Social Character of Examination

Ritu Bala

Abstract
In last hundred years of this criticism of examination system, its various dimensions like validity, reliability, utility, educational contribution, technical and dimensional limitation, aims of education along with its content, the capability to determine ways of reading and writing, emotional repercussions of this on both the learner and guardians etc. have been considered and discussed time and again. However, discussions about the social character of examination results have been missing. The central interest of the following research paper is to theoretically explore this very social character of examinations. In other words, this research paper perceives, sketches, explores and analyzes the inherent disparity in current examination system. It also seeks to comment on the 'just-ness' of the existing examination system in the light of the unequal educational opportunities available to those who are deprived on grounds of caste and class.

References

Addressing Misconceptions in Science at Primary Stage

Vandana Gupta

Abstract
Humans routinely construct mental models in order to make sense of the world around them (constructivism). If these constructions conflict with accepted scientific ideas they are misconceptions, and act as a barrier, preventing successful learning in science. A good deal of educational research has been geared towards the identification and correction of science misconceptions by means of conceptual change, aligned with the learning theories of Piaget, Vygotsky, and others. Attempts to replace learners’ misconceptions with scientific ideas have met with mixed success.

Science misconceptions are addressed using a constructivist approach by means of elicitation, teacher recognition, and then correction. Whenever possible, learners should construct science concepts using hands-on activities that allow some freedom in planning, execution and interpretation. The input of peers is of vital importance during these processes. Activities need to clearly refute misconceptions thus triggering cognitive conflict in order that the student successfully assimilates acceptable science.

References


Relevance of Total Quality Management in Teacher Education

Pooja Loomba

Abstract
Total Quantity Management (TQM) is in its usage. TQM in education is adopted as a tool that must be clearly understood, adopted and implemented as soon as possible and aimed at improving the standard of quality of educational institutes. Total Quality Management (TQM) was originally used in the business organizations to achieve excellence and to maintain quality standards. Overtime, it has been adopted by other fields. The field of education is one of the topmost fields wherein, it directly and indirectly necessitates its need in the field of Teacher Education. TQM also requires coping with change in a positive and constructive manner. TQM in Teacher Education needs a stronger commitment from all its members who are attached with it. To achieve TQM in Teacher-Education it needs to be ensured that the educational needs of the Students-Teachers are met.

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Awareness of Teachers About the Academic Provisions of 
RUSA to Enhance the Quality of Higher Education

Ranjan Kumar Sahoo 
Sarat Kumar Rout

Abstract

Education is the most powerful instrument in the progressive transformation of a society. Especially, the higher education plays a major significant role in this respect. So in the 12th Five Year Plan, MHRD launched its one of the ambitious programs to revamp the higher education sector in the country called as, Rashtriya Uchchatar Shiksha Abhiyan (RUSA) – National Higher Education Mission. It is one of the creative evolutions which is being developed to boost higher education sector in India. The present study has made an attempt to assess the awareness of teachers about the academic provisions of RUSA in relation to its various aspects like access, equity, faculty, reform in admission process, curriculum development and examination process, research and development etc., which are concerned to improve the quality of higher education. For this purpose, a mixed method approach with proper combination of both qualitative and quantitative processes, as described by Johnson and Onwuegbuzie (2004), was adopted as the primary design for the study. The two data base were compared to determine if there is convergence and/or difference. Thus, keeping in view the requirements of the study, the Convergent Design of mixed method strategy was adopted. Further, the study is based on the rural degree college teachers of Odisha. A multi-stage sampling procedure has been adopted by the investigator to select sample and to make the sampling process more practical. The investigator selected 54 rural degree college teachers from six rural degree colleges two from each zones of Odisha. The self-developed awareness test, semi-structure interview schedule and checklist appropriate for relevant data collection and the collected data were analyzed by percentage analysis and thread wire discussion. The findings of the study revealed that majority of the teachers working in rural degree colleges were yet not aware about the academic provisions of RUSA in relation to its all dimensions- access, equity, faculty and research and development. Further, the stream wise (Arts, Science and Commerce) information obtained by researcher confirmed that only to some extent the Arts teachers were aware about the academic provisions of RUSA in comparison to Science and Commerce teachers.

Key Words: Awareness, Academic Provisions, RUSA – Rashtriya UcchatraShiksha Abhiyan

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Multicultural Counselling

Manisha Minocha

Abstract
Multicultural Counselling occurs when the professional counsellor works with a client from a different cultural group. Culture plays a very relevant role in counselling. The outcome of treatment is very much affected by cultural considerations. Multicultural Counselling considers the effects of culture in the counselling relationship. With the gathering of various cultures which is frequent in school, work and social situations, there will be cultural differences. Hence, multicultural awareness is very important in counselling.

For Multicultural Counselling, both the client and the counsellor play a dynamic role. It is important for the counsellor to be aware of the client’s cultural background. For this purpose, training on Multicultural Counselling is very important. Becoming a Multicultural Counsellor means gathering more knowledge of other cultures and understanding the complex processes through which people become members of communities and societies. How they construct their world views, basic attitudes, values and norms is quite relevant.

Counselling is a continuous state of learning. One can never master the ability to understand every unique cultural difference. The knowledge base grows as one works with a greater number of diverse clients. This will provide opportunities to gain new insights and skills with each new client. Self-reflection is vital to becoming a culturally competent counsellor. It is important to realize and understand and uncover one’s own prejudices, feelings and stereotypical ideas about clients from other cultures.

Counsellors must be willing to acknowledge the limitations of their own cultural competency and expertise when dealing with culturally diverse clients. In some cases, they may even be required to seek culture specific guidance while working with a client or refer to a more culturally competent professional. The great significance of this counselling is that it can provide many marginalized individuals with the necessary emotional and conceptual tools to make a success of their lives, without sacrificing who they are. It empowers individuals and groups to maintain their specific identity within a cultural matrix that may not match their own, to remove the personally applied stigma of reduced income or other socio economic factors, enabling clients to pursue the life paths right for them in their own way.

References

School Violence - Causes and Prevention

Rajnish Sharma
Sapna Khurana

Abstract
Many times you or your children have been victims of violence or intimidation and you have been left feeling abandoned, demoralized and full of despair because no one will lift a finger to help. The truth of the matter is that we are all alone when it comes to dealing with any form of aggressive behavior among children, especially in school. Did you ever wonder why schools have so much violence and what really causes children to fight and argue? This study is an endeavor to find out causes of violence and preventive measures taken to reduce school violence. Qualitative research method has been used. To collect qualitative data, 20 higher secondary school teachers were selected. Data were collected by conducting face to face interviews. In order to develop effective preventive strategies and interventions for school violence, risk factors and causes of school violence are discussed in the study.

Keywords: School violence, causes, preventive measures, interventions.

References
Meta-Analysis of Development of the Social Skills among Autism Spectrum Disorder (ASD) Children

Kanwaljit Kaur
Sesadeba Pany

Abstract
Social skills are the essence of quality of life but Autism Spectrum Disorder children mainly deficit in social skills being reflected in their language, communication and executive function. It is assumed that their social skills can be improved by exposing them towards a number of interventions. In this context, through meta-analysis, attempt has been made by the investigator to look into certain research questions like which intervention, setting and how much duration of intervention is more effective in developing the social skills of the ASD children; and which intervention is more effective in developing the social skills of low functioning ASD children. This paper presents the meta-analysis of 15 papers which focus on the interventions i.e. behavioural intervention, video modelling, peer mediated, parent mediated and superhero’s intervention for children with Autism Spectrum Disorder. The result shows that all the interventions are helpful in improving social skills but superheroes intervention is more effective as compared to others and shows significant effect size(1.81). So far as setting is concerned it is found that both clinical and school setting is found to provide better opportunity for development of social skills of ASD children and an intervention of eight to nine weeks is reported to put better impact on the development of social skills as compared to intervention of less than one month. But when intervention exposed to children with Autism Spectrum Disorder for more than one year then effectiveness of the interventions seems to be decreased. Due to less number of researches and lack of sufficient information in research papers, the investigator could not draw any conclusive result on the type of intervention effective for low functioning ASD children.

Key Words: Autism Spectrum Disorder, Effect Size, Social Skills

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Disorders. Journal of autism and developmental disorders, 42(4), 512-520.


A Study of Mental Health and Defence Mechanisms of Higher Secondary School Students

Mandeep Kaur
Pushpinder Kaur

Abstract
The present study was conducted to examine the relationship between level of Mental Health and defence mechanisms used by secondary school students. The study aimed at to trace out the relationship between Mental Health and five categories of defence mechanisms i.e. Turning Against Object (TAO), Projection (PRO), Turning Against Self (TAS), Principalisation (PRN) and Reversal (REV). The differences between the levels of Mental Health and defence mechanisms of male and female students were also examined. Data analysis revealed that there is a significant correlation between Mental Health and defence mechanism of secondary school students; however no significant correlation was obtained between these two variables in case of total sample and male sample of secondary students in TAS and PRO category of defences respectively. No significant difference in the scores of Mental Health and defence mechanism of male and female students was found.

Keywords: Mental health, Defence Mechanism.

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psychiatry. New York: Longman.

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Disability, Relationship and Inclusion Path

Suman Sharma

Abstract
Disability, relationship and education is a web of understanding and this understanding is required to make a disabled person “SAHAJ” (normal) in present-practical life scenario. In this present paper I have tried to get an understanding for the same.

Key words: Disability, Relationship, Education and interrelation of these three concepts and Inclusion.
Mindfulness and Contemplative Educational Practices for Holistic Education

Geetika Datta

Abstract
The present paper tries to highlight the main aim of education which is Holistic development of a person. This paper also tries to being to focus the issues, difficulties and challenges which teachers face in their daily deliverance of professional responsibilities; which is basically because of a reductionist perspective towards education i.e. covering of content and catering to vocational aims of education. In such a scenario, how Mindfulness as an ideology and Contemplative Educational Approaches can go a long way in addressing to the needs and requirements of individual teachers, students and society as a whole. The paper in the last section elaborates upon some of the very simple and practical ideas which can be incorporated into classroom practices, which will foster deeper contemplation and mindfulness among students, thereby bringing holistic teaching-learning experiences for the students and touching upon the mental, physical, social, emotional and spiritual aspects of their personalities.

Key Words: Holistic Education, Mindfulness, Contemplative Education, Contemplative Practices.

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Rumesh Chander

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Knowledge at Crossroad: What We Have, What We Need in Social Theory of Education

Sandeep Kumar

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