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## **Lessons Learned from Foreign Aided Project: An Evaluation of Teacher Training Project Pakistan**

**Fazal ur Rahman & Nabi Bux Jumani**

### **ABSTRACT**

This was a project evaluation study. The focus of this study was evaluation of teacher training project (TTP) financed by Asian Development Bank with a cost estimates of \$71.3 million. Context Input Process Product (CIPP) evaluation model was used in this study. The main objective of the study was to evaluate federal components of the project. Population of the study consisted of 17 officers and 6 local consultants of the project. Two questionnaires were used as evaluation instruments. The results indicated that the project could not achieve some of its targets due to flaws in project document, lack of managerial leadership, delay in disbursement of funds, lack of coordination among implementation agencies and constant political interference. It was recommended that proper training strategies and salary package may be devised for project staff with a full time project director. Further project PC-1 may be prepared carefully with appropriate implementation strategy.

## **Job Satisfaction and Burnout among Indian Primary School Teachers: A Comparison between Government and Private Sector Employees of India**

**Harish Kumar Tyagi**

### **ABSTRACT**

*The purpose of the present study was to examine perceived levels of burnout and job satisfaction of Indian Primary school Teachers, across the schools run by Government (Govt.) and private body. One hundred and seventy five primary school teachers of National Capital Region India (NCR) participated in the study in which 108 were working in the Govt. sector, and 67 were in private sectors. Participants were administered the Employees Satisfaction Inventory (ESI, Koustelios and Bagiatis, 1997) and the emotional exhaustion subscale of the Maslach's Burnout Inventory (MBI, Maslach and Jackson, 1986). Results showed that primary school teachers experienced moderate levels of emotional exhaustion. Govt. sector primary teachers were more satisfied from the Regression analysis showed that job satisfaction facets which contributed to Primary Teachers' burnout varied as a function of their workplace. In particular, satisfaction from the nature of the job and working conditions negatively contributed to the prediction of Govt. sector primary teachers' emotional exhaustion levels. On the other hand, increased levels of satisfaction from the nature of the job and immediate supervisor were associated with reduced private sector primary teachers' emotional exhaustion levels.*

## **Language Development of Children at Pre-Primary Level**

**Sushil Kumar Goel & Jose J. Kurisunkal**

### **ABSTRACT**

*The present investigation attempts to study the activities for language development at pre-primary level in Bhopal city. The objectives of the present study are: (1) to study the activities*

conducted in the pre-primary for language development under the following - (a) to study the methodology adopted (b) to study the teaching aids being used (c) to study the activities for developing listening skills (d) to study the activities for developing speaking skills (e) to study the activities for reading readiness (f) to study the activities for writing readiness; (2) to study if the activities taken up are developmentally appropriate; (3) to compare the activities for Language Development under various types of pre- primary schools; (4) to study the teacher's awareness about the developmentally appropriate language activities; (5) to study the assessment practices followed for measuring language development. The sample consists of randomly selected 8 pre-primary centres at various levels which include - 2 Pre-primary Schools each working under Govt. schemes i.e. Anganwadi; 2 Pre-primary Schools run under SSA; 2 Pre-primary Schools run by NGOs; 2 Pre-primary Schools run by private institutions. The tool consists of an observation schedule for observation by the researchers during their visits to the centres to note down the activities done in class for language development and an interview schedule for the teachers in the centre to know their awareness of the various activities and aspects of language development. The responses were used for qualitative assessment of the activities taken up for language development in pre-primary at various levels. Findings from the study are: (1) all the centres used stories and rhymes regularly for language development; (2) the centres that had prescribed books for the children resolved to Lecture, Downward extension of Primary Education, Rote learning and Stressful (reading & writing - words) methodology; (3) charts are the main teaching aid used in pre-primary; (4) stories and rhymes are used for developing listening skills in all the centers; (5) most of the centres ask the children to repeat alphabets after the teacher as a part of developing speaking skills; (6) for reading readiness picture reading is used by almost all centers; (7) for reading readiness, most of the centres resolve to reading of words and alphabets; (8) for developing writing skills, drawing and colouring is the most common activity; (9) half of the centres start with the teaching of three R's (reading, writing and arithmetic) at the pre-primary level; (10) in the government sector there is no evaluation done to assess the children; (11) in the private sector written and oral test, observation, continuous evaluation and behaviour of the child in the group and the class are use to assess the child; (12) in the government sector, Hindi is used as the medium of instruction; (13) in the NGO and private sector, the medium of instruction and the mother tongue is different; (14) only half of the teachers in the sample are appropriately trained, others are having no or irrelevant training when it comes to pre-primary level.

## **Gandhian Philosophy: The way to Peace and Human well-being**

**Seema Rani**

### **ABSTRACT**

*In India practice of democracy has gradually altered the country's socio-political ecology and the nation is faced with a large number of socio-political and moral problems.*

*Now every awakened mind in India asks questions "where is the way out of this national misery? How can our nation achieve unity, integration peace and progress? Gandhian philosophy is the road-map to take us to achieve the goal and to solve the problems.*

*Gandhian believed is God and oneness of humanity. He said god is Life, Truth and Light. Realization of truth (God) through a way of life characterized by non-violence, non possession, strict discipline, simple living, looking at all religion with equal eye, sense of humanity, discipline of mind body and spirit, was the supreme goal of life. He emphasized character development, social and moral development, self control and non violence Truth and Ahinsa may be the foundation stone for social harmony and universal love. Gandhian philosophy and ideas are seen by experts are highly practical and effective tool of social change.*

# **Learning to Trust - Trusting to Learn**

**Mohd Yusuf**

## **ABSTRACT**

*Trust between teacher (T) and students (S) is an important affective factor in the classroom, since it determines the relationships between the participants in the learning process, and therefore impacts directly on that process. As with respect, trust is a mutual quality, and must flow in all directions (T-S, S-T, S-S). When students allowed caring about classroom problem and taking part in solving it, they are more likely to view the resulting rules as fair. Having made the rules, they are more likely to observe them. Just as important, participating in the process of rule making supports children's growth as moral, self-regulating human beings.*

*Piaget (1932/1965) identified two types of morality that parallel two types of adult-child relationships: one that promotes optimal moral and intellectual development, and one that retards it. Heteronomous morality consists of conformity to external rules without question. Overly coercive relationships with adults foster this type of morality and can impede children's development of self-regulation. Autonomous morality, by contrast, derives from an internal need to relate to other people in moral ways. Cooperative relationships with adults (Teachers) foster this type of morality and help children (Students) develop high levels of self-regulation.*

*Teacher may be skillful and intelligent but that teacher may not be successful teacher. If teacher trust in their students and students trust in them, then teaching learning in the class room will be effective and elaborative. The students may not like the teacher, but they should have trust in them. If students have not trust in their teacher, the teacher will be unable to lead the students. The students will have little motivation at work.*

## **A Comparative Study of School Readiness in 5-year Old Children from Two Different Pre-School Backgrounds, One following Child Centered Approach and the Other following Teacher Centered Approach**

**Padma Yadav**

## **ABSTRACT**

*The present study was undertaken to find out if the quality of the nursery school experience is as important as the intention of providing early childhood education. School readiness was used as an index of the quality of the preschool programme. It was hypothesised that the children from a child-oriented school will perform better on the measure of school Readiness. Fifty children in Grade I from two different corporation schools were selected for study. They were compared on the measure of school Readiness, by assessing them on Development Assessment Scale and School Readiness test. Observation of the pre-school programmes in the two schools was carried out. The teachers concerned were also interviewed. Results revealed that children from a child oriented programme were significantly superior on the measure of School Readiness indicating that the quality of experience provided to children is as important as the provision of nursery school experience. The present study was conducted to find out, how children with strikingly different nursery school experiences exhibited readiness for school, and relate the differences if observed to specific components of the educational programme.*

# **Quality Education and Education for Life**

**Sidhanath Sahoo**

## **ABSTRACT BY Harendra Singh**

*Quality reflects the worth of a product and quality education is that which enhances quality of life. It enables a person to live with honour, think logically, realise one's potential and acquire concern for equality, justice and cultural pluralism. Quality education includes time management, ability to work in different circumstances, communication skills, managing the different tasks at the time of need, flexibility. Innovativeness creativity, versatility and team work. There is a broad need for quality education due to growing importance of knowledge in society. In order to able to impart quality, education our education system has to acquire certain qualities such as quality syllabus, quality faculty, quality teaching, quality evaluation, quality research. As also advocated by Mahatma Gandhi (Basic education) and Dr. Zakir Husain (Nayee Talim) education is not just the process of imparting literacy and numeral but a process of socialization and have much greater focus on integrating physical and mental development as greater focus on integrating physical and mental development as education should not only provide a person job but also develop his personality. Total development of child indicates encouragement of sports, cultural activities, project work involving interaction with social and natural surroundings, activities based on learning, exposure to life skills with regard to health, nutrition, profession etc. such a focus will entail looking upon a school as a social institution. The shift in focus should result in greater involvement of a number of extension workers in schools, such as agriculture expansion workers, health workers, anganwadi workers etc. This paper throws light on the support services, formulated and capacities to be build up among the students to inculcate quality education.*

## **Characteristics of Effective and Ineffective School**

**Shefali R. Pandya**

### **ABSTRACT**

*An effective school is one that promotes the progress of its students in a broad range of intellectual, social and emotional outcomes, where students progress further than might be expected from knowledge of their backgrounds. The present study postulates that effective and ineffective schools differ on several variables some of which could include teachers' attendance, individual cost of education, teacher efficacy and school health. The specific objectives of the study were (1) To classify schools into effective and ineffective categories, (2) To compare effective and ineffective schools on Mean Attendance of Teachers, Mean Individual Cost of Education, Mean Teacher Efficacy and Mean School Health and its Dimensions. The present study has adopted the quantitative paradigm of research. It is descriptive and synchronic in nature. The sample included 1358 students and 159 teachers. The study found that effective and ineffective schools did not differ on the low inference measures such as Teacher Attendance and Individual Cost of Education but differed significantly on the high inference measures of Teacher Efficacy and school Health.*

# **A Study of Creative Functioning in Relation to Emotional Intelligence & Accomplishment of Engineering Students**

**Prof. Girijesh Kumar & Vipul Kumar Sharma**

## **ABSTRACT**

*The Present study is an effort to find out the relationship among the variables of creative thinking, Emotional Intelligence and accomplishment of Engineering Students. The study was conducted on first year engineering students was conducted on first year engineering students of M.J.P. Rohilkhand University, Bareilly (U.P.). The data were collected from a sample of 100 engineering students. In this study the two groups were formed on the basis of Median points as high and low creative on Verbal, Non-Verbal and Total Creativity basis. Verbal and Non-Verbal subtests of Torrance Test of Creative Thinking are done according to the dimensions of fluency, flexibility and originality. Both high and low creative groups were compared on the different dimensions of Emotional Intelligence namely - Recognizing Emotions (Self), Recognizing Emotions (Other), Understanding Emotions and Using Emotions and Accomplishment. As a result no significant relationship is seen on Emotional Intelligence and Accomplishment with creativity except Understanding Emotions, dimension of Emotional Intelligence for Verbal Creative which was significantly high in high creative engineering students that low creative engineering students at 0.01 level of confidence.*

## **BOOK REVIEW BY Prof. R.P. Singh**

**Policy Perspectives in Teacher Education; Critique & Documentation** National Council for Teacher Education, Member Secretary, NCTE, New Delhi, (1998) Price Rs. 100/-

*The present book review is critical of the book titled Critique & Documentation and the main arguments are directed against the way the documentation has been done. The first grouse is that the entire group is innocent of Indian history. They have never read a single book on Indian history. They summarize teacher education programs before Independence in just about 5 lines overlooking the fact that teacher training existed in a fairly developed form of a highly complex yet in highly specialized institutions in ancient times wherein training in architecture, mathematics, law, medicine, physical sciences, music, environment etc they taught and these people had knowledge of the binary system; besides astrophysics and logic. They knew and used zero for oral mathematics. Muslims too had also a fairly developed arrangement in their madarsahs. A single book, if read, on medieval Indian history could have improved their understanding about the merits of early education. The fact is that the concerned section is only a summary of what is available in Doaba notes. Secondly, they never heard of Serampore and about the Norwegian missionaries starting teacher training and not Education for their missionary workers in the year 1793. it was natural for them to train their workers first and open Missionary institutions. The idea was to convert heathens. In fact, The earlier Indian history of teacher education covers a period of 4000 Years. They cite Archival material as casually as they cite Nurullah & Naik without realizing that they have been more slipshod than any of our contemporaries. If one knew that the entire documentation in the work cited above was done by Naik alone they would have to squirm in shame. And to say that teacher education has non-religious (p.3) origins is written in utter disregard of Indian history and our heritage. Even today the best institutions of learning are run either by the Christian missionaries, or by those*

*who support Sanskrit pathsalas or the Islamic Madarsas. In terms of the documentation in other part of the book the group of writers / scholars acknowledged to have worked and named; have been .....Contd.....*