
A Study of Anxiety of Student-teachers with respect to Gender, Residential Area, Educational Qualification and Marital Status

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The concept of anxiety enjoys central position in the theories of human personality and is regarded as a basic condition of human existence by many thinkers. The definitions of the concepts of anxiety are based on observations or introspective reports of subjects. Some definitions have only a conceptual basis while others are rooted in the psychological or behavioral changes observed in an experimental situation. As a signal of danger, anxiety is accompanied by host of interrelated somatic processes which are in the nature of activity preparatory to emergency action, often these are patterned in individual ways which are derived from the subjects early learning. Whatever the later stimulus, the personal pattern is evoked and recognizable. With decrease in psychological defense and loss of control, anxiety mounts and the somatic processes tend to become less discrete in pattern and more diffuse, global and undifferentiated. Similarly, the same differentiation of function can be seen in the cognitive, conative and behavioral processes as the defensive responses to the anxiety signal break down.

Introduction

Anxiety is state of emotional tension, characterized by apprehension, fearfulness and psychic pain. The most common mental component of harmful stress is abnormal anxiety even though they seen unpleasant at the time. Harmful stress anxiety, however, is so crippling that it stops us from doing anything constructive. Seethapathi (2005) quotes the American psychological Associations (1952) definition as, “ a danger signal felt and perceived by the conscious portion of the personality. It is produced by threat from within the personality with or without stimulus from external situations....” In his Dictionary of psychology, Drever J. (1958) has defined anxiety as “a chronic complex emotional state with apprehension or dread as its most prominent component, characteristic of various nervous and mental disorders.”

Anxiety demonstrates the important property of initiating, directing and sustaining activities towards the fulfillment of a goal. Modern age has rightly been christened the ‘Age of Anxiety’. The stress of living in modern age, owing to various changes going on in social, economic, cultural and allied spheres, has created conditions conducive to the development of anxiety (Archana, 1996). Martin and Sroufe (1971) conceive of anxiety as a “neuro-physiological response that has especially strong manifestations in the hypothalamic-sympathetic-adrenal medullary system, and in the reticular system.” Any situation that threatens the well-being of the organism is assumed to produce a state of anxiety conflicts and other types of frustration that block the individual’s progress towards a goal provide one source of anxiety. Threat of physical harm, threats to ones self-esteem and pressure to perform beyond one’s capabilities also produce anxiety. By anxiety we mean the unpleasant emotion characterized by the term worry, apprehension, dread and fear that we all experience at times in varying degrees (Hilgard, Atkinson and Atkinson, 1975). Anxiety refers to a

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psycho-physiological state that occurs when an individual experiences some of impending or threatening danger. Anxiety is a state of apprehension of concern, of uneasiness. It is a special kind of fear while ordinary fear always has an object; anxiety is a fear with vague object or with no object at all. Anxiety is a condition, which not only characterizes disturbed state of mind but also prevents an individual from pursuing the goal due to the imaginary threatening situations for which there is no external cause.

Reviews related to study –

Vajpayee (1990) found the difference of general anxiety on the basis of SES between successful and unsuccessful teachers to be significant. Gupta (1978) found that girls were significantly more anxious than boys. Dungrani (2004) revealed non-significant differences in anxiety of all groups i.e. girls and boy, graduate and post-graduate. Mahajan and Sharma (2008) also found that boys and girl do not show a big difference in anxiety. Girls are found to be more anxious about their achievement. **Roubick (1970)** conceive anxiety as a state involving somatic and psychological participation, arouse by any condition which threatens the integrity of the organism and is conceived as an extension of irritability and vigilance. **Verma(1970)** studied anxiety as a variable in perceptual reaction time, perceptual constriction and reproduction of simple and complex geometrical figures. Results showed that girls were found to be slow in comparison to boys. High anxiety group gave more unstructured responses whereas low anxiety subjects came out with more structured responses. High anxiety subjects displayed more perceptual constriction. In the reproduction of simple geometrical figures, low anxiety showed significantly better performance. In general, the study established the relevance of anxiety, as a personality variable to the study of perceptual reactions. **Jawa (1971)** studied 70 randomly selected semi-skilled factory workers for anxiety and job-satisfaction and found negative ($r=-.66$) correlation between these two variables. Differences were also significant for low vs high and middle vs high anxiety groups. **Singru (1972)** studied 62 students (21 girls and 41 boys) for their relationship between achievement motivation and test anxiety and found significant negative relationship between test anxiety and verbalized need achievement scores. **Natrajan (1973)** in a study of the reactions between the preparatory set and anxiety, employing brightness perception, motion perception and size perception, as three preparatory sets, found a negative correlation between Taylor's Manifest Anxiety scores and preparatory sets. **Verma and Sinha (1973)** in a study of anxiety as a variable in perceptual reaction, employing perceptual, perceptual constriction and reproduction of simple and complex geometrical figures, found that anxiety bare a definite and significant relationship with perceptual adaption. **Bharathi (1980)** worked on "Anxiety in Elementary School Children: a study of Some Selected Antecedent and Consequent Behavioral Correlates". The study revealed that anxiety depended upon the combined influence of both demographic variables and the social class and among the several antecedent variables, the type of family structure and tension balance between parents were found to be crucial. Some parental attitudes were strongly associated with anxiety in children. The relationship between the dreams and anxiety was not clearly established and high anxiety in children affected the speech functions. **Fassino S. et al. (2002)** studied Anxiety, depression and anger suppression in infertile couples and found, differences emerged in the degree of psychopathology between 'organic' and 'functional' infertile subjects and fertile controls. **Asthana(2003)** worked on the problem solving as function of intelligence and anxiety and found that anxiety and intelligence both had their independent and interactive impact on anagram problem solving. Intelligence facilitates the performance at high and low both levels of anxiety. **Gakhar, Sandhu and Kaur(2004)** made

a study to find the predictive efficiency of variable of self-concept, anxiety and attitude towards teaching on the job-satisfaction of teachers of general and scheduled caste category. **Sharma and Kaur (2004)** found relationship between the two among University students. **Singh & Singh (2006)** found out that male and female under-graduates have significant mean difference in level of anxiety. **Shergil (2004)** revealed that creativity has significant effect on adjustment and anxiety. **Seethapathi (2005)** studied stress, anxiety and burnout in relation to performance of primary school teachers. **Pani, Mina Ketan (2006)** highlights the main symptoms of anxiety disorder like chest pain, sweating, neck and shoulder pain, shaking or shivering, skin rashes, dry mouth, weakness in arms, insomnia, nightmares, aggression, hormone problems, hallucinations etc. with some techniques to overcome it. **Singh and Kaur(2007)** found that Shaktipat meditation was effective technique to reduce anxiety of student- teachers. **Mahajan and Sharma (2008)** revealed that the boys and girls do not show a significant difference in social anxiety as well. Girls were found to be more anxious about their marks and percentage as compared to the boys. **Prabhabati Devi, Y., (2008)** the tribal students were found more anxious than the non-tribal students, and the significant difference was also observed between boys and girls, the girls are found more anxious . **Patil Arvind V.(2009)** studied the effect of socio-economic status and anxiety on the performance of athletes. **Sultania and others (2009)** studied anxiety, hostility and depression among college students and found that female were significantly higher on anxiety, hostility and depression than male counterpart. **Tasnimi (2009)** found that anxiety is one of the affective factors which plays an important role in learning and teaching process. **Wakde (2010)** found that rural teachers do not differ significantly from their urban counterparts in respect of their anxiety in both covert and overt.

Need & Significance of the study

The present era is full of anxiety. In this era everybody is facing many psychosomatic problems such as anxiety, tension, frustration and emotional upsets in day-to-day life. So, the study of anxiety with respect to gender, residential area, educational qualification and marital status is needed. Emotions developed both by maturation and age. Certain instincts with their corresponding emotions are laying dormant in early stages but are matured afterwards with maturity; the individual learns to control and moderate his emotions. He learns how to dominate over his crude and wild emotions, with the help of noble sentiments which are themselves organized form of various emotions. Some teachers themselves fall prey to anxiety, inferiority complex or over excited emotions. Such anxious teachers prove contagious for the innocent children. They are generally irritable and provocative, they are emotionally regressive, maladjusted and full of tension. This directly affects their behavior with children. The investigator herself being a teacher-educator wants to know, whether the trainee teachers, who are to enter the teaching profession, are free from anxiety or not and to which extent the anxiety of student-teachers is affected by the demographic variables i.e. gender, residential area, educational qualification and marital status.

Explanation of key terms

Anxiety: Anxiety is a painful uneasiness of mind concerning impending or anticipated ill. The apprehension of danger or disaster in anxiety arises from something within the person himself, from his own conflicting drives and impulses and unresolved problems. Thus, anxiety is a response to a hidden and subjective danger.

Student-teacher: A college student pursuing a degree in education who teaches in a classroom under the supervision of an experienced certified teacher, also called practice teacher. (www.thefreedictionary.com/student+teacher) In this study only B.Ed students who belong to teachers training institutes affiliated to Barkatullah University, Bhopal are considered.

In present study following demographic variables are taken to investigate their influence on anxiety of student-teachers :-

Gender: Student-teachers were placed in two obvious gender groups of male and female.

Residential area: Residential areas of student-teachers were designated as either Rural or Urban.

Educational qualification: Two groups were formed on the basis of their educational qualification - (a) Graduate (b) Post Graduate

Marital status: Marital status of student-teachers were placed in two groups- (a) Married (b) Unmarried

Objective of the Study To find out the influence of gender, residential area, educational qualification and marital status on student-teachers' anxiety.

Hypotheses of the Study

1. There is no significant difference between male and female student-teachers with respect to their anxiety.
2. There is no significant difference between rural and urban residential areas student-teachers with respect to their anxiety.
3. There is no significant difference between graduate and post-graduate student-teachers with respect to their anxiety.
4. There is no significant difference between married and unmarried student-teachers with respect to their anxiety.

Methodology

Tools- Tool used for data collection is Comprehensive Anxiety Test developed by Dr. Harish Sharma, Dr. Rajeev Lochan Bhardwaj and Dr. Mahesh Bhargava (2006) Hindi version.

Statistical Techniques- Statistical tests mean, standard deviation, t-test are applied for analysis of data.

Sample- Total 480 student-teachers are taken as sample from various teacher training institutes situated at Bhopal through random sampling technique is used for data collection.

Table 1 : Distribution of sample

| SNo | Name of the College | No of student-teachers |
|-----|--------------------------------------|------------------------|
| 1. | Gandhi P.R. College, Bhopal | 55 |
| 2. | Christ College of Education, Bhopal | 65 |
| 4. | Rajeev Gandhi College, Bhopal | 50 |
| 5. | Sant Hirdaram Girls College, Bhopal | 80 |
| 6. | Anand Vihar College for Women,Bhopal | 60 |

| | | |
|-----|--|----|
| 7. | Madan Maharaj College of Education, Bhopal | 50 |
| 8. | SBBCE, Bhopal | 40 |
| 9. | MIE, Bhopal | 45 |
| 10. | SSSCW, Bhopal | 35 |

Analysis:

Hypothesis 1: There is no significant difference between male and female student-teachers with respect to their anxiety.

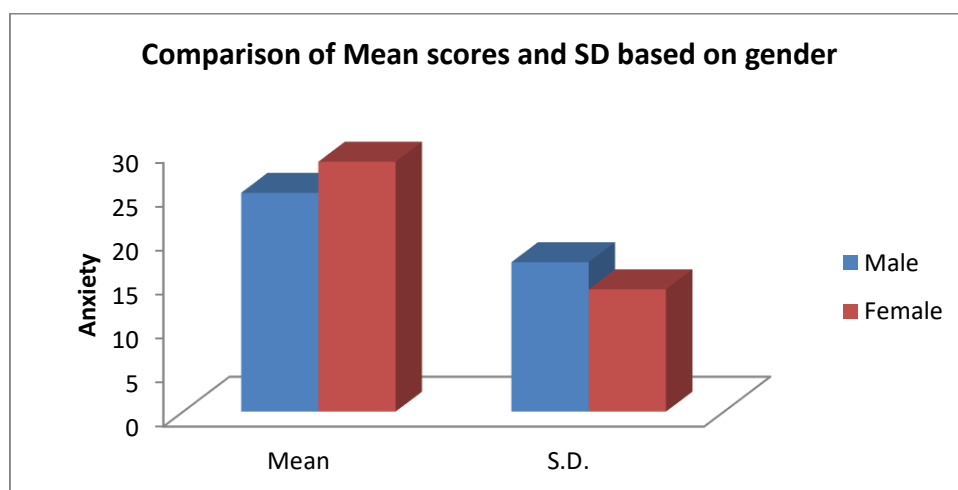
Table 2 : Significance of difference of anxiety on the basis of gender

| Anxiety of | N | Mean | S.D. | Df | t-value | Significance |
|------------|-----|-------|-------|-----|---------|--------------|
| Male | 240 | 24.9 | 17.02 | 478 | 2.48* | Sig |
| Female | 240 | 28.43 | 13.94 | | | |

* Significant at .05 level

Table 2 reveals that mean scores of anxiety of male (N=240) and female (N=240) student-teachers are respectively 24.9 and 28.43. Their respective standard deviations (SDs) are 17.02 and 13.94; t-value found to be 2.48 which is significant at degree of freedom 478. Thus, hypothesis “There is no significant difference between the mean scores of anxiety of male and female student-teachers” is rejected and it can be reframed as there is a significant difference of anxiety of male and female student-teachers. The mean score of anxiety of male student-teachers is slightly greater than that of female student-teachers.

Graph no 1 : Comparison of Anxiety based on gender



Graph no 1

Hypothesis 2. There is no significant difference between the mean scores of anxiety of student teachers on the basis of area i.e. rural and urban.

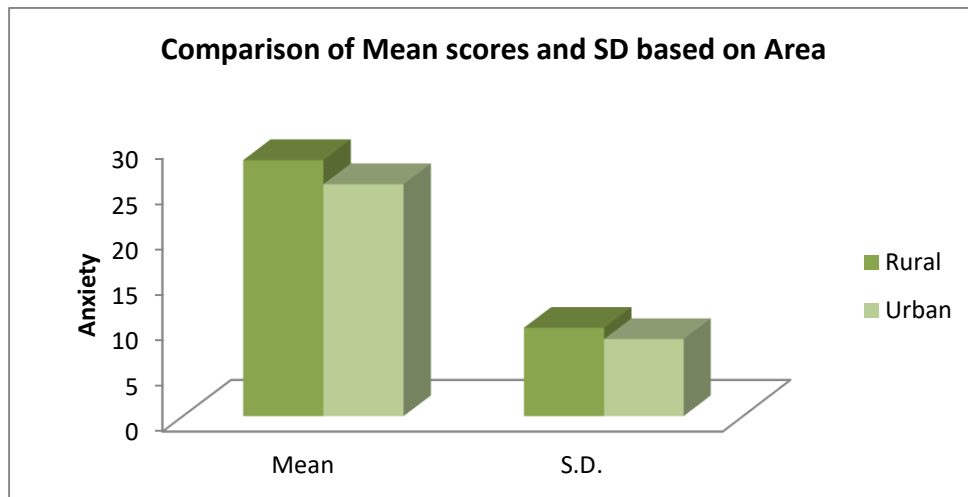
Table 3 : Significance of difference of anxiety on the basis of area

| Anxiety of | N | Mean | S.D. | df | t-value | Significance |
|------------|-----|-------|------|-----|---------|--------------|
| Rural | 210 | 28.15 | 9.74 | 478 | 1.84 | NS |
| Urban | 270 | 25.51 | 8.49 | | | |

NS : Not significant

Table 4.53 reveals that mean scores of anxiety of rural (N=210) and female (N=270) student-teachers are respectively 28.15 and 25.51. Their respective standard deviations (SDs) are 9.74 and 8.49; t-value found to be 1.84 which is not significant at degree of freedom 478. Thus, hypothesis “There is no significant difference between the mean scores of anxiety of student-teachers on the basis of area i.e. rural and urban” is retained. The mean score of anxiety of urban student-teachers is slightly greater than that of rural student-teachers.

Graph no 2 : Comparison of Anxiety based on Area



Graph no 06

Hypothesis 3. There is no significant difference between the mean scores of anxiety of student teachers on the basis of education i.e. graduate and post graduate.

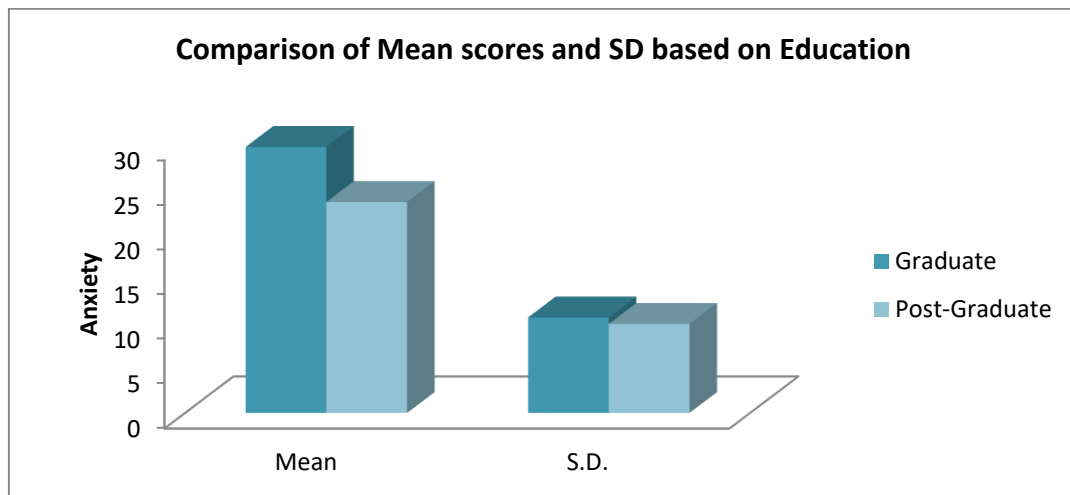
Table 4 : Significance of difference of anxiety on the basis of education

| Anxiety of | N | Mean | S.D. | df | t-value | Significance |
|------------|-----|-------|-------|-----|---------|--------------|
| Graduate | 240 | 29.73 | 10.71 | 478 | 4.36** | Sig |
| PG | 240 | 23.6 | 9.98 | | | |

** Significant at .01 level

Table 4 reveals that mean scores of anxiety of graduate (N=240) and post-graduate (N=240) student-teachers are respectively 29.73 and 23.6. Their respective standard deviations (SDs) are 10.71 and 9.98; t-value found to be 4.36 which is significant at degree of freedom 478. Thus, hypothesis “There is no significant difference between the mean scores of anxiety of graduate and post-graduate student-teachers” is rejected and it can be reframed as there is a significant difference of anxiety of graduate and post-graduate student-teachers. The mean score of anxiety of graduate student-teachers is greater than that of post-graduate student-teachers.

Graph no 3 : Comparison of Anxiety based on Education



Graph no 3

Hypothesis 4. There is no significant difference between the mean scores of anxiety of student teachers on the basis of marital status.

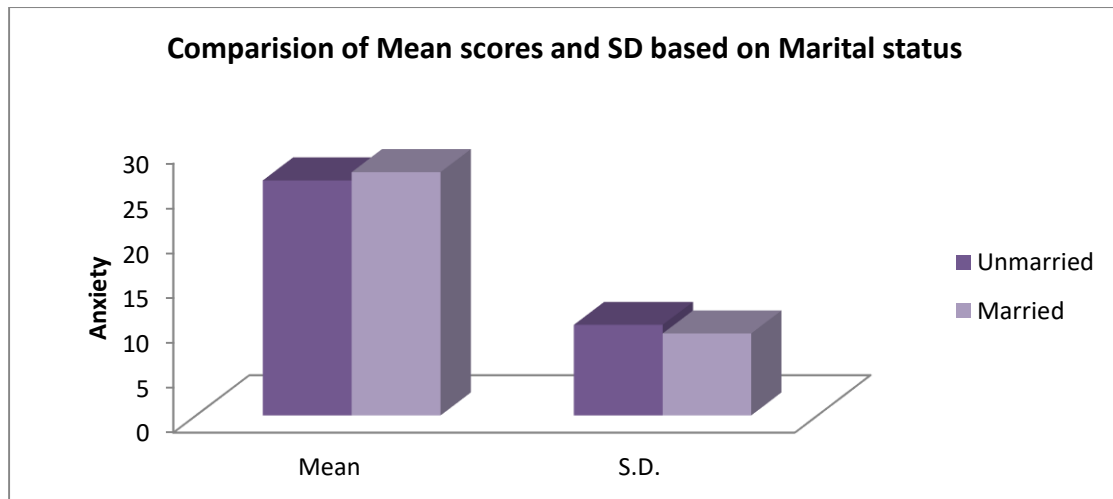
Table 5: Significance of difference of anxiety on the basis of marital status

| Anxiety of | N | Mean | S.D. | df | t-value | Significance |
|------------|-----|-------|-------|-----|---------|--------------|
| Unmarried | 240 | 26.2 | 10.12 | 478 | 0.64 | NS |
| Married | 240 | 27.12 | 9.16 | | | |

NS : Not significant

Table 5 reveals that mean scores of anxiety of unmarried (N=240) and married (N=240) student-teachers are respectively 26.2 and 27.12. Their respective standard deviations (SDs) are 10.12 and 9.16 t-value found to be 0.64 which is not significant at degree of freedom 478. Thus, hypothesis “There is no significant difference between the mean scores of anxiety of married and unmarried student-teachers” is retained. The mean score of anxiety of married student-teachers is slightly greater than that of unmarried student-teachers.

Graph no 4 : Comparison of Anxiety based on Marital Status



Graph no 4

Findings and Discussion

1. Anxiety of student-teachers is affected by gender to some extent and male student-teachers were found slightly more anxious than their female counterparts. It may be due to the fact that male have the responsibility of bread earning for the family, and for this they need the required job at earnest just after completion of their training. Their anxiety could be due to not securing a job after the training.
2. No significant influence of residential area is found over anxiety but score of rural student-teachers’ are found slightly more anxious than their counterparts. It may be due to the fact that in rural areas job opportunities and educational institutions are very less, leading to lack of exposure so they become anxious about the unemployment after completing the training.
3. Influence of educational qualification over anxiety was found and graduate student-teachers are found more anxious than their counterparts i.e. post-graduate. It may be due to, that the UG student-teachers are in dilemma of whether to secure a job or go for further studies.
4. No influence of marital status found over student-teachers’ anxiety but married student-teachers’ anxiety found slightly greater. It may be due to the fact that married student-teachers have more economic, social and family related responsibilities than their unmarried counterparts, so they feel more anxious.

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USE OF MOTHER TONGUE IN CLASSROOM TEACHING

Satrughan Bhardwaj

Mother tongue is the language that a child learns from his mother. The child begins the learning of this language in his infancy. The mother tongue is natural for the development of man's mind as mother's milk is for the development of the infant's body. It is the mother tongue that helps the child understand the feelings and desires of others.

Mother tongue is the medium of one's own inner thoughts and contemplations. Thought and language are interrelated. Hence for acquiring knowledge in a better and unambiguous way, the mother tongue is the best medium. It has been scientifically proved that assimilation of facts is easier through one's own language.

This is the major reason why the builders of nations gave importance to mother tongues while they contemplated the idea of sovereign state after saving their nations from the clutches of colonisation. Eminent personalities like Lenin, Mao Tse Tung and M. K. Gandhi were vehement advocates of mother tongue. They put emphasis on the use of mother tongue for all communications, administration and education.

Every year, 21st February is celebrated as the International MOTHER TONGUE DAY all over the world. UNESCO have had made a resolution in 1952 that each country of the world must impart the primary education only in their mother tongue. Prof. Yashpal Committee had strongly recommended in the National Education Guidelines-2005 that Primary Education must be given in mother tongue only. Except those countries of Europe whose mother tongue is English i.e. England, America, Canada, Australia etc. the primary education in the rest of the countries of Europe is not given in English. For example; in Greece, Spain, France, Germany, Norway, Sweden and in Switzerland Swiss children are given pre-primary and primary education in their respective mother tongues. Similarly, in the countries other than Europe i.e. Russia, China, Japan, South Korea and Thailand the medium of instruction for primary education is their mother tongues and moreover the administration and business of these countries are run in their mother tongues and still they are the most advanced countries in the science and technology in this world.

According to **Robert Paul**, "When we learn first language, we face the universe directly and learn to clothe it with speech; when we learn a second language, we tend to filter the universe through the language already known."¹At the same time, some of the linguists are not in favour of using mother tongue as the medium of instruction. They think that the mother tongue creates a negative role in teaching a foreign language. However, the present paper establishes this fact that the role of mother-tongue facilitates the teaching of foreign language.

Before debating the issue, let's understand as to what some of the great thinkers, has to say about the issue:

The Indian scientist **Dr. Jayant Narlikar** observed that "Children can promptly understand and learn the complicated principles of science in their mother tongues. The grasping power of

¹Robert Paul, Understanding English p68

children become disrupted if in the starting years of schooling the subjects like science and math are learned in the language other than mother tongue". Mathematician **P.C.Vaidh** says: "Thinking power of children properly develops if primary education is given in their mother tongue".

Mahatama Gandhi said: "As the mother-milk is natural for physical development of a child so do is mother tongue for its mental development. A child begins its learning from the mother. For mental development of a child, I consider it a fault against the mother land if a language other than mother tongue is loaded on a child".

Saint VinobaBhave firmly says: "A language that a human heart can grasp is only mother tongue. Education must be given in mother tongue. He further said: If children are given education in languages other than their mother tongues, these children will become mentally weak; their grasping power becomes blunt".

ShriBankim Chandra Chattopadhyaya, the poet of "**VandeMataram**" wrote having been proud of mother tongue: "Neither have I hated English nor English people. We must learn English as much as possible and study their literature but what is of us, what is in our blood will remain always of us. Our inner personality can't be developed unless we learn and express our thoughts, feelings and emotions in our mother tongue".

W. H. Ryburn: "Mother-tongue is the basis of all work. Any emphasis laid on the mother-tongue will have a good effect on the standard of English."

Emerson says: - "When a mother tongue is finished, a culture is finished. In such circumstances, it is imperative to give primary education in mother tongue because mother tongue is only stream of culture".

If the mother-tongue is well taught, the teaching of it will help the learning of a new language. And if a foreign language is taught on sound lines, the training that it gives the pupil will promote a better understanding and a better use of the mother-tongue.

Thus the purpose of communication through MT begins at the earliest stage of life. When we receive education through our own language, our relations with people at home will take on a different character. To-day, we cannot make our wives real life-companions. They have very little knowledge of what we do outside. In the same way, our parents have no idea of what we learn at school. If, however, we receive education through our mother-tongue, we can quite easily transmit all that we learn at the school to our servants—the washer man, barber, bhangi (sweeper) and others, and thus educate them. In England, we can discuss politics with the hair-dresser while he cuts our hair. Here, we cannot do so even with the members of our own families. It is not because they are ignorant. They also know about many things,—though, perhaps, different ones. We talk with them on the Mahabharata, the Ramayana and of sacred places of pilgrimage, because it is these things which our people hear and learn about. But the knowledge we get at school does not seep down to others, not even to the members of our families, because we cannot impart to them what we learn in English.²

²True Education: pp. 7-17

When it comes to English Language Teaching (ELT), one needs to understand the relevance of English in the present times at national and international level. In India, computer, internet, e-commerce, most of the Govt. rules, administration, civil law, court procedures etc. are transacted in English. Therefore it is natural for the youth to be attracted towards English and there is nothing wrong in learning English. What the eminent thinkers say: there is a great difference between learning English and taking education in English. Those parents desire to give education in English medium to their children must very clearly know this difference. We must learn English language but not at the cost of our mother tongue.

Mahatma Gandhirightly said that“English has become a language of the world. So, I recommend its education as other optional language at university level but not in primary schools. This way all the renowned thinkers have recommended learning English but not giving education in English”. Today the storm has so fast spread, specifically in our India for giving even pre-primary and primary education in English; this storm would bring time for close of schools giving education in mother tongues. Death of mother tongue is death of the Asmita (existence) of a nation. The culture of a country, of a region is closely connected with its mother tongue; it is in the blood of the people.

Recommendations by various commissions regarding the use of mother tongue:

The University Education Commission Report 1950:

The Commission suggested that the medium at the University stage at the elementary and the secondary will have to be the regional language. However, to ensure for Hindi the status of federal language, it clearly states:

"We should like to see the introduction of the federal language in all schools at the secondary stage, and the teaching should be continued at the university. This will ensure a general knowledge of the federal language of use for all practical needs. In addition, for those who desire to attain greater mastery over the federal language, facilities should be provided for intensive study."

The Commission also pointed out "that the Universities should have the option to use the federal language as medium of instruction either for some subjects or for all."

The Mudaliar Commission's Report 1952-53:

The Secondary Education Commission (1952-53) under the chairmanship of Dr Laxmanswami Mudaliar made the following recommendations:

(i) The mother-tongue or the regional language should generally be the medium of instruction throughout the secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available.

(ii) During the middle school stage every child should be taught at least two languages, English and Hindi should be introduced at the end of the Junior Basic stage, subject to the principle that no two languages should be introduced in the same year.

(iii) At the high and higher secondary stage at least two languages should be studied, one of which being the mother-tongue or the regional language.

The languages to be studied in the secondary stage should be:

- (i) Mother-tongue or regional language or a composite course of the mother-tongue and a classical language.
- (ii) One other language to be chosen from among the following: (a) Hindi (for those whose mother-tongue is not Hindi);
(b) Elementary English (for those who have not studied English at the earlier stage);
(c) Advanced English (for those who had studied English at the earlier stage);
(d) A modern Indian language (other than Hindi);
(e) A modern foreign language (other than English);
(f) A classical language.

Thus this Commission recommended two-language formula.

The Three-Language Formula:

In the year 1956 the Central Advisory Board of Education (CABE) introduced the Three-Language Formula. This formula was approved in 1961 in the Chief Ministers conference. According to this formula, the student is to learn his mother-tongue as the regional language, Hindi as the national language and English as the international language.

Recommendation of the Education Commission 1964-66:

The Indian Education Commission tried to cut the Gordian knot and present a workable and generally acceptable formula. It adhered broadly to the three-language formula devised by the CABE in 1956 but in a modified form based upon actual experience gained during the last ten years. The modified formula runs as follows:

- (i) The mother-tongue or the regional language;
- (ii) The official language of the Union or the associate official language of the union so long as it exists; and
- (iii) A modern Indian or foreign language not covered under (i) and (ii) and other than that used as the medium of instruction.

After discussing the recommendations made by different commissions and committees, it may be added here that the mother-tongue may be helpful in teaching second or foreign language in the following ways:

- In the formation of thoughts and ideas.

- In the oral and written expression
- In the formation of reading habits
- In the learning of lexical items
- In the learning of functional grammar
- In the use of contrast and composition
- For the comprehension and understanding of the passage
- For translating from FL or SL into the mother-tongue and vice-versa

In defence of mother-tongue as medium of instruction:

1. Mother-tongue—the languages of the majority in the respective regions'. As the regional languages are the languages of an overwhelming majority of the people in the respective regions, they will constitute the best medium of instruction.
2. The mother-tongue is the most natural medium of instruction.
3. The period of education can be curtailed through the use of mother-tongue as a medium of instruction, a lot of 'wastage' involved in learning a foreign language can be avoided and the period of education can be curtailed without an adverse effect upon the standard.
4. Languages will get a chance for development: All the regional languages shall get their due opportunity for development. They will become the vehicle of all branches of knowledge and thought.
5. No linguistic group will have a grudge against another and inter-state relations would be smooth: Due to the absence of domination of any particular language, inter-state relations would be smooth. A situation like this in which all groups take equal pride in their linguistic inheritance, will be a more positive and forceful factor in preserving and strengthening national unity, than compelling unwilling people to use either English or Hindi.
6. The masses can afford to get enough liberal education and the curse of illiteracy and ignorance would be wiped out.
7. The use of mother-tongue—a great benefit to democracy: When the masses are educated in the regional language and the administration is also conducted in the same language, the common man shall be able to judge political things better and his opinions shall carry weight. This is a great benefit to democracy.
8. A positive communication can be established between the university graduates and the masses—its artisans and technicians: University graduates will be able to make their maximum possible contribution to the advancement of learning generally and science and technology particularly. Advanced knowledge will become as much the property of the common man as of the university man. Most of the time graduates in agriculture serving as extension officers and demonstrators, whose profession is to explain the latest methods in agriculture to the farmers in the villages, are seen to be ineffective simply because they do not

know the language of the cultivators. Mother-tongue, thus, will provide a link between the university and the masses.

10. Regional languages in the interest of emotional integration:

The Emotional Integration Committee opines that the use of mother-tongue as medium of education from the lowest to the highest stage of education is a matter of profound importance for national integration.

How does the mother tongue help the learning of English?

Research has shown that many skills acquired in the first language can be transferred to the second language. So, for example, if your child has developed good reading skills in Korean, she is likely to be able to apply these skills when reading English. (One useful reading skill is the ability to guess the meaning of unfamiliar words from context. Another one is the ability to decide which new words in a text are important to look up in the dictionary and which words can safely be ignored.) For this reason it helps if you can encourage your child to read good fiction and non-fiction in her own language. Similarly, the skills of being able to plan out a piece of writing or develop an argument in a persuasive essay can be applied in the second language once they have been learned in the first.

What are the other reasons for maintaining and developing mother tongue proficiency?

Firstly, many children in international schools plan to return to their home country at some point to continue their education there. This is a strong reason to make sure they do not have gaps in mother tongue language or cognitive development. And secondly, ESL students who turn against or otherwise neglect their mother tongue can often suffer from problems of identity loss or alienation from their parents, and from their grandparents or other family members in their home country.

How can ESL student's best develop their mother tongue proficiency?

For some students, developing mother tongue proficiency is easier because they have lessons each week in their native language. For students who are not in this fortunate position, there is still much that can be done to maintain the mother tongue. For example, parents can make sure that they have good reference books or textbooks at home - in the native language. Students should be encouraged to read good literature and to discuss school work. Some of the long summer vacation could be devoted to mother-tongue learning and reading.

ARGUMENTS AGAINST MOTHER-TONGUE

1. Mother-tongue not well-developed: No doubt mother-tongues like Bengali, Hindi and Tamil have great literature, rich in classical work of prose and poetry—but as vehicles of modern knowledge in the field of science and technology, they present a sorry picture. With the full-fledged enthronement of the mother-tongue as the medium of instruction in universities, we would be bidding good-bye to our hope of catching up with the advanced countries in matters of science and technology in the immediate future. It is suggested that we can make up for this deficiency by translating standard works from foreign languages. The feasibility of this proposition is doubtful. Firstly, various branches of modern knowledge have become so highly specialised that they have developed not only a terminology but a language

and symbolism of their own, which are almost untranslatable. It is very likely that such translations, even if they are accomplished, will be more difficult to understand than the original works themselves.

Again, we have examples which show that translations can never keep pace with the originals. As far back as 1916, Osmania University started for the first time with Urdu as the medium of instruction. Several crores of rupees were spent on translations. This took years and by the time a translation was ready, the original edition had become outmoded and the translation was already behind time.

2. Universities will become isolated islands: The deeper and fuller intercourse between the seats of learning will not be possible. We shall be compelled to draw students and professors from within the confines of the States and not from the whole country, let alone from abroad.

3. Universities will no more remain as international centres of learning: The introduction of mother-tongues as media would wipe out English from our system. Thus universities will no more remain the international centres of learning as they are today.

4. Our students will no more be in a position to go abroad in search of knowledge as confidently as they do at present.

5. If the mother-tongue be made the medium, it would be a great disadvantage to emigrants and immigrants.

6. Disadvantage to students who have to reside in cities like *Delhi, Bombay and Calcutta*. If all the schools and the universities teach in the mother-tongue, what will happen to the children of those from other States, who will have to reside in these big cities for professional reasons?

7. The interests of linguistic minorities will suffer.

8. The use of mother-tongue will precipitate national disintegration: Their introduction would foster the spirit of narrow provincialism and thus would harm the basic unity of India.

9. Lack of uniformity in different languages: If the languages are unequally developed, it would mean unequal opportunities in competitive examinations and as such it would be a matter of concern.

10. There is also the difficulty in finding teachers who could lecture to university students in the mother-tongue: A number of university professors of the present generation have done specialised studies in their respective subjects abroad—they would not be able to teach them in the mother-tongue.

The use of the mother tongue in the classroom has always been a controversial issue, due to the existence of diverse opinions. On the one hand there are the researchers who stand completely against the use of the foreign language in classroom; while on the other hand, there are those who consider it beneficial for the learners.

Keeping in view the debates involved in the use of mother-tongue in language classroom, there is need of a bold, clear, definite and final decision regarding our language

policy. Besides, multilingualism has created a number of problems concerning the status of languages in our curriculum. There are some pertinent problems—which language should be the medium of instruction at various levels? Which language should be the official language of the Union? Which language should be the link language? What should be the place of English?

Conclusion

At the end, it may be concluded that the use of the mother tongue in the classroom has always been a controversial issue, due to the existence of diverse opinions. On the one hand there are the researchers who stand completely against the use of the foreign language in classroom; while on the other hand, there are those who consider it beneficial for the learners. What Education for All (EFA) means for people in developing countries is access to basic literacy and numeracy as well as other skills that will improve their lives. Mother tongue-based bilingual education not only increases access to skills but also raises the quality of basic education by facilitating classroom interaction and integration of prior knowledge and experiences with new learning. The National Knowledge Commission recommends that the teaching of English as a language should be introduced, along with the first language (either the mother-tongue or the regional language) of the child, starting from Class I in school. This phase of language learning should focus on using both languages to create meaningful learning experiences for the child without disproportionate emphasis on grammar and rules.³ When we find that the judicious use of mother-tongue is going to help our pupils than by all means let us use it and let us get rid of this idea that mother-tongue is a taboo in English language teaching.

STUDY OF IMPACT OF YOGA -MEDITATION ON MATHEMATICAL INTELLIGENCE

Dr.Surendra Kumar Tiwari¹ Dr. Vaishali Tiwari²

Abstract

Yoga Science is a way of life. It is predominantly concerned with maintaining a state of equanimity at all costs. All yoga schools of thought emphasize the importance of mind remaining calm. As the saying goes, only when the water is still, can you see through it. Yoga Darshan or Yoga Philosophy also happens to be a valid discipline of Indian metaphysics (Brahma Vidya). It is the result of human wisdom and insight on philosophy, psychology, ethics and spirituality collected together and practiced over thousands of years for the well being of humanity. The basic idea of yoga is to unite the atma or individual soul with the paramatma or the Universal.

INTRODUCTION :

Meditation refers to the of positive factors in one's life, through a practice session and/or throughout one's daily life. Meditation may be compared to a sport, where with practice one develops greater skill in what is being practiced. There has been an increase in scientific research, experiments, studies, and the like, on how meditation changes the body, especially the brain. New results show that indeed meditation does change the body in significant ways which are being scientifically demonstrated using state-of-the-art measuring techniques, such as MRI.

OBJECTIVES :

The research seeks to determine:

The nature, extent and effect of Meditation on choices, including a desire to achieve personal goals or meet individual needs.

HYPOTHESIS

1. Certain regular exercises of yoga increases the Logical- Mathematical Intelligence of students.

RESEARCH METHODOLOGY

There is a great difference in faith or belief and scientific methods. The basic difference between faith or belief and scientific method is that while the faith or belief depends upon

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authority and traditions, the scientific method is objective because it depends upon evidence.

Inductive And Deductive Method:

Through questionnaires, the development in the Logical-Mathematical Intelligence of the controlled group of secondary students will be checked every month.

The questionnaires will be given to both girls and boys group without considering cast and creed.

Same questionnaires will be applied on the uncontrolled group. Monthly tests will be taken for both the groups regularly for a time period of through out the year.

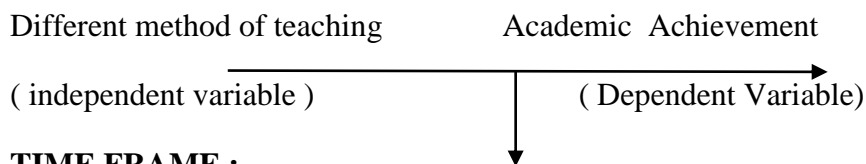
VARIABLES

Any concept can be expressed in quantitative value or qualitative value is called variable.

In my research work the concept of mathematical-logical intelligence can be expressed from low to high. Thus Mathematical-logical intelligence can be considered here one variable.

Another variable is that different method of teaching as independent variable and academic achievement will be dependent variables.

Through the linear diagramme it can be considered as below :



TIME FRAME :

The time duration was kept under observation for the whole year. And the reports has been collected bi month wise . The result of Study has been calculated on the basis of 6 month progress reports of the students by conductive periodic test.

OBSERVATION AND DATA INTERPRETATION

INTRODUCTION

Groups of 150 students divided into 5 groups. 15 students enrolled in each group of age group 12-16 years from class VI-X are kept under observation.

75 -75 students are divided in two groups controlled group and uncontrolled group.

One group is given predetermined meditation and mental exercises, while the other group is left as it is. Bi Monthly tests of both the controlled and uncontrolled groups were taken to check the development in **Logical-Mathematical Intelligence** through questionnaires. The process repeated over a period of 6 months. A comparison of the development of logical Mathematical Intelligence between these two groups is done.

ANALYSIS AND DATA INTERPRETATION

OBERVATION TABLE – 1

| STUDY OF IMPACT OF YOGA -MEDITATION ON MATHEMATICAL INTELLIGENCE | | | | | | | |
|--|----------------|------|------|-----------------------|----------------|------|------|
| CONTROLLED GROUP-1 | | | | UN CONTROLLED GROUP-1 | | | |
| SN | MARKS OBTAINED | | | SN | MARKS OBTAINED | | |
| | AUG | OCT | DEC | | AUG | OCT | DEC |
| C1 | 27 | 28 | 30 | UC1 | 22 | 23 | 23 |
| C2 | 30 | 32 | 36 | UC2 | 36 | 36 | 38 |
| C3 | 6 | 6 | 12 | UC3 | 32 | 30 | 36 |
| C4 | 12 | 16 | 18 | UC4 | 25 | 27 | 29 |
| C5 | 33 | 36 | 37 | UC5 | 31 | 28 | 29 |
| C6 | 25 | 30 | 33 | UC6 | 28 | 26 | 29 |
| C7 | 31 | 35 | 37 | UC7 | 23 | 24 | 27 |
| C8 | 20 | 24 | 25 | UC8 | 30 | 31 | 34 |
| C9 | 6 | 12 | 16 | UC9 | 26 | 27 | 29 |
| C10 | 15 | 18 | 22 | UC10 | 29 | 33 | 31 |
| C11 | 18 | 22 | 26 | UC11 | 34 | 32 | 37 |
| C12 | 11 | 15 | 18 | UC12 | 30 | 27 | 28 |
| C13 | 26 | 28 | 29 | UC13 | 26 | 24 | 26 |
| C14 | 36 | 37 | 38 | UC14 | 26 | 27 | 29 |
| C15 | 24 | 29 | 33 | UC15 | 34 | 30 | 29 |
| MEAN | 21.3 | 24.5 | 27.3 | MEAN | 28.8 | 28.3 | 30.3 |
| MIN | 6.0 | 6.0 | 12.0 | MIN | 22.0 | 23.0 | 23.0 |
| MAX | 36.0 | 37.0 | 38.0 | MAX | 36.0 | 36.0 | 38.0 |
| MODE | 6 | 28 | 18 | MODE | 26 | 27 | 29 |

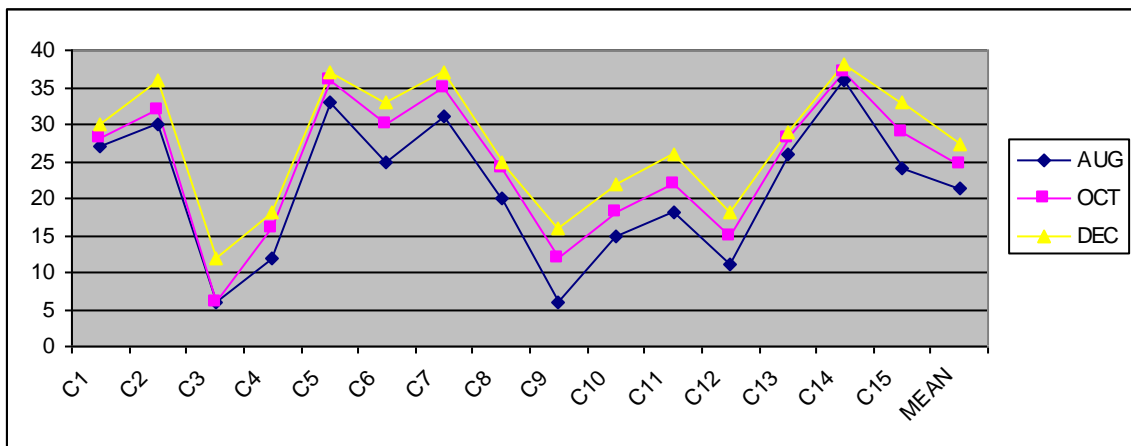
| | | | | | | | |
|---------------------------------------|-------|--------------|--------------|--|-------|--------------|--------------|
| MEDIAN | 24.0 | 28.0 | 29.0 | MEDIAN | 29.0 | 27.0 | 29.0 |
| STDV | 9.678 | 9.410 | 8.550 | STDV | 4.161 | 3.638 | 4.217 |
| T Test value Cont. group 1 | | 0.183 | 0.200 | T Test value for UnCon. group N-1 | | 0.173 | 0.173 |

T TEST VALUE : Here for calculation , We have Considered Two Tables Arrays.

Marks obtained by students in the month of August is considered as FIRST TABLE of controlled group and the marks obtained by controlled group of students in the month of Oct us considered as II array group. Tails of these group is 1 while group option is considered 3. And so on.....

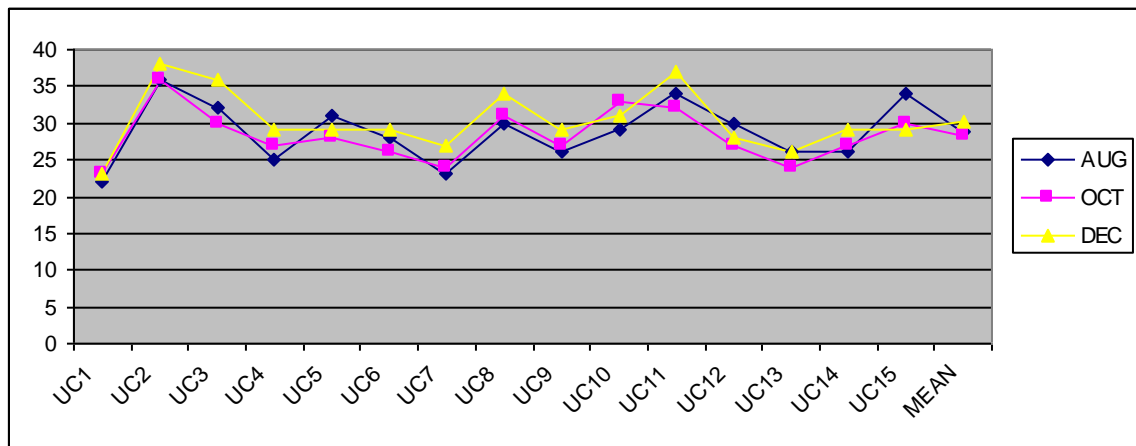
A1) Graphical Representation Of Controlled Group Of Students Who Were Under Yoga Practice :

Controlled group graph for CN-1



B1) Graphical Representation Of Uncontrolled Group Of Students Who Were not In Yoga Practices:

Uncontrolled group graph for UCN-1



CONCLUSION

With the above 5 set of two groups controlled and uncontrolled group graphs It has been observed that the Logical-Mathematical Intelligence of the students practicing the predetermined mental exercises increases while the group which was not being trained through the same exercises remained unchanged.

This proves that our hypothesis that logical mathematical intelligence increases by practicing meditation.

Meditation helps to increase the mental power.

With t-test the positive value returns the probability associated with student's t- test .

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**"A STUDY OF THE EDUCATIONAL THOUGHTS OF ACHARYA
VINOBA BHAVE AND ITS RELEVANCE TO PRESENT EDUCATION"**

MADHU SHARMA

Abstract

Boys are taught various bits of information in school nowadays, but they are not taught how to acquire knowledge independently for themselves.

Many people would agree about the importance of self-reliance in education. Self-reliance, for me, has a very profound meaning. It is not merely that the child should be taught some handicraft, some manual skill by which he may support himself. There must of course be manual labour, everyone must learn how to use his hands. If the whole population were to take up some kind of handicraft, it would bring all sorts of benefits – class divisions would be overcome, production would rise, prosperity and health would improve. So that, at the very least, this measure of self-sufficiency must form part of educational programme. But self-sufficiency as I understand it involves much more than that.

It seems to me that education must be of such a quality that it will train students in intellectual self-reliance and make them independent thinkers. If this were to become the chief aim of learning, the whole process of learning would be transformed. The present school syllabus contains a multiplicity of languages and subjects, and the student feels that in every one of these he needs the teacher's help for years together. But a student should be so taught that he is capable of going forward and acquiring knowledge for himself. There is an infinite sum of knowledge in the world, and each one needs some finite portion of it for the conduct of his affairs. But it is a mistake to think that this life-knowledge can be had in any school. Life knowledge can only be had from life. The task of the school is to awaken in its pupils the power to learn from life.

Vinayak Narhari Bhave was born on September 11, 1895, at Gagoda village in the district of Colaba in the present state of Maharashtra. Vinoba belongs to a very highly respected Chitpavan Brahmin family. His grandfather, Shambhuroao, was an Ayurvedic physician. The name of Vinoba's father was Narhari Pant, who was a textile technologist at Baroda. His mother, Rukmani Devi, was a deeply religious lady who influenced Vinoba bent of mind and character immensely.

He came in contact with Gandhiji in Benaras. Gandhiji sent him to Sabarmati Ashram. He got the philosophy of truth, non-violence and Satyagraha from Gandhiji. He took active part in the non-co-operation movement. He leded Nagpur Satyagraha and went to jail he wrote his famous book of "Gita Pravachan". Acharya Vinobha Bhave tried for the welfare of all mankind. His belief was that service of mankind is the worship of God. His Sarvodaya philosophy want to have the all over development for classless, casteless and exploitation less society. He was a true follower of Gandhiji. In real sense, he was making the dream of "gram-

swaraj" and the philosophy of sarvodaya of gandhiji true. He tried to establish a society with co-operation, love and unity through his Bhudan, gramdan Sampatti dan, Jeevan dan and shantisena movements.

Vinoba Bhave was a famous philosopher, political thinker and social worker of India. He has been regarded as one of the best philosopher of India. Many research works have been done taking him as a philosopher or as a political thinker but there are very few researches which prove him as an educationist. In the present educational environment of India, his ideas about the work and role of teacher common people is to behave according to time and to go further than the attitudes of people and to guide them as the time goes on" He wants the teacher to play the role of the leader of the common people. His idea about regional universities are also relevant for higher education.

A study of the educational thoughts of Acharya Vinoba Bhave and its relevance to present Indian education.

OBJECTIVES OF THE STUDIES :-

Kalelkar, k. (1971) had written a book named "Vinoba Vyaktitava aur vichaar". In this book he had taken different aspects of vinobaji's life.

Gandhi, M.K. (1965) wrote a letter in the 14th Volume of "Sampurna Gandhi Vagmaya". In this letter Gandhiji had mentioned vinoba Bhave as a maharastrian who had influenced him the most. He wrote that Vinoba was truly following the way of sarvodaya and was trying to make the dream of Gram Swaraj come true.

Bharati A.C. (1992) had done a research work. "A study of the philosophy of Acharya Vinoba Bhave and its effect on education in the light of the new education policy.

Chaube, S.P. (1998) had written a book "great Indian educational Philosophers". He had taken Vinoba Bhave as one of the educationist of India. Beside his Sarvodaya Philosophy of Acharya Vinoba Bhave.

Pandey, R.S. (1999), had written a book titled "Great educationist of World". He had given an account of Vinobaji's meeting with Gandhiji. The chapter also includes the role of the teacher as the leader of society. He also had briefly explained the relevance of educational thoughts of Vinoba Bhave.

FINDING :-

The main finding of the study are according the objectives taken they mainly give the educational thoughts of Acharya Vinoba Bhave and It's relevance in present Indian Education.

Vinobha has determined certain aims of education on the basis of his own experience. He says that when he moves from one place to another in connection with his budam and Gramdan movements, he consider himself as a student of University. and the entire society appears to him as a University. Vinobaji wants to develop the mind, soul and body of the individual through education.

New education provides and plans three types of programmes for the child. It is definitely providing programmes about the knowledge of nature. The second direction of the Education is to fulfill the knowledge and physical strength to the child but the most important direction which this education provides is that of knowledge of self. vinobaji says that Education provides the necessary knowledge of present, It also gives knowledge according to the necessity of time. it helps the child to bring out of his internal knowledge.

Vinobaji criticizes the present methods of teaching. He did not want to teach according to the same methods of teaching, infact he want that education should come through ordinary life. he says that, we have been told that we have been given education through Frobel, Monntessori or Pestalogy method,

CONCLUSION :-

After making a study on the educational thoughts of Acharya Vinoba Bhave we come to know that his ideas about internal and external education brings allover development of child. Although his thoughts are based on Sarvodaya philosophy of Gandhiji but they somehow differ from Gandhiji's concept of Basic education. In present Indian educational scenario his ideas such as : self reliance, perfect equilibrium, skill making industry, teacher as the leader of society and regional university are very relevant.

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AIMS OF HIGHER EDUCATION IN INDIA

Dr. Kamal Jain

Abstract

Universities play a vital role in the social and economic development of any nation because all the religious, social reforms, industrialist, professional like doctors, engineers, lawyers and economics get their inspiration and knowledge from the university. Expansion ,excellence and inclusion' have emerged as the three critical concerns of education in India, as rightly underline by the national knowledge commission . To meet the challenge of expansion, the India state provided for greater participation of private sector in education in the wake of economic reforms. Consequently ,private universities ventured into the field of education in the big way leading to mushrooming of private education institution all around . The private universities has penetrated especially the technical and professional streams because of hung demand for them. As a result, recent year have witnessed a massive growth of unaided private higher education institutions and student enrolment in them. According to recent report (E&Y,2011) the share of private institutions increased from 43 per cent in 2001 to 63 per cent in 2006 and their student enrolment grew from 33 per cent to 52 per cent during the same period.

Introduction:

University education Commission pointed out the needs of independent India and thereafter set out the aims of higher education. It observed, “we must have a conception of the social order for which we are educating our youth . our educational system must find its guiding principle in the aims of the social order for which it prepares, in nature of the civilization it hopes to build. Unless we know whither we are tending, we cannot decide what we should do and how we should do it. Societies like men need a clear purpose to keep them stable in a world of bewildering change.

We cannot preserve real freedom unless we preserve the value of democracy, justice and liberty, equality and fraternity. It is the ideal towards which we should work though we may be modest in planning our hopes as to the results which in the near future are likely to be achieved. “Utopias are sweet dreams,” wrote kant, “but to strive relentlessly towards them is the duty of the citizen and of the statesmen as well” Universities must stand for these ideal causes which can never be lost so long as men seek wisdom and follow righteousness.

Aims Of Higher Education:

Education is a means by which society perpetuates itself. In 1852, Newman defined the function of the university thus, “If a practical end must be assigned to a university course, then I say it is training good members of society.” No system of education could be directed to the weakening of the State that maintains it. But education is also an instrument for social change.”

In the light of above mentioned needs, the University Education Commission laid down

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the following aims of higher education:

1. To awaken the innate ability of the students to live with wisdom.
2. To teach the students that life has a meaning.
3. To train students for democracy.
4. To acquaint students with the social philosophy which governs all our institutions.
5. To develop in the students values like fearlessness of mind, strength of conscience and integrity of purpose.
6. To train students for self-development.
7. To develop understanding of the present as well as of the past.
8. To acquaint students with cultural heritage and its regeneration.
9. To enable the students to know that education is a life-long process.
10. To impart professional and vacation training to students.

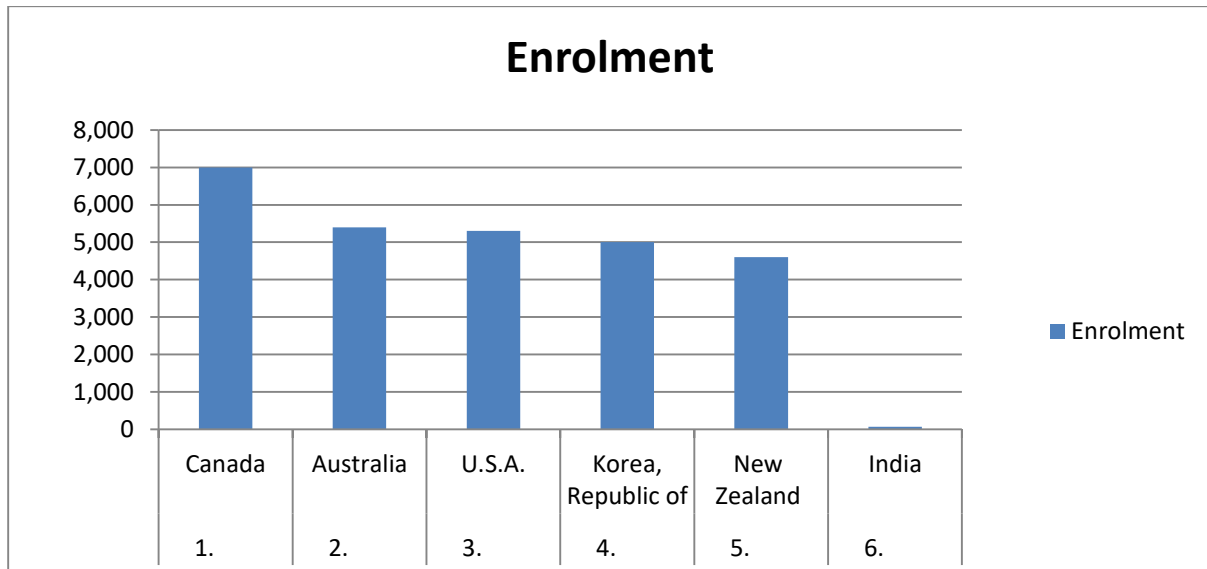
Laying emphasis on high ideals as the aims of higher education, the Commission observed, "The greatness of country does not depend on the extent of its territory, the length of its communication of the amount of wealth, not even on widespread education of equitable distribution of wealth important as all these things are. If we wish to bring about a savage upheaval in our society, a *raksasa raj*, all that we need to do is to give vocational and technical education and starve the spirit. We will have a number of scientists without conscience, technicians without taste who find a void within themselves, a moral vacuum and a desperate need to substitute something, anything, for their lost endeavour and purpose. Society will then get what it deserves. If we claim to be civilized we must develop thought for the poor and the suffering, chivalrous regard and respect for women, faith in human brotherhood regardless of race or colour nation of religion, love of peace and freedom, abhorrence of cruelty and ceaseless devotion of the claims of the justice.

Problems Of Admission to Higher Education :

The problem of admission to higher education presents a very paradoxical situation. On the one hand, the access to higher education in India is very limited as compared with advanced and developed countries (see Table below) and on the other hand there is the problem of educated unemployed. Another disturbing factor is that quite a substantial number of educated who have received professional education in India migrate to foreign countries. The problem of admission has also to be viewed in the context of a considerable demand for and expansion of education due to the (i) Aspirations of the people after the adoption of the democratic, socialistic pattern of life; (ii) Growth of industries and the corresponding need for skilled manpower; (iii) Liberalization of the economy and demand on education for new knowledge and technology leading to better employability; and (iv) New direction in manpower development activities provided by higher education.

| S. No. | Country | Enrolment |
|--------|-----------|-----------|
| 1. | Canada | 7,000 |
| 2. | Australia | 5,400 |
| 3. | U.S.A. | 5,301 |

| | | |
|----|--------------------|-------|
| 4. | Korea, Republic of | 5,000 |
| 5. | New Zealand | 4,600 |
| 6. | India | 68 |



GOVERNANCE OF HIGHER EDUCATION :

Constitutional provisions: The constitution of India placed education in the State List subject to some provision relating to higher education. However with the constitutional Amendment in 1976, education became a concurrent subject. Indian Universities are statutory bodies established under acts of parliament or state legislatures. The sources of their funding are grants from the public sector.

The following chart explains the organization and governance of higher education.

Major Institutions and organizations set up by the government of India :

The Government of India has set up the following institutions (subordinate as well as autonomous) to discharge its functions in higher education.

- UGC : University grants commission
- ICMR : Indian council of medical Research
- DST : Department of science & Technology
- ICHR : Indian council of Teacher Education
- CABE: Central Advisory Board of Education
- NCTE: National Council of Teacher Education
- AIAMI: All India Association of Management institutions

| | | |
|--------|---|---|
| ICAR | : | Indian council of Agricultural Research |
| CSIN | : | Council of Scientific & Industrial Research |
| ICSSR: | | Indian council of social science Research |
| ICCR | : | Indian council of Cultural Relations |
| AIU | : | Association of Indian Universities |
| AICTE: | | All India Council for Technical Education |

REFORMS IN HIGHER EDUCATION ADMINISTRATION :

The UGC appointed a committee in 1987 to suggest reforms in higher education administration after the formulation of NPE. The Committee popularly known as Gnanam Committee after the name of its chairman prof. A. Gnanam, Vice Chancellor, Bharathidasan University, submitted its report in 1990. Its important recommendations on higher education administrations and management are given below.

1. The parliament may enact a law (Model Act) setting out the basic structure of the university governance and ensuring that all related legislations by the legislations by the State Governments conform to the core provisions of this law;
2. The UGC Act to be reviewed and revised:
 - (a) To empower the Commission for greater involvement in the overall development of higher education in the country;
 - (b) to make prior concurrence of the commission obligatory for opening new universities; and
 - (c) To provide for consultation with the State level machinery.
3. *University Grant Commission* to establish 4-5 regional offices for effective implementation and monitoring of the commission's programmes and its funding to universities and colleges.
4. *State Governments:* (i) To constitute the State Council for Higher Education to assist and coordinate the functioning of the universities and for effective liaison with the State Government and the UGC.
5. *Universities:* (i) Large universities, with 40 or more colleges affiliated to it, to establish regional centres to compensate for the infrastructural deficiencies in colleges in rural and semi-urban areas; and
(ii) To start building up endowment funds so that total dependence on government grants is reduced.
6. *Colleges:* (i) to constitute a planning and Evaluation Committee to formulate the specific/distinctive goals of the Institution, periodically review its personnel and material resources, administrative patterns, and
(ii) To review and revamp administrative structure.

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