



Sustainable Behavioural Approach of Teaching and Learning for Integrated Child Development (A Study of Tribal Area in Vadodara district in Gujarat)

*Jaishree Mehta

* Research Scholar- Ph.D. in Home Science, Singhania University, Pachari Bari, Jhunjhunu- Rajasthan

Sustainable Child development through Learning Process:

It is said that 80% development of a person takes place up to the age five years. It played important role to shape the future and personality development. So childhood age demand very much consciousness for integrated development. In their nurture process, teachers have significant position and responsibility to understand every child in the school. Because child passed nearly more the half time in the school and rest time went in the home with parents. In tribal area due pressure of poverty, parents busy in labour as well as migrate in search of employment. So they hardly spend time for their children to upgrade real educational inputs. In that case, it is the prime responsibility of teachers to nurture well their student, so that they can survive their future with desired sensitivity and values. So, Teachers are not only liable towards few hours of duties as well as syllabus of book.

In present era of educational world, a successful educator measured the fruits of education with what percentage of marks whatever he/ she obtained through attending five or ten questions at the end of years. They try to remember only some question to achieve this target. Now think, is such education able to develop them to face the challenges of life? Is it make them able to do work firmly needed for completion of defined aims? Father of nation Mahatma Gandhiji advocate rightly that a perfect education always equipped them to use all organs of human being like hand labour, enrich skills, sharpen of logical power, feeling of humanity and consciousness about their health and surrounding environment that safe them as well as others also. Really this thinking will give a meaning to education process towards child development.

Various socio-psychological studies expressed that Teachers behaviour is very important factor in teaching's inputs besides others teaching aids and infrastructure. Child behaviour is very sensitive. First few years of life are very important because the impression formed at this stage may last forever, or for a very longtime. During these years, child adopts habits, attitudes and behavioural patterns and values from the environment learn to become a well adjusted member of the society to which he/ she belongs. Thus it is necessary for a responsible teacher that he/she should care well and turn their interest towards local surrounding that could make easy them to learn all necessary skills, art, culture, morals and ethics or whatever is required for a good conduct. It is quite considerable facts to teach young children good habits and healthy attitudes for a good citizen. Children are influenced by the world around them, by their families and by other children studied with them. Teachers too can help them to learn and develop socially equipped them in desired ways.

Emphasis on learning new concept may give meaning or real worth to education:

Besides practicing good behaviour and habits and developing healthy attitudes and values a perfect education system is required to emphasis as well as introduces systematically creativity development approach. It will help towards innovative idea for real education. There are also some socially

useful concepts that children should learn. Daily routine and thoughtful guidance teaches to young students towards many things. Children must be introduced to viable and most sustainable concept to survive for present and future to contribute fruitfully in the nation's building. They need to understand these things that why such education or learning is important to shape life like how can they inculcate content that are socially necessary? There are many ways for easy grasping by children. Teacher may choose interesting games to played to direct them towards values based and socially useful educational spirit. Children learn not only by doing things but also by observation, by imitation, by repetition and enjoyment, they learn also by our system of rewards or punishment, and this teaches children to distinguish right from wrong, yet the best course is to so arrange and plan your mission and vision. Thus a teacher must be role model before children.

Indication of socially accept or useful child behaviour and genesis of education:

There are most common indicators that should be develop among children through education like speaking politely, using the correct forms of speech waiting for one's turn following instructions sharing things with others, dividing duties and responsibility taking part in group activities and many more. This is the responsibility of a teacher to teach them above all these feature that make them perfect to mix with society with brotherhood spirit.

Towards meaningful approach, it is necessary to know about Child development It has meant the development of good habits and good behaviour, right attitudes and sound values. He/ she is after the age of three or four that the child develop pro-social behaviours like sharing, cooperation, helping, learning to follow and to lead, to confirm and to accept, and to resolve conflict in the group. But the foundation for good habit and values in these directions can be laid even earlier by exposing to such behaviour.

Problem for investigation: need of research

We know that there is meaningful relation between teacher's behavior and student's learning. As per traditional approach of teaching, teachers has tried to imposed pre-determine syllabus and books without caring the capacity and interest of children as well as compatibility with local environment of overall teaching and learning process.

So there is need to teacher's behaviour towards committed and sustainable teaching system for integrated child development. It is a search of causes that responsible for educational quality among tribal children in light of its impact. As well as it is an effort to find appropriate solution to improve the situation of education system regarding integrated child development?

Significance of the study

In the present era, we are blindly running to achieve quantitative target in every field of development. Likewise in education field, in case of an honest personality, a teacher sum up his/ her responsibility to go through the syllabus of book. No botheration has take place by teacher's side whether children

feel easy and interest in learning process as well as utility of such education for entire present and future life. As professional thinker, we know that children's learning influenced by behaviour of a teacher. It reflects the communication process or system between students and teacher. Thus the present study is focusing on behavioral aspect of teaching-learning process. It is able to disclose hinders of present education system in tribal region of Gujarat and will be helpful to find the gap between the mutual understanding of students and teachers. And ultimately will reach on the set of valuable suggestions. It will also assist us to decide that what measures are required to be taken for desired change?

Objectives of the Study-

1. To analysis the educational quality of tribal students at primary level in present situation.
2. Search the relation between teacher's behaviour and student's learning.
3. To know the impact of present education system on integrated sustainable child development in tribal area.
4. Find appropriate ways as a part of solution to improve the quality of educational output.

Hypothesis-

1. Teacher's behaviour is not easy with their students.
2. They are unable to understand the essence during mutual communication.
3. Their formal behaviour and teaching style effects the quality of learning.
4. Present education system is not suitable for integrated child development towards their future sustainable living as well as life style.
5. Appropriate solution lies only at local level that may make education meaningful.

Research area-

Geographically it will cover tribal area of 5 villages of Kanwat block in Vadodara district of Gujarat State. This area has very poor infrastructural facilities like road, transport, communication etc. Earlier, people had depended on forest to satisfy their fundamental needs. But due to degradation of forest and Government intervention and new forest bills they hardly get such items from local area. So migration rate in tribal community is very high. Subjectively it is concern with education quality of children in tribal area. It will be based on the behavioural relationship of teachers and students towards learning process through education system.

Sampling- Respondent's units

Under the sampling strategy (in consideration of time and money) the researcher has decided to select Five villages from this block. And from each village 10 respondents selected for randomly to serve the purpose of interview. These respondents selected on random sampling basis.

| Sr. No. | Region-District and Villages | Respondent |
|---------|--|------------|
| 1. | Central Tribal Region: Vadodara District & Kanwat block Villages wise selected sample are..... Khasra -10, Bunjer-10, Dewat-10, Thadgam-10, Khantiyawat-10 | 50 |
| Total | | 50 |

Research methodology:

Researcher has used schedule and semi-participatory observation tools to collect primary information from field and apply basic statistical method to analysis the collected data. Lastly try to explain views of responds accordingly. The study has limitation like respondent's understanding, small area of field due to money & time scarcity.

Tableno.1 showing the impact of present situation or

teachers and students behaviour towards their educational output.

| Sr. No. | Impacts | Fre-quency | Rank |
|---------|--|------------|------|
| 1. | Children have passive approach of learning. | 42 | 1 |
| 2. | They have low level of interest in learning due to irrelevancy of subject matters, examples and language of communication in classroom. | 34 | 2 |
| 3. | There has developed very low level of informal interaction between teacher and students due to lacking of teaching moral in the interest to survive humanity. | 28 | 3 |
| 4. | Like traditional pattern of education teachers feel finished their responsibility within the boundary of school. They don't bother to pay such careless attention effects to integrated child development. | 25 | 4 |
| 5. | Dropout ratio becomes high due to economic crisis pressure. | 22 | 6 |
| 6. | Present education system is far from nurture by nature. So that student's interest as well as understanding of given lesson. | 24 | 5 |
| 7. | There is very less motivational background to promote initiation and innovation. | 22 | 6 |
| 8. | Education system has mismatch with surrounding environment thus its effects sustaining meaningful living in education. | 18 | 7 |
| 9. | There is one way communication system with their students. So problems have as it is. | 34 | 2 |
| 10. | Hitarshahi behaviour has take place with children. It may create only problems instead of desired solution. Very less inner attachment with their student is the result. | 22 | 6 |

Table no. 2 showing the causes responsible for bitter situation of education towards poor teacher's student relationship

| Sr. No. | Causes | Fre-quency | Rank |
|---------|--|------------|------|
| 1. | Need of work or income | 15 | 7 |
| 2. | pressure of Unemployment and Poverty | 15 | 7 |
| 3. | Lose of natural resource due to degradation | 15 | 7 |
| 4. | Migration effect | 16 | 6 |
| 5. | Lower standard of living or lower living protection near residential place in city or work site. | 18 | 5 |
| 6. | Illiteracy and lack of courage to say against exploitation which is responsible for poverty. It indirectly effect to student's educational interest. | 23 | 3 |
| 7. | Addiction like drink and smoking etc of male members in the family that reflect in students learning process in the society. | 24 | 2 |
| 8. | Lack of moral system in the society | 26 | 1 |
| 9. | Effect of westernization (blindly follow up) | 15 | 7 |
| 10. | Higher level of unsatisfied physical desires of society which primarily is responsible to bitter situation of present education system. | 18 | 5 |
| 11. | Unusual behaves with respondent students and lower level of mutual understanding. | 22 | 4 |

Table no.3 showing the views of respondents about to express their problems

| Sr. no | Views | frequency | percentage |
|--------|-------|-----------|------------|
| 1. | Yes | 8 | 16 |
| 2. | No | 42 | 84 |
| Total | | 50 | 100 |

Table no.4 showing the views of respondents about reasons not to express their problems

| Sr. no | Cause | frequency | Percentage |
|--------|--|-----------|------------|
| 1. | Fear of beating | 15 | 30 |
| 2. | Fear of undue punishment | 18 | 36 |
| 3. | Not get proper response | 7 | 14 |
| 4. | Not availability of teacher at work place frequently | 5 | 10 |
| 5. | No response | 5 | 10 |
| | Total | 50 | 100 |

Table no. 5 showing causes responsible for poor communication between teachers and Students

| Sr. No. | Causes | frequency | rank |
|---------|--|-----------|------|
| 1. | Lower interest of teachers | 46 | 1 |
| 2. | Hesitation in frankly speaking | 42 | 2 |
| 3. | Fear of beating and insult | 35 | 3 |
| 4. | Rude behaviour in responding | 35 | 3 |
| 5. | Lacking of time due to formal extra burden | 32 | 4 |
| 6. | Busy without work | 32 | 4 |

Table no. 6 showing the intension of students to come in school

| Sr. No. | Causes | frequency | rank |
|---------|-----------------------------|-----------|------|
| 1. | To get food | 18 | 3 |
| 2. | To pass time | 09 | 6 |
| 3. | To learn some thing | 27 | 1 |
| 4. | To play with teaching | 22 | 2 |
| 5. | Because our parents send us | 14 | 4 |
| 6. | Forced by teachers | 13 | 5 |

Table no. 7 showing the opinion of respondent about teacher's behaviour in the school

| Sr. No. | Causes | Fre-quency | Rank |
|---------|---|------------|------|
| 1. | Careless | 23 | 3 |
| 2. | Rude behaviour | 22 | 4 |
| 3. | Pre-assumption like they can't be educated | 28 | 1 |
| 4. | They will drop in mid, so no need to care well them | 13 | 6 |
| 5. | Rigid mentality | 14 | 5 |
| 6. | Local teachers worried always about their domestic work while they are on duty | 14 | 5 |
| 7. | Outsiders and who up down from city, engage only bus time settlement. | 14 | 5 |
| 8. | If one posted in this area, he /she always engaged in transfer near city. So they have very less interest in present situation. | 26 | 2 |

Table no. 8 showing the behaviour of teachers regarding to punished students

| Sr. | Response | frequency | Percentage |
|-----|-------------|-----------|------------|
| 1. | Yes | 24 | 48 |
| 2. | No | 14 | 28 |
| 3. | No response | 12 | 24 |
| | Total | 50 | 100 |

Table no. 9 showing the Causes responsible for undue punishment

| Sr. No. | Causes | frequency | Rank |
|---------|---|-----------|------|
| 1. | If anyone disturbed in his/ her gossiping activity | 27 | 2 |
| 2. | If one can't follow order for personal work | 32 | 1 |
| 3. | If one can't learn lesson | 12 | 5 |
| 4. | If one ask the question regarding problem | 15 | 4 |
| 5. | If one can't understand their Language | 18 | 3 |
| 6. | If one can't explain about unfamiliar examples | 18 | 3 |
| 7. | If disturb them to do personal job during school time | 12 | 5 |

Table no. 10 showing the Impact of punishment on student's development towards grasping educational inputs

| Sr. No. | Impact | frequency | Rank |
|---------|--|-----------|------|
| 1. | No interest creates towards learning | 26 | 2 |
| 2. | No efforts made to come out the inner efficiency | 25 | 3 |
| 3. | Children divert their concentration towards other side. | 27 | 1 |
| 4. | They become passive to come in front of any platform of education | 24 | 4 |
| 5. | They feel hardness to understood the basic things. | 22 | 6 |
| 6. | They become far and far from main stream of learning with undue fear. | 25 | 3 |
| 7. | Their proper perception bound with various imaginative hurdles at root level and it affects their thinking till life time. | 22 | 6 |
| 8. | It's ultimately effects personality development to come out their inner strength. | 23 | 5 |
| 9. | They become out from main stream of nation's building in future due feel inferiority complexions. | 22 | 6 |

Table no. 11 showing the opinion of respondents about the level of infrastructural support facility

| Sr. No. | Particulars | frequency | Percentage |
|---------|---|-----------|------------|
| 1. | School building- (with primary facilities) | | |
| | good | 08 | 16 |
| | Average | 12 | 24 |
| 2. | Bad/ poor situation / require maintenance | 30 | 60 |
| | Furniture in school- | | |
| | Enough with good quality | 02 | 4 |
| | Enough with poor quality | 10 | 20 |
| | Not enough with good quality | 06 | 12 |
| 3. | Teaching room- | | |
| | One class in one room | 12 | 24 |
| | More than one class in room | 38 | 76 |
| 4. | Teaching at a time | | |
| | One teacher one class at a time | 28 | 56 |
| | One teacher and more than one class at time | 22 | 44 |
| 4. | Midday meal- | | |
| | Regular and good quality | 3 | 6 |
| | Regular but poor quality | 18 | 36 |
| | Irregular but good quality | 7 | 14 |
| | Irregular and poor quality | 22 | 44 |

Conclusion- (Result & Discussion)

Some facts found on the basis of primary data analysis are discussed here as a part of conclusion is given below-

- 67% respondents are from those families that migrated from the village for earning
- Teachers don't take bother to care their students.
- Teachers are not regular on job.
- Teachers said that they have very less time due to burden of various duties like survey given to him/her by government. So they have insufficient time for teaching.
- Teachers said that student don't care their books and note book and also not punctual about their work. Their parents are not serious to concentrate on their study.
- Teachers said they have very low interest in the study or syllabus. They want to busy in outside school activities.
- Local people said on the condition not to disclose their name openly that the teachers are not committed morally about their responsibility towards students.
- Often teachers think that their responsibility is bound till some working hours.
- They are limited to cover literally some chapters of the books.
- It is also found that there is no proper consideration on qualitative aspect of learning to educate children in right

- way.
11. Where there are local teachers appointed in regular scale, they have very average satisfactory level to provide proper educational inputs.
 12. Some local teachers are not satisfy with present remuneration and it's depression reflect in their teaching behaviour with students.
 13. Ladies teachers feel unsafe, so they can not contribute properly towards prescribed duties in the interest of their students.
 14. It is also find that there is very less use of innovative and locally influenced teaching tool to transfer the knowledge to students.
 15. Teachers are habituate to repeat or remembering practices instead of learning from lesson of life.

At last It can be said that teaching is very respective position in the society. It is a full time and life time job. As Kautilya rightly said that teacher is not ordinary person. He/ She is responsible for reconstruction of society and safe future of nation. In the age of professional teaching it is necessary to understand that a child is like a mud. As Potter give shaped

mud in various designed pots as capacity and opportunity occurred, like wise teachers should build up their students through identifying the capacity, interest as per need of future. It should also match with their sustainable development. No doubt right teacher's behaviour with students may bring dream change in entire education system and will give strength to the root at most needy segment of tribal society. So that it may rightly stated that they could prove an active or creative part to improve present education scenario and will assure fruitful participation in the development process of the nation.