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Attitude towards Action Research of Primary Teachers in Relation with their Levels of Research Experience and Some Other Variables

Dr. Mahesh Narayan Dixit

Associate professor, Faculty of Education(IASE)
Gujarat Vidyapith, Ahmedabad, Email: maheshndixit@gmail.com

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ABSTRACT

Action research is a self-initiated scientific way to solve own problems of an individual. The immediate objective of this type of research is to find out the appropriate solution to improve the effectiveness of work, activity or process. In educational scenario, action research is related with different types of evaluative, investigative and analysis related research activities planned to diagnose problems and weakness. It is not just a diagnostic process but it is very effective to test and proposed a new insight to solve the problem too.

Positive attitude towards any work or thought significantly motivates an individual to work enthusiastically. Attitude determine how people's feeling, thinking process, motivation and to behave a particular situation. In this context present study was conducted to know the level of Attitude towards Action research of primary teachers, to know if there any significant difference in the level of Attitude towards Action research of primary teachers on the ground of their gender, type of school, academic qualification, and levels of research experience. Survey method was applied to conduct this study. Total 130 Primary teachers were selected as the sample in the study. There were 69 female and 61 male primary teachers in the sample. Action Research Attitude Scale (ARAS) was used to collect the data. Study revealed that primary teachers were showing moderate level of Attitude towards action research. There was a significance difference in the level of attitude towards action research on the ground of their gender, school type, qualification, teaching experience and research experience.

Keywords: Action research, Attitude.

Introduction :

Education is an essential factor for all round development of individual and society. Competent and committed teachers are the pioneer of quality of education. Teacher has the responsibility to nurture the next generation by his/her knowledge, skill as well as insight. It is the duty of teacher to find out the solution of academic problems

in a scientific manner to improve the quality of teaching-learning process. It is common observation that teachers have to face many problems during their academic work in schools or colleges. To face these problems effectively, orientation towards research related activities are necessary. Research assists them to search for viable solutions in a systematic manner.

There are three types of researches named; Basic, Applied and Action Research. Among these researches, the practice of action research is more beneficial for teachers to deal their day to day academic problems and to ensure qualitative teaching-learning process.

Action research: Action research is a set of two words; Action and Research. Research is a truth finding process in its general meaning. Basically research is a scientific investigation to establish facts and develop new theories. At other hand the word 'Action' stands for the process of doing something to achieve an aim. Action is also reveals its meaning in the act which is in continuation. In this concern Action research can be defined in a systematic investigation into and study of situation, materials and sources in order to find immediate solution to reach new conclusion.

Action research is either initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as part of a community practices to improve the way they address issues and solve problems. Action research is a small-scale intervention in the functioning of the real world and a close examination of the effects of such intervention (Halsey,1972,). Core (1953) states that action research is a process by which practitioners attempt to study their problems scientifically in order

to guide, correct and evaluate their decisions and actions. Describing the action research, Best (2009) said, 'Action research is focused on the immediate application, not on the development of the theory, nor upon general application. It has placed its emphasis on a problem, here and now, in a local setting. Its findings are to be evaluated in terms of local applicability, not in terms of universal validity. Its purpose is to improve school practices and at the same time, to improve the practitioners. The purpose of action research is to combine the research function with teachers' growth in such qualities as objectivity, skill in research process, habits of thinking, ability to work harmoniously with others, and professional spirit'.

Characteristics of Action Research:

Cohen & Manion (1994, p.186) provides seven characteristics of action research. These are as follows-

1. Action research is situational: it is concerned with diagnosing a problem in a specific context and attempting to solve in that context,
2. Action research is usually (though not inevitably) collaborative: team of researchers and practitioners work together on a project
3. It is participatory : team members themselves take part directly or

indirectly in implementing the research.

4. It is self-evaluative: modifications are continuously evaluated within the ongoing situation, the ultimate objective being to improve practice in some way or other
5. It is diagnostic and therapeutic: the use of action research in social sciences can be resolved in two stages: a diagnostic stage in which the problems are analyzed and the hypothesis developed; and second is therapeutic stage in which the hypotheses are tested by a consciously directed change experiment, preferably in a social life situation.
6. It is a self-initiative: in action research all the work related with research is initiated by the person who felt the problem or want to improve his/her efficiency.
7. It is flexible in its research design.

Importance of Action research: Action research has important role in improvement of teaching learning process. Hagevik, R., et al. (2012) examined the role of action research in promoting critical reflective thinking among twenty pre-service teachers engaged in a year-long middle level program. Data from collaborative discussions, final written documents, presentations, and follow-up

surveys revealed that conducting action research (a) engaged them in inquiry into their own practice, (b) was a means to reflect upon and determine ways to change their teaching practices, and (c) promoted critical reflection in a collaborative learning environment. Results underscore the importance of pre-service teachers critically reflecting to gain insights into teaching and student learning as they are engaged in action research. Although lacking the rigors of true scientific research, it is a means of providing a preferable alternative to the more subjective, impressionistic approach to problem-solving in the classroom (Chohen and Manion p. 188-189). The importance of action research in the field of education can be understood on the basis of following points-

1. It provides alternative ways of viewing and approaching educational problems.
2. It enables a teacher to solve their problem by their own efforts.
3. It provides an opportunity to introspect and develop an insight.
4. It begins with the goals of self-improvement and to search more efficient way to solve the problem.
5. It provides quick and active solution in a scientific way.
6. It promotes team work because it is a collaborative process in nature which involved other stakeholders and colleague to solve the problem.

7. Conduction of action research is helpful to develop scientific temperament among the teachers.

Attitude: Attitude is a psychological construct, it is a mental and emotional entity that inheres in, or characterizes a person. They are complex and an acquired state through experiences. It is an individual's predisposed state of mind regarding a value, situation, thought pattern or activity and it is precipitated through a responsive expression toward a person, place, thing, or event which in turn influences individual's thought and action. Attitude can be formed from a person's past and present experiences, acquired information and understanding.

According to Business Dictionary (2016) Attitude is defined as a predisposition or a tendency to respond positively or negatively towards a certain idea, object, person or situation. Attitude influences an individual's choice of action and responses to challenges, incentives, and rewards (together called stimuli). Four major components of attitude are (1) Affective: emotions or feelings. (2) Cognitive: belief or opinions held consciously. (3) Conative: inclination for action. (4) Evaluative: positive or negative response to stimuli.

Attitude towards action research: In the same manner attitude towards Action research can be defined as a predisposition

or a tendency to respond positively or negatively towards action research.

Significance of the Study: Action research provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools (Mills, 2011; Hine, 2013). Additionally, action research facilitates teachers with the research skills and specialized knowledge required to positive change within classrooms, schools, and communities (Hine, 2013).

Therefore it is important to equip our primary teachers with research ability particularly in successful conduction of Action research. Along with teaching ability teachers are expected to achieve mastery in conduction of action research. National agencies like NCERT and NCTE are emphasizing to integrate the action research practices in teacher training program. It is found that Positive attitude towards any work significantly motivate an individual to work enthusiastically. Therefore like any activity, Positive attitude towards action research is pre-requirement for conducting action research effectively. Attitude can be developed through good and real experiences among the group. Before organizing orientation or workshop to develop positive attitude towards action research it is important to know the present condition of about the level of Attitude

towards Action research of primary teachers of Gujarat and it is also desirable to know if any significant change in the level of Attitude towards Action research of primary teachers on the ground of their gender, academic stream, qualification, type of schools and levels of research experiences. To answer these questions this research was conducted.

Objectives of the study: This study was conducted to achieve following two objectives-

1. To know the level of Attitude towards Action research of Primary teachers.
2. To know the level of Attitude towards Action research of Primary teachers in relation with their gender, school type, qualification, teaching experience and levels of research experience (just name is known, Understood the process, have conducted frequently).

Hypothesis of the study

There were five null hypotheses in the study which are given follows-

1. There is no significant difference between the obtained mean scores of female and male primary teachers on ARA (Action Research Attitude) scale.

2. There is no significant difference between the obtained mean scores of UG (under graduate) and PG (post Graduate) primary teachers on ARA scale.
3. There is no significant difference between the obtained mean scores of primary teachers on ARA scale on the basis of their levels of research experience (just name is known, Understood the process, have conducted frequently)

Method of the study

Present study falls in the domain of descriptive study as it intends to investigate Attitude towards action research of primary teachers. Survey method was used in this study.

Population of the study

All primary teachers related with Gujarati medium schools of Ahmadabad, Gujarat, were identified as the population of the present study.

Sample of the study

Sample was randomly selected from the population. Cluster sampling technique used to select the sample. First, a list of all talukas of Ahmedabad district were prepared and two taluka place (Daskroi and Ahmedabad city) was randomly selected. After that total 24 primary schools (12 from

each talukas) were randomly selected from the list. All primary teachers of these 24 schools were selected as the sample of the study. Total 130 primary teachers were selected as the sample in the study.

Tool used in the study

A readymade tool was used to collect the data from the sample. This tool was Action Research Attitude Scale (ARAS). ARAS was constructed and validated by Dixit (2017) as a part of his GCERT funded project work. There were 37 items in the scale based on seven components named; 1) interest in the conduction of action research, 2) awareness towards the process of action research, 3) related activities, 4) effect on the quality of education, 5) Importance in teacher training program, 6) usefulness in the context of students learning.

Cronback Alpha and Split-half reliability was calculated with the help of NRTBV (Rathod,2001). The values of Cronback Alpha reliability and Split-half reliability were 0.89 and 0.93 respectively. Both reliability values were showed that ARAS was highly reliable to measure respondents' attitude towards action research. To establish the validity of the ARAS, content validity and Cliffs' consistency index 'C' of the scale were examined.

Data collection

Researcher/trained associate visited the randomly selected schools to administer the ARAS on primary teachers. The purpose of the study explained to the principals of the institutes and permission was taken for data collection. After explaining the purpose of the study, the primary teachers were requested to respond on the scale. Responded scales were collected and vote of thanks was given to respondents for their co-operation.

Data analysis and interpretation of result

Descriptive and inferential statistical techniques were used to analyze the data. Mean, S.D., skewness and kurtosis were calculated in descriptive statistics. The *t*-ratio and *F*-test was used to examine the hypotheses of the study. All calculations were performed with the help of Call and JASP computer programs.

Level of Attitude towards Action research (ARA)

The first objective of the study was to find out the level of attitude towards action research of primary teachers. To serve this purpose the ARAS was administered on the sample. The responses on a five point scale, agree, partially agree, cannot say anything, partially disagree and disagree, were assigned the value of 5, 4, 3, 2, and 1 respectively. There were 37 items in the scale and the maximum score for each

item was five. For each respondent it was possible to score 185 to 37 and 92.5 could be the average score for each secondary student teacher on ARAS. The actual frequency distribution of the total scores on ARAS of respondents is given in table – 1.

Table -2: Statistical details of the scores obtained by Primary-teachers on ARAS scale

Calculation	AAR TOTAL
Valid	130
Missing	0
Mean	125.1
Median	125.5
Mode	122.0
Std. Deviation	17.14
Skewness	-0.6419
Kurtosis	0.6310
Minimum	69.00
Maximum	161.0

The range of the obtained scores of Primary-teachers on ARAS was 92. The minimum and maximum scores obtained by Primary-teachers on ARAS were 69 and 161 respectively. The analysis of the data showed that the mean and SD value of ARAS scores of Primary-teachers was 125.14. The value of median and mode were 125.5 and 122 respectively. The value of mean, median and mode have nearly same value which shows that data is normally distributed. The value of skewness and kurtosis were -0.642 and 0.631 respectively. The value of skewness was showing slightly

negative skewness of the data. It means the frequency of high scorer primary-teachers are more than less score achiever in respect of mean score of the data on ARAS Scale. The value of kurtosis showed that the frequency of the data was leptokurtosis. This description can be seen in figure- 1 too.

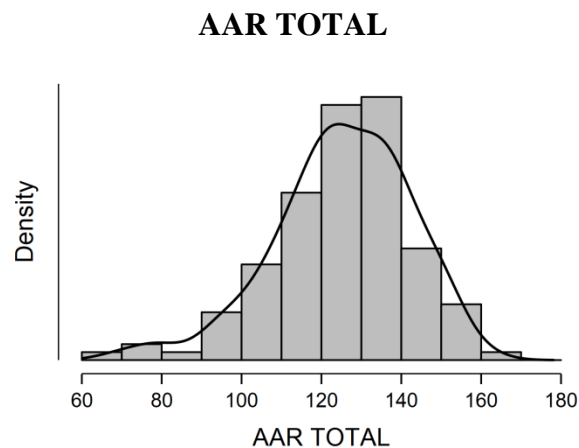


Figure-1 : Normal distribution of the obtained scores on ARAS of primary teachers

On the basis of 'Mean \pm SD.', respondents were divided in three categories named low Attitude group, Average Attitude group and High Attitude group respectively. The score range of categories and percentage of respondent can be seen in table-2.

Table-2: Category of primary teachers in the context of their Attitude towards Action research

Group	Range of score	Percentage of respondent
Low Attitude	107 or less	14.6%

group		
Moderate Attitude group	108 to 141	72.3%
High Attitude group	142 or above	13.1%

On the basis of table-2, it can be seen that total 72.3% primary teachers are showing average level of Attitude towards action research. Only 13.10% primary teachers are in the category of High Attitude group. On the basis of table-2 it is concluded that more than 85% primary teachers were showing moderate or below moderate level of Attitude towards action research.

2. Attitude towards Action research in the reference of gender

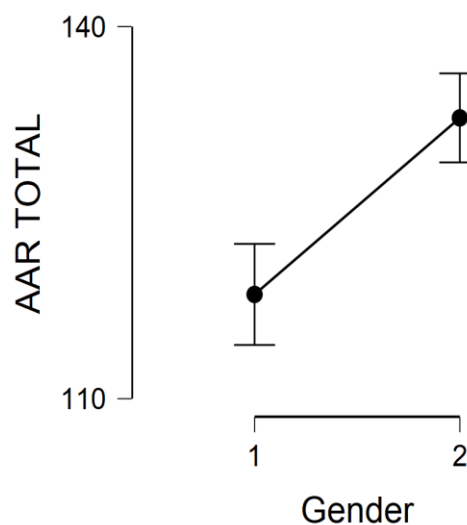
The second objective of the study was to know the level of attitude towards action research of primary teachers in the reference of their gender differences. To know this, H_{01} was tested. To test the hypotheses t-value was calculated. The detail regarding test is given in table -3.

Table – 2: Significance of the mean differences of the obtained scores of female and male primary teachers on ARAS

Variable	Gender	Number of Participants	Mean	S.D.	Df	t-value	Significance level
AAR	Female	69	118.4	16.96	128	5.18	Significant at 0.01
	Male	61	132.6	14.01			

Table-2 shows that there was a significant difference ($t(128) = 5.18$, $p < 0.01$) between the obtained mean scores of

female and male primary teachers. So H_{01} was rejected and it concluded that male ((No.=61, $M=132.6$; $SD=14.01$) primary teachers showing high positive attitude towards action research than female(No.=69, $M=118.4$; $SD=16.96$) primary teachers. This thing can be seen in figure-2.



1=Female, 2=Male

Figure-2: Level of AAR of female and male primary teachers.

3. Attitude towards Action research in the reference of academic qualification

To know the the level of attitude towards action research of primary teachers in the context of their qualification, H_{02} was tested. To test the hypotheses, t-value was calculated. The detail regarding test is given in table -3.

Table – 3: Significance of the mean differences of the obtained scores of UG and PG Primary teachers on ARAS

Variable	Qualification	Number of Participants	Mean	S.D.	Degree of Freedom	t-ratio	Significance level
AAR	UG	68	116.8	14.60	128	6.71	Significant at 0.01
	PG	62	134.2	15.01			

Table-3 shows that there was a significant difference ($t(128) = 6.71, p < 0.01$) between the obtained mean scores of UG and PG primary teachers. So, H_02 was rejected and it concluded that PG (No.=62, $M=134.2$; $SD=15.01$) primary teachers were showing high positive attitude towards Action research than UG ((No.=68, $M=1116.8$; $SD=14.60$) primary teachers. This thing can be seen in figure-2.

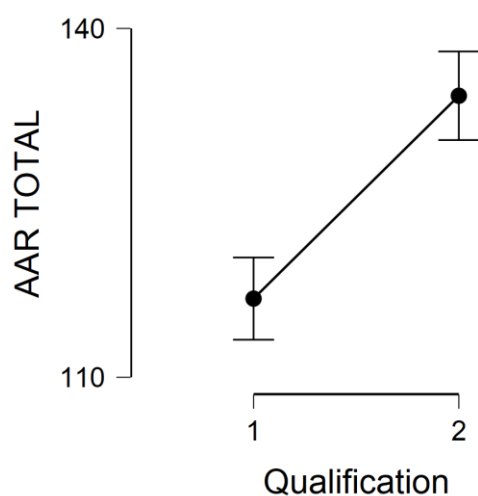


Figure -4: Level of AAR of UG and PG Primary teachers

4. Attitude towards Action research in the reference of their levels of research experience

H_03 was tested to know the difference between attitude towards action research of primary teachers in the context of their different levels of action research experiences (1= just know the name and importance of action research, 2= Understand the process of Action research and 3= have conducted frequently action research). In the concern of testing the H_{03} , total number of the different levels of primary teachers, values of mean and SD of the obtained scores of different levels of research experience of primary teachers on ARA scale were calculated. Details are given in table-4.

Table-4: The mean and SD of the obtained scores of different streams' primary teachers on ARAS

Levels of Action Research Experience	Numbers of participants	Mean	SD
1	20	113.3	15.21
2	77	123.0	17.28
3	33	137.0	9.72

The table-4 shows that there were 20, 77 and 33 primary teachers related with level 1 (Just Know the name and importance of action research), level 2 (Understand the

process of Action research) and level 3 (have conducted frequently action research) respectively in the sample. The mean values of obtained scores on ARAS of level 1, 2, and 3 primary teachers were 113.3, 123 and 137 respectively. The values of SD of obtained scores on ARAS of level 1, 2, and 3 primary teachers were 15.21, 17.28, and 9.72 respectively. To test the H_{04} , F -ratio was calculated. Details about this calculation are given in table-5.

Table-5: Significance of the difference of mean values of different levels' Primary teachers' obtained scores on ARAS

Source of Variance	Sum of squares	Df	Mean squares	F-ratio	Significance level
Between the streams(S S _{bs})	7794	2	3896.8	16.43	significant at 0.01 level
Within the groups (SS _{wgs})	30113	127	237.1		

According to table-7 the value of F -ratio ($F(2,127) = 16.43$, $p < 0.01$) is showing a significant difference between attitude towards action research of having different levels of experience of action research of primary teachers. Therefore H_{04} was rejected and it was concluded that a meaningful difference was existed between having different levels of Action research experiences.

Post hoc test was conducted with the help of JASP open source programme to know the difference between having different levels of action research experience of primary teachers. The result of post hoc test is given table-8.

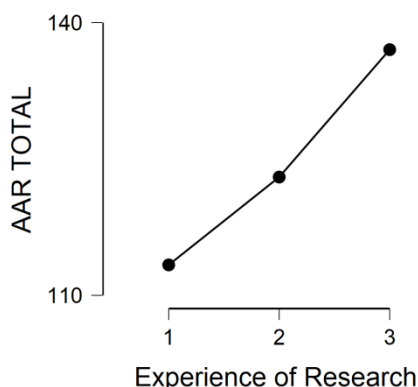
Table-8: Post Hoc Comparisons - Experience of Research					
		Mean Difference	SE	t	P Value
1	2	-9.663	3.865	2.500	0.036
	3	-23.680	4.364	5.427	< .001
2	3	-14.017	3.204	4.375	< .001

Table-8 shows that there were a significant difference ($t=2.5$; $p < 0.05$) between attitude towards action research of level 1(Just know the name and importance of action research) and Level 2 (Understand the process of Action research) primary teachers. Level 2 primary teachers were showing high positive attitude towards action research than level 1 primary teacher.

There were a significant difference ($t=5.43$; $p < 0.01$) between attitude towards action research of level 1(Just know the name and importance of action research) and level 3(have conducted frequently action research) primary teachers. Level 3 primary teachers were showing high positive attitude towards action research than level 1 primary teacher.

In the same there were a significant difference ($t=4.38$; $p < 0.01$) between attitude towards action research of level 2(Understand the process of Action research) and level 3(have conducted

frequently action research) primary teachers. Level 3 primary teachers were showing high positive attitude towards action research than level 1 primary teachers. This thing can be seen also in figure-5.



Note: 1= Know the name and importance of action research,
 2= Understand the process of Action research,
 3= have conducted frequently action research

Figure-5: Levels of Experience of Action research

Conclusion:

Study reveals that more than 85% of primary teachers were showing average or below average level of Attitude towards action research. Just 13.4% primary teachers were showing high level of Attitude towards action research. Therefore our primary teachers should be provided knowledge, successful action research conduction experience and motivation towards action research. Workshops and orientation Programmes must be organized at in-services and pre-service level to inculcate positive attitude towards action research among teachers. Male Primary teachers were showing significantly high attitude towards action research than female participants in

the same way PG primary teachers were showing high positive attitude towards Action research than UG primary teachers. So, in orientation and training programmes female and UG teachers should be provided special attention to make them more aware, knowledgeable, and having positive attitude towards conducting action research.

It was concluded that a meaningful difference was existed between having different levels of action research experiences. Primary teachers related with level 3 (have conducted frequently action research) have showed higher level of attitude towards action research than primary teachers related with level 2 and level 1 teachers. It shows that successful and frequent conduction of action research is beneficial to develop positive attitude towards any work. So, guidance, facility and motivation towards conduction of action research should be provided by school managements, government authorities. Teacher training institutes should pay attention towards this work and provide such type of environment and guidance in which our future teacher can learn the lesson of knowledge, skills and importance of action research.

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Drama: A Conceptual Framework

Dr. Mayurkumar D Parmar

Assistant Professor

H. M. Patel Institute of English Training &
Research

Vallabh Vidyanagar

E-mail: joyofmayur@gmail.com

Contact: (M) 9426567555

Ishan Vinay Pandya

Ad-Hoc Lecturer

Birla Vishwakarma Mahavidyalaya
Engineering College

Vallabh Vidyanagar

E-mail: ip51187@gmail.com

Contact: (M) 8460755484

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ABSTRACT

A living being starves for two things; the basic needs (bread, clothes and shelter) and aesthetic pleasure. Basic needs can be earned by physical or mental efforts but when it comes to aesthetic pleasure; one of the means that supply aesthetic pleasure through speculative visuals from reading literature. This way Language and literature become an indisputable part of social life. While the use of language in literature is to supply culture as perceived and belief system of the society in a distinctive manner. Taking the concept of drama to the Indian milieu, it can be noted that English drama in India has charted its own long run since independence and has provided a detailed experience of the divergent Indian culture.

The paper peeps into some of the aspects of Drama as performing arts by detailing the conceptual framework of drama in Indian context i.e. concepts of drama, theory of drama, distinction between drama and theatre, elements of drama and theatre and literature in language classroom.

Keywords: *Drama, Representation, Theory of Drama, Empirical, Divergent Indian culture*

Introduction :

the gross needs of individuals alone are not sufficient for human existence, rather the subtle aspects of human life are the things that human being starve for their survival. Similarly, the world does not live by Bread, Cloths and Shelter alone; it also requires food for brain and heart. Literature is one of the several sources for aesthetic

needs as to enrich their soul, brain and emotions. On the contrary, passion and emotions essentially occupy a large space in molding the personality of individuals. Moreover, literature is the artistic expression of life based on truth and beauty. Fulfillment of abstract needs of human nature is possible through various arts. Literature is that art through which one can record the cultural

milieu and human behavior in particular manner.

When we consider literature as a source of subtler needs of human beings, there are different genres of literature like drama, poetry, fiction, prose, and the like. Each of these forms has its unique structure satisfying different needs. Therefore, teaching of various genres of literature should be in tune with the intended purpose of learning salient features essential for better experience of life.

Since time immemorial, drama has been utilized for different purposes like need for entertainment and recreation, addressing social taboos and generating social awareness and the like.

Till now the education system laid optimum focus on acquisition of knowledge even at the expense of skills, attitudes and values and concentrated on providing mere instructions through which learning was being adopted even in the case of drama teaching; Drama, being a form of performing arts, has to be practically taught where an individual's skills, strengths and capabilities are important for they help individuals adopt knowledge with skills, attitudes and values and face problems of everyday life with a positive attitude.

Drama: as one of the forms of performing arts:

Drama is display of emotions, a representation of relationships and the portrayal of different phases of human life. It sketches different personalities, events and issues happening in a society and appeals to the audience's emotions. Drama is doing. Drama is being. Drama engages in daily incidents. Drama has been a field of representation of the social issues that creates awareness among the people.

- Drama Brings Literature to Life:

- The first and foremost duty of an English teacher is to see that learners feel at ease in their speaking skills and that is why drama has to be taught for training the learner in developing speaking skills.

“Tell me & I forget, teach me & I may remember, involve me & I learn”

- Benjamin Franklin

- The quote highlights the importance of experience in the process of learning. Drama method is more dynamic as it addresses the verbal as well as nonverbal language of learners and overcoming shyness and fear of using English in formal situations.
- Learning through drama is a way to learn language with active fun activity. This makes the learner open to new concepts and learning is destined to occur.
- Moreover, being in the company of literature is like being in the company to life and drama.

– **Drama as a Powerful Teaching Tool**

- Drama facilitate the three major domains i.e. cognitive, affective and psychomotor at minute levels by involving learners into learner centric activities and allowing learners to experience the literary sensibilities. Drama teaches cooperation, creativity, cooperation, Empathy for others, decision making skills and encourages exchange of knowledge among the learners.
- The benefits of teaching through drama method are learning from each other (peer group learning), development of communication skills (verbal and non-verbal), leadership qualities, team work, and practice real life savior-faire, builds confidence and self-esteem, refines presentation skills, encourages self-acceptance and acceptance of others.

– **Drama Reveals Aspects of the human Conditions**

“All the world’s a stage and we all the men and women are merely players”

- As You Like It (Shakespeare)

- As the quote suggests there is no difference between the reality and a dramatic work. Whereas in a life span, an individual has to execute many different roles to successfully fulfill her/his dreams. Hence even if it is a fictional or

non-fictional work of art, drama reveals the varied aspects of human conditions in a comprehensive manner. Performing drama is dress rehearsal of the things happened or happening in the society.

– **Drama – A Tool for Developing Social Awareness**

- Drama has been an effective tool for generating social awareness. In society there are different social taboos, by representing them on the stage, Drama, actually attempts to **eradicate** the social issues prevalent in the society. Moreover, drama not only represents the reality of social taboos before the audience but also provides empirical solutions to them by doing so; they generate awareness among the audience.

Theories of Drama

The magic of drama is more than the representation of fiction via performance. The term literally means “Action” in Greek, the thought that sprung from the need for entertainment and recreation. There is no specific date to which the form of drama can be attributed but it is evident that the origin of Western Drama can be traced to the celebratory music of 6th-century BC Attica, the Greek region centered on Athens. Aristotle in his theory of tragedy (Poetics) says that

“Art contains the potential for “impossible probabilities “rather than “improbable possibilities”; art assists nature; it realizes what nature leaves undone. And literature completes what nature leaves undone.”

Aristotle in his Poetics talks about the different components of drama and identifies six elements of drama as explained below:

- **Plot (Mythos)**

To understand the plot let's understand the figure below:



- Aristotle denotes that “the plot is the soul of the play.” It means that plot is the foundation of play and it is created before the play is created. Basically a plot is the story line or the way a story is written. The plot is the reason for an action. Actions produce the quality and the quality which produces actions that particular quality is the plot of that character.
- The action of a tragic play which is based on the plot performed by the actors or performers includes several conflicts, which may create the drama more complicated by adding more conflicts. And as the conflicts get increased that particular situation is called the climax.
 - **Characters (Ethos)**

- Aristotle denotes that the tragical accident happens to a hero because of the mistake he makes instead of things which might happen randomly. A hero or protagonist may have made it knowingly or unknowingly. A hero may leave a deed which he should have done.
- The main characteristic of a good character according to Aristotle should be good, appropriate, consistent, and consistently inconsistent.
- **Thought (Dianoia)**
- The thought in the tragic play is supposed to be appropriate to the action of the character. It is necessary that the character must think in appropriate manner.
- Reasoning of human character can explain the characters or story backgrounds.
 - **Diction (Lexis)**
- Diction means the language the character or writer uses in the play. Here, Aristotle talks about how language of the play should be? He vouches for the language that is dignified, embellished, and symbolic.
 - **Melody (Melos)**
- Melody includes different kinds of sounds and music which are played in the play or drama. Melody pleases the emotions of the audience judicial. Aristotle says that music must not overwhelm other components of the play

and sounds, songs and music must not be exaggerated.

– **Spectacle (Opsis)**

- Here, Aristotle designates that the set and settings or the furniture in the play must be very appropriate to the situation, well managed so that the emotions could be augmented. It must not overwhelm the main action.

Aristotle in his work ‘Poetics’ refers to sensation, or literary effect, that would ideally overcome either the characters in a play, or an audience upon finishing watching a tragedy this is termed as “Catharsis” simply emotional cleansing of the audience and/or characters in a play. In relation to drama it is the extreme change in emotions resulting from strong feelings of sorrow, fear, pity, or laughter; this result has been described as purification or a removal of emotions.

Further discussing the point of catharsis in detail, Aristotle suggested that a tragic play must result in purgation of Pity and Fear. By this he is symbolizing that when the two feelings i.e. PITY and FEAR or EMPATHY and SYMPATHY or EMPATHY and ANTIPATHY are to be equivalent in the play then and then only a good play can be created. To describe these elements, Aristotle pointed out three Greek terminologies i.e. Hamartia, Peripeteia, and Anagnorisis.

- Hamartia can be translated as miscalculation or any layman can say it a tragic flaw or injuries that a person can commit against another person. It is a moral action related to hubris (excessive pride or self-confidence). Anything that makes the character face conflicts is called Hamartia.
- Peripeteia is nothing but a kind of reversal or we can call it climax or a harmful change of fortune.
- The third term Anagnorisis can be regarded as illumination or realization, recognition or identification.

Delineating the journey of a tragic play, Aristotle denotes that the beginning is an upward journey which Aristotle denotes as Hamartia, which is basically the duration period from the beginning till the climax. The climax is nothing but a more complicated situation that possesses more conflicts. And Aristotle gives a name called Peripeteia. This period is a very short because it is the peak of the play. Then these conflicts are needed to be solved and reach a prescribed destination that is a downward journey from the climax towards the end which is named as Anagnorisis. Aristotle also denotes that there are two kinds of ends i.e. 1) End which is straightly given by the writer or author & 2) End in which the author or the writer gives freedom to the

reader reading the drama that means the reader gives end to the drama.

Drama as described in Natyashashtra:

(Ghosh, 2012) Describing the representative nature of Natya, Bharatmuni in his Natyashashtra used Sanskrit term i.e. Rupa or Rupakam and Preksha which simply means representation and spectacle. The work emphasizes the importance of Representation and Spectacle unlike the Greek drama where the emphasis was on the action in the drama.

“Aristotle, in his Poetics, threw light on the fable or plot and considered decoration to be unimportant but heightening the importance of decoration, the philosophers believed that Pity and Fear are the essential elements of Greek tragedy and that can be aroused through Decoration.”

- Translation of
Natyashashtra by
Manmohan Ghosh

Natyashashtra is an ancient treatise on dramatics and is considered to be one of the most comprehensive works on dramatics. According to this ancient text and Indian theorist the definition of Natya as...

“A mimicry of the exploits of gods, the Asuras, kings as well as of householders in this world, is called drama”

The ancient treatise on Hindu dramaturgy and histrionics, Natyashashtra, attempts to describe every aspect of Indian drama including construction of a playhouse right from the selection of land and its utilization along with instruction regarding the various rituals of drama and the spectators is wished for. Covering virtually every aspect of stagecraft, Natyashashtra has offered a remarkable dimension to the development of Indian classical music, dance, drama and art.

Natyashashtra opens with the origin of theatre, beginning with inquiries made by Bharata's pupils, which he answers by narrating the myth of its source in Brahma. He also explains the very nature, objective, and expanse of Natya as a Veda through this unique myth. The basic principles of Rasa have been formulated by Bharata himself in his Natyashashtra, though the famous Rasasutra reads

**Vibhavanubhavyabhicharisamyogat
rasanichyasi** (Ghosh, 2012)

According to (Trivedi, 2012), the above mentioned sutra explains the genesis of rasa as the outcome of the combination of Vibhava, Anubhava, and Vyabhicharibhavas.

- Vibhava Stand for the determinates
- Anubhava stand for the consequents and
- Vyabhicharibhavas stand for the transitory mental states.

Bharata informs in his work that there are eight permanent instincts that structures the human mental faculty and discovered the intangible nature of the rasa with the bhavas. The eight permanent instincts or Sthayibhavas consist of **Rati (Love)**, **Hasya (the ludicrous)**, **Soka (the pathetic)**, **Krodha (the heroic)**, **Utsaha (the passionate)**, **Bhaya (fear)**, **Vismaya (the wondrous)**, and **Jugupsa (the nauseating)**. Other aesthetic psychologists have in latter times added one more instinct which came to be known as **Sant (peaceful)**. The following table may clarify the discussion:

Sr. No.	Sthayibhava Permanent Instincts	Rasa	Rasa Varna Rasa Color	Rasa Devta Presiding Diety
1.	Rati (Love)	Sringar	Blackish Blue	Lord Vishnu
2.	Humor	Hasya	White	Pramathas
3.	Krodha (Anger)	Rudra	Red	Rudra
4.	Energy	Vira	Yellowish	Indra
5.	Fear	Bhayanaka	Black	Kaldev
6.	Disgust	Bibhatsa	Blue	Mahakal
7.	Wonder	Adbhuta	Golden yellow	Brahma
8.	Grief	Karuna	Bluish grey	Yama

Types of Rasa

As identified earlier the various rasas, in one or the other way, help a drama/or play to be

representative of various emotions and social events. (Savelyeva, 2011). Following discussion may provide an insight into the rasas:

1. **Sringar Rasa:** Bharatmuni begins with the most popular and relishrasa i.e. Sringar. The sthayibhava amour (Rati) develops into Srinagar. It is the mutual affection between men and women and is universal. It has two varieties (Savelyeva, 2011):

- Love in Union (Sambhog Sringar)
- Love in separation (Vipralambha Sringar)

2. **Hasya Rasa:** Humor develops into Hasya rasa as comic sentiments. It may arise from the situations, character or the conversation. Bharata mentions that humor evolves from the grotesque dress, crazy sensual pleasure, foul words etc. Humor can be of two kinds, existing in one's own self and existing in others. Abhinav Gupta depict in his commentary that incongruity is the very source of humor.

3. **Karuna Rasa:** being the essential part of Natyashashtra, Karun rasa. The dominant emotion/ sthayibhava is shoka/sorrow. The Natyashashtra states that the Karuna rasa takes its origin through different bhavas either at the sight of the death or murder of the dear

one or when unpleasant words have an adverse impact.

4. **Raudra and Vira:** The sthayibhava for Raudra is rage and the sthayibhava for vira is energy. Anger is natural to the naughty. Vigor is natural to the higher type, the noble. Bharata divides the rasa of vigor into three kinds (Savelyeva, 2011)
 - a. Valor of generosity (Danvira)
 - b. Valor of Virtue (Dharmavir)
 - c. Valor of war (Yuddhavir)
5. **Bhayanaka Rasa:** Fear is the Sthayibhava for Bhayanaka Rasa. In the opinion of our theorists, fear is not natural to noble characters and heroes. The poets usually depict the sentiment of fear with reference to ordinary people, women, and animals.
6. **Bibhatsa Rasa:** Disgust is the sthayibhava for Bibhatsa rasa. Sometimes, a doubt may arise as to how the sentiment of disgust can develop into a rasa. But if the poet is competent, s/he can convey the sentiment of bibhatsa without sounding obscene.
7. **Adbhuta Rasa:** Like Sringara, a rasa which is more widespread is adbhuta. Wonder is the sthayibhava. For this rasa, wonder begins from the time a child opens his/her eyes and lasts till the end of his/her life.

Distinction between Theatre and Drama:

Just to justify the point that theatre and drama are two different propositions, one can comprehend drama as a literary text; on the other hand, it can be conceived that theatre is not only a textual work of art but rather making live the dramatic work of art. It demands a lot of imagination and consideration of social limitations. Hence, it becomes essential to distinguish between theatre and drama as both of them have different roles to play. On one hand theatre implies the performance part where variety of actors play different roles and perform a dramatic work of art and with its dedicated purpose to communicate; on the other hand, drama implies the work designed for the stage representation and involves the imagination of the author and is not concerned with any function of communication with audience but rather with the text and self.

If Drama and theatre are different then the elements of both will be different. Theatre is the imitation of representation of life performed for other people; the performance of dramatic literature; drama; the milieu of actors, technicians and playwrights. It also suggests the place where dramatic performance takes place. The theatre takes into consideration the drama or play where drama actually refers to an improvisational process centered form of

theatre in which participants are guided by a leader (probably a director) to imagine, enact, and reflect on human experiences and social life of people living in a community. Here the emphasis is on the process of learning how to perform hence the following elements will provide an insight. The elements of theatre can be broadly categorized into three parts (Gheisserer, 2011) as follows:

- **Literary elements:** Literary elements are the elements that help to understand the literary aspect of a dramatic piece of art. This implies the meaning (Author's meaning) and not the signification (meaning created by various critics) of a text. The literary elements of theatre may include:
 - **Plot:** Plot structure starts with an initial incident which gets the story a start and moves on to the preliminary event that takes place before the action that is directly related to the play.
 - **Character:** Character refers to representation of a person/character in a drama, novel, or other artistic piece. It can either be realistic or fictional. The characters are physical entities who possess variety of things including expression, emotions, feelings, thoughts and much more.
 - **Exposition:** This literary element takes into consideration the "who, when, where and what" part of the play. This emphasizes the context for the place of action and the meaning created through whole surroundings. How everything comes into force and creates the whole environment for delivery of a scene.
- **Story organization:** This element takes into consideration the beginning, middle and end i.e. the flow of the work is flat, rising action, falling action, rising-falling, or constant.
- **Conflict:** This element is more subtle as it implies the development of the play towards the climax. Basically conflict may be internal or external struggle between opposing forces, ideas, or interest. It helps in creating a dramatic tension.
- **Suspense:** This element refers to the feeling of uncertainty as to the outcome and it builds interest and excitement. Here the author presents with an unexpected twist or event that changes the pre-conceived occupation with reference to the upcoming events.
- **Theme:** It is the main idea of a play. This essentially reveals a message to the audience concerning the current or ongoing social, political, economic, religious, regional practices.
- **Language:** It refers to the particular manner of verbal expression, diction or style of writing i.e. speech or phrasing suggesting class, profession or type of character. It is the language that identify the characters.

- **Style:** It refers to the shaping of the dramatic material, setting, and costumes in a deliberately nonrealistic manner. This essentially is the environment that is stipulated and inclined towards the story or character of a story.
- Some other elements may include Soliloquy (a speech by a single actor who is alone on stage), Monologue (a long speech made by one actor) and dialogue (conversation between actors).
 - **Technical Elements:** Technical elements are the elements that are required to transform a literary text into a stage performance. These elements are observable and required to generate an effect of specific environment of a past event. These are necessary as it escorts the audience in the time period for appropriate conveyance of the message. Some of the technical elements include the following
 - **Set (Scenery):** It is to believe that any action needs an environment. This element in a play is of vital importance, for it effectively affects the audience by ornamenting the environment for delivering a message. It includes the elements like curtain, flats, backdrops, platforms.
 - **Costumes:** Things like clothing and accessories worn by actors are called Costumes. This helps in portrayal of a character and period. This necessarily exhibits the lifestyle of a particular period as they differ from period to period.
- **Props (Properties):** It refers to any movable object that appears on stage during a performance except characters or costume. They may be in the hands of a character or can be automatically moved on the stage to denote a scene.
- **Lights:** the placement, intensity and color of light help communicate environment, mood, feeling and emotions. If used accurately, lights, adds to the environment conducive to the scene, theme of a play.
- **Sounds:** This affects an audience during a performance to communicate character, context, and environment. Sounds may help in denoting the mood or emotions of a character. As in the sound of heavy drum beat in a scene of war denotes the excitement among the warriors and their enthusiasm for victory.
- **Makeup:** This refers to the costumes, wigs, and body paint used to transform an actor into a character of the play. This element helps in adopting the aura of a particular character required for a play.
- **Performance Elements:** these elements take into consideration the performance part that is necessarily

required for staging a play or dramatic form of art. The performance is basically the presentation or specifically representation of a past event. Some of the elements that fall in this category include the following:

- **Acting:** Acting refers to the psychomotor domain where variety of actors moves their body parts (Face, Body and Voice) in order to stage an event or a situation. Hence appropriate movement and appropriate gestures is a must when talking about theatre.
- **Directing:** It is believed that for a group to prosper there lays a need for a good leader. In this manner the leader or the creator of the play is called director who constantly sticks to the theme a play is going to disseminate and accordingly decides holistically the performance of a play.
- **Character motivation:** This element refers to the reasons or reasons for a character's behavior or an incentive for further action of a character. This is necessary as it keep the story moving to the next stage or scene.
- **Character Analysis:** Character analysis helps in responding to dramatic art or the process of examining how the elements of

drama (Literary, technical and performance) are used. This takes into consideration whether all the elements are communicating the message that it tends to communicate or not.

- **Empathy:** being different from sympathy, empathy refers to the capacity to relate to the feelings of another and performing the part assigned. This is essential as the actors are to adopt a character that is different from theirs and hence they need to transform themselves into a totally or partially different character. Being in this condition, they need to be in condition to empathize themselves into the characters they are assigned.
- **Speaking:** it refers to the communication and the mode of expression or delivery of lines.
- **Breathe control:** it is use of lungs and diaphragm for maximum capacity and efficiency of breath for speaking.
- **Vocal Expression:** this takes into consideration the vocal part of a character. This necessarily is important as it identifies how actors use their voice to convey character. The voice modulation is necessary to convey the right tone and meaning through dialogues.

- **Inflection:** it refers to the change in pitch or loudness of voice. At some point of time in performing the drama actors need to change their tone and module their voice for effectively affect the audience.
 - **Projection:** the dialogues uttered need to be reached to the audience and for that the projection. It is how well the voice carries during the dialogue delivery.
 - **Speaking style:** it refers to the style in which dialogue are uttered or articulated by the actors. It takes into consideration expression or delivery of lines in rhetorical form.
 - **Diction:** it refers to the langue being uttered. And looks at the pronunciation of words with clarity of speech being produced. If the language is not produced in a clear manner, the communication process may go in vain.
 - **Non-Verbal Expression:** being a stage performance, along with the vocal expression and spoken part, non-verbal communication also is of vital importance. it is said that nonverbal expression communicates 80% of the message you are communicating. Non-verbal expression may include the following things:
 - **Body alignment:** this element refers to posture which basically is the static stand or position of the actor. It also looks for the use of body to ensure capacity or efficiency of breathing and movement.
 - **Facial Expressions:** facial expression in a very lucid manner refers to the physical and vocal aspects used by an actor to convey mood, feeling or personality.
 - **Character blocking:** this takes into consideration the director who essentially is attempting to create a meaning of every movement on the stage as perceived before. Character blocking is the path formed by actor's movement that is often written in a script.
 - **Movement:** this simply refers to stage blocking or movement of actors during performance or we can say that it is the action of the play as it moves from event to event.
- Teaching Language through Literature:**
- Teaching language through literature is the easiest way to make the students understand the structure of the language as well as the sound patterns of the language. Using literature in the classroom is an effective way of providing input for vocabulary, grammar and real life language. The following discussion may clarify the doubts:
- Drama appeals to the emotions of the audience and hence it may develop emotional stability of the learners.

- It is the easiest way to get acquainted with the trend of particular age, for example, to identify the trend of Shakespearean play one can get acquainted with the socio-cultural environment of the Elizabethan age (England) that is presented in the play.
- Employing literature in the class may stimulate learners' curiosity of learning a distinguished culture.
- In conventional English classes, such an innovative genre (Plays) may facilitate learners with the enhancement of the language capacity by providing colloquial language input.
- Plays are rhetoric form of literature, it may enhance learners' affective domain (emotional, feelings), psychomotor domain (Physical abilities) and cognitive domain (analytical, critical and creative abilities).
- It a way to teach lessons of real life in a controlled environment but at the same time it leads students to simulate real-life issues and deals with them before actually facing it.
- Play also includes abstract images that are isolated form and irrelevant to their lives, such conceits will enhance their imaginative as well as creative skills.
- The learners are allowed to identify themselves with the characters of the play and can see them are real people with real dilemmas.
- A technique like 'Role-playing' may be given to perform a role and learn authentic language used by a person.
- The use of drama can reduce the pressure of learning a language through deliberate process as they themselves are involved in the process of problem solving.
- Drama provides an exposure for cultural language enrichment by revealing insights into the target culture and presenting language contexts.
- Drama skill also teaches students how to behave. Drama depicts the manners of society to students. Students can learn manners and attitudes that are acceptable in society.
- English language skill will be developed successfully if students' efforts are directed towards positive side of learning.
- To promote team-work and build up group dynamics.

Conclusion :

Drama is a creative form of art which basically a well-defined complete mixture of different genres providing a comprehensive picture of all other forms of literature. The basic purpose of discussing concepts of drama and theater is to provide adequate transition of theoretical aspect of drama as performing arts and as a literary text with flairs of genres of literature. Hence it is evident that the paper began its journey with some of the basic concepts of drama as prescribed in famous literature (Theory of Tragedy, Natyashastra and various elements of theatre). This way the author just wants to bring to the surface a detailed discussion of the theoretical background of Drama and Theatre and discuss how drama is destined to provide a wide-ranging exposure to the language learners in enhancing communication skills (Verbal/Non-Verbal).

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A Study of the Science Attitude of Higher Secondary School Students of Kutch district

Dr. Rajesh Rathod

Assistant professor

Indian Institute of Teacher Education, Gandhinagar, Gujarat, Bharat.

E-mail: raja3822@yahoo.co.in

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ABSTRACT

There have been various research studies assessing various factors that affect science attitude of school students. In the present study Researcher tried to Study the Science Attitude of Higher Secondary School Students with reference to Gender, Cast, Types of school and Academic Achievement. Random sampling technique was used for selecting the sample. The total sample was that of 243 students in which 197 Male (107 Granted and 90 Non granted) and 46 Female (46 Granted) students were selected. The Researcher used achievement test and self-developed standardized Science Attitude Scale for measuring the Students Attitude towards Science. The collected data were analyzed by using the statistical technique of t-test and F-test. According to the findings, Male and Female students, Granted and Non granted school students and Open, SEBE, SC and ST category students have similar attitude towards Science. High achiever school students have positive attitude towards Science with compare to Low achiever school students.

Keywords: Science Attitude, Category, Academic Achievement.

Introduction :

Attitude towards Education is key element and play a vital role in human life. The aim of the education is to help the students to know and realize themselves. Apart from the various subject students learn the way of scientific thinking process as they learn science. The views of the students towards science are also affected substantially from various school factors. To evaluate the accurate understanding of all the science related concepts, those concepts should be evaluated as a whole.

In the view of the present scenario and challenges of the future, when we talk about problems and issues in Science Education, they seem challenge in themselves. The role of advancement in Science is very high in growth of new knowledge and its application is enormous. The Educationist, Scientists and Teachers should facilitate foundation stones for learning Science and developing scientific attitude within our students who are the nerve cells of the society.

Attitude is an important aspect to understand human behavior. Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object, person or group of people. Attitude can be positive or negative. Attitude towards Science affects students' interest in the subject and performance. Students' positive attitude towards Science plays an important role in their learning as well as understanding of the daily life. The purpose of Science learning is to improve students' Attitude and understanding towards Science. In present study researcher try to Study the Science Attitude of Higher Secondary School Students with reference to Gender, Cast, Types of school and Academic Achievement.

Statement of the Problem

Statement of the problem is as under:

A Study of the Science Attitude of Higher Secondary School Students of Kutch district

Objectives of the Study

1. To compare the mean Science Attitude Score of students of Kutch district with reference to Gender.
2. To compare the mean Science Attitude Score of students of Kutch district with reference to Category.
3. To compare the mean Science Attitude Score of students of Kutch district with reference to achievement.

4. To compare the mean Science Attitude Score of students of Kutch district with reference to Types of School.

Hypothesis of the Study

1. There will be no significant difference between the mean score of Science Attitude Score of Male and Female students of Kutch district.
2. There will be no significant difference between the mean score of Science Attitude Score of Open, SEBC, SC and ST category students of Kutch district.
3. There will be no significant difference between the mean score of Science Attitude Score of Higher achiever and lower achiever students of Kutch district.
4. There will be no significant difference between the mean score of Science Attitude Score of types of School of Kutch district.

Variables of the Study

In this Study Researcher take various variables for study like Science Attitude and Academic Achievement as dependent variable and Gender, Cast, Types of school are moderator variable.

Population of the Study

All the Eleventh Standard Students of Higher Secondary Gujarati medium schools of Science Stream from Kutch district were the population of the present study.

Sample of the Study

Researcher selected four school out of 34 schools located in Kutch district with random sampling technique. From each of the selected school, students of eleventh standard (Science Stream) were selected by random sampling technique. The total sample was that of 243 students given in below table.

Table:1
Sample of the Study

Details	Granted	Non Granted	Total
Male	54	143	197
Female	46	00	46
Total	100	143	243

Research Method

As the data were to be collected from the field, Survey method was used for the study.

Tools of the Study

The Researcher was used Self developed and standardized Science Attitude Scale for measuring the Students Attitude towards Science and used Self developed Achievement test for collecting the Achievement score.

Data Analysis

Collected data were analyzed by using the statistical technique t-test and F-test for comparison of various mean score.

Results :

1. Comparison of mean score of Science Attitude Scores of Male and Female students of Kutch district.

Table: 2

Comparison of mean score of Science Attitude Scores of Male and Female.

Gender	N	Mean	SE _D	t-value	Significance
Male	197	127.00	2.16	0.259	Not Significant at 0.01 level
Female	46	127.56			

Table-2 reveals that, calculated t-value is 0.259 which is not significant at 0.01 level. Therefore, the null hypothesis no.1 is not rejected and we can say that Male and Female students have Similar attitude towards Science.

2. Comparison of mean Score of Science Attitude Scores of Open, SEBE, SC and ST category School students of Kutch district.

Table: 3

Comparison of mean Score of Science Attitude Scores of Open, SEBE, SC and ST category

Variable	d _f	SS	MS	F value	Significance
Between Group	3	310.49	103.49	0.592	Not Significant at 0.01 level
Within Group	239	41783.50	174.82		

Table-3 reveals that, calculated F-value is 0.592 which is not significant at 0.01 level. Therefore, the null hypothesis no.2 is not rejected and we can say that Open, SEBE, SC and ST category students have similar attitude towards Science.

3. Comparison of mean Score of Science Attitude Scores of High achiever and Low Achiever School Students of Kutch district.

Table: 4

Comparison of mean score of Science Attitude Scores of High achiever and Low Achiever School student.

Achievement	N	Mean	SE _D	t-value	Significance
Low	117	115.96	0.980	21.91	Significant at 0.01 level
High	126	137.46	8		

Table-4 reveals that, calculated t-value is 21.91 which is significant at 0.01 level. Therefore, the null hypothesis no.3 is rejected and we can say that High achiever school students have positive attitude towards Science with compare to Low achiever school students.

4. Comparison of mean Score of Science Attitude Scores of Granted and Non Granted School students of Kutch District

Table: 5

Comparison of mean score of Science Attitude Scores of Granted and Non Granted.

Types of School	N	Mean	SE _D	t-value	Significance
Granted	100	127.80	1.72	0.680	Not Significant at 0.01 level
Non Granted	143	126.62			

Table-5 reveals that, calculated t-value is 0.680 which is not significant at 0.01 level. Therefore, the null hypothesis

no.4 is not rejected and we can say that Granted and Non granted school students have Similar attitude towards Science.

Findings of the Study

1. Male and Female students have Similar attitude towards Science in Kutch district.
2. In, Kutch district Open, SEBE, SC and ST category students have similar attitude towards Science.
3. High achiever school students have positive attitude towards Science with compare to Low achiever school students in the Kutch district.
4. Granted and Non granted school students have similar attitude towards Science in Kutch.

Conclusion :

Development of Attitude towards Science in Students is possible through Science Education only. This Science Attitude Scale is useful for knowing Attitude towards Science of Higher Secondary School Students. This can help in knowing Science Attitude and ultimately improving student's critical thinking, ability and positive attitude towards Science.

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Self-Recognition of Standard XII- A Study

Dr. Narendrakumar S Pal

Assistant Teacher, Bharkunda Primary School, Kathlal, Kheda
(drnavinsir@yahoo.in, 9924181920)

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ABSTRACT

This research paper deals with the conceptual and methodology of Self-recognition of higher secondary students of kheda district of Gujarat state. Researcher selected 200 higher secondary students for this study through, from rural and urban both area. The Self-Recognition inventory was constructed and used in the study. Survey method was used for data collection. Mean, SD and t value statistics was used for study. Research found that there was a significant difference between Male and Female students of high school with regard to their Self-Recognition, and there were no significance difference between Urban and rural areas high school students on their Self-Recognition mean scores.

Keywords: *Self-Recognition.*

Introduction :

Self-Recognition is an important concept in understanding the development of psychological health. It is defined as an individual's acceptance of all of his/her attributes, positive or negative. Self-Recognition enables an individual to appropriately evaluate his/her efficient and inefficient features and accept any negative aspects as parts of their personality

We share the view that Self-Recognition is a very important strength of character and pillar of emotional health in large part because of the theory of Albert Ellis. Ellis and his colleagues (e.g., Ellis, Wolfe & Moseley, 1968) who have written about the pernicious effects of self-depreciation on the mental health of children and the need for adults to not only combat

young people's tendencies to negatively self-rate, but also to explicitly teach Self-Recognition. Teach children to never rate themselves in terms of their behavior and to separate judgments of their actions from judgments of self-worth. Encourage them to acknowledge and accept responsibility for their traits and behaviors –both good and bad- without evaluating themselves as good or bad. Help combat children's tendencies towards self-downing by reminding them they are made up of many good qualities (and some that are not so helpful) and that they do not lose their good Qualities when bad things happen. Explain to children that all human beings are capable and likeable in their unique ways and, therefore, it is good for children to accept themselves unconditionally without having to prove

themselves (from Ellis, Wolfe & Moseley, 1968, *How to Raise an Emotionally Healthy, Happy Child*).

Concept of Self-Recognition:

In some ways, it is easier to illustrate the meaning of Self-Recognition by its converse, Self-depreciation (also referred to as self-downing or negative self-rating). Semantically, self-Depreciation involves the mislabeling of one's overall value as a person as worthless, hopeless or failure. Logically, self-depreciation is seen as a non sequitur where a conclusion is reached that because one (or more) aspect of one's behavior or traits is bad; therefore, all aspects of one are bad. Empirically, self-depreciation results from selective abstraction of one or more aspects of one's negative behavior or traits to arrive at the false conclusion that all aspects of aspects of one's negative behavior or traits to arrive at the false conclusion that all aspects of oneself are bad.

There are two forms of Self-Recognition that Albert Ellis discusses both of which can be taught to children and adolescents. When Self-Recognition is characterized by semantic precision, logic and is evidence-based, it can be described as the elegant solution to the problem of self-depreciation and self-rating. "Self-Recognition means that the individual fully and unconditionally accepts herself whether or not she behaves intelligently, correctly or competently and

whether or not other people approve, respect, or love her (Ellis, 2005)". Simply stated, Self-Recognition is the belief that one is a worthy person just because one exists, and despite one's faults Walen, Wessler & DiDiuseppe, 1993). Unconditional Self-Recognition has been described as the acknowledgement of one's fallibility and flaws, without rating one's worth either positively or negatively.

'Self Acceptance' is, simply, acknowledging yourself. It is accepting totally the fact that 'I am me' and recognizing that everything about you is a fact. It is realizing inside yourself that this total you is a fact, whether you like different aspects about yourself or not. Self Acceptance is unconditional. When the notion of 'self esteem' is replaced with 'Self Acceptance', there is no such dependence on others. For Self Acceptance learners rely totally on themselves- 'I can take it in my own hands' and create their own security. In this inner security they find inner strength. Their potential is released.

According to Jerkily (1963), the sum total of a person's view of what he wishes he were or think he ought to be, as distinguished from what he is generally is called self acceptance. The adolescent's self acceptance has many facts, It includes aspirations he is vigorously striving to attain, or hopes dimly some day to relays. According to Roger (1951), Self-Recognition comprises what the person would like to be or holds out as a

goal for individual development and achievement.

Objectives:

- (1) To study the difference between Male and Female high school students with respect of Self-Recognition.
- (2) To study the difference between Urban and Rural area of high school students with respect of Self-Recognition.

Hypothesis:

Ho1. There will be no significant difference between the mean scores of male and female students of high school with respect of Self-Recognition.

Ho2. There will be no significant difference between the mean scores of urban and rural areas students of high school with respect of Self-Recognition.

Limitations:

The present study has been restricted to the following limitations.

- (1) The study was limited to Kheda District only.
- (2) 12th standard school students were taken for the study.

Sample:

Researcher got the complete list of higher secondary schools of kheda district. Researcher has distributed schools from urban and rural. Researcher selected twenty schools randomly from the list, in which ten

schools from urban area and ten schools from rural area. Then, Researcher has selected 100 boy students and 100 girl students of standard 12th from kheda district through random sampling from 10 schools. Thus researcher selected 170 urban students and 30 girl students and total 200 students.

Method of the study:

Survey method was used in this research.

Tool:

The Self-Recognition inventory was constructed by the researcher. Researcher included only twenty questions related to self- recognition. Researcher had shown it to expert and made corrections in it. Researcher implemented it on a small group of sample, and then made corrections needful. Thus researcher finalized the tool.

Statistical techniques:

Mean, SD and t-value was used in this study.

Data Analysis & Interpretation:

Ho.1 there will be no significant difference between the mean scores of male and female students of high school with respect of Self-Recognition.

Table No.-1

Difference between male and female students with respect to Self-Recognition

Gender	N	Mean	SD	t-value	S / N.S.
Male	100	21.95	5.262	3.192	S
Female	100	20.54	4.589		

From the above table-1, the calculated t-value (3.192) is greater than the value (2.58) at 0.01 levels. Hence, there is a significant difference between male and female high school students with regard to their Self-Recognition. Therefore the above hypothesis is rejected.

Ho.2 there will be no significant difference between the mean scores of urban and rural areas students of high school with respect of Self-Recognition.

Table No.-2

Difference between urban and rural areas students with respect to Self-Recognition

Area	N	Mean	SD	t-value	S / N.S.
Urban	170	7.20	2.320	0.265	N.S.
Rural	30	7.25	2.126		

From the above table-2, it is cleared that the t-value (0.265) is less than the table value (1.96) at 0.05 levels. Hence, there is no significance difference between the urban and rural areas high school students on their Self-Recognition mean scores. Therefore, the above hypothesis is accepted.

Findings of the study:

Findings of the study are as below;

- (1) It is found that there is a significant difference between Male and Female students of high school with regard to their Self-Recognition.

- (2) It is found that there exists no significance difference between Urban and rural areas high school students on their Self-Recognition mean scores.

Conclusion:

Self-Recognition plays an important role in each and every human being. Self-Recognition requires consistency, stability, and tends to resist change. If Self-Recognition changed readily, the individual would lack a consistent and dependable personality. Every person is a social being thus Self-Recognition helps him to understand the self and what other thinks about himself.

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Teaching and Learning Quality: Present Scenario and Expectations

Dr. Jignesh J. Kantharia

I/c Principal,

Shri Sarvodaya Shikshan Mandal Sanchalit B.Ed. College, Surat, Gujarat.

E-mail: kantharia_j@yahoo.com, Mo.: 9428869575

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ABSTRACT

Education is most powerful weapon for future development. In 21st century, we saw that world of education is changing every moment. Technological up gradation is need of present system. In the challenging world, we want to make teaching learning quality education by some educational aspect and infrastructure. Teacher's efforts are most emphasis on education process. Students are demanding today to know every day new knowledge and useful education to make them progressive. Every school play vital role in the world of education. Teacher is a person who has responsibility to build up society. A well-educated mind will always thing to do better for society. In the world of education, teacher should not be well teacher without knowledge. Today we seen that teacher should be focused on their individual progress. But he should aware about that today education system is student orientation system. Teachers are social changer and teaching is purely honest profession. So, it is important to know expectation of teachers for teaching and learning quality. In this paper researcher trying to collect some opinion regarding expectation of teachers for teaching learning quality. For this study, Researcher selected 210 teachers from three districts of south Gujarat with randomize sampling technique. Researcher made Opinionnaire as tool for collect opinion from teachers. Researcher collects the data and analysing quantitative data with the help of percentage and qualitative data with content analysis technique. In the conclusion researcher got many opinion for expectation of teaching learning quality for education.

Keywords: Teaching, Learning, Quality, Expectations etc.

Introduction :

Defining quality in teaching and learning is a massive challenge since it deals with the most sensitive creation on earth-the human beings. Industrial products are finished goods- to take them and leave them. Nothing can be done once they are finished. Education has no such finished product. Teaching and learning only changes the

human journey from “womb to tomb”. Human beings continue to learn, and evolve, to be. The concept for quality in education has attracted scholarly attention in India as well as in the world.

- Process of Education is goal oriented.
- Education made excellence.

- Add the Value education.
- Educational outcome and experience for use decide fitness of education.
- To planned goals, specifications and requirements for conformance of education.
- Zero defect in education process.
- Customer's expectations of education are meet and exceeding.

The International Commission on Education for the 21st century called for holistic development of individuals, thus optimizing physical, mental, intellectual and spiritual potentialities. As per Dellar's Report(UNESCO,1996), Quality of education must be supported by the four pillars of learning: (1) Learning to know,(2) Learning to do, (3) Learning to be and (4) Learning to live together. Teaching and Learning quality can be indicated by the educated level of the products of education. Quality of education lies in meeting the expectations of the customers. But quality of education is more than meeting the expectations of the customers. A technological definition of quality involves matching the technical quality of the product with the technological requirements through quality assurance during the period.

In 21st century Knowledge is Power. We cannot build a huge structure unless we have a strong base. This is quite true for the field of education as we cannot think of

developed India devoid of the high performing industry professionals. Education is a process that goes on throughout the life and is promoted by almost every experience in life. Educationalists have different views regarding process of education. Some explain that education is tri-polar process among teacher, learner and social condition while other says that it is a bio-polar process between teacher and learner, but practically education is tri-polar process because social conditions play a vital role between teacher and learner.

So, it is important to know what teachers expectation for students and students are fulfill these expectation or not. Regarding this issue the researcher conduct this research and try to focus on this question.

BACKGROUND OF STUDY:

The importance of education has been emphasized in a variety of ways by different scholars and intellectuals from the beginning of human history down to the present era. The reason is that it has been taken as the most important factor for bringing change in every aspect of human behaviour. Education helps to develop the total personality of an individual it also contributes to the growth and development of the society. The past is base for every research. In ancient time, Teacher is all for every citizen and king. When the king wants

to do some new things, he should take advice from teacher. In present time this thing is change in every mind. Teaching Profession is not so much important for everybody. There were little people to respect all teachers.

Education in general and higher education in particular are fundamental to the construction of knowledge based society. In today's globalised world, effective education system has become the most indispensable resource in determining the development of nation. The accelerated economic growth leading to an increased demand for skilled manpower and the need to enhance competitiveness in globalized economy has made the education sector a priority sector in India. It is widely recognized that education is an important tool for social and economic progress of the nation and therefore needs to expand its ambit without compromising on teaching and learning quality.

To be able to compete successfully in the knowledge based economy of the 21st century we need a paradigm shifted in our educational policies and processes and their firm implementations rather than a handful of ephemeral changes. In order to counter the challenges involved in expanding the education system without diluting its teaching and learning quality and in fact rising it to world class standard for education, a strong resolve and a firm

commitment to attain excellence on behalf of all the stakeholders is required.

RESEARCH OBJECTIVE:

The present study was undertaken to fulfill the following objectives.

1. To study the expectation of teachers from students.
2. To study the problems regarding the institutional environment.
3. To study the need of facility for infrastructure.
4. To study teachers views on co-curricular activity.

RESEARCH QUESTIONS:

Research Questions are made after keeping mind about above objectives.

1. What are the expectations of teachers from students?
2. What are the problems faces for institutional environment?
3. What are the needs of facility for infrastructure?
4. What are the teacher's views on co-curricular activity?

SIGNIFICANCE OF THE STUDY:

The present study is significant to the world of education because it provides information about the teaching and learning quality for education. The world of education is very challenging nowadays. So,

the teacher should not be left out there role for built up the teaching and learning quality. This study can be used by all the teacher and learner as a guidance to generate appropriate actions that can be taken to help world of education be active to make important changes in teaching learning process for make quality for education.

SAMPLING:

Here with the help of random sampling technique total 60 Head teachers and 150 teachers were selected from school of three district (Surat, Navsari and Valsad) of South Gujarat. Total 210 teachers were chosen as sample in the study.

TOOLS OF RESEARCH:

The following tool was used for the present study.

1. Self-made Opinionnaire about expectation of education.

RESEARCH METHODOLOGY:

Selection of the appropriate research method is very important to conduct the research. In the present study the Survey research method was selected for the purpose of the study.

COLLECTION OF DATA:

Before starting the administration of the Opinionnaire about expectation of education, rapport was established with teachers. To assess attitudes towards expectation of education, the researcher

gave them Opinionnaire. After completion of Opinionnaire, the researcher expressed thanks to teacher.

STATISTICAL TECHNIQUE:

The researcher adopted the following statistical technique for calculation to draw conclusions.

1. Percentage.
2. Content analysis for qualitative data.

FINDINGS OF THE STUDY:

The findings obtained from the data analysis are presented as below.

1. Teachers are accepted students are enjoying learning.
2. Most of teachers were expressed sorrow for financial situation of their school.
3. Teachers were motivates students for doing co-curricular activity in school.
4. Teachers were loved their school very much and always try to level their best for improvement.
5. Lack of staff is major problem for all school.
6. Sports infrastructure was not sufficient for school.
7. Teachers were known that no bad practice is done in the school.
8. Healthy relationship was maintained in institutional environment.
9. Modern infrastructure is a need for every institute.

10. Principal was played a leadership role in the institute.
11. Teachers were expressed they should be more prepare for further progress.
12. Lack of Infrastructure in the school is barrier for development of education.
13. Lack of motivation from higher authority was one of the reason for problem to develop educational process.

CONCLUSION:

Within the limitations of the present study, the following conclusions may be drawn.

1. More practice work is need for making creative school education.
2. Teacher wants to arrangement of financial support from government.
3. Teachers are most important part of educational system so emphasis on their work for education.
4. Some schools are making worst money practice by doing this kind of education profession as a business.
5. Modern equipment are the need of educational development and it must be provided.

This study showed teachers attitudes towards expectation of teaching and learning quality and therefore we have to arrange various educational programmes for developing interest in this kind of teaching learning quality development.

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