

Adjustment of secondary school teachers of Aurangabad city- A Study

** Dr. Shaikh Mohammadi*

Abstract :

In the present study an attempt has been made to study comparatively the level of Urban and Rural secondary school teachers adjustment. Dr. S.K Mangals teachers adjustment inventory was administered to a sample of 80 teachers. The finding of the study showed that urban and rural teachers do not differ significantly in their adjustment."

Keywords : Adjustment, urban and rural teachers, secondary school teachers.

Introduction:

Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. (Gates and Jersild 1998). Teacher Adjustment means adjustment of teacher with their school environment, teaching staff, non- teaching staff, students, curriculum etc. Teachers Adjustment refers to the Adjustment of Teachers with Academic and General Environment of the institution, Socio-Psycho-Physical Adjustment, Professional relationship Adjustment, Personal life Adjustment, Financial Adjustment and Job Satisfaction. (S.K Mangal)

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مفکرین تعلیم اور ان کے نظریات اور عمل

ڈاکٹر محمدی شیخ

اسسٹنٹ پروفیسر

ڈی ایس آر کالج آف ایجوکیشن

اورنگ آباد

تعلیمی سماجیات اور فلسفہ تعلیم

پس منظر

تعلیم اور اس کے اغراض و مقاصد کی بحث بڑی دلچسپ ہے۔ یہ افلاطون کے زمانے سے شروع ہوئی اور ابھی تک جاری ہے اور تعلیم کی طرح تا ابد جاری رہے گی۔ اغراض و مقاصد کے درمیان کوئی حد فاصل قائم کرنا مشکل ہے۔ ان دونوں کی حدود بڑی حد تک ایک دوسرے سے ملتی ہیں۔ اکثر ماہرین تعلیم اس بات پر متفق ہیں کہ مقاصد کا تعین مفکرین اور فلاسفر کرتے ہیں اور اغراض کی وضاحت حکومت کے سربراہ اور تعلیمی کارکن کا کام ہوتا ہے۔ مقاصد کو پورے طور پر حاصل کرنا نہ صرف دشوار بلکہ ناممکن سمجھا جاتا ہے اور اغراض مناسب تعلیمی وسائل اور کوششوں کے ذریعہ بڑی حد تک پوری کی جاسکتی ہیں۔

ہم تعلیمی مقاصد اور اغراض پر سیر حاصل بحث کرنے کے بعد یہ سمجھانے کی کوشش کریں گے کہ ہمارے یہاں قومی تعلیم کے کیا مقاصد ہیں اور اس کے کیا اغراض ہیں۔ نیز یہ کہ ان اغراض کو پورا کرنے اور مجوزہ مقاصد کو حاصل کرنے کے لیے جو نظام تعلیم اور وسائل موجود ہیں وہ کسی حد تک مفید اور کارآمد ثابت ہو رہے ہیں۔

تعلیم کی افادیت

تعلیم ایک مسلسل عمل کا نام ہے۔ یہ سماجی مسئلہ ہے۔ یہ ایک نسل سے دوسری نسل تک مفید تجربات کو منتقل کرنے کا مسئلہ ہے۔ کسی معاشرے کی سماجی، تمدنی اخلاقی اور اقتصادی ترقی کے لیے



“INTERNATIONAL”
JOURNAL OF INTERDISCIPLINARY AND MULTIDISCIPLINARY RESEARCH

E-ISSN:1936-6264| Impact Factor: 8.886| UGC CARE GROUP 2

CERTIFICATE OF PUBLICATION



This is to certify that the paper entitled

Impact of school infrastructure on student learning outcomes

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UGC APPROVED JOURNAL

Has been published in

Volume 08, Issue 10 February 2022

www.jimrjournal.com



Z. Sebastian
FRANCIS J. KEEFE
EDITOR IN CHIEF

Double-Blind Peer Reviewed Refereed Open Access and UGC CARE International Journal



EDUCATION IN MODERN INDIA: PROGRESS, CHALLENGES, AND OPPORTUNITIES

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INTRODUCTION

Education is a cornerstone for national development, particularly in a diverse and rapidly developing country like India. Since independence in 1947, India has made significant strides in enhancing access to education. This paper explores the evolution, current status, and future prospects of education in modern India, supported by relevant data and references.

India's educational landscape has undergone transformative changes since independence. Key milestones include the establishment of the University Grants Commission (UGC) in 1953, the launch of the National Policy on Education (NPE) in 1968, and subsequent policies in 1986 and 2020 aimed at expanding educational access and improving quality.

Early Developments

- 1950-1960s: Post-independence efforts focused on eradicating illiteracy and establishing a primary education system. The first NPE emphasized universal education, adult literacy, and vocational training.
- 1986 NPE and 1992 Revision: Emphasized access to education for all, particularly marginalized communities, and introduced the concept of Operation Blackboard to improve primary school infrastructure.

Current Status

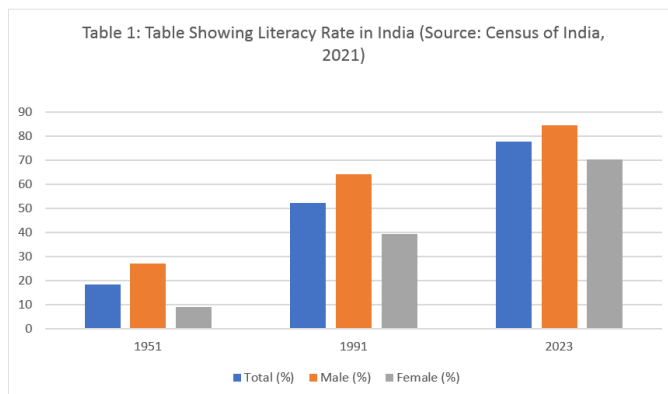
Enrollment and Literacy Rates

As of 2023, India boasts a literacy rate of approximately 77.7%, up from 12% in 1947. The Gross Enrollment Ratio (GER) for elementary education (grades 1-8) reached over 95%, reflecting near-universal enrollment.

Literacy Rates in India

Year	Total (%)	Male (%)	Female (%)
1951	18.3	27.2	8.9
1991	52.2	64.1	39.3
2023	77.7	84.4	70.3

Table 1: Table Showing Literacy Rate in India (Source: Census of India, 2021)



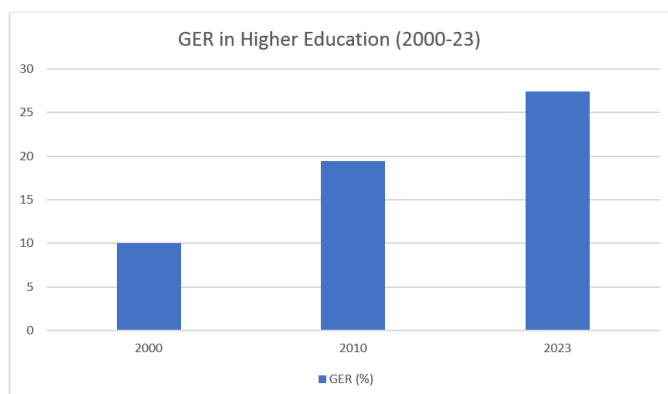
Higher Education

India's higher education system is one of the largest in the world, with over 1,000 universities and 40,000 colleges. The GER in higher education stands at 27.4%, up from 10% in 2000.

GER in Higher Education (2000-2023)

Year	GER (%)
2000	10.0
2010	19.4
2023	27.4

Table 2: GER in Higher Education (2000-23) Source: AISHE Report 2021



Quality and Infrastructure

The introduction of the Right to Education (RTE) Act in 2009 mandated free and compulsory education for children aged 6-14, leading to significant improvements in school infrastructure and teacher quality.

Challenges

Despite progress, several challenges persist:

1. **Quality Disparities:** There is a significant gap between rural



EDUCATIONAL ASPIRATIONS IN ACHIEVING EDUCATIONAL GOALS

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ABSTRACT

The aim of this study is to analyse and compare the educational aspirations of male and female students in secondary schools. The research seeks to understand the factors that influence students' educational goals and identify any significant differences between genders. The research used a mixed-methods approach, using both quantitative surveys and qualitative interviews to gather comprehensive data from a representative sample of secondary school students. The research analysed crucial attributes, such as socioeconomic status, parental impact, academic performance, and peer engagement, to ascertain their impact on students' aspirations.

The findings demonstrate significant discrepancies in the educational aspirations between men and girls. Males often shown a stronger desire to pursue occupations in the fields of science, technology, engineering, and mathematics (STEM), while females had a higher inclination towards professions in the humanities and social sciences. The study also highlights the impact of parental support and societal expectations in shaping these goals. Furthermore, qualitative research suggests that women often face increased societal and familial pressures to conform to traditional gender norms, which might hinder their capacity to pursue further education and ambitious professional paths. These findings highlight the need for targeted activities and regulations to provide equal educational opportunities and inspire people of all genders to pursue their objectives without gender-based bias.

KEYWORDS: Educational Aspirations, Gender Differences, Secondary School, Parental Influences, Socioeconomic Factors

INTRODUCTION

The educational ambitions of high school students have consistently captivated the attention of educators, lawmakers, and scholars. With the evolution of cultures and the changing of gender roles, it becomes more important to comprehend the intricacies of how male and female students see their academic prospects. This study paper seeks to provide a thorough comparative analysis of educational goals among male and female students in secondary schools. The goal is to determine the elements that influence these aspirations and assess the possible consequences for educational policies and practices (Fox & Faver, 2023).

Setting educational goals has a crucial role in influencing students' academic pathways and eventual professional journeys. These ambitions are not developed independently but are shaped by an intricate interaction of personal, societal, cultural, and economic elements. An analysis of the disparities and commonalities in aspirations across genders may provide useful insights into the fundamental mechanisms that influence academic motivation and goal-setting among young people (Agger & Meece, 2023).

The importance of this research rests in its capacity to provide significant insights for educational techniques that promote gender equality and optimize the potential of all pupils. In the pursuit of gender equality in education and work, it is crucial to comprehend the root reasons of any discrepancies in

educational ambitions. The aim of this study is to determine the presence and magnitude of these disparities, and to investigate the degree to which they are shaped by society expectations, cultural norms, economic conditions, or other variables (Pasha, 2023).

Furthermore, this comparative research seeks to analyse the alignment of educational goals with many factors in students' life, including parental background, peer influences, school environment, and personal preferences. The research aims to thoroughly understand the factors that influence the educational ambitions of high school pupils, taking into account all aspects and recognising gender inequalities.

The results of this study have the capacity to provide valuable perspectives for focused interventions and support systems in educational establishments. To foster an equitable and all-encompassing educational environment, educators and policymakers must grasp the distinct obstacles and motivations that boys and girls face in shaping their educational aspirations. By understanding this information, they will be able to develop more efficient methods to promote and facilitate their aspirations (Ullah, 2019).

METHODOLOGY

Research Design

The research design employs a mixed-methods approach, combining quantitative and qualitative approaches to get a