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong inspiration as well as skills with to the management of time in order to reduce such effects.

2. With respect to clarifications, offer of explanations, as well as interpretations, the e-learning method might be less effective that the traditional method of

learning. The learning process is much easier with the use of the face to face encounter with the instructors or teachers.

3. When it comes to improvement in communication skills of learners, e-learning as a method might have a negative effect. The learners though might have an excellent knowledge in academics; they may not possess the needed skills to deliver their acquired knowledge to others.

4. Since tests for assessments in e-learning are possibly done with the use of proxy, it will be difficult, if not impossible to control or regulate bad activities like cheating.

5. E-learning may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste.

6. E-learning may also deteriorate institutions' role socialization role and also the role instructors as the directors of the process of education.

7. Also not all fields or discipline can employ the e-learning technique in education. For instance the purely scientific fields that include practical cannot be properly studies through e-learning. Researchers have argued that e-learning is more appropriate in social science and humanities than the fields such as medical science and pharmacy, where there is the need to develop practical skills.

8. E-learning may also lead to congestion or heavy use of some websites. This may bring about unanticipated costs both in time and money.

CONCLUSION

E-learning involves the use of digital tools for teaching and learning. It makes use of technological tools to enable learners study anytime and anywhere. It involves the training, delivery of knowledge and motivates students to interact with each other, as well as exchange and respect different point of views. It eases communication and improves the relationships that sustain learning. Despite some challenges discussed, the literature has sought to explain the role of e learning in particular and how eLearning has made a strong impact in teaching and learning. Its adoption in some institutions has increased faculty and learner's access to information and has provided a rich environment for collaboration among students which have improved academic standards. The overall literature which explains the advantages and disadvantages of e-learning suggests the need for its implementation in higher education for faculty, administrators and students to enjoy the full benefits that come with its adoption and implementation.

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MOOCS: AN EFFECTIVE TOOL TOWARDS HIGHER EDUCATION

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ABSTRACT

The aim of the present article is to discuss the concept and importance of MOOCS in the present scenario. A MOOC is an online course with the option of free and open registration, a publicly-shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests. A *MOOC* is a course of study made available over the Internet without charge to a very large number of people. Anyone who decides to take a *MOOC* simply logs on to the website and signs up. In other words, a *MOOC* is a massive open online course. And it always will be.

KEY WORDS : MOOC, Effective, Networking, Free, Open Online, Accessibility......

INTRODUCTION

A massive open online course (MOOC) is an online course aimed at large-scale interactive participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for the students, professors, and teaching assistants (TAs). MOOCs are a recent development in distance education. In **The MOOC model for digital practice,** a clear definition of a MOOC can be found: A MOOC is an online course with the option of free and open registration, a publicly-shared curriculum, and open-ended outcomes. MOOCs integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study. Most significantly, MOOCs build on the engagement of learners who self-organize their participation according to learning goals, prior knowledge and skills, and common interests.

A *MOOC* is a course of study made available over the Internet without charge to a very large number of people. Anyone who decides to take a *MOOC* simply logs on to the website and signs up. In other words, a *MOOC* is a massive open online course. And it always will be.

Ryan Tracey is the instructor of **The Wide World of MOOCs** – a self-paced online course that raises awareness of this popular form of education, and gives you the insight you need to **start leveraging MOOCs for your own teaching and learning**.

DEFINING A MOOC

MOOCs are taking the world by storm, but **what exactly is a MOOC**? In this post, Ryan Tracey adds his voice to the conversation.

*How do **MOOCs** differ from other online courses? And are they truly open?*

These kinds of questions have been the subject of increasing discussion and disagreement, and to be frank, I suspect it reflects the penchant of intellectuals to complicate matters. Consequently, the definition of a *MOOC* was in danger of becoming so conditional that it was of no use to anyone. Acc. to Oxford Dictionary, *"a course of study made available over the Internet without charge to a very large number of people: anyone who decides to take a MOOC simply logs on to the website and signs up"*.

BRIEF HISTORY OF MOOCS

While *MOOCs* (or at least *MOOC-like courses*) have arguably been around for decades, Dave Cormier is credited with coining the term "**MOOC**" to describe the Connectivism and Connective Knowledge course delivered by George Siemens and Stephen Downes in 2008. This course was undertaken online, for free, by over 2000 people around the world. Fast-forward to today, and a proliferation of *MOOC providers* have emerged including several big players. For example, Coursera offers over 300 *MOOCs* on its platform, while earlier this year Udacity's Introduction to Computer Science class attracted over 300,000 students.

MEANING OF MOOCS

Dave Cormier himself has to say on the definition of a *MOOC*. Aside from his blogging and speaking on the topic, he has also uploaded *What is a MOOC* on YouTube. Dave uploaded this clip in 2010. *Has the definition of a MOOC changed since then?* Well, let's consider each component of the acronym separately...

M is for Massive : A *MOOC* is "massive" because it attracts tens of thousands of participants per intake. If a lesser known provider offers an open online course, does that make it massive? Potentially, the scalability of the cloud means it might be massive, but we could only ever know after it had been run. It should allow access to a very large number of students, much larger than a face-to-face class, or a traditional online course. In addition, the course should be prepared to accept changes in the number of students

in several orders of magnitude, for example, going from 1,000 to 100,000 students, without a major problem for operation. Technically, then, the massiveness of an open online course is a matter of past tense. Evidently, however, the likes of Coursera and Udacity have well and truly put the M in *MOOC*.

O is for Open : Open means different things to different people. According to Dave Cormier, "open" means the work is accessible, participation is free, and the work is shared among all the participants.

Others have emphasized the *openness of the educational resources* (OERs) on which *MOOCs* such as CCK08 were based, but that no longer holds true as so many contemporary *MOOCs* are based on licensed content. Other commentators have emphasized the openness of the platform's architecture, but while some *MOOC platforms* are open source, others most certainly are not.

Regardless of the history then, these days the first O in *MOOC* has settled on the fact that the course is open to anyone who wishes to participate. *MOOCs* have no prerequisites, entrance exams, applicant interviews or tuition fees. All you need is an internet connection; and while this in itself may present a barrier to some people, a *MOOC* by nomenclature is an open online course, not just an open course. Open is also often interpreted as it does not make use of a closed learning platform, but educational resources are hosted in different places like websites, blogs, wikis, or multimedia repositories. Finally, "open" is also often interpreted as the course makes extensive use of open content, and in turn, content generated by the course is also published open so it can be reused by others. This latter interpretation of "open" is the least fulfilled nowadays, as the most successful MOOCs are organized by companies, such as Coursera or Udacity, who have little interest in sharing their courses open.

That's not to say that other barriers don't exist either. Access is not the same as accessibility, and some people may be challenged by factors such language, digital literacy, bandwidth, firewalls and even national censorship. Notwithstanding the importance of these issues, it's also important to recognize that at its end, the *MOOC provider* will not deny anyone from signing up.

O is for Online : The second O in *MOOC* refers to the fact that the course is delivered over the Internet. This might involve the distribution of video clips and downloadable readings, supplemented by plenary discussions, segregated social media activity, and the occasional synchronous event such as a live chat. The course is done remotely via the

Internet and does not require physical attendance at a classroom. This feature is essential for anyone from anywhere in the world with an Internet connection can participate in these courses. While some elements of the course such as weekly tasks and local meet ups occur offline, the bulk of the course is delivered online.

C is for Course : It should have some learning objectives to be achieved by students after certain activities within in a given period of time (therefore, it should have a beginning and an end). In addition, it should have some quizzes and exams to assess the knowledge acquired by students. And there should be some kind of interaction between students and teachers in every possible way (student-student and student-teacher).Another candidate for academic argy bargy, to me a course is simply a series of instructional content delivered over a period of time. This might involve an expert transmitting pre-defined content to the learner as per traditional college lectures and replicated by the so-called *xMOOC* – but not necessarily.

CLASSIFICATION OF MOOCS

At the beginning, the first MOOCs had a strong and deep collaborative philosophy (cMOOCs), but this philosophy has evolved to a commercial sense (xMOOCs).

cMOOC : A cMOOC emphasizes the connectivity philosophy: it is a social platform for collaboratively sharing and building knowledge within a community of people.

MOOC : An MOOC relies on a more traditional model of education, based on lectures recorded in videos, and usually is well-financed.

The so-called *cMOOC* has the expert seeding the course with provocative content, which the participants then analyze debate, deconstruct and build upon – and in doing so, generate content of their own. Thus the "instruction" is also sourced from peers.

ROLE OF MOOCS IN HIGHER EDUCATION

After working in the field of Instructional Technology for almost twenty years, I've seen many technologies that might impact higher education come and go. In the initial stages, universities often experiment with the latest gadgets or Internet services without thinking too much about the concrete, real-world applications the technologies might have. MOOCs (Massive Online Open Courses) are a new model for online courses that have quickly gained interest and support among universities in recent months. We still find ourselves at the experimental stage, but it's not too early to think about what kind of long-term impact MOOCs might have in higher education.

Some see MOOCs up-ending the whole model of higher education, allowing students to complete full courses of study in a non-traditional format, particularly with international students, which have made up a large part of the student body in early MOOC courses. Others see MOOCs playing a much smaller role, with the MOOC system of "badges" or certificates for course completion integrated into programs higher education institutions already offer.

FEATURES OF A MOOC

There's nothing particularly new about MOOCs. Most universities have offered online courses for many years and the basic technologies involved – video lectures, discussion forums, tests, and the like – are the same we have used with on-campus and distance students. The only difference is the scale. By their very nature – large numbers of students, no direct faculty interaction with individual students, a "pre-programmed" course of study and assessments – MOOCs would appear to have what some have called limitations when compared with a traditional face to face course or smaller online credit course with high faculty involvement. However, these aren't limitations as much as features that make MOOCs unique.

MOOCs are built on efficiency of scale, giving access to the teaching of a world class professor to thousands of students at once. The lectures, assessments and activities for a course – especially an online course – and the expertise of the professor behind the content isn't cheap and, in many cases, is unique to a particular university. A MOOC throws open the door of the professor's classroom, allowing him to teach more than just a few dozen students at a time.

Because of the scale, "hands on" involvement by the faculty member is limited. This shifts the responsibility for learning the material squarely on the shoulders of the individual student and their motivations to learn. It also shifts conversation and dialogue about the content to a more diverse student population that could be worldwide – a community of learners.

MOOC courses aren't fixed into traditional term and semester models of the university, so they can start any time and can be of any length. That makes the MOOC compelling for short-term courses that are highly focused on a topic or a series of courses that might build towards a deeper understanding in a knowledge area.

Finally, MOOCs aren't bound by traditional university credentialing – they can be offered with or without a certificate or "badge" indicating that a student has completed the course. The credential can be separate from the class itself.

These features that make MOOCs unique – scale, learning communities, scheduling and credentialing flexibility – says that these types of online courses can solve certain problems in higher education that take advantage of the format, rather than trying to fit the MOOC into the more traditional university credit course box.

THE CASUAL COURSE

The most obvious use for a free open course is promoting the university itself, giving the public an idea of the current state of inquiry and research in a particular field. A MOOC, when offered for free or a minimal cost, can act as a "teaser" to let prospective students and parents see the type of teaching that goes on at a university and to reach out to alumni that might want to hear new ideas from a favorite professor or a topic they are following closely. The format of the MOOC lets students experience lectures from the professor, go through computer graded tests or peer assessed essays or other work, and engage in discussion forums with others interested in the topic. Already, many students sign up for a MOOC course and just listen to the lectures and engage in the forums, taking a more casual approach to taking an online course.

With these types of courses to promote the university's work, the subject matter and syllabus used in a campus course might not be appropriate. The intended audience isn't necessarily interested in a credit or certificate for taking the course and a MOOC isn't bound by the length of a semester or term or university departmental goals that dictate the material to be covered and the learning goals for the students.

SUPPLEMENTING SECONDARY EDUCATION

A problem that many students face is how to have access at their high school to quality instruction that can lead to college credit for Advanced Placement courses or obtaining the right instruction that would prepare them for work at the university. MOOCs can be a way for universities to offer high quality, self paced courses to fill these needs at a minimal cost to students. While the MOOC model isn't ideal for high-stakes, for credit testing or individual instructor help, a MOOC aimed at high school students could be supplemented by teachers in the school that provide encouragement and coaching as they go through the experience. The "credit" for taking the course would be from tests administered by universities when the students apply to the college.

Designing a course for a high school audience would require assembling material that fits certain standards that are widely accepted for Advanced Placement or college preparatory courses. Since MOOCs aren't bound by the academic calendar, a semester or

year of material could be broken into smaller units of a few weeks that students can take during summer breaks or other times that fit better with their overall schedule.

MOOCs have a potential here for not only helping incoming college students succeed, but giving a preview of a particular university's teaching style to potential applicants. More importantly, it could help high school teachers shift their time to core courses at their school and give them the opportunity to work with students as mentors and coaches in new, innovative ways.

PROFESSIONAL DEVELOPMENT

Some have speculated that MOOCs would help give individuals in the job market a boost – someone taking a course and receiving a certificate from a course taught by a world-class professor might have an edge when looking for a job. I'm not entirely convinced this would be the case – some type of a permanent standardized record of course contents and official credentials for courses among different MOOC platforms would be needed for a MOOC to carry more weight with potential employers. But MOOCs would seem to have a logical role for professional development in the workplace, especially when teams in a workplace take a course together. The learning by the student and the benefit to the employer would come with engagement with colleagues in the workplace taking the same course and other online students involved in the same course experience. The goals of the MOOC are transformed from simple attainment of skills or knowledge to applying the insights and research of experts in your own workplace.

Again, an "off the shelf" course taught at a university might not be appropriate for a shorter MOOC experience aimed at working adults dealing with particular types of issues in their workplace. Designing a short-form course looking at a more focused area, free of departmental or programmatic goals, might be a refreshing break from the typical university teaching experience for most faculties and allow for more in-depth exploration than a conference presentation or short seminar.

CONCLUSION

So, at the last we can say that A *MOOC* is a course of study made available over the Internet without charge to a very large number of people. Anyone who decides to take a *MOOC* simply logs on to the website and signs up. In other words, a *MOOC* is a massive open online course. And it always will be. It is a a self-paced online course that raises awareness of this popular form of education, and gives you the insight you need to **start**

leveraging MOOCs for your own teaching and learning. Through the moocs we can gain the information at the national and international level regarding teaching learning process. It is usable for all the members of higher level. . MOOCs can be a way for universities to offer high quality, self paced courses to fill these needs at a minimal cost to students. While the MOOC model isn't ideal for high-stakes, for credit testing or individual instructor help, a MOOC aimed at high school students could be supplemented by teachers in the school that provide encouragement and coaching as they go through the experience. The "credit" for taking the course would be from tests administered by universities when the students apply to the college. Finally, MOOCs aren't bound by traditional university credentialing – they can be offered with or without a certificate or "badge" indicating that a student has completed the course. The credential can be separate from the class itself.

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POSITIVE AND NEGATIVE EFFECTS OF SOCIAL MEDIA ON SOCIETY

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ABSTRACT

Social media is a platform for public around the World to discuss their issues and opinions. Before knowing the actual aspects of social media people must have to know what does social media mean? Social media is a term used to describe the interaction between groups or individuals in which they produce, share, and sometimes exchange ideas, images, videos and many more over the internet and in virtual communities. Children are growing up surrounded by mobile devices and interactive social networking sites such as Twitter, Whatsapp and Face book, tik-tok, which has made the social media a vital aspect of their life. Social network is transforming the behavior in which youthful people relate with their parents, peers, as well as how they make use of technology. The effects of social networking are twofold. On the positive side, social networks can act as invaluable tools for professionals. They achieve this by assisting young professionals to market their skills and seek business opportunities. Social networking sites may also be used to network efficiently. On the negative side, the internet is laden with a number of risks associated with online communities. Cyber bullying, which means a type of harassment that is perpetrated using electronic technology, is one of the risks. In this paper I will try to cover every aspect of social media with its positive and negative effects. Focus is on the particular field like health, business, education, society and youth.

KEYWORDS : Positive, Negative, Effects, Social Media, Society, Face book……

SOCIAL MEDIA

A social media is an online platform which people use to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections. The impact of social networks on young people is significant. It is becoming increasingly clear that social networks have become part of people's lives. Many adolescent people are using their laptops, tablet computers and smart phones to check Tweets and status updates from their friends and family. Due to the advancement in technology, people are pressured to accept different lifestyles. Social networking sites can assist young people to become more socially capable. Social media is

a web-based form of data communication. Social media platforms allow users to have conversations, share information and create web content. Social media has different forms, together with blogs, micro-blogs, wikis, social networking sites, photo-sharing sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Billions of people around the world use social media to share information and make connections. On an individual level, social media allow us to communicate with our friends and relatives, gain knowledge of new things, develop your interests, and be entertained. On a professional level, we can make use of social media to expand or broaden our knowledge in a particular field and build our professional network by connecting with other professionals in our industry. At the business level, social media allows us to have a conversation with our audience, gain customer feedback, and elevate your brand.Social Media is a innovative idea with a very brilliant opportunity with additional scope for advancements. With the advancement of social media many organizations are making use of this medium to better their practices. With the use of social networking we can advertise or communicate in a more efficient way. Likewise people don't have to rely on the media or TV to get their daily dose of news it can all be obtained from a social networking site. People can track or get information from all over the world.

POPULAR SOCIAL MEDIA SITES

Face book : This is the largest social media network on the Internet, both in terms of total number of users and name recognition. Face book came into existence on February 4, 2004, Face book has within 12 years managed to collect more than 1.59 billion monthly active users and this automatically makes it one of the best mediums for connecting people from all over the world with your business. It is predictable that more than 1 million small and medium-sized businesses use the platform to advertise their business.

Twitter : We might be thinking that restrictive our posts to 140 characters is no way to advertise our business, but we will be shocked to know that this social media stage has more than 320 million active monthly users who can build use of the 140 character limit to pass on information. Businesses can use Twitter to interact with prospective clients, answer questions, release latest news and at the same time use the targeted ads with specific audiences. Twitter was founded on March 21, 2006, and has its headquarters in San Francisco, California.

Google+ : Google+ is one of the popular social media sites in these days. Its SEO value alone makes it a must-use tool for any small business. Google+ was propelled on

December 15, 2011, and has joined the major alliances enlisting 418 dynamic million clients as of December 2015.

YouTube : YouTube is the biggest and most well known video-based online networking site — was established on February 14, 2005, by three previous PayPal workers. It was later purchased by Google in November 2006 for $1.65 billion. YouTube has more than 1 billion site guests for every month and is the second most well known internet searcher behind Google.

Instagram : Instagram is a visual online networking stage. The site has more than 400 million dynamic clients and is possessed by FACEBOOK. A significant number of its clients utilize it to post data about travel, form, sustenance, workmanship and comparable subjects. The stage is likewise recognized by its remarkable channels together with video and photograph altering highlights. Right around 95 percent of INSTAGRAM clients additionally utilize FACEBOOK.

Snap chat : Snap chat is a image informing application training item that was made by Reggie Brown, Evan Spiegel and Bobby Murphy when they were understudies at Stanford University. The application was authoritatively discharged in September 2011, and inside a limited ability to focus time they have become hugely enrolling a normal of 100 million every day dynamic clients as of May 2015. More than 18 percent of every social medium client utilizes Snapchat.

Whatsapp : Whatsapp Messenger is a cross-platform instant messaging client for smartphones, PCs and tablets. This application needs Internet connection to send images, texts, documents, audio and video messages to other users that have the app installed on their devices.[5] Launched in January 2010, WhatsApp Inc. was purchased by Face book on February 19, 2004, for about $19.3 billion. Today, more than 1 billion persons make use of the administration to speak with their companions, friends and family and even clients.

IMPACT OF SOCIAL MEDIA ON SOCIETY

As we all are well aware of social media to facilitate a massive impact on our society. Some social media destinations have changed the way where individuals convey and mingle on the web. Person to person communication destinations render the open door for individuals to reconnect with their old companions, partners and mates. Person to person communication destinations render the opportunities for individuals to reconnect with their old companions, partners and mates. It additionally causes individuals to influence

new companions, to share content, pictures, sounds, recordings among them. Web-based social networking moreover changes the life style of society.

A. Positive Effect of Social Media on Society

❑ **Connectivity :** The first and foremost benefit of the social media is connectivity. People from anywhere can connect with anyone. Regardless of the location and religion. The prettiness of social media is that you can attach with anyone to learn and share your thoughts.

❑ **Education :** Social networking provides various benefits to the students and teachers. It is very easy to educate from others who are experts and professionals via the social media. One can follow anyone to learn from him/her and enhance his knowledge about any field. Regardless of our location and education background we can educate ourself, without paying for it.

❑ **Help :** You can impart your issues to the group to get help and energy. Regardless of whether it is helping in term of cash or in term of advices, you can get it from the group you are associated with**.**

❑ **Information and Updates :** The primary favorable position of the web-based social networking is that you refresh yourself from the most recent happenings around on the planet. More often than not, Television and print media nowadays are one-sided and does not pass on the genuine message. With the assistance of web-based social networking you can get the actualities and genuine data by doing some exploration**.**

❑ **Advertising :** We can promote our business to the largest audience. The whole world is open for you, and can promote to them. It will help in increase the profits and achieves the targets of Business.

❑ **Noble Cause :** Social media can also be used for the noble causes. The public is making use of social media for contribution for needy people and it can be a quick way to help such people.

❑ **Helps in Building Communities :** Since our world has different religions and beliefs, so people of different communities can connect to discuss and share related stuffs.

❑ Conventional marketing mediums such as the radio, TV commercials and print ads are completely obsolete now and demand for thousands of dollars. With the

use of social media the businesses can connect with their targeted customers for free, the only cost is energy and time.

❑ The increasing popularity of social sites like Twitter, Face book and LinkedIn, social networks has gained attention as the most viable communication choice for the bloggers, article writers and content creators.

B. Negative Effect of Social Media on Society

❑ **Cyber Harassing :** According to a report distributed by PewCenter.org the greater part of the youngsters have progressed toward becoming casualties of the digital bulling over the past. Since anyone can make a phony record and do anything without being tailed, it has ended up being exceptionally straightforward for anyone to spook on the Internet. Dangers, terrorizing messages and bits of gossip can be sent to the majority to make inconvenience and uproar in the general public.

❑ **Hacking :** Personal information and security can be hacked and shared on the Internet. Some twitter and Facebook accounts have been hacked in the past and the programmer had posted materials that have influenced the person's lives.

❑ **Addiction :** The addictive piece of the online networking is awful and can exasperate individual lives also. It can likewise squander individual's time that could have been used by profitable tasks and exercises.

❑ **Fraud and Scams :** Several cases are available where people have committed fraud and scams through the online networking.

❑ **Reputation :** Social media can without much of a stretch destroy somebody's notoriety just by making a false story and spreading over the online networking.

HANDLING THE INFLUENCE OF SOCIAL MEDIA

Here are some ways to handle the influence of social media on teenagers:

❑ Check out the music, movies, TV shows, games and celebrities your child likes. Once we know what is interesting to them, we can spot the pictures and messages that are influencing them.

❑ It is quite easy for our teens to watch YouTube videos on mobiles so that we may not know what he is watching. Parents must try monitoring the teenager on what he is watching on TV or the internet and try to discuss some limits and rules.

❑ One of the best ways to help the teens navigate the influences on media is to talk

about messages.[4] For instance, if the teen love girls, we can talk to them about female friendships, life choices, self-esteem and sexuality.

❑ Monitoring teen's choices does not mean we ban them from watching media. It is just making them aware of the negative influences.

❑ We should also choose to ban some apps, shows and games. Explain why we are doing so.

❑ We can also encourage our teen to interpret media by putting forward some questions they can ask. Pick out a TV ad or a magazine and ask the teen: who's behind it, what is their motivation, how does it make them feel, what they needs from it, and so on.

❑ We can do the same with our teen's role model. Encourage our teen to ask him like why does they like that celebrity, does they follow him in real life, what values of the celebrity interest our teens and so on.

CONCLUSION

As the technology is developing, the web-based social networking has turned into the routine for every last individual, people; groups are seen dependent with this technology consistently. Online networking has expanded the quality and rate of coordinated effort for students. Business uses online networking to upgrade an organizations execution in different courses, for example, to fulfill business goals, expanding yearly offers of the organization. Youths are found in contact with these media every day .Social media has different merits yet it likewise has a few faults which influence individuals contrarily. False data can lead the training framework to disappointment, in organizations wrong promotion will influence the productivity, online networking can manhandle the general public by attacking on individuals' security, some pointless sites can impact youth that can end up plainly savage and can take a few wrong activities. Last but not least, all the citizens are advised to adopt the positive aspects of social media and avoid negative effects. In this we can avail the benefits of these latest and emerging technologies.

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RIGHT TO EDUCATION ACT - 2009

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ABSTRACT

In these years, the seeds for the physical, intellectual emotional and social life are sown. The Government of India is committed to provide free and compulsory elementary education to all children. The right to Education Act [RTE Act, 2009] declared free and Compulsory Education from 6 to 14 yrs as a fundamental right of children. But this task is not much easy as it appears. Because the prevailing harsh socio-cultural and economic ground realities pose daunting challenges for executing RTE. The noble objective of the right of every child to education can be achieved by collective efforts of all the stakeholders. There is a need for coordination with strong political will and commitment between the central and state Govt. agencies. The right of children to free and compulsory education act or right to education act [RTE] is an act of the parliament of India enacted on 4th August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 & 14 yrs in India under Article 21(A) of the Indian constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1st April 2010.

KEY WORDS : Right to Education Act-2009, Free and Compulsory education, Article 21 (A), Fundamental Right……

INTRODUCTION

Education is the key to national prosperity and welfare which furnish the individual with basic Knowledge and technical skills essential for work productivity and economic survival. The most crucial age for lifelong development are popularly known as elementary education life years. In these years, the seeds for the physical, intellectual Emotional and social life are sown. The Government of India is committed to provide free and compulsory elementary to all children. The right to Education Act [RTE Act, 2009] declared free and compulsory education from 6 to 14 as a fundamental right of children. Article 21-A in part-[Fundamental Right] of the Constitution States, " The State shall provide free and Compulsory education to all children of the age 6 to 14 years in such a manner as the state may by law, determine".

The rough draft of the bill was composed in the year 2005. It received much opposition due to its mandatory provision to provide 25% Reservation for disadvantaged children in private school. The Bill was approved by the Cabinet on 2ndof July 2009. Rajya Sabha passed it on 20thJuly and Lok Sabha on 4thAugust , 2009 as the children's Right to free and Compulsory Education Act. The law came into effect in the whole of India except the Jammu and Kashmir State from 1stApril, 2010.The first time in the history of India a law was brought into force by a speech of the Prime Minister .This Act ensures that all the Children between 6-14 years have access to free and quality elementary education.

HISTORY OF THE RTE ACT-2009

Present Act has its history in drafting on the Indian constitution at the time of Independence but is more specifically to the constitutional amendment of 2002 that included the article 21A in the Indian constitution making Education a fundamental Right. This amendment however specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of the separate education bill. A rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools. The sub-committee of the central advisory Board of Education which prepared the draft bill held this provision as a significant prerequisite for creating a democratic society. Indian Law commission had initially proposed 50% reservation for disadvantaged students in private schools. On 7th May, 2014 the supreme court of India ruled that right to education Act is not applicable to minority institutions.

MAIN FEATURES OF RIGHT TO EDUCATION ACT 2009

❑ Free and compulsory education to all the children of India in the 6-14 age group.
❑ No child shall be held back, expelled, or required to pass a board examination until completion of elementary education.
❑ A child above 6 years of age who has not been admitted in any school, could not complete his or her elementary education, then he shall be admitted in appropriate class.
❑ Proof of age for admission, for the purpose of admission to elementary education the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provision of the births, deaths and marriages registration Act 1856 or on the basis of such other document as may be prescribed.
❑ A child who completes elementary education shall be awarded a certificate.
❑ It calls for a find student teacher relation.
❑ This act will apply to all India except J&K.

❑ Provides for 25% reservation for economically disadvantaged communities in private schools.

❑ Mandates improvement in quality of education.

❑ School teachers will need adequate professional degree within five years or else will lose job.

❑ School infrastructure to be improved in three years, else recognition cancelled.

❑ Financial burden will be shared between central and state Govt. The centre shall contribute 65% and balance 35% shall be borne by the states.

RESPONSIBILITIES OF SCHOOL

The act lays down specific obligation for school:

1. No school or person shall, while admitting a child collect any capitation fee and subject the child.
2. No child shall be denied admission in a school for lack of age proof.
3. No child admitted in a school shall be held back in any class or expelled from school.
4. No child shall be subjected to physical punishment or mental harassment.

CHALLENGES AND IMPLEMENTATION OF RTE ACT-2009

No doubt the RTE Act has for reaching consequences for implementing the mission of free and compulsory elementary education. But this task is not much easy as it appears. Because the prevailing harsh socio-cultural and economic round realities pose daunting challenges for executing RTE. The budget for implementation of the RTE Act throughout the country spent on the 2010 commonwealth Games, so funds are seriously the problem. Why is there a resistance to complete implementation of the Act from states, center and civil society? India is home to 19% of the world's children. About one third of its population is below the age 18 and around 74% of this population lives in rural areas. The population of people in the age group 0-25 years is 56 crores, which is in turn 54% the country's total population. Indeed India has the world's largest number of youngsters. India also has one third of the world's illiterate population a worrisome trend. It is not as though literacy level have not increased. If we look at the 2011 figures, 74.04% of people above the age of seven are literate. The male literacy level has reached 82.12%, while female literacy has touched 64.4.

(I) **School Management Committee :** There are problems in the constitution and functioning of school management committee. Some elementary school teachers desired to improve the selection process of school management committees in the rural area .They want there should be provision of an observer appointed by the Government to conduct the election of school management committee has

to play its constructive role in functioning of the school to impart quality and equitable education to child.

(II) Prerequisite of Professionally Qualified Teachers : Teacher development can be defined as a systematized, continuous and coherent process of professional competency standards and framework. Teacher development needs to include training in order to adapt to the evolution of teaching and learning processes and methodology. There is a need to shift 'training' to professional preparedness of teachers. The question about knowledge, attitude and skills. An effective Teacher should possess a subject to debate. The fact remains that quality of education is dependent on the preparation of high quality teachers.

(III) Enrolment of Children of Economically Weaker Sections : As per the RTE provisions, the unaided private schools are required to reserve 25% seats for children from Economically weaker sections of society. No method, However is prescribed for selection of 25% poor Children for admission in unaided private schools. They can choose the children in the way that would benefit them. In spite of this, the private schools have been expressing one or the other excuse for not admitting such children. Their general impression is that due to underprivileged children in their schools they have to compromise discipline and quality of education. The fact is that private schools are elitist and are trying to resist government control over admission. They feel that the rights of the private schools would also be demolished as a result of this resistance in private schools. Many states are facing problems in implementing relevant provisions of the RTE Act.

(IV) Children with Special Needs : RTE. has a provision for providing children friendly environment in schools. On analysis of data it was found that more than 50% schools did not have disabled friendly in the country. This may lead to drop out of disabled children in schools. This problem is more serious in the schools located in the rural and remote areas of the country.

(V) Single Teacher School : As per the latest data 9% of the elementary schools are still being managed by a single teacher. There are schools in the remote area without any teacher. In some schools the monitoring of such teachers by bodies such as the Govt. or school, engagement committees. In such circumstances how the right to education can be ensure right to education.

(VI) Quality Concerns : Children are entitled not only for education but also for quality education . Quality in elementary education is one of the vital issues. After implementation of RTE act, every stake holder is concerned about quality education. The major challenge is to ensure the availability of professionally

qualified and committed teachers in sufficient number to impart child- centered education. Absenteeism of teachers, single teacher school, proxy teachers etc. is some challenges which need to be addressed seriously to ensure high quality elementary education in the country.

CONCLUSION

The noble objective of the right of every child to education can be achieved by collective efforts of all the stakeholders. There is a need for coordination, with strong political will and commitment between the central and state Govt. agencies. Inaction a law alone cannot guarantee the right to education in the country, The stakeholders such as teachers, head of the institution village panchayat, school management committee parents, non- Govt. organizations and key persons of society can collectively make quality education accessible to every child under the overall Umbrella of the Central and state Govt. The most important challenge, if the ground reality is taken into account is the object poverty which further perpetuates child labour and illiteracy. The poverty coupled with population explosion emerges as the root causes of depriving the children their right to education. If our Govt. is really serious about effective implementation of RTE, then the poverty has to be accepted as a biggest challenge.

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NEED TO INTRODUCE VALUE ORIENTED EDUCATION IN CURRICULA

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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:

(a) The teacher and

(b) 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 they 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 IMPORTANCE VALUE ORIENTED EDUCATION IN CURRICULA

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-culturasation, 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.

Therefore, 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.

Aesthetic Values : Aesthetic values are those which give people happiness and pleasure. Some philosopher opines that aesthetic values are confined to the artistic excellence. Even then 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.

Social Values : Man is a social 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.

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.

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

- ❑ To development total personality.
- ❑ To develop in children moral, aesthetic, cultural and spiritual values.
- ❑ To make the child aware of the right values, to feel the proper emotions to Internalize in words and deeds.
- ❑ To develop in child the habits like truthfulness, tidiness, punctuality, honesty etc.
- ❑ To develop character and morality in children.
- ❑ To make them liberal in thought and practice.
- ❑ To enable them to rise above prejudices based on religion, language, caste and sex.
- ❑ To developed right attitude towards self-society, religions etc.
- ❑ 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 is the field, the first teacher in which is the mother. It is the mother who tends to lend the first lesion 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 lesion .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 Maheswar.

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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SPIRITUAL INTELLIGENCE: AN ANALYTICAL VIEW

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ABSTRACT

The paper gives the concept of Spiritual Intelligence with respect to psychological context. It develops Spiritual Intelligence on the basis of educational psychology. In this paper an attempt has been made to recognize, comprehend, find out and critically examine along with to develop positive attitude, appreciate, and take interest in the dominant factors responsible for strengthening spiritual intelligence of teachers. The paper concludes 'Spiritual Intelligence' as "it is intelligence which helps to fulfill the potentialities of the individuals' abilities through the non-cognitive virtues to prepare them to solve the everyday problems for life creatively and constructively in the new situation of the socio-psycho-physical environment for attaining the highest knowledge and wisdom, if the teachers enable to modify such kind of behavior patterns of individuals,-this is spiritual intelligence." However, the present study suggests that spiritual intelligence would be beneficial for the teachers in particular and individuals in general for the betterment of the global society as a whole

KEY WORDS : Spiritual, Intelligence, Potentialities, Constructive, Wisdom, Psychology……

INTRODUCTION

"The harmony of natural law reveals an Intelligence of such superiority that, compared with it, all the systematic thinking and acting of human beings is an utterly insignificant reflection" **- Albert Einstein**

Spiritual intelligence (SQ) is our capacity for developing meaning, vision and value. It allows us to dream and to strive. It underlies the things we believe in and the role our beliefs and values play in the actions that we take. The higher our SQ, the more we are truly ourselves, mindful of our being and not hiding behind reactive emotions nor conditioned belief systems.

Spiritual insight is obtained by accessing our inner knowing through intuition - separating our heart (loving essential nature connected to higher self or soul) from mind (false based on animal body fears) and cultural conditioning (imprinted from other people's views imposed).

Without mindful insight, we react instead of respond. We regret the past and worry about what the future may hold, instead of being fully involved and mindful in the present. It is harder to retain emotional intelligence: we suffer from painful feelings, frustration and low self-esteem. We become unconscious of our loving inner self and its natural insights into universal truth.

Truth is to be found in two ways: Firstly, by viewing the world objectively, always keeping an open mind, keeping all beliefs open to revision. Seeing what is. And secondly by combining objectivity with a conscious looking within, to what the heart is saying. This source of inner knowing relates to the spiritual essence of a human being, whose motivation is essentially service and compassion founded on unconditional love.

This is quite apart from the mind and instincts of the human animal that empower the ego. Our animal motivation is primarily fear, reacting to perceived threats to survival, and therefore leading to envy and greed.

We truly need to know ourselves, to find our inner loving core. It is for each person to discover their own version of truth and to recognize the universal values it contains. The measure of that truth is alignment with the values of loving service.

By learning how to find the truth that underlies the challenges we face in life, and implementing these insights into our everyday life, we can start to follow our spiritual path. This means we will remain conscious and responsible whatever the situation, and at the same time involved and flowing with the stream of life, connected with all around us and profoundly appreciative of every moment of our lives.
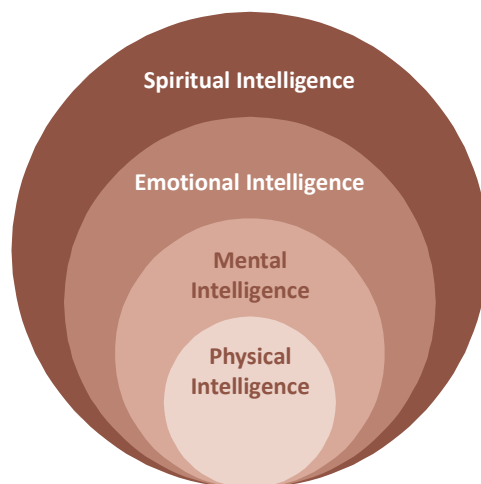
CONCEPT OF SPIRITUALITY

Spirituality is a broad concept with room for many perspectives. In general, it includes a sense of connection to something bigger than ourselves, and it typically involves a search for meaning in life. As such, it is a universal human experience—something that touches us all. People may describe a spiritual experience as sacred or transcendent or simply a deep sense of aliveness and interconnectedness. Some may find that their spiritual life is intricately linked to their association with a church, temple, mosque, or synagogue. Others may pray or find comfort in a personal relationship with God or a higher power. Still others seek meaning through their connections to nature or art. Like your sense of **purpose,** your personal definition of spirituality may change throughout your life, adapting to your own experiences and **relationships.** Christina Puchalski, MD, Director of the George Washington Institute for Spirituality and Health, contends that "spirituality is the aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others, to nature, and to the significant or sacred."

RELATIONSHIP BETWEEN RELIGION AND SPIRITUALITY

While spirituality may incorporate elements of religion, it is generally a broader concept. Religion and spirituality is not the same thing, nor are they entirely distinct from one another. The best way to understand this is to think of two overlapping circles like this :
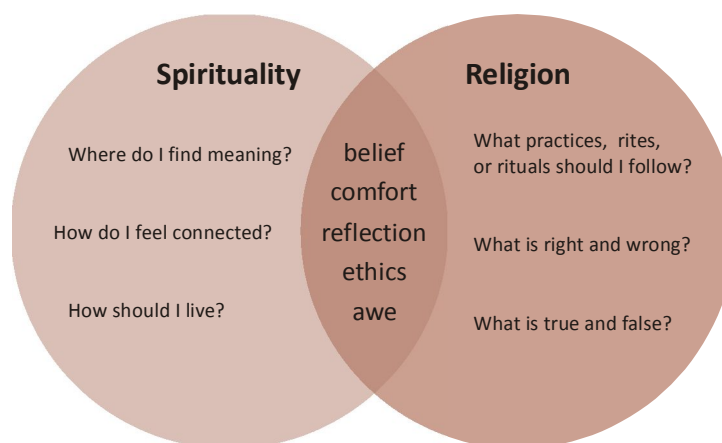
- ❑ In spirituality, the questions are: where do I personally find meaning, connection, and value?
- ❑ In religion, the questions are: what is true and right?

Where the circles overlap is the individual experience, which affects the way you think, feel, and behave.

So Spirituality involves the recognition of a feeling or sense or belief that there is something greater than myself, something more to being human than sensory experience, and that the greater whole of which we are part is cosmic or divine in nature. Spirituality means knowing that our lives have significance in a context beyond a mundane everyday existence at the level of biological needs that drive selfishness and aggression. It means knowing that we are a significant part of a purposeful unfolding of Life in our universe.

CONCEPT OF INTELLIGENCE

Intelligence is the ability to perceive or infer **information,** and to retain it as **knowledge** to be applied towards adaptive behaviors within an environment or context. Intelligence is most often studied in humans but has also been observed in both non-human animals and in **plants.** Intelligence in machines is called **artificial intelligence,** which is commonly implemented in **computer systems** using **programs** and, sometimes, specialized **hardware.**

The word **"Intelligence"** derives from the Latin **nouns intelligentia** or **intellectus,** which in turn stem from the verb **intelligere,** to comprehend or perceive. In the **middle ages,** the word intellectus became the scholarly technical term for understanding, and a translation for the Greek philosophical term **nous.** This term, however, was strongly linked to the **metaphysical** and **cosmological** theories of **teleological scholasticism,** including theories of the immortality of the soul, and the concept of the **Active Intellect** (also known as the Active Intelligence). This entire approach to the study of nature was strongly rejected by the **early modern** philosophers such as **Francis Bacon, Thomas Hobbes, John Locke,** and **David Hume,** all of whom preferred the word "understanding" (in place of "intellectus" or "intelligence") in their English philosophical works. Hobbes for example, in his Latin **De Corpore,** used "intellectus intelligit", translated in the English version as "the understanding understandeth", as a typical example of a logical **absurdity.** The term "intelligence" has therefore become less common in English language philosophy, but it has later been taken up (with the scholastic theories which it now implies) in more contemporary **psychology.**

Mainstream Science on Intelligence (1994), A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, or test-taking smarts. Rather, it reflects a broader and

deeper capability for comprehending our surroundings—"catching on," "making sense" of things, or "figuring out" what to do. Sternberg (1999), makes an attempt at definition by stating, "intelligence may be defined as the ability to adapt to, shape, and select environments", but this simple statement leaves the issue of measurement in dispute.

Human intelligence is the intellectual power of humans, which is marked by complex **cognitive** feats and high levels of **motivation** and **self-awareness.** Intelligence enables humans to remember descriptions of things and use those descriptions in future behaviors. It is a cognitive process. It gives humans the **cognitive** abilities to **learn, form concepts, understand** and **reason,** including the capacities to **recognize patterns,** comprehend ideas, **plan, solve problems** and use **language** to **communicate.** Intelligence enables humans to **experience** and **think.**

CONCEPT OF SPIRITUAL INTELLIGENCE

Spiritual intelligence is consisted of two words-spiritual and intelligence. The word spiritual derived from Latin word spiritus, which means "that gives life or vitality to a system." (Zohar, 1997). Many social scientists, psychologists, philosophers, thinkers, educators, educationists and educational concerns believe that intelligence is based on mind that is ability to develop mind and values mind, while they devalues spirit. So what is the relationship between 'spiritual' and 'intelligence'? Zohar (1997). Asserted that the constructs of 'spiritual' and 'intelligence' are related with one   another. The relation between the spiritual and intelligence is what constitute "spiritual intelligence" which is the factor to a well-being of a person and for fulfilling life. Spiritual intelligence is defined as the human capacity to ask questions about the ultimate meaning of life and the integrated relationship between us and the world in which we live. It results in an increase in psychological well-being of individuals as well as having a goal in their life. Spiritual intelligence calls for multiple ways of knowing and for the integration of the inner life of mind and spirit with the outer life of work in the world. The materialism and individualism of Western culture have created an empty space in the lives of a lot of people and there is a growing need for spirituality; a search for community. The relation between the spiritual and intelligence is what constitute "spiritual intelligence" which is the factor to a well-being of a person and for fulfilling life. Zohar (1997). Coined the term 'Spiritual Intelligence' and introduced the idea of it "It is the intelligence that makes us whole, that gives us our integrity. It is the soul's intelligence, the intelligence of the deep self. It is the intelligence with which we ask fundamental questions and with which we reframe our answers (Zahar and Marshall 1999). Further, Zahar & Marshall

(2000) defined spiritual intelligence as "the intelligence with which we address and solve problems of meaning and value, the intelligence with which we can place our actions and our lives in a wider, richer, meaning –giving context, the intelligence with which we can assess that one course of action or life-path is more meaningful than another." Emmons (1999) wrote, "Spiritual intelligence is a framework for identifying and organizing skills and abilities needed for the adaptive use of spirituality." Emmons (2000a, 2000b) argued that "spiritual intelligence can be viewed as a form of intelligence because it predicts functioning and adaptation and offers capabilities that enable people to solve problems and attain goals." Emmons (2000a) initially proposed five components of spiritual intelligence:

    (a) Ability to utilize spiritual resources to solve problems;

    (b) Ability to enter heightened states of consciousness;

    (c) Ability to invest everyday experiences;

    (d) Capacity for transcendence of physical and material;

    (e) Capacity to be virtuous

  According to Amram (2007), "SI is defined as the as ability to apply and embody spiritual resources and qualities to enhance daily functioning and wellbeing." and gave 7 major themes of SI. They are:

- ❑ Consciousness : Developed refined awareness and self knowledge
- ❑ Grace : Living in alignment with the sacred manifesting love for and trust in life.
- ❑ Meaning : Experiencing significance in daily activities through a sense of purpose and a call for service, including in the face of pain and suffering.
- ❑ Transcendence : Going beyond the separate egoic self into an interconnected wholeness.
- ❑ Truth : Living in open acceptance, curiosity, and love for all creation (all that is).
- ❑ Peaceful surrender to Self (True, God, Absolute, true nature).
- ❑ Inner-Directedness; inner-freedom aligned in responsible wise action

  Zohar & Marshall introduced 12 qualities of SQ. They have derived these principles from the qualities that define complex adaptive systems. In biology, complex adaptive systems are living systems that create order out of chaos; they create order and information and defy the law of entropy.

    1. Self –Awareness : Knowing what I believe in and value,Those principles are as under   Vision and Value Led: Acting from principles and deepand what deeply motivates me.

2. Vision and Value Led: Acting from principles and deep beliefs, and living accordingly.

3. Positive use of Adversity: Learning and growing from mistakes, and suffering.

4. Holistic: Seeing larger patterns, relationship and connections; having a sense of belonging.

5. Compassion: Having the quality of "feeling with" and deep empathy.

6. Celebration of Diversity: Regarding other people for their differences, not despite them.

7. Field-Independent: Standing against the crowd and having one's own convictions.

8. Ask Fundamental "Why" questions: Needing to understand things and get to the bottom of them.

9. Ability to Reframe: Standing back from a situation/problem and seeing the bigger picture.

10. Spontaneity: Living in and being responsive to the moment.

11. Sense of Vocation: Feeling called upon to serve, to give something back.

12. Humility: Having the sense of being a player in a larger drama, of one's true place in the world.

Keeping in view the above fact, it seems essential to analyze how the individuals are coping with spiritual intelligence in particular and in what way they are different with other.

CONCLUSION

Today, there is a problem of lack of spiritual intelligence within individuals in our India today because each and every school or college or university suffers from affective ability and it is because of this problem that our entire educational system is going aimlessly. That is why it may be said that educationists, teacher educators, teachers, educational administrators, educational supervisors, curriculum constructors and educational planners in our country should wake up to the task of the curriculum construction, curriculum development and curriculum transaction of spiritual intelligence and its aims and objective, method of teaching and techniques by understanding a critical examination of the present set up of spiritual intelligence for human wellbeing because social scientists, psychologists, philosophers, thinkers, educators, educationists and educational concerns believe that intelligence is based on mind that is ability to develop mind and values mind, while they devalues spirit. To sustain and to strengthen its spiritual growth and development,

India needs a fast development in the area of research on spiritual intelligence. This can be done by strengthening the pillars of professional education particularly the teacher education. Otherwise, the ignorance of spiritual intelligence will result in exploitation, corruption, aggression, destruction, disaster, selfishness and hatred. In short, it may say that spiritual intelligence regulates positive personality and control negative personality. Spiritual education must become an integral part of teacher education as well as school education and ultimately study of spiritual science will become a part of all courses in Humanities and Social Sciences at University level. Overall from above given information's it is clear that spiritual intelligence is the factor to well-being of a person and for fulfilling life so, we need to develop a curriculum and teaching learning process that can foster the spiritual intelligence of teacher's as well as students.

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CONFLICT MANAGEMENT: AN ART TO DEAL WITH PROBLEMS AT WORKPLACE

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ABSTRACT

The present paper has been designed with the objective to discuss the role of Conflict Management in the life of a teacher in particular and individual in general. As we know that the Art of managing conflict at the workplace is the prime requirement for the adaptation in the particular environment which proves the quote that survival of the fittest. Being a teacher, it is the duty of an individual to make his workplace healthier for everyone by erasing the conflicts whose arise is natural at any workplace. Conflict management plays a vital role in the teaching- learning process because it helps to tackle the problems arises in the classroom or in the educational institution. Conflict management should be the important quality of the effective teacher. Conflict management is the process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting. Conflict management seriously isn't always easy, since frontrunners not really only have to handle this conflict and resolve remedy, but they also have to handle feelings or emotions as well. Conflict supervision may be the means of dispelling cognitive hindrances in order to reach an agreement. Conflict management does not imply conflict resolution. Conflict management minimizes the negative outcomes of conflict and promotes the positive outcomes of conflict with the goal of improving learning in an organization.

KEY WORDS : Conflict Management, Adaptation, workplace, Environment, Hindrances, Effectiveness, Life ……

INTRODUCTION

Conflict is a state of mind in which you find it impossible to make a decision. A conflict is a serious difference between two or more beliefs, ideas, or interests. If two beliefs, ideas, or interests are in conflict, they are very different. Conflict is recognized to be inseparable in every human being connections. A corporation can be defined as a unit which is striving to advance to ambitions, productivity, benefit and success. But within the

institute itself, conflict emerge daily associated with numerous variables on what staff members, managers and divisions don't agree. The depth and also the gravity of such situations will differ clearly from cordial disagreement to open conflict, such as strike action. It is significant however to be appraised of the advantages of conflict. Inside a managed way, conflict can easily induce creativity and activity to a challenge or an organization which had been outstanding within the boundaries associated with basic safety and becoming state. Conflict can be quite a considerable trouble within the group. It might develop problems which make it extremely difficult for staff members to work collectively or together. On the contrary, conflict also offers a less popular constructive side. Conflict arises when uneven communication takes place. This likelihood of conflict enhances when either not enough as well as excessive verbal exchanges occurs.

MEANING OF CONFLICT MANAGEMENT

Conflict management is the process of limiting the negative aspects of **conflict** while increasing the positive aspects of **conflict**. The aim of **conflict management** is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting. It is stated that the conflict can be 'managed' in the firm when the conflict isn't going to interfere in a damaging mode with the affairs or the performance of the institution. Conflict management seriously isn't always easy, since frontrunners not really only have to handle this conflict and resolve remedy, but they also have to handle feelings or emotions as well. Conflict supervision may be the means of dispelling cognitive hindrances in order to reach an agreement. Conflict management is also about generating conflict within the appropriate atmosphere. Conflict is generally defined in terms of 'incompatibility' and 'frustration' (**Jacob Bercovitch, 2008).**

Rahim (2001) defines ''affective conflict''. This type of conflict occurs when two or more interacting social entities become aware that their feeling and emotions are incompatible. He suggests that cognitive conflict occurs when two or more interacting social entities become aware that their thought process or perceptions are in-congruent.

According to N.K. Jain (2005) Conflict can be defined, "as a process that begins when one party perceives that another party has negatively affected, or is about to negatively effect, something that the first party cares about".

According to Wilmot & Hocker (2011), "Conflict is a felt struggle between two or more interdependent individuals over perceived incompatible differences in beliefs, values, and goals, or over differences in desires for esteem, control, and connectedness."

CONFLICT MANAGEMENT STYLES

Conflicts happen, how an employee responds and resolves conflict will limit or enable that employee's success. Here are five conflict styles that a manager will follow according to Kenneth W. Thomas and Ralph H. Kilmann:

An **Accommodating** manager is one who cooperates to a high degree. This may be at the manager's own expense and actually work against that manager's own goals, objectives, and desired outcomes. This approach is effective when the other person is the expert or has a better solution.

Avoiding an issue is one way a manager might attempt to resolve conflict. This type of conflict style does not help the other staff members reach their goals and does not help the manager who is avoiding the issue and cannot assertively pursue his or her own goals. However, this works well when the issue is trivial or when the manager has no chance of winning.

Collaborating managers become partners or pair up with each other to achieve both of their goals in this style. This is how managers break free of the win-lose paradigm and seek the win-win. This can be effective for complex scenarios where managers need to find a novel solution.

Competing : This is the win-lose approach. A manager is acting in a very assertive way to achieve his or her own goals without seeking to cooperate with other employees, and it may be at the expense of those other employees. This approach may be appropriate for emergencies when time is of the essence.

Compromising : This is the lose-lose scenario where neither person nor manager really achieves what they want. This requires a moderate level of assertiveness and cooperation. It may be appropriate for scenarios where you need a temporary solution or where both sides have equally important goals.

RESEARCH CONDUTED ON THE CONFLICT MANAGEMENT

Macquarie (1972) indicated that the role conflict and conflicts between teacher's needs and role expectations attributed to socially powerful role behaviors were found to be common. The outcomes of these conflicts for "self oriented" and "other oriented" teachers were supported when predictions of warmth and defectiveness of anticipated behavior were made for individual teachers.

Sharon, Sherry & Woosley (2001) found that role stresses relate to individual and organizational valued outcomes among both elementary and secondary school teachers. Teacher's higher order needs moderates role stress outcomes.

Cetin & Hacifazliogue (2004) made an investigation of teachers and university faculty members on their responses to conflict. Results revealed that female faculty members favored avoidance approach towards conflict more significantly than their male counterparts but no significant difference was found between male and female teachers.

Cinamon (2005) performed research on the work–family conflict among female teachers. The analysis targeted in the direction of figuring out associations among teachers' professional and family lives. Cinamon and Rich's questionnaire was used to evaluate teachers' perceptions of two directions of work–family conflict (Acker, 1989 & Goodson, 1997). Cluster analysis revealed a large number of teachers' ascribed high significance to both roles. Interaction among teacher strain and support variables and work–family conflict diverged from patterns found in additional vocations. School level and teacher experience contributed to explain the conflict.

Ahmad (2011) concluded that work-family clash has been described by means of employment satisfaction which has effects on employment turnover intention amongst the women teachers. Apart from, work-life conflict and employment turnover objective exerted adverse indirect results around the one's employment achievement. Furthermore, employment turnover objective had been highly explained through employment achievement or job satisfaction and employment achievement had been forecasted by work-family conflict.

Yasmin & Fayez (2011) revealed that quality of work life was positively correlated with work family conflict which causes much work family conflict. Further, family expectation, work conflict, family conflict, quality of family life and life satisfaction were negatively correlated with work family conflict.

Abbas & Karage (2015) found that Indian and Nigerian employees were having statistically significantly difference in the ways they handle conflicts in their organizations accept for avoiding style. While Nigerians were found to be integrating, obliging and compromising in handling organizational conflicts, Indians were more dominating and avoiding.

As the age of Indian workers increase they were found to be more obliging and dominating while their Nigerian counterparts were less obliging in conflict handling with advanced age. The Indian employees with increase in income are less integrative (the only style shared with their Nigerian counterparts) more obliging as well as dominating in conflict handling.

Additionally it was found that gender based country difference also had a noteworthy effect on all the conflict handling techniques. Indians if more educated were dominating in conflict situations, nevertheless their Nigerian counterparts were less compromising and avoiding. There is a very significant difference between the married and single employees of both the nations in all the conflict handling styles. Indian employees display a less integrating and more dominating attitude towards conflict resolution with the increase in their professional experience, whereas Nigerians are on lesser side of compromising, dominating and avoiding styles. Further, if Indian employees are devoting more time at workplace they are less dominating and are avoiding in conflict situation, however Nigerian workers are less compromising in such situation.

Catana (2015) concluded that the understanding of the conflicts mechanism facilitates the identification of the most effective instruments for school conflicts resolution. A better school climate will allow teachers to improve their overall professional performance and to deliver more value to their students.

Valente et. al. (2018) revealed that teachers with greater emotional intelligence use more integrated and cooperative conflict management strategies, managing conflict constructively. It was also found that teachers' who score more on the ability to deal with emotions (regulation and emotional management) and on emotional perception, present a greater tendency to use integration styles and commitment, and less style consent.

Thus, it is clear from the above research studies that, the knowledge of conflict management in terms of its styles/dimensions and roles in teaching-learning organizations in particular and other organization in general plays a crucial role in resolving disputes among individuals at work place up to greater extent leading the organizations towards better intra-relationships and performance of their workers.

CONCLUSION

From the above discussion, it has been concluded that teachers must have the ability to resolve the conflicts in particular and other individuals in general because it is the from where every children grows in to an individual and works in different organizations for their livelihood . Similarly, conflict management is not important only for the teachers but for every person who is surrounded by number of people at their work place. Conflicts are common at everywhere, whether it is school, home, office or any other place. Conflict management is the practice of being able to identify and handle conflicts sensibly, fairly and efficiently. Since conflicts in a business are a natural part of the workplace, it is important

that there are people who understand conflicts and know how to resolve them. This is important in today's market more than ever. The above finding reveals that the educated one has the better efficiency to handle the conflict at their workplace. Hence, it is crystal clear from the findings of the research studies that having proper intellect to resolve the problems at workplace is the prime necessity for an effective teacher in particular and other members of the society in general.

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SUGGESTED RESEARCH AND OUTREACH ACTIVITIES FOR TEACHER EDUCATION INSTITUTIONS (TEIs)

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ABSTRACT

The present article has been written with the motive to throw some light on the conceptualization of Research & Outreach Activities and suggest possible research & outreach activities which may be helpful in ranking as well as in the accreditation of Teacher Education Institutions (TEIs) throughout India by any specialized national agency like NIRF, NAAC etc. In this article an attempt has been made to suggest only such research and outreach activities which may be undertaken by the TEIs by keeping in mind the geographical diversity and available resources in Government and Privately managed institutions. Moreover, it is submitted that the suggested research & outreach activities are tentative outcome of authors own experience of the related discipline in consultation with guidelines of ranking/ accreditation agency manuals and not a final document.

KEY WORDS : Research, Outreach Activities, Collaboration, Linkages, Teacher Education Institutions (TEIs), NIRF, NAAC……

INTRODUCTION

Research and outreach activities seek information on the policies, practices and achievements of the institution with reference to research, innovation and outreach. It deals with the facilities provided and efforts made by the institution to promote **'research culture'**. The institution has the responsibility to enable faculty to undertake research project useful to the society as well as institution. Reaching out to the community in several ways contributing to its development is a social responsibility and a core value to be demonstrated by institution.

Teacher Education (TE) is a network of varied teacher preparation and teacher development programmes for the various stages of education particularly, school education. The teacher preparation programmes are usually the pre-service preparatory programmes for different levels of school education.

As we know that just like other disciplines Teacher Education (TE) is going through a period of changes. Recent developments in school education in particular and advancements in knowledge and technology of teaching learning have placed newer challenges on TE. Quality concerns also naturally need to be pertinent in such a context. The A & A process needs to be sensitive and appropriate keeping in view the advancements in knowledge, technology as well as field demands. The Manual for Teacher Education Colleges in its **QUALITY INDICATOR FRAMEWORK (QIF) FOR TE** has seven Criteria to serve as basis for assessment of TEIs which are:

1. Curricular Aspects
2. Teaching-Learning and Evaluation
3. Research and Outreach Activities
4. Infrastructure and Learning Resources
5. Student Support and Progression
6. Governance, Leadership and Management
7. Institutional Values and Best Practices

In this article **Criteria-III: Research and Outreach Activities** of the above seven Criteria have been given an input in the form of **Suggested Research and Outreach Activities for the Accreditation of Teacher Education Institutions** on the basis of its key indicators one by one :

- Resource Mobilization for Research
- Research Publications
- Outreach Activities
- Collaboration and Linkages

RESEARCH RELATED ACTIVITIES

Today research has its important place in each and every aspect of human life. Nothing good can be done without research or knowing the positive and negative impacts of anything we wish to do for the growth & development of society in the form of goods and services. Since everything is connected and done for the satisfaction of consumers, research is needed to know that satisfaction level/content of the consumers through market/ field research. That is why R & D Departments are there in every manufacturing or service industries. So, Education which is the basis of human growth & development need urgent attention at all its levels that research based teaching-learning should be promoted up to its maximum to provide optimal learning experiences to the teachers and learners as well. Further, research is not a simple task but a costly and time consuming affair to be done

with patience. Moreover, just like other developed countries, India is doing its best to provide quality education to its citizens but lot of work needs to be done in this field to provide a sound National Educational System with global competence. Thus, need of the hour is to plan/design research activities by every Teacher Education Institutions (TEIs) with available local resources suiting to the community development of that area through timely & proper execution of the planned/ designed research activities. The major research related activities include:

1. Resource Mobilization for Research
2. Research Publications

Resource Mobilization for Research

The term resource mobilization refers to all activities undertaken by an organization/ institution to secure new and additional financial, human and material resources to advance its mission. Inherent in efforts to mobilize resources is the drive for **organizational sustainability/** *institutional sustainability.* R**esource mobilization is** helpful in maintaining Organizational Sustainability. It keeps a check and guarantees continuation of the organization's (government or non-government) service provision. It paves the way for improvement of the available services and products. It supports the expansion of the organization's products and services. It is crucial to any organizations existence, as any organization, be it in the public sector or private sector, must continually generate new business to maintain a perpetual presence.

Resource mobilization for research in case of TEIs may be achieved by looking forward for research assistance/funding from local, state, regional and national level agencies established or which can be potential providers of assistance/ funds for the welfare of TEIs as a part of their social responsibility. The following are the agencies which may be potential providers of research assistance/funds to TEIs at different levels and may be approached as per TEIs suitability:

❑ **Local Level :** Governing Body of the Institutions (Society/ Trust) running the TEIs, Parents & Teachers Association (PTA), Alumni Association, NGOs nearby TEIs, Private Universities nearby TEIs and Banks holding the accounts of the TEIs & its Governing Body.

❑ **State Level :** Affiliating University, State Government, State Level Research Organizations like SCERTs and State Level NGOs promoting educational research.

❑ **Regional Level :** Research Foundations/ Organizations promoting research activities in the concerned region of TEIs, Regional Council for Teacher Education and Regional Institutes of Education (RIEs).

❑ **National Level :** NCERT, NCTE, NIEPA (NUEPA), MHRD, UGC, ICSSR, NIRF, NAAC, EDCIL, IITE-Gandhinagar (Gujarat), TTEU- Chennai (Tamilnadu) and National Level Research Foundations/ Organizations promoting educational research.

Research Publications

Exploration and reflection are crucial for any teacher to be effective in one's job. Quality research outcome is beneficial for the discipline, society, industry, region and the nation. Sharing of knowledge especially theoretical and practical findings of research through various media enhances quality of teaching and learning. The quality of research done by faculty members of institutions are reflected through the research publications and award received for conducting research. The quality of research can also be gauged through the reports of doctoral, post-doctoral and projects. All the TEIs like others may also improve and promote its research publications and may achieve excellence in teacher training programmes by publishing the following research based documents:

❑ **Institutional Magazine :** Annual publication of research based articles from pupil teachers & faculty members.

❑ **News Letter :** A quarterly or half yearly publication reflecting each and every curricular, co-curricular and extra-curricular activity of the TEI.

❑ **Research Journal :** Every TEI if possible should start its own research journal to promote research culture and provide a platform to its pupil teachers and faculty members to publish their articles & research papers.

❑ **Publication in Other Reputed National, International and Online Journals :** TEIs should also give incentives and motivate its faculty members to publish their articles in other reputed National, International and Online Journals so that others may come to know about their ideas and innovations.

❑ **Research Project :** Every TEI should motivate its faculty members and pupil teachers as well to carry out at least minor projects if major not possible on the current issues of the education and society.

❑ **Establishment of Research Center :** It is also suggested if funds are available then, TEIs must establish its own research center in the name of eminent educationist, philosopher etc.

❑ **Seed Money for Research Degrees :** It is imperative to provide seed money by the TEIs to its faculty members who wish to go for research degrees- M. Phil. and Ph.D.

OUTREACH ACTIVITIES

Outreach activities include visiting schools, giving talks at assemblies, discussions with students or participation in events such as career fairs and science & technology camps. **Science and engineering outreach**, also called **Education and Public Outreach** or **Public Outreach** is an umbrella term for a variety of activities by research institutes, universities and institutions aimed at promoting public awareness and understanding of science and engineering and making informal contributions to the education. So, the following outreach activities should be undertaken by TEIs to play an important role in shaping communities' development:

Public Talks/Lectures/Discussions

Public talks/ lecture/ discussions should be made an integral part of the institutions by TEIs to discharge their social responsibility towards the community development. These activities may be organized in the form of awareness campaign by TEIs as NGOs. Every year there are number of occasions when such activities may be undertaken by taking the institution into the society/community or by inviting society/community into the institution. These activities may be organized in the form of:

❑ **Nukkad Natkas** on Swatch Bharat Abhiyan, AIDS Awareness, Water Conservation etc.

❑ **Guest Talks/ Lectures** by eminent educationists and civil servants from the locality on important days Women Day, Teachers' Day, Ghandi Jayanti, Youth Day, Children's Day, National Flag Day etc. to highlight the importance and contributions made by great philosophers and educationists.

❑ **Community Discussions** through civil servants on public administration, agriculture, policing, animal husbandry, health & hygiene, banking, postal banking etc. may be organized within the institution or in the community to provide firsthand knowledge to the community regarding various policies and plans of the State/ Central Government.

Visiting Schools

School students and teachers are an important target group for TEIs as internship and practice in teaching which is of five months for both B.Ed. & D.El.Ed. Programmes. So, during the visit of teacher educators and pupil teachers to their practice teaching schools, giving talks at assemblies, discussions with students and participation in events such as career fairs and science and technology camps should be made compulsory by the TEIs with prior permission from the heads of the concerned schools.

Workshops/Schools for Teachers and Students

Inviting group of school students to the campus of TEIs for lab visits and workshop. Lectures on various disciplines should be delivered to those students. Another method of science outreach invites school teachers to participate in workshops on pedagogies of teaching where they are able to learn effective strategies to engage students in science and other subjects.

Supporting Science Fairs and Similar Events

Besides organizing independent events, TEIs should also support existing events that promote sciences awareness, public fairs and festivals etc. to conserve and preserve the social heritage of India.

COLLABORATION AND LINKAGES

Through collaboration in the TEIs can maintain a closer contact with the work field, it helps to keep the academic activities in the TEIs in a more realistic perspective and also expand the scope of learning experiences to students. Collaboration can be sought with academic institutions or industry or other agencies of professional and social relevance. The range of activities may include training, internship, student exchange, faculty exchange, research and resource sharing with other TEIs. For making collaborative endeavor impactful it is necessary that there should be a formal agreement or understanding between the institution and other TEIs or HEI or agencies for such activities sharing of facilities, undertaking research and teaching in collaboration. Collaboration and linkages may be secured and promoted among TEIs and the following institutions/organizations/ agencies for professional and social development through research & innovations and outreach activities:

- Other TEIs in the District, State, Region and at National Level.
- Teaching Practice Schools and other schools in the District and State as well.
- Affiliating University of the TEIs
- Privately managed Universities in the District and State.
- DIETs and SCERTs
- Regional Institutes of Education (RIEs)
- Indian Institute of Teacher Education(IITE)
- Tamilnadu Teacher Education University (TTEU)
- ICSSR
- NCTE, NCERT and NIEPA (NUEPA)
- MHRD, UGC, NIRF and NAAC and

- Other Local, State, Regional & National Level NGOs/ Research Foundations volunteer in improving the quality of Higher Education in general and Teacher Education in particular.

The above listed institutions, organizations and agencies are tentative for collaboration & linkages and TEIs may include many others at their own level and suitability as per the requirement of the programme and activity.

CONCLUSION

From the above discussion, it may be concluded that TEIs should do its best to enhance mobilization of resources for research related activities along with fruitful collaboration & linkages with its PTA, Alumni Association, Local & Nationalized Banks, Local NGOs, Research Organizations/ Foundations, Affiliating Universities, Private Universities, DIETs, SCERTs, RIEs, NCTE, NCERT, TTEU, IITE, NIEPA (NUEPA), MHRD, ICCSR, UGC, NIRF, NAAC etc. apex agencies to carry out outreach activities for the professional growth & development of the TEIs. Hence, only then we may strive for quality and excellence in teacher education.

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