CHAPTER-I

INTRODUCTION

Real education has to draw out the best from the boys and girls to be educated. This can never be done by packing ill-assorted and unwanted information into the heads of the students. It becomes a dead weight crushing all originality in them and turning them into mere automata.-*Mahatma Gandhi (Harijan, 1 Dec., 1933).*

The task of building an enlightened, strong and prosperous nation rests on the shoulders of its children who are to be cherished, nurtured and developed with tenderness and care. Education has always played this important role and has thereby emerged as a natural characteristics of human societies. It has contributed to the shaping of the destinies of societies in all the phases of their development and has itself never ceased to develop. It has been the torch bearer of humanity's most noble ideals. In this sense, as an agent for social change, education necessarily reflects its main ethos, aspirations and concerns.
SCHOOL EDUCATION SCENARIO

An important feature of educational development in India during the past several decades has been the sustained efforts to evolve a national system of education. It was Sri Aurobindo who first of all, in the year 1910, visualized. *A National System of Education*. Its main emphasis was on the nature and power of the human mind, the nature of simultaneous and successive teaching and the training of mental and logical faculty. *Gandhiji’s Buniyadi Taleem (Basic Education)* as envisaged in the *Wardha Scheme* was another powerful indigenous model rooted firmly in the Indian soil. The curriculum developed under this scheme aimed at the total development of the child, reflecting the Gandhian philosophy of education, i.e., the development of body, mind and spirit.

School education in post-independent India has passed through different phases. Soon after independence, the Secondary Education Commission (1951-1953) was set up by the Government of India and it gave several recommendations for improving the quality of school education thereafter. In 1964-66 the Education Commission was set
up, which brought out a more comprehensive documents on education covering all stages and aspects of education as a whole. This was a major landmark in the history of the modern education system in India.

Inspite of the constitutional provision for free and compulsory education upto the age of 14, the target of universalising elementary education has not yet been achieved. The major challenges to Indian's goal of universal elementary education still remain the same: expanding access, arresting dropouts, raising learning achievements to an acceptable level of quality, and reducing gaps in educational outcomes across states and among groups. The nation has not yet reached the all important threshold of educational attainment where benefits are optimal and the high economic growth rate are sustained.

**EQUALITY OF EDUCATIONAL OPPORTUNITIES**

People are by nature unequal in their capacities to learn. So equalities of educational opportunities does not refer to equalizing native capacities through education but it refers that environmental
circumstances are to be equalized in such a way that every member of the society gets equal chance to receive education is the best manner possible. In a democratic welfare society it is not simply enough to equalise the chance but together with this action, hurdles if any, must also be removed so that uneducated family really get access to education. For example, if they are too poor to buy books or to bear other expenses, they must be assisted by the environment to overcome these difficulties. Similarly, if they are too poor to spare their earning child to attend the school, their poverty must be removed by the government. Once the people of the society in general are educated and their children study with those of so called upper strata of the society, they will come to know about their rights and status in the society.

**EDUCATION OF GIRLS**

Equality among sexes is a fundamental right under the constitution of India. The state, however, also has the right to exercise positive, protective discrimination in favour of the disadvantaged population groups including women. Emphasis in
education has moved from "Equality of Educational Opportunity" (NPE, 1968) to "Education for Women's Equality and Empowerment" (1986). As a result, the curricular and training strategies for the education of girls now demand more attention. Besides, making education accessible to more and more girls, specially rural girls removing all gender discrimination and gender bias in school curriculum, text books and the process of transaction is absolutely necessary. Moreover, it will be the most appropriate thing to recognize and nurture the best features of each gender in the best Indian tradition. After all, India gave her women the right to vote without any prolonged battle for it unlike in the west. There is a need to develop and implement gender inclusive and gender sensitive curricular strategies to nurture a generation of girls and boys who are equally competent and are sensitive to one another, and grow up in a caring and sharing mode as equals, and not as adversaries.

THE CHILD AS A CONSTRUCTOR OF KNOWLEDGE

Children grow up in their own social worlds. As such, education, whether imparted in the formal institutional settings or otherwise,
includes to a great extent social activity to transmit a social selection of knowledge. As opposed to the epistemic model of the children which does not provide a great scope for their social experiences, the constructivist movement has re-emphasized the active role children play in acquiring knowledge. The social construction of knowledge has been an important principle in the socio-cultural theory. The acquisition of knowledge through active involvement with content, and not imitation or memorisation of the material, is at the root of the construction of knowledge. In the constructivist setting, the learners have autonomy for their own learning, opportunities for peer collaboration and support, occasions for the learner generated problems that drive the curriculum, time for self-observation and evaluation and outlets for reflection. Autonomy encourages learners to construct their own knowledge and gain new perspectives through hands-on experiences rather than follow prescribed information. This perspective recognizes the teacher as primarily a facilitator of learning. Rather than dictating what should be done, the facilitative teacher tends to act as a guide, providing resources for learners and enabling them to decide how to learn and why to learn.
The constructivist teacher follows no rigid prescriptions for successful teaching, act as a facilitator of meaning-making rather than leader of all learning, adapts to a variety of contexts affecting schooling, and is deeply involved in the processes related to the purpose of education.

SECONDARY STAGES

This is the stage after which majority of the learners will enter the world of work. Scientific attitudes and skills developed at this stage would become foundation for further growth. They need to be exposed to the nature and the structure of science and the support it provides to the technological developments. At this stage, learning of science would continue to be built around natural and social elements of environment. Focus would continue to be on understanding of concepts and applications in the areas of matter and its properties, energy, relationship of various physical processes and the technological applications of principles of science. The biological sciences will deal with living organism, their organization and life processes. An integrated approach to science and technology
leading to their application in areas like health and nutrition, industry, agriculture and animal husbandry and allied areas would establish linkages of science to societal aspirations, science, technology, society and environment would coalesce in teaching and learning of science at this stage.

Practical activities to be chosen should have relevance for future life through acquisition of skills and values. The learners need to be encouraged to work both individually as well as in the groups. Critical creative and generative thinking has to be developed. Improvisation should be encouraged but designing would also be provided for as a component in exploration. Flexibility in experimentation needs to be widely promoted. Teachers could help the learners devise appropriate experimentation and activities within the school and also outside school involving immediate environment such as farming, factories, industries and community.

EQUALITY OF EMPLOYMENT OPPORTUNITIES

Whosoever is educated in the society should have equal access to job. Equality here does not mean rigid nature of merit criteria i.e.,
60% of a poor boy is considered at par with the same number of marks scored by rich boy. Naturally the education of first generation will be weak academically as compared to the next generations. These weaknesses must be compensated by giving reservation to the first and second generations in employment. Once the backward class students cross the educational barrier, the extra benefit given to them should be pulled away and they should be treated with the remaining class people equally.

**PRESENT STUDY**

The problem of the present study is stated as follows: "A study of Social freedom and Risk Taking Behaviour of Female teachers in relation to their Classroom Teaching Behaviour at Secondary level".

**OPERATIONAL DEFINITION**

1. **Social Freedom**

   For centuries women have been treated as weak, obedient, shy, and timid partner of men and thereby have enjoyed an inferior status in society.
However, in recent years desire for social freedom among women has manifested itself in protest and revolt against the traditional social norms and taboos which place them in inferior roles and status and make them subservient to men.

With the growth in education and vocational opportunities, women throughout the world have become more conscious of their rights of equality and freedom and have revolted against the conventional norms *Phandnis and Malani (1978)*. Women are taking up non-traditional roles and are developing a new outlook in life.

The 'women-lib' movement has become a world-wide event. The conscious educated women are not prepared to accept either an inferior role or less wages than their male counterparts. They demand equality in true sense of the term in all spheres of life.

The term 'social freedom' refers here to women's desire to be free from social taboos, conventions, rituals and roles which provide them with lower status in society.

2. **Risk Taking Behaviour:**

Generally the term 'risk' means a dangerous element or factor, where an individual is put in willingly/ unwillingly in that situation.
**Layman**- An act where an individual undertakes to earn his livelihood.

**Hobrin (1974)**-'Risk' is a condition where there is a possibility of occurrence of loss as a result of deviation from the intended or expected situation.

**Kogan and Wallach (1967)**- Risk Taking Behaviour is a kind of situations in which it is likely to be elicited i.e., behaviour reflective of risk-taking disposition occurs in situations where there is a desirable goal and lack of certainty that can be attained.

**Wallach and Kogan (1964)**- In their book, "Risk Taking : A study on cognition and personality" concluded that the risk element is based on subject's assessment of his own tolerance and is clearly explicit whether the decisions occur in a hypothetical success-failure context or in a situation involving gain-loss consequences.

**Bem and others (1962)**- The term 'risk' is the extent at which the decision maker is willing to expose himself to possible failure in the pursuit of a desirable goal.
Chaubey (1974)-'Risk' is a condition where both the aspects of a thing are clearer to individual and the outcome clearly defines the success and failure.

Knight and Shackle (1971)-In his book 'Insurance Theory' explored a distinction between 'measurable' and 'non-measurable risk'. According to them the 'measurable risk' is that situation which can be fairly and accurately estimated, as it can be predicted on the basis of past experiences. The 'non-measurable risk', on the other hand cannot be predicted with any degree or accuracy.

3. Classroom Teaching Behaviour:

Ramens (1970)-According to Ramens the term 'teaching behaviour' includes all those action and behaviour of an individual which a teacher can perform in a classroom, specifically those efforts which is related to giving instructions and guidance to others.

Direct Teaching Behaviour:

Those behaviour in which a teacher tries to put his impact in classroom, criticizes ideas and behaviours of students and not allowing them to speak freely.
Indirect Teaching Behaviour:

When a teacher allows students to workout a problem in their classroom, to express their views and ideas then this type of behaviour is known as Indirect Teaching Behaviour.

Flander (1963) originally developed a research tool, named as Flander's Interaction Analysis (FIA), used as coding system to analyze and improve teaching skills. This observation system was designed to categorize the type and quantity of verbal dialogue in the classroom and to plot the information on a matrix so that it could be analyzed. The result gave a picture of who was talking in a classroom and the kind of talking that was taking place. "The basic assumption of the system is that, in the classroom, the verbal statements of a teacher are consistent with his non-verbal gestures or rather, his total behaviour.

Flander's Interaction Analysis:

Meaning of Interaction: Flander's Interaction Analysis (FIA) is also known as Reciprocal Category System (RCS). When a teacher goes to a class for teaching, Flander interacts with his students there. The behaviour pattern of a teacher is guided by the behaviour
The behaviour of a teacher can be divided into two categories -

(a) **Dominant Behaviour:** It is seen when the teacher speaks to elaborate some points. Pupil's freedom is restricted here.

(b) **Integrative behaviour:** It is seen when teacher directly comes in contact through questioning, commands or accepting and repeating pupils ideas.

The interaction which takes place between the teacher and pupils in the class through integrative behaviour is called teaching.

**Meaning of Interaction Analysis:**

The observation and coding of the verbal communications which takes place between the teacher and his pupils is known as interaction analysis.

**Ober** has defined Interaction analysis in the following words.

"Systematic observation represents a useful means of identifying, classifying, studying and measuring specific variables as they Interact within the instructional learning situation".
Meaning of Flander's Interaction Analysis:

In FIA only the social and affective environment of the class is taken into account.

In order to classify the verbal behaviour of pupils and the teacher Interaction analysis functions as observational tools. Verbal communication between teacher and pupils are recorded here.
Flander classified the classroom behaviours of the teachers and pupils into ten categories. The first seven are related to direct or indirect behaviour of the teacher in the class. The next two are related to pupil's behaviour and the last one is the state of silence or confusion, i.e., an environment in which none is seen showing any communication.

Flander has categorized the interaction of teacher and pupils in classrooms. There are ten categories in the system. Out of the ten categories in the system, seven categories are assigned to teacher's talk and two to student's talk and the tenth category classifies pauses, short periods of silence and talk that is confusing or noisy.

The seven categories assigned to teacher are again divided into indirect and direct influence. Categories 1 to 4 represent indirect influence and categories 5 to 7 represent direct influence. Indirect influence encourages student participation and freedom of action. Direct influence increases the active control of the teacher and often aims at conformity and compliance. Direct influence tends to increase the teacher's activity and restrains student behaviour. The net effect is less freedom of action for the students.
The division of student talk into categories 8 and 9 provides a clue to the nature of freedom given to the students. Usually, but not necessarily, an excessive or above average pattern of direct teacher influence is associated with less student talk. An above average indirect pattern is associated with more student talk and this will be of self-initiated type. The use of only two categories to record all kind of student talk neglects a great deal of information but the major purpose of this system is the analysis of teacher influence. The purpose of category 10 is to record pauses, silence and periods of confusion. This is not intended to record longer periods of silence or confusion that exists for more than two minutes.

The major feature of this category system lies in the analysis of initiative and response which is a characteristic of interaction between individuals. "To initiate" means to make the first move, to lead, to begin, to introduce an idea or concept for the first time and to express one's own will. "To respond" means to take action after an initiation to counter, to amplify or react to ideas which have already been expressed, to conform or even to comply with the will
expressed by others. Normally, it is expected that the teacher should show more initiative than the pupils. With this ten-category system, it is possible to estimate the percentage of time of teacher talk, pupil talk, and more information is brought about by the teacher. Hence with this particular set of categories, it is possible to study the influence of the teacher statements only.

The description of Flander's interaction analysis is given below:-

1. **Accept Feelings**: The teacher accepts and clarifies the tone of feelings of the students in an unthreatening manner. Feelings may be positive or negative, predicting or recalling is included in it.

2. **Praise or Encourage**: The teacher praises or encourages student's action or behaviour, jokes that release tension, not at the expense of another individual nodding head and saying "umhm?" or "go on" are included.

3. **Accept or use ideas of students**: The teacher clarifies, builds, or develops ideas suggested by a student. As teacher brings more of his or her own ideas into play.
4. **Ask questions:** The teacher asks a question about content or procedure with the intent that the student answers.

   The above four categories form indirect instruction by the teacher.

5. **Lecturing:** The teacher gives facts or opinion, about content or procedure, expresses his or her own ideas, ask rhetorical questions.

6. **Directing:** The teacher gives directions, commands, or orders that students are expected to comply with.

7. **Criticizing or justifying authority:** The statements by the teacher are intended to change student's behaviour from unacceptable to acceptable pattern, bawling someone out; stating why the teacher is doing what he or she is doing in terms of self-reference.

   The above three categories form direct instruction by the teacher.
8. **Student talk-response:** This category includes talk by students in response to teacher. Teacher initiates the contact or solicits students statement.

9. **Student talk-initiation:** This is talk initiated by students. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk.

10. **Silence or confusion:** This includes pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

**Flanders Interaction Analysis System**

Provides the consulting teacher (1) the ability to draw conclusions about the verbal classroom climate and (2) the ability to make inferences about the communication strategies fostered in the classroom.
<table>
<thead>
<tr>
<th>Teacher/Student/Other Behaviors Observed</th>
<th>Tallies</th>
<th>Anecdotal Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Talk</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. <strong>Accepts Feeling</strong>: Accepting the clarifying the feeling tone of students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Praises or Encourages</strong>: Praising or encouraging student action or behaviour. Jokes that release tension, but not at the expenses of another individual; nodding head, saying &quot;umhm?&quot; or &quot;go on&quot; are included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Accepts or Uses ideas</strong>: Clarifying, building, or developing ideas suggested by a student. As more of the teacher's own ideas come into play, shift to Category-5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Asks Questions</strong>: Asking a question about content or procedure with the intent that a student answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Direct Influence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Lectures</strong>: Giving facts or opinions about content or procedures; expressing the teacher's own ideas, asking rhetorical questions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Gives Directions</strong>: Giving directions, commands, or orders with which a student is expected to comply.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Criticizes or Justifies Authority</strong>: Making statements intended to change student behaviour from unacceptable to acceptable pattern;; bawling out someone; stating why the teacher is doing what he/she is doing; extreme self-reference.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students Talk</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. <strong>Responds</strong>: Talk by students in response to teacher. Teacher initiates the contact or solicits student statement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. <strong>Initiates</strong>: Talk by students, which they initiate. If &quot;calling on&quot; students is only to indicate who may talk next, observer must decide whether student wanted to talk. If so, use this category.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Silence</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. <strong>Silence or Confusion</strong>: Pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES OF THE STUDY:

The main objectives of the present study were as follows:

1. to study the social freedom of female teachers.
2. to study the risk taking behaviour of female teachers.
3. to study the classroom teaching behaviour of female teachers.
4. to study comparatively the classroom teaching behaviour of female teachers with high and low social freedom.
5. to study comparatively the classroom teaching behaviour of female teachers with high and low risk taking behaviour.

HYPOTHESIS OF THE STUDY:

Hypothesis for the present study were formulated as follows:

1. There is no significant difference between the social freedom of female teachers on the basis of subject and locality.

2. There is no significant difference between the risk taking behaviour of female teachers on the basis of subject and locality.
3. There is no significant difference between the classroom teaching behaviour of female teachers on the basis of subject and locality.

4. There is no significant difference between the classroom teaching behaviour of female teachers with high and low social freedom.

5. There is no significant difference between the classroom teaching behaviour of female teachers with high and low risk taking behaviour.

**DELIMITATION OF THE STUDY:**

The present study has following delimitations-

1. The study is restricted to only female teachers, at secondary level classes in Jaunpur District.

2. Keeping in view the time boundation, only 400 female teachers were selected for the study.

3. Keeping in view the researcher's convenience, only the aided schools conducting exams through U.P. Board were selected for the study.
NEED OF THE STUDY:

Our society being basically traditionalist, the 'women-lib' movement has not succeeded in attracting the Indian women the same way as it did influence the women in the west. Rama Devi (1963) reported on the basis of her study that the attitude of Indian women was still not far away from the traditional one, although educated and working women have less traditional attitudes and acceptance.

Jacobson (1977) observes that in India "even in rapidly growing urban areas traditional rites and values relating to women find wide acceptance and in countless number of nations women veil their faces and quietly accept dictates of their elder's".

According to Gore (1977) in an Indian joint family a women learns to subordinate her desires to those of her husband and in-laws. Even the college girl students are basically the same age old Indian women aspiring to become good housewife Verma (1972).

Kakar has shown as to how girls in India are differentiated right from birth which affects their process of socialization.
However, literature shows that in recent years roles, functions and status of Indian women have undergone some remarkable change (Baig, 1976; Jain, 1976; Kapur, 1974; Mehta, 1970; Nanda, 1976). The educated urban girls in particular manifest greater freedom in adding to family income play assertive role in family affairs (Kapur, 1970). The Indian family pattern has become somewhat more permissive and many of the traditional family values have undergone transformation (Sinha, 1984). The Government of India published an authentic document in 1975 regarding facts and figures on status of India women.

These facts brought out two things to lights: (i) women in India are still subjected to discrimination, ill treatment and enjoy lower status as compared to men, and (ii) there is growing concern and resentment particularly among educated women and educated working women against all such customs and rituals which lower down their status in society, and they carry strong desire for social freedom.

Interview reports of college girls indicate that although the Indian women do not believe in western style of 'women-lib'
movement or a radical change, their expectations and attitudes have considerably changed. They aspire for greater freedom, equality and enjoyment opportunities (Arora, 1972; Doshi, 1971). Thus desire for 'social freedom' constitutes an important aspect of women's lifestyle, personality and adjustment, and therefore needs to be measured and studied scientifically.

The 20\textsuperscript{th} century is the age of competition, in which human being is busy to keep himself in a leading position. This competitive spirit bounds him to opt the risk. It is evident now that a risk taker is more successful and leading position holder in the society.

For quality improvement, in classroom, the teacher should keep in mind the learners need and how they will be imparted learning. It includes mainly classroom management, interactive learning and psychological bases of treatment.

Interactive learning only can take place when a teacher promotes interactive learning by combining all students as a community through various participatory activities like (i) discussion and debate, (ii) drama and role play, (iii) exhibition, (iv) playing, class murals and colleges etc.
When a teacher is conscious about his/her responsibilities in classroom and perform accordingly putting their maximum effort, it is still more importance to check out that how much their effort is working out in a real classroom situation.

In order to margin it, an observational procedure is adopted, scores of which finally worked out with statistical treatment.

**IMPORTANCE OF THE STUDY:**

In the present time, when the quality of education is in its dying condition, being a responsible citizen, the researcher is enforced to select this topic for which she is confident that the result of which will put a clear picture about the relationship between socially free women with bold enough to take risk in different spheres of life, is also able to put a remarkable change in quality improvement in students with-in and out-word, when given chance as a teacher at secondary level classes.

According to the researcher, since the students at secondary stages, are at their puberty stage and undergo many changes like biological, emotional, social etc, a female teacher can only understands the student's mental condition at that stage and can
soothly, patiently and lovingly can take up children to their intellectual development side by side as well.

**SIGNIFICANCE OF THE STUDY:**

The study is significant from the point of view in presenting the availing relationship between a socially free and risk taking female teachers of secondary classes with their classroom teaching behaviour in Jaunpur district. So far it believed that only the male teachers are bold and competent enough to teach different subject at secondary classes mainly science and mathematics that too in students studying in urban areas are more intelligent and have more capturing power of various concept.

But according to psychological theories learning is universal and continuous. Every creature that lives, learns. In human beings it is not restricted to any particular age, sex, race or culture. It is a continuous, never-ending process that extends from the womb to tomb. Thus female teacher's capability is to be given importance keeping in view their freedom in society with their risk-taking behaviour so as to the complete development of students can be attained in the name of quality education in future courses of time.
REFERENCES

Adaval, S.B. (1979), Quality of Teachers, Amitabh Prakashan, Allahabad.


Rao (2004), Equality to women with disability in India IDDC, Delhi.

Review committee of the NPE (1986-1990), New Delhi.


