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## STELLA MATUTINA COLLEGE OF EDUCATION

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**INDIAN EDUCATIONAL  
RESEARCHER**

**Stella Matutina College of Education  
Chennai - 600 083, Tamil Nadu, India.**

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**Indian Educational Researcher**

It is with great excitement that we at Stella Matutina College of Education, Chennai announce the establishment of The Indian Educational Researcher. This research journal, to be published twice a year, will provide a vehicle for research on Education.

The Indian Educational Researcher invites original articles on Education from diverse perspectives. Areas may include, but are not limited to: learning theory and technology, cognition and technology, instructional design theory and application, online learning, computer applications in education, simulations and gaming, and other aspects of the use of technology in the learning process. Quality articles based on firsthand experience, reflection and reading will also be considered for publication. Abstracts of doctoral dissertations can be sent in for wider dissemination.

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All submitted manuscripts will be externally reviewed. Publication decisions are made ultimately by the Editorial Board. The accuracy of information presented in the submitted articles is the responsibility of the authors. The views present in the journal are the personal and do not necessarily reflect the views of the journal's Editorial Board or Stella Matutina College of Education.

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## Editorial

"A journey of a thousand miles must begin with a single step"

-Ancient Chinese proverb

We at Stella Matutina College of Education, have dared to dream big. This inaugural issue of **Indian Educational Researcher** is definitely the first step in our journey towards quality research. This issue, we hope will pave the way for dialogue on a whole lot of issues and challenges facing Education today, be it globalization, value conflict, violence in schools, obsessive quest of unrealistic goals and the like. We plan in our future issues to set themes, so that our contributors will be able to voice their views, using The Indian Educational Researcher as a platform. Research articles in select areas of teaching-learning will definitely pave the way to ushering in meaningful changes and introducing paradigm shifts making for a better world.

The journal is as a biannual to be published in March and November of every year. Views expressed in the journal do not necessarily represent the opinion of the editors.

We welcome articles on philosophy of education, learning theory and technology and instructional design theory and application. Quality articles based on first-hand experience, reflection and reading will also be considered for publication. Abstracts of doctoral dissertation can be sent in for wider dissemination.

To all the contributors to this issue we express our sincere gratitude. Dr. Marlow Ediger has discussed the issue of teaching being a combination of an art and a science. Prof. Raja Ganesan, was gracious enough to send in his thought provoking article on **Education for Sthitha Prajna**. Dr. Nirmala, Dr. Nagavalli, and Dr. Subramonian education have looked into the area of values pre-service teacher education. Dr. Mishra's analysis of the relationship of Socio-Economic Status, and Personal Values of Male & Female Secondary School Students having Different School Background gives an insight into the value of schooling. From the north east of india use have Dr. Subudhi who has sent in a case study on school dropouts of Betasing Community.

Not too many researchers in Education use qualitative research, especially research using case study as methodology. Many researchers will find the review by Geetha Iyer of the book **Case Study Research** by Robert K. Yin useful. I conclude with the words of Olivia Newton-John

Dare to dream

Dare to fly

Dare to be the ever chosen one to touch the sky.

**Radha Mohan**

Associate Editor

## Conceptual Article

**TEACHING: AN ART OR A SCIENCE?****Dr. Matrlow Ediger**, Professor Emeritus,

Truman State University, U.S.A

**Abstract**

Teaching has long been debated as either an art or a science. This article examines perspectives from major educational theorists, including Johann Friedrich Herbart, who emphasized a scientific approach through structured teaching steps, and psychologists such as Thorndike and Skinner, who stressed objectivity, measurable outcomes, and programmed learning. While these scientific approaches provide order, precision, and standardized results, they often lack scope for creativity, critical thinking, and emotional involvement in teaching–learning processes. On the other hand, advocates of teaching as an art highlight the role of teacher enthusiasm, creativity, communication, and sensitivity to learners’ needs and differences. The article argues that effective teaching must balance both the measurable and the humanistic aspects of education.

**Keywords:** *Teaching; Art of Teaching; Science of Teaching; Herbartian Approach; Programmed Learning; Creativity in Education; Teacher Effectiveness.*

There has been an extended debate as to teaching being an art versus teaching being a science. Johann Friedrich Herbart (1776 - 1814) emphasized that teaching was a science. He had his own laboratory school for teacher training and developed a personal psychology of learning. Herbart stressed five steps of teaching which were to be followed by teachers. These steps are the following:

Preparation. Here the teacher helped pupils to review that has been learned previously. The purpose was to get pupils ready for the ensuing new leanings to be acquired. Presently, this would be the readiness phase of learning by activating learner knowledge.

- Presentation. Here, the teacher presented the new subject matter to pupils.
- Association. Pupils were aided to relate the new knowledge acquired with the previous ideas obtained.
- Generalization. By relating the new with the previous knowledge obtained, pupils were assisted in securing main ideas.
- Use. Pupils had numerous opportunities to use the generalizations secured so that ideas might be retained for a longer period of time.

E.L Thorndike (1874 - 1949) believed that only what can be objectively measured would pertain to a science of learning. Subjective ideas and opinions did not count as objective content. B.F. Skinner (1904 - 1990) truly emphasized a science of education. Skinner stressed the use of programmed learning pupils. The programmer determined what pupils are to learn. In the first frame, pupils looking at the monitor would read a few sentences of a developmentally appropriate text. Next, the learner would choose the correct answer from a multiple choice test item pertaining to what was read.

He / She then checked his /her response with the correct answer as provided by the programmer. If correct, the learner is rewarded. If not, the pupil sees the correct answer and is also ready for the next sequential learning of read, respond, and check. The program continues with read, respond, and check, in its entirety. A program is objective in that

- Personal ideas of the pupil are omitted
- The sequence or order of learnings is the same for all who work on the program
- There is only one right answer for each programmed item
- Pupils rarely make mistakes in a quality field tested program
- Pupils may work independently on a program

Each program is complete with objectives, learning opportunities, and assessment procedures. The test items (multiple choice) are aligned with what was learned.

There are selected problems involved in programmed learning. Programs become repetitious for pupils with a read, respond, and check sequence, if used solely. Some variety is generally desired by learners. Diverse kinds of cognitive skills are omitted such as critical

and creative thinking, as well as problem solving. There is no input from pupils in a stimulus / response

Response program. The pupil is to associate the response (correct answer given) with the stimulus (the content read by the pupil). Subject matter chosen for a program will emphasize measurable results when taught to pupils, indicating the percent of items answered correctly by a pupil. Numerical results are specific and not subject to interpretation, Educators viewing teaching as an art believe that much subjectivity is involved in the acts of teaching and learning. Teachers have feelings and this is shown in teaching. They have feelings of joy, hope, fatigue, elation, sadness, and optimism, among others. The feeling dimension interacts with teaching object subject matter. Good teachers have a passion for teaching. Enthusiasm, as an example, will be inherent in quality teaching; the total person is involved in teaching/ learning situations.

Pupils differ from each other in a plethora of ways including abilities, talents, interest, and motivation. The teacher needs to study pupils thoroughly to notice which capabilities each learner possesses. He / She then must attempt to harmonize learner characteristics with the planned curriculum of objectives for pupil achievement, learning activities for pupils to attain the chosen ends, and assessment procedures to notice progress. Observations of pupils made are subject to change and modification as an ongoing unit of instruction progress. The objectives, learning activities, and assessment procedures are subject to reevaluation. Thus, the teacher needs to be creative in meeting pupil needs. Selected issues for creativity in teaching are the following:

- Closing the gap between the majority and minority groups in education.
- Helping pupils achieve mandated standards to be successful in school and in society.

The teacher needs to use voice inflection to secure learner attention. With appropriate stress, pitch, and juncture, and with subject matter well in mind for teaching, the teacher has a better chance to develop and maintain learner attention. Experiences need to be properly sequenced for pupils to progress well. Syntax or word order in teaching must be appropriate for pupils to achieve well. The teacher then needs to be a good communicator for ideas to be presented effectively. Words are abstract and may have different meanings for the pupils as compared to the intention of the teacher. Semantics are then involved in using oral discourse.

One may use the same words and pitch them differently the first as compared to the second time with quite different meanings. If a teacher says, "Sit down" as compared to "Sit down," to pupils in the classroom the message will be received quite differently. The exclamatory mark indicates that the message is shouted and is a very strict order.

Feelings of pupils as well as of the teacher may change rather depending upon the circumstances. Advocates of teaching being an art realize that.

## Conceptual Article

**Education for Sthitha Prajna****D. Raja Ganesan Ph.D.**

Former Professor and Head

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University of Madras &amp;

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[drajaganesan@rediffmail.com](mailto:drajaganesan@rediffmail.com)**Abstract**

This article explores the concept of Sthitha Prajna—a stable and conscious mode of being emphasized in Indian philosophy—and its relevance to education and personal development. Drawing from global philosophical perspectives and psychoanalytic theories, the paper situates Sthitha Prajna within a framework of emotional resilience, ethical action, and cognitive tranquility. It contrasts Western outward-looking worldviews with the inward, contemplative Indian approach, emphasizing that education should cultivate an individual's inner anchorage and preparedness for life. The article further examines the application of Sthitha Prajna in modern educational contexts, posing research questions about its universality, gender relevance, and applicability across life stages. The discussion underscores the potential of integrating this philosophical concept into contemporary educational practice to foster balanced, resilient, and purposeful learners.

**Keywords :** *Sthitha Prajna; Stable Consciousness; Education; Indian Philosophy; Emotional Resilience; Nishkama Karma; Modes of Being; Inner Anchoring*

**Introduction**

Philosophy has been defined as the cultivation of a particular mode of being. Student of philosophy of education know that philosophy and education are two sides of the same coin. Thus education also, by implication, is concerned about inculcating a particular mode of being. The international commission on education constituted by the UNESCO some three and a half decades ago under the chairmanship of Edgar Faure rightly titled its report, *Learning to Be*—using '**be as an intransitive verb**': yes, it is not being a boy, being a girl, being rich a poor, being young or being old, being an American or Indian.

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It is 'being' per se, stripped totally naked of all adventitious post-natal identities that is denoted in this rare mode of use of 'be' that prima facie violates the rules of English semantics. Being an international commission it was concerned with arriving at a normative prescription of how one should be, with what is ultimate and universal in human nature as the foundation. The subsequent UNESCO report on education submitted a decade ago titled its report, learning: the Treasure Within. While this later report widened the scope of its coverage to 'learning to learn', 'learning to-do', 'learning to live together', it retained to be' as the last but not least pillar for education.

If an individual does not learn how to be he or she totally without anchorage and will be lost like a ship sucked into a tempest--whatever else he or she may have learnt - throughout his or her life-course: because it is the ultimate stance one takes vis-a-vis one's cosmic environment that determines one's density. 'Cosmic' environment connotes both the microcosmic and the macrocosmic dimensions. It is worth recalling here that the Kothari Commission pointed out more than four decades ago that thought man had conquered outer space he has not conquered the inner world and recommended that this dimension be addressed seriously by our education. Whereas the vector of western worldviews and their thrust is outwards that of India worldviews is inwards. Without a strong and sound inner anchorage one cannot engage the world within. it must also be noted that the Delors' report to UNESCO submitted about a decade ago, Learning: the Treasure within--it views learning as a treasure 'within' rather than a treasure in the macrocosmic world out there. The Kothari Commission also pointed to the wide range of resources any myriads of soft technologies for cultivating dimension. This unique and fundamental India mode of being is stithaprajna. We will return to this concept after making a quick global survey of models of being commended by various thinkers.

### **Stitha Prajna**

What is *stitha prajna*? How are its dimension conceptualized? What does one who has *stitha prajna* think about the ultimate nature of reality? Should a *stitha prajnam* necessarily believe in transcendent God-a God, as Swami Vivekananda put it, 'Sitting behind the clouds and answering individual prayers?' And in the scriptures? By the way, it is worth recalling here that the *Bhagavad Gita*, which has *stitha prajna* as the axial concept, declares

that the scriptures and rituals are like a tumbler of water for a man who is surrounded by floods. And

### **A Survey of Fundamental Modes of Being**

This fundamental mode of being is determined very early in the life cycle of any and every individual. Yes the die is cast even before the Oedipal stage to which Freud traced the origins of the neurosis of his patient and generalized as critical in the formation of the personality of all human beings. Subsequently the 'object relation' school of psychoanalysts traced the coordinates of this fundamental mode of being beyond and behind the Oedipal stage to the constellation of human relations into which the individual was born and developed. Erik Erikson reduce the wide but indeterminate range of modes of being available to an individual to two mutually exclusive alternatives: **trust versus mistrust**.

The German philosopher Friedrich Nietzsche exhorted the being of man to be completely exorcised of any and every notion of God and to 'live dangerously'. Yes, he wanted risk and adventure to become the fundamental characteristics of man's mode of being. Another German philosopher Martin Heidegger wanted man's mode of being never to forget that it is in and on 'borrowed' time and thus be characterize by an unremitting awareness of its fragility and finitude. In other words, Heidegger wanted man's mode of being to have as its epicenter an awareness of death - its mortality. The existentiality theologian Paul Tillich commended the '**courage to be**' as an appropriate, fundamental stance. The atheistic existentialist philosopher, Jean Paul Sartre, an awardee of the Noble Prize for literature, commended the experience of **untrammelled 'freedom'** as the appropriate mode of being. He declared 'freedom' lies coiled in the very heart of being and we must live in such a way that we facilitate the unfolding of this freedom.

J.G. Arapura, in his seminal book *Religion as Anxiety and Religion as Tranquility*, Which distilled the essence of the worldviews of the East and the West, Pointed out that the three major religions of the Biblical tradition exhort man to an active mode of being with an **anxiety** to complete God's scheme of creation within the horizon of history as its remitting ontological under current. On the other hand, Arapura highlighted, the major religions of the Indian tradition- Hinduism, Buddhism and Jainism, exhort man to adopt a contemplative mode of being as the fundamental one with imperturbable **tranquility** as its foundation. The

Indian mode of being contemplates the turbulence of history from the tranquility of eternity. *Sthitha prajna* is precisely the cognitive component of tranquility.

*Sthitha prajna* which can be roughly translated as 'stable conscious' will lead to *moksha* or liberation which is the ultimate goal of human life in all major Indian philosophies. In the Indian way of thinking the goal of education and the goal of living are identical: the world is a school for the soul where it can and must learn the lesson of liberation.

### Questions for Research About Sthitha Prajna

Is the concept of *sthitha prajna* gender - free? In other words, should women also cultivate *sthitha prajna*? Are there gender-specific nuances in the concept of *sthitha prajna*? When should the exercise of cultivating *sthitha prajna* begin? Is it relevant for all life-phases or is it relevant only for old age or, perhaps, there are different nuances for different life-phases and life-contexts - ranging from marriage and nuptials to death and bereavement? Can we inculcate *sthitha prajna* in our schools and colleges within the prevailing secular framework? My own answer is that we can because this concept is a version of the secular psychological concept of achievement motivation shorn of some of its anticipatory and emotional elements. There are as yet no ready-made answer for many of the other questions and they merit research.

Swami Vivekananda has said that so long as one believes in a personal God who can be invoked to come to one's rescue in his cannot attain *moksa-that is*, liberation!

Does *sthitha prajna* is amode of being completely devoid of emotions? If not, how does a *sthitha prajna* feel in the various contexts of his life? How does he react? How does he interact? How does he enact various roles in life?

The *Bagavad Gita* has given a brief description of what the life-world of a *sthitha prajnam* is like. It is a moot point whether this concept is relevant in the context of modern worldviews implied in science and the one indicated by post-modern chaos theory. Prima facie, the concept of *sthitha prajna* seems to be more pertinent to the worldview derived from chaos theory than ever before. As for emotions, the *sthitha prajna* is not one who is devoid of emotions. He does experience emotions but they do not overwhelm him. When he is swept off his feet by a flood of emotions say, during bereavement, he quickly recomposes himself and resumes his roles and responsibilities of course, the idea would be for him to continue to

perform his duties concurrently even when he is experiencing overwhelming emotions. In other words, emotional resilience and not catatonic reification—a frozen consciousness desiccated and devoid of any emotion—is integral to the concept of *sthitha prajna*.

At the level of action, *nishkama* karma, action without expecting its fruits, is the derivative of *sthitha prajna*. Again, there is a sharp and deep difference between purposeless and indifferent action on the one hand and action without expecting Arjuna, cannot be done without a goal, an aim. But that is a proximate aim. It should not spring from personal desire for aggrandizement, gratification or enjoyment. It calls for intense instrumental and exclusive concentration. One should expunge from one's consciousness every thought except thought except winning; no, neither hope of success and the benefits that flow from it nor should the fear of failure and the train of disastrous consequences that will follow be left as abetting, facilitating reinforcements for that action. It is an 'Action- for action sake' attitude. One acts as if that action. a head is the only thing one has to do in this world. In this respect, the concept of *sthitha prajna* differs from the construct of achievements motive, popularized by the Harvard psychologist David C. McClelland: McClelland's schema gives about a third of the weightage for cognitive anticipations and positive and negative emotional reinforcements in the conceptual content of achievement motivation.

## Research Article

**Value Education in Pre-Service Teacher Education****Dr. Nirmala**Reader in Education, IASE  
Saidapet, Chennai.**Abstract**

The present study focuses on the significance of value education in pre-service teacher education, highlighting the teacher's role as the true transmitter of curriculum and social values. Value education is essential for character building, reducing the value crisis, and nurturing enlightened citizens. The study was conducted among B.Ed. students from IASE, Saidapet and Lady Willingdon IASE, Chennai, during the academic year 2006–2007, using a questionnaire to assess awareness and attitude towards value education. Findings reveal that while only 39% of the students were aware of value education in their previous courses, all participants expressed a favorable attitude towards its inclusion in the B.Ed. curriculum. Respondents emphasized the importance of innovative methodologies, moving away from traditional practices, to impart values effectively. The study concludes that value education should permeate every aspect of teacher education, ensuring teachers play a pivotal role in instilling values and resolving value conflicts among students, thereby strengthening society and the nation.

**Keywords:** *Value Education, Pre-Service Teacher Education, Awareness, Attitude, Curriculum, B.Ed. Students, Character Building.*

**Introduction**

Education disciplines the mind, sharpness the intellect and refines the spirit. The main aim of education is to professionalize individuals to become socially efficient. Teachers are the transmitters of curriculum in its real sense. Hence whatever new programs, activities or changes to be implemented, effected thrust should be possible only through teachers.

## Values

The thrust of education is the development of value in human behaviour. According to earl Rogers the valuing is the tendency of a person to show preference. The needs of the human beings are placed in a hierarchy. Needs such as food, cloth, shelter are termed as lower and the need to pursue truth, goodness beauty, self-esteem are called higher. Values are inner imperatives which make us seek certain goals. : Value education teachers us to preserve whatever is good and worthwhile in what we have inherited from our culture". Report of the International Commission on Education (1996) UNESCO (Delors Commission) identified icons pillars to restructure education for the 21st century. **Learning to know, Learning to do, Learning to live together, and Learning to be.** The fourth one - "Learning to be" can be developed by consciously introducing value education in school curriculum".

"It is important to instill values in children at the primary and secondary school level to make them enlightened citizens". **Dr. A.P...J. Abdul Kalam, President of India.** "Teachers are called upon to impart value based education to the younger generation". **Dr. Kulandaisamy, former V.C. Anna University, Chennai.**

## Value Crisis

The pace of life was much slower earlier, due to globalization and technological advancements in this 21st century of fast and quick moving world. Values are mortgaged to the tyrant time. The determination of goal starts at a very early age, due to highly competitive nature of the world. If they are not able to reach their set goal, children become tensed, stressed, their personalities alter, their attitudes change and as a result their value systems are abandoned.

## Role of Teachers in Imparting Value Education

Teachers have an important role on imparting value education. They are:

- To create a classroom environment as an essential preserver of the socialization process with the cultural norms.
- To transact new knowledge and skills along with ensuring that the value system also works as an agent of social change.

## Studies Conducted on Value Education

Attitude of primary school teachers towards value oriented education in primary level is found to be favourable and positive (**Dayakara Reddy, 2004**). Elementary teachers with less service have positive opinion than those with more number of years regarding Constitutional values (**Ramesh Babu, 2005**). Pranati Panda (2004) on emphasizing the need for Human Rights Education and Human Values among children indicated that human rights education too play a role in developing attitude and value orientation among children.

Pre Service Education is a process of transformation of a lay person into competent and committed professional educator. NCTE has identified five commitment areas for the teachers and one among them is commit.

## Need For the Present Study

Owing to the importance and role of teachers in character building, helping the children to come out of the value crisis and strengthening the nation as well as inclusion of value education in pre-service teacher education curriculum gains in importance. Hence the present study attempts to find out the awareness about and attitude of prospective teachers towards value education and to analyze the present status of value education in B.Ed curriculum.

## Objectives of the Study

The objectives of this study are:

- To assess the awareness about and attitude of prospective teachers towards value education in B. Ed curriculum.
- To find out the level of value education content in the B.Ed curriculum at present.

## Method

The survey method was adopted to find out the attitude of B.Ed students.

## Tool

A questionnaire with 25 statements in which one statement is to find out the awareness of B.Ed students about value education in their previous courses and 24 statements {14 positive and 10 negative) on a five point scale related to their attitude and opinion about value

education and its various components was constructed and validated by the author for this purpose. A range of 5 to 1 points are given for a positive item in the order of their alternative and 1 to 5 points are given for a negative item in the order of their alternatives. The total score range between 25 to 125. The questionnaire is given in Table 1.

### **Sample**

B.Ed students from IASE, Saidapet, Chennai (100Male) and Lady Willingdon IASE, Chennai (25 female) for the academic year (2006-2007) with qualifications (UG, PG and above) constituted the sample for this study.

### **Findings of the study**

1. 39% of the sample were aware of; 1% to some extent and 60% without any idea about value education in their previous courses.
2. The entire sample had a favourable attitude towards inclusion of value education in pre-service teacher education.
3. All the respondents accepted the importance of value education and its conclusion in pre-service teacher education.
4. The entire sample agreed that value education should find a prominent place in pre-service teacher education curriculum adopting different methodologies and techniques deviating from the traditional modes.
5. B.Ed syllabus of Madras University, M.G.University, Calicut and Regional Institute of Education, Mysore (NCERT) contains one unit about values mainly Social values and the list of values to be promoted according to CBSE, NCERT in the paper education in the Emerging Indian society.

### **Conclusion**

Teachers have a delicate role to play by helping children to resolve their value conflicts besides inculcating values in them. To conclude a broad consensus has emerged that the education of values should permeate the entire school life comprising teaching of different subjects, organization of co-curricular activities, organizational climate and general ethos of the institution vis-a-vis the teacher education institutions.

Good teachers make a good school

Good school makes good students

Good students makes good citizens

Good citizens make a good nation.

**Table 1**

**ATTITUDE OF B.Ed STUDENTS TOWARDS VALUE EDUCATION**

**NAME:**

**OPTIONAL SUBJECTS**

**QUALIFICATIONS:**

**SEX: MALE/FEMALE**

S.No	STATEMENT	Yes	To Some Extent	Not at all		
1	Have you been introduced to value education in your undergraduate/postgraduate classes					
		<b>SA</b>	<b>A</b>	<b>UD</b>	<b>DA</b>	<b>SDA</b>
2	The teachers' job is only to teach various subjects and make the students get through in the examination					
3	Teachers play an important role in incorporating values in children					

4	Value education is to be incorporated in all papers of B.Ed syllabus					
5	Value education is only moral education					
6	There is no need to introduce value education in B.Ed curriculum since the B.Ed students are grown up adults					
7	Inculcation of values cannot be done by teaching them since adopting to good value system is the inborn quality of the individuals					
8	Values have to be taught only in schools					
9	Mere preaching of values is more than sufficient to inculcate values in children					
10	The methodology of teaching value education should be the same as that of other subjects					
11	The world has become a global village we need not maintain our cultural identity and cultural values need not be emphasized					
12	Rather than preaching the actions and deeds of the teacher should be a role model to the students in incorporating values					
13	While teaching various subjects it is enough if you train the students to answer the questions in the examination. Without telling them the hidden values of studying that subject	..				

14	Many people think that value education is only religious education					
15	Inculcating values in children helps them to overcome certain psychological problems					
16	Parents also play an important role in inculcating values					
17	Inculcation of values bring out desirable changes in the society					
18	Teachers play an important role in the total personality development of the children					
19	The mode of evaluation of value education should be different from that of other subjects					
20	It is necessary that the teacher aducators should be given an orientation in value education					
21	A country with so much diversity it is difficult to incorporate value education					
22	The sudden hue and cry of the policy makers and educational planners in introducing value education is only a fashion					
23	The syllabus for value education courses should essentially include biography of great leaders, scientists, other eminent personalities					
24	Mass media to play an important role in incorporating values					

25	Value education has to be taught by a special teacher					
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**SA Strongly Agree; A Agree; UD Undecided; SDA Strongly disagree;**

**DA disagree**

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## Research Article

**SELF EVALUATION IN STUDENT TEACHING****Dr.T.Nagavalli**

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**Abstract**

This study examines the effectiveness of student teaching through self-evaluation by teacher trainees, with a focus on identifying strengths, weaknesses, and challenges in teaching practice. Conducted at Sri Sarada College of Education, Salem, the research involved 32 mathematics optional trainees who evaluated their own teaching using a self-evaluation checklist developed by Rao (2003). The findings reveal that trainees successfully achieved lesson objectives, motivated students, gave home assignments, drew clear diagrams, and effectively used student responses. However, major difficulties were reported in conducting lessons, managing time, systematic presentation of concepts, catering to individual differences, and using audio-visual aids effectively. Comparative analysis showed that English medium trainees were stronger in chalkboard use and discipline, while Tamil medium trainees faced more challenges in lesson conduct. Postgraduate trainees performed better in areas like time management, discipline, and stimulating further learning, whereas undergraduates showed strength in systematic presentation and summarizing key points. The study highlights the importance of improving essential teaching skills such as time management, systematic presentation, catering to learner diversity, and effective use of teaching aids. Strengthening these areas will enhance the overall quality of teacher education and future classroom performance.

**Keywords:** *Self-Evaluation, Student Teaching, Pre-Service Teacher Education, Teaching Effectiveness, Teacher Trainees, Lesson Conduct, Teaching Skills, Classroom Management.*

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**Introduction**

Pre service Teacher Education has two aspects, Theory and Practical. The theoretical component help the trainees equip themselves with the knowledge of various dimensions of teacher education and the practical aspects help them acquire essential teaching skills.

Practical in teacher education are generally of three categories. Practical on theory subjects, practicals on work experience and community development, and practical on school work. The last category of practical work in known as student teaching, practice teaching, and internship etc., Practical work plays a vital role in deciding teacher effectiveness. (Rao, 2003)

### **Assessment of Student Teaching**

Assessment of student teaching is a problematic subject. It consists of assessment of classroom teaching performance, ability to write a scheme of lessons, performance in non-classroom teaching activities and writing lesson plans classroom teaching performance is judged by observing lessons. Expertise is necessary to assess, evaluate and guide the student teachers. (Rao, 2003) and Mohanty (1987) has suggested the following aspects for student teaching:

1. Developing of a proforma of assessment and evaluation of classroom teaching performance and related activities of student teachers
2. Explaining the criteria of assessment to student teachers
3. Assessing student teachers systematically and continuously
4. Restricting the scale of assessment to a five point scale.

A feedback evaluation of the teacher from different categories serves as a base for self-reflection on one's own achievements. Assessment can be recorded in the following area.

**a. Mirror evaluation:**

Data of evaluation by oneself on one's own teaching and steps taken for improvement.

**b. Peer evaluation:**

Statements from colleagues and alumni

**c. Learner evaluation:**

Data of evaluation by student, to produce an overall rating of effectiveness or suggest improvements (Bhat, 1999).

### **Need for the Study**

To evaluate the strength and weakness of student teaching, one must know the goals of the student teaching programme and how they are implemented.

The present study is intended to evaluate the effectiveness of student teaching. For this, self-evaluation of teaching is carried out by student teachers.

### **Objectives of the Study**

- The objectives of the study are:
- To Identify the effectiveness of student teaching
- To find out the strength and weakness of the students
- To pinpoint the components which were difficult to practice.

### **Scope of the Study**

This study -Self Evaluation in Student Teaching- will reveal the effectiveness of student teaching and the strength and weakness of the trainees. The components which were difficult to practice will come to light.

### **Operational Definitions**

#### **Self-Evaluation**

'Evaluation is the systematic collection and interpretation of evidence, leading, as part of the process, to a judgment of value with a view to action'. Self-evaluation is evaluation by the individual or self.

#### **Student Teaching**

The practice teaching teacher trainees undergo during their pre service teacher education programme.

#### **Limitations of the Study**

The study was restricted to the trainees who have opted for Mathematics as one of their optional subjects. The study was conducted on 32 trainees of Sri Sarada College of Education. Mathematics was one of the optional subjects of the trainees chosen.

### **TABLE 1**

**Sample of Teacher Trainees with Mathematics as Optional**

Medium of Instruction		Educational Qualification		Major Subject	
English	Tamil	P.G.	U.G.	Mathemati	Phy.Scienc
8	24	13	19	18	14

**Tool chosen**

Self-evaluation of lessons checklist prepared by Rao (2003) was used to express the opinion of the trainees about their teaching. The trainees evaluated their own teaching using this checklist. The tool had 21 statements. The trainees have to check if they were able to practice the component or not. Each trainee evaluated her own teaching after her lesson which was also observed by the investigator.

**TABLE 2****Analysis of Self Evaluation of teaching by the trainees**

Question Number	Statement	Number of Candidates			
		Yes %		No %	
1	Achieving Objectives	32	100	-	-
2	Motivation	28	87.5	4	12.5
3	Stimulating to further studies	24	75	8	25
4	Catering to individual differences	21	66	11	34
5	Asking Questions	32	100	-	-
6	Rectifying fault answers	32	100	-	-
7	Using student's responses	29	91	3	9
8	Student's asking questions	29	91	3	9

9	Use relevant A.V. Aids	25	78	7	22
10	Successful usage of Aids	21	66	11	34
11	Full use of Board	26	84	5	16
12	Observing clear diagrams	30	94	2	6
13	Evaluating Major Concepts	26	81	6	19
14	Summarises major concepts	28	87.5	4	12.5
15	Giving Home Assignment	30	94	2	6
16	Finishing in time	19	59	13	4
17	Systematic presentation	20	62	12	38
18	Supervise Class	26	81	6	19
19	Discipline	25	78	7	<b>22</b>
20	Difficulty in conduct of the lesson	23	72	9	28
21	Scope for improvement if got another chance	32	100		

From the above table it is evident that all the students have successfully achieved the objectives of the lesson they taught. 80% of the trainees have expressed that they were successful in motivating the students. In stimulating further studies 75% of the trainees have succeeded 66% of the trainees have catered to the individual differences of the learners. All the trainees have asked questions and were also able to correct the faulty answers of the students. 91% of the trainees could use students' responses and in 91% of their classes, students were asking questions. 78% of the trainees used relevant AV aids while 66% of them have successfully used the AV .aids. Chalkboard was used effectively by 84% of trainees while 94% of trainees drew clear diagrams on the chalkboard. The major concepts were evaluated by 81% of the trainees and 81.5% of them have summarized the major concepts. 94% of the trainees gave home assignments whereas only 59% of the trainees finished the class within the

stipulated time. Systematic presentation of concepts was reported by 62% of trainees. 81% of the trainees supervised the class while only 78% of them maintained discipline. 72% of the trainees had difficulty in the conduct of the lesson. All the trainees in unison are of the opinion that they would perform better if another opportunity was given to them.

Table 3 shows the details of Self Evaluation of teaching by the trainees who taught through English and Tamil Medium

**TABLE - 3 Medium Wise Details of Self-Evaluation of Teaching**

S.No	Statement	Medium of Instruction							
		English				Tamil			
		YES	%	NO	%	YES	%	NO	%
1	2	6	75	2	25	22	92	2	8
2	3	6	75	2	25	18	75	6	25
3	4	7	87.5	1	12.5	13	54	11	46
4	7	6	75	2	25	23	96	1	4
5	8	7	87.5	1	12.5	22	92	2	8
6	9	6	75	2	25	19	79	5	21
7	10	5	62.5	3	37.5	16	67	8	33
8	11	8	100		-	19	79	5	21
9	12	7	87.5	1	12.5	23	96	1	4
10	13	6	75	2	25	20	84	4	16
11	14	6	87.5	2	25	22	92	2	8
12	15	7	87.5	1	12.5	23	96	1	4
13	16	6	75	2	25	13	54	11	46
14	17	5	62.5	3	37.5	15	62.5	9	37.5
15	18	6	75	2	25	20	84	4	16

16	19	7	87.5	1	12.5	18	75	6	25
17	20	4	50	4	50	19	79	4	21

While comparing the performance of the trainees who taught in English Medium and Tamil Medium, it is found that trainees who taught in English medium could on chalkboard cater to the individual needs and finish the lesson in time and students asked questions in the class while the were difficult for their counterparts. (Table - 3)

Trainees who taught in Tamil medium had difficulty in the conduct of the lesson. Medium of instruction did not play any role in

- Students asking questions
- Drawing clear diagrams
- Giving home assignments

Medium of instructions does not play a role in overcoming the difficulty faced in

- Stimulating to further learning
- Relevant use of A.V. aids
- Systematic presentation of concepts.

**TABLE 4**

**Self-Evaluation of Teaching by the U.G. and P.G. Trainees**

S.No	Statement No.	EDUCATIONAL QUALIFICATION							
		P.G.				U.G.			
		YES	%	NO	%	YES	%	NO	%
1	2	12	92	1	8	16	84	3	16
2	3	11	85	2	15	13	68	6	32
3	4	7	57	6	43	14	74	5	26
4	7	12	92	1	8	17	89	2	11
5	8	12	92	1	8	17	89	2	11
6	9	11	85	2	15	14	74	5	26

7	10	9	69	4	31	12	63	7	37
8	11	10	77	3	23	17	89	2	11
9	12	12	92	1	8	18	95	1	5
10	13	11	85	2	15	15	79	4	21
11	14	10	77	3	23	18	95	1	5
12	15	12	92	1	8	18	95	1	5
13	16	11	85	2	15	8	42	11	58
14	17	6	46	7	54	14	74	5	26
15	18	11	85	2	15	15	79	4	21
16	19	12	92	1	8	13	68	6	32
17	20	8	62	5	38	15	79	4	21

The Post graduate trainees have identified their strength in the components

- motivation
- using students responses
- stimulating to further studies
- give home assignments
- maintain class discipline
- motivation
- use relevant A.V.aids
- evaluate major concepts
- finish in time
- supervise class

While the weakness of the Postgraduate were in the components

- ✓ conduct of lesson
- ✓ systematic presentation of concepts
- ✓ catering to individual differences
- ✓ full use of board

The under graduate trainees have reflected their strength in the components

- draw clear diagrams
- catering to individual differences
- summarize major concepts
- give home assignments
- systematic presentation
- full use of chalkboard

The weakness of the under graduates trainees had weakness in

- difficult in conduct of the lesson
- finish in time
- Use of A.V. aids
- stimulating to further learning
- class discipline

When the performance of the trainees with different educational qualifications were compared; it is obvious that P.G. qualified trainees had difficulty in

- Systematic presentation of concepts which the U.G. trainees have overcome.

However the P.G. trainees had no difficulty in the following components.

- Cater to individual differences
- Summaries key points
- Finish in time
- Maintain discipline
- Stimulate to further learning
- Use Relevant A.V. aids

The mastery of subject knowledge did not have any role in practicing the components.

Irrespective of their qualification, they had no difficulty in the components.

- ❖ Drawing clear figure
- ❖ Giving home assignments
- ❖ Using students' responses

- ❖ Students asking questions

Likewise they had difficulty in the following components.

- Successful use of A.V. aids
- Conduct of the lesson

## Summary of Findings

1. The trainees were achieving the objectives asking questions, rectifying faculty answers and believe that they would perform better in future. They were also giving home assignments, drawing clear diagrams, using students' responses and students were questioning in their classes.
2. The major difficulties felt by the trainees were difficulty in conduct of the lesson, time management systematic presentation of the concept, catering to individual differences, successful usage of A.V. aids and stimulating to further learning.
3. Both the media trainees were competent in drawing clear diagrams and giving home assignments. In their classes, students asked questions and they had difficulty in simulating to further learning, relevant use of A.V. aids and systematic presentation of concept.
4. P.G. qualified trainees had difficulty in systematic presentation of concepts, cater to individual differences and summarize key points. Yet these difficulties were overcome by the U.G. trainees. The U.G. trainees had difficulty in finishing in time, maintaining discipline, stimulate to further learning and use of A.V. aids; which the P.G. trainees don't feel difficult.

## Implications of the Study

1. Most of the trainees (72%) have difficulty in conduct of the lesson. Finishing in time, systematic presentation of concepts catering to individual differences and successful usage of aids.

It is shocking to note that most of the vital components which teachers have to be skilled were not mastered by the trainees. They should not have any difficulty in the conduct of the lesson and should have time management skills. Also systematic presentation of

concepts, catering to individual differences and successful usage of aids are essential skills to be mastered.

2. Trainees taught in English were able to use the chalk board effectively and maintained discipline. Students also asked questions in their classes. Thus they have mastered a few skills that are essential for effective teaching.
3. The P.G. trainees were comfortable in time management, maintaining discipline, stimulate to further learning and use relevant A.V. aids, which the U.G. trainees could not do with ease. Hence it shows that mastery of subject knowledge do help in acquiring certain skills.
4. Mathematics major students had not difficulty in drawing clear diagrams and giving home assignments. They were even skilled in motivating, evaluating and summarizing major concepts. This shows that content knowledge does help the trainees to face the class with confidence.

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## Research Article

**INTELLIGENCE AND VALUES OF TEACHER TRAINEES OF  
DIPLOMA LEVEL****Dr.G. Subramonian,**

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**Abstract**

This study investigates the intelligence and values of diploma-level teacher trainees with reference to sex, locality, family income, and type of institution. A sample of 124 teacher trainees (62 male and 62 female) from training institutions in Erode district, Tamil Nadu, was selected through random sampling. Data were collected using Raven's Progressive Matrices (RPM) and the KM Shashi Gilani Value Assessment Test. The findings reveal no significant differences in values and intelligence with respect to sex and locality. However, family income significantly influenced both values and intelligence, while type of institution significantly affected intelligence but not values. The study concludes that intelligence and values are essential qualities for effective teacher trainees, and these attributes must be systematically nurtured during training. The results provide useful insights for curriculum planners, educators, and policymakers to design training programmes that enhance the personal and professional growth of future teachers.

**Keywords:** *Intelligence, Values, Teacher Trainees, Diploma Level, Pre-Service Teacher Education, Family Income, Type of Institution, Teaching Profession.*

**Introduction**

Teaching profession is a noble profession. Teachers create good citizens to imbibe all essential qualities in society. so the role of the teacher is appreciated in all ways. Teachers are respected highly in the society. Because of their dedication, determination and devotion to their duties. Teachers should practice values in life.

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They have to be role models to young minds. The training provided during the training course Diploma will be helpful for them to become good teachers. The teacher is expected to provide worldly knowledge to the children. Doubts are plenty for the children. These doubts are to be clarified by the teachers. The teacher is not only expected to have intelligence, but they must practice values in their own life which will be imitated by the children. Therefore, the investigator felt that there is a need to study the intelligence and values of teacher trainees of diploma level

### **Objectives of the Study**

The Objectives of the study were as follows.

1. To adopt values tests to assess teacher trainees.
2. To adopt tool to assess intelligence of teacher trainees
3. To study the significant difference in the intelligence of teacher trainees with regard to sex, locality, family income and types of institutions
4. To study the significant difference in the values of teacher trainees with regard to sex, locality, family income, and types of institutions.

### **Hypotheses**

The Following null hypotheses were formulated for the present study:-

H1: There is no significant difference in the Values of diploma level teacher trainees based on their sex

H2: There is no significant difference in the intelligence of diploma level teacher trainees based on their sex

H3: There is no significant difference in the values of diploma level teacher trainees with regard to locality

H4: There is no significant difference in the intelligence of diploma level teacher trainees with regard to locality

H5: There is no significant difference in the values of diploma level teacher trainees

according to their family income.

H6: There is no significant difference in the intelligence quotient of diploma level teacher trainees according to their family income.

H7: There is no significant difference in values of the diploma level teacher trainees According to the types of institution.

HS: There is no significant difference in intelligence quotient of diploma level teacher trainees according to types of institution.

### Methodology

#### Sample:

A total of 124 (62 male and 62 female) teacher trainees from the diploma level training institutions of Erode district, Tamil Nadu, has been selected as a sample for the present study. Random sampling technique was used in the selection of the sample.

### Methodology

The following tools were administered to collect data

1. Trainee's Personal proforma sheet
2. Raven's Progressive Matrices (RPM)
3. KM Shashi Gilani Value Assessment Test

Reliability and Validity were confirmed for these tools.

#### Statistical Techniques used:

Student't' and correlation coefficient were used in analyzing the data

#### Data Analysis:

Statistical calculation of variables are presented in the Table 1

**Table 1: Differential analysis of variables**

Independent Variables	Dependent Variables	N	Mean	SD	SE	t' value	Level of Significance
Values	Male	62	274.69	21.04	3.7	1.89*	No significance

	Female	62	281.7	20.25			At 0.05 & 0.01
Intelligence	Male	62	54.19	30.08	5.38	0.239*	No significance At 0.05 & 0.01
	Female	62	55.48	29.87			
Values	Urban	57	276.96	19.37	3.74	1.590*	No significance At 0.05 & 0.01
	Rural	67	282.91	21.7			
Intelligence	Urban	57	57.98	29.28	5.32	1.417*	No significance At 0.05 & 0.01
	Rural	67	59.44	29.91			
Values	High income	53	278.66	19.37	3.76	2.61*	Significance At 0.05 & 0.01
	Low income	71	277.85	22.05			
Intelligence	High income	53	62.83	30.62	5.34	2.61*	Significance at 0.05&0.01
	Low income	71	48.87	27.86			
Values	Govt. institutions	62	278.38	20.22	3.76	0.300*	No significance At 0.05 & 0.01
	Private institutions	62	277.25	21.65			
Intelligence	Govt. institutions	62	74.67	24.93	4.34	9.198*	Significance at 0.05&0.01
	Private institutions	62	34.75	23.45			

### Hypotheses Testing and Results

Table 1 provides the result of statistical analysis of variables which are taken into account for the testing of hypotheses.

1. The null hypothesis H1 "There is no significant difference in the values of teacher trainees based on their sex" is accepted. Thus sex has not influenced the values of teacher trainees.
2. The null hypothesis H2" There is no significant difference in the intelligence of teacher trainees based on their sex" is accepted. Sex has not influenced the intelligence of teacher trainees.
3. The null hypothesis H3 "There is no significant difference in the values of teacher trainees with regard to their nature of residence" is accepted. It is concluded that the nature of residence has not influenced the values of teacher trainees.
4. The null hypothesis H4" There is no significant difference in the intelligence of teacher trainees with regard to their nature of residence" is accepted. It is concluded that the nature of residence has not influenced the intelligence of teacher trainees.
5. The null hypothesis H5 "There is no significant difference in the values of teacher trainees due to their family income" is rejected. Therefore the family income has an influence on the values of teacher trainees.
6. 6. The null hypothesis H6" There is no significant difference in the intelligence of teacher trainees due to their family income" is rejected. Therefore, the family income has an influence on the intelligence of teacher trainees.
7. 7. The null hypothesis H7" There is no significant difference in the values of teacher trainees due to their type of institution" is accepted. Therefore, the type of institutions has not influenced the values of teacher trainees.
8. 8. The null hypothesis **H8** " There is no significant difference in the intelligence of teacher trainees due to their type of institution" is rejected. Therefore, the type of institution has influenced the intelligence of teacher trainees.

### **Implication of the Study**

The teacher trainees have good intelligence and values. Their potential could be properly developed and utilized for national growth. Based on this study, the following are implications to the education and personality development of diploma level teacher trainees.

- The study has given more insight on the better understanding of diploma level teacher trainees

- The tools adopted in the study can be used to conduct fruitful research in the field of education and personality developed of diploma level teacher trainees
- The curriculum planners may use these findings for construction of curriculum to the teacher training programmes.

### **Suggestions for the Research**

1. An exploratory study could be conducted to identify the appropriate activities to enhance values and intelligence among school and college level.
2. A study of the values and intelligence of a student teacher can be extended to other areas like aspiration level.

### **Conclusion**

Intelligence and values are prime attributes for the teacher trainees. These should be properly developed among them. A good teacher makes changes in the society through his/her teaching. Such teachers are to be trained systematically to understand their future responsibilities. This study paves the way for guiding the trend setters in the education field.

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## Research Article

## Relationship Analysis of Socio-Economics Status, and Personal Values of Male & Female Secondary School Students having Different School

### Background

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&

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### Abstract

This study investigates the relationship between socio-economic status (SES) and personal values of male and female secondary school students across different school boards in India, namely B.S.E., C.B.S.E., and I.C.S.E. A sample of 300 tenth-grade students from 15 schools in five towns of Orissa and New Delhi was selected using random sampling. Socio-economic status was assessed using the Socio-Economic Status Rating Scale (Mishra, 1998), while personal values were measured using the revised English version of the Personal Values Questionnaire (PVQ) by Sherry and Verma (1994). Data were analyzed using product-moment correlation to determine the direction and strength of relationships between SES and ten personal values, including religious, social, democratic, knowledge, hedonistic, power, family prestige, and health values. Findings indicate that SES generally has limited impact on students' personal values, with some significant positive or negative correlations observed in specific groups. Overall, the study suggests that interactions within peer groups, school environments, and exposure to educational settings may mediate the influence of SES on value development. The results highlight the importance of structured value education within schools to promote moral and character development across diverse socio-economic backgrounds.

**Keywords:** *Socio-economic status, Personal values, Secondary school students, School background, Correlation analysis, Moral development, Value education.*

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The closing two centuries of the second millennium have affected the lifestyles and practice of the people all over the world. The 19th Century is marked for transportation revolution and the 20th Century for communication and educational revolution. The 1st Century of the 3rd Millennium has started with the process of globalization with a view to have one culture known as world culture with the help of the wonders of science and technology. It is important to note that most of the scientific developments are like double-edge swords. They can be used for the benefits as well as for destruction of the mankind. The little toy that was dropped over Hiroshima and Nagasaki in 1945 is only one example. we cannot blame science since its results depend upon its applications. In this context Ali (1996) writes:

A knife is a life-saving device in the hands of a Surgeon, but it is a life-taking instruments in the hands of a butcher. Gold is a currency to a king for circulation, but it is proud possession of a woman to hoard, Gita is a sacred scripture to a saint, but it is a commodity to a merchant for sale. Knowledge wisdom to Socrates, but a bomb in the hands of Hitler.

All over the world the criminal elements seem to dominate life. Recent observations indicated that there is more crime in certain advanced and developed and underdeveloped countries. Rape, Murder, Kidnapping etc have become common on all parts of the world. Life is not secured any where. New styles of crimes such as fabrication of university degrees, cheating, forgery, immoral traffic, tax evasion, smuggling, acceptance of kickbacks have emerged which largely depends on intelligence than force. Branded criminals are being offered seats by political parties to entire in to the House of Representatives. People are found to be less humane today as compared to the people of five decades of five decades ago. They are becoming man for money, power, pleasure and status. Ideas like love, fraternity, equality, justice, democracy, equity, secularism, patriotism etc have no meaning in their lives. it is largely the white-collar class which is involved in such crimes. That's why some people are of the opinion that education is mostly responsible for the crime graph.

Education is the creation of man, yet it has become indispensable in his life today it has become an all pervasive resource that can find substitutes for other resources, but has no substitute for itself. If the inner potentialities of man for the betterment of the individual and the society. it the character and helps the individual for his wholesome development.

The erosion of values is no an international phenomenon and in our country it poses a grave problem a grave problem. Even though several factory may be responsible for this state of affair. yet it is generally felt that our education system has failed in its primary task of value inculcation among the students.

Psychologists such as Piaget (1932), Bandura & Mc Donald (1963), Peck and Havighurst (1970) and Kohlbeng (1970) have propounded different models relating development of moral judgment. The way children make moral judgment depends on their level of intellectual development as well as on their upbringing and learning experiences.

Every individual starts to gain learning experiences from his home, society and educational institutions. Thus socio-economic status and school background of their child are the items which cover all variations at home and schools background of the child are the items which naturally cause differences in their physical and psycho-social characteristics. Keeping these factors in mind one may be intrigued by the question:

What is the trend of relationship between Socio-Economic Status and Personal Values of male and female students with different school background?

The answer to such question is planned to obtain empirically from the present study. (Table -1)

### **Major Findings**

Socio-Economic status of Secondary school student has no significant relationship with their relationship with their Religious, Democratic and Hedonistic values.

There exists no significant relationship between Socio-Economic Status and Social Value in case of the B.S.E. Female C.B.S.E. Male, Only female and the total; group of Secondary School Students. However the relationship between these two group of Secondary School Student. However the relationship between these tow variables is found to be Positive and significant in case of B.S.E. Male, I.C.S.E. Male, I.C.S.E. Female, B.S.E, C.B.S.E, I.C.S.E. and only Male groups of Secondary School Students.

The relationship between Socio-economic Status andAesthetic Value is found to be significant in case of the whole group of secondary School Students. The relationship between these two variables is found to be significant and negative in case of The rest eleven

groups constituted of Male & Female student of secondary school adopting the syllabi of B.S.E., Orissa, C.B.S.E, New Delhi, and I.C.S.E, New Delhi.

Significant positive relationship between Socio-Economic Status and economic Value is found only in case of C.B.S.E Female secondary school students. The relationship between these two variables is found to be significant and Negative in case of secondary school students. In case of other nine groups no significant relationship between these two variables is revealed.

Relationship between Socio-Economic Status and Knowledge Value is Found not to be significant with all groups of secondary school students belonging to B.S.E. Female, I.C.S.E. Female, only Female and Total Groups. In case of the other eight other eight groups the relationship between these two variables between these two variables is found not to be significant.

### **Objectives of the Study**

1. To find out the direction and extent of relationship between Socio-Economic Status and (ten) personal values of Male and Female Secondary School Students studying in Secondary School affiliated to B.S.E, Orissa.
2. To find out the direction and extent of relationship between Socio-Economic Status and (ten) personal values of Male and Female Secondary School Students studying in Secondary School affiliated to C.B.S.E, New Delhi.
3. To find out the direction and extent of relationship between Socio-Economic status and (ten) personal values of Male and Female Secondary School Student studying in Secondary School affiliated to I.C.S.E, New Delhi.

### **Methodology Adopted**

#### **Sample:**

The sample of the study comprised of 300 10th Grade students selected from 15 schools situated in five towns of Orissa, C.B.S.E, New Delhi and I.C.S.E, New Delhi were selected. The technique of random sampling was followed in the selection of subjects.

### **Tool Used**

In order to assess the Socio-Economic Status of the subjects the Socio-Economic Status Rating Scale of Mishra (1998) was used. Further to assess the personal Values of the subject the 1994 revised English Version of Personal Values Questionnaire (PVQ) prepared in 1978 by Dr. (Mrs) G.P. Sherry, Director, Dayalbagh Educational Institute, Agra and Dr. R.P. Verma, Professor of Educational, Banaras Hindu University was used. These questions measure ten values i.e. Religious, Social, Democratic Knowledge, Hedonistic, Power, Family Prestige and Health.

### **Analysis of Data**

The product moment co-relation technique was applied to know the direction and extent of relationship between Socio-Economic Status and the ten Personal Values for different groups. The co-relation co-efficient computer for different groups are given in Table-1

Significant negative relationship between Socio-Economic Status and Family Prestige Value is revealed in the study only in case of one group i.e. Male group of secondary school students. In case of the other eleven groups no significant relationship is revealed.

The relationship between Socio-economic Status and Health Values is found to be positive and significant only in case of Female group of secondary school students. In case of other eleven groups no significant relationship is revealed.

### **Conclusion**

An overall analysis of the findings of the study leads to the conclusion that except in case of few groups socio-economic status is found to have less impact on the personal values of the student. It is perhaps due to the interaction that they make in their groups, schools and exposure they receive in such situations, similarly much difference is also not found between male students and also students pursuing the syllabi of the three bodies. All cherished goals of any nation are hoped to be achieved much through the class rooms. The Butler Act of 1944 in U.K. had a nice line written on top: "What our schools are, the race shall be" Similarly our Kothari Commission's report starts with "The destiny of India is being shaped in her classrooms". All educational committees in our country have recommended deliberate inculcation of moral values and building of character appropriate to our set up. Our

educational system starting from primary to Higher has to be suitably reorganized so that the values being emphasized keeping the changing socio-cultural institutions and at our residential places in phased, systematics and scientific manner with psychological principles.

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**Table: Product Moment Co-relation Coefficients Between Socio-economic Status Scores And Scores in Different Personal Values for Different Groups.**

Groups	Socio-Economic Status and Religious value	Socio-Economic Status and Social value	Socio-Economic Status and Democratic value	Socio-Economic Status and Aesthetic value	Socio-Economic Status and Economic value	Socio-Economic Status and Knowledge value	Socio-Economic Status and Hedonistic value	Socio-Economic Status and Power value	Socio-Economic Status and Family value	Socio-Economic Status and Health value
B.S.E. Male	0.013	0.533**	0.146	0.085	-0.006	0.136	0.061	0.105	-0.206	0.158
B.S.E. Female	0.276	0.016	0.03	0.222	-0.277	0.272	-0.083	-0.412**	-0.022	0.158
C.B.S.E. Male	-0.094	0.247	0.074	0.011	-0.102	-0.038	-0.039	-0.262	-0.012	0.24
C.B.S.E. Female	-0.018	0.251	0.114	-0.164	0.267*	-0.052	-0.125	-0.017	-0.142	0.081
I.C.S.E. Male	-0.1	0.298*	0.112	0.102	-0.425**	0.04	0.016	-0.092	-0.17	-0.03
I.C.S.E. Female	-0.139	0.322*	-0.253	0.143	-0.203	0.255	0.042	-0.351*	0.207	0.106
B.S.E. (N=100)	0.141	0.258**	0.089	0.167	-0.115	0.189	-0.008	-0.152	-0.121	0.014
C.B.S.E. (N=100)	-0.026	0.241*	0.013	-0.037	0.073	-0.02	-0.04	-0.17	-0.074	0.129
I.C.S.E. (N=100)	-0.103	0.303**	-0.076	0.12	-0.309**	0.158	0.04	-0.222	0.059	0.046
Male (N=100)	-0.129	0.197*	0.059	0.129	-0.028	0.051	0.048	-0.053	-0.188*	0.045
Female (N=100)	0.037	0.036	-0.095	0.142	-0.006	0.225**	0.028	-0.299**	-0.037	0.167*
Total (N=300)	-0.038	0.109	-0.032	0.143*	-0.017	0.137*	0.05	-0.178**	-0.112	0.1

\* Significant at 0.05 level, \*\*Significant at 0.01 level

## Case Study

**PROBLEM OF SCHOOL DROP - OUTS: A CASE STUDY OF BETASING  
COMMUNITY AND RURAL DEVELOPMENT BLOCK IN WEST - GARO -  
HILLS PF MEGHALAYA**

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**Abstract**

The study investigates the problem of school drop-outs in the Betasing Community and Rural Development Block of West Garo Hills, Meghalaya. Despite India's commitment to achieving Universalization of Elementary Education (UEE), dropout rates remain alarmingly high, particularly in rural and tribal areas. Using a normative survey method, data were collected through interviews and observations from 30 drop-out students, parents, and teachers across three villages—Sonabill, Marakapara, and Koch Sonamittee. The findings reveal that poverty, shortage of working hands for agriculture, poor academic performance, lack of parental awareness, large family size, and unattractive school conditions are the major causes of dropouts. Other socio-cultural factors such as illiteracy of parents, unwed mothers, and inadequate school facilities also contribute significantly. The study emphasizes that reducing dropouts requires a holistic approach involving government policies, community participation, teacher commitment, provision of free educational facilities, health care, and social awareness. Practical suggestions include strengthening Sarva Shiksha Abhiyan (SSA), improving teacher accountability, offering financial and nutritional support, and creating attractive and relevant school programmes. The paper concludes that universal access to elementary education is vital for social justice, democracy, and sustainable development in India.

**Keywords:** *School dropouts, Universalization of Elementary Education (UEE), Rural education, Socio-economic factors, Meghalaya, Poverty and education, Tribal education, Sarva Shiksha Abhiyan (SSA), Educational equity, Teacher accountability.*

The question of Universalization of Elementary Education and provision of better educational facilities of the people of India still remains elusive. At present India have very large illiterate population. According to the world bank estimate by 2007 AD India would have the largest concentration of illiterate population (54.8% ) in the world. The much debated document on Challenge of education; reiterated the urgency and importance of removal of illiteracy in the country. It emphasized that "if adequate measures are not taken for the spread of education 'the chasm of economic disabilities, regional imbalances and social injustice will widen further resulting in building up of disintegrative tension." The 'Challenge of Education' envisaged the attainment of the universalization of Elementary Education by 2000, which ought to have been achieved in 1960 as per constitutional directive but which has been getting postponed agam and again and at the dawn of 2000 we have not achieved and the date has been shifted.

Universalize education must precede universal in franchisee" goes the saying. An educated and enlightened citizenry is an essential condition for success of Democracy. Development of democratic society can take place only when the masses are educated, so that they can participate, contribute and reap the benefits of the developed process. Realizing this fact they policy makers in most of the developed countries made education as a compulsory up to the secondary stage. But in the developing countries like India, education up to the elementary stage is considered very essential for every citizen. The constitution of India has, therefore, laid down under the Directive principles of state policy with Article - 45 that all children in the age group of 6-14 should have been brought to schools by 1959. But this constitutional commitment made 55 years ago has not been realized till today. The target has not yet been reached and the goal of universalization of elementary education has not yet been reached. The principal reason is being the school dropouts. The 'school drop-outs' are defined as those leaving the school before completing a particular stage of education.

The National Policy on Education (NPE -1986 -92) has expressed strong political will and deep commitment to the universalization of elementary education. The programme of action (POA) for implementing the NPE has rightly observed the NPE suggestion which have given unqualified priority of universalization of elementary education (UEE) with a substantial improvement in the quality of education. the problem of school drop-outs is common to every

region of India. Only it may vary in degree from region to region. This problem is deeply linked to the socio-economic condition and cultural ethos of the society. Realistic diagnosis of the problem therefore is possible only if specific study is carried out for the area in question.

The problem of school drop-outs seems to be a major impediment in the achievement of universalization of Elementary Education. The drop-outs rate at the elementary level continues to be above 64%. This rate is much higher among girls, scheduled castes and scheduled tribes. These may be due to lack of basic amenities in the school. The problem is more alarming in the rural area where there is a low rate of literacy and low socio-economic conditions. A realistic probe into the problems is possible if an area specific study is taken up. In the light of this situation the present study seeks to have an in-depth understanding about the causes, nature and extend of drop -outs and to analyze the problem in the three villages of Betasing Community and Rural Development Block of west Garo Hills of Meghalaya, namely - **Sonabill, Marakapara and Koch Sonamittee**. Here the researcher wants to highlight the crisis of primary Education of this neglected part of rural India. The study has helped to make practical suggestion for solving the problem. Despite taking all care to make the study complete, there may be some shortcomings. I will be grateful, if the same are pointed out to me and some suggestions are given so as to make the work more meaningful.

### **Demographic figure of Dropouts in Meghalaya**

Meghalaya is called as the above of cloud. It's geographical feature, cultural diversities, religious believes create a separate it identity. This state mainly comprises of three-hills. Each one Which has been divided into three districts i.e East Garo Hills, West Garo Hills and South Garo Hills. These hills lie between 25 degree nine inches and 24 degrees one inch in North latitude and between 89 degrees forty nine inches and 91 degree two inches of East longitude. The greater portions of these is 8,167 Sq.Km. and the total population is 842437 as the 2001 census report, out of that 518,000 population in West Garo Hills. It is on the border area of our country. The greater portion of these districts are consisting of hills Majority parts of these hills are covered with dense forest of these streams, and small rivers are flowing everywhere which create problems for conveyance from one place to another. During rainy season most of the areas are flooded which create

communication problem. In these hills 90% population are living in the rural areas and depend on agriculture as their lively hood i.e jhum cultivation. In these hills more people are illiterate due to different as attitude. Topographical problems, shortage of trained teachers, Mass poverty (i.e 44.21% are under poverty line than 39.9% of Meghalaya), lack of physical facilities and with the other factors the students are withdrawing themselves from the school before completion of education. Especially in west- Garo Hills the literacy rate is 50.7% which is below than the National average. All the above data's are collected from the districts Report Cards 2004, MHRD, Government of India. However, today with the little progress in education people are realizing their social duties as well as social life. But still they are far below than the national figure. These Hills are continuing high rates of dropouts and stagnation at elementary education. According to the Annual report (2000-2001) of the MHRD the dropout rates in classes I to VII was 77.23% in Garo Hills compared to national average 57.59 %. This figure shows us that these hills need more social, economic and human support through different program of actions to reduce the dropout rates. The data of School Drop-outs in general in the Year 2000-2002. Is Obtained from the **DPI** is as follows.

Drop-outs Rate in Meghalaya 2000-2002

Class	percentage	Caste	percentage
I - V	58.5	s.c	86.33
VI - VIII	79.44	S.T.	63.59

This study has conducted in Betasing community and Rural Development Block of West Garo sonamittee practice agriculture. Mainly they plant rice and vegetables and mostly earn their livelihood by selling vegetables. The young women folk of this village also bring home some money by bee weaving for lump sum monthly pay.

### Objectives of the study

Objectives of the study are to have an understanding and assessment of the problem of school dropouts within the Betasing community and Rural Development Block of West Garo hills Districts. The finding of the study can be generalized for whole Garo Hills with reasonable assumptions. Findings of the study can be useful to all those who are concerned with the tackling of the problem. The main Objectives of the study are:

- i. To ascertain, the nature and extend of the problem of school dropouts in the study area.
- ii. To make an in-depth study into the village system of education, its cause and effects.
- iii. To find out the specific reasons of dropouts in the study area.
- iv. To study the influence of various socio-economic factors on school - dropouts
- v. To get the opinion of the teachers and villagers on the issue.
- vi. If possible, to suggest measures for tackling the problem of school-drop-outs.
- vii. To make rural inhabitants aware of the importance of education.

vii) To suggest the role of the governmental and non-governmental organization to solve the problem of drop-outs.

#### **Delimitation:**

- i. A Sample of 30 students drawn from 3 village of Betasing community and rural development block is taken as representative of the students in the Betasing Block area because higher intensity is beyond the capacity at the individual level.
- ii. Pattern and extent of area has been assumed to be similar to hilly areas. With respect to this the researcher has delimited three villages for the study from Betasing Block i.e sonabill, Marakapara and Koch sonamittee.
- iv. Population is assumed to be homogeneous.
- v. Scope of the study is limited to the question meant for drop-outs, parents and teachers from the selected village and schools.

#### **Methodology and Sampling**

The investigation in this study was of the normative survey type and for this the following procedures were adopted to gather data i.e. (I) Interview schedules for teachers, parents and drop- outs.

(ii) Observation - Thirty drop-outs students from three delimited villages of Betasin g C.D.Block were taken up as the sample for study by the investigator. The drop-outs were selected randomly from the obtained figure which has collected from the Authority of Sarva Shiksha Aviyana, WestGaro Hills of Meghalaya and given in Table- I. Five teachers and ten parents were also selected randomly for interview.

### Methods of gathering Data

The investigator has collected data from the dropouts' students, parents and teachers. The above mentioned categories of persons were questioned from the interview schedule which prepared by their searcher and their reply filled in on the interview schedule by the investigator himself. Since most of the dropouts had lapsed back into illiteracy, they neither could write properly nor could they read English which have observed by the researcher.

### Procedure of investigation

Door to survey was carried out in the villages. The investigator visited the selected villages and its primary schools and interacted with the teachers, parents and student drop-outs. The interview schedules were filled while taking the interviews. The data then compiled and analyzed.

**Table.1**

**Showing Drop-outs of Government Upper Primary School Sonabill**

Class	2001	2002	2003	2004
I	2	3	6	2
II	6	-	3	1
III	3	4	2	3
IV	-	2	-	-

**Table 1.2**

**Table showing Dropouts of Government Upper  
Primary School, Marakpara**

Class	2001	2002	2003	2004
I	3	2	2	3
II	2	1	2	-
III	2	-	4	2
IV	1	3	-	3

V	7	5	2	2
VI	2	-	-	-
VII	6	1	5	3

**Table 1.3**

**Showing Drop-outs of Government Upper primary School, Koch Sonamittee  
( Assamese)**

Class	2001	2002	2003	2004
I	6	10	4	4
II	3	2	2	-
III	2	2	1	3
IV	-	3	-	5
V	5	2	4	2
VI	2	1	2	
VII	5	3	1	3

**Summary of the thirty persons who dropped out from the schools from the above mentioned 3 schools as per the interview scheduled are presented in the following tables.**

**Table - 2 Level of Drop-outs**

Class	No. of Drop-out
I	4
II	2
III	5
IV	6

V	5
VI	1
VII	7

**Table - 3 Age and Drop-outs**

Age-grope	No.of Drop-out
6-8	3
8-10	2
10-12	4
12-14	9
14-16	12

**Table - 4 Distance of school and Drop-outs**

Distance(inKM)	No.of Dron-out
0-2	14
2-4	10
4-6	4
6-8	2

**Table -5 Family size and Drop-outs**

Family size	No.of Drop-out
Upto4	15
5-6	9

5. Death of parents 1

6. Non interest 4
7. Father's Sickness 1
8. Unwed mothers 2
9. Older than the average in the class 2

Though there are many reasons are there, but all those reasons have been short out within above nine categories by the researcher for the convenience of the study to interpret.

### **ANALYSIS AND INTERPRETATION**

Information compiled through the survey of drop-out students, parents and teachers has to be interpreted in the following manner with the help of descriptive statistics.

#### **Analysis of Table -1; Four years Drop-outs figures of three villages**

Table -1.1, 1.2, and 1.3 shows four years data of drop-outs separately from the selected three Villages. I the number of drop -outs is quite low but the classes II and classes III and in subsequent higher classes having much high. These facts indicates that after primary classes, going to upper primary classes, parents had to bear more financial expenses on schools going children and since, they could not meet these expenses, children drop-out schools. Also in upper primary schools are no longer part time and hence the reason could be wants for more hands in Jhuming (people who slash and burn the forest and use land for agriculture), agriculture or since the parents are overburdened with work they need an extra hand to help in the household work.

#### **Analysis of table - 3; Age and Drop -outs**

As it is seen form Table-3 about 42% 9of the drop-outs are in the age group of 14-18 years. This clearly interprets that by that age a person is strong enough to plough the filed or work full time in the agricultural filed or Jhumming. Thus the reason for Drop -outs could be for shortage of working hands in agricultural as well as Jhumming.

#### **Analysis of Table - 4; Distance of school and Drop-outs:**

From Table -4 it can be seen that for a maximum number of drop -out; that is 80% of drop-outs the school is located at a distance of 0-4 KMs, for 13% of drop -outs school is located at a distance ofb 4-6 KMs, and only for 7% of the drop-outs the school is located at maximum distance of 6-8 KMs. This indicates that distance was not an impediment for majority students.

Although for majority of the students, school was located at a distance of 0-4 KMs. But these small distances is also hilly, forest and streaming which is not convenient for small children.

### **Analysis of Table -5; Family size and Drop-outs**

As depicted in Table -5, family size is also one of the significant factors for school Drop--outs. As it is most of the parents are poor. Larger family size means less availability of money for educating and feeding children. Hence many drop-out both to work and add to family income or due to inability of the parents to bear the expenses to their education.

### **Reasons of school Drop-outs**

The reasons of school drop-outs found in the survey are shown in Table-6. Poverty as logical is the main important factor responsible for school drop-outs, as it is shown that about 30% of the drop-outs are due to parents' poverty. Then, next in the order of important reasons for drop-outs are shortage of working hands in agriculture and Jhumming and poor performance in studies. Other reasons of school drop-outs are health problems, death of parents, non-interest and older than the average in class. Another important finding of the survey which needs attention for the good of society is that reasons of drop-outs related to unwed mothers. This particular reasons was found especially in village Marakapara. The reason could be be parents, totally illiterate and ignorant. They cannot guide the younger generation properly. The village is situated 6-8 KM to Betasing Block. From the versions given by villagers nearby it was found that young girls are easily lured for small amounts of money or by false promises of marriage by non-resident employees of the Block and in the process they become unwed mothers trained. Some even express that they find no use in sending their children to school as there is no hope of getting employment after education and it will be just the wastage of time and money. Another interesting fact that came to light during the survey was that many poor children in the hope of getting education and better living standards come to town like Tura or elsewhere to stay as menial, but overburdened with work they drop-outs of schools and return back home as they have come.

### **Analysis of Interview Schedule of the Teacher**

Five teachers from in and around the Villages under study were interview. Most of them agreed that unattractive school condition are the main reason behind large scale of school drop-outs. They suggested that, to attract children to come to school, co-curricular activities in the form of games and sports etc. should be provided. They also suggested that other facilities like

teaching aids, free books, and free meals should be provided. Some teachers even put the blame on themselves, as some teachers are irregular it contributes to incompleteness of courses and hence results in failure of its. Therefore, they suggested that erring teachers should be punished by explanation calls, pay-held ups etc. Most teachers also agreed that extreme poverty and ignorance on the part of parents as being the main reason for drop-outs. So, poverty should be completely eradicated by generating parents' income. Again, some teachers say that during summer season, the villagers mostly suffer from malaria and hence children are kept away from school. Therefore, Malaria Department should work actively towards eradication of Malaria. Lastly, the teachers were of the opinion that however hard they may try towards educating children, if the children are not interested in studies and if parents do not guide them properly, it remains useless. Therefore, parents should be sensitive towards children's education and children themselves must be serious in their studies.

### **SUGGESTIONS**

On the basis of the findings of the study on the problems of dropouts the following suggestion may be made. Since the problem of school drop outs is so acute, large, persistent and related to it cannot be solved only by implementing the policies made by the Government. The co-operation of both the community to whom the children belongs and govt. agencies like the teachers, school authorities etc. is a must. Therefore in order to bring about certain remedial measures or strategies to reduce the grave problem of school drop-outs, the following suggestive measures may be taken.

(i) ***Minimizing the heterogeneity in the age composition of pupils studying in classes I and II:***

It is desirable that a census of children of school-going age is taken by the teacher at the beginning of each academic session. The parents, whose children have attained the prescribed minimum age of admission, should be informed well in time so that they could spare their children for the enrolment in School.

(ii) ***Providing medical facilities:***

Medical facilities should be provided to students so during the rainy season, when there are large cases of malaria, typhoid and jaundice, (declared by WHO) the children will not remain absent from school for long.

(iii) ***Introducing upgraded Unit:***

Education commission 1964-66 recommended upgraded unit as one of the remedial measures to check wastage and stagnation. This will help individualize instruction by permitting every child to progress according to his own pace. To start with, the experiment of upgraded unit maybe introduced by combining the first two classes of the primary stage.

(iv) ***Financial help to parents from the Government:***

In a poor country like ours mere provision of free from tuition fee in education is not enough and the development of ancillary services becomes highly significant steps should be taken to provide free books, uniform and writing materials to children. To some, uniforms will have to be provided and many will have to be provided with school lunch.

(v) ***Appointment of earnest and devoted teachers:***

An earnest and devoted teacher can, to a large extent, overcome all the obstacles through his alertness and through the respect and regard he enjoys among the community. If the teacher takes it seriously upon himself to register and enroll eligible children at the proper time and then is vigilant enough to notice any child becoming irregular in attendance and is prepared to probe into every case of irregularity there is every reason to hope that enrolment will be cent percent.

The Inspector of schools should pay regular inspection to check and regularize the functioning of the schools. The district level supervisors also should pay regular visit to the schools which is not happening regularly. These will serve as a corrective measure that will check absenteeism in teachers.

(vi) ***Continued in-service training of teachers:***

To develop the ever increasing human knowledge, new techniques and skills in educational objectives and curricula, in service education is essential for teachers. This in- service education will improve the professional competence in teachers those who are trained or untrained.

(vii) ***Spreading adult or social education:***

An educated parent, especially an educated mother is the best insurance for the education of her children. If We could make the adults appreciate the value of the education and awaken them to their sense of duty and responsibility to the rising

generation, not only problem of enrolment but those of wastage and stagnation and lapse into illiteracy would be solved.

(viii) ***Adoption of new techniques of evaluation and continuous assessment:***

To check the evil of stagnation, continuous evaluation should be utilized for helping the deficient children to progress, Weak students should be given extra coaching outside school hours or during the vacation. Such evaluation should be utilized to sort out weak, average and above average students.

(ix) ***Provision for pre-school education:***

The real mental development of a child takes place between the ages of 3 and 7 years. If special attention is paid to the pre-school education of all children of this category, they will be less lazy and mentally, they will be better equipped to benefit from primary education and hence there will be less stagnation and wastage.

(x) ***Provision of proper text books:***

Proper text books are subsidized rates should be made available to all schools.

(xi) ***Adjusting school vocations to meet the economic needs of the community:***

To minimize the incidence of wastage and stagnation among grown up children belonging to lower socio-economic strata of society, it is very essential that school hours and vocation are adjusted in such a way that they may assist their parents and also study at school instance, in major crops. Similar suitable patterns may also be taught for other communities.

(xii) ***Enforcing compulsory primary Education Act:***

Although the Compulsory Primary Education Act has been passed (93rd Amendment), yet it has not been properly enforced. Teachers must be made to work vigorously for enforcement of the act. They should enlist co-operation of the elected representative or influential people in the area for the enrolment of the children. Parents who willfully do not send their children to school are fined as provided in the act.

(xiii) ***Sarva Shiksha Abhiyan (SSA):***

Recently the government of India has launched the Sarva Shiksha Abhiyan (SSA), which is a historic stride towards achieving the long cherished goal of Universalization of Elementary Education (UEE) through a time bound integrated approach in partnership with states. SSA, which promises to Change the face of the

elementary education sector of the country, aims to provide useful and quality elementary education to all children in 6-14 age groups by 2010. The SAA is an effort to recognize the needs for improving the performance of the school system and to provide community owned quality elementary education in the mission mode. It also envisaged bridging of gender and social gaps but these should be in an extensive way especially in the hilly areas.

(xiv) ***Attractive school education:***

Our primary school programmes are dull and boring with the result that schools do not have any attractive or holding power. The methods of teaching are traditional and uninspiring. Necessary equipment in the form of audio-visual material is lacking. The courses of the study are unrelated to the lives of the students. Work experience and physical education should form an integral part of the education. Education should be suited to the environment and lives of the students so that they do not regard it as a waste of time. Methods of teaching should arouse the curiosity and interest of children.

(xv) ***Morning school with Night schools:***

Morning schools should be opened for students who are not able to come to school during the completed lower primary stage and desire the study further, which have been recommended by different education commissions and committees. If the above mentioned suggested remedial measures are adopted effectively the major leakage in education that is school drop- outs in Garo Hills can be plugged immediately.

## CONCLUSION

Social justice and equality are by themselves a strong argument for providing basic education for all. It is an established fact that basic education improves the level of human well- being especially with regard to **life** expectancy, infant mortality, and nutritional status of children etc. studies have shown that Universal Basic Education significantly contributes to economic growth. Thus, the importance of education in man's life should be made aware to people. The problem of school drop-outs should be completely stopped. Our future citizens can no longer remain uneducated and lead an absolute and discreet life in this fast changing age of science and technological advancements. The domain which is standing on the way should be fought against not only politically and educationally but socially also.

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