CHAPTER I
THE PROBLEM

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CHAPTER I
THE PROBLEM

1.1 INTRODUCTION

"The destiny of India is now being shaped in her classrooms. This, we believe, is no more rhetoric, in the world based on science and technology. It is education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction." Kothari (1966).

The importance of teachers is influencing the quality of the educational process and its product is unquestionable. The entire edifice of education is shaky if the teacher is weak and ineffective. An effective teacher, therefore, is a must for educational improvement which we are striving hard to bring about. After independence crores of rupees had been spent to open new schools and provide them with adequate equipment and other facilities. Lakhs of rupees have been spent on commissions to deliberate and recommend methods of bringing about qualitative improvement in education. As a result, workers in the educational field have endeavoured to develop better curriculum, text books and teaching aids. Considerable efforts have been made to devise better means of assessing students' achievements and techniques of teaching. But, all this is of no use, and the development targets are bound to remain unachieved, unless schools are staffed with efficient and effective teachers. It is they who influence and shape the competence and
character of the boys and girls they teach. In the words of Ryans (1960).

"If competent teachers can be obtained the likelihood of attaining desirable educational outcomes is substantial. On the other hand, although schools may have excellent material resources in the form of equipment, buildings and text books and although curricula may be approximately adopted to community requirements, if the teachers are misfits or indifferent to their responsibilities, the entire programme is likely to be ineffective, and largely wasted."

Improved physical facilities, teaching techniques and the like undoubtedly help the teachers' efficiency, but these cannot substitute an effective teacher in the educational process. What is teaching-effectiveness and who is an effective teacher are perplexing questions that haven't eluded satisfactory and scientific answers even in the countries where educational research has made significant advancement.

There is another point to be considered. It appeals to common sense that, apart from his learnt teaching skills, effectiveness of a teacher must depend on his personal qualities as well. What are these personality traits? Are they the same in all effective teachers or do they differ according to sex, or to the faculty they belong to or a specified place of their work?

Moreover, all schools are not alike. Recent researches have discovered that every school has its specific
organizational climate. The climate of a school is influenced by a number of factors pertaining to the organizational set up, administrative structure, principal's and teachers' attitude, social, emotional and physical factors related to the school, home, society etc. constitute the environment, which determines to a great extent the achievements of a student and standard of a school.

Teachers are considered to be nation builders and children are the future citizens of the country on whom the progress and betterment of the country depend. Unless there is a congenial, healthy and purposeful atmosphere in the schools, the aim of education will not be fulfilled and our country will not be able to keep pace with other nations of the world. Therefore, maximum effort is essential to create an academic climate in schools, where children can acquire the desired skills and temperament and also the desired life style. Thus a school environment plays an important role in achieving the goals framed for the children; because the school environment has maximum impact on their thinking, reasoning, problem solving behaviour, achievement, attitudes and desired values.

India's fast growing population as per the Population Reference Bureau is 835.035 million (CSR sept, 1989, p.53) and it is estimated that India will have a population of 1,042.5 million by the year 2000 and 1,374.5 million in 2020. Due to the rapid growth of population, India's progress has perhaps been adversely affected in the educational area. The reality today is that, the Indian
society is already undergoing several important social changes due to the processes like westernisation, secularization, industrialization, urbanization, politization, modernization and developments in science and technology etc. In the context of such rapid and unanticipated changes, we should now think of the future demands of education and the factors which are influencing our education at present.

The key component of the National Policy of Education (1986) has identified, 'education: a unique investment in present and future'.

Learning is the focus of all the educational programmes. "Learning is the process by which an organism, as a result of its interaction in a situation, acquires a new mode of behaviour, which tends to persist and affect the general behavioural pattern of the organism to some degree". Kuppuswami (1978, p.108).

Thus behaviour depends upon the environment which not only provides opportunity but also set limits to it. We come into contact with various kinds of environment, and social surroundings, psychologically an individual's environment is related to all those stimulations which he faces from the moment of conception until death. Bloom (1968) has characterized environment as follows:

"We regard an environment as providing a network of forces and factors which surround, engulf and play on the individual. Although some individuals may resist this network it will only be the extremes and rare individuals who can completely avoid or escape these forces. The environment
is a shaping and reinforcing force which acts on the individual".

Environment consists of various types of forces like physical, intellectual, moral, political, cultural, emotional, social and economic. Thus the environment is the aggregate of all the external forces, which influence the life, nature, behaviour, development and achievements of an individual. A favourable environment caters to the development of native abilities of child. The upholders of the environment believe that it is a major force which helps in developing the personality of an individual. The maximum growth of personality demands ideal environment i.e. an educational environment which is conducive to the balanced personality of the child.

Environment has also some influence on intelligence. A poor environment arrests the full development of superior intelligence. Thus we find that hazards of education like population explosion, lack of physical facilities, political interference, inadequate teaching methods are very significant. An individual's knowledge as well as attitudes greatly depends upon the environmental situations in which he is brought up. The healthy environment of home and school and nevertheless the environment of the society, provides healthy learning situations. Learning enhances with the improvement of environment.

In this changing environment, various environmental factors have been influencing the attitude of teachers and students alike. The environmental factors which
are affecting our educational system negatively are lack of interest for education. Individual attitude is not static, it can change radically under certain conditions. Though some effort has been made to study the attitude of teachers and students towards educational problems but no effort has been made far to investigate the attitude of teachers and students towards the environmental hazards to education.

The attitude has been very well defined by Thurber and Collette (1968, p. 153) in these words:

"Attitude regulates behaviour, not only in the room but in all other areas of human experience. Strong positive attitudes permit growth, negative attitudes hinder it, critical attitudes aid in making wise decisions, tolerant attitudes help in adjusting to new situations."

Educational environment according to Thrun (1963), relates to the conditions processes and psychic stimuli of the total environment which affect academic achievement. Educational environment is affected by the students variables - sex, home variables - rural and urban, and school structure variables - science and art faculty, size of school and level of study (tenth and eleventh). Each class has a unique educational environment resulting into different attitudes towards the hazards to education.

Attitude denotes the inner feeling or affection of a person towards a particular phenomenon. Aggarwal found that factors like age and sex do not influence attitude while Good, Sikos, and Brophy (1972)


Tareen (1980) studied the relationships among teacher training, teacher behaviour or teacher competence and pupil academic achievement.

Some of the studies pertaining to the educational problems and teaching methods are reviewed here. The investigation by George (1966), Sonar (1975) and Bharadwaj (1981) related to the use of audio-visual aids as applicable to the teaching of school subjects. Shah (1973), Roy (1974), Adinarayan (1979), Shahjahan (1980), Hopper
(1982), Joshi (1984). Inderjeet (1985) found the students taught by the method of learning packages performed better than the control group taught by conventional method.

Rai (1979) studied the progress and problem of secondary education while Agarwal (1984) studied in five social areas viz. alcoholism, communalism, corruption, dowry and poverty. Kulkarni (1985) had studied the availability of facilities such as text books, library, food etc. on the other hand Saleem (1993) studied the attitudes of teachers and students towards environmental education.

Belay (1957), Pace (1970), Stern (1970) also consider environment as a powerful determinant of behaviour. Buch and Rai (1971) found that schools differ in terms of their climates. Sharma (1975) studied relationship of school climate with school effectiveness along with other variables. Bhasale (1995) has explained environmental awareness in secondary schools.

Rajput (1990) defined that the need to improve the school environment has received the attention of committees and commissions of education during the last four decades. They have made elaborate references to the role that the teachers can play in proper functioning of the school.

Sinha (1977) found negative attitudes towards the examination system. Jayakumari (1981) assessed communal attitudes among post graduate students, Chandrasekaran (1982) studied the attitudes of rural women towards formal education while Dani (1984) measured the scientific attitude. Dhanda (1984) found that eighty two percent SC teachers showed a

Few studies which aimed at the investigation of scientific attitudes are by Branganza (1970) and Jain (1967). Pramua (1987) investigated the attitudes of the teachers educators towards NFE. Puchong (1987) found the attitudes towards functional literacy and family while Chouhan (1966) investigated the attitude towards sports.

Very few studies dealt with political socialization: Singh (1980), Mathur (1985), Singh (1987) studied the political attitudes of students. Dixit (1993) found the effect of education on political attitude is significant, though it decreased from high school to post graduate level. Chopra's (1984) study is directly concerned with the role of education in political socialization of students while Sharique (1984) relates it to teachers' values, preferences etc. in relation to political ideologies. Shashi (1995) explained that dirty politics has been ignoring the welfare of society and man. Thakur (1992) has found major environmental problems to education as illiteracy of parents, poverty, politics, unemployment and social evils.

Since independence, there has been a remarkable quantitative increase in the educational sphere. The number of schools have increased and so have the students. But the objectives of education could not be
achieved. Our educationists continue to feel that our educational structure has some lapses.

As far as the related studies on attitude are concerned a lot of work has been done during the last four decades. Very few investigators have studied the environmental problems of education. In the system of education 'environmental hazards' is a new concept so it needs immediate attention for the educationist to identify the environmental hazards in the system, which are highly related with the behaviour of individuals and there is need to acquaint them with the alarming hazards to education.

The above analysis necessitate the construction of an attitude scale for students and teachers to measure environmental hazards (EH) to education. It's requirements reaches the peak for a country like India. The need of the day is to have good teachers as well as the youths of the country to share the responsibility in building the environment that may lead the country to progress as such this study is an attempt intended to investigate into attitude of the higher secondary students and teachers of Raipur division towards EH to education.

To achieve this major goal of the study, the investigator has made efforts to identify EH to education, which have detrimental effect on the attitudinal behaviour of students and teachers. A suitable scale for measuring the attitude of students and teachers was prepared and standardized. The study was also intended to answer many related questions which agitated the mind of the present
researcher in the course of the work.

1.2 SIGNIFICANCE OF THE PROBLEM

(i) EH to education identified by the investigator with the help of judges, which to greater extent, influence the academic achievement of child and teacher's teaching effectiveness.

(ii) Determining sets of problems or priorities through the investigation into the attitude of students and teachers towards EH to education.

(iii) Assessing and judging the efficiency and precision of methods and techniques employed.

(iv) Employing the required mathematical abilities.

(v) Developing a scientific way of looking at issues and problems.

(vi) Developing and improving decision making ability.

(vii) Accepting attitudinal alternation as it develops through the investigation.

(viii) Developing and improving an attitude among students and teachers to minimize the impact of EH to education.

1.3 STATEMENT OF THE PROBLEM

The Education Commission (1964-66) has given a respectable status to teachers. It has been observed that teachers are nation builders. If the proper school climate is not provided, dissatisfaction among students, teachers and other functionaries of the school is bound to raise its head. The dissatisfaction will affect the efficiency and proficiency of the teachers and indirectly the educational attainments of the students.
The present study is an attempt to study the problem through: "An Investigation into Attitude of Students and Teachers Towards Environmental Hazards to Education".

The study seeks to answer the following major questions:
(i) Is there any significant difference in the attitude of male and female students towards EH to education?
(ii) Is there any significant difference in the attitude of male and female teachers towards EH to education?
(iii) Do the attitude of urban, rural and tribal students and teachers towards EH differ?
(iv) What are the main EH to education?

1.4 OBJECTIVES OF THE STUDY
The major objective of the study was to investigate the attitude of the higher secondary students and teachers of Raipur division towards EH to education. More specifically the objectives of present study are:
(i) to measure the attitude of the higher secondary students towards EH to education.
(ii) to measure the attitude of the higher secondary teachers towards EH to education.
(iii) to compare the attitude of boys and girls; urban, rural and tribal students towards EH to education.
(iv) to compare the attitude of male and female; urban, rural and tribal teachers towards EH to education.
(v) to determine the difference in attitudes between students and teachers towards EH to education.
(vi) to know which hazard is most effective in a particular habitation.

1.5 FORMULATION OF HYPOTHESES

"A hypothesis is a conjectural statement of the relation between two or more variables ".

Kerlinger (1978)

In general hypothesis is a mere assumption or supposition to be proved or disapproved. But for a researcher hypothesis is a probable solution to a formal question that he intends to resolve.

In order to attain the above objectives the following hypotheses are formulated for the study.

A. Hypotheses Pertaining to Students

1. The students have the favourable attitude towards EH to education
2. There exists no significant difference between the attitude of boys and girls on Environmental Hazard Attitude Scale (EHAS).
3. There is no significant difference in the attitude of urban, rural and tribal students on EHAS.
4. There is no significant difference in the attitude of all six groups of students i.e. urban boys, urban girls, rural boys, rural girls, tribal boys and tribal girls.

B. Hypotheses Pertaining to Teachers

5. The teachers possess the favourable attitude towards EH to education.
6. There is no significant difference between the attitude of male and female teachers on EHAS.
7. There is no significant difference in the attitude of urban, rural, and tribal teachers on EHAS.

8. There is no significant difference in the attitude of all six groups of teachers i.e. urban male, urban female, rural male, rural female, tribal male and tribal female teachers.

9. Teachers and students do not differ significantly on EHAS towards EH to education.

C. Hypotheses Pertaining to Type of Environmental Hazards

10. There is no significant difference in attitude scores pertaining hazards due to 'surroundings of the institution' between (i) boys and girls (ii) urban, rural and tribal students (iii) male and female teachers (iv) urban, rural and tribal teachers (v) students and teachers.

11. There is no significant difference in 'physical facilities hazard' attitude scores between (i) boys and girls (ii) urban, rural and tribal students (iii) male and female teachers (iv) urban, rural and tribal teachers (v) students and teachers.

12. There is no significant difference in 'television hazard' attitude scores between (i) boys and girls (ii) urban, rural and tribal students (iii) male and female teachers (iv) urban, rural and tribal teachers (v) students and teachers.

13. There is no significant difference in 'over crowded hazard' attitude scores between (i) boys and girls (ii) urban, rural and tribal students (iii) male and female teachers (iv) urban, rural and tribal teachers (v) students and teachers.
14. There is no significant difference in 'politics and political power hazard' attitude scores between (i) boys and girls (ii) urban, rural and tribal students (iii) male and female teachers (iv) urban, rural and tribal teachers (v) students and teachers.

15. There is no significant difference in 'teaching methods hazard' attitude scores between (i) boys and girls (ii) urban, rural and tribal students (iii) male and female teachers (iv) urban, rural and tribal teachers (v) students and teachers.

1.6 DELIMITATIONS OF THE STUDY

Keeping in view the time, energy and resources the present study is delimited by the following considerations:

(i) The study is confined to the Raipur Educational division only.

(ii) The sample is taken from male and female students studying in class XI belonging to urban, rural and tribal areas.

(iii) The sample of this study comprises of urban, rural, tribal male and female teachers of the higher secondary schools.

1.7 CONCEPTUAL FRAMEWORK AND OPERATIONAL DEFINITIONS

Generally the terms used in the study pertain to their popular connotation, but there are some terms used in the study which need clarification. The literature related to the concepts of attitude and the environment has been studied for the conceptualization of the terms.
(I) Attitude: According to Thurstone (1943, p.252) "An attitude denotes the sum total of the man's inclinations and feelings, prejudice or bias preconceived, notions, ideas, fears, threats and convictions about any specific topic". He further says that attitude is admittedly a subjective and personal affair.

According to Davis, "An attitude is a tendency towards uniformity of emotional responsibility with respect to persons, objects, institutions, beliefs or personal behaviour and which expresses different degree of acceptance or rejection".

Different people possess different attitude towards a particular environment. An individual is known by the attitude he expresses. These are individual and personal, and relate to the way a person thinks or behaves in different situations. As an individual is stipulated by an idea or an activity, he makes certain responses in the form of approval or disapproval i.e. he is kindly or unkindly, friendly or unfriendly, critical or uncritical, tolerant or intolerant.

In the present study, the term attitude has been used in the situations where it plays such a predominant and significant role for the individual and society argues strongly for their indispensability in the analysis of social behaviour. To sum up, attitude is a way of looking things, a way of feeling about things and a way of acting in a situation. It is the degree of favourableness and unfavourableness of an attitude to an object or situation.
(II) Concept of Attitude

The first suitable definition for investigation purposes was probably given by Garrett (1959) as, "An attitude is primarily an innerstate rather than an overt expression. It is basically a mental set or readiness to act....It is a determining tendency, a preparatory act, a potential adjustment towards an object, person or state of affairs". In 1935 Allport has defined an attitude as, "A mental or neutral state of readiness organised through experience, exerting a directive or dynamic influence upon individual response to all objects and situations to which it is related.

Thurstone (1946) has defined an attitude as, "The degree of positive and negative effect associated with some psychological object". By a psychological object Thurstone means any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative effect.

Attitudes are tinged with emotion and are very personal and complex in character. As Sherif and Cantril (1947) have put it, "Most attitudes have the characteristics of being part of me". No one is born with any attitude. The kind of environment in which he grows has an indelible impact on the attitudes he possesses. Attitudes influence the behaviour of the individual by making him selectively oriented towards certain objects and issues. Depending upon the nature of his attitude he reacts favourably or unfavourably.
Dashiell (1937) regards an attitude as, "An enduring acquired predisposition to react in a characteristic way, usually favourable or unfavourable towards a given type of person, object, situation or ideal". This bipolarity (favourable and unfavourable) in the direction of an attitude was regarded as the most distinctive feature of the concept. Thus 'attitude' was conceptualized as a simple undimensional concept.

Doob (1947) suggested, that there may not be any one-to-one relationship between attitude and behaviour. His argument was that two people could feel the same amount of effect toward an object but may behave differently with respect to that object, or they may hold different beliefs about what should be done with respect to that object or both. Hence according to him there was no innate relationship between attitude and behaviour.

Rokeach (1968) also defines attitude as a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner.

Blalock and Blalock (1971, p.69-72) has defined three aspects of attitude- cognitive, behaviourable and affective.

Martin Fishbein (1966) does not accept the multidimensional concept of attitude. He views beliefs and behaviourable intentions as related to attitude rather than a part of attitude. More specifically, he views beliefs and behavioural intentions as determinants or consequents of an
individual's attitude.

The above discussion reveals that today most of psychologists consider attitude as un-dimensional, they also agree that beliefs and behavioural intentions are the indicants of an individual's attitude, though others consider attitude as multidimensional.

The concept attitude has been used here to denote the sum total of a man's inclinations and feelings, ideas and thoughts about any specified situation.

(III) Environment

The term environment in the present context merely means 'surroundings'. Environment plays an important part in the development of the individual. The individual moves and lives in certain surroundings, which constantly influence and mould his attitudinal behaviour. The surroundings, physical and intellectual factors which exercise a shaping influence on the life of an individual, constitute his environment.

According to Boring, Longfield and Welfed, "A person's environment consists of the sum total of the stimulation which he receives from his conception until his death".

In the words of Anastasi, "The environment is everything that affects the individual except his genes".

Gisburt defines, "The environment is anything immediately surrounding an object and exerting a direct influence on it".

Douglas and Halland has defined, "The term
environment is used to describe, in aggregate, all the external forces, influences and conditions, which affect the life, nature, behaviour and the growth and development of an individual.

Thus we can say that environment influences intelligence, determines the direction of development and hence gives shape to the personality of an individual.

The above statement can be further supported and proved by the research studies done by the psychologists as follows:

Gasell (1933) has revealed that serious retardation may result from a poor environment.

Study of Fay and Edith: Fay and Edith were female twins separated incidently in the childhood. One of them was married to a businessman and the other to a farmer. The marked differences was noted between their behaviour which was due to the different environments.

Thus we can say that home, school and social environment play a crucial role in human behaviour. Good and healthy environment is essential for the smooth development of personality of an individual.

(IV) Concept of Environment

Environment plays an important role in the development of an individual personality. Teachers and students are no exception and are equally influenced by it. To understand the development of human personality, it is necessary to study the action and interaction of environment.

Environment consists of the sum total of the
stimulation that the individual receives from conception until death. Douglas and Holland say, "The term environment is used to desirable, in the aggregate, all the external forces, influences and conditions, which affect the life, nature behaviour and the growth, development and maturity of living organisms".

Environment consists of various types of forces, like physical, intellectual, social, moral, economic, political, cultural and emotional forces, influences and conditions, which effect the life, nature, behaviour, growth, development and maturation of living organisms. A favourable environment caters to the development of native abilities of child but unfavourable environment is hazardous to individual growth.

Kulshrestha (1980) defines, "Environment is the totality of conditions that serve to stimulate behaviour or act to bring about modification of behaviour".

Condoel made a study of 552 persons of eminence and found that development of intelligence depends on environment. This study leads to the conclusion that good environment leads to better I.Q. and the poor to lower I.Q.

Freeman (1928) has showed that 71 children removed from a poor environment and placed in a good environment show an increase in Benet's mental rating upto 10 points. Gasell (1933) has revealed that the serious retardation may result from a poor environment.

Belay (1957), Pace (1970), Stern (1970) also view environment as a powerful determinant of behaviour. Buch
and Rai (1971) found that schools differ in their climates. Sharma (1975) studied relationship of school climate with school effectiveness along with other variables.

The above discussion reveals that environment consists of various types of forces such as physical, social, political, intellectual and emotional which affect the life, nature, growth, development and behaviour of individual. Hence school, home and social environment play an important role in changing the attitudinal behaviour of students and teachers.

The concept of environment has been used here to denote the 'surroundings' of students and teachers. In the environment such forces have been cropped up which are hazardous to the development of education.

(V) Environmental Education : Environmental education is the need of the day to understand the surroundings. It is the process of recognising values and clarifying concepts in order to develop skills and attitude necessary to understand the interrelationship between man and his biophysical surroundings.

"Environmental Education involves teaching about value judgement and the ability to think clearly about complex problems of the environment which are as political, economical, sociological and philosophical as they are technical". (Proceedings of the organisation of American states conference on education and the Environment in America, 1971).

The importance of environmental education
cannot be denied, by studying it we can try to minimize those hazards which have been influencing the human behaviour.

(VI) Hazard: Any situation that has the potential of causing damage to life, property and/or environment is known as hazard.

In the present study the investigator has studied those hazards which influence the behaviour of students and teachers and hinder their growth.

(VII) Education: Education is the means through which character is formed, strength of mind is increased, intellect is expanded and it is the means which can help one to stand on one's feet.

(VIII) Educational hazards: Any thing that endangers the normal routine of education can be considered as an educational hazard.

(XI) Higher Secondary Students: The term higher secondary students refer those boys and girls studying in the eleventh class (10 + 2 level of academic classification).

(X) Higher Secondary teachers: The term higher secondary teachers refer to male and female teachers, teaching eleventh and twelfth classes. They are trained and have the degree of bachelor in education.

(XI) urban: Any place that inhabits a population of one lack or more were treated as an urban area. They are governed by a Municipal Corporation.

(XII) Rural: Any place with a population between 10,000 to 25,000 are treated as rural areas. The habitatation generally consists of villages and are governed by the Gram Parishad.
(XIII) Tribal: The places inhabited by the tribal population and with a population below 5,000 were regarded as the tribal areas, and resident of remote areas.

(XIV) Hazardous material of Education: Those forces or factors of the home, social and school environment which may be harmful towards the achievement of aims of education are known as hazardous material of education. These factors are polluting environment for educational development.

In the present study following six environmental hazards were identified and they are classified as follows:

(a) Surroundings of the Institution:

Surroundings are the main factors which have great bearing on education. Most of the institutions are situated in the heart of city or near public places such as market, shops, pan-stall, tea-stall etc.

The neighbouring industries, workshops are responsible for air, sound and water pollution which produces various types of diseases as cough, asthma, tuberculosis and individuals have different attitude towards them. Thus they cause hindrance to education and divert the attention of students as well as teachers and create unhealthy environment.

(b) Provision of Physical facilities:

The present position regarding the provision of physical facilities are not at all satisfactory, which are responsible for poor academic performance. School buildings, libraries, instructional aids, laboratories and play-grounds
are the factors which are directly related to the educational development or achievement of the students. Due to lack of these facilities, we can not see qualitative improvement of education.

(c) Television:

Television, today in India is more a means of recreation than a means of education, most of the programmes have only recreational value and show the learners a false and showy pictures of life. These programmes depict, silly, sentimental romanticism, absurd situations, vulgar cabaret, violence, cheap sex and obscenity in the name of realism. Very few pupils and teachers view the educational television programmes (ETV). Thus television programmes such as movies, chitrahaar, rangoli, horror show, serials etc. attract the pupils and teachers and waste their valuable time which can be well utilized for their studies.

(d) Over Crowded Classes:

Excess number of students in the class is one of the major hazards to education, for better achievement pupil teacher ratio must be balanced. Presence of more than 50 students per class prevents the teachers from paying the required attention to an individual. Excess number of students also affects physical conditions like proper ventilation, furniture, size of class rooms and appliances in laboratories.

(e) Politics and Political Power:

At present politics and political power has entered in school environment. The political leaders make use
of the student leaders, they give birth to strikes and indisciplines, they do it at the risk of their studies. Political power interferences in day to day administration in (i) promotion policy (ii) admission policy (iii) transfer of teachers (iv) appointment of teachers (v) assignment of work etc. has become the order of the day.

(f) Lack of Proper Teaching Methods:

The prevalent teaching methods have not been favourable in developing in the pupils a proper attitude for learning work. The new methods of teaching are not being adopted like educational films, film strips, tape recorders, audio-visual equipment, instructional aids etc. Microteaching and learner centred approaches are not adopted by teachers, which aim at building up proper interest, attitudes and freedom of individual. Consequently students are diverted towards tuitions, coaching classes, cheap notes, question banks and guides. A stimulating environment can be created only when the teachers adopt a fresh approach and enforces new strategies in dealing with learner and curriculum components.