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# GYAN BHAV JOURNAL OF TEACHER EDUCATION

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## सम्पादकीय

हर स्तर के स्ववित्त पोषित विद्यालय वर्तमान परिस्थितियों में आवश्यक हैं। इस प्रकार के विद्यालयों की उपलब्धि तथा जवाबदेही सरकारी विद्यालयों की तुलना में अधिक है। सरकारी विद्यालयों की अपेक्षा स्ववित्त पोषित विद्यालयों में अतिरिक्त विद्यार्थियों का समायोजन अधिक हो रहा है। निर्बल वर्ग के विद्यार्थी भी स्ववित्त पोषित विद्यालयों में पढ़ रहे हैं क्योंकि देश के अनेक भागों में इसका विकल्प ही नहीं है।

हमारे देश में नौकरीपेशा व्यक्तियों में अध्यापकों का समूह सबसे बड़ा है। आज भी अन्य व्यवसायों की अपेक्षा अध्यापन कार्य सम्मान की दृष्टि से देखा जाता है। वर्तमान में अन्य सेवाओं की तुलना में अधिक व्यक्ति अध्यापन कार्य करने के इच्छुक हैं।

अध्यापकों के जीवन का अपना आदर्श तथा दर्शन होता है। अध्यापक के निजी विश्वास, आदर्श तथा व्यवहार के सिद्धान्तों का विद्यार्थियों के विकास पर महत्वपूर्ण प्रभाव पड़ता है। कक्षा के बच्चों की प्राकृतिक रुचि, व्यवहार, योग्यता तथा बौद्धिक स्तर अलग-अलग होता है, इसलिए उन्हें पढ़ाने के लिए विभिन्न प्रकार के तरीकों की आवश्यकता होती है। अपनी प्रभावशीलता कायम रखने के लिए अध्यापक को अपना ज्ञान अद्यतन करना आवश्यक है।

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## Proliferation of Private Schools : An Analysis

Dr. Savita Kaushal\*

Private schools have grown at a rapid rate in India. *The private sector's role in education has been the subject of much analysis and policy debate in recent years.* The researches indicate that the attendance in these schools is not limited to the non-poor or children in urban areas. However, it may be that many private schools set their quality level to be only modestly higher than the local government schools in order to attract fee-paying students. Even if private schools were no more effective than government aided schools in imparting learning, they would still be several times more cost-effective than government aided schools, simply because their salary costs are much lower. Private schools pay market-clearing wages, taking advantage of educated unemployment that exists in the country. The paper examines the issues related to growth of private schools, student participation and achievement in the light of researches and literature available.

### Introduction :

Private sector is emerging as one of the most dynamic segment of school education at the turn of the 21<sup>st</sup> century. This distinction is linked with the ideology of privatization that is so influential at present and with the worldwide trend towards convenience, service and quality by paying more. It is necessary to ponder about the not only about the underlying reasons but also about the resultant effect of mushrooming of private schools in India at this stage. The popularity of private schools is claimed to be essentially on account of their superior performance and accountability. Further as the growth of private sector is higher than the state sector and private sector is accommodating more number of additional children than the state sector, the private sector is argued to be the most desirable option to expand the education system (Kingdon, 1996).

A large proportion of urban children who attend schools are claimed to be attending private schools and it is growing. The demand for quality education has led to the emergence of a distinct category of schools now called as 'unrecognized schools' (Aggarwal, 2000; NSSO, 1998; Mehta, 2005). The size of the private sector is much larger than the official statistics suggest, as these do not include enrolment of the so-called 'unrecognized schools'. In this background it is necessary to re-assess the role of private sector in education.

### Participation in Private Schools :

Private sector has been criticized as being elitist catering to the needs of only well off and emerging middle classes. Its practices and rituals assume acquaintance with the middle class culture, English and a literate environment among its clientele group. The private schools have been charged with the cementing and further reproducing class divisions in the society. Private schools are found to be practicing exclusiveness through high fees, prior knowledge of English while granting admissions. The lower middle classes, poor and people with rural background who normally do not possess the necessary information on nuances of getting admission in private school besides financial resources are at a disadvantage. However currently these pre-established notions about private schooling are being challenged by a host of researchers (Tooley, 2000). It is argued that private sector is expanding to cater to the needs of lower middle class and poor. The poor are not at a

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disadvantage in benefiting from the expansion of private sector. It is further claimed that a large number of children belonging to poor and below poverty line families do attend the private schools. A large number of children belonging to poor households study in private schools which charge low fees; nearly 30% of villages in India have access to a private school within the village itself (Kremer and Muralidharan, 2006; De et al. 2002). It is now obvious that government alone cannot single headedly satisfy the educational needs. This is partly the reason that has led to the emergence of private schools, across the country. These schools cut across nursery, primary and secondary schools, and more recently have been extended to private universities. Their complementary role in the achievement of the nation's educational objectives can hardly be overemphasized.

Many of these schools widely differ in terms of resources, quality, exclusiveness, etc. and this give rise to a multi-layered system of private schools catering to different clientele groups. On the one hand there are elite private schools whose facilities surpass even five star hotels catering exclusively to the rich and emerging upper middle classes. On the other hand there are schools whose facilities and quality of teaching learning are no different from government schools catering to the poor, slum dwellers, etc. In between several different kinds of private schools exist in urban, semi-urban and rural areas catering to a heterogeneous clientele group. Thus the private schools are a highly heterogeneous catering to different clientele groups. In such a context any straightforward comparison of private and government aided school camouflages the exclusive character and divisive nature of private schools. An appropriate comparison to understand the open/closed nature of private schools ought to be between elite private schools on the one hand and government aided and so called private schools that are non-elite put together on the other. In a study of Delhi schools it was pointed out that the government aided and private division of schools is too simplistic and there is a hierarchy of schools (Bhatia and Seth, 1975). However they have found the hierarchy of schools along the lines of private, government aided and government in a context when private schools are limited and differentiation within the private sector has not yet taken place. The differentiation between elite and non-elite private schools is too important to ignore.

Even after considerable expansion of private sector, access to it is still constrained by income, caste, gender, occupational group, etc. The government aided and private schools are highly segmented along class lines. The poor, girls, S. C., S. T. and other vulnerable groups are highly under-represented in private schools. Similar observations have been made in the field study of Haryana, UP and Rajasthan on private schools (De et al 2002, pp. 5234). This has been described as 'digitization' of government schools (Karan and Pushpendra, 2006). On other hand a substantial proportion of children from non-SC, ST and OBC (other backward castes) background attend private schools. Interestingly this is more pronounced in those states where the private sector has a bigger presence. Further it was noted that though the private sector accommodated more number of all additional children between 1986-87 and 1993-94 in urban areas, but the same cannot be said to be true in case of SCs and STs (Tilak and Sudarshan, 2001, pp. 14). It is clear from these observations that any expansion of private sector does not necessarily benefit the poor. Further the clientele group of private and government aided schools distinctly different on a range of variables like household income, caste and to a lesser extent on educational and occupational background of parents (Tilak and Sudarshan, 2001, pp. 17-21). The blurring of differences along educational and occupational background of parents may be a reflection of raising aspirations of parents to educate their children, that too in a private school that is often considered to improve the future prospects. Further the studies on the determinants of private schooling have also found the same variables like household income, caste, educational levels of parents, occupation of head of household, etc., to be significant (Tilak and Sudarshan, 2001). Though their study refers to rural areas, it is unlikely that the results

would radically differ in urban areas. The segmentation of children by private and government aided schooling on the basis of class may be much stronger in urban areas. Using PROBE data from five north Indian states, Pal (2010)<sup>1</sup> found that private schools are more likely to be present in villages with better off households and better infrastructural facilities, while the effect of private school growth on government school pass rates remains insignificant.

Though the clientele group of private and government aided schools segregated along class lines, it is undeniable that many children from poor backgrounds do attend private schools for a variety of reasons (Noronha et al, 2005). Many attribute it to lack of schooling facilities, dysfunctional schooling in terms of regularity of teacher, absence of teaching learning activities, poor infrastructural facilities, pupil teacher ratio. It has been claimed that teaching learning activities seldom takes place in state schools. On the other hand the private schools claimed to be full of classroom activity (PROBE 1999) Further it was also claimed that private schools have much better physical infrastructural facilities, favorable pupil teacher ratio, superior learning outcomes (Tooley, 2005). Others have challenged this description of emerging private schools that are claimed to be serving the poor.

### **Student Achievement in Private Schools :**

Student learning is influenced by many factors, including: students' skills, expectations, motivation; family resources, attitudes and support; peer group skills, attitudes and behavior; school organization, resources and climate; curriculum structure and content; and teacher skills, knowledge, attitudes and practices. Schools and classrooms are complex, dynamic environments, and identifying the effects of these varied factors, and how they influence and relate to each other for different types of students and different types of learning has been, and continues to be, a major focus of educational research.

The Private schools are much more achievement-oriented as they have to show that they are better than other schools so as to increase their acceptance and marketability. Therefore the teachers have to focus a lot on getting good achievement i.e. making the private school sell with credibility. It has been established by research that teachers influence students' motivation through provision of experiences and communication of beliefs and expectancies (Green.S.K, 2002). Teacher expectation is a powerful tool (Good & Brophy, 2000, p.109) in the hands of teachers, which they can use effectively to shape their students' future achievements. High teachers' expectations produce high students' achievements and low expectations produce low achievements (Capel, Leask & Turner, 1995; Sadker & Sadker, 1988; Brookover et al., 1982).

Student teacher interaction is also important in this regard. Teachers can motivate their students by boosting their self-perception, which is imperative to perform better (Lindsay & Dockrell, 2000). Researchers (e.g. Leondari & Kiosseoglou, 1998)<sup>2</sup> have attempted to find some link between self-perception and motivation. They state that realization of self is a key factor in motivational behaviour. Students' motivation to engage in a task is also influenced by the conception they hold of themselves (Jennings, 1993). Positive self- perception to sustain motivation is important for the students to expend effort to complete a task.

Researchers found that younger children are more susceptible to teachers' expectancy effects (Jussim & Harber, 2005<sup>3</sup>; Raudenbush, 1984<sup>4</sup>) than students in higher grades, as they see themselves in the eyes of others (teachers, parents and other adults) and form self- images. With high expectations they are more likely to form positive self-images and with low expectations their self-image is lowered. This will remain with them for the rest of their lives affecting their future

achievement (Velez, 2006). This suggests a close correlation between teachers' expectations, self-perception and their students' achievements. Researchers have discovered a cyclical pattern between teachers' expectations and students' achievements (e.g. Atwell, 2001; Brookover et al., 1982; Good & Brophy, 2000; Jussim, 1986; Jussim et al., 2005; Jussim & Harber, 2005). They believe teachers' expectations determine students' achievements.

Conversely, when students are viewed as lacking in ability or motivation and are not expected to make significant progress, they tend to adopt this perception of themselves. Regrettably, some students, particularly those from certain social, economic, or ethnic groups, discover that their teachers consider them "incapable of handling demanding work" (Peggy Gonder 1991). Private schools try to focus on each and every student whereas this is not the case in government schools. In government schools neither teachers' pay individual attention nor any action is taken against absent students, whereas private schools are very particular about the attendance (Narula, M 2012). Teachers' expectations for students-whether high or low-can become a self-fulfilling prophecy. That is, students tend to give to teachers as much or as little as teachers expect of them. It should however be noted that the success of any educational system whether private or government aided to a large extent is dependent on the adequacy and commitment of its teaching staff.

### **Reasons Underlying Preference for Private Schooling :**

An important argument in favor of private sector is that it provides good quality education. Though majority of studies support the claims of superior quality and efficiency of private schools the research evidence is not conclusive and mixed (Bashir, 1997; Dixon, 1995; Duraisamy and Subramaniam, 1999 and 2000; Govinda and Varghese, 1992; Kingdon, 1994; Varghese 1995). Several methodological and statistical problems have camouflaged the unequivocal resolution of issues relating superior quality of private schools. Though the performance of private schools may be superior but it is difficult to attribute it to the 'private school'. In a highly segmented schooling, statistically separating the impact of socio-economic background on quality is fraught with difficulties. The empirical evidence also fails to unequivocally support the claim of superior quality of private schools.

Further many studies (on India and also of other countries) have demonstrated that after accounting for socio-economic background the advantage of attending private school has largely been reduced. The cost effectiveness of private schools is found to be mainly on account of hiring teachers at what is called 'market wages' that is substantially lower than the salaries for government teachers (Kingdon, 2007). For example, a study of urban Lucknow in Uttar Pradesh state has found private unaided schools to be more cost efficient than government and government aided schools (Kingdon 1994). But its cost efficiency is more on account of low salaries of teachers. If we look at the performance of students, a few interesting results emerge from this study. For example the differences in raw scores in mathematics and reading between private schools and government schools found to be very large. But this raw advantage dramatically falls once the socio economic background was taken into account. The study attempted to adjust for differing socio-economic background of pupils by applying what has been called the selectivity corrected achievement equations on a pupil with average characteristics of full sample. After adjusting for socio-economic background of children, the advantage of a private school over government school fall by as much as 83 per cent in case of mathematics and 99 per cent in case of reading. Overall the advantage of private school over government school after adjusting for socio-economic background falls by 90 per cent. The study also made an attempt to compare the costs of private and government aided schools. The private schools are more cost effective over government schools. This cost advantage



of private schools has largely been attributed to low salaries of teachers. For example the average salary in private schools was found to be less than half of what government teachers get. The extremely low level of salaries of teachers in private sector has been well documented phenomenon. Thus the cost efficiency of private schools is essentially on account of low salaries of teachers only. The performance differential between private and government aided schooling is largely illusory once accounted for socio-economic background. It may be noted that the study covers only recognized private sector.

On the contrary an earlier study by Govinda and Varghese (1992)<sup>7</sup> found the private school advantage even after controlling for socio-economic background. They analyzed the data from five districts in Madhya Pradesh that includes one urban location. They found that the achievement scores of pupils in private schools in mathematics and language are considerably higher than the pupils in government schools even after controlling for background variables. The private school effect was found even after controlling for school inputs.

The studies by Bashir (1994<sup>8</sup>, 1997<sup>9</sup>); Govinda and Varghese (1992); Kingdon, (1994, 1996) carried out in different parts of India (Tamil Nadu, Madhya Pradesh and Uttar Pradesh respectively) share the common conclusion that private school students generally outperform their government aided school counterparts in learning achievement even after controlling for schools, student intakes. Muralidharan and Kremer (2006) corroborate the findings of earlier studies but with nationally representative data on rural primary schools. In their study private school students' achievement was 0.41 standard deviation higher than that of government school students in the same village (i.e. using a village fixed effects achievement production function), after controlling for observed school characteristics and pupils home background. While most of these studies did not test the possibility that the private school effect may be driven by unobserved heterogeneity (more able or more motivated students systematically selecting into private schools), Kingdon's study for Uttar Pradesh did correct for sample selectivity bias and while this correction greatly reduced the private school advantage, there remained a substantial private school advantage over government and aided schools in the teaching of numeracy skills.

The study by Bashir (1994<sup>8</sup> and 1997<sup>9</sup>) on the other hand found the government aided schools to be more cost effective than private unaided. Government schools are of course at the bottom with the exception of achievement scores in reading comprehension in Tamil. Similar to earlier finding the private school advantage over government schools was reduced once the socio-economic background is taken in to account.

Another study of urban Chennai in Tamil Nadu state found that the private schools are more effective in terms of achievement scores on Mathematics and English followed by government aided schools and government schools at higher secondary level (Duraismay and Subramanian, 1999). It was also found that the private unaided schools are more cost-effective than government aided and government schools at higher secondary level (Duraismay and Subramanian, 2000). However these studies do not control for the socio-economic background. Thus the research evidence failed to unequivocally establish the superior quality and cost-effectiveness and efficiency of private-unaided sector

The empirical findings regarding the superior quality and cost-effectiveness of private schools are inconsistent. The study of comparing the quality and cost-effectiveness of private and government aided schools is riddled with methodological problems. For example, as the segregation of pupils between private schools (particularly of elite schools on whose image many private schools of varying quality are cropping up) and government schools is near perfect on the basis of parental

background, controlling for socio-economic variables statistically is almost impossible. The private schools are not a homogenous category and greatly vary among themselves and operate at different layers (segments) of market. Inclusion of these schools may produce results that are at variant from reality. As pointed out earlier the facilities at elite schools may surpass the minimum facilities stipulated under conditions for recognition and even have five star hotel like facilities such as air conditioned class rooms, buses, and indoor games facilities, swimming pools, computer and internet facilities in every class room, favourable teacher-pupil ratio, availability of various extra-curricular facilities with instructors etc. The non-elite private schools emerging in the name of providing English medium education with good examination results possess neither the charm nor the quality and advantages of elite private schools and are merely copying the rituals and symbols of private schools such as dress, English medium instruction, load of school bag, unending list of books and workbooks, etc. This is akin to the availability of cheap variants of exotic and expensive cosmetic and electronic goods in the cheap and unorganized local market whose quality and durability of service is questionable. Inclusion of these schools in regression analysis distorts the reality and generates false empirical results that are neither useful for theory building nor for policy advise. Undoubtedly the private school students do perform much better than students from government schools, but to what extent can it be attributed to private/government aided nature of schools is uncertain given the difficulties in controlling for several other variables that influence student performance. The lack of accountability/answerability is the crux of the problem in government schools unlike the private schools. But one should keep in mind that the achievement of students is influenced by a variety of factors such as socio-economic background, child characteristics, school characteristics, the general ethos in which the schools function etc.

### Conclusion :

Private schools have grown at a rapid rate in India. There exist several explanations for the growth of private sector. Often the expansion of private sector sought to be explained in terms of excess demand and differentiated demand. The excess demand explanation claims that there exists excess demand for education, which the state is not in a position to meet. In such a context the private sector would grow to fill the gap. This is generally claimed to be not applicable in case compulsory levels where state often has constitutional responsibility and the state is providing education. However in many instances the state is not meeting the demand for education adequately. It is generally claimed that the state does not have enough resources to provide education to all. Under such circumstances the private sector has a role to play in providing education and meeting the excess demand. The private sector is said to be compensating the state efforts.

The researches indicate that the attendance in these schools is not limited to the non-poor or children in urban areas. However, it may be that many private schools set their quality level to be only modestly higher than the local government schools in order to attract fee-paying students. Even if private schools were no more effective than government aided school in imparting learning, they would still be several times more *cost-effective* than government aided schools, simply because their salary costs are much lower. Private schools pay market-clearing wages, taking advantage of educated unemployment that exists in the country.

It can be argued that the elites have moved to private school system for the purposes of social exclusive status as well as to take advantage of the emerging opportunities in the most advanced sectors of economy and society. We have earlier observed that the elite private sector practices exclusiveness while granting admissions in a variety of ways (Waldrop, 2004). This will help the elite to be in the right company with right connections for future. This will help them to preserve

their privileged status and enhance it in the emerging economy. Perhaps this explains more than the purported superior quality of private schooling why elites favor private schooling. The state is not offering any resistance to the persistence this inequitable and divisive elite private sector. The exodus of elite and emerging middle classes from state schooling has largely helped the decline in the state schooling largely go unnoticed for a long time.

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# Challenges of Teacher Management in India: The case of Odisha

Sudhanshu Shekhar Patra\*

*The paper recognised that the performances of teachers and their limitations must be seen within the context of education system as a whole. The challenge is therefore seeing and improving the whole education system, including the quality of teachers and over all teacher policy. The analysis outcomes provide a feedback in to the overall programme design of teacher policy and other critical factors related to teachers. The paper concludes that there is a need for effective planning and effective management of teachers in a sustained manner, and keeping teachers at the centre of all policy decisions, could drive for achieving the elusive goal of quality elementary education.*

## 1. Introduction :

Although, there are broad similarities in the process of elementary education system among different states in India, in order to achieve the mandate of Universalization of Elementary Education (UEE), states have taken up a number of policy initiatives that suggest differences among states are also growing fast in the last two decade. Different states have adopted differently the demand of teachers and this has implications for Teacher Management processes in elementary education. To have an in-depth analysis the state of Odisha was selected, as it was one of the educationally developing states in India. It has the experience of District Primary Education Programme (DPEP) and other recently implemented policies. Still the state is considered as one of the poor performing states in terms of education and also remains behind in terms of policy reforms.

## 2. Methodology :

The study adopted a mixed approach both qualitative and quantitative. The quantitative data collected through available published sources, state/ district level education offices, and the researcher's own survey. The qualitative information like observation, focused group discussion, structured interviews and analysis of policy documents were also conducted to triangulate the research findings. Out of the 30 districts in Odisha, primary data were gathered at two districts, they are Balasore and Rayagada. The district Balasore had an overall literacy rate of 70.6% and is one of the educationally advanced districts and Rayagada possesses 36.1% literacy rate and is a tribal dominated backward district in the state (Census 2011). Out of these two districts, 10% of the total schools and considerable number of the total teachers were selected randomly in order to hold interviews, consultations and focused group discussions. Through careful sampling design the study aimed to provide data which were broadly representative of schools, teachers (all cadres)<sup>1</sup> across the whole of Odisha (Table-1). There were also interviews with educational administrators at local, district and State and other stakeholders were also captured. Content analysis procedures were also carried in the existing policy documents, school observation field notes on Teacher management and practices followed at the grassroots.

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1. There are 3 cadres of teachers available in the state, Regular Teacher (RT), Shiksha Sahayak(SS) & Gana Shikshak(GS) and Head Masters (HM).



Table 1: Description of the Primary Data (2008-09)

District	Sampled Schools	Completed Teacher Surveys					In-depth Interviews	
		HM	RT	SS	GS	Total	Stakeholders	Number of person consulted
Rayagada	20	20	18	15	7	60	Teacher (All Cadres)	28
	14	14	14	6	8	42	Head masters	11
Balasore	16	16	12	11	9	48	CRCCs	07
	7	7	7	3	0	17	BRCCs	04
Total	57	57	51	35	24	167	Govt. Official	07

Source : Description of the Primary Data

### 3. Results :

#### 3.1 Attracting and meeting the Teacher Demand -

In Odisha, both education and the teaching profession have traditionally been held in high regard. One sign of appreciation of teaching work is willingness to apply for teacher education and training. To date, teacher education has not faced any problem in attracting applicants, as there is a certainty for job for any candidate who certifies a teaching certificate programme. In odisha, the demand for teachers is determined to a great extent by the size of the school-age population. It was observed that rationalisation of qualified teachers throughout the state remains a challenge. It was revealed from the study that the state is yet to develop a working education policy instead of the present quick fixes by the circulars and orders.

#### 3.2 Cadre of Teachers and Teacher Qualifications -

The recruitment and condition of service of the Regular Teachers (RTs) are supposed to be controlled by the Odisha Elementary Education (method of recruitment and conditions of service of teachers and officers) Rules 1997, but there is very little scope of its being applied in practice. Since 1997 not a single fresh recruitment has been made as per the provisions of the rule and as a result fresh recruitment has become a dying cadre. The second category of teachers named as *Shiksha Sahayak* (SS)/ contract teachers were recruited to meet the increasing demands for filling up a large number of vacant posts of teachers caused due to non recruitment of teachers for long period and vacancy created due to increasing enrolment and opening of new schools. Accordingly SS were engaged on one yearly contract basis by the Zilla Parishad with a consolidated monthly honorarium of ₹ 1,500/- (later revised to ₹ 2,500/- and ₹ 3,000/- per month), renewable each year. After satisfactory completion of 3 years of continuous and satisfactory contract engagement, a SS will be considered re-designated as Junior Teacher. After satisfactory working of Juniors Teachers for three years, s/he will be eligible for appointment as a regular teacher cadre. In brief a SS (contract teacher) after 6 years of continuous and satisfactory contractual engagement is assured of a regular teacher's job. The Education Guarantee Scheme (EGS) was launched in the state as a part of SSA<sup>2</sup> from 2001-02 for mainstreaming the drop outs and never enrolled children in the most remote areas. After

<sup>2</sup> SSA(Sarva Shiksha Abhiyan) is a flag ship programme for UEE by Govt. of India initiated during 2001-02.

abolition of the scheme the disengaged Education Volunteers of the EGS centres were rehabilitated as *Gana Shikshak* (GS) as third category of teacher in the schools under funding of SSA with a monthly consolidated remuneration of Rs. 2000/-. The conditions of their engagement are similar to Shiksha Sahayak.

The teachers both from regular and contract categories in terms of their qualification varies from class 10<sup>th</sup> to post graduate level of education. In the sample analysis of data it was found 43.8% of teachers were graduate, 31.3% cases are class 12 pass out, 19.6% cases have completed class 10 and 5.4% of teachers are postgraduates. The segregation of highly educated graduates and post graduates are largely from the contract teacher category of teachers. As per NCTE guideline and the recent recommendation of RTE act envisages recruitment of qualified and trained teachers to impart quality education. But it was surprising that 28.6% teachers of the total teachers considered for the data collection were not trained which reflects the grave concern for quality education.

### **3.3 Teacher Education and Teacher Professional Development -**

In Odisha, Teacher education is provided by the state government teacher training institutions. Teaching staff are obliged to participate in in-service training with a minimum scope of twenty working days outside school hours per school year as per the SSA norms. 47.3% of the sampled teachers reported they have not undergone any sort of training in the past two academic years (data collected during 2009-10). Others reported training of in-service nature varies. 15.17% teachers reported they have undergone training from three to ten days and 33% have attended a training of ten to twenty days duration and 4.53% reported it was more than 20 days. It showed the negligence and mismanagement in training the teachers either at the teacher level or at the management level.

### **3.4 Policies of Teacher Deployment and Transfer -**

In Odisha recruitment, posting and transfer of teachers' is Education District specific and the executive powers were vested with the Zilla Parishad. The concerned District Inspector of Schools (DIOS) designated as member convener of the committee. Except on personal representations and administrative grounds there is no other specific principles for transfer. The administrative grounds are not clearly mentioned which always made contentious issues. The inter district transfer of teachers are done by Director of Elementary Education in a very Restrictive manner. The Odisha Education Code was last revised in 1957. Later it was included as a part of Odisha Education Act, 1960.

Since Education Act and Education Code are nearly non functional and since the state has no comprehensive education policy of its own the management of the teaching cadres, are subjected to the short term executive orders. Further the management and grievance redressal systems are so bureaucratised that it is difficult to sort out ones problems relating to service within a reasonable time. In the present conditions a teacher in the elementary cadre of Odisha had a bleak chance of any upward career mobility in spite of one's high qualification.

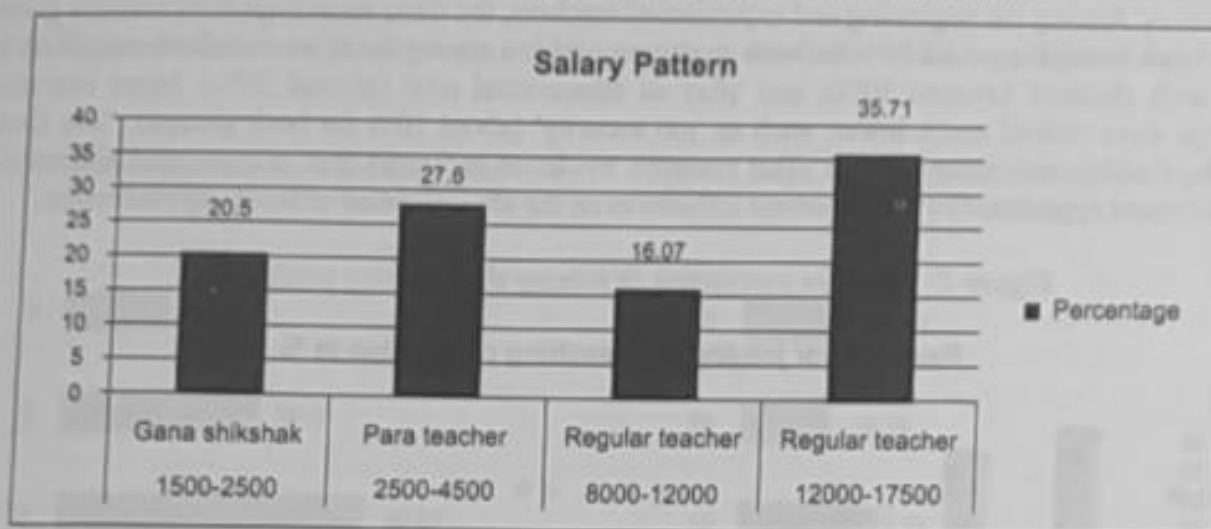
### **3.5 Teacher Salary -**

As discussed there are three cadre of teachers exists in elementary schools. Even though the minimum qualifications of all the groups of teachers are as per the State Govt. prescription, as a reality the SS and GS category of teachers were paid 5 to 6 times less salary that of a regular teacher. The results reflected that in 48.2% cases, which are almost half of the teaching force, are not paid in scales. The regular cadre teachers, almost 51.8% cases get a salary with scale and having all kind of

govt. facilities like HRA, medical, leave and other facilities. The difference in pay structure and paid being in a salary scale creates chaos in the school academic environment. Instances are there the teachers being misbehaved by the concerned headmasters, the village education committees and the local level educational administrators, which develop low morale among contract teachers.

The regular teachers are being paid salary as per scale ranging from Rs. 8,200/- to Rs.17, 450/- in gross as per their scale and seniority and contract teacher, SS were paid from Rs.2,500/- and gradually enhanced to 4500/- in the initial six years of their job and the GS were paid Rs 1,750/- to Rs.2,500/-. Being half of the teaching labour force and paid in a fixed amount salary created confusion among many at the school level.

Figure 1: Data on salary pattern for various cadres in Odisha



[Pattern of salary paid to different cadre of teachers in the sample]

The study tried to know the frequency of getting paid in time, the result revealed in 49% cases salary was paid on time. However, the respondent of this category are teachers of regular cadre paid and maintained by the department of elementary education. For 31% cases salary was paid sometimes regularly and the rest 20% of cases salary was never paid on time. The reason may be of various natures ranging unavailability of funds at the district disbursing authority and other examples like lack of man power to process the salary at the local level. Instances are there the interviewer was told very often salary get credited once in a half year. It provoked the newly recruited contract teachers to do some other sorts of assignment e.g. tuition and some part time business to make their livelihood. The teachers were vocal to intimate that this directly disturbs their dedication and their engagement in classroom transaction.

### 3.6 Classroom Monitoring and Feedback -

In the study in 67% cases the classrooms are being observed either by the headmaster, resource person from the BRC (Block Resource Centre), CRC (Cluster Resource Centre) and 33% reported they were never observed. But it is to be mentioned that only 14% cases the headmaster supervises the teachers, 8% cases from CRC and it is minimal from BRC and the School Inspectors (2.5%) observed the classroom teaching learning. To provide academic onsite support, it is the essential mandate of BRCs and CRCs and the analysis reflected a poor evidence of providing academic support at school. 10.71% teachers reported about their classroom have been observed

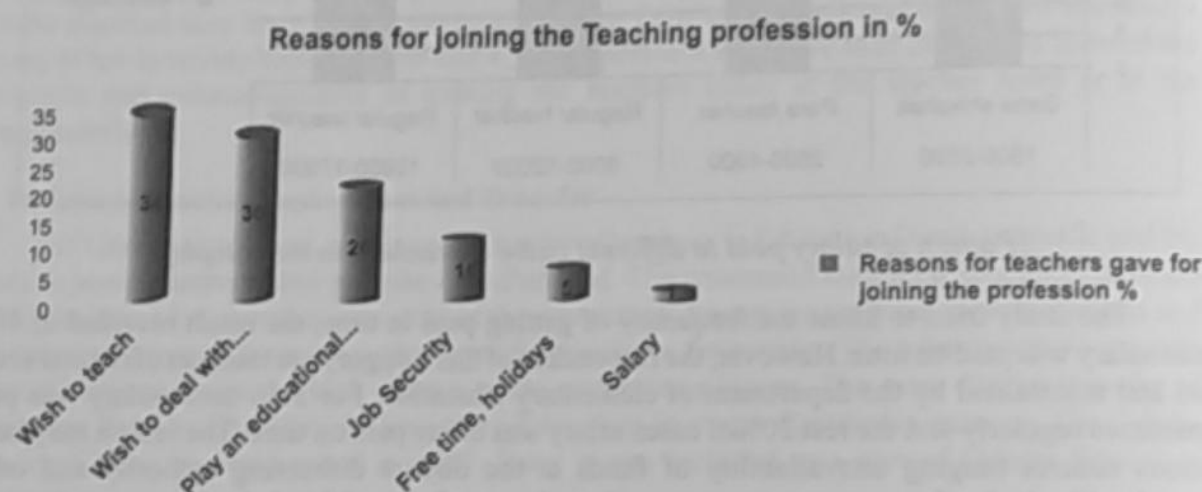


twice in an academic year. 71.42 % of the teachers responded their classes have been observed five times or less than that. Only 6.63% cited that classroom has been observed more than five times. In Usually headmaster, CRCCs, SIs, BRCs, or the DIOS had observed the classroom teaching. In 87.5% cases feedback was given after observing each class and in 12.5% cases it was simply observed without giving any scope for further development. Did you find the feedback relevant? The response from 90% teachers was in favour of the feedback. The observations are quite relevant and there is a scope for further improvement in teaching.

### 3.7 Motivation to Become a Teachers and Job Satisfaction -

The teachers' motivation for joining the teaching profession reveals a strong emphasis on intrinsic factors. Figure-2 illustrates this for beginning and experienced elementary teachers from the survey. Among the beginning and experienced teachers, the three most important reasons given were 'wish to teach' (around 34% for both groups named this among the three main reasons), 'wish to deal with children' (around 30%), and 'play an educational role' (around 20%). More extrinsic reasons were ranked much lower, such as 'job security' (about 10% for both groups), 'free time, holidays' (5%) and 'salary' (1%). The research evidence indicates that salaries and alternative employment opportunities are important influences on the attractiveness of teaching profession.

Figure 2: Teachers perception in joining the teaching profession



In response to a question regarding their job satisfaction as a teacher only 51.8% teachers were fully satisfied in the present school environment. 44.6% of teachers were somewhat satisfied being a teacher and 3.6% of teachers were not at all satisfied. Being asked to explain the reason a major chunk of teacher gave reasons varying salary structure, no career movement, multiple non-academic engagement, job insecurity and different pay structure for equal work. There are also instances the teachers who were in to the system for not getting any other suitable career opportunity.

### 3.8 Policy of Teacher Transfer -

It was interesting to note that around 30% of teachers were serving in the same school since the date of their joining. Being in a same school for long created an opportunity to understand the school, its premises, the neighbouring community and the commitment towards the students in a much better sense. However, it was observed that the teachers rationalisation process was yet urban

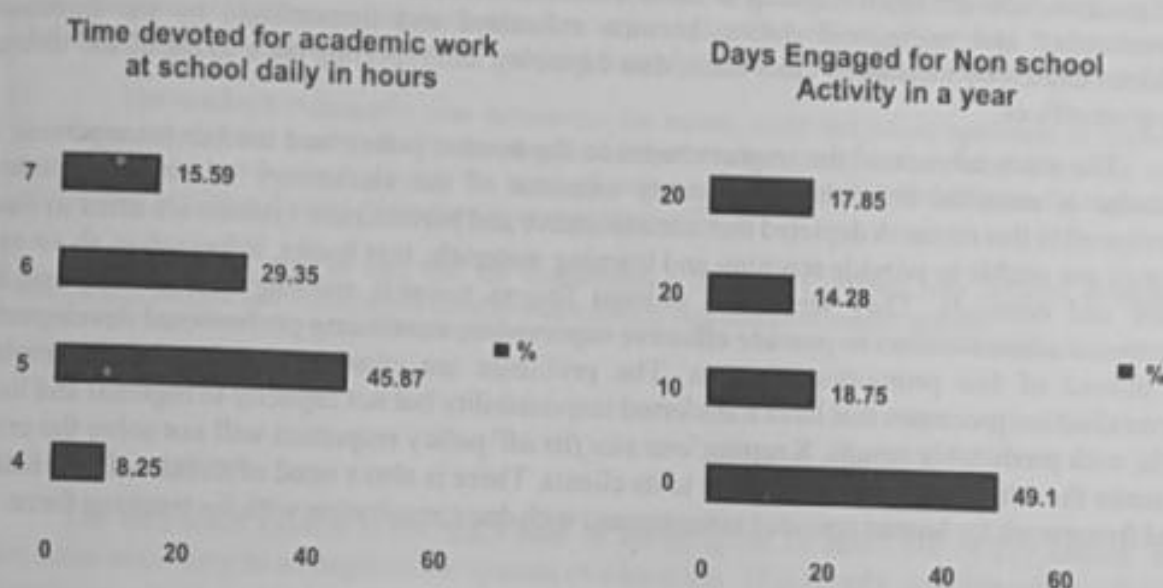


centric. In many cases teachers were placed in a school against their wishes. It was learnt that some instances like 'punishment posting' to few teachers, who were found to be not influential. Even though, the rationalisation process to be adhered at the district level takes care of request transfer under medical or any other relevant ground. It was encouraging to note that teachers working in a particular place for long duration are more acceptable among the parents and community.

### 3.9 Burden of Academic and Non Academic Work -

The recent RTE act, 2009 had put a benchmark on the teachers for teaching and preparatory activities. It was clear from the Table-3 that almost 16% of the teachers spent almost seven hours, 30% teachers devoted almost six hours, 46% teachers spent around five hours and 8% teachers less than four hours for their academic activities at school in a day.

*Figure 3: Teachers' perceptions on time spend on Academic and non-academic work*



Much against the popular belief that all teachers were engaged for non academic work in most of the year. It was revealed that 49% of teachers were not engaged for any kinds of non academic work. Around 51% of teachers were engaged on non academic work out of which 19% for 10 days, 14% for 20 days and 18% for more than 21 days in an academic year.

### 3.10 The Role of Teacher Union -

The survey analysis observed that all the teachers have a right to be a part of the teachers union. Basically the unions affect the education system at large by becoming a channel with the teaching force and policy makers. It was revealed that unions were less effective in transforming schools or impacting any reform in the classroom transactions in the state. In the study 72.3% teachers informed they have a right to be a part of teacher association. 25% reported they do not have any such legal right. Being asked what the kinds of assistance teacher union provide, responses were very sketchy. They assist the teachers more in non academic activities like assisting and providing supporter job related issues rather than academic innovation.

#### 4. Discussion and Conclusion :

It is important to note, in Odisha that teaching hold in high regard as a career, and there are many more qualified applicants than teaching vacancies. The state level educational policy makers advocated that teachers should have professional autonomy. This will enhance the attractiveness of the profession as a career choice and will improve the quality of the classroom teaching practice as well. Most importantly, it was argued that increasing the professionalism of teaching will improve the status of teachers, an aspect which was considered crucial to raise the attractiveness of the profession to desirable levels.

Evidences are observed in the survey, Pupil Teacher Ratio (PTRs) was observed high in the sampled schools, as few of those make classes overcrowded and unmanageable for teachers and teaching becomes little more than crowd control. In such situations, the consequence is not just large numbers of children dropping out after their first or second year at school, and large numbers of repeaters, but also that schools end up reproducing the very inequalities of education. Teachers and head masters, who are often required to teach a number of classes themselves in addition to their administrative and managerial duties, become exhausted and demoralised by the increased workload caused by increasing class sizes, data capturing and reporting back to the block/ district education offices.

The study advocated the improvements to the teacher policy and teacher management in particular is essential for achieving quality outcome of the elementary education. Teachers interviewed in this research depicted that administrative and bureaucratic systems are often so weak that they are unable to provide teaching and learning materials, text books, information about new syllabi and curricula. They were also pointed fingers towards missing link in the existing educational administration to provide effective supervision, continuing professional development and devoid of fair promotion systems. The problems are compounded by the incomplete decentralisation processes that have transferred responsibility but not capacity to regional and local levels, with predictable results. Keeping 'one size fits all' policy responses will not solve the crisis and make the education system effective to its clients. There is also a need of an intensive research based framework for human resource management with due consultation with the teaching force.

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## DEVELOPING PROFILE OF AN EXISTENTIAL TEACHER

Ms. Shivani Mishra\*

Education in the broadest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. A teacher holds the key position in the process of education. The modern concept of teaching states that education is a tri-polar process, in which a relationship is established between three focal points, namely, the teacher, the student and the content. Teaching is a process by which the teacher brings the student and content together. The teachers have their own ideologies and philosophies of life as well. The philosophy of teacher helps him to determine the real destination towards which education has to go. Education is a conscious dynamic process which needs proper guidance and supervision, which is provided by education.

Philosophy has a great influence on the teaching both in the area of thinking and behaving. A teacher is not a teacher alone, but a philosopher also. By the help of philosophy, the teacher can know full well the needs of children and the demands of society and plan his methods of teaching. The teacher's own beliefs, ideology and principles of behaviour lay a powerful impact on the development of children.

The teacher's philosophy also determines the nature, style and actual operation of methods of teaching. It helps the teacher in determining the kind of discipline required at schools and the kind of curriculum and text-books that suit to the needs of children. Thus, a teacher who follows the existentialist philosophy will have distinct characteristic trait on his profile.

The paper tries to find out the characteristic traits of a teacher who follows existentialist philosophy and the self constructed questionnaire tries to find an existentialist teacher.

### INTRODUCTION

The education system is the main base of the progress or down fall of any nation. Thus, it becomes necessary to strengthen the system of education. This is only possible when a favourable learning environment is provided to the student and he learns adequately what is expected of him to learn.

Today's world is going through a crisis. There are threats of nuclear wars that would make the human race to start their civilization all over once again. Everyone is demanding for a peaceful and co-operative existence. Thus, we may say that the existentialist ideology is the need of the hour. Its significance has increased for the benefit of the very existence of the individual himself.

Plenty of work has been done on other ideologies in one way or the other. But, the philosophy of existentialism needs to be explored more and more since each and every individual on this earth, directly or indirectly, knowingly or unknowingly, is fighting for the cause of his existence.

The child grows up into an individual to form this society. He is the future. Thus, it is necessary for the teacher to know and understand the existence of the child, to respect him and to allow him to understand himself and act accordingly.

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Students vary in their aptitude, attitude, ability and intelligence. Thus, they require a variety of teaching methods, reinforcements & approach towards curriculum for their all round development.

Existentialism is a philosophy that emphasizes the uniqueness and isolation of the individual experience in a hostile or indifferent universe, regards human existence as unexplainable and stresses freedom of choice and responsibility for the consequences of one's acts.

This can be done only by a teacher who follows existential philosophy. Thus, there is a need to develop the profile of an existential teacher.

### SIGNIFICANCE OF THE STUDY

The study is significant for the teacher to know himself as well as his student, to respect the individual identity of each other and function in a better manner and a healthy environment of freedom in order to further the child's education. A teacher directly influences a great part of society through the child. Thus, he would be able to understand the child as well as the society.

### MEANING OF EXISTENTIALISM

As a system of philosophy or a school of thought, existentialism is a revolt against traditional metaphysics. As a theory of human development, it is an approach to highlight the existence of being the process of becoming. Since a person, in the becoming state, always exists in a constantly dynamic phase, "his life may be regarded as a journey on which he finds ever newer experiences and gains greater insights."

Existentialism represents a protest against the rationalism of traditional philosophy, against misleading notions of the bourgeois culture, and the dehumanizing values of industrial civilization. Since alienation, loneliness and self-estrangement constitute threats to human personality in the modern world, existential thought has viewed as its cardinal concerns a quest for subjective truth, a reaction against the 'negation of Being' and a perennial search for freedom. From the ancient Greek philosopher, Socrates, to the Twentieth Century, French philosopher, Jean Paul, Sartre, thinkers have dealt with this tragic sense of ontological reality - the human situation within a comic context.

"The philosophy of existentialism has not displayed any particular interest in education."<sup>1</sup> Therefore, it has been observed that the educational implications are derived and deduced from their philosophy rather than that are developed by existentialists.

### TEACHER

The word 'teacher' stands for the one who instructs in an educational institution. Sanskrit word for teacher is "**Guru**". Guru comes from two letters "Gu" and "Ru". Gu indicates darkness and Ru indicates which removes the darkness.

Etymologically meaning of the word Guru is one who removes darkness Torch bearer can be an appropriate word for guru. One who removes takes ignorance and takes the disciples from darkness to light and from ignorance to knowledge can be called a torch bearer. Teacher is a person who gives the knowledge of self by bringing the light of the divine.

Learning process itself comprises of three aspects: the learners "learning", the teachers "teaching" and the learning environment.



## THE TEACHER'S PHILOSOPHY

Philosophy and education are inter-related. Philosophy gives suggestions to make society progressive and determines principles or this. But, there is a need to make these principles practicable. It is necessary to act according to principles to make life progressive. Education gives practical form to the speculative flight of philosophy; otherwise philosophical principles would remain mere imagination.

The teacher is an important part in the process of education. He thinks the process over philosophy and investigates the ideas and values to society.

A philosopher teacher who is familiar with the secrets of the whole life teaches his subject as a branch of whole knowledge. Familiarity with the secrets of life and unity of experience is gained by the study of philosophy.

**"A true education is practicable only to a true philosopher" - Herbert Spencer<sup>2</sup>**

Existentialism springs from the iconoclastic works of the Danish philosopher, Soren Kierkegaard and the German thinker, Friederich W. Nietzsche. Existentialists reject the traditional view that philosophy should be calm and detached above all. Philosophy, they say, should be reason informed by passion, because it is in passion, in states of heightened feelings, that ultimate realities are disclosed. Passionate reason is not unreason but the reason of the whole man. It is reason at grips with those fundamental realities of freedom, death, and other people with which human beings must contend. It is the opposite of dispassionate calculation, which manipulates abstractions and ignores the human predicament<sup>1</sup>.

For existentialism, the physical universe, the world apart from man, has neither meaning nor purpose. It is a contingency, something that happens to be there. What a man becomes is his own responsibility. Either he makes himself, or, in a sense, he allows himself to be made by others. In either case, he chooses, for acquiescence is not choice renounced but weak choice. Acquiescence is the unveiling flight from freedom.

In itself freedom is neither a goal nor an ideal. It is the potential for action. The teacher who follows and bears all these things in mind is a follower of the existentialist philosophy.

## THE EXISTENTIALIST TEACHER

The existentialist teacher will have the following distinct characteristic traits on his profile :

### 1. RESPONSIBILITY OF STUDENTS

An existentialist teacher urges the student to take responsibility for, and to deal with the results of his action. To act is to produce consequences. He must accept that these consequences are the issue of his choice, but at same time he must not submit to them as unalterable, for this is to assume that freedom is exhausted in a single act. Freedom is never exhausted, and each consequence poses the need for further choice. The teacher would teach his student that his life is his own to lead and that no one else can lead it for him. It is pointless to blame his failures on environment, family, temperament or the influence of others.

### 2. FAMILIARITY NOT TO BE DESPISED

Familiarity is natural and socially desirable. Nevertheless, it is incomplete not a fulfillment

of self but a potential "waiting to be used". If a teacher assumes the style and gestures for which convention calls, he may touch only the surface of his student's life. He must go beyond familiarity and open himself to them. He must come to them unreservedly, creating the trust from which spring communion and true self-fulfillment.

### 3. MORAL PRINCIPLES

A moral act may be performed for itself or for an end. But a man must create his own ends. If he accepts the ends of a group or of society, he must make these ends his own by deciding in any situation that this is the end to aim at. The end is seized in the situation. When moral principles are treated as external standards requiring certain sorts of behavior, they are turned into instruments of enslavement. The teacher existentialist should see to it that action does not become a mere conduct for the individual and he submits what is external to him.

### 4. DISCIPLINE

An existentialist teacher does not simply impose discipline. Rather, he asks each student to accept the discipline that he sees a worthwhile in itself or as a worthwhile for some end, such as his own intellectual development or the harmony of the class. Thus, for an existential teacher, discipline is self-discipline.

### 5. CHOOSING

In itself freedom is neither a goal nor an ideal. It is the potential for action. A man is what he does, Man's character is the sum of his own actions and it is therefore self-created. His character can always act differently. His destiny is his own. When a man chooses, he throws himself into future; he makes himself other than he is. The moment for choice is important.

### 6. FREEDOM

Man is free to choose and his choices are undetermined by external conditions. Existentialists believe in the principle of indeterminism.

In Sartre's *The Flies*, Orestes says to Zeus

**"I am my freedom. No sooner had you created me than I ceased to be yours and there was nothing left in heaven, or anyone to give me orders... but I must blaze my trail. For I, Zeus, am a man, and every man must find out his own way"**

### 7. BEHAVIOUR IS SELF DETERMINED

Man is free and makes his own choices. Behavior is self determined. Responsibility cannot be placed anywhere except on himself. The only limit placed on his freedom is he cannot choose to not to be free. Choices are made around a goal that we have set for ourselves. One who seeks advice has already made up his mind.

### 8. COMMUNION

True freedom implies not egoism but communion. The egoist is driven by a narrow self-interest. With him choice is not self-fulfilment but self-limitation. Freedom, open and dynamic, longs for other centres of freedom, other persons. It does not calculate but gives. The fulfilment of freedom is communism with others. An existentialist teacher believes in this.

## 9. KNOWLEDGE

Knowledge enhances freedom. It delivers man from freedom and enables him to see himself as he is. Much existential thinking on the nature of knowledge is grounded in "phenomenology", a world view that seeks to describe the appearance of things and events as they present themselves directly to our private consciousness. These things and events thus possess a subjective as well as an objective reality. Thus, the existentialist teacher allows the student to come into contact with knowledge himself and serves as a guide or director in this process.

## 10. SUBJECT MATTER

Subject matter, codified knowledge, should be treated neither as an end nor as a means of preparing the student for an occupation or career. It should be used, rather, as a means towards self development and self fulfillment. The existential teacher instead of subjecting the student to the matter lets the matter to be subject to the student. He lets the student "appropriate" to himself any knowledge he studies, that is, lets him make it his own.

## 11. SCHOOL SUBJECTS

For the existentialist teacher, school subjects become tools for the realization of the person, not impersonal disciplines to which all must submit alike.

To existentialists, humanistic studies are most valuable. In Art, existence of man is portrayed; literature, the graphic arts, music and myth are far more the source of truth than the sciences.

## 12. AGAINST SPECIALISATION

Specialization diminishes a man the specialist is a creature of his knowledge not the master of it. The man must be the master of his speciality.

The existentialist teacher should also provide an insight into those experiences in which man is not aware of the human conditions, experiences, such as, suffering, conflict, guilt and death.

## 13. SUBJECTIVE KNOWLEDGE

The existentialists do not give much importance to objective knowledge. They consider subjective knowledge more important. Hence, they do not give much importance to subjects like natural sciences and mathematics etc. which give objective knowledge and sometimes they oppose them, too. But, it does not mean that they consider them useless.

They want to make objective knowledge the basis of subjective knowledge. They admit that subjective world may be realized in the objective world alone, that is, 'self' and 'being' can be realized through objective world. Thus, the existentialist teacher would follow this belief and carry out his/her teaching.

## 14. TEACHING AND LEARNING

The existentialist conception of teaching and learning is based on the theory of the "dialogue". A dialogue is a conversation between persons in which each person remains a subject for the other, a conversation in Buber's terms between "I" and "thou".

The opposite of a dialogue is an act of verbal manipulation or dictation in which one person imposes himself on another, turning the latter into an object of his well expressed in speech. The

child is compelled to submit either to the will of the teacher directly or to a body of inflexible knowledge of which the pupil thinks for himself by engaging him in a dialogue. He questions the student about his ideas, proposes other ideas, and so leads him to choose between alternatives. The student sees then that truths do not happen to men, they are chosen by them.

## **15. INSTRUCTION**

When teaching is understood as instructing, the teacher is devalued into a means for the transfer of knowledge and the pupil is devalued into the product of his transfer. If knowledge is sovereign, persons become means and products.

To an existentialist teacher, knowledge should become a part of inner experience, something issuing from oneself.

## **16. TEACHING METHOD**

Teaching is an intentional activity, one that aims to bring about learning. The teacher talks, tells, relates, describes, explains, questions, evaluates, urges, threatens to get students to learn.

The existentialists prefer Socratic Method.

Teacher-pupil relationship is more personal and more interactive according to existentialists.

## **17. NATURE OF HUMAN LIFE**

When discovering the nature of human life, teachers should show that life is compounded of growth and decay, joy and tragedy. Education for happiness is a delusion. There is no happiness without pain, no ecstasy without suffering.

## **18. KNOWLEDGE OF DEATH**

How does the existentialist teacher approach the subject of a death? He suggests to his students that knowledge of death increases one's awareness of life. If a student thinks hard about death, he becomes more conscious of the meaning of life. He ceases to drift: he is ready to sift the essential in his life from the trivial.

That is why an educationist declared, "live today as if you were to die tomorrow."

The fact of death tells the student that he must make his life now.

Thus, the existentialist teacher is an 'a social' person. He believes in living alone, self study and self reading. He makes use of introspection method and believes in discovery of self.

## **CONCLUSIONS OF THE STUDY**

Following conclusions can be drawn from this study regarding 'The existentialist teacher':

### **1. HIS IDEOLOGY**

The existentialist teacher follows the ideology of freedom and responsibility of choice. He believes in the fact that death is certain and living life in the knowledge of this fact is true existence.

### **2. HIS ATTITUDE**

#### **a. To life**

He considers life to be a journey of exploring himself, a process of becoming and a search of 'self'.



**b. Towards the learner**

For the learner, the existentialist teacher is just a facilitator who guides him in his search for self.

**c. To society**

The existentialist teacher believes that human development is independent of external forces and that the individuality of man is more important than the society.

**d. Towards education**

- i) **AIMS** : The existentialist teacher would consider the discovery of 'self' to be the main aim of education. Education would be a tool to develop the uniqueness of every student.
- ii) **CURRICULUM** : The existentialist teacher would not follow any rigid curriculum. The curriculum would be diverse suiting the needs, abilities and aptitudes of the individual.
- iii) **METHOD OF TEACHING** : The existentialist teacher would follow the Socratic method of instruction as a personal, intimate and thoughtful affair.
- iv) **EVALUATION** : The existential teacher would lay emphasis on self evaluation in accordance with the need and choice of the individualism.
- v) **FREEDOM** : The existentialist teacher gives more importance to the freedom and uniqueness of the individual. Hence, he considers the child as an individual to be more important.
- vi) **DISCIPLINE** : An existentialist teacher does not simply impose discipline but, makes the student to be self accept self-discipline.
- vii) **RESPONSIBILITY** : The existentialist teacher urges the student to take responsibility for, and to deal with the results of his action.

**3. HIS PERSONALITY**

The existentialist teacher believes in living an 'a social' life. He believes in self-growth and self reading.

Thus, the existentialist teacher is expected to follow the basic principles of existentialist philosophy and thus contribute to the development of "self" of the student as well as himself.

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## “सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता का तुलनात्मक अध्ययन”

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विगत कुछ दशकों से मानव व्यवहार में निरन्तर बढ़ रहा आक्रामकता का व्यवहार चिन्ता का विषय रहा है, जिसके सन्दर्भ में पिछले तीन दशकों से मनोवैज्ञानिकों द्वारा इस विषय पर निरन्तर शोध कार्य किया जा रहा है। इन्हीं शोध कार्यों से प्राप्त अनेकानेक शोध परिणामों से प्रभावित होकर ही शोधार्थियों द्वारा गीतमबुद्ध नगर जनपद, उत्तर प्रदेश राज्य के नोयडा परिक्षेत्र में निवास कर रहे 50 पुरुष वर्ग के सामान्य व्यक्तियों तथा 50 पुरुष वर्ग के क्षय रोग से ग्रसित व्यक्तियों का घनन गुच्छ विधि द्वारा किया गया है। न्यादर्श घनन के परघात डॉ. जी. सी. पति द्वारा निर्मित प्रमाणीकृत आक्रामकता मापनी (ए.जी.जी. प्रश्नावली) की सहायता से संग्रहित आंकड़ों का विश्लेषण कर सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता का तुलनात्मक अध्ययन किया गया है। शोध से प्राप्त परिणामों के आधार पर स्पष्ट है कि सामान्य व्यक्तियों तथा क्षय रोग ग्रसित व्यक्तियों के मध्य आक्रामकता में सार्थकता के स्तर, 0.05 स्तर पर सार्थक अन्तर है। संग्रहित आंकड़ों के मध्यमान तथा मानक विचलन के आधार पर कहा जा सकता है कि सामान्य वर्ग के व्यक्तियों में क्षय रोग से ग्रसित व्यक्तियों की अपेक्षा अधिक आक्रामकता है।

### परिचय :

आधुनिक समाज में निरन्तर हो रहे वैज्ञानिक आविष्कारों एवं तकनीकी प्रगति के परिणामस्वरूप सामाजिक संरचना में भी परिवर्तन दृष्टिगोचर हुआ है। आधुनिक समाज में अलगाव, आक्रोश, हिंसा, हत्या, आतंकवाद तथा युद्ध सम्बन्धी व्यवहार का प्रदर्शन निरन्तर बढ़ता ही जा रहा है। इन सभी प्रकार के व्यवहारों में आक्रामकता का व्यवहार मूलतः दृष्टिगोचर हुआ है। साधारण शब्दों में आक्रामकता वह व्यवहार है— जिसमें एक व्यक्ति दूसरे व्यक्ति अथवा व्यक्तियों को चोट पहुँचाता है, पीड़ा देता अथवा दण्ड देता है। मनोवैज्ञानिकों ने गत तीन दशकों से इसी तथ्य को जाँचने का प्रयास किया है कि आक्रामकता क्या है ? इसके मानव व्यवहार में आने के मुख्य क्या कारण हैं ? तथा इसको नियन्त्रण में कैसे लाया जा सकता है ? जिसके क्रम में इसकी प्रकृति व अनेकानेक परिभाषाओं की व्युत्पत्ति भी हुई है। निरन्तर हो रहे शोध कार्यों से यह तथ्य स्पष्ट है कि आक्रामकता का व्यवहार सभी व्यक्तियों में विभिन्नता के आधार पर अलग-अलग होता है। कुछ व्यक्तियों में इसका स्तर अधिक तो कुछ में इसका स्तर बड़ा ही निम्न होता है। क्रमशः शोध अध्ययनों से यह बात स्पष्ट है कि, पुरुषों में आक्रामकता का स्तर स्त्रियों से अधिक होता है। इनके साथ युवा, बालक तथा वृद्ध भी आक्रामकता के इस प्रभाव से अछूते नहीं हैं। मानवीय व्यवहार के आधार पर आक्रामकता मुख्यतः दो प्रकार की होती है— 1. क्रोधयुक्त 2. नैमित्तिक। कुण्ठा, पीड़ा, तापमान, कोलाहल, आक्रमण, उद्वेलन, मादक पदार्थ, टेलीविजन आदि आक्रामकता की उत्पत्ति के मुख्य कारक हैं। जिनका नियन्त्रण, विवेचन, सामाजिक अधिगम, परानुभूति तथा दण्ड द्वारा किया जा सकता है, जबकि आक्रामकता की सक्रियता व निष्क्रियता के आधार पर भी इसको सक्रिय आक्रामकता तथा निष्क्रिय आक्रामकता में विभाजित किया गया है। प्रख्यात मनोवैज्ञानिक शिक्षा शास्त्री सिगमण्ड फ्रायड, प्रसिद्ध शिक्षा शास्त्री नोबल पुरस्कार विजेता आचार्य कौनरेड लोरेन्ज द्वारा आक्रामकता के इस व्यवहार को जीवों अर्थात् मनुष्यों एवं पशुओं का जन्मजात व्यवहार माना गया है। इनके अनुसार यह व्यवहार जीवों की मूल प्रवृत्तियों के कारण उत्पन्न होता है, जबकि डोलार्ड, डूब मिलर तथा सियर्स नामक मनोवैज्ञानिकों ने येल विश्वविद्यालय में किए अपने शोध के आधार पर आक्रामकता के ‘कुण्ठा

\*1. प्रवक्ता (NET), शिक्षक शिक्षा विभाग, ज्ञान महाविद्यालय, अलीगढ़ (उ. प्र.)

\*2. प्रवक्ता, शिक्षक शिक्षा विभाग, राम-ईश इंस्टीट्यूट ऑफ एजुकेशन, ग्रेटर नोयडा (उ. प्र.)

\*3. शोधार्थी, एम.ए. (मनोविज्ञान); मिसवां पिपराझाम, देवरिया (उ. प्र.)

आक्रामकता सिद्धान्त' का प्रतिपादन करते हुए कुण्डा को मानव व्यवहार में आक्रामकता उत्पन्न करने का मुख्य कारक माना है। बैण्डुरा द्वारा प्रतिपादित तथा उनके साथी वाल्टर्स द्वारा विकसित आक्रामकता के 'सामाजिक सीखने के सिद्धान्त' से स्पष्ट है कि मानव समाज से अन्य व्यवहारों के साथ-साथ आक्रामकता का व्यवहार भी सीखता है। इसी क्रम में स्कीप बीक ने आक्रामकता उत्पन्न करने वाली वस्तुओं को देखने से, अलबर्ट बेन्ड्यूर ने जैविक कारकों के प्रभाव से, भी आक्रामकता के विकसित होने की सम्भावना जतायी है।

इस प्रकार अनेक मनोवैज्ञानिक शोध परिणामों से प्राप्त निष्कर्षों से प्रभावित होकर शोधार्थियों द्वारा सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता का तुलनात्मक अध्ययन किया गया है। घूँकि टी. बी. एक संक्रामक रोग है, जो काफी लोगों में व्याप्त है। इसके प्रभाव को देखते हुए ही क्षय रोग से ग्रसित व्यक्तियों में आक्रामकता के स्तर एवं समाज में इसके प्रभाव का अध्ययन किए जाने के उद्देश्य से ही प्रस्तुत शोध कार्य क्रियान्वित किया गया है। इस सन्दर्भ में आशा है कि यह कार्य मनोविज्ञान के क्षेत्र के साथ-साथ समाजशास्त्रियों, शिक्षाविदों व जिज्ञासु जन मानस एवं शोधकर्ताओं हेतु लाभकारी सिद्ध होगा।

#### समस्या कथन :-

सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता का तुलनात्मक अध्ययन।

#### अध्ययन के उद्देश्य :-

##### मुख्य उद्देश्य :-

सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता का तुलनात्मक अध्ययन करना।

##### उप उद्देश्य :-

- 1- सामान्य व्यक्तियों व क्षय रोगियों के मध्य आक्रामकता की प्रवृत्ति के स्तर का तुलनात्मक अध्ययन करना।
- 2- सामान्य व्यक्तियों में आक्रामकता की प्रवृत्ति के स्तर का अध्ययन करना।
- 3- क्षय रोगियों में आक्रामकता की प्रवृत्ति का अध्ययन करना।

#### अध्ययन की परिकल्पनाएं :-

1. सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता में कोई सार्थक अन्तर नहीं है।
2. सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता की प्रवृत्ति का स्तर एक समान नहीं है।

#### शोध विधि :-

शोध अध्ययन हेतु वर्णनात्मक शोध अध्ययन की सर्वेक्षण विधि का प्रयोग किया गया है। यह अध्ययन 2012 में किया गया, इसमें लखमी चन्द्र, आशीष शर्मा, मी. अजरुद्दीन अंसारी ने कार्य किया है। न्यादर्श में लिए गए व्यक्तियों से शोधार्थियों ने व्यक्तिगत सम्पर्क करके यह शोध कार्य किया है।

#### न्यादर्श :-

तुलनात्मक अध्ययन के लिए गौतम बुद्ध नगर जनपद, उत्तर प्रदेश राज्य के नोयडा परिक्षेत्र के सेक्टर- 10 व सेक्टर- 101 में निवास कर रहे सामान्य वर्ग के 50 व्यक्तियों तथा क्षय रोग से ग्रसित वर्ग के 50 व्यक्तियों को गुच्छ विधि द्वारा चयनित किया गया है। इस प्रकार दोनों वर्गों के कुल 100 व्यक्तियों का चयन किया गया है तथा

चयनित सभी व्यक्ति पुरुष हैं, जिनकी आयु 25 से 35 वर्ष है। इस कार्य हेतु कुष्ठ नियंत्रण उन्मूलन समिति, नोएडा की सहायता ली गयी है।

#### प्रयुक्त उपकरण :-

सामान्य तथा क्षय रोग से ग्रसित व्यक्तियों की आक्रामकता के तुलनात्मक अध्ययन हेतु डॉ. जी. सी. पति द्वारा निर्मित प्रमाणीकृत आक्रामकता मापनी का प्रयोग किया गया है। जिसकी वैधता गुणांक 0.828 तथा इसकी विश्वसनीयता 0.71 है।

#### प्रयुक्त सांख्यिकीय विधियाँ :-

आक्रामकता मापनी की सहायता से संग्रहित आँकड़ों का विश्लेषण सांख्यिकीय प्रविधियों यथा: मध्यमान, मानक विचलन, प्रतिशतांक तथा टी-मान की सहायता से किया गया है।

#### प्राप्त परिणाम तथा निष्कर्ष :-

##### सारणी संख्या - 1

सामान्य तथा क्षय रोग से ग्रसित व्यक्तियों का आक्रामकता स्तर की सांख्यिकीय गणना

क्रम संख्या	न्यायदर्श समूह	न्यायदर्श आकार (N)	मध्यमान (M)	मानक विचलन (Sd)	टी मान	टिप्पणी
1.	सामान्य व्यक्ति	50	489.7	47.77	47.77	0.01 स्तर पर अन्तर सार्थक नहीं है जबकि सार्थकता के 0.05 स्तर पर अन्तर सार्थक है
2.	क्षय रोग से ग्रसित व्यक्ति	50	471.1	42.87	42.87	

df 98 पर 0.01 सार्थकता स्तर पर t का मान = 2.63

0.05 सार्थकता स्तर पर t का मान = 1.98

उपर्युक्त सारणी संख्या 1 से स्पष्ट है कि, सामान्य वर्ग के व्यक्तियों की आक्रामकता का सांख्यिकीय परीक्षण से मध्यमान 489.7 तथा मानक विचलन 47.77 प्राप्त हुआ है तथा क्षय रोग से ग्रसित व्यक्तियों की आक्रामकता का सांख्यिकीय परीक्षण से मध्यमान 471.1 तथा मानक विचलन 42.87 ज्ञात हुआ है। इसका टी मान 2.05 प्राप्त हुआ है। स्वतन्त्रता के अंश 98 के लिए टी तालिकानुसार 0.05 सार्थकता स्तर पर टी-मान 1.98 तथा 0.01 सार्थकता स्तर पर टी-मान 2.63 है। अतः स्पष्ट है कि प्राप्त टी-मान 2.05 सार्थकता के 0.01 स्तर पर आवश्यक मान से कम है, जबकि सार्थकता के 0.05 स्तर पर यह प्राप्त टी मान आवश्यक मान से अधिक एवं सार्थक है। इस प्रकार शोधार्थियों द्वारा शोध अध्ययन हेतु निर्मित शून्य परिकल्पना सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता में कोई सार्थक अन्तर नहीं है" अस्वीकृत हो जाती है अर्थात् सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता में सार्थक अन्तर है। आँकड़ों के आधार पर स्पष्ट है कि सामान्य वर्ग के व्यक्तियों में क्षय रोग से ग्रसित व्यक्तियों की अपेक्षा आक्रामकता की प्रवृत्ति अधिक है।



**सारणी संख्या - 2**  
सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता की प्रवृत्ति की प्रतिशतांक गणना

आक्रामकता की प्रवृत्ति का स्तर	सामान्य व्यक्ति (N=50)		क्षय रोग से ग्रसित व्यक्ति (N=50)	
	व्यक्तियों की संख्या	व्यक्तियों का प्राप्तांक (%)	व्यक्तियों की संख्या	व्यक्तियों का प्राप्तांक (%)
निम्न	03	06	02	04
निम्न-मध्यम	29	58	40	80
उच्च-मध्यम	16	32	08	16
उच्च	02	4	NIL	NIL

सारणी संख्या - 2 से स्पष्ट है कि, सामान्य वर्ग के 6% व्यक्तियों तथा क्षय रोग से ग्रसित 4% व्यक्तियों में निम्न स्तर की आक्रामक प्रवृत्ति है, जबकि 58% सामान्य व्यक्तियों में निम्न मध्यम स्तर तथा 32% सामान्य व्यक्तियों में उच्च मध्य स्तर की आक्रामकता तथा 80% क्षय रोग से ग्रसित व्यक्तियों में निम्न मध्य तथा 16% रोगी व्यक्तियों में उच्च मध्य स्तर की आक्रामकता की प्रवृत्ति ज्ञात हुई है। इसके साथ 4% सामान्य वर्ग के व्यक्तियों में आक्रामकता की प्रवृत्ति का स्तर उच्च पाया गया है, जबकि क्षय रोग से ग्रसित व्यक्तियों में उच्च आक्रामकता स्तर वाले व्यक्तियों का प्रतिशतांक शून्य है। स्पष्ट है कि, क्षय रोग से ग्रसित अधिकांश व्यक्तियों में आक्रामकता की प्रवृत्ति का स्तर निम्न अथवा उच्च मध्यम स्तर का है जबकि सामान्य वर्ग के कुछ ऐसे भी व्यक्ति हैं जिनमें आक्रामकता की प्रवृत्ति उच्च स्तर की है। स्पष्ट है कि सामान्य व्यक्तियों तथा क्षय रोगियों के मध्य आक्रामकता की प्रवृत्ति का स्तर एक सामान नहीं है, जिससे शोधार्थियों द्वारा निर्मित शून्य परिकल्पना संख्या: 02 स्वीकार हुई है।

इस प्रकार प्राप्त परिणामों के आधार पर कहा जा सकता है कि क्षय रोग से ग्रसित व्यक्तियों पर रोग का प्रभाव न केवल उनके शरीर पर होता है। अपितु रोगी व्यक्ति का मन-मस्तिष्क भी इससे प्रभावित हो जाता है।

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### PRAGMATISM IN EDUCATION

William James and John Dewey are the two outstanding pragmatic educators. Education for them is not the pursuit of knowledge for its own sake. It may have its intellectual, aesthetic, moral, religious and physical aspects, but they are to be regarded as modes of activities through which the child has to create values. These activities are to be produced by the child because they will satisfy and sub serve human needs or because they are useful. According to them, education is not the dynamic side of philosophy as is generally believed. It is philosophy which emerges from educational practice. Education creates values and formulates ideas that constitute this philosophy. "Philosophy is the theory of education in its most general phases.

### PRAGMATISM AND AIMS OF EDUCATION

The pragmatist does not start with any aims in the sense of appropriate scheme of values. Goals towards which educative effort has to be directed or values which the educational practice has to realize, are to be created by man himself in the light of his own experience.

The pragmatism approaches the problem of aims in a general way. He, as an educator, would like to put the child in such a position that the latter would be able to create values for himself. He agrees with the naturalist when the latter condemns external standards and authority and exalts the needs and interests of the educed, and like a naturalist, he holds that the task of the educators is to direct the child's impulses, interests and desires. But the purpose of this direction or guidance is not to help the child to realize a scheme of readymade values but simply to fulfill and satisfy his wants in his environment. There is no ulterior motive.

What the pragmatist wants to achieve through education is "the cultivation of a dynamic, adaptable mind which will be resourceful and enterprising in all situation ----- the mind which will have powers to create values in an unknown future". It is such minds that will reconstruct a society in which the human wants will be fully satisfied through a social medium consisting of co-operative activities.

According to Dewey, education is abstract. Only human beings have aims. Different people have different aims according to their needs. Education should be able to guide children. Dynamics direction, able to face challenges in life Curriculum should have principle of utility. Physical,

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education geography, science, vocational & technical education principles of interest principle of experience to be active and take part in some activity & have exp. Pre of integration (subjects established link b/n knowledge gained through diff source) principle of holistic.

### PRINCIPLES OF PRAGMATISM

1. Change in nature of truth-truth is changeable "P" do not believe in pre-determined truth. According to truth to time, place and situation.
2. Truth is formed by its results-Truth changes according to stages & development. Truth is changing because change in situation throws up new problems to be solved by new thoughts and efforts.
3. Problems as a motive for truth- Human life is like a lab in which every human individual undertakes various experiments to solve the problems which confront him in course of his growth & development.
4. Emphasis on social & democratic values.
5. Opposition to fixed values & ideas
6. Importance of man power.
7. Emphasis on principle of utility
8. Importance of activity
9. Faith in present & future
10. Opposition to social and traditional customs. Reality is still in the making-

### PRAGMATISM AND CURRICULUM CONSTRUCTION

#### 1. Principle of utility

Pragmatism give us several criteria for curriculum construction; utility forms the first criterion. The school must provide experience that are useful to the child; hence the curriculum is to include subjects that will impart knowledge and various types of skills which the child requires for his present as well as future life. As such, language, hygiene, physical training, history and geography, mathematics, science -----domestic science for girls and agricultural science for boys, should be incorporated in the school curriculum. The 'utility criterion' requires direct training for a vocation in the later stages. It also demands that different studies should be view from the standpoint of their usefulness in dealing with life situations rather than as a disinterested pursuit of knowledge. But the utility Principle should not be adopted in a narrow sense. The main aim of knowledge i.e., human progress should not be over-shadowed by it.

#### 2. Principle of interest

Secondly, the curriculum should be governed by the child natural interests at the successive stages of his development. The child in the elementary school, for example, interested in conversation or communication, inquiry, construction and artistic expression; hence, the elementary school curriculum will include such tools of knowledge as reading, writing, counting and nature study, hand work and drawing.

### 3. Principle of experience

Thirdly, the pragmatic curriculum is based on the principle of the child's occupations and activities, his own experience. Learning does not merely mean book learning; it is an active process rather than a passive assimilation of facts. Besides the school subjects, the curriculum includes activities which are socialized, free and purposive. "If these activities take the character of the community of which the school is an organ, they will develop moral virtues, results in attitudes in initiative and independence and give training in citizenship and promote self-discipline."

### 4. Principle of integration

Lastly the principle integration should guide us in curriculum-construction. The Principle assumes the unity of knowledge and skill. Such integration will not be secured if the curriculum is divided into independent subject but if the subjects are presented as mode of activities which are purposive and connected by a common end, integration will not only be possible but inevitable. The pragmatist, it must be noted, does not want to abolish the division of the curriculum into subjects. The schemes of dividing in into subjects are the convenient and useful; moreover "Subjects are the capitalized experience of the race". But each pragmatist warns us against treating subjects as water-tight compartments.

Pragmatism in education has more effect on education because it is based on practical aspect. Slogan is change. Nothing is permanent ideologies keep on changing according to time, place and situation. Our Needs have brought change in our education.

Education should contribute to human progress. Dynamic, resourceful, enterprising citizen school which are flexible education can adjust according to changes in society can only survive.

Inductive method make children heuristic flexibility, utility, experimenting, adjustment. Experiencing promoting continuous development of human.

## PRAGMATISM AND METHODS OF TEACHING

### 1. Purposive

Pragmatism has much to offer in regarded to the principles and methods of teaching. It bids the teacher to be enterprising and experimental rather than depend on stereotyped practices and established principles. The acceptance of established principles without testing is contrary to the very spirit of pragmatism. Principles and methods of teaching should be forged fresh in the light of real life situation. Hence, the first principle of the pragmatics method is to establish a relation with the life of the child, his desires, and purpose, his interests and inclinations. The methods should make the learning process purposive. The child should be able to achieve some object or purpose according to his wishes as a result of the learning process. The most effective learning comes from whole hearted purposeful activities.

### 2. Learning by doing

The pragmatists lay stress on action rather than reflection. They cannot approve of a divorce between theory and practices. They hold that the child learns best only through his activities or his experience; he does not learn so much from book. Hence, the second principles of pragmatism in educational method is 'learning by doing 'or learning through one's experience'. Experience, say



Ryburn, is the truest and best master, and one too, whose lessons we never forget. The child has a natural aptitude for doing and making things. This principle needs a careful and correct interpretation. It does not merely imply the importance of the practical work a careful and correct interpretation. It does not merely imply the importance of the practical work as a mean of instruction in all subjects. It means putting the child into real situations so that he may be able to grapple with them and solve problems that arise there from.

### 3. Integration of learning process

The pragmatists maintain that one of the chief characteristics of the learning process is the integration. Although human knowledge and skill present several aspects, yet it is a unity. The human minds itself is a unity; there are no water-tight compartments in it. The third principle of the pragmatic method therefore is maintenance and furtherance of the integration of the learning process. The method should be such as integrates and correlates the different subjects and activities in the curriculum. The pragmatists believe that the integration will be possible if knowledge and skill are learned through activities that are purposeful. The common purpose will affect the interdependence & consequent integration of the various aspects of learning. They agree that the system of examination and specialist teacher's as they are will stand in the way of realization of this aim.

### 4. Project Method

Pragmatism has made a signal contribution in the form of the Project Method which is based on these principles. Kilpatrick, an ardent follower of John Dewey, who originally enunciated this method, defines a project as "a whole hearted, purposeful activity proceeding in social environment" It is method in which the school, the curriculum and the content of studies are considered from the child's point of view. It lays emphasis on the purpose of learning and claims that children should always have a clear idea of what do and why they do certain things in the school.

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