JOURNAL

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सम्पादकीय

प्राय: यह देखा गया है कि शिक्षा से संबंधित सम्मेलनों में मौजूदा व्यवस्था को मामूली सुधार के बाद कायम रखने की बात कही जाती है। भारत सरकार ने अनेक शिक्षा आयोगों का गठन किया, लेकिन इन आयोगों की सिफारिशें पूरे मन से लागू नहीं की गयीं। शिक्षा की गुणवत्ता तथा जीवन मूल्यों में लगातार गिरावट और अन्य नीतिगत कारणों से शिक्षित बेरोजगारों की संख्या में तेजी से वृद्धि हो रही है, फलस्वरूप युवाओं में निराशा बढ़ रही है और वे असामाजिक कार्यों की ओर उन्मुख हो रहे हैं। निराशा कार्यक्षमता पर नकारात्मक प्रभाव डालती है। वर्तमान परिस्थितियों में शिक्षा की गुणवत्ता में सुधार के लिए प्रभावी कार्यवाही अति आवश्यक है।

सूचना तथा सम्प्रेषण प्रौद्योगिकी (ICT) से शिक्षा के क्षेत्र में क्रान्तिकारी परिवर्तन आया है, लेकिन हमारे देश में अभी भी उक्त प्रौद्योगिकी से संबंधित आधारभूत सुविधाओं का अभाव है, यहाँ तक कि उच्च शिक्षा के सभी प्राध्यापकों को भी ICT की पूरी जानकारी नहीं है, इस क्षेत्र में प्राध्यापकों की अपेक्षा प्राध्यापिकायें अधिक जागरूक हैं।

शिक्षा सामाजिक सशक्तीकरण का माध्यम है, शिक्षकों को व्यावसायिक पाठ्यक्रमों का ज्ञान बहुत जरूरी है। व्यावसायिक शिक्षा के प्रभावी क्रियान्वयन से युवाओं को रोजगार मिलेगा, उनकी कुण्ठा कम होगी और वे समाज के विकास में तुलनात्मक रूप से अधिक सहयोग करने लगेंगे।

— मुख्य सम्पादक

INDEX

NATURE AND CONCEPT OF SOCIAL STUDIES IN SCHOOL CURRICULUM

*Prof. H. L. Sharma**

सारांश

सामाजिक अध्ययन विषय के अधिगम–शिक्षण को विद्यालयों और शिक्षक-प्रशिक्षण महाविद्यालयों में कम महत्त्व दिये जाने के कई कारण हो सकते हैं–जैसे इस विषय का विश्वविद्यालय स्तर पर न होना, शिक्षक महाविद्यालयों में वांछित शिक्षण का न होना, एक आयोग / कमेटी की सिफारिशों का ज्योंही क्रियान्वयन होना, त्योंही अन्य सिफारिशों का आ जाना, इस विषय के अध्यापक का कम महत्व (विद्यालय में इस विषय को कोई भी पढ़ा दे) और सबसे महत्वपूर्ण कारण इस विषय के अंगों पर शोधों की कमी। इस लेख के लेखक की अभिमति में सनातन संस्कृति के ज्ञान, मूल्य आधारित शिक्षण के लिए, जीवन कौशलों के पल्लवन और बच्चों को संस्कारित करने के लिए सामाजिक अध्ययन विषय अत्यंत महत्वपूर्ण है। इसीलिए इस लेख में ऐतिहासिक परिप्रेक्ष्य में सामाजिक अध्ययन की अवधारणाओं और प्रकृति तदनुसार पठन–पाठन सामग्री, पाठ्य-पुस्तकों की संख्या आदि में हुए परिवर्तनों की संक्षिप्त परिचर्चा की है ताकि हमारे पाठ्यक्रम निर्माता, पाठ्य–पुस्तकों के रचयिता, सामाजिकअध्ययन के अध्यापक, शिक्षक–प्रशिक्षण महाविद्यालयों के प्रोफेसर आदि इस विषय के अधिगम शिक्षण हेतु, RTE Act के संदर्भ में समुचित पाठ्यक्रम, पाठ्यपुस्तक, शिक्षण अधिगम, कार्यकलाप, मूल्यांकन विधियाँ नियोजित कर सकें।

As per, the Right of Children to Free and Compulsory Education Act, 2009

For sixth class to eighth class

(1)   At least one teacher per class so that there shall be at least one teacher each for ___

(i) **Science and Mathematics**, (ii) **Social Studies**, (iii) **Languages**

The need

The subject social studies emerged in 1937, in our country. Since then vigrous efforts are being made to select appropriate content from the subjects to be included and to develop appropriate teaching learning process.

Since then a major problem for teaching of social studies, curriculum development and teachers training appears to be a lack of clear-cut, consistant and an effective implementation strategy. There appears frequent shifts in policy recommendations within a short period of 5/10 years. The approach to teaching of social studies / social sciences, suggested by one committee/commission found changed in other committee/ commission's recommendations. Also subjects to be included increased - from two to five. As there is no subject - Social Sciences at graduation level, so the teacher teaches the subject, in the class room, prominently studied at graduation / post graduation level. Even at professional level training - in our teachers training colleges proper strategies could not be developed while imparting the training to teachers to teach social studies / social sciences. The pendulum of social studies appears to swing from one extreme to another. In practice, there is a tendency to give less

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importance to social studies / social sciences in comparison to natural sciences and mathematics. It needs to be questioned. To understand this problem and to reflect upon the teaching social studies, it would be better if one reviews the emergence of social studies in school curriculum an historical perspective.

Birth of Social Studies

The subject social studies took birth in United States of America (USA) in early 20th century (1905). The subject social studies, combining in its fold, History and Geography, emerged out of the critisism of the conventional subject curricular design. The criticism gave rise to another design of curriculum - broad fields curriculum by combining several specific areas into larger fields. History, Geography and Civics were combined into Social Studies. The first course in General Science were composed of special sections of Chemistry, Botany, Zoology, Astronomy and Geology (Taba Hilda 1962). It will not be out of place to mention that the content of General Science envisaged in our Basic Education Scheme composed of Nature Study, Botany, Zoology, Physiology, Hygiene, Physical Culture, Chemistry, Knowledge of Stars, Stories of great Scientists and explorers (Sharma H.L. 1989). In Geography the content tought was a list of cities, countries, mountains, rivers, climate, exports and imports, stereo types of how people of other countries lived and dressed. In History the content tought was, mostly key people, description of wars and dates related to them, administration and governance. Later on the subject civics was also added, in the curriculum of social studies. In the late forties and early fifties = "the new social studies" came up in school curriculum with the purpose of teaching concepts rather than disconnected facts. In 1960 onwards, the Social Studies education has gone a step ahead further by teaching how to use the basic concepts of social studies in decision making. As we know that decision making has meaning only in the context of concepts and concepts are derived from facts. So understanding facts - factual information requires certain skills such as collecting informations from different sources, analysis of data, distinguishing between reality and opinion, maping and interpretations of data objectively. (Thevdore E. Wade 1986)

In making decision, as per Kohlbergs theory of moral development, an individual moves through following stages to arrive at full moral maturity. These are :

- *Decision depend on obedience, promoted by fear of punishment*
- *Approval from Authority becomes a motivating force in making decisions. Respect of authority and rules govern behaviour of decesion maker.*
- *Decisions are influenced by personal benefits*
- *Decisions are based on what the individual consider to be high ethical.*
- *Decision making action is governed by a system of rules seen as reasonable, and the system of rules may be modified by cooperative agreement.*

Social Studies in Indian School Curriculum

In 1937, the Indian people themselves had an opportunity to reflect upon the pattern of school education. National Planning Committee - Education (1938). Mahatma Gandhi "whose educational thinking had a marked resemblance to Dewey's views", (Singh R.P. 1970) placed an educational scheme popularly known as Basic Education before the country which as observed by Naik, J.P. (1964), "was the one answer to India's needs in elementary education," and also as observed by John Sargent (1968) "one of the most important events in

the history of Indian education." The main features of the scheme are :

> *An accord between the education a child receives at school and the environment of the home, free and compulsory education be provided for seven years on a nationwide scale, the medium of instruction be the mother-tongue, the process of education throughout this period to centre around some form of manual and productive work, that all the other abilities to be developed or training to be given as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child, and the system of education be gradually able to cover the remuneration of the teachers.*

Mahatma Gandhi's ideas were given shape by Zakir Hussain Committee which chose three centres, intrinsically interrelated, as the focal centre for the curriculum viz physical enviornment, the social enviornment and craft work which was conceived as the natural meeting point since it utilised the resources of the former for the purpose of the later. The committee drafted "an activity curriculum" in which the subject matter was organised into significant comprehensive units. The teaching of subjects, as Committee suggested was to be carried in through concrete life situations. The subjects such as General Science, Social Studies came into Indian School Curriculum.

The plan for Post-War Educational Development (1944), popularly known as Sargent Plan, except for the self-supporting aspect, accepted the principles underlying basic education pattern for our country for all boys and girls between the ages of six and fourteen. Thus social studies got government recognition also.

While Central Government was making best efforts to implement the Basic Education System, each state was making efforts to introduce the National Pattern of Elementary Education. For instance, in pursuance of the recommendations of the Primary and Secondary Reorganization Committee (1938-39) of Uttar Pradesh, popularly known as Narender Dev Committee recommended establishment of a complete, self sufficient, and integrated system of school education.

Educational Policy of Independent India

With the achivement of independence, there was marked change in the aspirations of our leaders and the masses also. They looked upon education with hopes to achieve aspirations.

An insight into the educational Policy of India may be acquired from a statement made by Pandit Jawahar Lal Nehru (1948), the first Prime Minister of India, while addressing the All India Educational Conference of Education Ministers in 1948. Pandit ji observed that "whenever conferences were called in past to form a plan for education in India, the tendency as a rule, was to maintain the existing system with slight modifications" and stressed that, 'this must not happen now.' Pointing out to the fact that "great changes have taken place in the country" he declared that, "the entire basis of education must be revolutionised." Indeed the educational needs of independent India were different and ought to have been different from what they were under British India so as to be responsive to the needs of the masses. The national leadership had realised that what education needed was a revolutionary approach which alone could bring about radical changes in the objectives, structures, processes and organisation of education.

The system of education, as it had developed by 1947, was academic in character and

exclusively greared to the requirements of university entrance. In practice, even this appears true today. And only the few, who opts for university education, utilise the available facilities. For the large majority, there appears little opportunity to receive meaningful education enabling them to earn their livelyhood.

In June, 1947 the Committee on Curriculum of Basic Schools met under the Chairmanship of John Sarget. Dr. Zakir Hussain was one of the member of the committee. The Central Advisory Board of Education (CABE) in the first meeting after independence (1948) accepted Basic Education as the pattern for the elementary stage (I-VIII), and considered the interim report of the committee on curriculum of basic schools (Primary and Middle Schools). The basic Curriculum Committee met again in October, 1949, under the Chairmanship of Prof. Humayun Kabir and finalised the curriculum under the title "Syllabus for Basic Schools" This curriculum was envisaged as the curriculum for mass education.

The 'new curriculum' (1950) consisted of Mother Tongue, Mathematics, Social studies, General Science, Craft work, Art (including Drama, Music and Aesthetics, Games and Physical Activities, and Hindi.

The University Education Commission (1948-49)

In 1948, Government of India appointed the University Education Commission, popularly known as Radha Krishnan Commission. While advocating the main aims of formal courses of study, the commission held that general education ought to be the 'first aim'. General education according to it could "make available to the student and to inspire him to master, wisely selected information," so that he would have "representative and useful data on which to base his thought, judgement and action," and as a part of general education for living, "every step of education from primary school to the completion of undergraduate university work should include teaching of science".

Kher (1951), while inaugurating the 26th conference of the All India Federation of Educational Associations advocated that "indepedent India was to work out and evolve her own national system with roots in her soil and ancient culture, to express her aspirations, ideals and to contribute to the all round material and moral progress of the country, and through it to the world". Further, he directed that imitation of foreign ideas would not work to build up our national system of education with our own hard labour and love with faith and understanding.

Secondary Education Commission (1952-53)

The Government of India, taking into account the CABE (1948)'s recommendations and CABE (1951)'s reiteration of its earliers recommendations, appointed the Secondary Education Commission, which stated that "to be effective, a democratic citizen should have the understanding and intellectual integrity to shift truth from falsehood, facts from propaganda and to reject the dangerous appeal of fanaticism and prejudice. He must develop a scientific attitude of mind to think objectively and base his conclusions on tested data. While reviewing the existing curricular in secondary schools, the Commission noted that "owing to the great influence that the college curriculum exercised over the secondary school curriculum the latter became unduely bookish and theoretical. The Commission thought that it is neithter possible nor desirable to teach children all the facts, even the most important of them, that they are likely to need in later life." While formulating the curriculum at the middle stage the

Commission stated that : The function of the middle school curriculum is to introduce the pupil in a general way to certain broad fields of human knowledge and interest. We would like to underline the phrase 'in a general way.' The middle school is not the place for specification, but the stage when a general introduction to all the broad and significant fields of knowledge can and should be given".

The subject social studies, though recommended in basic education scheme and getting approval from the then government, was assigned official recognition in school curriculum after the recommendation of Secondary Education Commission.

As per Mudaliar Commission the concept of social studies :

> It is not often realised that the complaint of over crowding is largely due to multiplicity of subjects prescribed as separate entities without bringing their organic interrelationship.... Thus it is psychologically preferable to present subjects centring around the study of social environments and human relations under the comprehenseive heading of social studies than to teach a number of separate subjects like history /geography civics and economics in water tight compartments as 'segregated wholes' lacking coordination and compassions rather knit them in a 'completely whole' assigning their due places in the universe of educational thought and setup.

Education and National Development - Education Commission 1964-66

While the recommendations of the Secondary Education Commission were being implemented, Govt. of India appointed Education Commission which pointed that "...all good and purposeful education should consist of at least four basic elements : (I) literacy or a study of languages, the humanities and the **social sciences;** (ii) numeracy or a study of mathematics and the natural sciences; (iii) work experience, and (iv) social service. The Commission gave Social Studies a new name Social Sciences.

Social Sciences as viewed by Education Commission 1964-66

> 'Organising the Syllabus in Different Ways. The aim of teaching social studies is to help the students to acquire a knowledge of their environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world. An effective programme of social studies is essential in India for the development of good citizenship and emotional integration. The social studies syllabus may be organised in different ways, and both the integrated approach which seeks to combine the knowledge and skills provided by the separate subjects of history, geography, economies and civics, and the traditional method according to which these subjects are treated as separate disciplines, have their own place in a balanced school curriculum.

> At the lower primary stage, the integrated approach is desirable. Instead of giving the pupils miscellaneous and unrelated bits of information in history, geography and civics, it is far better to provide a coordinated programme of social studies centering round the study of man and his environment. In the upper classes of the primary school, the content of social studies may still be organisd as an integral while in connection with the treatment of certain topics, but the pupils should be gradually introduced to an appreciation of history, geography and civics as separate subjects. In the secondary school, these subjects will be studied as separate disciplines and form the basis of specialised studies in social sciences at the higher secondary stage.

The Curriculum For The Ten-Years School A Framework - NCERT 1975

The Social Sciences : Instructional objectives and content :

Having broadly defined the objectives of education at different stages, the planing of learning experiences for the realisation of objectives, learning experiences in school arise out of subject teaching as well as other activities. Therefore, what subjects are to be taught, what objectives are to be realised through each subject, what methods and materials are to be used so as to provide the best possible experience to pupils within the resources available to the schools, the allocation of time to curricular and co-curricular activities and the schools. What sould be evaluated, how often, by whom, and by what method also needs thinking over. Indications will be given for the guidance of curriculum workers.

The subjects proposed at upper primary level are as follows:

(i) The sciences, (ii) Mathematics, (iii) Work Experience, (iv) The Social Science, (v) Languages, (vi) Art, music and other aesthetic activities, (vii) Health and physical education.

The Social Sciences : The Social Sciences, the major objective of the study of social sciences is to acquiant the child with his past and present geographical and social environment. The social studies, perhaps becoming all disciplines of human learning, now a days adopting "method of science" - a way of thinking and doing, looking at things and events, an approach to learning as well as hot to learn and this applies to equally to all areas of intellectual enquiry.

The study of the social sciences in Classes I-X should include the study of history, geography, civics and economics. In view of the limited time that will be available for each of these branches, it would be desirable to integrate their teaching in a way that the pupils develop a proper understanding of the facts and problems in the right perspective without causing any damage to the totality of the individual disciplines. This would require identifying the essential units in each of the subjects and then unifying them into an integrated syllabus for the social science.

> For the organisation of contained in social sciences, comprising history, geography, civics and economics at the middle and lower secondary stages, the three different approaches can be visualised :
>
> (i)   History, geography and civics may be introduced as separate disciplines in the middile classes and carried over as such as high school classes, while economics may be introduced at the high school stage as a separate discipline.
>
> (ii)   History and civics may form one group and geography and economics another group, and these two groups may be introduced right in Class VI and carried up to Class X.
>
> (iii)   The content of history, geography, civics and economics may be identified in an integrated manner for all the five years taken together.

The ten-year school framework (1975) also suggested that it is also necessary to avoid repetition and waste of time and energy as far as possible.

National Curriculum for Elementary and Secondary Education : A Frame Work (1988)

It was developed in response to the National Policy on Education (NPE-1986). The Curriculum Frame Work (1988) contributed to the development of a national system of School education by ensuring uniformity of levels and standards. This Frame Work introduced no major changes in the syllbus for the upper primary stage. But it stated "Special Care should, hence, be taken in designing the Curriculum in Social Science, so as not to over look any of the core components". At the secondary level it had four books adding economics to the other three

subjects.

Towards an Enlightened and Humane Society (1990)

Popularly known as Acharya Ramamurti Committee to review the National Policy on Education (NPE), 1986 and its complementation.

Some highlights of the report bearing on Social Sciences.

Curriculum and its Transaction

> *The prevailing curriculum of elementary education suffers from several lacunae, some of which are enumerated below :*
>
> a) *Viewing the curriculum mostly in the cognitive domain and, there too, by and large in recalling facts at the time of examinations;*
> b) *Inflexible and unresponsive to the local needs and environment;*
> c) *Devoid of the component of skill formation;*
> d) *Lacking in social and cultural in-puts from the community;*
> e) *Unrelated to the world of work which exercises a strong pull on the life of a large number of children after the age of 10 years;*
> f) *Transaction mostly through lectures in a non-participative mode;*
> g) *Near-absence of activity-based learning; and*
> h) *Discouraging exploration, inquiry, creativity and initiative on the part of the students.*

The School Bag

The theme, in fact a serious problem, which is referred to and complained about universally by the teachers, students, parents and educationists is the 'load of the school bag'. This probelm is often picturesquely presented as creating hunch backs out of the school children and as relieving the children of the joys of learning - literally making the learning process burdensome. In a recent meeting of the CABE aslo, this came up for serious reference. The Committee has considered this matter in all its aspects and has the following suggestions to make :

> (i) *The knowledge in different disciplines needs to be viewed in an intergrated manner, rather than in water-tight compartments. By doing this it would be possible to avoid unnecessary repetition of facts.*
> (ii) *There is over-dependence on textbook-based learning, rather than on inculcating efficient reading habits and capabilities of self-learning...*
> (iii) *The focus of the present curriculum is on a narrow segment of cognitive domain i.e. memorising facts. The entire curriculum needs to be reorganised to give due emphasis to not only all dimesnsions of the congintive domain, but also to affective domain and psycho-motor skills...*

The Delors Commission (1996)

A significant development in education came on the scene after the publication of Learning: The Treasure within, Report to UNESCO of International Commission on Education for the Twenty First Century, 1996 popularly known as Delors Commission. The famous Four Pillars of Learning as per commission are : (a) Learning to know, (b) Learning to do, (c) Learning to live together, (d) Learning to be.

Education ideally must prepare students, as per commission's view, to face the challenges of

life. For this it needs to be intimately linked with the different life skills - the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life, by developing in them generic skills related to a wide variety of areas such as health and social needs. The core skills - identified by Government of NCT and SCERT, Delhi (2008) are :

I. **Thinking Skills :** ●Critical and creative thinking enable us to deal constructively with problems in our lives.

(1) Creative Thinking : Creative thining helps us respond adaptively and flexibly in our everyday life situations. It is about looking beyond our direct experience available alternatives and the various consequences of our actions or non action. ●Creative Thinking is a novel or different way of doing things. Artists, writers, actors, etc. use a lot of this skill.

(2) Critical Thinking : ●Critical thining enables us to analyze information and experience objectively and asses the factors that influence the way we think and act. ('What are the different things that can heppen if I do this') ●Critical thinking is important for any of our crucial life decisions. e.g. What options do I have ? What can each option lead to ? Is this really what I want ?

(3) Decision Making : ●Helps to deal constructively with decisions about our lives. ●These can have consequences for health if idolescents actively make decisions about their actions by assessing the different options and the effects that different options and different decisions may have.

(4) Problem Solving : ●Problem solving skills empower us not only to control our problem, but can turn them to opportunities. ●Problem solving also leads to decision making and managing emotions and stress.

II. Social Skills

(1) Self Awareness : ●Self awareness is the ability to understand our strengths, weakness, values, outlook, character, our needs, desires, aspirations, our feelings. e.g. I like myself even though I am imperfect.

(2) Effective Communication : ●All of us communicate, but it may not always be effective. ●Listening is an important component of effective communication. ●Non verbal communication may sometimes be more effective than verbal communication e.g. body language.

(3) Interpersonal Relationships (IPR) : ●There is always some relationship between two people e.g. husband-wife, father-son, friends. ●Relationships are developed over a period of time and they require constant nurturing.

(4) Empathy : ●An extremely important but less used life skill. ●It helps use to feel for the other so that we can understand his / her feelings. ●Helps to strengthen interpersonal relationships and in coping with emotions and stress.

III. Emotional Skills

(1) Coping with Stress would include : ●Recognising the sources of stress in our lives. ●Recognising how this affects us. ●Acting in ways that help to control our levels of stress, ●Take action to reduce the sources of stress, e.g. : Learning how to relax so that tensions

created by unavoidable stresses do not give rise to health problems.

(2) Coping with Emotions : ●Involves recognising emotions in ourselves and others. ●Being aware of how emotions influence behaviour, ●Being able to respond to emotions appropriately, ●Intense emotions, like anger or sadness, can have negative effects on our health if we do not respond appropriately.

National Curriculum Framework for School Education (2000) NCERT

Social Sciences, as per National Curriculum Framework for School Education (2000), is integral to the total quanterm of general education upto secondary stages. The Social Sciences curriculum in schools will draw its content mainly from geography, history, civics and economics. It may also include some elements of sociology. In order to make the social sciences education meaninful, relevant and effective, the concerns and issues of the contemporary world need to be kept in the forefront. Social sciences, are the most suited areas of study for integrating almost all the core components of school education. Teaching of social sciences ought to promote a human and natural perspective and inculcate a sense of pride in the country and in being an Indian. Its teaching must be objective and free from all kinds of stereo typed images, brases and prejudices.

Field work, project work and group activities should form the basis of teaching learning in social sciences. Projects having direct link with the local community may be encouraged. Students may be able to recognise simple pattern of agriculture and urban land uses and patterns such as rainfall distribution in the country.

Study of Indias past may be introduced through selected events / episodes and developments - social cultural and scientific. The learners need to be helped to understand and appreciate India's cultural heritage and contribution of India to the world civilisation and contribution of other civilisation to Indian civilisation. Past developments could be studied as a back drop for under standing the present. Globalisations and liberalisation on the - one hand and localisation on the other, are going to have tremendous impact on the future society.

The National Curriculum Framework for School Education, 2000 discussed the need for the social science curriculum to be comprehensive but not loaded with information. In addition, it detailed the need for ideas to be interrelated through the selection of particular themes or issues, stating, "These themes may be drawn from geography, history, civics, economics and sociology in a balanced manner and suitably graded simple to complex and immediate to remote." (NCFSE, 2000, p.63). The current social science textbooks have made an attempt to establish the interrelatedness among subject areas wherever possible. Accordingly, there is only one textbook for social science for each class (Classes VI-X).

National Curriculum Frame Work (NCF) 2005 NCERT

The subject social sciences, as per National Curriculum Frame (NCF) 2005 includes a wide range of content from the disciplines such as History, Geography, Political Science, Economics and Sociology. These disciplines have distinct methodologies that often justify the preservations of boundaries. At the same time, the boundaries of these disciplines need to be opened up and a plurality of approaches may be applied to understand a given phenomenon. The child may be introduced to contemporary issues and problems which are looked at from

multiple perspectives introducing the child to social and economic problems of society. Emphasis needs to be given to issues like poverty, illiteracy, child and bonded labour, class, caste, gender, the environment and human rights.

The selection and organisation of material into a meaningful social science curriculum, enabling students to develop a critical understanding of society is therefore a challenging task. The tendency to treat the social sciences as being less important or challenging than the natural science or mathematics needs to be answered while making a meaningful curriculum and appropriate teaching learning for social studies.

Thus one can find divergence amongst the views of the different agencies involved in implementations of the teaching-learning of the Social Studies. One can also find vacillations and uncertainity in making clearcut, consistent and effective policy and its implementation for the development of suitable curriculum-integrated curriculum, syllabus, teaching-learning material and strategies for the great majority of schools. Decisions, recommendations once made were countermanded a few years later. Policy lines appear so ambiguous as to leave a latitude for local interpretations. There, also, appears a urgent need to take up Educational researches in the different aspects of Social Studies.

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OPTIMISTIC PESSIMISTIC ATTITUDE AMONG SENIOR SECONDARY STUDENTS : A STUDY

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In the present study, an attempt has been made to study the optimistic pessimistic attitude of students, studying at senior secondary level in relation to certain demographic variables. Keeping in view the nature of the study, the descriptive survey method was used to collect the data. The sample consisted of 300 students studying at senior secondary level. Optimistic pessimistic attitude was measured through a standardized attitude scale developed by D.S. Parashar (1998). The results of the study revealed non –significant effect of gender, parental education, place of living and occupation of father, on optimistic pessimistic attitude of senior secondary students. However, mothers' occupation has significant impact on optimistic pessimistic attitude of senior secondary students

Introduction

The terms optimism and pessimism have been in existence since long ago. The roots of their existence can be traced back many centuries ago when psychology used to be a part of philosophy. Philosophers had the idea that people may have either optimistic or pessimistic approach towards cosmos. These two outlooks were related with positive and negative outlook towards life. Later on with the works of psychologist-philosopher like William James, the focus shifted gradually from universe towards human experiences. Now the terms are applied in relation to human behavior.

During the last four decades, after intensive research, the concepts of optimism and pessimism are examined in relation to life experiences. In this regard, the efforts of Scheier and Carver (1985) are praise worthy. Now these concepts have gained currency in day-to-day life. When people expect that good things will happen to them, they are supposed to be optimistic in their attitude, whereas, pessimistic view refers to negativity in life. Such people feel that bad things will happen to them.

Basically, the concepts of optimism and pessimism have developed from the theory of self regulation. Expectations towards life divide the human behavior into two broad categories: continuous efforts or giving up. People who have positive expectations strive continuously as they feel that results of their efforts will always be positive. On the other hand, people who have negative outlook withdraw efforts or work passively, as they have firm belief that in spite of their best efforts, nothing good can happen to them. These two outlooks are determining factors as far as future of an individual is concerned. The paragraphs given below describe the effects of each of the approaches on life.

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Optimistic Attitude

Optimism has been defined as outlook towards life with a tendency to expect favorable outcomes. Scheier and Carver (1985) define it as "as a process in which individuals hope for the best and expect positive results instead of negative ones in their daily lives". Heineon (2004) defines it as "a strong emotion and expectation towards the assumption that everything will be right against all its difficulties and obstacles." Originally the term 'optimism' has been derived from the Latin word 'optimum' meaning best. Being optimistic means the view to expect positive outcome in life. Presently, the term refers to healthy mental attitude. With the use of effective management of resources and coping strategies, optimistic people attain success in life.

Optimistic outlook plays an important role in life. It encourages an individual to face challenges of life in the most effective manner, which in return results into positive outcomes and ultimately happiness. Researchers have proved that people with optimistic outlook maintain healthy relationship and pursue their goals persistently. According to Carver (2002) optimists believe adversity can be handled successfully, pessimists expect disaster.

Pessimistic Attitude

Pessimistic attitude refers to a state of mind in which an individual assumes that unfavorable things will happen to him. It is the outlook towards life, which results in under-achievement, giving up hopes and efforts, poor relationships and ultimately poor physical health.

The term pessimism owes its origin from the Latin word 'pessimus' meaning the worst. It is related to negative expectancies in life. Basically, the term pessimistic attitude refers to negative view towards life. People having this view feel that the present time is worse and the worst is waiting to come. Though they can't rationalize their view but have the firm conviction about their approach.

This view point towards life may have disastrous consequences. Pessimistic people see the life through colored glasses and find everything gloomy. Such attitude resists its owner to maintain healthy relationship with others. As a result, this self-defeating outlook leads to passive or reluctant attitude towards efforts and suspicious attitude towards fellow people. Rigidity and inflexible behavior results in poor interpersonal relationship. People with such attitude easily fall victim of depression.

Attitude is a state of mind with which and individual perceive the world around him. Optimistic attitude helps him to develop all his faculties so as to ensure maximum contribution in all spheres of life. It helps him to face obstacles and challenges of life happily with the firm conviction that outcome will be beneficial to him. On the other hand, pessimistic view point prevents an individual from developing. It may lead to lack of confidence and lack of flexibility and ultimately giving up hoes and efforts. While facing a challenge, optimists remain confident and persistent, even if progress is difficult and slow. Pessimists, on the other hand, remain more doubtful and hesitant (Carver, 2002).

It is necessary for a teacher to ensure that every student should taste success. Healthy mental attitude should be developed in them so that they may maximize their attempts. For this, it is necessary for a teacher to know the type of attitude learners have towards life, so that necessary attempts may be taken within time in the required direction. The present study is an

attempt to know the type of attitude learners have towards life.

A number of researchers have investigated the occurrence of the phenomenon. The following paragraphs describe the work done in the area.

Yates (2002) investigated the influence of optimism and pessimism on student achievement in mathematics. The results revealed that students with a more pessimistic outlook on life had a lower level of achievement. Boys were significantly more pessimistic than girls. However, gender was not a significant factor in relation to achievement in mathematics.

Owayed (2005) carried out a study to examine the relationship between academic achievement, anxiety, self-esteem, optimism, and pessimism. The sample consists of 400 male and female students. The findings of the investigation revealed significant positive correlation between academic achievement and both optimism and self esteem, whereas the correlation was negative between academic achievement and both anxiety and pessimism.

Sumer (2009) studies the mediating role of parental support on the relation between optimism and depression on the sample consisting of 149 middle school students of Italy. The researcher found a partially mediating effect of parental support between optimism and depression, i.e. adolescents who perceived higher dispositional optimism were also less depressed.

Joshi and Tomar (2009) tried to investigate the differences among adolescents, adults and old age subjects on optimism/ pessimism and emotional maturity. The results of the study revealed significant generational differences on optimism/pessimism attitude. All the three groups were not found to be significantly different from each other on the level of emotional maturity.

Puskar (2010) conducted a study to identify gender-related differences in the self-esteem and optimism levels of rural adolescents. The researcher used a cross sectional survey design, on 193 students. The results revealed higher level of self esteem and optimism in male youths and lower level of self esteem and optimism in female youths.

Bagana, Raciu and Lupu (2011) examined the impact of optimism and exams' anxiety on high school students' self esteem. The results revealed that students who exhibit higher level of optimism would also exhibit lower level of exams' anxiety and thus, enhanced level of self esteem.

Daraei and Ghaderi (2012) explored the impact of educational level of parents on degree of optimism and pessimism of their children. The results revealed that education of parents had an influence on degree of their children's optimism and pessimism. In other words, students with high degree of optimism had parents with high level of education. Students with low degree of optimism had parents with low level of education.

Singh and Jha (2013) assessed the level of anxiety and its relation with optimism and academic achievement among medical and engineering students. The sample consisted of 171 medical and 175 engineering students of Sikkim Manipal University. The results revealed that enhancing optimism may help in reducing the level of anxiety and thus improving academic achievement.

All the studies quoted above have investigated various aspects of the concept in relation to various variables. Most of the studies have investigated optimistic –pessimistic attitude in relation to academic achievement, anxiety and self-esteem. Only a few studies have investigated the concept in relation to demographic variables like age, gender, socio-economic

level etc. The present investigators could not find any study in relation to parental education, living place and occupation of parents.

The present study is an attempt to find out whether there is any impact of gender, living place, parental education and parental occupation on the optimistic- pessimistic attitude of learners. To carry out the study, the following objectives were formulated :

Objectives

1. To find out the optimistic pessimistic attitude of senior secondary students.
2. To find out the optimistic pessimistic attitude of male and female senior secondary students.
3. To find out the optimistic attitude of senior secondary students in relation to education of father.
4. To find out the optimistic attitude of senior secondary students in relation to education of mother.
5. To find out the optimistic pessimistic attitude of senior secondary students in relation to place of living.
6. To find out the optimistic pessimistic attitude of senior secondary students in relation to occupation of the father.
7. To find out optimistic pessimistic attitude of senior secondary students in relation to occupation of the mother.

Hypotheses

1. There is no difference in the optimistic pessimistic attitude of male and female senior secondary students.
2. There is no impact of education of father on the optimistic pessimistic attitude of senior secondary students.
3. There is no impact of education of mother on the optimistic pessimistic attitude of senior secondary students.
4. There is no impact of place of living on the optimistic pessimistic attitude of senior secondary students.
5. There is no impact of occupation of the father on the optimistic pessimistic attitude of senior secondary students.
6. There is no impact of occupation of the mother on the optimistic pessimistic attitude of senior secondary students.

Methodology

The sample consisted of 300 students studying at senior secondary level including 150 males and 150 females. Subjects were selected from senior secondary school boys A.M.U. Aligarh and senior secondary school girls A.M.U Aligarh. These schools were selected because students from belonging to all the strata of two major communities study here. The average age of subjects was 18 years.

Optimistic pessimistic attitude was measured through a standardized scale developed by D. S. Prashar (1998). The scale consists of 40 items in which all the even numbered items measured

optimism, while all the odd numbers measured pessimism. Each optimistic, agreed item carries the value of 1 mark and each disagreed item of 0 mark. Similarly, each pessimistic agreed item carries the value of 0 mark and each disagreed item of 1 mark. To find out the score of an individual, the sum of both optimistic and pessimistic items are added. The sum of all items forms the total score of the respondents.

After collecting the data, the results were drawn with the help of SPSS. The analysis was conducted at three levels. At the first level, basic statistics like measures of central tendencies were computed. At the second level, significance of difference between means was computed and at the third level, regression analysis was done to find out whether the demographic variables can predict level of optimism and pessimism among learners. The following tables and subsequent interpretation presents a detailed description of the analysis.

Analysis

Objective 1:- to find out the optimistic pessimistic attitude of senior secondary students.

Table 1:- Descriptive statistics related to the optimistic pessimistic attitude of students studying at senior secondary level

Number	Mean	Scale Mean	Standard Deviation	Standard Err of Mean	Median	Percentage
300	28.36	24.12	3.88	0.224	29	70.9

It is clear from the table I that the scale mean is 24.12 and the mean score of sample is 28.36. It means that optimistic pessimistic attitude of students studying at senior secondary level is high. The standard error of mean is 0.224, which implies that the sample mean is deviating from the population mean by 0.224. Standard deviation is 3.88, which shows that the scores can deviate from the mean by 3.88. From the table it can be concluded that an average learner has almost 70.9 % optimistic attitude. Figure I given below depicts distribution of scores and normal probability curve.

Figure I Distribution of scores and normal probability curve
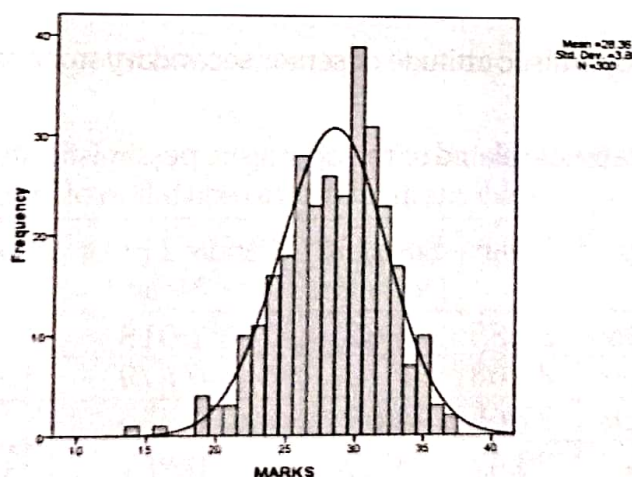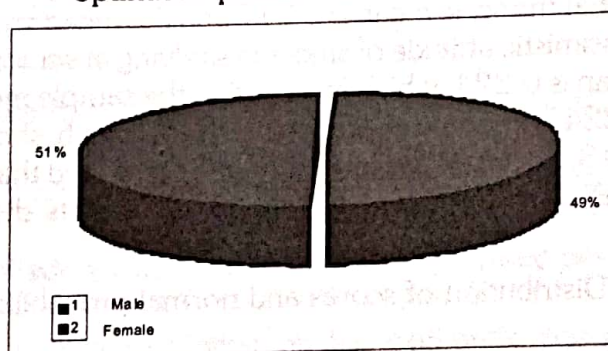

Objective 2- to find out optimistic pessimistic attitude of male and female senior secondary students

Table II: - Descriptive statistics related to the optimistic pessimistic attitude of male and female senior secondary students

Number	Mean	Standard Division	Standard Error of Mean	Median	t	Sig. level
150 male	28.69	4.26	0.348	30	1.403	0.163
150 female	28.02	3.44	0.281	28		

It is clear from the table II that the mean score of male students is 28.69, with s.d. 4.26, standard error of mean 0.384 and median 30. The mean score of female students is 28.02, with standard deviation 3.44, standard error of mean 0.281 and median 28. Although, the mean score of males is higher than their females counterpart by 0.67, which implies that the optimistic pessimistic attitude of male is slightly higher than female. But't' value (1.40) and its significance level show that gender contributes a little as far as optimistic pessimistic attitude of students studying at senior secondary level is concerned. The negligible difference between means is just by chance. Thus, the hypothesis that "There is no impact of gender on the optimistic pessimistic attitude of senior secondary students" is accepted. The figure II given below depicts percentage of mean scores of males and females senior secondary students on optimistic pessimistic attitude scale.

Figure II: - Distribution of mean scores of male and female senior secondary students on optimistic pessimistic attitude scale

Objective 3- to find out optimistic attitude of senior secondary students in relation to education of father

Table III: - Descriptive statistics related to the optimistic pessimistic attitude of senior secondary students in relation to education of father

Number	Category	Mean	Standard Deviation	Standard Error of Mean	Median	F	Sig. level
13	No Education	27.85	3.67	1.018	28		
22	High School	27.68	4.12	0.879	29		
37	Intermediate	27.65	4.05	0.666	28		
87	Graduate	28.47	3.61	0.387	29	0.714	0.583
141	Highly Education	28.62	3.98	0.336	28		

It is clear from the table III that the mean score of those students whose fathers are illiterate is 27.85, with standard deviation 3.67, standard error of mean 1.018 and median 28. The mean score of those students whose fathers have education up to high school level is 27.68, with standard deviation 4.12, standard error of mean 0.879 and median 29. The mean score of those students whose fathers have education up to intermediate level is 27.65, with standard deviation 4.05, standard error of mean 0.666 and median 28. The mean score of those students whose fathers have education up to graduate level is 28.47, with standard deviation 3.61, standard error of mean 0.387 and median 29. The mean score of those students whose fathers are highly educated is 28.62, with standard deviation 3.98, standard error of mean 0.336 and median 29. Although there is a little bit difference in the mean values but the 'f' value (0.714) is not significant at the required level of significance, therefore, it can be concluded that fathers' education level contributes a little as far as optimistic pessimistic attitude of students studying at senior secondary level is concerned. Thus, the hypothesis that "There is no impact of education of father on the optimistic pessimistic attitude of senior secondary students" is accepted. The figure III given below clearly depicts distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to education of father.

Figure III: - Distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to education of father
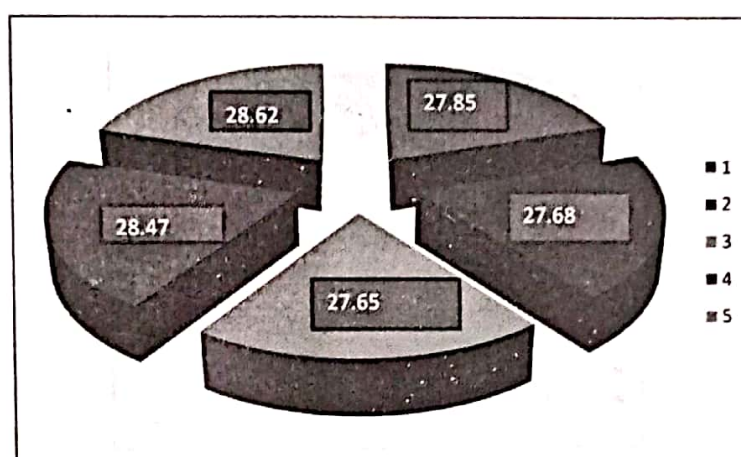

Objective 4- to find out the optimistic attitude of senior secondary students in relation to education of mother

Table IV: - Descriptive statistics related to the optimistic pessimistic attitude of senior secondary students in relation to education of mother

Number	Category	Mean	Standard Deviation	Standard Error of Mean	Median	F	Sig. level
30	No Education	28.33	3.79	0.692	29		
49	High School	27.67	3.94	0.563	27		
58	Intermediate	27.91	3.61	0.475	28		
103	Graduate	28.52	4.07	0.401	29		
60	Highly Education	29.07	3.76	0.486	30	1.121	0.347

It is clear from the table IV that the mean score of those students whose mothers are illiterate is 28.33, with standard deviation 3.79, standard error of mean 0.692 and median 29. The mean score of those students whose mothers have education up to high school level is 27.67, with standard deviation 3.94, standard error of mean 0.563 and median 27. The mean score of those students whose mothers have education up to intermediate level is 27.91, with standard deviation 3.61, standard error of mean 0.475 and median 28. The mean score of those students whose mothers have education up to graduate level is 28.52, with standard deviation 4.07, standard error of mean 0.401 and median 29. The mean score of those students whose mothers are highly educated is 29.07, with standard deviation 3.76, standard error of mean 0.486 and median 30. Although there is a little bit difference in the mean values but the 'f' value (1.121) is not significant at the required level, therefore, it can be concluded that mothers' education contributes a little as far as optimistic pessimistic attitude of students studying at senior secondary level is concerned. Thus, the hypothesis that "There is no impact of education of mother on the optimistic pessimistic attitude of senior secondary students" is accepted. The figure IV given below clearly depicts distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to education of mother.

Figure IV: - Distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to education of mother
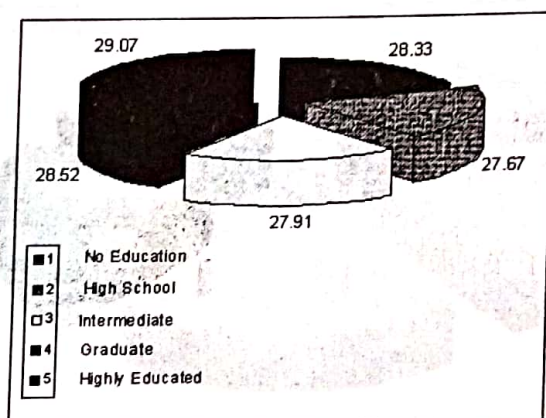

Objective 5-to find out the optimistic pessimistic attitude of senior secondary students in relation to place of living

Table V: - Descriptive statistics related to the optimistic pessimistic attitude of senior secondary students in relation to place of living

Number	Category	Mean	Standard Deviation	Standard Error of Mean	Median	F	Sig. level
63	Rural	28.14	4.32	0.545	29		
237	Urban	28.41	3.75	0.244	29	0.242	0.623

It is clear from the table that the mean score of students belonging to rural area is 28.14; with standard deviation 4.32, standard error of mean 0.545 and median 29. The mean of students belonging to urban area is 28.41, with standard deviation 3.75, standard error of mean 0.244 and median 29. But the 'f' value ($p < 0.242$) is not significant, therefore, it can be concluded that place of living contributes a little as far as optimistic pessimistic attitude of students

studying at senior secondary level is concerned. Thus, the hypothesis that "There is no impact of place of living on the optimistic pessimistic attitude of senior secondary students" is accepted. The figure IV given below clearly depicts distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to place of living.

Figure V: - distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to place of living

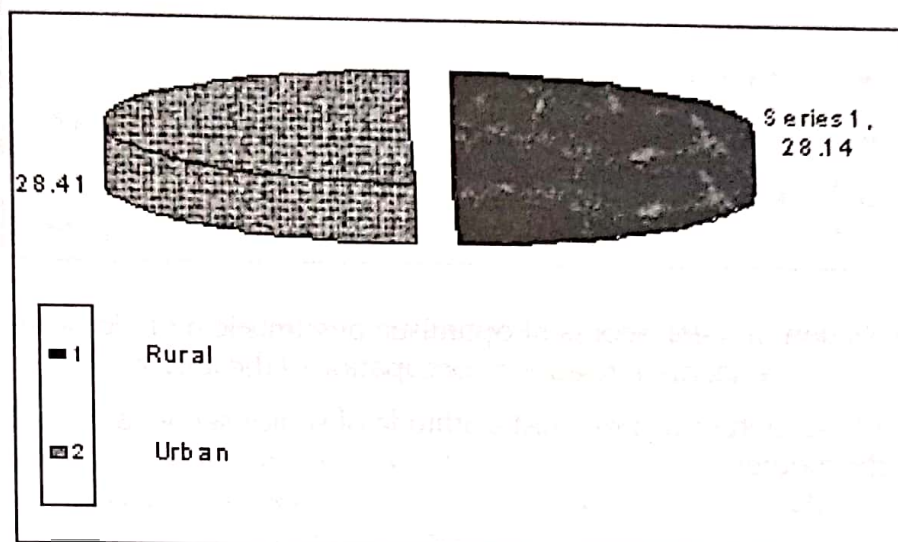Objective 6- to find out the optimistic pessimistic attitude of senior secondary students in relation to occupation of the father

Table VI: - Descriptive statistics related to the optimistic pessimistic attitude of senior secondary students in relation to occupation of the father

Number	Category	Mean	Standard Deviation	Standard Error of Mean	Median	F	Sig. level
185	Service	28.59	3.78	0.279	29		
102	Business	28.13	4.01	0.398	28	1.5	0.225
13	No occupation	26.85	3.91	1.085	26		

It is clear from the table that the mean score of those students whose fathers' are in service is 28.59, with standard deviation 3.78 standard error of mean 0.279 and median 29. The mean score of those students whose fathers' are in business is 28.13, with standard deviation 4.01, standard error of mean 0.398 and median 28. The mean score of those students whose fathers' have no occupation is 26.85, with standard deviation 3.91, standard error of mean 1.085 and median 26. But the 'f' value $(p < 1.5)$ is not significant, therefore, it can be concluded that occupation of father contributes a little as far as optimistic pessimistic attitude of students studying at senior secondary level is concerned. Thus the hypothesis that "There is no impact of occupation of father on the optimistic pessimistic attitude of senior secondary students" is accepted. The figure VI given below clearly depicts distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to occupation of the father.

Figure VI: - Distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to occupation of the father

Objective 7- to find out optimistic pessimistic attitude of senior secondary students in relation to occupation of the mother

Table VII: - Descriptive statistics related to the optimistic pessimistic attitude of senior secondary students in relation to occupation of the mother

Number	Category	Mean	Standard Deviation	Standard Error of Mean	Median	F	Sig. level
49	Service	29.55	3.54	0.507	30	5.636	0.018*
251	No occupation	28.12	3.90	0.247	28		

*Value significant at .05 level

It is clear from the table VII that mean score of those students whose mothers' are in service is 29.55, with standard deviation 3.54, standard error of mean 0.507 and median 30. The mean score of those students whose mothers' have no occupation is 28.12, with standard deviation 3.90, standard error of mean 0.247 and median 28. In the families of the subjects selected for study, no woman was found business oriented, therefore, this variable has only two sub-sections. The obtained f value is significant at 0.05 level. It shows that mothers' occupation has significant impact on optimistic pessimistic attitude of senior secondary students. Thus, the hypothesis that "There is no impact of occupation of mother on the optimistic pessimistic attitude of senior secondary students" is rejected. The figure VII given below clearly depicts distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to occupation of the mother.
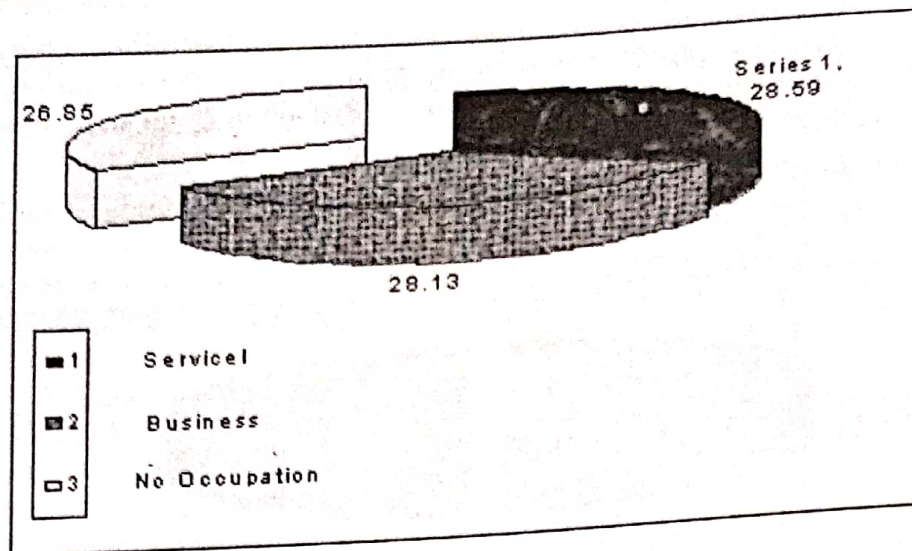
Figure VII: - Distribution of mean scores of optimistic pessimistic attitude of senior secondary students in relation to occupation of the mother

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28.12
                                                        Series1,
                                                         29.55

        ■1    Service

        ▣2    No Occupation
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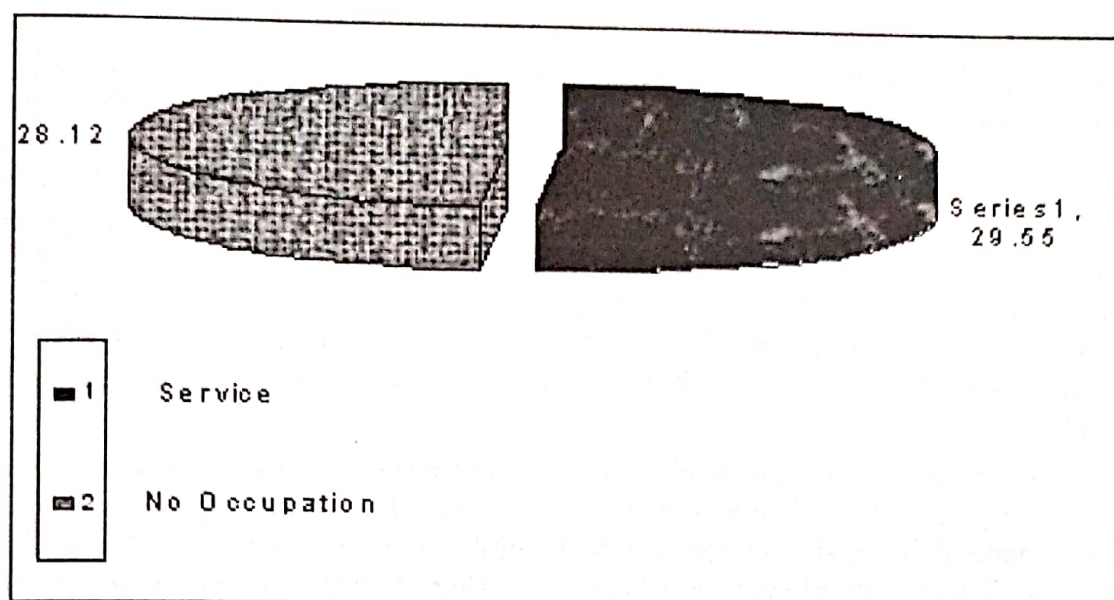
Results:

The present study has resulted in a number of conclusions in relation to optimistic- pessimistic attitude of senior secondary students. The optimistic pessimistic attitude of male students has been found higher than their female counterparts, which implies that the optimistic pessimistic attitude of male is higher than female. But, the 't' value shows that gender contributes a little as far as optimistic pessimistic attitude of senior secondary students is concerned.

It has been found that the educational level of father has non - significant effect on the optimistic pessimistic attitude of senior secondary students. Therefore, it can be safely concluded that educational level of father contributes a little as far as optimistic pessimistic attitude of senior secondary students is concerned.

It has been found that the educational level of mother has non - significant effect on the optimistic pessimistic attitude of senior secondary students. Therefore, it can be safely concluded that mother's education contributes a little as far as optimistic pessimistic attitude of senior secondary students is concerned.

It has been found that the place of living has non - significant effect on the optimistic pessimistic attitude of senior secondary students. Therefore, it can be safely concluded that place of living contributes a little as far as optimistic pessimistic attitude of senior secondary students is concerned.

It has been found that the occupation of the father has non - significant effect on the optimistic pessimistic attitude of senior secondary students. Therefore, it can be safely concluded that occupation of the father contributes a little as far as optimistic pessimistic attitude of senior secondary students is concerned.

It has been found that the occupation of the mother has significant effect on the optimistic pessimistic attitude of senior secondary students. Therefore, it can be safely concluded that occupation of the mother contributes a lot as far as optimistic pessimistic attitude of senior secondary students is concerned.

Discussion

The overall view of the study has revealed non - significant effect of gender, parental education, and place of living and occupational level of parents on optimistic pessimistic attitude of senior secondary students. However, occupation of mother has significant impact on optimistic pessimistic attitude of senior secondary students. This finding can't be attributed to chance factor. Although, other demographic variables have no impact on optimistic- pessimistic attitude but occupation of mother contributes significantly. Working mothers generally have a strong sense of self-concept. Their life shows that they have achieved something in their lives, in spite of all the responsibilities. The same attitude they try to develop in their children. Problems may be more or less but we should not shake our self- concept and always look at the brighter side of things.

The findings of the study have far reaching utility for teachers and parents. A teacher should help the learners to be self motivated and optimistic in life. Students' perception towards failure needs to be changed. They should treat failure as reinforcing and beneficial to them. Teachers should help students to experience success and use failure to improve and move on, and look for the bright side of things.

The findings of the study may provide a helping hand to parents, so that they may try to develop optimistic attitude in their children. One of the best things the parents give their children is a healthy attitude of living. They should equip their children to handle difficulties and challenges in life in a best possible way. Parents should help their children to become an optimist and look on the bright side of life, as it is a first step towards preparing their children for a strong future.

On the ladder of life an optimistic person regards failures in life only as a yardstick to know where we have been wrong. So next step is to avoid those failures and move ahead. Optimism may bring constructive changes in his life, and may enable him to do the best he can. It enables him to look on the bright side of life and help him to get on the top of challenges and manage life's difficulties. The present study proves that optimistic pessimistic attitude is a personality variable and least affected by demographic concerns.

The positive attitude is very important to make the person happy and also the people around. Through an adaptive management of personal goals and development and by using active coping tactics, optimists are significantly more successful than pessimists in aversive events and when important life-goals are impaired.

The present study has been conducted in relation to only a few demographic variables. Future studies may investigate other demographic and personality variables. Since, optimism is a construct, which is very much necessary for healthy survival in the environment, it is necessary that people should be made aware about their approaches to various aspects of life. Problems are part and parcel of life but with optimistic outlook, we can face them with enthusiasm and make the life more purposeful, comfortable and worth-living.

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USE OF TECHNOLOGY IN TEACHING ENVIRONMENTAL EDUCATION

Mr. Dhondge Vinay D*

Introduction

The presence of computer technology in schools has increased dramatically and predictions are that this trend will continue to accelerate. Technology usage in the classrooms motivates students and teachers – increases productivity and facilitates instruction. When used with effective instruction practice, technology facilitates learning so that the students may learn the content area to a deeper level. Technology is used to provide opportunities for students to apply knowledge in real world contexts and engage in active participation, exploration and research.

Environmental Education has been percolated to all aspects of education including primary, secondary and tertiary education through formal and informal systems of education.

The Perspective

Environment Education has assumed great importance in recent years since the life on this planet depends, to a large measure, on our response to emerging problems related to the environment. The Supreme Court had to direct UGC (1991) to prescribe courses on environment at all levels of higher education and the NCERT (2003) to prepare a model syllabus for environment education. It subsequently, directs all the state governments to implement environment education at all stages of education. This is surprising because if we study our Indian cultural and social history, we would find that environment education is intrinsically built into our social life.

Technology in teaching/ learning

A major paradigm shift in instructional methods is seen to reflect the challenges present in today's society. For a student to be competitive in a global market, we can no longer rely simply on traditional educational strategies. To meet these demands, one must supplement and replace traditional methods of instruction with innovative educational experiences. Some strategies include cooperative, discovery and inquiry learning activities; however, to facilitate these methods, schools must implement technology in the learning environment. Technology should be used as a tool to enhance a child's educational experience by creating a variety of methods to meet special needs, teach children how to manage information, and allow for opportunities to develop higher level thinking skills.

Technology offers great scope for teachers and students to work in innovative and interesting ways. Many websites offer content, assignments, practice modules, learning objects and projects in various subjects across all grades. Many teachers have blogs for their classes where the teachers and students post daily entries.

Taking into consideration of above discussion, the researcher decided to develop the support programme with the help of computer (ICT). For this, the researcher selected standard IX Environmental Education of Marathi medium .To study this subject the researcher framed following objectives.

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Objectives

1. To develop a support programme to teach Environment Education for standard IX.(Unit one)
2. To study the efficacy of the support programme developed by the researcher.

Methodology: This is an experimental study. The design used is explained here. Post Test Only, Equivalent-Groups Design:

As depicted in figure 1, in this design there are two groups, one experimental and the other control. The experimental group experiences treatment while the control group does not. The use of control group takes care of history and maturation. Group assignment is made on the random basis, which controls selection and mortality. Before teaching a particular unit it wasn't possible to administer pre-test. Hence this design was most appropriate for this subject. Pretest is not administered so the interactions between testing and treatment are controlled. Thus many threats to validity are controlled in this design.

The post-test only, Equivalent -Groups Design used for the study:

$$R \quad X \quad O1$$
$$R \quad C \quad O2$$

R: Random assignment of subject to groups.
X: Exposure of a group to an experimental variable.
C: Exposure of a group to the control condition.
O: Observation or test administered.

(Figure 1)

Considering all the merits of post test only equivalent groups design, the researcher decided to select the same for his study.

Development of a Support Programme (Tool) : Related to objective 1.
The major steps involved in the programme development were as follows:

1. The content was analysed: The abstract concepts like biomes, niche, tropic level, energy pyramid, bio-geo-chemical cycle, bio accumulation, bio-magnification genetic diversity, species diversity ecosystem diversity are present in the content.
2. The Intel Teach to Future programme was referred to develop the lesson plans.
3. The unit wise scripts were given to the expert to develop the software. To develop the support programme the following storey board was developed.

Table 1
Storey Board

1. Understanding Ecosystems.				
Frame No.	Content (text/ Amination/clip Graphics)	Test/Time	Audio	Design

(Here the table is not given with contents because it is in Marathi language.)

4. The script was worked upon and the required software was developed. (Support Programme).

Table 2
FEATURES UTILISED FOR DEVELOPMENT OF SUPPORT PROGRAMME

S.No.	Name of the Chapter	FEARURES							
		Pictures	Charts	Diagrams	Animations	Clips	Test	Sound	Morphing
1	Understanding Ecosystems	35	1	8	12	2	Yes	Yes	5
1.1	Concept of Ecosystem	16	-	-	9	-	Yes	Yes	1
1.2	Energy Flow	10	-	3	2	-	Yes	Yes	1
1.3	Energy Pyramid	6	-	4	1	-	Yes	Yes	1
1.4	Biodiversity	3	1	1	-	1	Yes	Yes	2

5. With the help of the experienced teachers who are teaching Environment education, the researcher suggested corrections to the software developer.
6. The time table was prepared to conduct the experiment.

The multimedia programme has been developed in Macromedia Flash version 1.5. It provides multimedia platform to attract the senses of the learner for easy and happy learning. All the learning modules were arranged based on the psychological principles of learning i. e. proceeding from easy to difficult, simple to complex and from known to unknown.

Tools Developed

The tools developed by the researcher for the collection of data are –

1. Support Programme: already discussed.

2. The Achievement tests of selected unit was prepared according to 'objectives' and 'content' and 'type of question' dimentions. Then blue prints of tests were prepared.

Sample

One school named English School, Vaduth, Dist. Satara, Maharashtra was selected

randomly. From class IX 38 students were selected. They were distributed in two groups. (Nineteen students in each group). These two groups were made equivalent. For experimental group the support programme developed was used. The control group C was taught through lecture method.

After the treatment of each unit, a post test i.e. achievement test in Environment Education on respective sub unit was administered and the relative effectiveness was determined.

Hypothesis

The following main hypothesis was formulated and tested keeping in view the objectives of the study.

The Support Programme on Environment Education will be effective for achievement of students of IX standard.

This research hypothesis was transformed in the following **null hypotheses.**

H 0 : There is no significant difference in the mean achievement of the students from experimental and control groups after the implementation Support Programme prepared for Unit One- Understanding Ecosystems.

The data collected after evaluating test of each student teacher from experimental and control groups after the implementation SP were analyzed. Means, SDs, and t-value of the scores are calculated.

TABLE 1

THE SUMMARY TABLE OF MEANS, STANDARD DEVIATIONS AND T-VALUE OF BOTH THE GROUPS IN THE ACHIEVEMNET TEST ON UNIT ONE- UNDERSTANDING ECOSYSTEMS

Sr. No.	Groups	No. of Students	Means	S.D.	t. value	Remarks
1	Control	19	10.58	1.76	3.95	Significant at .01 level
2	Experimental	19	13.00	2.19		
	Average Mean		11.79			

Required t-value for the df =36 is 2.70 at 0.01 level
And 2.02 at 0.05 level

Observations and Interpretations

1.   Mean of control group is 10.58

Scanned with CamScanner

2. Mean of experimental group is 13.00
3. The mean difference is 2.42
4. Average mean of both the groups is 11.79
5. The S.D.s are 1.76 and 2.19 respectively for control and experimental groups.
In order to test whether these differences are significant or not i.e. to test H0, t-test was used.
6. The calculated t-value is 3.95 which is significant at 0.01 the level.
Hence, Hypothesis H 0 is rejected.

Findings

From the above observations and interpretations, it is found that-

1. There is positive effect of Support Programme (Unit One- Understanding Ecosystems) on experimental group as far as achievement of students in unit one is concerned.
2. The Support programme developed with the help of attractive pictures, diagrames and animations helped the students to crystalise the thoughts and concepts to the topic.
3. The text and sound together with the clips in the support programme developed the clear ideas about the abstract concepts like biomes, niche, tropic level, energy pyramid, bio-geo-chemical cycle, bio accumulation, bio-magnification genetic diversity, species diversity etc., which in turn increased the performance of the experimental group as compared to control group.

The performance of experimental and control groups after the use of Support Programme for unit one is shown graphically in figure 2.

Figure 2

Performance of Control and Experimental groups after Implementation of SP for Understanding Ecosystems (ESV)
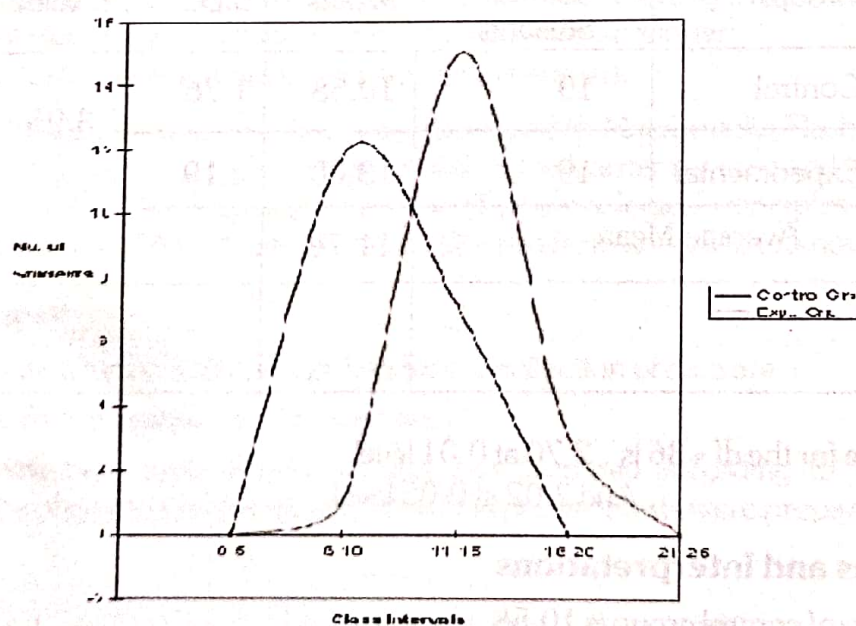
Observations and Interpretation

1. From the observations of the figure 2 , the curve of experimental group is peaked.
2. The curve of group C is also more or less normal with slight positive skewness.
3. The normality of curve of group E indicates that the equal numbers of scores are spread at low end and high end from the mid-point.
4. The positive skewness of the control group indicates that group has more low achievers than the high achievers.
5. The spread of scores of group C is from 0 to 20. (S.D. =1.76)
6. The spread of scores of group E is from 0 to 20. (S.D. =2.19)
7. Mean of group C is 11.
   Mean of group E is 14.

Findings

1. Support Programme has created a difference in achievement of students for unit One- Understanding Ecosystems.
2. It is due to incorporation of attractive pictures downloaded from websites, combination of pictures with animated clips developed the performance better.
3. The abstract concepts like biomes, niche, tropic level, energy pyramid, bio-geo-chemical cycle, bio accumulation, bio-magnification genetic diversity, species diversity ecosystem diversity were understood easily due to the Multimedia programme developed.

This study was repeated for the rest of the units as well, but due to lack of space only one hypothesis is discussed here.

Significance Of The Study

It is a generally accepted fact that although there has been substantial quantitative growth of education in India, there is much to be desired as regards its quality. The spread of computer technology in India has opened up entirely new possibilities. With declining prices, computers have come within the reach of middle-class families. Because of its futuristic appeal, parents want to explore their children to computers as early as possible. This presents an opportunity to offer students a product that will make them friendly with the computer and, at the same time, will enhance their academic growth by quality inputs.

For the first time in the curriculum this subject i.e. Environmental Education is introduced, so it was necessary to critically study the textbook. To guide the secondary school teachers on a right path as far as teaching of Environmental Education is concerned, the researcher developed a support programme i.e. CAI package. The studies of this type have been rarely undertaken in this geographical area.

This study is useful to secondary teachers who are teaching Environment Education. At the same time, this study is also useful to students in standard IX. This study is useful to Maharashtra State Board of Secondary and Higher Secondary Education, Pune.

This study will also prove helpful to student teachers during their training programme to teach Environment Education with the help of computers. As now a day ICT has become one of the compulsory subjects in the teacher training institutes.

Conclusions

Support Programme has created a difference in achievement of students for UNIT one i.e. Understanding Ecosystems.. It is due to incorporation of attractive pictures downloaded from websites, combination of pictures with animated clips concentrated attention that caused retention of concepts and memorization was easier which developed the performance better.

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THE STUDY OF USE AND AWARENESS OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) BY TEACHER EDUCATORS

*Surya Narayan Gupta**

Information and communication technology is known globally by its acronym 'ICT'. In this age of globalization, ICT has become a very powerful tool to enhance the knowledge and skills of the students to meet the international demands. The face of classroom is changing rapidly and now the pressure is on teachers to deal effectively with these changes. With the emerging new technologies, the teaching profession is evolving from an emphasis on teacher- centred, lecture-based instruction to student-centred, interactive learning environments.

For a full benefit of learning, it is essential that both pre-service and in-service teachers are able to effectively use these new tools for learning. So teacher educators have the critical role to provide necessary knowledge to pre-service teacher about the different ICT tools. This study has focussed on the use and awareness of teacher educators towards ICT. Descriptive survey method was used for gathering data. A self prepared questionnaire related to use and awareness of ICT tools was used. The sample consisted of 100 teacher educators from government aided and self- financed B.Ed. colleges associated and affiliated to University of Lucknow. The findings reveal that there is wide difference between the awareness and use of ICT tools by teacher educators of government aided and self-financed B.Ed. colleges.

Introduction

Information and communication technology (ICT) is the modern science of assembling, enhancing, influencing, processing and communicating desired types of information in a specific environment. In the present system of education, ICT is used for communication between students and teachers, in which different communication devices (computer, internet, laptops) are being used to create variety of learning environments. ICT has become a vital source in the field of education and has started revolutionizing the process of teaching and learning. Now classroom has enthused from the days of chalk and talk to the use of overhead projectors and multimedia presentation techniques by using different software. Multimedia can be interpreted as a combination of data carriers, for example video, CD-ROM, floppy disc and internet and software in which the possibility for an interactive approach is offered.

Information and Communication Technologies have brought new possibilities into the classroom, at the same time; they have placed more demands on teachers. Information and Communication Technology exemplified by the internet and interactive multimedia are obviously of great significance for teachers. It needs to be effectively integrated into the formal classroom teaching and learning conditions. The integration of ICTs in teaching in general and teacher education in particular is the need of the day. Its adequate recognition and fulfilment of relevant needs is crucial for integration and effective utilization for quality education programs. The use of ICTs can make substantial changes both for teaching and training mainly in two

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ways. Firstly, the rich representation of information changes learner's perception and understanding of the context. Secondly' the vast distribution and easy access to information can change relationship between teachers and learners. ICTs can also provide powerful support for educational innovations.

Information and Communication Technology (ICT) is facilitating the development of new methods of teaching and learning. There is no doubt that ICT can play an important role in transforming teaching and learning.

In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. But ICTs are more than just these technologies: older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools. For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. The use of computers and the Internet is still in its infancy in developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access.

Purpose of the Study

Higher education in 20th century will find it difficult to survive without creating space for diversity within the curriculum as well as student and faculty bodies. The role of faculty will change from being an information provider to becoming a mentor, facilitator and co- learner. There was a time when the world was big and slow in changing. Today the world is small and quick in wearing a new grab. The boundaries and the barrier among the nations have vanished. The whole world has shrunk into small village and the process of globalization has brought people to one another and as such the challenges of life have multiplied. A student is no longer a citizen of his own land. He is a world citizen so he has to be taught, trained and developed from larger perspective of globalization.

Educational system all round the world is under increasing pressure to use the information and communication technology (ICT) to teach students the knowledge and skills they need in the 20th Century. The 1998 UNESCO world education report, **teachers and teaching in changing world,** describes the radical implication information and communication technologies have for conventional teaching and learning. It predicts the transformation of teaching learning process and way teacher and learners gain access to knowledge and information.

Interestingly, the deployment of ICT has grown not just in the more advanced countries but also in the developing countries. Thus it is for these reasons that governments around the world are focusing on strategies to qualitatively improve the higher education system.

The UNESCO (2002) DOCUMENT "Information and Communication technologies in Teacher Education." A Planning Guides "states the importance of ICT in teacher education as follows: "With the emerging new technologies , the teaching profession is evolving from an emphasis on teacher–centred , lecture based instruction to student–centred, interactive learning environment .Designing and implementing successful ICT- enabled teacher

education programmes is the key to fundamental , wide ranging educational reforms . Teacher education institutions may either assume a leadership role in the transformation of education or felt behind in the swine rapid technologies change. For education to reap the full benefits of ICT in learning, it is essential that pre-service and in-service teachers have basic ICT skill and competencies.

There are number of reasons why it is imperative for the teaching community to adapt new technologies. The need of introducing new method has gained new urgencies in teacher training. There is urgent need to provide students with the latest skills in the era of rapid technological transformation and innovation.

Background of the problem

It has to be organized a number of ICT Orientation Camps to train teacher educators in the use of ICT in teacher training and has developed and distributed a set of CD-ROMS to teacher training institutes free of cost. The National Assessment and Accreditation Council (NAAC) also treat ICT as one of criteria for grading of the teacher training institutions. Thus, it becomes imperative to make teacher educators conversant with the ICT – related Innovations in Teacher Education.

ICT alone cannot optimize the teaching training processes. What determines the benefits of using ICT is how it is incorporated in the teaching learning process. Since it is ideally the teacher who creates the environment in the classroom, it follows that the teacher should be :

- Aware of ICT resources that can be used to enhance learning amongst students
- Aware of innovations in the field of technology
- Comfortable in using the resources
- Able to evolve as the resource evolve
- Able to instill an appropriate comfort level in the students
- Able to assess students' learning in ICT –supported environments.

There is no doubt in the fact that ICT needs to be integrated in teacher education . Teacher education ought to address both using ICT in the teaching –learning process and conducting the teaching learning process using ICT. In other words, both an understanding of ICT as well as pedagogical use of ICT need to be included. ICT provides many opportunities to move easily and use variety of pedagogies. As a tool, ICT can support didactic or facilitative approaches, interact and collaborate across time and distance. ICT enables interaction with students over physical distances. It enables access to on-line libraries, journals and research to enable individual learning. Didactic software/ course and intelligent tutoring systems can dramatically reduce the cost of teaching and learning. It enables delivery of information or communication with a mass of students in quite individual ways, opens up the possibility of tailoring pedagogy to the needs of teachers or students in time and place without the limitations imposed by peer groups.

Information and communication technology has become a very important part of the teaching- learning. Its need is now felt in each section of the higher education. There is growing concern that despite having grown up with computers and the internet, today's higher education teachers lack the preparation required to effective use of ICT in teaching situation. The knowledge of ICT is very necessary for the teacher especially for teacher educators who

have to teach B.Ed. students as they are going to teach in secondary schools. A technologically well prepared teacher educator can better support and nurture ICT skill growth in B.Ed. students. In order to support this process, teacher educators must model ICT integration in themselves. There is availability of ICT instruments in B.Ed. colleges but teachers are not using these materials during classroom teaching.

Objectives

- To study the awareness and use of ICT by teacher educators during teaching in government aided and self-financed B.Ed. colleges.
- To study the extent of awareness and use of ICT by teacher educators during teaching in government aided and self-financed B.Ed. colleges
- To observe the awareness of teacher educators for ICT in terms of gender, age, and teaching experience in government aided and self-financed B.Ed. colleges.

Definition of The Key Terms

Information And Communication Technology (ICT) : It is an umbrella term that covers all advanced technologies in manipulating and communicating information.

Awareness : It means familiarity of teachers with ICT tools and amount of familiarity will be measured by the fact that the teachers have used these technologies or not.

Teacher Educator : Teacher who teaches in B.Ed. colleges having Post graduation in core subjects & M.Ed. degree as minimum qualification

Methodology

The study was a descriptive type and survey method was used to collect the data. The study was conducted in Lucknow city of Uttar Pradesh. All the teacher educators of B.Ed. colleges were population of this study. 100 teacher educators were selected by stratified random sampling technique which includes 60 female and 40 male teachers.

After extensive study of several computer technology related magazines, internet and books and researches, the researcher prepared a questionnaire which consist of 40 objective type questions. Out of them 20 questions were related to awareness of ICT tools and 20 questions were related to use of ICT tools. The questions were related to those tools which are available in the B.Ed. colleges. The collected data was analyzed with the help of percentage.

Result and Discussion

80% teacher educators of government aided colleges have proper knowledge about the most of the ICT tools while 75% teacher educators of self-financed colleges have proper knowledge about the ICT tools. In case of use, hardly 50% teacher educators of government aided colleges have complete knowledge regarding use of these tools and 40% teacher educators of self-financed colleges have complete knowledge regarding use of these tools.

To compare the extent of awareness and use of ICT by teacher educators during teaching in government aided and self-financed B.Ed. colleges following category was used-

CATEGORY	RANGE (% CORRECT RESPONSE)
High awareness and use	80-100
Moderate awareness and use	60-80
Low awareness and use	Below 60

TABLE 1

EXTENT OF AWARENESS OF ICT TOOLS BY TEACHER EDUCATORS (COLLEGES)

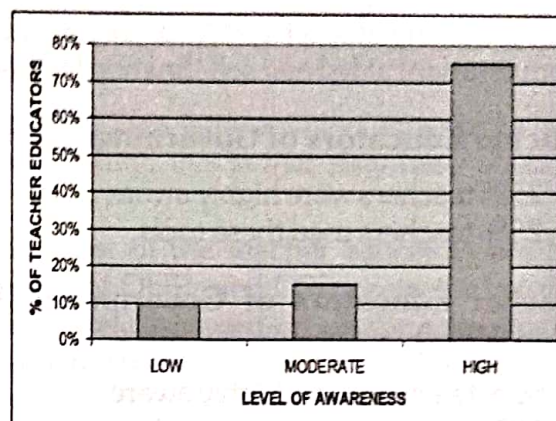|	LOW	MODERATE	HIGH
Government aided	10%	40%	50%
Self – financed	10%	15%	75%
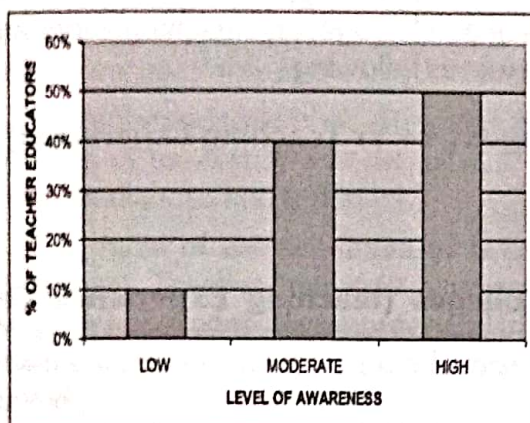
TABLE-2

LEVEL OF USE OF ICT TOOLS BY TEACHER EDUCATORS (GOVERNMENT AIDED COLLEGES)

	LOW	MODERATE	HIGH
Government aided	40%	40%	20%
Self financed	30%	50%	20%

From the above table, it is evident that 50% of teacher educators of government colleges were highly aware about ICT tools. 40% teachers had moderate knowledge and rest 10% had very less knowledge of these tools.

In case of self-financed colleges , 75% teacher were highly aware about the ICT tools, 15% teacher educators were moderately aware and rest 10% had very less knowledge of these tools.

Teacher educators of government aided colleges were very poor in usage. Only 20% teachers used them properly; 40% teachers were average in use and 40% teachers were very poor in usage while teacher educators of self-financed colleges were also poor in usage. Only 20% teacher educators used them properly; 50% teachers were average and 30% were poor in use
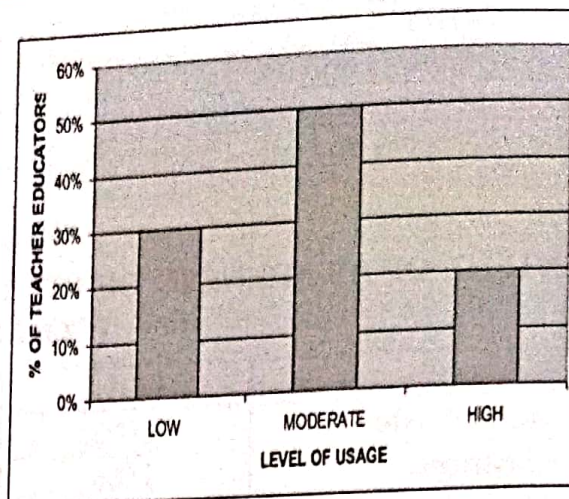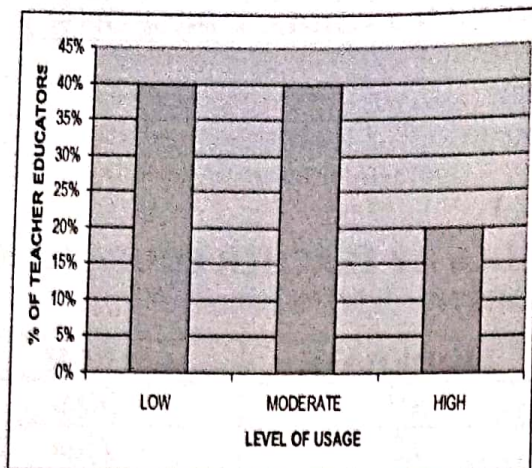
The awareness of teacher educators for ICT in terms of gender, age, and teaching experience in government aided and self- financed B.Ed. colleges was as following-

Teacher Educators of Government Aided Colleges (4+ Yr Teaching Experience)

- 75% teachers were highly aware
- 25% teachers used these tools.

Teacher Educators of Government Aided Colleges (teaching Experience Less Than 4 Yrs)

- 50% teachers were highly aware.
- 10% teachers used these tools.

Teacher Educators of Self Financed Colleges (4+ Yr Teaching Experience)

- 80% teachers were highly aware
- 20% teachers used these tools.

Teacher Educators of Self Financed Colleges (teaching Experience Less Than 4 Yrs)

- 75% teachers were highly aware
- 5% teachers used these tools.

Teacher Educators of Government Aided Colleges

- Male teacher educators were moderately aware but their usage of ICT tools was poor.
- Female teacher educators' awareness was good but their usage of ICT tools was average.

Teacher Educators of Government Aided Colleges

- Teacher educators of more than 40 yrs age were more aware than that of less than 40 yrs.
- Teacher educators of more than 40 yrs age usage was more than that of less than 40 yrs.

Teacher Educators of Self Financed College

- Male teacher educators were moderately aware but their usage of ICT tools was poor.
- Female teacher educators were moderately aware but their usage of ICT tools was average.

Teacher Educators of Self Financed Colleges

- Teacher educators of more than 40 yrs age were more aware than that of less than 40 yrs.
- Teacher educators of more than 40 yrs age were more aware than that of less than 40 yrs.

From the above results, it is clear that there is wide difference between the awareness and use of ICT tools by teacher educators of government aided and self-financed B.Ed. colleges. They have good theoretical knowledge about these tools and very poor in practical knowledge of these tools. This shows that they rarely use these technologies during teaching. There is less difference in the awareness and use of ICT in government aided and self-financed B.Ed. colleges' teachers. Though many tools are available in government aided colleges, but a lot of teachers are unwilling to use them. On the contrary, in the self-financed colleges, either these tools are not available or they are not in proper working condition. No expert teachers are available in these institutions to handle these tools properly.

Teacher educators of 40+ age and having more than 4yrs teaching experience have high level of familiarity and use of ICT. The reason behind this is that they have attended various workshops and seminars.

In most of the self-financed B.Ed. colleges, most of the teacher educators are less experienced. Teacher educators have good knowledge of OHP and LCD projector but they have poor knowledge of computer and Internet. They rarely use word-processor, presentation software during teaching. In this advanced age, most of the teacher educators do not have their email-id.

Studies related to ICT has shown that Information and Communication technology has become indispensable for teachers in current educational system. The ICT enabled teachers are more competent than that the teacher who are technically handicapped.

Educational Implications

There must be adequate awareness among the teacher educators regarding the ICT tools available in their colleges. They must know the use of these tools. Their awareness and use ensure quality of education. The education implications of this study are following-

❖ The present study helps to reveal the knowledge and practical use of ICT by teacher educators of government aided and self-financed colleges. This shows that teachers are interested to know but unwilling to use these tools.

❖ Many teachers have these tools in their colleges but they do not use it. They use computer as a typing machine. So this research identifies those problems, like lack of knowledge and effective skills or training as the basic problem faced by teacher educators.

❖ There is need for in-service training related to these tools because modern society and information changes rapidly, pre-service education is not enough for teacher to keep pace with current trends and maintain high quality of instruction.

❖ There is need of availability of these tools in self financed colleges so that teacher educators can use & improve their practical knowledge.

❖ There is need that knowledge to be updated from time to time so regular workshops should be organized.

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Suggestions For Teachers

❖ Teacher educators should make optimum use of available ICT tools to make their teaching more effective.
❖ Teacher educators should attend seminar, workshop and exhibitions, read ICTs related magazines to upgrade their information.
❖ Teacher educators should work more on word processor, worksheet and presentation software to enhance their practical knowledge.

Suggestions For Policy Makers

❖ Seeing demands of future, the use of ICT tools during teaching should be made compulsory for teacher educators.
❖ In service training of computer should be made compulsory for untrained teacher educators.

Suggestions For Institutions of Higher Education

❖ A professional teacher educator who has knowledge of ICT tools should be appointed.
❖ Proper and adequate tools and internet should be there in colleges.
❖ Proper technology lab for each college should be present to give proper exposure to teacher educators.

Conclusion

The conclusions drawn from the study are:

❖ The awareness towards ICT was found to be high but use of these tool or practical knowledge was found to be low.
❖ They were aware and use traditional tool but they were still lacking in use of computer and internet.
❖ Awareness was seen to be influenced by age and teaching experience.
❖ Awareness and use are influenced by amount of exposure obtained in government aided and self-financed colleges.
❖ Female teachers were more aware and use these tools more than that of male teachers.

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उच्च शिक्षा में शिक्षकों का व्यावसायिक विकास

सुनील कुमार कुशवाहा*

शिक्षा का कार्य मानव का सर्वांगीण विकास करना होता है। शिक्षा सामाजिक सशक्तीकरण का प्रभावशाली माध्यम है, इसलिए माना जाता है कि शिक्षा के द्वारा व्यक्ति में ज्ञान, कौशल, दक्षता एवं क्षमताओं का विकास हो सकता है। शिक्षा का कार्यभार हमारे देश के शिक्षकों पर निर्भर होता है। शिक्षा में गुणात्मक सुधार के लिए शिक्षकों का व्यावसायिक विकास आवश्यक है। व्यावसायिक विकास द्वारा वह विषय-वस्तु के ज्ञान में बढ़ोत्तरी, शिक्षण कौशल एवं दक्षताओं का अर्जन कर सकता है। शिक्षकों हेतु उच्च शिक्षा के महत्व को नहीं नकारा जा सकता क्योंकि उच्च शिक्षा ही सभी तकनीकी अविष्कारों, रोजगार व समग्र विकास का मुख्य स्रोत है। व्यावसायिक विकास हेतु शिक्षकों को व्यावसायिक जर्नल्स पढ़ना, सैमीनार, कार्यशाला एवं सम्मेलनों में उपस्थित होना आवश्यक है। शिक्षकों द्वारा देश-विदेश में चल अपने रहे संबंधित कार्यक्रमों के बारे में जानने का प्रयास किया जाये। उच्च शिक्षा में कनिष्ठ प्रवक्ताओं के लिए व्यावसायिक शिक्षा के कुछ अनुस्थापन कोर्स आवश्यक है और इस उद्देश्य के लिए उपयुक्त व्यवस्था की जानी चाहिए। नव नियुक्त प्रवक्ताओं को संस्थाओं में अपने आपको अनुकूलित करने के लिए कुछ समय दिया जाना चाहिए। बड़े विश्वविद्यालयों अथवा विश्वविद्यालयों के समूहों में स्थायी रूप से एकेडमिक स्टाफ कालेज स्थापित करके ये पाठ्यक्रम व्यवस्थित किए जा सकते हैं। व्यावसायिक विकास हेतु अभिविन्यास पाठ्यक्रम, व्यावसायिक संघों की सक्रिय सदस्यता, विश्वसनीय मार्गदर्शन, सामुदायिक सहभागिता आदि भी आवश्यक है।

प्रस्तावना

हमारा राष्ट्र भारत विविधताओं का देश है। यहाँ पर शिक्षा की गुणवत्ता शिक्षकों के गुणों पर निर्भर करती है। इस कारण राष्ट्र के निर्माण में शिक्षकों की भूमिका बहुत ही महत्वपूर्ण होती है। यदि शिक्षकों का व्यावसायिक विकास होगा तो वे राष्ट्र के निर्माण में अपनी भूमिका निभा पायेंगे। किसी क्षेत्र के सम्पूर्ण विकास के लिये वहाँ के मानव संसाधन का विकास में परिलक्षित होना आवश्यक है।

मानव विकास से आशय मनुष्य की शिक्षा, स्वास्थ्य, सशक्तीकरण, विकल्प व अवसरों की वृद्धि से है। वर्तमान में ज्ञान एवं विकास का माध्यम शिक्षा है। शिक्षा का स्तर मानव विकास के स्तर को परिलक्षित करता है। शिक्षा वास्तविक अर्थों में सत्य की खोज है, यह ज्ञान और प्रकाश की अंतहीन यात्रा है। ऐसी यात्रा मानवतावाद के विकास के लिए ऐसे नए रास्ते खोलती है, जहाँ ईर्ष्या, घृणा, शत्रुता, संकीर्णता और वैमनस्य का कोई स्थान न हो। यह मनुष्य को सम्पूर्ण, श्रेष्ठ, नेक इंसान और विश्व के लिए एक उपयोगी व्यक्ति बनाती है। शिक्षा एक बहुमुखी प्रक्रिया है तथा वर्तमान परिप्रेक्ष्य में किसी राज्य/राष्ट्र व समाज में मानव विकास का पैमाना भी है। अतः उच्च शिक्षा के महत्व को नहीं नकारा जा सकता क्योंकि उच्च शिक्षा ही सभी तकनीकी, अविष्कार, रोजगार व समग्र विकास का मुख्य स्रोत है।[2]

उच्च शिक्षा का शाब्दिक अर्थ है, उच्च या श्रेष्ठ शिक्षा अर्थात् सामान्य स्तर से ऊँची शिक्षा को उच्च शिक्षा माना जाता है। प्रत्येक काल में उच्च शिक्षा का तात्पर्य तथा पाठ्यक्रम भिन्न-भिन्न था। वैदिक काल में प्राथमिक के पश्चात् अर्थात् गुरुकुलीय शिक्षा को उच्च शिक्षा माना जाता था, किन्तु पाठ्यक्रम भिन्न-भिन्न था। वर्तमान में उच्च शिक्षा का आशय महाविद्यालय तथा विश्वविद्यालयी शिक्षा से लगाया जाता है। कला, विज्ञान, विधि, भाषा, साहित्य, वाणिज्य आदि में स्नातक तथा स्नातकोत्तर उपाधियों को उच्च शिक्षा माना जाता है। तकनीकी, चिकित्सा, अभियांत्रिकी, कम्प्यूटर तथा इलेक्ट्रॉनिकी पाठ्यक्रम की स्नातक तथा स्नातकोत्तर स्तर की शिक्षा को व्यावसायिक शिक्षा माना जाता है। ये भी उच्च शिक्षा के अंतर्गत आती हैं क्योंकि इनकी उपाधि देने का कार्य विश्वविद्यालय द्वारा किया जाता है।[7]

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वर्तमान सरकार ने उच्च शिक्षा के सुदृढ़ीकरण की दिशा में सराहनीय प्रयास किये हैं, जिसमें मुख्य व शिक्षण संस्थानों के संरचनात्मक सुधार के साथ-साथ गुणात्मक सुधार पर बल दिये जाने का प्रयास किया जा रहा है। उच्च शिक्षा किसी देश की न केवल आर्थिक व्यवस्था को सुनिश्चित करती है, अपितु वैचारिक, सामाजिक चिंतन व त्वरित विकास का मुख्य कारक होती है। उच्च शिक्षण संस्थानों में शिक्षण के साथ-साथ शोध पर भी ध्यान दिया जाना चाहिये। शोध की प्रवृत्ति समसामयिक होनी चाहिये तथा शोध का योगदान देश की नीति निर्धारण में होना चाहिये। शोध का नीति में योगदान होना चाहिये या नीतिविषयक शोध कार्यों पर अधिक बल दिया जाना चाहिये।

शोध क्षेत्र में सरकार द्वारा किये जा रहे प्रयास सराहनीय हैं परन्तु यू.जी.सी. रेग्यूलेसन, 2009 का केन्द्रीय संस्थानों के साथ राज्य स्तरीय संस्थानों में भी प्रभावी क्रियान्वयन आवश्यक है। शोध के क्षेत्र में महत्वपूर्ण सुधार करने के लिये प्रत्येक विश्वविद्यालय व संस्थान के जनरल व शोध कार्यों को यू.जी.सी. द्वारा निर्मित वेबसाइट पर डाल दिया जाये एवं शोधार्थियों द्वारा प्रकाशित शोधपत्रों को इस वेबसाइट पर डालना अनिवार्य कर दिया जाये जिससे शोध के क्षेत्र में पारदर्शिता लायी जा सके।[5]

व्यवसाय का अर्थ

व्यवसाय जीविकोपार्जन का एक तरीका है। यह एक व्यापक शब्द है।

कार सैन्डर्स ने व्यवसाय को इस प्रकार परिभाषित किया है–''अब व्यवसाय के लिए विशिष्ट बौद्धिक अध्ययन तथा प्रशिक्षण आवश्यक है। इसका मुख्य उद्देश्य कौशल एवं दक्षता प्राप्त करना है, जिसके लिए करवाने वाले को निश्चित वेतन दिया जाता है।''[3]

शब्दकोष के अनुसार–''व्यवसाय वह होता है जिसमें वैज्ञानिक अथवा कलात्मक अधिगम अर्थात शिक्षा दीक्षा की आवश्यकता पड़ती है।''[3]

राष्ट्रीय शिक्षा संगठन के क्षेत्रीय सेवा विभाग ने व्यवसाय के आठ सूत्र प्रस्तुत किये हैं जो निम्न है[3]–

* बौद्धिक स्तर की प्रवृत्तियों का प्रयोग करना।
* विभिन्न प्रकार की योग्यताओं के प्रदर्शन के अवसर।
* व्यवसाय में योग्यताओं के लिए उपयुक्त विशेष तैयारी के अवसर।
* व्यवसाय में क्रमबद्ध रूप से सेवाकाल में उन्नति के अवसर।
* सम्पूर्ण जीवन के लिए एक स्थायी सदस्यता प्रदान करना।
* व्यवसाय द्वारा निर्धारित निजि स्तर।
* व्यक्तिगत लाभ की अपेक्षा सेवा की भावना का अधिक शामिल होना।
* व्यवसायों में दृढ़ व्यवसायी संगठन होना।

व्यवसाय की विशेषताएँ[1]

* सामाजिक प्रतिबद्धता
* व्यावसायिक आचार संहिता
* व्यक्ति या समाज की आवश्यकता पूर्ति से जुड़े होना
* व्यावसायिक संघ का होना
* स्वतंत्र एवं स्व-नियमन
* दीर्घकालीन प्रशिक्षण सेवा

शिक्षण को भी एक व्यवसाय माना गया है।

टी० एम० स्टोनेट के अनुसार–''शिक्षण न केवल एक व्यवसाय है, बल्कि यह सभी व्यवसायों की जननी है। इस दृष्टि से शिक्षण व्यवसाय सभी व्यवसायों में श्रेष्ठ माना जाता है।''[3]

इसलिए कहा गया है कि 'शिक्षण व्यवसाय सब व्यवसायों में उत्तम है, जबकि सबसे दयनीय व्यापार है।'

व्यावसायिक विकास

व्यावसायिक विकास का अर्थ है विषय-वस्तु के ज्ञान में बढ़ोत्तरी, शिक्षण कौशल एवं दक्षताओं का अर्जन, शैक्षिक समस्याओं के समाधान में सूझ उत्पन्न होना।

कोठारी आयोग ने शिक्षकों के व्यावसायिक विकास के लिए निम्न सुझाव दिए[6] –

1. उच्च शिक्षा में कनिष्ठ प्रवक्ताओं के लिए व्यावसायिक शिक्षा के कुछ अनुस्थापन कोर्स आवश्यक हैं और इस उद्देश्य के लिए उपयुक्त व्यवस्था की जानी चाहिए।

2. नव नियुक्त प्रवक्ताओं को संस्थाओं में अपने आपको अनुकूलित करने के लिए कुछ समय दिया जाना चाहिए और अच्छे शिक्षकों के व्याख्यानों में उपस्थित होने एवं उन्हें सुनने के लिए प्रोत्साहित किया जाना चाहिए।

3. प्रत्येक विश्वविद्यालय और जहाँ सम्भव हो, प्रत्येक कालेज में नये शिक्षकों के लिए नियमित अनुस्थापन पाठ्यक्रमों (Orientation Courses) की व्यवस्था की जानी चाहिए।

4. बड़े विश्वविद्यालय अथवा विश्वविद्यालयों के समूहों में स्थायी रूप से एकेडमिक स्टाफ कालेज स्थापित करके ये पाठ्यक्रम व्यवस्थित किए जा सकते हैं।

राष्ट्रीय ज्ञान आयोग ने शिक्षकों के व्यावसायिक विकास के लिए निम्न सुझाव दिए[7] –

1. शिक्षकों को नए शिक्षाशास्त्रीय विकासों पर चर्चा करने के अवसर सुलभ कराए जाने चाहिए। उदाहरण के लिए उन्हें छुट्टियों में कालेजों में प्रयोगशालाओं में परियोजनाएं कार्यान्वित करने के लिए प्रोत्साहित किया जाना चाहिए।

2. कालेजों को इस तरह के कार्यक्रम चलाने के लिए अलग निधियाँ प्रदान की जानी चाहिए। शिक्षकों को उच्च स्तर पर प्रयोग में लाए जाने वाले नए प्रयोगों तथा क्रियाकलापों के लिए अच्छी तरह प्रोत्साहित किया जाना चाहिए।

3. कालेजों में शिक्षण का भार कम किया जाना चाहिए ताकि व्यावसायिक विकास के लिए अवसर प्रदान किया जा सके।

4. सभी कालेजों में अनुसंधान सुविधाओं का प्रावधान होना चाहिए अथवा ऐसी प्रणाली होनी चाहिए जिसके तहत रुचि रखने वाले कालेज अध्यापक निकटस्थ अनुसंधान सुविधाओं का लाभ उठा सकें।

5. पत्रिकाओं तथा इंटरनेट आधारित अधिगम की सुलभता अवश्य उपलब्ध कराई जानी चाहिए।

6. नए संकाय सदस्यों पर अध्यापन का न्यून भार डाला जाना चाहिए और अनुसंधान के लिए प्रारंभिक अनुदान दिया जाना चाहिए। ऐसा किए जाने से वे अपने आपको अपनी पसंद के अनुसंधान क्षेत्र में स्थापित कर सकेंगे।

7. सभी स्तरों पर शैक्षिक स्वतंत्रता में बढ़ोतरी किए जाने की जरूरत है। अध्यापकों को सेवा में बनाए रखने की दृष्टि से शैक्षिक स्वायत्तता महत्वपूर्ण है।

8. अध्यापकों को नए शिक्षाशास्त्रीय साधनों का प्रयोग करने के लिए प्रोत्साहित तथा सामर्थ्यवान बनाया जाना चाहिए। क्लासरूम अधिगम को समकालीन बनाने और इसे और अधिक रोचक बनाने की दृष्टि से नमनशीलता महत्वपूर्ण है।

विश्व-शिक्षक परिषद् ने अपने 21 वें अधिवेशन में अध्यापन वृत्ति को अधिक उन्नत बनाने के लिए निम्न सुझाव दिये[8] –

1. सभी स्तर के शिक्षकों को व्यावसायिक प्रशिक्षण तथा आधुनिकतम ज्ञान दिया जाये।

2. सभी स्तर के शिक्षकों को समान स्तर प्रदान किया जाये।

3. शिक्षक प्रशिक्षणार्थियों को यथार्थ शिक्षण परिस्थितियों के सम्पर्क में रखा जाये।

4. शिक्षकों के व्यावसायिक विकास के लिए समान अवसर प्रदान किये जाये।

5. अपने हितों की रक्षार्थ अध्यापन संघों का गठन किया जाये।

6. शैक्षिक कार्यक्रमों का आयोजन उचित रूप से किया जाये।

7. प्रशासन में शिक्षकों का सहयोग लिया जाये।

श्रद्धाञ्जली

ज्ञान महाविद्यालय के पूर्व प्राचार्य तथा 'ज्ञान भव' की सलाहकार समिति के सदस्य डा० बी०डी० गुप्ता का आकस्मिक निधन 3 मई, 2013 को हो गया है। ईश्वर, दिवंगत आत्मा को शान्ति एवं शोक संतप्त परिवार को सांत्वना प्रदान करें।

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