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PREFACE

I feel privileged writing foreword to the prestigious journal of the college. Our Educational journal “Inquiry” has a great history giving impetus to the intellectual thought in education. For decades it remained a beacon light in teacher education advancing and highlighting issues and problems in education. It has invited the attention of researchers and academicians primarily concerned with school education issues and also the publication and concerns of Higher Education.

Education, as we know, is increasingly considered as game changer in socio-economic terms. A part from higher education, school education forms the concerning to the education system of any country. The superstructure of education cannot stand unless the base is well founded. This puts increasing emphasis on school education whose outcome besides infrastructure established the large extent, depends on the teacher in these schools. It has been increasingly established and emphasized by research that teacher effectiveness and commitment goes a long way in bringing constructive effect on teaching-learning process. Since teachers are not always born for the expansion in school education throughout the country, we are required to prepare teachers in large numbers. This places whole thrust on Teacher Education Institutions, from their capacity to enroll and the ensuring quality. It becomes clear that if the school education is to be worked on, then, before we explore other possibilities, we must necessarily fortify teacher education. An effective teacher would require extensive conduct of grassroots research and reflective approach on the part of teachers. Furthermore, theses researchers and ideas need dissemination on large scale so that teacher educators and other stakeholders are kept abreast about the latest needs and developments in teacher education. This is where our college journal steps in providing a platform and a medium to such vital information. Being the only Government College of Education in Kashmir division the community has expectation from us and we have been ever striving to live up to it.

This year too the journal is full of research papers and articles pertaining to the field of education. Since the grant of ISSN-0974-8997 to the college Journal its reputation has further soared among the academia attracting attention of people of wide scholarship and diverse backgrounds. We get papers from scholars in good numbers, and sometimes we face paucity of space to accommodate all, yet we urge and encourage researchers and academicians to contribute to our journal to get the best to our readers. The journal is also available on our college website: [www.gcoekmr.org](http://www.gcoekmr.org)

My sincere thanks are due to the editorial board.

Principal
Part-A
Research Papers
on
Teacher Education
“Teacher Education”: An overview

*Dr. Nighat Basu

Education is a dynamic process by which knowledge, character and behavior of a person are moulded in a positive direction. It is preparation for social life and to help an individual to acquire knowledge and skill as would enable him to meet social demands of day to day life. It liberates an individual from ignorance, oppression and exploitation. It is a process which leads a person to the highest moral conduct and deepest spiritual insight. Education is a vital process for human resource development, nation building, national development and transformation of the society.

Education, in whatsoever form it may be, is closely linked with the society. The history of mankind reveals that from the very beginning of the civilization, human beings have perpetuated the basic knowledge through education. There is no doubt, about the fact that education at both grass root level is essential for the over-all development of an individual in particular and the society in general. Education at the grass-root level provides leadership the ‘basis’ and ‘basic inputs’ but education at the higher level is expected to provide leadership qualities in every sphere of life. Education is a continuous human learning process without any end. It inculcates in a person a sense of citizenship and responsibility. It is a connecting link between an individual and the environment. It helps an individual to seek truth and avoid error, espouse good and avoid evil. Knowledge is the main capital and it is at the core of all development efforts in advancing economic and social well being in an emerging nation like India. Education is the key for creating, adapting and spreading knowledge in all discipline and all subjects. Higher Education is a powerful tool to build knowledge for an information-based society. Universities thus have to serve, in twenty first century, a multiple role: produce new knowledge, acquire capability to decipher and adopt knowledge produced elsewhere and create an intelligent human power, at all levels, through challenging Teaching and Research activities, which would balance, both need (quality) and demand (quantity).

Teacher is the key figure in the entire educational set-up and a effective teacher can mould the entire system in a positive direction, provided he/she gets a proper orientation and an opportunity to upgrade his knowledge and skills on a continuous basis. All the Commissions and Committees on higher education and teacher education, appointed from time to time have emphasized the need for the professional development of the teachers.

*Professor, Dean and Head, Faculty of Education, University of Kashmir, Srinagar-6
Radha Krishnan Commission (1948-49) recommended change in the teaching methods, emphasized the Quality Education and need to promote research. Kothari Commission (1964-66) recommended quality education and emphasized the need for quality, competent with excellent character. Sen Committee (1969) recommended Faculty Improvement Programme (FIP). The National Commission on Teachers (1983) for quality improvement in higher education recommended for the skill improvement and proper training of the teachers. Mehrotra Committee (1983-87) among other things recommended for professional development of the teachers, incentives for good governance and career advancement of the teachers. The Government of India for the first time, through National Policy on Education (1986) gave due recognition to the observations and recommendations of various committees and commissions on Higher Education and the Task Force Report (1988) emphasized Code of Professional Ethics for the University and College Teachers, Rasthogi committee (1944-1977) endorsed recommendation of the Mehrotra Committee on PATA, UGC Committee (1977) also recommended for overall professional development and quality control in higher education. Chadda Committee (2007-2008) while recommending 70.0 percent hike in pay package of the teachers, observed that excellence in Higher Education Institutions depends to a great extent on the Quality, Competence and Work Culture of the Teachers & hence the availability of the talented and motivated teachers is crucial to the development of quality in Higher Education.

The recommendations of the committees and commissions no doubt have been implemented in a phased manner, but the objectives underlying such recommendations have been hardly realized. The Academic Staff Colleges established throughout the country no doubt have provided an opportunity to vast majority of the teachers for professional development through General Orientation and Refresher Courses and thereby have played vital role in the skill improvement and quality control, but in most of the cases the programmes are not well tailored and turned to the basic needs of the teachers. The programmes is most of the cases are attended by the teachers for sake of formality and just to obtain a certificate.

The purpose of teacher education is to produce teachers with professional skill and competence to cope up with the challenges of the modern changing society, as the role of the teachers is not confined to teaching only, but they have to work for the overall development of the society. They must be equipped with the pedagogical skills with high academic standard in tune with the global parameters.
Jacques Delors in its report ‘Learning-The Treasure Within’ (UNESCO, 1966) identified the global challenges that are to be addressed by the modern educational system and hence the responsibility on the stakeholder of the teachers.

There is a dire need that the top priority is to be given to the professional development of the teachers in higher education and for its purpose the Academic Staff College should be re-oriented and refresher Course and other programmes should be organized in a meaningful and effective manner. It is imperative that the teachers should be encouraged for innovative programmes. The teachers should be given incentives for creative and innovative contribution and should be encouraged for their research activities.
“Qualitative Improvement in Teaching-Learning –Evaluation
Goal of Zero Tolerance for Process Risk”

Dr. Nazir Ahmad Gilkar

Paper

[The higher education institutions primarily lack punch. There is low value addition and high process risk. The present paper on the one hand focuses on competitive environment and exemplary work culture with total social commitment in the teaching –learning process and on the other hand examination and evaluation reforms. Nothing can improve unless there is zero tolerance for process risk. Performance audit of all the stakeholders is thus a must. The discuss on this paper is appended under Annex-I]

Introduction-Bold

The second criteria under NAAC accreditation is captioned “Teaching –Learning –Evaluation” (TLE). It carries 450 score points or 45 percent of the total weightage. And, spreads over six key aspects and 30 core activities this criterion is pivotal as regards process effectiveness leading to excellence “Excellence is always result of high intensions, sincere efforts, intelligent direction and skillful execution” (NAAC, 2004). All this demands and exemplary work culture with a social commitment in a competitive environment.

The Frame Work

Problems

The following media highlights are quite disturbing. These reflect the contemporary state of health of higher education sector.

- 10,000 including Ph.Ds and MBAs apply against 120 posts of Chowkidars in Delhi Govt. (The Hindu)
- 6000 apply for 26 posts –graduates and PGs jostle for class-IV jobs (Greater Kashmir)

Objectives

The present paper in the aforesaid backdrop has been attempted in pursuance of the following objectives.

- To study the state of process value addition in higher education sector.
- To explore ways to overcome process risk leading to excellence in higher education institutions.

*Controller Examination, Central University of Kashmir, Srinagar
Methodology

The discussion held in the perspective of J&K state is based on certain arguments. An appionnaire, a competitive environment, work culture and social commitment four statements under each item was administrated to 39 participants to obtain their responses. The paper, in respect of various issues, attempts to generate a debate and discussion to arrive at some conclusions and remedial measures for implementation.

Discussion Analysis

1: Fundamental Contentions

The debate and deliberations move around a variety of arguments and counter arguments in the context of aforesaid identified problems.

That miss-match between and supply in job market appears a sound factor responsible for this state of affairs. This arguments could have been further substantiated but there has not been excellent performance achievement at institutional and individual level of students. As is clear thus:

a. That at institutional level, 25 Higher Education Institutions (colleges) stand accredited by NAAC so far. Two institutions only got “A” grade. An accredited institution obtained 2.62 on a four point scale. People were complacent with getting “B” grade under new scheme. But, what about the process risk to the tune of 0.58 points or 14.5 percent at 80% optimal level of performance. The public funds spent around Rs. 200 laks for a period of 5 years are not justified because of underperformance. A matter of serious concern! The stakeholders need to pause and ponder over.

b. That at individual level percentage marks (mean score) obtained by the students was 49- 73% (2009). Standard deviation 4.83 and co-efficient of variance 9.70%. The students felt satisfied even at this level of performance. The intrinsic value could have even been lower. There was a process risk of around 30.27% again at 80% optimal level of performance. It reflects an inadequate value added process. The under utilization of public funds should have rendered all the stakeholders restless to correct this state of affairs.

- That higher education for all and sundry. The proper channelization after 10+2 level is missing. Students have zero aptitude for higher education should have been channelized towards acquiring hard skills. Industrial Training Institutes (ITIs) and polytechnic colleges should welcome them. However, a stark reality is that the gross
enrolment ratio (GER) at 5% in J&K state is the lowest. The national average at 13.48% (2007) was expected to rise to the level of 20% by the year 2015. The requisite number of the students in the relevant age group is not attracted towards higher education.

- The expansion is responsible for quality deterioration. True it may be but J&K state accounts for only 0.48% as against 1.00% in the total number of colleges for general education in the country. Keeping in view the population size of the state and the number colleges at the national level, J&K State need 54 more colleges for general education to maintain the current national average.

The afore grim phenomenon or academic recession out rightly attributed to either.

1. Market forces, or
2. Improper channelization, or
3. Mass expansions are not well founded arguments. The fault lies somewhere else. This needs a thorough introspection at the level of all stake holders. The education institutions are expected perpetual value addition of students under the paradigm of value chain analysis. Quality improvement in TLE process is essential. But, it is found that the magnitude of the process risk in the system is substantially high.

Punch Lacking

The following issues are very pertinent in this regard.

- That teaching-learning-evaluation process has not attained the primary three dimensional objectives to make learners.
  i. Independent
  ii. Interdependent, and
  iii. Confident.
- That transition of higher education from “elite class” to “mass-based” mechanism resulted in harmonization of higher education with livelihood. The higher education as such cannot be divorced from employability rather has to wedded with it;
- That the LPG wave brought with it a Competitive environment Sequel to it there has been a total shift from bottom-up to top-down approach. As says a scholar” whenever any results are declared everybody concentrates on the toppers. Nobody bothers about the performance of average students. They are in majority. Addressing their problems is need of the hour that would provide a solution to the questions confronting our education system (GK Reflection/17.02.201.). This again is a glaring example of high process risk.
That the state of work culture is highly dismal and deplorable and sans social commitment at all levels.

The ABC analysis of students registered in all the conventional faculties in the college sector in the state may reveal as under box (a).

<table>
<thead>
<tr>
<th>Box(a)</th>
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<tbody>
<tr>
<td>A Real Learner</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C Just Registered</td>
</tr>
</tbody>
</table>

The students falling under ‘A’ category are real learners. They shine not only in the state but outside as well in every walk of life. They constitute the top-line, whereas, 70 percent students fail in the ‘C’ category who get themselves registered with a view to getting a certificate. They may resort to unfair practices in the examinations and create problem here and there. They contribute towards process risk to the maximum extent. The University even negates their degree certificates when it conducts entrance test for advanced studies. They need to motivated and their processing needs efforts by the faculty.

The other day a Chartered Accountant friend was asked as how they create a differentiation when course of study for both of our programmes (B.Com/M.Com or CA) are almost uniform. His reply was interesting and logically convincing as well and reproduced here under Box (b).

<table>
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<td>You believe in short-cuts, guess work, irrelevant and obsolete study made available at Tuition Shops. You exercise Trick No. 1 and Trick No. 2 and so forth. You attempt 2 problems; whereas, we attempt 200 on the same topic. We are methodical and study regularly, rigorously and religiously. We comparatively put in 100 times more labour, effort and time. Naturally we add value to the process and enjoy a cutting edge and have a comparative advantage.</td>
</tr>
</tbody>
</table>

The general academic institutions churn out graduates fit for drudgery and the lowest rate jobs (of course with some exceptions). There is simply transformation of data and information that too obsolete. It sans dissemination of knowledge leading to wisdom and finally to arrive at the truth. The system moves around low value added process. All the stakeholders contribute and are equally responsible for the high process risk.
II: Teaching-Learning Efficacy

The triangular paradigm of Competitive environment, work culture and social commitment is discussed evidence analyzed in table 1.

![Triangular Paradigm Diagram]

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<th>Competitive Environment</th>
<th>Work Culture</th>
<th>Social Commitment</th>
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<tr>
<td></td>
<td>No</td>
<td>%</td>
<td>No</td>
</tr>
<tr>
<td>X₁</td>
<td>35</td>
<td>89.75</td>
<td>Y₁</td>
</tr>
<tr>
<td>X₂</td>
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<td>84.60</td>
<td>Y₂</td>
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<tr>
<td>X₃</td>
<td>33</td>
<td>84.60</td>
<td>Y₃</td>
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<tr>
<td>X₄</td>
<td>34</td>
<td>87.20</td>
<td>Y₄</td>
</tr>
<tr>
<td>Mean</td>
<td>86.55</td>
<td></td>
<td>86.55</td>
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Source: Field Survey

**Competitive Environment**

The higher education institutions operating in a competitive environment need to realize.

Statement X₁ that quality in the ultimate analysis is the outcome of competition and minimization of process risk. It can be attained not only by meeting benchmarks but by beating benchmarks as well 89.75% of the participants subscribed to this view point;

Statement X₂ that the students should get an exemplary exposure, equal opportunity to put in every effort towards total preparedness for facing the real life challenges. 84.60% participants held this point of view.

Statement X₃ that the curriculum under competitive environment is regularly revisited, reviewed and revised in order to shape it in line with the global standards. This statement was agreed upon by 84.60 participants.

Statement X₄ that added focus need be on student. Centric pedagogy and faculty accordingly have to equip with the new instructional strategies in order to improve quality and add value to the process. This statement was supported by 87.20% participants.
Work Culture

The need of the time is to re-evaluate the approach enabling challenges of Competitive environment are to be converted into opportunities by way of an effective work culture. Therefore, it is required;

Statement Y₁ that the students not only work hard but study smart with a positive attitude to create a differentiation by adding credibility to and making TLE a challenge experience reducing thereby process-risk. This statement was endorsed by 94.85% participants.

Statement Y₂ that the treasure of talent hidden in students is groomed faculty by the faculty and the parents of the students to result in real learning 87.20% participants were in support of this statement.

Statement Y₃ that the institution pursue a firm by flexible time-table exposing students to all the three segments of education-intellectual, emotional and spiritual for overall development of mind, body and spirit to stimulate total absorption of students in their holistic personality development. 84.60% participants were in favour of this statement.

Statement Y₄ that the short-cuts, guess work, mugging up etc are replaced forth with by igniting minds for thinking, critical appraisal, creativity and innovation. This statement was appreciated by 79.50% participation.

Social Commitment

The whole focus of all the stakeholders necessarily has to be embedded with social commitment which in turn demands:

Statement Z₁ that the faculty be totally engaged in professional development and involved in exploring contemporary advancement made in their respective fields of specification. This statement obtained acceptance of 92.30% participants.

Statement Z₂ that organizing personally and attitudinal programmes has to be mandatory with a view to churning out world class students confident in attitude and independent in decision making to effect a positive social change. This statement received approval of 87.20% participants.

Statement Z₃ that all stakeholders are expected to contribute towards the improvement in the quality of TLE with full Social Commitment. This was agreed upon by 89.75% participants.
Statement $Z_4$ that the performance of the institutional leadership is judged as to what extent they have been able to process available scarce resources into optimal level of value addition for social benefit 76.90% participants were in favour of this statement

III: Examination and Evaluation reforms.

The following steps need to be initiated towards reforming examination and evaluation system.

Minimizing Examination Cycle

- The present very wide examination and evaluation cycle entails 2-3 months. That results in shrinkage in the days for teaching-learning process. The following steps need to be considered for implementation in order to effect a reduction in the examination cycle:
  1. To start continuous mechanism round the academic session and keep the students fully engrossed in their studies.
  2. To implement single paper scheme of examination and relieve students of examination stress and strain. This way the regular academic transition would start from March 1st on re-opening of the college after winter vacations. It would help in gaining more days for teaching-learning. The institutions would be abuzz with academic dispensation from March 1st to October 31st (8 months). From Nov 1st – 15th Dec examination would be conducted and results to be out by the 10th Feb for all the degree classes.

- The present threshold limit for qualifying examination (36% or 40%) is new age old and need reconsideration. It provides scope for very high process risk (44% or 40%) at 80% optimal level which is not acceptable under any educational standards especially in the area of quality education. The present threshold limit may be raised upto 45% or 50% and further on incremental basis over the period. The ‘push factor
effect’ would make the students work further. There also need some riders for qualifying both internal and external examination.

- The present system of education is examination oriented. To reduce the dominance of examination the conventional ‘marks card’ is required to be replaced by the ‘balanced score card’ to reflect performance of students in all sphere of learning. The main objective is to focus on the real learning, intrinsic academic worth and overall personality development of students. Thus to accommodate scholastic as well as non-scholastic activities to form different components of the “Balanced score card”.

**Conclusion**

The stakeholders need to pursue a high intent. The institutional leadership, Department of Higher Education and affiliating Universities are desired to provide intelligent direction. The parents and faculty render skilful execution of activities. Continuous parental support and strong backing by the faculty would provide a golden opportunity to students to move ahead fast in their academic pursuits. The students as primary stakeholders are expected to put in sincere efforts in their studies. All these put together with academics zeal and zest and total social commitment would add value to the process finally to result in excellence. All the stakeholders should be subjected to the strict academic audit to encompass five cardinal components:

- Audit of policy
- Audit of Institution
- Audit of governance
- Audit of faculty
- Audit of students
In the Contemporary knowledge era, educational excellence has become a buzz word. Even if experts have had considerable difficulty in evolving a concern on what term “Educational Excellence” precisely stands for, yet most of these experts acknowledge that the concept is the central theme of any educational intervention effort. Given the fact that educational excellence is a relative terms, it can be defined as “the degree to which the system and institution of education are effective in providing the socio-economically viable citizen to the contemporary society”.

The concept of holistic efficiency in the education system emphasizes that educational excellence is the composite function of all the internal and external systematic constituents. As a matter of fact, the value addition process or teaching-learning-evaluation dynamics lies at the core of the excellence of the education system. In other words, any compromise on the effective execution of teaching-learning-evaluation is bound to impact the efficiency of the educational system as a whole. It is in realization of the significance of this core constituent that the National Assessment and Accreditation Council (NAAC) have assigned a weight-age of 45% to the criterion of ‘teaching-learning-evaluation’ on assessing the excellence of affiliated and constituent colleges.

The paper under discussion “Qualitative Improvement in Higher Education Institutions-Goal of Zero Tolerance for Process Risk” by Dr. Nazir Ahmad Gilkar is a right pick, laid on a well thought out framework. Building on the backdrop of the higher education scenario in Jammu & Kashmir, the author has touched upon a few characteristics of the dismal standing of the state’s higher education sector. The empirical study focuses on the core constituent of the system viz, teaching, learning and evaluation. In a attempt to explore the risk associated with the dynamic process of teaching-learning-evaluation, the paper takes up three delicate elements critical to the effectiveness of the core constituent. These include competitive environment, work culture and social commitment. The author has attempted to investigate the critical areas of the three typical dimensions and delved deep into the factors that determine the efficacy of the teaching-learning-elevation process.

By writing a paper on such a key area, the author has amply demonstrated his deep understanding of the dynamics of the quality and excellence of the higher education institutions and the system as a whole. The paper has opened up a new vistas for studying the tacit be equally crucial elements of the educational excellence.
"Teacher Education orientation to Teaching Profession; Vocational Guidance"

Prof. Ashok Amia

INTRODUCTION

Teaching is less of a passion and more of a profession these days and has lost the sheen which our parents used to tell us how teachers motivated them for excellence.

Positive attitude among the teachers is basic pre-requisite to achieve the total transformation of mankind, the purpose for which he has been created. The stuff in its raw form needs proper chiseling, hammering and quality finish as per the innate quality of stuff. After revered prophets, the contribution of teachers cannot be ignored by all of us; the teachers with positive attitude are the real captains of the globe. Positive attitude amongst the teachers is the means to achieve the objective of evolutionary refinement and polished transformation of the mankind and give the man a place and position superior to all other creations.

One area of interest in education, to both educationists and laymen, is attitude. Allport (1967:8), a major contributor in the study of attitude, referred to the subject as “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which is related.” Though there are many theories on attitude formation, there is no particular theory which attempts to explain attitude towards teachings. This lack of theory may be attributed to the disagreement among educationists’ as to what is meant by “attitude towards teaching”. Attitude towards teaching is a broad concept, having several dimensions in its interpretation. One dimension views teaching as a profession. Another dimension refers to the actual teaching process in the classroom. A third dimension is linked to the client in the classroom i.e. the pupils. This dimension may regard teaching as the interaction between teacher and pupils. A fourth dimension refers to the workload of teachers. (Yaakub, Noran Fauzlah)

The teacher is the most important element of an education system. The teacher’s personal characteristics, his/her proficiency as the manager of learning activities, skills in monitoring the learning process and in teaching, background, and relations with students and other individuals influence his/her study and success within the classroom (Aydin, 1993). Another important factor that affects a teacher’s success and efficiency is his/her attitude.
towards the profession.

The education system and especially teachers have very important roles in raising a healthy society and qualified individuals. The teacher has the power of influence all other variables about education. In order to be successful in teaching profession, one need to love the profession and perform it willingly. (Guneyli, Ahmed and Aslan, Canan)

Teachers are one of the most important elements of the social structure that is called school. Teaching is an expert career which under takes the educational, instructional and related administrative duties. Teachers are the most important element in terms of reaching the school aims. In this respect, teachers are the secret heroes of the school management, the real possessors of the product of education and the key to the students’ success. The success of education system cannot be considered separate from the success of teachers who puts into practice and carries out the system; because no education model can offer services above the level of the personnel operating the model. At this point, the education of the teachers who undertakes the duty to educate young generation who will bring the countries into the future as influential world countries is extremely important.

Teaching is one of the most common vocations. Most of the teachers work as public sector employees. Teaching profession is not a high-salaried profession. In terms of human relationship, teaching, unlike some other professions, requires communication and interaction with various people. Teachers are not only in close relationship with their students in the classroom setting; they also interact with parents and also the society outside the school environment. A good teacher should be patient, friendly, and tolerant; he should control his emotions, show respect to different beliefs, ideas and groups and help them achieve harmony, motivate and support his students, solve problems and care for his appearance, hygiene and to order. A good teacher should also possess some vocational features; he should strive for self-improvement, follow closely the latest development about teaching and learning and strategies, ground all classroom, make use of all kinds of teaching methods, techniques and strategies, ground all classroom management activities on student participation, use reliable and valid assessment techniques and evaluate students’ achievement objectively and cooperate with administrators, teachers and school psychological counsellor.

Objectives

1) To ascertain the attitudes which need to be developed through vocational guidance?
2) To suggest improvements in the education system.
Vocational Guidance

Selecting a profession is the process beginning with the childhood when an idea is professions among many available. Vocational guidance service is the service offered to the individual during the development process beginning with the childhood when an idea of profession begins to form in one’s mind until the person acquires the profession and this service also aims to help the individuals achieve vocational development goals. Vocational guidance service is a life-long service with its developmental approach. This service is also continues to be offered during the professional life for helping the individual know himself, decide upon educational and vocational choices, harmonize with the job and profession, be effective, change jobs and prepare for retirement. (Yuksel-Sahin, Fulya and Hotaman, Davut)

There are various theoretical views on selecting a profession and professional development. One of these theories, Factor theory of occupational Choice is based on parsons’ studies in professions office. According to this theory, every individual has unique features. The possibility of being successful is higher when the features of the individual and the features the profession requires are similar (Canel, 2007). According to Holland’s typological theory, people are divided into six groups in terms of personality traits: realistic, investigative, artistic, enterprising, social and conventional. This theory considered profession selection as an expression of personality. Teaching profession is included in the social personality type. Social personality type is related to being helpful, responsible, social cooperative, empathetic, friendly, sincere, patient, kind and understanding, solving social problems and helping people (Nugent sincere’,1990). Social learning theory tries to explain the reasons why an individual tends to choose an education program or profession and why he might want to change his career at some point in his life.

For teaching profession, the individual needs to have a detailed view of himself, have correct and detailed information about teaching profession, possess correct decision-making skills for teaching profession, develop a positive attitude towards teaching and possess features that teaching profession requires such as being able to cooperate, taking on responsibilities and communicating effectively. In this respect, it is suitable that the students whose traits are appropriate for teaching profession and who are willing to be teachers are guided to institutions which train teachers. At this point, the psychological counsellor should differ the individual vocational guidance and psychological counselling.
As teaching is an ethical investment, it requires a strict synthesis of theory and practice. Theory is unless without practice and practice which is not led by theory cannot achieve its objective. It should be checked whether education (school practices) is functionally effective and the deficiencies of teacher trainees should be made up; it is necessary to make sure that teacher trainees achieve proficiency before they become part of the system. The newly appointed teachers should be offered guidance by experienced teachers at their workplace or by the teacher education institutions. The educational institutions which have trained teacher trainees should follow them to make sure whether they are fulfilling their duties as expected and review their teacher education programs considering the obstacles and deficiency these trainees have experienced. The system should operate actively as continuous cycle and should use the results of practices as feedback the rearrangement of the program.

Effective Teacher Attitude which need to be developed in teachers while providing Vocational education to them:

1) Loving, empathetic, and demonstrating attitudes;

The teachers need to demonstrate the attitude which is loving, empathetic and demonstrative. The prime responsibilities of the institutions, imparting education to teachers is to develop the teachers for the above mentioned attitudes. The students’ needs support for both communication and care in order to achieve personal relationship with their teachers. Research has emphasized the importance of developing a caring and cordial relationship between teachers and students. Noddings (1984) believes the entire school curriculum should be built around the ethic of care. She contends that with this construction, caring will become an integral part of a committed, reciprocal relationship between the teacher and student.

2) Development of attitude which fosters joint responsibility;

The teachers in particular and the students in general have to shoulder responsibilities for the overall development of educations for the betterment social order. Carlson and Hastie (1997) believe teachers’ and students’ agendas need to overlap and be in support of each other, and the end result would be a positive learning environment. This way of learning is a challenging way of constructing freedom in the classroom. The strength in a constructivist based classroom is in the lessons and activities of the students. Zimmerman (1990) and Claxton (1996) believe that the learning process should be
organized in such a way that students take responsibility for their own learning. Students should be independent and able to make decisions about their learning ability and then plan accordingly.

3) Sensitively accepting diversity; 
It is inevitable for student’s community to feel positive about themselves in order to try new and novel things for the overall betterment of mankind. Verbally praising a shy or friendless child can be a turning point for their self-esteem and confidence level. All children are born with a talent but it is the prime duty of the teacher to unveil the hidden talent and qualities of the students under his guidance. A teacher has the ability to reinforce, support, and appreciate the work and efforts of his/her students. Training programmes for teachers need to provide them expertise, knowledge and positive aptitude with diversity, including cultural diversity to impart the same to students under his/her guidance.

4) Customized instruction; 
Customization is a process where each student ought to be given individual guidance and attention, though it may not be easy but we have to device a mechanism for the same. The term customization has been borrowed from the marketing literature. When designing the lessons plans for students, the teachers must make use of video games, computers, televisions, sports, and music to invite the attention of their pupil. When provided with motivating activities and lessons, students become active and independent agents of their own learning. Learning should become an open adventure that does not mean one straight and narrow path, but many roads with variety of options for the students to go ahead in his/her career. Students have right to travel with an encouraging facilitator or teacher waiting at each road block or challenge with a smile and an optimistic attitude that encourages them to continue their learning adventures. All children need a form of individualized instructions to be actively involved in their learning. Teachers may resist the extra work required with individualizing, but research supports its importance.

5) Encouraging innovation creativity, and analyticity in the young minds; 
The training for teachers must inculcate in them the attitude encouraging innovation, Creativity, Analyticity in the young minds working under their supervision. When given the opportunity to be creative, students automatically will take their learning to higher levels and become actively engaged in lessons by contributing new ideas and better innovations. Teachers should capitalize on students’ and infuse intrinsic motivation,
cognitive learning styles, and better skill levels. This type of environment will be conducive to foster better, cordial educational setup.

6) Friendly behavior;
Training of teachers needs to develop in them the attitude to be friend the students in general. Teacher is a person who must always be ready to provide solution to the problem faced by students. He is always held as a man of last resort by his students to guide them when they are in trouble or need him badly.

7) Change agents;
Teachers are the change agents of the nation besides real social reforms. The educational institutes meant for training teachers ought to teach the significance of change in view of dynamic world as technology is changing every second. There should be regular workshops in the institutions to disseminate information to the teachers which is the only viable option in this era to improve the education. This emphasis on role of teachers as change agents needs to be emphasized and realized in its totality. Model for the development of positive attitudes in teachers.
Recommendations:

1) Main objective of teacher training programme should be inculcate attitude towards teaching techniques.

2) Developing of positive attitude among teachers through training programmes shall mental overhaul of teachers.

3) The teachers are the noble souls highly responsible for the overall development of societies which needs to be emphasized to them.

4) The education period, semesters, required courses, evaluation methods, education courses of teacher trainees should be continuously reviewed and reformed in accordance with the requirement of the time.

5) It is suitable that the students whose traits are appropriate for teaching profession and who are willing to be teachers are guided to institutions which train teachers. The selection process for entry of students desirous for teaching courses should be designed in such a manner where by students who have craving for teaching profession should only be able to qualify it.

6) An effective teacher should be one who is tolerant, patient, open-minded, flexible, affectionate, talented and humorous and should encourage and support his students under all odds. He should set a positive model, should help the students develop their self-confidence, and should be able to communicate effectively with his students.

7) Vocational guidance and psychological counseling is necessary for a healthy and effective performance in teaching profession. For teaching profession, the individual needs to have a detailed view of himself, have correct and detailed information about teaching profession; possess correct decision-making skills for teaching profession, develop a positive attitude towards teaching and possess features that teaching profession requires such as being able to cooperate, taking on responsibilities and communicating effectively.

8) The use of new technology especially the information and communication technology (ICT) should be included in the teacher training programmes.

9) There should be a mechanism for recognizing and rewarding excellent teachers in general and particularly for those who demonstrate innovate teaching method.
Conclusion:

Our educational system suffers from so many drawbacks. But in spite of the limitations imposed by slow and limited growth of education, education has become one of the influential instruments of social change. It has led to the mobilization of people’s aspirations for development and change. Thus in modern complex societies, education can neither be regarded as a controlling force conserving cultural heritage, nor could it be viewed as an agent of social change. It can only be regarded as a cooperative force in bringing about social changes decided by the forces processing more pervasive power in society. In his backdrop the teacher education is important both from the individual perspective by developing positive attitude in teachers and indirectly by helping the development of healthy society by imparting knowledge as the basic level.

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INTRODUCTION

Knowledge Society is defined as any society in which knowledge is the primary production resource instead of capital and labour. A Knowledge society creates and uses knowledge for prosperity and well being of its people depends upon the innovation rather than mobilizing its labour and selling its natural resources (wikipedia). It is evident that knowledge lays the sound foundation for development of the capabilities of human resource of a country. All over the world, the thrust is on utilization of the knowledge for the betterment of the societies. Knowledge has become a major component of any human activity in a knowledge society. Human activities related to Social, economic and cultural aspect become dependent on the advanced knowledge and information technology. Knowledge becomes a major creative force in the knowledge society. In the developed and developing countries of the world in last two centuries human labour was replaced by the machines for creation of wealth. A knowledge society is one in which knowledge has become key source (Houghton, ISheehan, P, 200). National Innovation System (NIS) is considered the heart of the knowledge society. It is continuously pumping knowledge to its organs through complex information and communication network, of which the internet is the prime example. The World Bank has identified four pillars of knowledge economy United States is the only country in the world which has privilege of having them.

The pillars are:-

1 Education and training
2 Information infrastructure
3 Economic incentive and institutional regime
4 Innovation in system

India on the way of progress has to further intensify the nation-wide effort for the development of human resources by providing them quality higher education it is said that ‘no people can rise above the level of its teachers. Creative teachers with skill are expected to produce better product in term of the students. The system is to be devised to appoint teachers on the basis of choice and should leave no scope for chance.

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NEED AND IMPORTANCE

Quality teacher education is closely linked with the professional growth and competence. Alvin Toffler (1973) has said “it is no longer sufficient for Johny to understand the past. It is not even enough for him to understand the present, the here-and-now environment will soon vanish. Johny must learn to anticipate the directions and rate of change….and so must Johny’s teachers.” Traditional methods and knowledge has become obsolete and is to be replaced by the modern techniques like, micro teaching, simulation, programmed learning, interaction analysis, computer assisted programmes.

The National knowledge commission constituted on 13th June, 2005 as a second wave of institution building and of excellence in the field of educational research and capacity building. It is meant to build excellence in the educational system to “meet the knowledge challenges of the present century and increase competitive advantages:’ in the fields of knowledge in India.

India being the second highest in terms of population, is very much conscious of its enormous growth, should not consider it as problem but has to develop it as human resource, which will ultimately result in economic prosperity of the country. China the most populous country of world is an example has realized the need of the proper time. The country has put all its efforts to make its people conscious and has developed them as skilled and knowledgeable workers resulting in the removal of unemployment and in economic stability of the country. The country has taken its population as a resource not a problem. In India about 75% of its population is living in the rural areas cannot effort to deprive any individual of education and exposure to information technology, which is the crux of the knowledge driven society.

Objectives
a) To enhance the capability of teachers by exposing them to modern methods and devices of teaching
b) Improvement and enhancement of the relevance of training programmes for development of quality teachers
c) Ensure a better distribution and optimum utilization of teachers
d) Institutionalize the incentives and accountability system for teachers to improve performance
e) To make the teaching-learning material more relevant for development of teacher education
f) To improve the quality of teacher education by creating a learning culture that will permit teachers to expand their intellectual horizons, to acquire and constantly improve professional efficiency
To enhance the capability of teachers for creating the knowledge society which will lead to sound economic base of country
To develop an efficient innovative system in teacher education for social and economic transformation of the society
To draft teacher education curriculum for specialized knowledge skills and inherent code of ethics.

**Methodology**
The secondary data used for the study reveals that the present scenario in the world compels in the researchers, educationist, expert and scientists to make it possible that every individual should be provided a chance to utilize its capabilities with which he is bestowed. Delor Commission served further to under-score the role of education as basic element of the individual and societal development and peaceful co-existence. In confirming the capacity to learn as the treasure, everyone has within him. The task of education is to ensure all children and adults have the right to life-long learning along four core dimensions or pillars:

a) Learning to know  
b) Learning to do  
c) Learning to live together  
d) Learning to be  
These dimensions are possible only when the budget is enhanced, quality teachers are employed, adequate infrastructure with modern facilities are raised.

Experts realized that natural resources which were put to use of the development of societies, are short live and the alternative for which is the knowledge society. The developed countries of the world are successful in attracting the youth from developing and under developing countries by providing quality Higher Education to them, making institutions of higher standards with the help of its Quality Teacher’s infrastructure and curriculum.

**Discussion**
Implementation of National Policy on education (1986) created a lot of opportunities to restructure the existing teacher education programmes both in pre-service as well as in-service education. Many centrally sponsored schemes and programmes are launched to enhance the Quality Teacher Education.

Knowledge creation and lifelong learning are of prime importance for the prosperity. Formal system of education is not the only method for transmission of knowledge but “Tacit-knowledge” is equally important. The educational system should not only transmit knowledge but should teach how to learn.

Quality in Teacher Education stresses for the role, the teacher educators. Have to play. They to be knowledge workers, facilitators consultants and counselor to create a learning society
and competent teacher community. The nation cannot depend on natural resources and labor but has to shift to technical innovations and creative use of knowledge. America technologically and educationally the most developed country of the world has more than 60% of workers as knowledge workers. On the global level only 5% people have access to information and communication technology. There is growing demand for the technical degree and credentials with international recognition. This demand can be met only when Quality Teacher Education institutions will play a significant role for developing leadership qualities innovative and critical thinking among its youth. These institutions have to generate, disseminate and transfer knowledge to the society for ethical and secure lives. In the contemporary world need is felt to agree with Confucian.

551-479, (BC), the Chinese philosopher who explains in the ascent and decent phases of human life. When the knowledge of things is gained, understanding is reached, when understanding is reached; the will is sincere; the heart is righteous; when the heart is righteous, the personal life is cultivated, the home is regulated, when the home life is regulated, the national life is orderly, the world is at peace. From the emperor down to the common man, the cultivation of the righteous life is the foundation of all.

In 2000-2001 academic year America earned $11 billion from the enrollment of the foreign students, studying in their institution of which second highest member was of Indian student (Guruz, K; Pal, N.K.2002) and in 2009 it earned $40 billion. This was only possible because of their institution of international repute. India being a developing country has to put all its efforts for economic and technical development. The existing assets are to put optimum use for the benefit of all the sections of the society (NPE, 1986).

Education in India particularly higher education has expanded enormously. There are almost 450 Universities, 20,000 colleges and hundreds of national and regional research institutions but still only 11% of student population has asses to higher education. Privatization of education has not benefited the cause of education to large extent. Privatization reduced education to commodity, teachers to tutors and teaching to coaching, 150 private universities and colleges were derecognized by Government of Chhattisgarh in 2004, causing irreparable loss to the student and teacher community. On 19th January, 2010 UGC derecognized 44 deemed universities which are an alarming situation, that the mere expansion without maintaining the standard will create more problem than to strength the economy of the country.

The report of International Commission on Education for 21st Century (1996) writes; “a rethinking of teacher education is necessary to bring out in future teachers, precisely those
human intellectuals qualities that will facilitate a fresh approach to teaching.” “In the present scenario, it is need of the hour to meet the changing needs and the demands of the society by updating the curriculum. To develop teacher education course that will focus on specialized knowledge, specialized skills and have in built code of professional ethics. Advancement in the world indicated that in future, teaching will not be limited to classroom teaching; students will no longer depend the teacher for seeking knowledge about the subject matter. Different sources like Internet, Computers, newspapers, journals, books are available for the transmission of knowledge. Teachers will have to develop problem solving skills, Self-Learning materials to suit their needs and style of learning.

Alvin Toffler (1973) writes, “The illiterate of the 21st Century will not be those who cannot read and write but those who cannot learn, unlearn and relearn. However, unlearning may be difficult as beliefs, values, knowledge, abilities and skills that are held are often deeply embedded in us”.

The quality products of the institutions will help the society to become knowledge society. Learning in a society in an ongoing process at every stage. Participation in educational activities should remain open to all. Quality Teacher Education is the back-bone of the ‘knowledge society’. It is highly appreciating that ‘Right to Education’ has become the fundamental right but quality should not become the causality.

SUGGESTIONS

a) Thrust of curriculum should be for the skill development as effecting teaching strategies among the teacher trainees.

b) Teacher Educators, Administrators and other employees should take high responsibility for the achievement of challenging standards for all the teacher trainees.

c) Pupil teachers as well as teacher educators should communicate and discuss regularly with each other about effective teaching and learning strategies.

d) Infrastructure and modern gadgets should available education colleges for development of Quality Teacher Education.

e) Quality Teacher Education is considered to be the back bone knowledge society

Expansion is essential but quality should not become causality.
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“ADMINISTRATIVE SUPPORT FOR QUALITATIVE SUSTANCE IN TEACHER EDUCATION”

Manzoor Ahmad Wazir

(“Quality is a process of attempting to promote change in student’’--- Arends 1994)

There are several interpretations of quality. Quality is the totality of features and characteristics of quality. Quality is totality a features and characteristics of a product or service that bear on its ability to service that bear on its ability to satisfy stated or implied needs’’

(Johnson and Winchelle) 1990

Introduction:

Quality of Higher Education has been a crying concern among the educational planners and administrators at the national and state levels. The concern is equally visible among the institutional managers, parents and students. Quality is considered as perceptual, it is both process and product even after heavy expenditures there is still a question mark on quality assurance in Higher Education.

The pattern of Teacher Education in India is a legacy largely of the British Education System. The British mode was understandably western in values objectives, content and methodology. This has obviously come in the way of preparing teachers in accordance with the needs and requirements of our country. It is for this reason that we have not been able to evolve a system of teacher Education suited to our soil.

A special concern for teacher education lies in quality as a condition for the over all improvement of the system of education. Students can only be as good as are the teachers. There is a need to built natural system of education based on our country’s cultural ethos, natural unity and diversity synchronizing with change and continuity.

- Preparing professionally competent teachers to play their roles effectively and efficiently as per the needs of the society.
- Upgrading the standards of teacher education enhancing the social status of teachers and developing amongst them a sense of commitment.

Quality management is a continuous process and involve identifying quality ideas, information systemization adopting innovative practices. The real concern for any organization that wishes excellence is how to raise its performance to world class levels. It is his desire that stirs and forces them to look for ideas, methods and processes that could serve

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them as tools for excellence. They critically examine themselves as well as other organizations to learn from and implement successful practices.

A pre-requisite step is management of quality is developing a set of indicators of quality. Lot of programmes have been initiated to bring the quality change in teaching learning process to that the teachers who come out of the system are in a positive to stand the completion and challenges that they confront.

There has been a phenomenal growth of teaching profession in India since independence. The national policy on education 1986 on revised in 1992, placed significant emphasis on pre induction as well as on in-service containing education of teachers. Over the years India has developed a multi tier infrastructure for teacher education. At the national level, national council of educational research and training (NCERT) set up in 1961, leads the country developing programmes and providing training through innovative programmes.

NCTE was developed in August (1995) for planned and coordinated development of Teacher Education. Some of its major functions are laying down norms for various education courses, recognition of teacher education. Institutions laying down guidelines in respect of qualifications for appointment of teacher.

Following the guidelines of NPE (1986) and in line with the global practices of ensuring quality of teaching, research extension and governance UGC established an autonomous organization NAAC. With an objective to have a look at the institutions in a focused way to help them to work continuously to improve the quality of education. UGC very rightly linked the outcome of assessment and accreditation with its development support to the institution.

But the ground reality is that the recommendations of NAAC are not taken seriously either by the state Govt. or by the Universities. No institution can grow in isolation. Investment in teacher education can yield very rich dividends. First rate training institute can play a crucial role in the development of education. The quality of training institute remain with a few exceptions either mediocre or poor.

The recommendations of NAAC should be a binding on state as well as the Universities. Such institutes can with the support from State Government and Universities come up with a comprehensive programme for quality improvement of Teacher Education institutions.
This they can do by removing the isolation of training institutes by bringing them in contact with the direct streams of academic life of the Universities and establishing close relations with the schools and lecturers, the training institutions.

**Preparing teachers for different levels.**

- Improving the quality of training institute. (With liberal financial assistance)
- Expanding training facilities.
- Comprehensive evaluation of methodology.
- Education system should be designed to encourage initiative creativity and experimentation on large scale.

There is a need to give freedom to all such Teacher Education Institutes to try their innovative techniques of teaching of teaching and elevation. This can be done by giving autonomous status to such institutions.

- Such institutions need liberal financial airport from State Government, UGC and other apex institutes.
- There is an immediate need to eliminate irrelevant matter and relate the curriculum closely to the teacher’s responsibilities and to tour conditions, problems and studies.
- Innovations are more likely to occur if there is a ladder promotion up which the bright young teacher can hope to climb by outstanding service.
- Refresher courses for teachers organized in collaboration with national agency can go a long way to better the lot of teacher trainers.
- Using improved methods of evaluation improving practice teaching.
- Revising curricula and programmes at all levels of teacher education. We do not value the findings on recommendations of our prestigious institutions and that is how stake holders lose faith in the credibility of such institutions.
“A Study of Teacher Effectiveness of In-service B.Ed pupil Teachers: A Comparative Study of Rural and Urban Teachers”

*Seema Naz  
**Saima Gazanffar

INTRODUCTION

An educational institutions performs a significant function of providing learning experiences to led their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers. As stated by NCTE (1998) in quality Concerns in Secondary Teacher Education, the teacher is the most important element in any educational programme. It is the teacher who is mainly responsible for implementation of the educational process at any stage. This shows that is imperative to invest in the preparation of teachers, so that the future of a nation is secure. The National Curriculum Framework 2005 places demands and expectations on the teachers, which need to be addressed by both initial and continuing teacher education.

It is well know that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A Programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and profession and face the challenges therein. According to Goods Dictionary of Education, “Teacher education” means all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. In 1906-1956, the programme of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It has narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatric put it, training is given to animals and circus performs, while education is to human being skills. Teacher Education encompasses teaching skills, sound pedagogical theory and professional skills, Teacher Education= Teaching Skills + Pedagogical Theory + Professional Skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes
effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practice the teaching skills in the classroom. Professional skills include the techniques, strategies and approached that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of teaching and Teacher Education (1987), - Teacher Education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process. Teacher Education is based on the theory that-Teachers are made, not born. Since teaching considered an art and a science, the teacher has to acquire not only knowledge, but also skills that are called-tricks of the trade. Teacher education is broad and comprehensive. In order to prepare teacher who are competent to face the challenges of the dynamic society. Teacher education has to keep abreast of recent development and trends. Effectiveness teachers must possess the knowledge and skills needed to attain the goal and must be able to use the knowledge and those skills appropriately if these goals are to be achieved, the procession of knowledge and skills falls under the heading of ‘teacher competence’ and the use of knowledge and skills in the classroom is referred to as ‘teacher performance’. Teacher competence and teacher performance with the accomplishment of teacher goals, is the ‘teacher effectiveness’

Anderson (1991) state that, “An effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on learning of their students”

Durkini (1977) considered that teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon the students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills and teacher performance as the way a teacher behaves in the process of teaching. Thus “effectiveness” is defined either implicitly or explicitly by the gains made by teacher’s students on achievement tests.
Vegas and Petrow (2008) categorized the following variables that influence teacher effectiveness:

- **Student characteristics and behavior.** These include health and nutrition, preschool experiences, age of entry into school, support from parents and siblings, socioeconomic status and language.

- **School and teacher characteristics and behavior-school include infrastructure, material, material and text books, class size, peer group and school climate. Teacher characteristics include motivation, knowledge/education, pedagogy, time on profession/experience, rotation and turnover, and sense of professional callings.**

- **Organizational Factors:** These factors include teacher salaries and special incentives, level of decision making, authority, technical assistance and financing, curriculum and standard, national assessment and involvement of teachers union, parent and community.

**Need and Significance:** Teaching effectiveness is dependent upon the interaction between the instructor’s subject matter knowledge and teaching (pedagogical) ability. The following scenarios illustrate the nature of the complex interaction between these two critical variable:

1. An individual may possess a substantial amount of subject- matter knowledge, yet be unable to design and implement instructional method to enhance student learning due to a lack of pedagogical ability.

2. Conversely, an individual may possess some generic pedagogical skills, yet have limited subjects-matter knowledge and again be predisposed to ineffective teaching.

These scenarios indicate that it is impossible to be an effective teacher without being competent in both subject-matter knowledge and pedagogical ability. Consequently, subject-matter knowledge remains a necessary prerequisite for effective teaching, not the sole determinant.

Rosenshine and Frust (1973) concluded that the five most important teacher-effectiveness variables are (a) Clarity, (b) variability (c) Enthusiasm (d) Task-orientated and/or Business like Behaviors, and (e) Student Opportunity to Learn Criterion Material.

The “Four Aces of effective Teaching” (Walls, 1999) are; outcomes, clarity, engagement, enthusiasm.
Gupta (1995) examined the relationship between job satisfaction and teacher effectiveness of secondary schools teachers and their teaching effectiveness on a sample of 560 teachers of Uttar Pradesh and found that the co-efficient of correlation between overall dimensions of job satisfaction of teacher viz salary and other benefits; community aspect supervision; family life; policies and practices; growth and practices were significantly related with teacher effectiveness.

Singh (2002) concluded a comparative study of job satisfaction of teacher education on relation to their values, attitude towards teaching and teacher effectiveness. Results, of the present study show that job satisfaction is positively correlated with social value, hedonistic value power value. Attitude towards teaching is positively correlated with job satisfaction. Teacher effectiveness is found to be positively and significantly correlated with job satisfaction.

Schutle et.al (2008) analyzed the characteristics of effective high school teacher as perceived by 615 college student in relation to gender, ethnicity, students status and generational status. Qualitative analyses revealed the presence of 24 themes: caring communication, creative, disciplinarian, fairness, flexible, friendly, fun, knowledgeable. Listening, manages, classroom, uses different modalities, involving, motivating, organized, passion for teaching, patience, builds, relationships, shows respect to others, challenges, service, teaches well and good personality.

Hameed and Majustha (2010) tried to explain teacher efficiency as a correlate of teaching styles and organization culture and it was reported that school culture has a significant bearing on teaching efficiency.

Statement of the Problem

A Study of Teacher Effectiveness of In-service B.Ed pupil teachers; A comparative Study of Rural and Urban Teachers.

Objectives of the Study

1. To Study the teacher effectiveness of Rural and urban In-service B.Ed pupil Teachers
2. To compare Rural and Urban In-service B.Ed pupil Teachers on Teacher
Null Hypothesis:

1. There is no significant difference between In-service rural B.Ed pupil teachers and In-service Urban B.Ed pupil teachers on teacher effectiveness.

Operational definition of the Variables:

- **In-service Rural B.Ed Pupil Teachers**: For the purpose present study In-service Rural pupil teachers are those who belong to rural area are presently doing B.Ed from Government College of Education. They are employed and have more than five years of teaching experience.

- **In-service Urban B.Ed Pupil Teachers**: For the purpose of present study In-service Urban B.Ed pupil teachers are those who belong to Srinagar district and are presently doing B.Ed from Government College of Education. They are employed and have more than five year of experience.

- **Effectiveness**: For the present study the scores obtained by the sample subjects on administration of Dr. Shallu Puri and S.C. Gakhar Teacher Effectiveness Inventory.

Design of the Study:

**Sample**: For the present study a sample of 50 rural and 50 urban In-service B.Ed pupil teachers were selected randomly from Government College of Education, M.A. Road, Srinagar.

Table 1

<table>
<thead>
<tr>
<th>Groups</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Teachers</td>
<td>50</td>
</tr>
<tr>
<td>Urban Teacher</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

**Tools**: For the present study the tool used were Dr. Shallu Puri and S.C. Gakhar Teacher Effectiveness Inventory

**Procedure**: The sample was collected on the basis of random sampling technique. Dr. Shallu Puri and S.C. Gakhar Teacher Effectiveness Inventory was administered to collect the required data from Rural and Urban In-service B.Ed pupil Teachers.
Statistical Treatment: The data collected was subjected to the following treatment:

1. Mean
2. Standard Deviation.
3. t. Test

Analysis and Interpretation of Data: The data collected through the administration of Teacher effectiveness Inventory was statistically analyzed by applying t-test. The analysis and interpretation of the data was statistically form in the following manner.

Table: 2

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural Teacher</td>
<td>50</td>
<td>288.08</td>
<td>23.313</td>
<td>1.60</td>
<td>Not significant</td>
</tr>
<tr>
<td>Urban Teachers</td>
<td>50</td>
<td>280.92</td>
<td>21.3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of the above table indicated that there is no significant difference between Rural and urban In-service B.Ed pupil teachers on Teacher Effectiveness. Both the groups agreed that one should provide appropriate motivational opportunities to students, encourage students to ask questions so as to clarify their doubts in the class respect ideas and suggestions of students. The teacher should try to make use of devices like pictures, charts, computer assisted instruction, cooperative learning, maps, interactive techniques so as to make teaching effective and interesting. The hypothesis that reads as there is no significant difference between Rural and Urban In-service pupil teachers on teacher Effectiveness. “Stands accepted.

Major Findings: It was found that there is no significant difference between Rural and Urban In-service B.Ed pupil teachers on Teacher Effectiveness.

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“INFLUENCE OF B. ED. PROGRAMME ON TEACHING EFFECTIVENESS OF PROSPECTIVE TEACHER”

*Shamas-Ud-Din Ahangar

**Mr. Lukhvinder Singh Sodhi

INTRODUCTION

Teachers are the creators of new knowledge and exponents of expansion of knowledge. They are incarnates of inventions and discoveries to bring positive changes for leading better life of individuals as well as of nations. They are parameters of inspirations and creations. Their influence is unbounded, unlimited and immeasurable, which touches the heights of the entire universe. Efficient teachers are capable of exploring and exposing the potentialities of those who come in their contact. So, the efficient teacher, in an educational system, is more important than all other educational factors taken together syllabus, text books, equipment etc. Thus, teachers are the nation builders and educational institutions are the fountain head of all that goes to make the foundation of a nation strong.

The teaching profession is universally regarded not only as one of the most important profession of civilized life, but also the noblest of all. The strength of education system largely depends upon the quality of teachers who sustain it. Pupil teachers or pre service teachers are those individuals who are getting training to be teachers.

Teacher education and training can play a vital role in the world wide changing scenario. A training institution is a laboratory where philosophical thoughts and teaching techniques are demonstrated and experimented, resulting in the development of different skills. Teacher training should be well planned programme for the preparation and orientation of teachers, as they are expected to shape and make the lives of millions of children. It is, therefore, the need of the hour that the teacher education institutions should produce competent teachers who can function efficiently and effectively in classroom situations and can establish good relations with their students, colleagues in particular and the society in general.

The most popular programme in teacher education in the country is the B.Ed programme or course. The teacher education system in the country is generally equated with the pervasive and multipurpose B.Ed programme which is designed to prepare teachers of different stages of school education, school supervisor and administrators.

The main function of B.Ed course is to provide appropriate inputs to the prospective teachers so that they acquire the necessary insight and skills which enables them to become effective teachers which Indian society needs so intensely.

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**Assistant Professor, Govt. College of Education, M.A. Road, Srinagar
It is difficult to enumerate the characteristics and competencies that make a teacher effective. Teacher effectiveness is basic to the understanding of teacher behaviour but there is no clear cut and universally accepted definition of it.

Effectiveness of a teacher can be well assessed by using three classes of variables related to teacher effectiveness defined by Mitzel and Gross (1960) as under:

- Presage criteria
- Process criteria
- Product criteria

OBJECTIVES

1. To study the influence of one year regular B.Ed programme (face to face) on the prospective teachers.
2. To find the change in teacher effectiveness of teacher trainees due to the impact of B.Ed programme.
3. To find the difference in teacher effectiveness of male and female teacher trainees due to the impact of B.Ed programme.

METHOD AND PROCEDURE

In this study, “pre-test and post-test design” has been adopted. One year regular B.Ed programme of Govt. College of Education was the independent variable, whereas, ‘teacher effectiveness’ was the dependent variable. Sex was another independent variable in the study. The dependent variable was measured at two levels during the B.Ed programme:

a) At first level (Pre-test) - Immediately after the admission.

b) At final level (Post-test) - At the end of session before the final exams.

SAMPLE

A sample consisting of 100 pupil teachers (50 males and 50 female) was randomly drawn from 5 B. ED sections-A, B, C, D and E of the college belonging to Anantnag, Bandipura, Budgam, Jammu, Kargil, Kupwara, Leh, Pulwama, Punch, Rajouri, Samba, & Srinagar districts of the Jammu & Kashmir state.

TOOL

“Teacher Effectiveness Scale” by Dr. B. K. Passi (1999) was used.
ADMINISTRATION

Passi’s Teacher Effectiveness Scale was personally administered on the subjects at two stages i.e. at the entry stage of training and at the end of the training. There was no time limit to respond to the scale.

ANALYSIS, INTERPRETATION AND RESULTS

Table No. 1 Showing mean scores and standard deviation of prospective teachers:

<table>
<thead>
<tr>
<th>Statistical Method</th>
<th>Pro-test</th>
<th>Post-test</th>
<th>Significant at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>307.16</td>
<td>323.87</td>
<td>0.01</td>
</tr>
<tr>
<td>S.D.</td>
<td>15.46</td>
<td>10.93</td>
<td></td>
</tr>
</tbody>
</table>

The table indicates that a significant difference exists between teacher effectiveness of prospective teachers before and after doing B.Ed. It may further be stated the teacher effectiveness of prospective teachers improved after doing B.Ed as mean score for post test was higher than that of pre-test indicating that the B.Ed programme has favorable effect on teacher effectiveness of prospective teachers.

Table No. 02 showing mean scores and standard deviation of female prospective teachers:

<table>
<thead>
<tr>
<th>Statistical Method</th>
<th>Pro-test</th>
<th>Post-test</th>
<th>Significant at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>306.23</td>
<td>323.45</td>
<td>0.01</td>
</tr>
<tr>
<td>S.D.</td>
<td>15.81</td>
<td>10.91</td>
<td></td>
</tr>
</tbody>
</table>

This revealed that a significant difference exists between teachers effectiveness of female prospective teachers before and after doing B.Ed. It means teacher effectiveness of female prospective teachers improved after doing B.Ed as mean score post-test was higher than that of pre-test indicating that the B.Ed programme has favourable effect on teacher effectiveness of female prospective teachers.

Table No. 03 Showing mean scores and standard deviation of male prospective teachers

<table>
<thead>
<tr>
<th>Statistical Method</th>
<th>Pro-test</th>
<th>Post-test</th>
<th>Significant at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Scores</td>
<td>311.51</td>
<td>325.85</td>
<td>0.01</td>
</tr>
<tr>
<td>S.D.</td>
<td>12.90</td>
<td>10.81</td>
<td></td>
</tr>
</tbody>
</table>
This states that a significant difference exists between teacher effectiveness of male prospective teachers before and after doing B.Ed. It may further be stated that teacher effectiveness of male prospective teachers improved after doing B.Ed as mean score for post-test was higher than that of pre-test indicating that the B.Ed programme has favourable effect on teacher effectiveness of male prospective teachers.

Table No. 04 showing mean gain scores and their standard deviation of male and female prospective teachers:

<table>
<thead>
<tr>
<th>Statistical Method</th>
<th>Pro-test</th>
<th>Post-test</th>
<th>t-ratio</th>
<th>Significant at</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean gain Scores</td>
<td>17.21</td>
<td>14.34</td>
<td>3.83</td>
<td>0.01</td>
</tr>
<tr>
<td>S.D.</td>
<td>10.72</td>
<td>7.28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This revealed that a significant difference exists between mean gain scores in teacher effectiveness of female and male prospective teachers after doing B.Ed. Moreover, the mean score of female proactive teachers was higher than that of male prospective teachers, thus it may be concluded that the B.Ed programme has more favourable effect on teacher effectiveness of female prospective teachers as compared to male prospective teachers.

**DISCUSSION OF RESULTS**

One year B.Ed. regular, face-to-face programme of professional education includes theoretical orientation, pedagogical knowledge, prevailing condition of the education system, philosophical, psychological, sociological considerations, teaching skills and its practice, value related components and subject based teaching methodologies etc.

The findings of the present study are in contrast to the usually carried on criticism from some quarters against the present B.Ed. programme. The study found that B.Ed programme of GCOE was effective in enhancing teaching potential and teacher effectiveness of prospective teachers.

A significant improvement was found in teacher effectiveness of teacher trainees after doing B.Ed. Both female and male prospective teachers became academically, professionally, socially, emotionally, morally strong during this professional course but female teachers gained significantly more from this programme than their counterparts. Effective teachers can do wonders in their classrooms. The present study can help all the society members who are responsible for providing teacher education for making the personality of teacher trainees more effective and successful.
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Part-B

General Research Papers/Articles

*Prof. (Dr.) Parveen Pandit
**Ruqaya Ahmad

Abstract

Men and women have a equal status and value before Allah. But women treated as inferior beings eight from the creation of this universe. Media portray women as sex-stereotypes. Traces of gender-bias are quite evident in the language of day to day use. To one’s surprise and anguish tent books reflect gender-bias in full swing. The present study aims to find out the difference between the attitude of boys and girls toward gender related issues. To study and analyze the English text books at the secondary level of education from a gender perspective and to suggest ways of removing sex-role stereotyping and gender bias from school text books. The participants are 60 students of secondary classes (boys=30, girls=30) of Kashmir division and 30 English teachers working in Government and private Secondary Schools of Kashmir division employing random sampling technique. The tools used were content analysis and attitude test. A self constructed questionnaire was provided to the students and teachers separately. These were devised after scanning the relevant literature. The data was subjected to various statistical treatments. The findings of the study are that there exists gender-bias in the English text-books of the Secondary Level of Education. It is also found out that gender-bias exists among the students as well.

Key words: Gender-bias, Language, Curriculum, Secondary Level of Education, Development, Ideology.

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**Research Scholar
God is the great creator of the whole universe. He created all the species in pairs that consist of a female and a male part or member. Males and females have a equal status and value before Him. But right from the creation of this universe women are treated as inferior beings. Various agencies demean the status and value of women by portraying them as sex-iconoclasts. Media portraying women as sex-stereotype. Gender-bias is seen in the day to day used language. To one’s surprise and anguish text books reflect gender-bias in full swing.

Gibbs (quoted in Davidson, 2002), “Gender-bias and inequality promote hostility, alienation, poor school performance, failure and despair”.

Language reflects the ideology of people, Samuel-Johnson, “Language is the dress of Thoughts”. Whatever knowledge we have is the human creation that finds its meaning in content. We can’t understand it is isolation. Language not only has a communicative significance but also possess social and cultural significance. The language that has earned the title of ‘Lingua-Franca’ or Common language goes to English language. It is the second most spread language of the world after Mandarin Chinese. Jeff Gulley quoted there are four main reasons why I believe English thrives today as a Global Language: The first is a grammatical reason, the second is a historical reason, the third is an economic reason, and the fourth is a flexibility reason.

English could earn the title of ‘Lingua-Franca’ for its appeal around the globe as a link language. This ‘Lingua France’ is not free of gender-bias. The preference of masculine over feminine, use of masculine pronouns (he, his, him, himself) as singular referent for both males and females or whenever the gender of speaker or doer of action is not known. Usually masculine word is put before the feminine word e.g. “Mr.” and Mrs.’, “Boys and Girls”, Men and Women” “Gays and Gales”, etc. In a situation like this the thing that would have come as a savior was education but unfortunately it too is impregnated with gender-bias. It has reached deep down the roots of educational system. It has not spared even the treasure of knowledge i.e. text books. Our text books whether English, social studies or General-Science, all reflect gender-bias openly. This thing has resulted in white washing the ideology of our young minds.

Myra (Sadkar 1994), “Sitting is the same classroom, reading the same text book, listening of the same teacher, boys and girls receive very different educators”.

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May be, this is why our society looks at women as inferior beings or commodities to be used. It might be a reason of alarming rate of crimes against women. Female foeticide, harassment, molestation, rape, might be the products or offshoots of gender-bias portrayed in text book. Women are often portrayed as help-less victims, passive or dull in text books. Such a stereotypes representation of women somehow affect the ideology of students, because for young-minds the language that textbooks carry and teachers or academicians use is an important model to be followed and practiced in life.

If textbooks carry gender-biased language it means there is some gap or lacunae in curriculum construction. Kliebard, 1986, “We don’t find a monolithic supremacy exercised by one interest group; rather we find different interest groups completing for dominance over the curriculum”. The above statement by kliebard reflects the dominance of some interest groups over curriculum. There are others who like Kliebard believe that way. These include N.N. kalia, Langstreet and Shame. As such, there is an urgent need to review the language of text books in particular and the curriculum design in general.

**Objectives:**

1. To study and analyze the English text books (Tulip Series) at the secondary level of education from a gender perspective.
2. To study the effects of gender bias on the ideology of students.
3. To find out the difference of between the attitude of boys and girls towards gender related issues.
4. To suggest ways of removing sex-role stereotype and gender bias from school text books.

**Hypothesis:**

1. There is a significant difference between the attitude of boys and girls toward gender related issues.
2. Gender bias in text books can limit the ideology and ability of the students to develop their fullest potential.
3. Gender-bias in text books can obstruct the development process of the society at large.
Sample:

The present research work has carried out on a sample of 60 students (boys=30; girls=30) of the secondary classes of Kashmir division employing random sampling technique.

Tool Used:

1. Contingent Analysis
2. Attitude test

Statistical Treatment:

The data collected was subjected to the following statistical treatment:

1. Percentile Statistics
2. Co-efficient of correlation (Spearman’s method)

Findings:

1. The study that 98% of adolescent boys and girls favour that there are lesser of female writes in the tulip series of English text books.
2. The study also reveals 80% of adolescent girls and boys agree that men should in kitchen chores 48% of it contributed by adolescent girls.
3. The investigated research work depicts that 98% of adolescent boys and girls say that there are maximum number of male characters in the tulip series of English text books.
4. The investigators found that 100% of adolescent girls and boys agree that in both the Tulip series of English text books (IX & X) that the first chapters are by male writers.
5. The study reveals 17% of adolescent boys and girls agree there are feminine based tongue twisters in tulip series of English text books. The percentage among adolescent girls is much higher and was calculated as 15%.
6. The investigated research work depicts 100% of adolescent girls and boys voice for lesser number of poems by females in tulip series of English text books (IX & X).
7. The study reveals 90% of adolescents voice that the Tulip Series of the English text books (IX & X) most by concern men. The percentage among girls is found to be maximum which is calculated to be 50%.
8. The investigator noticed that 90% of adolescent boys and girls welcome more of the female writers in Tulip series of English text books. Equal percentage to it is contributed by adolescent girls and adolescent boys.

9. The investigated work depicts 90% of adolescent girls and boys think that boys understand computers better than girls (48% of boys out of 90% of adolescent boys and girls agree on it) like Tommy in the chapter “The Fun They Had”

10. The study under investigation reveals that 72% of adolescent boys and girls find the male characters in the Tulip Series of English text books active and bold. The maximum percentage here is contributed by adolescent boys which is calculated to be 43%

11. The investigators noticed 78% of adolescent girls and boys agree that the female characters in Tulip Series of English text books (IX & X) are portrayed as dull and dependent. Here also the maximum percentage comes from adolescent boys.

12. The investigated work depicts that 75% of adolescent boys and girls agree that the word ‘Seaman’ Shouldn’t be used for both males and females.

13. The study reveals 80% of adolescent girls and boys agree that men beat women in reality like Pappachi in ‘Pappachi’s Moth’ in the Tulip Series of English text books (X).

14. The Investigator observed 77% of adolescent boys and girls agree that in the Tulip Series of English text books (IX & X) males mostly write about males.

15. The investigated work depicts 95% of adolescent girls and boys agree that men should beat women. Here maximum of the percentage is contributed by adolescent girls which is calculated to be 48%.

16. The study reveals 62% of adolescent girls and boys agree that in the Tulip Series text books (IX & X) female writes write both men and women.

17. The investigated work depicts 75% of adolescent boys and girls want males should write about females as well as and vice versa. Here 50% of the poll is contributed by adolescent girls.

18. The research work under investigation reveals 95% of adolescent girls and boys find the titles of the lessons in Tulip Series of English text books (IX & X) gender sensitive. Here maximum of the percentage poll is contributed by adolescent boys which on calculation came to be 48%.

19. The study depicts 65% of adolescent boys and girls don’t favours the use of male pronouns for both males and females when the closer of the action is unknown.
20. The investigators observed 55% of adolescent girls and boys find the Tulip-Series of English text books (IX & X) reflecting reality. Here maximum of the percentage comes from adolescent boys which on calculation comes to be 33%.

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Indigenous Women Scientists and Technologists

*Dr. Seemin Rubab

Introduction

Since time immemorial humans have tried to understand their environment and solve problems of daily life using science and technology. Women have contributed in many ways to the technical advancement of humanity by toll making and farming. Women possesses indigenous technical knowledge and practice science and technology in their everyday lives. It is however a pity that the technologies which are of practical use in the household are excluded from recognition. It is largely due to the non-existence of a formal scientific base and the narrow and flawed view of technology as an application of scientific knowledge. Women have always been associated with the child rearing and house-keeping. Therefore, the techniques developed by women for the efficient utilization of products that ensure the family’s survival are not recognized as technologies, and as such, they are devalued. Traditional technologies practiced by women are not formally documented, while new innovations, which are supported by mass propaganda, are placed in the hands of men. Circumstances have enabled women to develop technologies for processing flood to ensure household food supplies in the event of any contingencies. Midwifery and nutrition are among few others areas in which women excel but they are not acclaimed as science.

Women, agriculture and food processing

Many archeologists credit the discovery of agriculture to women. In all hunting gathering societies food gathering is done by women. Due to this reason women were more likely to observe plant behavior. But trial and error they could have made this crucial discovery. In pre historic times, to a large extent farming was carried out by women. They used digging sticks and hoe for farming. With the invention of plough the agriculture passed a slowly from women into the hands of men. Over the period women became marginalized in agriculture and left to do the back breaking work of transplantation and plucking. In present day rural societies, women are still in charge of kitchen gardens. Women specialize in food security, diversity and nutritional bio-security. Men believe in farming for cash whereas women grow fruits and vegetables to ensure nutritional bio-security and variety at the household level. Moreover women process fruits and vegetables available in one of the benefits of indigenous food processing technology is that it can be practiced in the home to make best use of available resources. Due credit must be given to the practice of open sun drying of vegetables by Kashmiri women in Summer. These dried vegetables known “Hokh Seun” in local
parlance provides assortment and nutritional security in harsh winter months. Fruits and vegetables are home processed to make jams and pickles. Homemakers also process milk to obtain cottage cheese, butter and curd which have longer shelf life, better nutritional values and provide range in food value. Every woman is an expert in kitchen thermodynamics and heat transfer which she has learnt by practice and experience. Due credits should be given to grandmothers and great grand mothers who wrap the pots full of cooked rice with blankets to ensure that it remains hot at the time of consumption. Warm milk is mixed with right amount of culture to prepare yoghurt. The temperature is maintained to ensure proper reaction. Grandmothers can give flawless demonstrations on centrifugal force while making better although they may not know Newton or Kinematics.

Women & Health
When we highlight contribution of women in science we generally fail to include and acknowledge the contribution of nurses and midwives. In all times, nurses and midwives constitute a strong scientific and technical work force in health sector. In ancient Egypt, midwifery was a recognized female occupation. Midwifery in Greco-Roman antiquity covered a wide range of women, including old women who continues folk medical traditions in the villages of the Roman Empire, trained midwives who garnered their knowledge from a variety of sources, and highly trained women who are considered female physicians. Early Chinese and Indian writings also mentioned midwives. Throughout the Middle Ages, Midwives relied on a variety of herbs and potions, which are seen as the forerunner of present-day medicine. Women have indigenous knowledge about medicine plants, herbs and species. Many common ailments are treated at home using kitchen condiments. Hildegard of Bingen, Germany was well known for her healing powers involving practical application of tinctures, herbs and precious stones. Hilegard also wrote about the need to boil water as early as in twelfth century in her medicinal texts.

Women and Apparel Technology
Early women have developed pins, fasteners, buttons, beads and sewing needles etc. with bones antlers and wood to stitch clothing. Stitching preceded spinning and weaving. Initially apparels were made from hide and grass. The first sewing needs were made from bone and were used sew animal hide together. The most ancient sewing needles, which date back to 28,000 BC, did not have an eye but a split end which gripped the thread to be sewn. Raffia, gut or sinew were improvised as threads. Native Americans used porcupine quills and the
pointed end of agave leaves for sewing needles. The fibers of the agave leaf were also used for thread. The agave leaf would be soaked for an extended period of time, leaving a pulp. Long, stringly fibers and a sharp tip connecting the ends of the fibers. The “needle” is essentially the tip end of the leaf. Once the fibers dried, the fibers and “needle” could then be used to sew together skins and other items used in a cloth-like manner. While acknowledging Elais Howe and Singer for designing sewing machines those unsung women inventors of prehistory may also be remembered.

The spindle for twisting fiber into threads and loom for weaving thread into cloth are in use from neo-lithic period. Spindle and spinning are also an integral part to the mythology and folklore of many cultures. All over the world rural women still use spindle and hand loom. The women in north eastern part of India use hand loom and weave beautiful Phaneks (long skirt), half sares, bed sheets etc at home. They sell them in the women market.

**Women and Environmental Sustainability**

Women particularly those living in rural areas or mounting areas have special relationship with the environment. The life of mountain women is so much intertwines with the environment that whole ecosystem revolves around her and she can’t even think of her survival without it. Mountain women depend on forests for fuel, fodder, water and minor forest products. Women have always been the principal conserves of bio-diversity. Even today they perform duties such as seed selection, multiplication and conservation. In comparison men tend to destroy nature to earn cash. Women give greater priority to protection of and improving the capacity of nature, maintaining farming lands and caring for nature and environment’s future. In fact, women are affected differently than men by environmental degradation, deforestation and pollution. Women are often the most directly affected by environmental issues, so they become more concerned about environmental problems. One of the first environmentalist movements which were inspired by women was the Chipko movement (Chipko in Hindi means ‘stick’). The movement was an act of defiance against the state government’s permission given to a cooperation for commercial logging. Women of the villages resisted, embracing trees to prevent their feelings to safeguard their lifestyles which were dependent on the forests.

The other notable environmental movement intimated by women in Green Belt Movement of Africa. Nobel laureate Wangari Maathai founded this movement on the world Environment Day in June 1977. The beginning was modest: a few women on the world plated seven trees in Maathai’s backyard. By 2005, 30 million trees has been planted by participants in the
Green Belt movement on public and private lands. One of the most remarkable environmentalist is Rachel Carson. Her book ‘Silent Springs’ which documented the impact of Pesticide on Marine life continues to inspire fresh generation of ecologists.

**Intervention and Success Stories**

The technologies which are appropriate for women and environment include, improved cook stove, pressure cooker, solar water heater, solar direr and biogas technology. The women should be trained in designing and dissemination of these technologies. An intervention of this kind has been initiated at several places and there are few success stories to emulate. The care foot engineers from TILLONIA Women’s group not only install, maintain and repair but also manufacture parabolic solar cookers with confidence. At Bahai Women’s group from Madhya Pradesh women are manufacturing and selling solar cookers. Bharmakuris use concentrated parabolic solar cookers in the kitchen at their Om Shanti Retreat Centre, where food is cooked for 1000 persons daily. They also run 200 KW solar powered plant which takes care of their lightening requirement. These are mainly managed by women.

An important innovation for the construction of bio-gas plants, using bamboo reinforced cement mortar (BMRC) has been experimented and field tested jointly by WAFD (Women’s Action for Development) and INSEDA (Integrated Sustainable Energy and Ecological Development Association). The use of bamboo baskets has brought down the price of this biogas. It also ensures the participation of women in the weaving of bamboo structures for constructing this model.

**Concluding Remarks**

There is a stereo type women are not technologist and that they are not capable of building, operating and maintaining sophisticated technologies. Women’s indigenous technology innovations, often highly sophisticated, have not been considered as real “science”. It is high time that the perception about women, science and technology should be changed. The indigenous technologies practiced by women should be recognized, valued and documented. Technology does not only mean designing new machines, it also means adapting them to the context of use. Many are the users and adaptors of technology. When women are included in development process of science and technology. Science will become more vibrant, interesting and eco-friendly. For example it is difficult to illustrate or demonstrate hyperbolic space(figrure.1) Realizing the difficulty in threading a sewing needle, the spiral eye. Side
threading needle is invented by Pam Turner. Maria Telkes designed a solar passive house using phase change materials which keeps the house warm in winter without fuels. These are just a few success stories, if women are included in the scientific process many more success stories will follow.

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**Development of Positive Attitude Towards Teaching as a Profession**

*Dr. M. Sharique Zahida Deva*

**INTRODUCTION**

Teacher Quality together with Administrative Leadership is recognized as the greatest tool for educational success. Quality teaching has a measurable impact on student outcomes. Teaching is a noble profession. Teachers are always a boon of the society. Teaching has a influence in developing one’s mind and character and also gives the satisfaction of having the light of knowledge and dispelled the clouds of ignorance. Teachers have a huge responsibility in the sense that what children/ students learn and experience during their formative years that shape their views and effect success of failures later in their lives. Thus teachers play a vital role in the social and intellectual development of children.

Whether we will like it or not, our attitude towards life can life can have a significant impact on the quality of life of our students. Development of positive attitude towards our profession is the need of the hour, means thereby to keep a set of ideas, values and thoughts that tend to look for the good, to advance, to overcome problems, to find opportunities in every situation, to look as they say, on the bright side of life. It also means to have courage and exceed yourself getting up whenever you fall.

**Need**

- To attract the best and brightest entrants to teaching.
- Develop creative and critical thinking among prospective teachers.
- Keep pace with information and communication technology.
- Decentralizing the system for teacher’s education.

**Objective:**

- Adopt teaching as a passion not as in activity pursued for livelihood
- Develop teacher skills and knowledge through professional learning.
- Attractive incentives from government such as salaries and faculty development for quality teaching.
- Design uniform mechanism to improve quality of teaching.
- Cultivate human and spiritual values for best outcome.

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Methodology

Selecting a profession means that the individual trends towards one of the most appropriate carrier among many others. Selecting teaching as a profession should have been a career of passion, fulfillment and excitement. But unfortunately, for most of us it is a profession of chance not choice.

India is a multi-lingual, multi-cultural. Any single form of training/activity cannot to be good at all levels, all places and all requirement. Education is a serious business. The very fabric of our society depends upon it. Focusing on educational scenario of our state, that is state of J&K, it is in a sorry state. We have to go a long way to improve our educational system both primary level as well as at the secondary/college and university levels. Our politicians, bureaucrats, academicians and all those who are at the helm have to work tirelessly to improve the educational standards of our state. Criteria has to be set of people adopting teaching as a profession like:

- Control the standards of entrance and exclusion (Teacher recruitment strategies needs a change).
- One requires a high degree of general and systemized knowledge.
- Requires a long period of specialized intellectual training.
- Should provide a unique social service.
- Develop teacher skills.
- Best incentives to be provided.

To develop a positive attitude that is to be a thorough professional needs an attention. Attitude is a mental position relative to a way of thinking or being. The positive attitude is optimistic outlook and thinking which can bring better health and happiness. It has been seen that root cause of many positive life benefits come from positive thinking.

Teaching college students is both interesting and challenging. College students having crossed a certain age, are more aware and curious about the subject matter. So, lecturers need to be interestingly practical. Graduate and post-graduate students pose several questions in the class for which teacher has to prepared. Teacher may not be able to answer all the questions on spot. In such, cases admit this and honestly promise to find out the answer. Come fully prepared to the class. Do your homework sincerely. The best way to retain students interest is by direct eye contact while teaching. Make notes but don’t read from them in the class. Eye-contact also means confidence and good hold on the subject. By this teacher can pass on the energy level to the students. A teacher should keep his/her own self updated.
by reading more newspapers, journal, books, magazine etc. When a teacher have love and passion for the subject and teaching, you automatically forget the line dividing the teacher and the taught.

Teacher education is one of the important criterion to be taken care of. It seems there is no ready formula to ensure, change and innovations in teacher education. Nor can anyone design uniform mechanism to improve the quality of teacher education across the country. The efforts have to be more localized depending on the environment in which the teacher education programmes function and the educational system it serves. Every institution has to become the base for change and quality improvement. This also highlights the need for decentralizing the system of teacher education.

Teacher education in India is the key to quality in schools and colleges. The creation of statutory body like NCERT for accrediting programmes and institutions and for qualify assurance in teacher education signifies the greater acknowledgment of the criticality of quality in teacher education. Teacher education system itself is in a mode of rapid expansion and diversification. Unlike in science, social science and humanities, research has not yet established firm roots in teacher education.

In NCERT act, there is a list of functions envisaged for NCERT. All them implicitly mandate NCERT with the role of promotion and coordination of research. Two of its important functions are:

- Undertake surveys and studies in relations to various aspects of teacher education and publish the results thereof.
- Promote and conduct innovation and research in various areas of teacher education and disseminate there results thereof to create knowledge society.

Knowledge society refers to an society where knowledge is the primary production resource instead of capital and labor. A knowledge society creates shares and uses knowledge for the prosperity and well-being of its people.

Conclusions:
A flexible frame work of training strategies that can be adopted to suite the local needs. Personal coconscious and sincerity a work culture and work for the betterment of our people will be a welcome step towards growth and progress for our fragile educational system.
Introduction

Education is an old as the human race. It is a never ending process of inner growth and development and its period stretches from cradle to grave. Education, in real sense, is to humanize humanity, and to make life progressive, cultured and civilized. It is through education that man is transformed into human, social, moral and spiritual being. Man learns something every day and every moment. His entire life is education. Hence education is a continuous and dynamic process. It is concerned with ever growing man in an ever growing society. Education is considered to be the most effective instrument for developing the best in the man and reducing disparities between human beings. When we say that education is the bright right of an individual, it means that it is not considered with any particular class and group but has to deal with entire population of the nation.

The development of a nation cannot be conceived without the full development of its human potential. It is in this very spirit that the Government of India has clearly committed itself to investment in young children as potential human resource. It has conceived and formulated plans and policies for the provision of basic services, inclusive of education, to young children. In place of a rather generic and global recognition of the worth of children the Government has acknowledge the need to make special policies and plans of action in favour of children. This recognition has led to the establishment of the Department of Women and Child Development within the Ministry of Human Resource Development. India is one of the few nations that have a National Policy for Children.

Institutions like the NCERT and NIPCCD have to steadily adopt a more active initiatory stand, that of searching out, helping to shape, financing and guiding individual projects in many parts of the country. There is need for mutually supporting and concerted series of attempts to use and accelerate the process of change in educative ways, not merely to remove obvious impediments to human development but to actively promote better child rearing, better ways of self-help involving appropriate technologies and the promotion of many kinds of communication.

Unless there is sufficient investment in early childhood, the less would be the returns (when the child becomes a working adult), said Minja Yang, Director and UNESCO representative in India, at a function to release the annual report “Education for All Global Monitoring Report 2007”.

Keeping in view the present scenario of early childhood education and the status of the field as a whole, one needs to take a realistic and pragmatic view about the future directions in which early childhood education programme and researches must move. Review
of the literature indicates that the need for pre-school education is widely recognized but the status of pre-school education needs to be steadily raised and improved in qualitative terms. The Integrated Child Development Service programme is dynamic programme. The ICDS scheme envisages it as a flexible programme, which can be suitably modified whenever necessary. Even the organizational structure of the programme, its goals and objectives, may also undergo far-reaching changes. In the state of Jammu and Kashmir, the first ICDS Project was launched in Kangan block in (1975) on experimental basis and now all the blocks in Jammu And Kashmir State have been covered under this scheme. There is a need to conduct an evaluate study of pre-school component of ICDS Project, so that investigator can highlight the structural and functional aspect of the Anganwadi centers operational under this scheme.

The purpose of the present study is to see and observe the conditions in Anganwadi centers that have been opened under ICDS scheme. The present study is also an attempt to collect and analyze the data collected from various projects and to see what achievements have been made by this scheme in District Srinagar especially with respect to pre-school education component.

STATEMENT OF THE RESEARCH TOPIC
The research topic suggested for the study is:

“An Evaluative Study of Pre-school Component of ICDS Project Zaldagar in District Srinagar’

OBJECTIVES OF THE STUDY
In order to carry out the evaluative study meaningfully, the following objectives are formulated for the study;
1. To make a survey regarding the total functional Anganwadi centres in the ICDS Project Zaldagar.
2. To survey the number of children enrolled and who actually attending these centres.
3. To identify the high and low performing Anganwadi centres at the Project/Block level.

SAMPLE
Considering the nature of the problem and the scattered population of the sample under investigation, the random proportionate sampling for data gathering was employed. Since the study focuses on studying the pre-school component of ICDS Project Zaldagar, the
sample (5%) of the total number study. The number hence comes upto 20 centers (out of 386 centers) which were considered for data collection.

**TOOLS**
The following tools were selected to collect the data.
1. Check list
2. Questionnaire developed by Prof. Nadeem and Shah in (2000).
3. Interview Schedule for Angarwadi Workers.

**STATISTICS**
The data was collected and analyzed statistically by employing percentage statistics.

**ANALYSIS AND INTERPRETATION**

Table 1: Showing the distribution of Angarwadi centres at the ICDS Project Area Zaldagar in District Srinagar.

<table>
<thead>
<tr>
<th>Name of ICDS Project</th>
<th>No. of AWC’s* (Project-wise)</th>
<th>Sample Group of AWC’S (US)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zaldagar</td>
<td>386</td>
<td>20</td>
</tr>
</tbody>
</table>

*AWC’s – Anganwadi Centres,
**US- Under Study

Objective 1 of the study indicates that there are (386) Angawadi centres in Project Zaldagar established by Department of Social Welfare, Jammu and Kashmir Government in District Srinagar, where Pre-school education is being imparted to the children within the age group of (3 to 6) years. On the basis of (5%) sample population (20) Anganwadi centres have been randomly selected for the study from (386) Anganwadi centres in the Project Area Zaldagar.

Table 2: Showing the Sex-wise enrolment and the total number of Anganwadi centres (project Area Zaldagar)

<table>
<thead>
<tr>
<th>Total No. of AWC’s* (US)**</th>
<th>Total No. Of children enrolled</th>
<th>Male Children</th>
<th>Female Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>432</td>
<td>205</td>
<td>227</td>
</tr>
</tbody>
</table>

**Percentage 47.46% 52.54%**

*AWC’s – Anganwadi centres.
**US – Under Study

The above table gives us the details that there are only (20) Anganwadi centres which are established at Project Area Zaldagar. The total enrolment is (432) Pre-school children. Among them at present 205 (47.46%) are the male children. Whereas 227 (52.54%) are the female children.
Table 3: Showing the facilities/status with regard to Infra-structure in Anganwadi-centres (Project Area Zaldagar)

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Total No. of AWC’s*(US)**</th>
<th>Facilities/status (Infra-structure)</th>
<th>No. of AWC’s having facilities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>Rented building</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Government buildings</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Playground</td>
<td>5</td>
<td>25.00</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Play equipments</td>
<td>12</td>
<td>60.00</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Furnishing</td>
<td>14</td>
<td>70.00</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Supplementary Nutrition</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Bathroom</td>
<td>14</td>
<td>70.00</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Drinking Water</td>
<td>15</td>
<td>75.00</td>
</tr>
</tbody>
</table>

*AWC’s – Anganwadi centres
** US – Under study

The above table clearly shows the facilities and the status with regard to Infra-structure in terms of Building, Playground, Play equipments, Furnishing, Supplementary nutrition, Bathroom and Drinking water utilized for the Anganwadi centres in Project at Zaldagar, Srinagar. It is evident from the table that (100%) buildings are the rented ones and none of the building belongs to the Department of Social Welfare, Jammu and Kashmir Government. The table also reveals that only (25%) of Anganwadi centres have the playground facility, (60%) of these centres have the indoor and outdoor play equipments available for pre-school children whereas (70%) Anganwadi centres are well furnished and the supplementary nutrition facility is provided by all the (100%) Anganwadi centres for preschool children, similarly (70%) Anganwadi centres have hygienic bathroom facility and (75%) Anganwadi centres provided drinking water facility.

Table 4.1 Showing the ranks given to Anganwadicentres (ICDS* Projects Zaldagar)

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Total No. of AWC’s** (US)**</th>
<th>Name of AWC</th>
<th>CDPO*** Ranking</th>
<th>Parents Ranking</th>
<th>Investigators Ranking</th>
<th>Average Ranking</th>
<th>Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Bohrikadal</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1.3</td>
<td>I</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Wazirbagh A</td>
<td>2</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>II</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Ram Bagh Payeen A</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>5.3</td>
<td>IV</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Solina A</td>
<td>4</td>
<td>6</td>
<td>14</td>
<td>8</td>
<td>VI</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Allochi-Bagh A</td>
<td>5</td>
<td>5</td>
<td>3</td>
<td>4.3</td>
<td>III</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Allochi-Bagh B</td>
<td>6</td>
<td>4</td>
<td>19</td>
<td>9.6</td>
<td>VIII</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Allochi-Bagh C</td>
<td>7</td>
<td>10</td>
<td>17</td>
<td>11.3</td>
<td>XI</td>
</tr>
</tbody>
</table>
The above table clearly reflects the ranks as provided by the child Development Project Officers (CDPO’S) for their performance and execution of the work in various areas of the Project Zaldagar (District Srinagar).

Table 4.2 Showing the High and Low performing Anganwadi centres identified at Project Area Zaldagar in District Srinagar.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name of the ICDS* Project</th>
<th>Rank</th>
<th>Name of AWC** Name of the AWW***</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Zaldagar</td>
<td>High</td>
<td>BohriKadal Sharifa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low</td>
<td>Nawa Bazar B Shazia Noor</td>
</tr>
</tbody>
</table>

The perusal of table 4.2 shows that the present investigator has identified the high and low performing Anganwadi centre in the ICDS Project Zaldagar in District Srinagar. It is found that Anganwadi centre at Bohri-Kadal was identified as the high performing centre and Anganwadi centre at Nawa Bazar ‘B’ was identified as the low performing centre in ICDS Project Zaldagar.
Findings and Conclusions
On the basis of analysis and interpretation of data and also on discussion of the results, the following conclusions have been drawn:-

1) The present study indicates that there are (386) Anganwadi centres established by the Department of Social Welfare, Jammu and Kashmir Government at the Project Area Zaldagar in District Srinagar, where Pre-school education is being imparted to the children within the age group of (3 to 6) years.

2) It has been found that in total there are (432) children within the age group of (3 to 6) years who are on rolls of Anganwadi centres in the Project Area Zaldagar in District Srinagar. Thus, out of these 205 (47.46%) are the male children and the number exceeds to 227 (52.54%) in case of female children.

3) Though, Department of Social Welfare, Jammu and Kashmir Government has established Anganwadi centres in every habitation but the study shows that maximum number of these centres are facing accommodation problem. Mostly the Anganwadi centres are placed in private/rented buildings without any facility of a separate kitchen.

4) It was found that the health and nutrition services offered by the ICDS scheme, works as an incentive to the beneficiaries for attending such centres.

5) Required materials and play equipments as per the scheme has not been found sufficiently available in any of the Anganwadi centres under study.

6) The statistical data for the identification of high and low performing Anganwadi centres, on analysis, included Child Development Project Officers (CDPO’s) ranking, Parents ranking and also the ranking given by the concerned investigator.

7) The study also reveals that the role of Anganwadi workers at the Project/Block levels in the District Srinagar varies in high and low performing Anganwadi centres. Anganwadi workers of high performing centres are more better in imparting Non-formal Pre-school education, motivation for immunization and also in imparting health and nutrition education when compared with the workers of low performing centres.

8) It was also found that qualification and training possessed by the workers plays a vital role in the better performance of the centres.

9) The study reflects that the performance of children coming from high performing Anganwadi centres was certainly better than those Pre-school children who came from the low performing centres.
10) All the CDPO’s when approached, agreed that Anganwadi workers play an important role in promoting Pre-school education and simultaneously in reducing the malnutrition.

11) The data regarding perception of these workers has revealed that the Integrated Child Development Service offered by the Social Welfare Department, Jammu and Kashmir Government is generally useful for the public.

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Nuclear Technology: Application and Implications

* Mohammad Ramzan Wani  
**Dr. Syed Tanvir Ahmad Indrabi  
***Farhat Ramzan

INTRODUCTION

Most natural nuclear reactions fall under the heading of radioactive decay, where a nucleus is unstable and decays after a random interval. The process involves Alpha-decay, Beta-decay and gamma-decay. Under suitable circumstances a large unstable nucleus can break into two smaller nuclei, undergoing nuclear fission.

Nuclear fission releases fast neutrons which set up a chain reaction to cause and explosion. The reaction can be controlled using critical mass of the nuclear substance and slowing the speed of fast moving neutrons by moderators. This forms the basis for the construction of nuclear reactor.

Nuclei can be forced to collide and undergo fusion with release or absorb of energy. In case the resulting is lighter than that of iron, energy is normally released and in case the nucleus is heavier than that of iron, energy is generally absorbed. The process of fusion occurs in stars and forms the basis for the production of all the elements except helium. Fusion bombs obtain their enormous destructive power from fusion. Controlled fusion can be achieved in particle accelerators and would form the basis for the production of many artificial elements.

The fusion reaction generates heat which can be used to operate a steam turbine which drives a generator to produces electricity. The radioactive thermoelectric generators are safe and smaller and have been used on a number of spacecraft as compact light, long term power sources.

The largest current experiment is the joint European Torus (JET). In 1997 JET produced a peak of 16.1 MW of fusion (65% of input power) with fusion power of 10 MW sustained over 0.5 sec. In June 2005 construction of the experiment reactor ITER designed to produce several times more fusion power than the power put into the plasma over many minutes was announce. They are currently preparing the site (sept.2008), the production of net electrical power from fusion is planned for DEMO, the next generation experiment after ITER. Additionally the high power Laser Energy Research Facility under going preliminary design for possible construction in the European Union starting around 2010.
RECENT VIEW:

Nuclear weapons of various designs can release tremendous destructive power. Some have been designed to level cities while other designed have looked at smaller nuclear weapons for nuclear artillery, nuclear land mines and nuclear bunker busting missiles. Nuclear medicine is the application of nuclear technology to medicine. This includes the use of radiation to obtain images of the inside of a living body, as well as to destroy cancer. Radioactive tracers are used to produce motion of elements on the body.

Nuclear technology is often used to construct gamma rays or neutron sources. This ionizing radiation can be useful in killing cancer cells or in sterilizing food and water. Smoke detector often contains americium and detects smoke because it reduces the ability of alpha radiation to ionize air in the detectors ionization chamber.

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* S.D. Ahangar
**Hafiz Mudasir
*** Shazyah Majeed

Introduction

Adjustment can be defined as a process of altering one’s behavior to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment. Adjustment occurs over time- in common speech; this is often referred to this as an “adjustment period”.

The length and depth of the adjustment required is dependent upon the complexity of the change that catalyzed it, and the underlying resilience of both the person and their environment. Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. He is trained to play his role in such a way that is maximum needs will be fulfilled. So he should play his role properly and get maximum satisfaction. The term adjustment refers to the extent to which an individual’s personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. His needs will be satisfied in accordance with the social needs. Psychologists have interpreted adjustment from two important points of view. When a relationship between an individual and his environment is according to established norms then that relationship is considered as normal adjustment. A child who obey his parents, who is not unduly stubborn; who studies regularly and has neat habit is considered adjusted. On the other hand, Abnormal Adjustment means problem behavior or popular speaking maladjustment. Maladjustment takes place when the relationship between an individual and his environment is not according to established standards or norms. A delinquent his adjusts with his environment but he is a maladjusted child because he is violating certain moral codes.

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Social adjustment can be defined as a psychological process. It frequently involves copying with new standards and values. In the technical language of psychology, getting along with members of society, as best as one can, is called social adjustment. As social beings we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. We try to behave according to the norms of the society so that we can adjust with others. But it is not as easy task as the personality of each individual is a unique organization. This organization has to make special efforts to adjust with others unique organizations, which we call society. Actually adjustment is a wider term used in various spheres of life. For example, if an individual is well adjusted in his family environment, his family adjustment will be good. So before defining social adjustment it is necessary for us to restrict the area of social adjustment. Psychologists use the term adjustment of varying conditions of social and interpersonal relations in the society. Thus, we see that adjustment means reactions to the demands and pressure of the social environment imposed upon the individual. Whenever two types of demands come into conflicts with each other and resultant in an adjustment being made, a complicated process for an individual, then some special problems of adjustment being arise. Impartial perception is needed for social adjustment. The processes of behavior e.g. learning, maturation, sensation, perception and motivation are significant in our life because they contribute to the process of adjustment. The way we interact with people depends to a great extent upon how we perceive them and how we interpret their behavior. The perceptions about people-what we think, what they are like-influence the way we respond to them. If you perceive that student is hostile, you are unlikely to interact or adjust with him. Your behavior in a group is certainly different from the behavior when is alone. Group affects an individual’s behavior. The mere presence of others affects our performance. How do we come to know about other people?. Our social perceptions of others are initially based on the information we obtain about them-in some instances the attribution (inferences) we make about the causes for their behavior. It is, of course, important to have accurate knowledge of others before deciding on the kind of possible interactions with them. Our perceptions of other’s personalities and feelings guide us in deciding the way we respond to them and what sort of relationships we have with them. Knowledge about others influences our adjustment with them.

Social adjustment has been a popular topic of investigation in recent years. Concern about the quality of children’s social relationships has been motivated in large part by longitudinal evidence suggesting a link between social adjustment in childhood and later life
difficulties (see Parker & Asher, 1987, for a review). Recent efforts to understand children’s social difficulties have demonstrated the utility of social-cognitive approaches to social adjustment. These investigations have typically been based on the premise that social cognitions are the mechanisms leading to social behaviors that, in turn, are the bases of social cognitions evaluations by others (e.g. Dodge, 1986; Ladd & Mize, 1983; Rubin & Kransor, 1986). From this perspective, comparisons of the social cognitions of socially adjusted and maladjusted children are important because they shed light on particular cognitive styles or difficulties that may contribute to mal-adjustment. The study of children’s social cognition has a long history (for reviews, see Shantz, 1975a; 1983) and has been conducted by researchers working within diverse fields, including developmental psychology (e.g., Berndt & Berndt, 1975; Ladd, 1981) educational psychology (e.g., Asher & Wheeler, 1985), clinical psychology (e.g., Coie, 1990; Dodge, 1986; Furman & Bierman, 1983; Shantz, 1975b), and communication (e.g., Burleson, 1982). Not surprisingly, many different aspects of children’s social cognition have been emphasized by various researchers working at different points in time. Initially, the methods and theories used in studies of children’s social cognitive abilities were largely adapted from those used in studies of nonsocial cognitive development. This application resulted in examination of global cognitive constructs such as perspective taking, role taking, and referential communication (e.g. Flavell, Botkin, Fry,wright, & Jarvis, 1968; Selman, 1971). However, the mixed findings often produced by studies of these global constructs (see Shantz, 1975a; 1983) and the introduction and growing popularity of information-processing theories (e.g. Newell & Simon, 1972) have led to major changes in empirical and theoretical approaches to the study of social cognition in children. One important change has been a focus on more specific components of “on-line” cognition than those examined in earlier work (Dodge & Feldman, 1990). Consequently, researchers interested in a children’s social adjustment have begun to speculate about the individual cognitive tasks that might be involved when a child is engaged in social interaction. In recent years, social information-processing models of social behavior have emerged that have provided significant advances in the understanding of children’s social adjustment (e.g, Dodge, 1985, 1986; Dodge & Crick, 1990; Dodge, Pettit, McClaskey & brown, 1986, Heusmann, 1988: Ladd & crick, 1989: Rubin & Krasnor, 1986: Slaby & Guerra, 1988; Yeates & Selman, 1989). In one version of this model, (Dodge, 1986), it is proposed that children, when faced with a social situational cue, engage in four mental steps before enacting competent social behaviors (see Figure 1): (a) encoding of situational cues, (b) representation and interpretation of those cues, (c) mental search for possible responses to the
situation, and (d) selection of a response. During steps 1 & 2, encoding and interpretation of social cues, it is hypothesized that children focus on and encode particular cues in the situation and then, on the basis of those cues, construct an interpretation of the situation (e.g., an inference about the intent of a peer with whom the child is interacting). During steps 3 and 4, it is proposed that children access possible responses to the situation from long term memory, evaluate those responses, and then select the most favorable one for enactment.

We are aware that a person passes through various stages of growth and development before he reaches adulthood. Invariably at every stage of one’s life, the person tries hard to fulfill his biological, psychological and social needs and gear himself effectively to meet the existing demands of the society. Biogenic needs such as hunger, thirst, rest and sleep are conditioned in the organism of an individual right from infancy as appropriate to the culture and geographical conditions in which he lives. To cite an example, people from the North of India are conditioned to eat wheat, but people from the South prefer rice as their staple food. Generally, there is no difficulty in fulfilling these needs. A need which is satisfied with little effort doesn’t affect adjustment. For example, availability of sufficient air and water seldom leads to maladjustment. At times, these needs may be thwarted by natural calamities like floods, droughts, earthquakes, epidemic diseases, only then does it become difficulty for individual to adjust. Personal adjustment is a new culture in an individual process that immigrants face. When immigrant arrives in the United States, they often encounter culture shock caused by different languages, food, social values, life styles and communication styles. Generally, culture shock has four stages; exciting stage-being exposed to a new culture, everything is fresh and interesting, depressing stage-experiencing confusion, conflict and discomfort; adjustment stage-figuring out some differences between home culture and host culture and willingness to learn the host culture; and recovery stage-beginning to feel comfortable about the new culture and trying to fit in. Even though people with different cultural backgrounds and different personal histories have different experiences with the adjustment process, they are more or less expected to experience the stages of culture shock. The duration of the stages usually lasts about one year (Zapf, 1993; Winkelman, 1994). “Language differences, cultural knowledge, learning or behavioral disorders, and physical health problems” may be the problems that some persons faces when entering a new culture (Huang, 1993, p.6). Abilities to acquire new beliefs, rules of behavior, communication patterns, and ability to cope with stress and prejudice are the important factors that determine if they can overcome the cultural conflicts and adjust themselves successfully (Trueba, Jocabs & Kirton, 1990). When people enter a new culture, they have to learn new information.
and patterns of behavior, different ways of thinking and behaving and appropriate new social skills. They are facing new challenges from language difficulties, loss of similar friends and family. They may experience psychological stress (Huang, 1977; Cross, 1995). Entering into another culture also causes acculturative stress that results in some psychological changes and behaviors, such as cognitive fatigue, withdrawal, sleeping, eating and drinking disorders, greater acculturative stress than later generation immigrants and depression and anxiety, feeling of marginality and alienation, heightened psychosomatic symptoms and identity confusion. First generation immigrants experience individuals who are aged 12 years and (Hovey & King, 1996; Winkelman, 1994).

Self-perception is an important determinant of behavior in many settings that are characterized by imperfect self-knowledge. In the workplace, especially in the early phases of employment, individuals rarely have a precise idea of how suited they are for a particular task or career, and their prospects of advancement in it. In educational settings, students are often unsure about their propensity to succeed in a particular course or area of study, and tend to develop an academic self-concept over time. In the presence of imperfect self-knowledge, individuals tend to use previous successes and failures to learn about their unknown traits such as ability. Perceived ability, in turn, determines the return to taking a particular course of action, and affects crucial decisions such as whether or not to undertake a task, how much effort to exert, and whether to persevere or drop out in response to a failure. Given the effects on behavior, how much and what kind of interim performance information to give agents in order to influence their beliefs and maximize the potential for future success is an important organizational question. The issue of performance feedback, in fact, has long been a central issue in the management literature (e.g. Barr and Conlon (1994), Gibbs (1991), Ilgen, Fisher and Taylor (1979), Morrison and Cummings (1992). Social comparison information is a particularly important type of information that affects self-perception. In performance settings, individuals often compare their performance or progress with others doing the same task. Failing in a task, for instance, usually has different implications on what we think about ourselves, depending on whether everyone else succeeded or not. Such dependence is especially well-documented in educational settings; gifted students in special programs for the gifted have been found to have lower levels of perceived ability than gifted students in normal programs (e.g. Zeidner and Schleyer, (1999)), and academic self-concept is known to depend crucially on one’s peer group, which has been termed the “big-fish-little-pond effect” (marsh (1984), Marsh and parker (2000). Social comparisons also have important effects on behavior. An Individual’s motivation to exert further effort or to persevere in a task, her
decision of whether to choose a particular career path etc are likely to be influenced by how well she has done relative to others facing the same situation. The effects of comparisons on behavior suggest that manipulating the availability of social comparison information may potentially be an important tool in organizational design, for a principal who cares about the performance of multiple agents doing the same task. This paper presents a new theoretical model in which social comparisons affect effort through their effect on beliefs and self-perception, and analyzes, using a multi-agent framework, whether and when it would be optimal for a principal to release social comparison information to enhance future performance by her agents. The main predictions of the theoretical model are then tested in a laboratory experiment. The effects of social comparisons on self-perception and their implications for organizational design have not been studied much in economics, although they constitute an important part of the relevant literature in psychology and management. In many of the economic studies, social comparisons are taken to refer to relative income, wage, or status differences (e.g. Clark and Oswald (1996, 1998), Falk and Knell (2004), Hopkins and Kornienko (2004), Ok and Kockesen (2000)), and are usually from rank, i.e. they get disutility from being worse-off than others, or utility from being ahead. Rather than assuming such external, exogenous. This is motivated by the idea that especially when the comparison concerns task performance, the impact of the comparison on behavior usually hinges on what the comparison has to say about one’s aptitude in the task. For instance, it is usually not the same to be outperformed in an exam for which one has not studied at all while peers have been studying very hard and vice versa, or to be outperformed by someone who has had more previous training in the task. Such examples suggest that the informative aspect of the comparison about ability matters. This informational aspect, which has thus far been neglected in economic models of social comparisons, is likely to be crucial in settings such as the workplace or the classroom. Where individuals do not have knowledge of their abilities perfectly and performance comparisons are commonplace.

Different teachers possess different personalities. The teacher should possess a balanced personality. They should integrate the skills of teaching with his/her lifestyle. The teacher is an ideal or role model for the students, particularly at the secondary stage; students makes their teachers as hero, whom they like. They begin to worship their ideal man or woman and try to model himself on him or her. Thus, it is very much important for the teacher to have a balanced development of students will take place. The teacher is the living ideal, the foundation head of knowledge and potential guide to provide directive for the growth and development of students of today as worthy citizens of tomorrow. Teachers
determine to a large extent the destiny of a nation. Of all the different factors which influence the quality of education and its contribution to national development. The quality, competence, personality factors and attitude of teachers are un-doubtly the most significant. The most important factor in educational reconstruction is the teacher-his personal qualities, his educational qualification, his professional training, his knowledge of subject, communication skills to make complex things easy to understand, adequate practical skills, sincerity, integrity, high level of discipline, having good self-perception and best adjustment are few things required with teachers.

Statement of Problem:
“Self-Perception Personal and Social Adjustment-A Study of In-service and Pre-service Teacher Trainees”.

Objectives of Study:
1. To study self-perception in In-service and Pre-service teacher trainees.
2. To study personal adjustment of in-service and pre-service teacher trainees.
3. To study social adjustment of in-service and pre-service teacher trainees.
4. To study total adjustment of in-service and pre-service teacher trainees.
5. To compare self-perception of in-service and pre-service teacher trainees.
6. To compare relationship between personal and social adjustment.

Hypothesis:
1. There is no significant difference between personal and social adjustment of pre-service and in-service male teachers trainees.
2. There is no significant difference between personal and social adjustment of pre-service and in-service female trainees on self-perception.
3. There is no significant differences between self-perception of pre-service and in-service male teacher trainees on adjustment.
4. There is no significant differences between self-perception of pre-service and in-service female teacher trainees on adjustment.

Method:
The present study was designed to study the self-perception and adjustment of in-service and pre-service teachers. As such, the descriptive method of research was employed to carry out this research.
Sample:
The sample for the present study consisted of 100 (B.Ed, pupil teachers) in-service and pre-service teacher trainees selected randomly from Govt. College of Education, M.A. Road, Srinagar.

Tools
The investigators used the self-perception inventory (SPI) constructed by Prof. N.A. Nadeem and California Test of Personality (CTP) of L.P. Thorpe, W. Clarke & W. Tiges for collecting data for the research.

Statistical Treatment:
The following treatment has been applied for the present study:
1. Mean
2. Standard Deviation
3. T-Test

Analysis of Data

Table 1: Comparison of In-service male and female teacher trainees on SPI:

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Males</td>
<td>130.8</td>
<td>4.37</td>
<td>2.45</td>
<td>Significant at .05</td>
</tr>
<tr>
<td>In-service Females</td>
<td>126.7</td>
<td>6.48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1 reveals that mean on self-perception inventory of In-service Males came to be equal to 130.8 and that of In-service Females came equal to 126.7, with a S.D of 4.37 and 6.48 respectively indicating a difference on self-perception inventory. The t-value which came equal to 2.45 is significant at 0.05 level. The entire table reveals that in-service males possess greater self-perception as teachers than in-service females.

Table 2: Comparison of Pre-service male and female teacher trainees on their SPI:

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-service Males</td>
<td>130.8</td>
<td>4.99</td>
<td>1.36</td>
<td>Not significant</td>
</tr>
<tr>
<td>Pre-service Females</td>
<td>127.4</td>
<td>3.04</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2. reveals that means on self-perception inventory of pre-service males came to be equal to 130.2 that of pre-service females cam to 127.4, with an S.D. of 4.99 and 3.04 respectively indicating a difference on self-perception inventory. The t-value which can equal to 1.36 is significant at 0.05. The entire table reveals that Pre-service males are having greater self-perception as teachers than pre-service females.
Table 3: Comparison of Pre-service and In-service male teacher trainees on SPI:

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-service Males</td>
<td>130.2</td>
<td>4.99</td>
<td>2.09</td>
<td>Significant at 0.5</td>
</tr>
<tr>
<td>In-service Males</td>
<td>130.8</td>
<td>4.37</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 reveals that mean on self-perception inventory of pre-service males came to be equal to 130.2 and that In-service males came equal to 130.8, with and S.D. of 4.99 and 4.37 respectively indicating a difference of 0.6. The t-value which came equal to 2.09 is significant at 0.05 level. The entire table reveals that in-service females have greater self-perception than pre-service males as teachers.

Table 4: Comparison of Pre-service and In-service female teacher’s trainees on SPI:

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-service Females</td>
<td>127.4</td>
<td>3.04</td>
<td>0.31</td>
<td>Not Significant</td>
</tr>
<tr>
<td>In-service Females</td>
<td>126.7</td>
<td>6.48</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 reveals that mean on self-perception inventory of pre-service females came to be equal to 127.4 and that of in-service females can equal to 126.7, with an S.D. of 3.04 and 6.48 respectively indicating a difference of 1.3 on mean with a difference of 3.44 on S.D. The t-value which came equal to 0.31 not significant at 0.01 and 0.05 levels. The entire table reveals that pre-service females possess greater self-perception as teachers than in-service females.

Table 5: Comparison of In-service male and female teacher trainees on CTP:

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Service Males</td>
<td>96.1</td>
<td>6.89</td>
<td>0.59</td>
<td>Not Significant</td>
</tr>
<tr>
<td>In-service Females</td>
<td>98.3</td>
<td>9.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 reveals that mean on California test of personality of in-service males came to be equal to 96.1 and that of in-service females came equal to 98.3, with an S.D. 6.89 and 9.16 respectively indicating a slight difference. The t-value which came equal to 0.59 is not significant at both the levels i.e. 0.01 and 0.05 level. The entire table reveals that in-service females and in-service females have same views their adjustment.

Table 6: Comparison of pre-service male and female teacher trainees on CTP:

<table>
<thead>
<tr>
<th>Group</th>
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<th>S.D.</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service Males</td>
<td>100.9</td>
<td>5.80</td>
<td>2.43</td>
<td>Significant at 0.05</td>
</tr>
<tr>
<td>Pre-service Females</td>
<td>91.7</td>
<td>8.87</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6 reveals that means on California test of personality of pre-service males came to be equal at 100.9 and that of pre-service females came equal to 91.7, with a S.D. of 5.80 and 8.87 respectively indicating a measurable difference. The t-value which came equal to 2.43 is significant at 0.05. The entire table reveals that pre-service females are having more adjustment than pre-service males.

**Table 7: Comparison of Pre-service and In-service male teacher trainees on CTP:**

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service Males</td>
<td>100.9</td>
<td>5.80</td>
<td>1.69</td>
<td>Not Significant</td>
</tr>
<tr>
<td>In-service Males</td>
<td>96.1</td>
<td>6.89</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 7 reveals that mean on California test of personality inventory of pre-service males came to be equal to 100.9 and that of in-service males came equal to 96.1, with an S.D. of 5.80 and 6.89 respectively indicating a slight difference. The t-value which came equal to 1.696 is not significant at 0.01 and 0.05 level. The entire table reveals that pre-service males and in-service males have same views about their personal and social adjustment.

**Table 8: Comparison of Pre-service and In-service female teacher trainees on CTP:**

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D.</th>
<th>T-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Service Females</td>
<td>91.7</td>
<td>8.87</td>
<td>1.55</td>
<td>Not Significant</td>
</tr>
<tr>
<td>In-service Females</td>
<td>98.3</td>
<td>9.16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8 reveals that mean score on California test of personality of pre-service female to be equal to 91.7 and that of in-service female came equal to 98.3, with an S.D. of 8.87 and 9.16 respectively indicating a considerable difference. The t-value which came equal to 1.559 is not significant at 0.01 and 0.05 level. The entire table reveals that pre-service females and in-service females have same personal and social adjustment.

**Interpretation of Data**

Table 1 reveals that mean on self-perception inventory of In-service Males came to be equal to 130.8 and that of In-service Females came equal to 126.7, with a S.D of 4.37 and 6.48 respectively indicating a difference on self-perception inventory. The t-value which came equal to 2.45 is significant at 0.05 level. The entire table reveals that in-service males possess greater self-perception as teachers than in-service females.

Table 2. reveals that means on self-perception inventory of pre-service males came to be equal to 130.2 that of pre-service females cam to 127.4, with an S.D. of 4.99 and 3.04 respectively indicating a difference on self-perception inventory. The t-value which can equal
to 1.36 is significant at 0.05. The entire table reveals that Pre-service males are having greater self-perception as teachers than pre-service females.

Table 3 reveals that mean on self-perception inventory of pre-service males came to be equal to 130.2 and that In-service males came equal to 130.8, with and S.D. of 4.99 and 4.37 respectively indicating a difference of 0.6. The t-value which came equal to 2.09 is significant at 0.05 level. The entire table reveals that in-service females have greater self-perception than pre-service males as teachers.

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Introduction

Teachers are the architects, facilitators and mediators and interpreters for the children. The role of teacher demands the best quality of dedication and commitment. In National Policy of Education (1986) it has rightly been pointed out that, “The Status of teacher reflects the socio-cultural ethos of a society, It is said that no people can rise above the level of its teachers”.

The University Education Commission (1948) emphasized the importance of a teacher and his responsibility. The commission was categorical about the need for improving his status, salaries and service conditions and about providing facilities for the pursuit of knowledge and performing his duties satisfactory.

The Educational Commission (1966) has very aptly observed that the future of the nation is shaped in her classroom. A teacher has to play a variety of roles during the course of his career, he may acts as an instructor, motivation, examiner, guide, counselor etc these functions are discharged by creating a conducive, creative, inspiring, purposeful and favorable classroom environment. A good teacher should possess the capacity to perceive the child’s point of view, to personalize teaching willingness to experiment, Knowledge of the subject matter sympathetic and congenial classroom environment for developing creative thinking ability in children. A good teacher will always try to remain abreast of the latest information about his respective school subjects. Therefore, we require dedicated, qualified and efficient teachers. Further, a teacher can be more effective if he is satisfied with his job.

A teacher has to play a variety of role during the course of his career. He may act as instructor, motivator, examiner, guide, counselor etc these functions are discharged by creating a conducive, creative, inspiring, purposeful and favorable classroom environment. A good teacher should possess the capacity the perceive the child’s point of view, to personalize teaching willingness to experiment, knowledge of the subject matter sympathetic and congenial classroom environment for developing creative thinking ability in children. This is very important skill while teacher uses for the fulfillment of various purposes.

Job satisfaction is very comprehensive phenomenon. It can hardly be seen in isolation from life situation has been defined as a pleasurable emotional state resulting from appraisal of one’s job; an effective reaction to one’s job and attitude towards one’s job. Job satisfaction is widely accepted psychological aspect of functioning in any profession. The credit of bringing this term into currency goes Hoppock (1935). He reviewed a little over 30 contemporary studied and concluded that through there was opinion about job satisfactory, yet there was not much factual work done in the field. A teacher, who is happy with his job, plays a pivotal role in the upliftment of the society. Well adjusted and satisfied teacher can contribute a lot to the well being of his/her pupils. Ultimately job satisfaction may be defined as a favorableness which workers view their job.

There are a variety of factors that can influence a person’s level of job satisfaction. Some of these factors include the level of pay and benefits, perceived fairness of the promotion system, the quality of working conditions, leadership and social relationships, the job itself. The impact of all

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these factors creates gratification and happiness among the employees and the happier people are within their job, the more satisfied they are said to be. Dissatisfaction of whatever may be occupation in which he is engaged, results in professional stagnation. A dissatisfied teacher is lost not only in himself but to the entire society. Dissatisfaction among workers is undesirable and dangerous in any profession; it is suicidal if it occurs in teaching profession. A dissatisfied teacher can become irritable and may create tension which can have negative influence on the student’s learning process and it consequently affects their academic growth. Thus a dissatisfied teacher spells disaster to country’s future.

Stranger, Flable and wood (1952) found that job satisfaction was related to better employee-employer relationship. Teacher satisfaction may also be influenced by the perceived ability of the Principal relations and interfaculty. Relationships have a great effect on teacher’s job satisfaction. Holder (1985) is of the opinion that a positive association was found to exist between that level of teacher job satisfaction and the principals lack of teacher job satisfaction and the Principals perceived level of aloofness.

Blum and Nayler (1969) observed that job satisfaction may be the result of a lack of vocational guidance. They further stated that a person, who is too good or not good enough for a job in terms of his abilities and interest, is not likely to job satisfaction, but cautioned that “secure” is social as well as economic. Hence it is observed that social security and economic security are essential to be happy in any job.

**Need and Importance:**

Job satisfaction may be defined as how an individual is with his or her job. It expresses that extent of match between workers expectations and the rewards the job provides and the values it created and gets cherished. Satisfaction is an important focus because it is the source of motivation to sustain effort, in performing over the extent period, the many routine but necessary tasks that are required for teaching. Job Satisfaction may be defined as how much an individual is adjusted is his work because adjustment is more overt and more easily manipulated while satisfaction is convert and being visible aspect of teacher make up.

In the field of Education, a little research has been conducted on job satisfaction. Studies on the job satisfaction of teachers reveal interesting contradictions. Therefore, it will be proper to explore more to confirm in the field of teaching and learning to fail.

Looking, back at the considerable number of studies conducted in the teacher education, teaching and teacher behaviour, it is quite obvious that very little effort has been undertaken in terms of research studies on teachers working at primary level in general and female teachers in particular. In fact the focus of researchers in teacher education, college teachers and university teachers. The proposed study is expected to throw light on the issue of job satisfaction of Married and Unmarried Female Teachers of Primary School in School District

**Statement of the Problem:**

The problem for the present study is as under:- “A study of Job Satisfaction of Married and Unmarried Female Teachers of primary Schools in Srinagar District”.
Objectives of the Present Study:

The following have been formulated for the present investigation:

1. To identify married and Un-married female teachers working in primary Schools.
2. To Compare married and unmarried female teachers on intrinsic aspect of job-satisfaction.
3. To compare married and unmarried female teachers on Salary Promotional A Venue and Services conditions.
4. To Compare married and unmarried female teachers of Physical facilities.
5. To compare married and unmarried female teachers of Institutional plans and policies.
6. To compare married and unmarried female teachers and satisfaction with authority.
7. To compare married and unmarried female teachers on satisfaction with social status and family welfare.
8. To compare married and unmarried female teachers on Rapport with students.
9. To compare married and unmarried female teachers on relationship with co-workers.

Hypothesis for the Present Study:

The following hypothesis has been formulated for the present investigation;

1. There is a significant difference between married and unmarried female teachers on intrinsic aspect of job satisfaction.
2. There is significant difference between married and unmarried female teachers on Salary Promotional Avenues and Service Conditions.
3. There is a significant difference between married and unmarried female teachers on Physical facilities.
4. There is a significant difference between married and unmarried female teachers on Institutional Plans and Policies
5. There is a significant difference between married and unmarried female teachers on Satisfaction with authority.
6. There is a significant difference married and unmarried female teachers on social status and family welfare.
7. There is a significant difference between married and unmarried female teachers on rapport with students.
8. There is a significant difference between married and unmarried female teachers on relationship with co-workers.

Definitions of the Variables:

According to international dictionary of education, ‘job satisfaction’ refers to the extent to which a person is pleased or satisfied by the content and environment of his work or is displeased or frustrated by inadequate working conditions and tedious job content”, EDIN MECASKILB et.al, in his study have defined job satisfaction as the feeling a person has about his job repeated through his effective responses to the facets of the job satisfaction. The feelings are associated with the perceived differences between what is expected as a fair, reasonable, return and what is experienced in a given situation to a job situation. In simple terms, as Jewell (1985) puts it, “A satisfied employee find more to like about his or her job situation than to dislike scale by
In the present study Job satisfaction means the scores obtained by the sample subject on Meera Dixit, Job Satisfaction scale has 8 sub scales under the following headings

1. Institutional Plans and policies
2. Satisfaction with authority
3. Intrinsic aspects of job satisfaction
4. Satisfaction with social status and family welfare
5. Relation with Co-workers
6. Physical facilities
7. Salary Promotional Avenues and Services Conditions
8. Rapport with the students

Primary School Teachers:

Married and Unmarried female teachers were taken from primary schools of district Srinagar

Findings

1. Married female teachers have been found to be more satisfied on Institutional Plans and Policies as compared to the unmarried female teachers.
2. Married female teachers have been found to be more satisfied with Authorities as compared to the unmarried female teachers.
3. It has been found that both married and Unmarried female teachers were found to be satisfied on Intrinsic Aspect of Job.
4. Married female teachers have been found to be more satisfied on Social Status and Family Welfare as compared to the unmarried female teachers.
5. Married female teachers have been found to be satisfied on relationship with co-workers as compared to the unmarried female teachers.
6. Married female have been found to be more satisfied on Physical facilities as compared to unmarried female teachers.
7. Married female teachers have been found to be more satisfied on Salary Promotion Avenues and service conditions as compared to the unmarried female teachers.
8. Married female teachers have been found to be more satisfied on rapport with students as compared to the unmarried teachers.

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INDIVIDUAL VERSUS SOCIETY

*Fazl Illahi

In this paper the author discuss various issues related to individual and society, the supremacy or subjugation of one by the other. It discusses the issue in light of statements of thinkers about the issue because the question has remained significant import to education for all times. Instances are drawn from children to highlight certain points. Besides, the issues from social standpoint have also been emphasized.

“A perfect education”, says Aldous Huxley “is one which up every human being to fit into the place he or she is to occupy in the social hierarchy, but without, in the process, destroying his ability”. The definition cited above underlining the conflict between individual and the citizen, shows up in the aims of education as well. Whether education should serve individual or society is a big question. Does becoming fit into the social hierarchy, somehow, destroy our ability? Or does individual self expression trample over the societal norms? Are the two-society and individual-antithetical; if this is the case then there is no scope of forging as common ground; or are they; according to the fashionable phrase, two sides of the same coin, where, at one glance, individual seems to take the foreground and society is relegated back; when the angle changes, society is hurled to the front and individual, who seems to be obscure, holds society on its own hands. Having said that, then why a citizen is presumes to be a lesser individual? Does becoming a citizen strip man of his individuality? Do individual and citizen stand at poles? Does society pulverize an individual to nonentity? Is individual always at war with society? Whoever wins liquidates the other, and none remains ultimately. Don’t they buttress each in other in order to grow stronger? They do, that’s why they are inseparable?

The question like these are quite fundamental to man and his progress in the society. It is due to the expansion in societies that sociology emerged as a discipline, although it is a bit new./ in education, our concerns are to develop an individual and, at the same time, to prepare him for real life. Since real life is not disconnected from society, or may we say, life is a march of an individual through the corridors of society. These societal corridors impinge upon his mind, and he, in turn, leaves his traces on the floor of the corridor. But the educational question remains: should man be prepared for his own sake or society, or both. Therefore, in

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education, this question attains practical dimensions. For guidance education turns toward
philosophy to settle the question like this as other questions, which sometimes invite
metaphysical and normative treatment.

It is no moot point that individual is, first and foremost, a biological unit, coming into being
solely through a biological process. He has been labeled as a social creature by none other
than Aristotle. He may be the outcome of the biological process but he is delivered in a
social-unit-family-that feeds him, protects him, and most importantly, socializes him. Given
the condition and environment, in which man is born, he is, precisely speaking, bio-social
creature. His willing desire to form governments and state, furthermore, transforms him into a
bio-social-political creature. Was man free in antiquity when, it is presumed, he lived an
isolated life devoid of socio-political rings, which we now see around him? Was he free when
he was bio-natural rather than bio-social? Has social contact made a slave a out of a free
creature as proposed by Jean Jacques Rousseau and Hobbes, Did he live a life of primitive
simplicity and idyllic happiness? “The natural man lives for himself; he is a unit, the whole;
dependent only on himself and on his like”, declares Rousseau, a French philosopher. He
further says, “The citizen is but the numerator of a fraction, whose value depends on its
denominator; his value depends whole, that is, on the community. Good social institutions
are those best filled to make a man unnatural, to exchange his independence for
independence, to merge the unit in the group, so that he no longer regards himself as one, but
as a part of the whole, and is only conscious of the common life.” The social rings which
accumulate around man, with time, in the form of customs, traditions and social institutions
wither away freedom and independence of man according to Rousseau. The social contract
(or “act of association” as Rousseau calls it) throws man into series of unending shackles,
which apparently seem to provide him ware withal to cooperative livings, but ultimately
submerges him into the waters of society. The terms of this act of association according to
Rousseau are: “Each of us puts his person and all his power in common under the supreme
direction of the general will, and, in our corporate capacity, we receive each society, and
merged into the general will, like a droplet merged and lost into an ocean. Whatever be the
case, but some theories, like that of Hobbes and Rousseau, have contributed to the idea that
man, before the advent of society (whether such a nation is defensible), lived a life of
simplicity, independence and self-sufficiency. There were no societal compulsions of right
and wrong, good and evil. But increase in population lead to more interaction of people and,
as presumed, giving way to interdependence. Interdependence, as you shall agree, steals some
liberty out of the individuals grasp. Man, in a group, acts on the basis of the consequences his action is going to yield; as such, he may terminate his action or follow a different plan, thus succumbing to the pressures of the environment. The extent he withholds his expression that amount his freedom is muzzled. “To renounce liberty”, writes Rousseau “is to renounce being a man, to surrender of rights of humanity and even its duties.” To put shackles on man’s liberty is to strip him of his manliness. It is correct to say so? Doesn’t live with him, Can he isolate his action in a member to make it insulated? Or can he be insulted from others action? Only in one case: when actions are mutually exclusive, and continuous such actions will make hermits of men, and then societies would not have been there.

Thomas Hobbes, in his book, ‘Levaithan’ put forth similar theory: that in this state of nature, men were self-sufficient, but at was perpetually. To escape from this ill condition man needed some security, which became possible when a group of man contracted with one another, where rights of individuals were made secure to the detriment of absolute liberty. These developments, together with establishment of governments, further diminished the liberty of natural man. “in the world as we know it there is bound to be tension and conflict. The very existence of the ‘state’ (i.e. organized government) is evidence of the need to control by animal. The other side of that coin that man and the higher animals have more mutual affection. It is difficult to imagine a love affair in the ant’s nest”.

Let us now move to humans but raised away from the society in the company of animals. We have famous wolf story of one Mr. Singh, a missionary, who finds two girls in a wolf den. The condition of the girls is that they are there in the den for good time. They have developed wolf like behavior in everything the do-eating raw meat, sleeping during the day and remaining awake in the night, holding their tongue out continuously, walking on the four limbs rather than two. The missionary rescues them. One of them dies immediately after rescue, the other one lives on, and slowly reverts to human habits only after living with humans. Other stories like this feral children have also been reported. This stamps the fact that man become man only in the society; man without society is misnomer, whatever he be-animal or brute-man he cannot be. We need man to stand before man to make them men, both.

Newborn minds are pregnant to be impinged upon by the environment around. Initially they are totally respective, not interactive, because largely they are helpless creatures. With the passage of time, as infant grows up, developing of his overall capacities, he becomes
interactive with the environment. In this interaction he fills the environment (also society) with his individualistic inputs that him different from others, and in turn, bears impact from the society that tends to homogenize him with other members of the society. Now, this homogenizing effect of society does not go down well with individualists, who believe that this effect ultimately dents man’s originally when he takes dictations from society. There seems to be some truth in it because we see some man who become yes men under the influence of society, never asserting their points; this, as a matter of fact, buries their individuality within the grave of their own bodies. They become machines, dutifully following a course. Behaviorism explains their behavior. It is nothing but surrender of their ‘will’ where you don’t choose, you just follow. When you follow, you treat a beaten track; when you choose you discover a new way. Needless to say that when we follow a beaten track, we reinforce the existing system; when we choose a new direction we strain the society like sheep; they assert themselves, sometimes even against societal norms. They conserve their individuality from socialist incursion; their ‘individual will’ does not always confirm with ‘societal will’. After all, individual surrenders a measure of his will into the pool of the ‘general will’ while living in the society; and if individual surrenders his will absolutely, ‘general will’ will cut them in all single sizes. That would be standardization and death of individuality. It should be the matter of free choice of extent to which the individual surrenders his ‘will’; if it happens to be otherwise then the society is setting foot in the wrong territory, which is bound to give tremors. Freedom to assert may, in all probability, foster durable peace, force is bound to make the wars and revolutions frequent. Even the present day democracies, where, avowedly, power rests with people-the citizens- are not immune to the slavish infection. To this effect C.G. Jung says: “The individual is increasingly deprived of the moral decision as to how he should live in his own life and instead is ruled, fed, clothed and educated as social unit, accommodated in the appropriate housing units, and amused in accordance with the standards that give pleasure and satisfaction to the masses.” He further elaborates: “the rulers, in their turn, are just as much social units as the ruled and are distinguished only by the fact that they are specialized mouthpieces of the state doctrine.” The democracies of today appear democratic externally wearing a façade, decorated with democratic make-up stinking internally with authoritarianism.

“The state”, writes Jung, “in particular is turned into a quasi-animate personality from whom everything is expecting. In reality it is only a camouflage for those individuals who know how to manipulate it.” He further states boldly, “Thus the constitutional state drifts into the
situation of a primitive form of society, the communism of a primitive tribe where everybody is subject to the autocratic rule of chief or an oligarchy.” Democracies, at times, not always, lull and individual into unconscious submission, not by force, but by bombardment of suggestions through media or otherwise (commonly called propaganda). We are not here to castigate democracies, for it is understandable that it is a system that guarantees the interests of the majority without any grudge, as numbers decide the verdict. The voice of majority is heard and interests of majority are safeguarded. It is presumed that good sense will prevail on the greater number in marking right choices, and in consequence the minority will also get their due, rather than be trampled under the weight of majority.

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RIGHT TO EDUCATION

*Nuzhat Nasreen

Introduction

Education narrowly refers to formal institutional instructions. The 1960 UNECSO convention against Discrimination in Education defines education is Article 1(2) as:

“All types and levels of education (including) access to education, the standard and quality of education, and the conditions under which it is given.”

In a wider sense education may be described “all activities by which a human group transmits to its descendants a body of knowledge and skills and a moral code which enable the group to subsist”. In this sense education refers to the transmission to a subsequent generation of those skills needed to perform tasks of daily living, and further passing on the social, cultural, spiritual and philosophical values of the particular community. The wider meaning of education has been recognized in Article 1(a) of UNESCO’s 1974 Recommendations concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamentals Freedoms. The article state that education implies.

“The entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capabilities, attitudes, aptitudes and knowledge.”

The European court of Human Rights has defined education in a narrow sense as “teaching or institutions… in particular to the transmission of knowledge and to intellectual development” and in wider sense as “the whole process whereby, in any society, adults Endeavour to transmit their beliefs, culture and other values to the young.

EDUCATION: THE FORCE OF THE FUTURE

It is widely agreed that education is the most effective means that society possesses for comforting that challenges the challenges of the future. Indeed, education will shape the world of tomorrow progress increasingly depends upon the products of educated minds: upon research, invention, innovation and adaptation. Of course, educated minds and instincts are
needed not only in laboratories and research institutes, but in every walk of life. Indeed, access to education is the sine qua non for effective participation in the life of the modern world all level. Education, to be certain, is not the whole answer to every problem. But education, in its braids sense, must be a vital part of all efforts to imagine and create new relations among people and to foster greater respect for the needs of the environment.

Education serves society in a variety of ways. The foal of education is to make people wise, more knowledgeable, better informed, ethical, responsible, critical and capable of continuing to learn. Were all people to posses such abilities and qualities, the world’s problems would not be automatically solved, but the means and the means and the will to address them would be at the hand. Education also serves society by providing a critical reflection on the world, especially its failing and injustices, any by promoting greater consciousness and awareness, exploring new visions and concepts, and inventing new techniques and tools. Education is also the means for disseminating knowledge and developing skills, for bringing about desired changes in behavior, values and lifestyles, and for promoting public support for the continuing and fundamental changes that will be required is humanity is to alter is course, leaving the familiar path that is leading towards growing difficulties and possible catastrophe and starting the uphill climb towards sustainability. Education, in short is humanity’s best hope and most effective in the quest to achieve sustainable development.

The importance of learning is to enable the individual to put his potentials to optimal use. Education makes man a right thinker and a correct decision-maker. It achieves this by bringing him knowledge from the eternal worlds, teaching him to reason and acquainting him with past history, so that he can a better judge of the present. With education, he finds himself in a room with all its windows open to the outside world. A well educated man is a more dependable worker, a better citizen, a centre of wholesome influence, pride to his community and honor to his country. A nation is great only in proportion of its advancement in education.

Over the years, the demand for children’s education has grown by leaps and bounds. Everybody from the poorest of the poor to the well off, acknowledges the value of education in the overall development of children. Basically, the object of education is threefold i.e. physical, mental and spiritual. A perfect system of education must do full justice to all those three above.
It is the education that help people can respect and recognition. Education is indispensable part of life both personally and socially. However, the unequal standard of education is still a major problem that needs to be solved. The importance of education is undeniable for every single person. It goes without saying that education has positive effect on human life. All people need to study. Only with the advent of education can people gain knowledge and enlarge their view over the world. For example, learning by watching TV or reading books gives people a huge amount of information about anything they are interested in such as mathematics, current news, exchange rates, other countries culture and so on. Apparently, people may become more useful and civilized if better educated. In areas where residents are not able to receive an appropriate education, life cannot be as thriving and prosperous as location where there is a high standard for education.

Secondly, education plays such a rudimentary role on our society that we cannot even imagine a life without it. It is determined element for the civilization of human society. Not only does it helps is develop healthy surroundings but it also generates an advance community. As a matter of fact, everything we create today is based on the knowledge that we obtain throughout our life by way of education. This assists scientists in inventing equipments and devices, resulting in a high technology now a days. The more developed life becomes the more necessary education is for everyone.

Although education has a significant influence on life, the average education is not the same in different areas. As a result, strategies are being made to resolve the problems. Without education, life would be disastrous and detrimental. Consequently, to this day, we are trying our best to make education global and accessible for everyone particularly the poor and the disabled. There are still some places where the inhabitants, are almost completely uneducated, causing a serious lack of knowledge. Additionally, ever child should be given equal opportunities to learn and study. Because the development of a country depends vastly on the standard of education. It must be everything in its power to improve it. Although the educational systems of different countries are not similar but they have to share a common goal which is to provide its citizens and proper learning.

Right to Education

The right to Education is a Universal entitlement to education, recognized in the International Convenor on economic, Social and Cultural Rights as a human right that included the right to
Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. This has been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural organization (UNESCO) Convention against Discrimination in Education (1960) and the Convention on the Elimination of all forms of Discrimination against women (1981). The treaties establish an entitlement to free, compulsory primary education for all children; an obligation to develop secondary education, supported by measures to render it accessible to all children, as well as equitable access to their education; and a responsibility to provide basic education for individuals who have not completed primary education. Furthermore, they affirm that the aim of education is to promote personal development, strengthen respect for human rights and freedoms, enable individuals to participate effectively in a free society, and promote encompassing not only access to educational provision, but also the obligation to eliminate discrimination at all the levels of the education system, to set minimum standards and to improve quality. In addition, education is necessary for the fulfillment of any other civil, political, economic or social rights.

**Right to Education In India**

The Right of Children to free and Compulsory Education Act, which was passed by the Indian Parliament on 4th August 2009, describes the modalities of the provision of free and compulsory education for children between 6 and 14 under Article 21A of the Indian Constitution. The Act came into force on 1st April, 2010 and India became one of the 135 countries which have made education a fundamental right to every child.

The Act is the enabling legislation to notify the 86th Constitutional passed by Parliament in December 2002 that specified the need for a legislation to describe the mode of implementation of education as a fundamental right. The necessitated the drafting of a
separate Education Bill. The rough draft of the bill was composed in the year 2005. It received much opposition due to its mandatory provision to provide 25 percent reservation for disadvantaged children in private schools.

The sub-committee of the Central Advisory Board of Education which prepared the draft bill held this provision as a significant prerequisite for creating a democratic and egalitarian society. The Indian Law Commission had initially proposed 50 percent reservation for disadvantaged students in private schools.

After the bill was approved by the Cabinet on 2th July, 2009, The Rajya Sabha and the Lok Sabha passed the bill on 20th July 2009 and 4th August 2009 respectively. It was notified as Law on 3rd September 2009 as the Children’s Right to Free and Compulsory Education Act after it received Presidential assent. The Law came into effect in the whole of India except the state of Jammu & Kashmir from 1st April 2010 through a speech by the Prime Minister. It was the first time in the history of India that a Law was brought into force by a Speech by the Prime Minister.

In his speech, Prime Minister Man Mohan Singh, stated : “We are committed to ensuring that all children, irrespective of gender and social category, have access to education. (we are committed to) an education that enables them to acquire the skills, knowledge, values and attitudes necessary to become responsible and active citizens of India.”

Besides, making education a fundamental right to every child between the ages of 6 to 14, the Act specifies minimum norms in Government Schools. It requires the reservation of 25 percent of places in private schools for children from poor families, prohibits unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held, expelled or required to pass board examination until the completion of elementary education. There is also a provision for special training of school drop-out to bring them up to par with students of the same age.

Under the Act, the Right to Education of Persons with disabilities until 18 years of age has also been made a fundamental right. The Act provides for the establishment of the National Commission for Protection of Child Rights, and State Rights, and State Commission for supervising proper implementation of the act, looking after complaints and protection of Child Rights. Others provision regarding improvement of School infrastructure, teacher-
student ration and faculty are made in the Act. There moist be at least one teacher for 30 students and there must be involvement of student’s parents in School’s administration.

It is estimated that the implementation of the Act would cost 1.78 trillion or 1.78 lakh crore for the initial five years. The cost would be shared in the ratio of 65 to 35 between the Central Government and the states, and a ratio of 90 to 10 for the north-eastern states. However, The task of implementing and enforcing the law will be in the hands of state government.

Former Human Resource Development Minister Kapil Sibal termed the Act a “national enterprise that would help India’s Future”. The legislation would not only ensure every child’s right to education, but puts the obligation on the government attempts to provide elementary education. On the medium of instruction, there is a provision elementary education, as far as possible, in the mother tongue of the child. The law would ensure that the child got free, compulsory and quality education by qualified teachers.

As the curriculum would be less rigorous, it would ensure all-round development of children. On infrastructure, there is a provision for establishing recognition authority in every state under which all schools would have to fulfill the minimum requirement of infrastructure within three years. Otherwise, they would lose recognition. Similarly appointment of teachers had to be approved by the academic committee.

The law has come as a boon to India and is expected to be a big boost to children’s education as out of every hundred children attending elementary school only 12 reached the graduation level compared to the global average of 27. In Europe it was 50-70 students reaching college from the elementary level. The HRD Ministry expects that the law would increase India’s average to 15 by 2012 and to 30-35 by 2020.

Possible Flows:
The Act has been criticized for being hastily-drafted, not insulting many groups active in education, not considering the quality of qualities, infringing on the rights of private and religious minority schools to administer their system, and for excluding children under 6 years of age. Many of the ideas are seen as continuing the policies of Sarva Shiksha Abhiyan of the last decade, and the World Bank funded District Primary Education programme
(DPEP) of the 90s, both of which, while having setup a number of schools in rural areas, have been criticized for being in-effective and corruption-ridden.

**Quality of Education:**

The quality of education provided by the Govt., system remain in question. While it remains the largest provider of elementary education in the country forming 80% of all recognized schools, it suffers from shortages of teacher, infrastructural gaps and several habitations continue to lack schools altogether. There are also frequent allegations of Government Schools being riddled with absenteeism and mismanagement and appointments are based on political convenience. Despite the allure of free lunch-food in the government schools, many parents send their children to private schools. Average school teacher salaries in private Rural schools in some states (about Rs. 4000/- per month) are considering lower than that in Government Schools. As a result, proponents of low cost private schools, critiqued Government Schools as being poor value for money.

Children attending the private schools are seen to be at an advantage, thus discriminating against the weakest sections, who are forced to go government schools. Furthermore, the system has been criticized as catering to the rural elites who are able to effort school fee in a country where large number of families live in absolute poverty. The Act, has been criticized as discriminatory for not addressing these issues. Well –known educationist Anil Sadagopal said of the hurriedly-drafted act:

a) It is a fraud on our children. It gives neither free education nor compulsory education.
b) In fact, it only legitimizes the present multi-layered inferior quality school education system where is discrimination shall continue to prevail.

**Neglecting Pre-Primary Education**

The RTE Act provides free and compulsory education to all the children of India in the 6 to 14 groups. So the deliberately ignores the Pre-primary children from it. The early of schooling from pre-primary right up to the end of the primary cycle are the most important phase of a child’s development, where the foundation for life-long learning is built. It is a stage that we need highly competent and sensitive teachers, who can stimulate creativity and nature and build innate intellectual abilities. There is considerable global as well as Indian research that has established without doubt that investing in the early years is very important. It is, therefore, important for the government to pay more focused attention to pre-school
education and to primary education by enhancing financial as well as academic resources to create good quality schools accessible to all children. If the government abdicates this space, it is the poor and the marginalized who will bear the brunt of this neglect. As it is today the economic and social background of the children determines what kind of schools they go to and with lower investment in government primary schools, the poorest would be hardest hit within them children from disadvantaged social groups—especially, dalit, tribal and new migrants in rural and urban areas. The hierarchies of schooling have been well documented.

**Inputs and Outcomes:**

The Act is excessively input-focused rather than outcome-oriented. Even though better school facilitates, books, uniforms and better qualified teachers are important, their significance in the Act has been overestimated in the light of inefficient, corrupt and unaccountable institutions of education provision.

**School Recognition:**

The Act unfairly penalizes private recognized schools for their payment of market rates for teachers rather than elevated civil service wages. It also penalizes private schools for lacking the infrastructural facilities defined under a schedule under the Act. These schools, which are extremely cost efficient, operate mostly in rural areas or urban slums, and provide essential educational services to the poor. Independent studies by Geet Kingdon, James Tooley and ASER 2009 suggest that these schools provide similar if not better teaching services when compared to government schools, while spending a much smaller amount. However, the Act requires government action to shut down these schools over the coming three years. A better alternative would have been to find mechanisms through which public resources could have been infused into these schools. The exemptions from these same recognition requirements for government schools in the case of double standards—with the public sector being exempted from the same “requirements’

**Teachers**

Teachers are the cornerstone of good quality education and need to be paid market-driven compensation. But the government has gone too far by requiring high teacher salaries averaging close to Rs. 20,000 per month. These wages are clearly out of line, when compared
with the market wage of teacher, for most schools in most locations in the country. A better mechanism would have involved schools being allowed to design their own teacher salary packages and having autonomy to manage teachers. A major problem in India is the lack of incentive faced by teachers either in terms of carrot or stick. In the RTE Act, proper disciplinary channels for teachers have not been defined. Such disciplinary action is a must given that an average of 25 percent teachers are absent from schools at any given point and almost half of those who are present are not engaged in teaching activity. School management committees need to be given this power to allow speedy disciplinary action at the local level. Performance based pay scales need to be considered as a way to improve teaching.

25% reservation in private school

The Act and the Rules require all private schools (whether aided or not) to reserve at least 25% of their seats for economically weaker and socially disadvantaged sections in the entry level classes. These students will not pay tuition fees. Private schools will receive reimbursements from the government calculated on the basis of per-child expenditure in government schools. Greater clarity for successful implementation is needed on:

- How will weaker and disadvantage sections’ be defined and verified?
- How will the government select these students for entry level classes?
- Would the admission lottery be conducted by neighborhood or by entire villages/town/city? How would the supply-demand gaps in each neighborhood be addressed?
- What will be the mechanism for reimbursement to private schools?
- How will the government monitor the whole process? What type of external vigilance/social audit would be allowed/encouraged on the process?
- What would happen if some of these students need to change school in higher classes?

Barrier for orphans

The Act provides for admission of children without any certification. However, several states have continued pre-existing procedures insisting that children produce income and caste certificates, BPL card and birth certificates. Orphans children are often unable to produce such documents, even though they are willing to do so. As a result, schools are not admitting them, as they require the documents as a condition to admission.
What is to be done?
The RTE Act has been passed; the model Rules have been released; financial closure appears in hands. Does this mean the policy is now impervious to change? Even today, much can be achieved through a sustained engagement with this problem.

Drafting of state rules
Even though state rules are likely to be on the same lines as the model rules, these rules are still to be drafted by the state level authorities keeping in mind contextual requirements Advocacy on the flaws of the central arrangements, and partnership with state education departments could yield improvements in at least some States. Examples of critical changes which state governments should consider are: giving SMCs greater disciplinary power over teachers and responsibilities of students learning assessment, greater autonomy for schools to decide teacher salaries and increased clarity in the implementation strategy for 25% reservations. If even a few states are able to break away from the flaws of the central arrangements, this would yield demonstration effects of the benefits from better policies.

Assisting private unrecognized schools
Since unrecognized schools could face closure in view of prescribed recognition standards within three years, we could find ways to support such schools to improve their facilities by resource support and providing linkages with financial institutions. Moreover, by insulting proper rating mechanisms where in schools can be rated on the bases of infrastructure, learning achievements and other quality indicators, constructive competition can ensue.

Ensure proper implementation
Despite the flaws in the RTE Act, it is equally important for us to simultaneously ensure its proper implementation. Besides bringing about design changes, we as responsible civil society members need to make the government accountable through social audits, filing right to information applications and demanding our children’s right to quality elementary education. Moreover, it is likely that once the Act is notified, a number of different groups affected by this Act will challenge it in court. It is, therefore, critically important for us to follow such cases and where feasible provide support which addresses their concerns without jeopardizing the implementation of the Act.

Awareness
Most well-meaning legislations fail to make significant changes without proper awareness and grassroot pressure. Schools need to be made aware of provisions of the 25% reservations, the role of SMCs and the requirements under the schedule. This can be under taken through
mass awareness programmes as well as ensuring proper understanding by stakeholders responsible for its implementations.

**Ecosystem creation for greater private involvement**
Finally, along with ensuring implementation of RTE Act which stipulates focused reforms in government schools and regular for private schools, we need to broaden our vision so as to create an ecosystem conductive to spontaneous private involvement. The current licensing and regulatory restrictions in the education sector discouragement well-intentioned ‘edupreneurs’ from opening more schools. Starting a school in Delhi, for instance, is a mind-numbing, expensive and time-consuming task which requires clearance from four different departments totaling more than 30 licenses. The need for deregulation is obvious.
TEACHING APTITUDE OF IN-SERVICE B.ED. PUPIL TEACHERS OF KASHMIR DIVISION IN RELATION TO SEX-A COMPARATIVE STUDY

*Nuzhat Jan*

Abstract
An attempt has been made to assess and compare the Teaching Aptitude of In-service Male and In-service Female B.Ed. Pupil Teachers of Kashmir division. A sample of 120 In-service B.Ed. Pupil Teachers (60 Male and 60 Female) was drawn from Govt., college of education, M.A. Road, Srinagar and Directorate of Distance Education University of Kashmir (J&K). The data was collected by administering Dr. S.C. Gakhar and Dr. Rajnish Teaching Aptitude Inventory (TAT-GR). “t” test was used to find out the significant differences on Teaching Aptitude between In-service Female and In-service Male B.Ed. Pupil Teachers. The result revealed that the In-service Male and In-service female B.Ed. Pupil Teachers have same Teaching Aptitude on composite score. However, on factors wise analysis Male In-service B.Ed. Pupil Teachers have better Teaching Aptitude on factors Innovations Regarding Activities of the School and on factor professional ethics than the Female In-service B.Ed. Pupil teachers but on other factors of teaching Aptitude viz. Teaching Profession, Interest towards Students, Social Contacts, and Teaching Potentiality and Current Knowledge have same teaching aptitude.

**Keywords:** Teaching aptitude, In-service B.Ed. Pupil Teachers, Male and Female teachers.

INTRODUCTION:
Teachers are regarded as backbone of the nation, because they are architects, facilitators and mediators and interpreters for the children who are at various levels of cognitive development. The university education commission emphasized the importance of the teacher and his responsibility. Secondary Education Commission (1952-53) remarks with respect to educational reconstruction. Most important factor in the contemplated educational reconstruction is teacher, his personal qualities, his educational qualification, his professional training and the place, he occupies in the community. The education commission (1964-66) has very aptly observed that the future of the nation is shaped in her classrooms; it is the teacher who moulds the most precious material of land viz. boys and the girls in their most crucial period of development in required shapes. National Policy on Education (1986) remarks that the status of the teachers has direct bearing on the quality of education. The teacher has a powerful and abiding influence in the formation of the character of every future citizen.

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Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. Jones was of the view that, ‘aptitude is more than potential ability or ability expectancy. It implies fitness for job, we call it success expectancy. Basically, it includes intelligence, ability of various kinds and personality factors necessary for success. It is a combination of these.” Aptitude tests measure ability to succeed in a particular kind of training. Scholastic aptitude tests measure ability to succeed in college or school. Vocational aptitude tests measure the likelihood of success in vocational training or in an occupation. For constructing an aptitude test in music, for example, one has to consider the factors which enter into good musical performance, like, ability to remember between differences in pitch, rhythm, pattern, intensity, etc. Present level of achievement in these tasks must provide a predictive index. Someone who has the aptitude to do clerical work has the prerequisite skills in manual dexterity, attention to detail and speed with repetitive tasks to complete many types of clerical work. Journal of Education and Practice effectively and efficiently. In most walks of life, past performance is the best predictor of future performance in the same realm of activity. The effectiveness of education depends upon quantity of teachers working in an institution. The quality of teacher’s in turn depends upon the quality of training received by them in different training institutions. As we know the quantitative and qualitative improvement of elementary and secondary educations has raised problems of solutions of right type of teachers and enriching programs of teacher preparation. Thus necessitates not only improving the knowledge and teaching competency of a teacher but also to inculcate in them desirable teacher like qualities. We know the teaching profession is one of the most important art of guiding students through a variety of selected teaching methods and methodologies, it should therefore, attract the brightest minds, finest personality and most committed young people. As a profession, it requires people who have right type of aptitude and attitude for teaching in bound to be a successful teacher in future. As a teacher, we should enrich ourselves with different teaching methodologies in order to change the behavior of learners keeping in view their individual differences. The purpose of present study is to study the teaching aptitude of in-service pupil teachers both male and female deputed to B.Ed. college for teacher training programme, so the investigator finds it relevant to study such a topic which has great significance in our present education system. It will clearly reveal the picture of elementary and secondary teacher educators working at different levels.
and their influence on the present education system. The result may guide teacher educators in devising their mode of teacher training, their methodologies, aptitude and attitude towards their profession. (Bingham 1937) It refers to those qualities characterizing a person’s way of behavior which serve to indicate how well he can learn to meet and solve a certain specified kind of problems. Traxler (1957), ‘aptitude is a condition, a quality or a set of qualities in an individual which is indicative of the probable extent to which he will be able to acquire under suitable training, some knowledge, skill or composite of knowledge, understanding and skill, such as ability to contribute to art or music, mechanical ability, mathematical ability or ability to read and speak a foreign language.’Freeman (1971), ‘an aptitude is a combination of characteristics indicative of an individual’s capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work.’In this way, by taking note of one’s present abilities and capacities we may come to know that one has an aptitude for learning and becoming successful in a particular area. Perveen (2006) in her study revealed that discipline and sex of the pupil teachers does not contribute towards teaching aptitude of male and female arts pupil teachers were compared, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teacher. It was found that teaching aptitude of pupil teacher was significantly correlated with their general teaching competence professional interest and academic Achievements. General teaching competence and professional interest of the pupil’s teachers significantly affect their teaching aptitude. Dushyant kaur (2007) academic achievement of student teacher on teaching aptitude of the pupil’s teachers +2 levels has high correlation as positive but not significant at acceptable level of confidence with all the indicators of success in the elementary teacher education course expect with school teacher rating. It contributed 23% in the predicting success of external examination of ETE. Basu, S. (2007) has found that 26% of teacher trainees are above average in teaching aptitude, 49% are average and 25% of teacher trainees are below average in teaching aptitude. Usha (2010) in her study revealed that there was a significant difference between teaching aptitude of effective and in effective male and female teachers. Sajan (2010) found that a dimension wise teaching aptitude reveals that the highest scoring dimension is the professional information (75%) and the exact scoring one is the professional interest (50.21%). It has been also reported that the female student teachers are found to score significantly high on teaching aptitude compare to their male counterpart.
However, it is important to note that no study on in-service male and in-service female B.Ed. pupil teachers has been reported from Jammu And Kashmir State so far. With this background the present investigator made a humble attempt in this direction.

THE STATEMENT OF THE PROBLEM

*Teaching Aptitude of In-service B.Ed. Pupil Teachers of Kashmir Division in relation to Sex-A Comparative Study*

OPERATIONAL DEFINITION OF VARIABLES

**Aptitude:** Aptitude refers to a natural or acquired disposition or capacity for a particular purpose or tendency to a particular action or effect. Aptitude is considered to be an important characteristic of an individual, which can predict the future success or failure of an individual in one occupation or areas of occupations. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. Jones was of the view that, ‘aptitude is more than potential ability or ability expectancy. It implies fitness for job, we call it success expectancy. Basically, it includes intelligence, ability of various kinds and personality factors necessary for success. It is a combination of these.’

For the present study the scores gained by sample subjects on teaching aptitude test (TAT-GR) by Dr. S.C. Gakhar and Dr. Rajnish. The inventory has six categories; viz.,

1. Teaching profession,
2. Interest towards students,
3. Social contacts,
4. Innovations regarding activities of the school,
5. Professional ethics,
6. Teaching potentiality and current knowledge.

**In-service B.ed. Pupil Teachers:** The present study is conducted on in-service B.Ed. pupil teachers of Kashmir Division. The B.Ed. Pupil teachers comprise of two sub– groups.

1. The In-service (Employed) Male pupil teacher is deputed by the Govt. for B.Ed. programme to Govt. College of Education, Srinagar and Directorate of Distance Education, University of Kashmir.
2. The In-service (Employed) Female pupil teacher is deputed by the Govt. for B.Ed. programme to Govt. College of Education, Srinagar and directorate of Distance Education, University of Kashmir.

**OBJECTIVES OF THE STUDY:**

1. To compare teaching aptitude of In-service Male and Female B.Ed. pupil teachers (composite score).
2. To compare teaching aptitude of In-service Male and In-service Female B.Ed. pupil teachers (factor wise).

**NULL HYPOTHESES:**

1. There are no significant differences between Male and Female in-service B.Ed. pupil teachers on teaching aptitude (composite score)
2. There are no significant differences between Male and Female in-service B.Ed. pupil teachers on teaching aptitude (factor wise).

**PROCEDURE:**

*Sample:* The sample for the present study was randomly selected. The total sample selected was 120 (one hundred and twenty) 60 Male and 60 female in-service B.Ed. pupil teachers from the Govt. College of Education, M.A. Road Srinagar and Department of Education, University of Kashmir.

*Tools:* For the measurement of Teaching aptitude of In-service male and In-service female B.Ed. pupil teachers Teaching Aptitude Test (TAT-GR) by Dr. S.C. Gakhar and Dr. Rajnish was administered.

**ANALYSIS AND INTERPRETATION OF DATA:**
The data collected through the administration of teaching aptitude test (TAT-GR) by Dr. S.C. Gakhar and Dr. Rajnish on six factors of teaching aptitude was statistically analyzed by applying ‘t’-test. The analysis & interpretation of data was arranged in a tabular form. The information is presented in tables 01 and 07.

**Table :-01**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>( \sigma )</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Female B.Ed. pupil Teachers</td>
<td>60</td>
<td>26</td>
<td>2.44</td>
<td>1.09</td>
</tr>
<tr>
<td>In-service Male B.Ed. pupil Teachers</td>
<td>60</td>
<td>25.33</td>
<td>2.35</td>
<td></td>
</tr>
</tbody>
</table>

Note :- NS \( \Rightarrow \) Not Significant

**Table :- 02**

**Significance of mean difference between In-service Male and In-service Female B.Ed pupil teachers of Kashmir on Teaching Aptitude factor one Teaching profession**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>( \sigma )</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Female B.Ed. pupil Teachers</td>
<td>60</td>
<td>3.4</td>
<td>2.04</td>
<td>1.39</td>
</tr>
<tr>
<td>In-service Male B.Ed. pupil Teachers</td>
<td>60</td>
<td>4.6</td>
<td>1.01</td>
<td></td>
</tr>
</tbody>
</table>

Note :- NS \( \Rightarrow \) Not Significant
Table :- 03
Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor two *Interest towards students.*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>$\sigma$</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Female B.Ed. pupil Teachers</td>
<td>60</td>
<td>2.96</td>
<td>1.92</td>
<td>1.72</td>
</tr>
<tr>
<td>In-service Male B.Ed. pupil Teachers</td>
<td>60</td>
<td>2.3</td>
<td>0.9</td>
<td></td>
</tr>
</tbody>
</table>

Note :- NS $\rightarrow$ Not Significant

Table :- 04
Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor three *Social contacts.*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>$\sigma$</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Female B.Ed. pupil Teachers</td>
<td>60</td>
<td>2.9</td>
<td>4.7</td>
<td></td>
</tr>
<tr>
<td>In-service Male B.Ed. pupil Teachers</td>
<td>60</td>
<td>1.44</td>
<td>0.42</td>
<td>1.64</td>
</tr>
</tbody>
</table>

Note :- NS $\rightarrow$ Not Significant

Table :- 05
Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor four *Innovations regarding activities of the school.*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>$\sigma$</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Female B.Ed. pupil Teachers</td>
<td>60</td>
<td>3.8</td>
<td>1.46</td>
<td>2.66**</td>
</tr>
<tr>
<td>In-service Male B.Ed. pupil Teachers</td>
<td>60</td>
<td>4.6</td>
<td>0.87</td>
<td></td>
</tr>
</tbody>
</table>

Note :- **$\rightarrow$** significant at 0.01 level.

Table :- 06
Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor five *Professional ethics and Teachers.*

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>$\sigma$</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Female B.Ed. pupil Teachers</td>
<td>60</td>
<td>3.8</td>
<td>2.16</td>
<td>4.2**</td>
</tr>
<tr>
<td>In-service Male B.Ed. pupil Teachers</td>
<td>60</td>
<td>5.7</td>
<td>1.23</td>
<td></td>
</tr>
</tbody>
</table>

Note :- **$\rightarrow$** significant at 0.01 level.
Table :-07

Significance of mean difference between In-service Male and In-service Female B.Ed. pupil teachers of Kashmir on Teaching Aptitude factor six Teaching potentiality and current knowledge.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>$\bar{X}$</th>
<th>$\sigma$</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Female B.Ed. pupil Teachers</td>
<td>60</td>
<td>6.33</td>
<td>2.35</td>
<td>1.44</td>
</tr>
<tr>
<td>In-service Male B.Ed. pupil Teachers</td>
<td>60</td>
<td>5.7</td>
<td>0.9</td>
<td></td>
</tr>
</tbody>
</table>

Note :- **significant at 0.01 level.

DISCUSSION AND INTERPRETATION:-

The perusal of table 01 makes it obvious, that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude composite score. Therefore, no decisive decision can be made about composite score of teaching aptitude.

The perusal of table 02 makes it clear that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor teaching profession. This means that In-service female and In-service male B.Ed. pupil teachers have same teaching aptitude towards teaching profession.

The perusal of table 03 makes it clear that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor interest towards students. This means that in-service female and in-service male B.Ed. pupil teachers have same teaching aptitude on factor interest towards students.

The perusal of table 04 makes it clear that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor social contacts. This means that in-service female and in-service male B.Ed. pupil teachers have same teaching aptitude on factor social contact. Both the groups have same teaching aptitude towards social contacts with students.

The perusal of table 05 makes it clear that the In-service male B.Ed. pupil teachers have higher mean score than the In-service female B.Ed. pupil teachers which shows significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor innovation regarding activities of the school. This
means that in-service male B.Ed. pupil teachers have high teaching aptitude on Factor innovation regarding activities of the school. In-service male B.Ed. pupil teachers have reported that they will develop attitude and skill of co-curricular activities and will take part in the function if annual day, national education day or some other educational activity celebration in the school and will not criticize it or work at home.

The perusal of table 06 makes it clear that the In-service Male B.Ed. pupil teachers have higher mean score than the In-service female B.Ed. pupil teachers which shows significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor professional ethics. This means that in-service male B.Ed. pupil teachers have high teaching aptitude on factor professional ethics. In-service male B.Ed. pupil teachers have reported that if there is no teaching aid available in the school for teaching a particular lesson they will prepare themselves in order to make lesson easier and which facilitates learning also. They also reported that they like to attend orientation courses, workshops, seminars and others related programs which enable them to have good power of innovation related to different teaching aids and tools for motivation of the students.

The perusal of table 07 makes it clear that no significant difference has been found between In-service female and In-service male B.Ed. pupil teachers on teaching aptitude factor teaching potential and current knowledge. This means that In-service female and In-service male B.Ed. pupil teachers have same teaching aptitude towards teaching potential and current knowledge.

Keeping in view the results of all the studies mentioned above, it can be asserted with confidence that In-service female and In-service male B.Ed. pupil teachers significantly differ from each other on some teaching aptitude factors. The results of the present study are in expected direction. Therefore, the null hypothesis:

1. There are no significant differences between In-service male and in-service female B.Ed. pupil teachers on teaching aptitude (composite score) is accepted.
2. There are no significant differences between In-service male and in-service female B.Ed. pupil teachers on teaching aptitude (factor wise) are partially accepted.
CONCLUSION:-

The present study through the different stages of investigation arrived to the following conclusions which were the result of systematic statistical method as well as qualitative analysis of data.

1. Female in-service B.Ed. pupil teachers and male in-service B.Ed. pupil teachers have same overall teaching aptitude.
2. Female in-service B.Ed. pupil teachers and male B.Ed. pupil teachers differ on some factors of teaching aptitude.
3. Male in-service B.Ed. pupil teachers have high teaching aptitude towards innovation regarding activities of the school and professional ethics than in-service female B.Ed. pupil teachers but on other factors their teaching aptitude is almost same.

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ASSESSMENT AND UNDERSTANDING OF GIRLS EDUCATION IN JAMMU AND KASHMIR WITH SPECIAL REFERENCE TO PROFESSIONAL AND VOCATIONAL EDUCATION

*Showkeen Bilal Ahmad Gul, **Nasiya

ABSTRACT--- The focus of this paper was on the assessment and understanding of the girl’s education in Jammu and Kashmir with special reference to vocational and professional education. The Vocational and professional education (also known as education based on occupation or employment) is education that prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, architecture, pharmacy, law etc. The literacy rate and vocational and professional education of the women of Jammu and Kashmir is far lower than their counterparts and also lower than women at national level both in general education and vocational and professional education. As per the data published by the 2011 census, the literacy rate in Jammu and Kashmir is 78.26 percent for males and only 58.01 percent for females. In Jammu and Kashmir Women or girls are the most vulnerable and worst hit section of the society especially under situations of violence caused by militancy and armed conflict. They don’t only suffer from intense humiliation and harassment but also undergo traumatic experiences with prolonged depression making them mentally sick. The paper discussed to what extent the central government, state government, NGO’s and local bodies have improved girls education as well as in their vocational and professional education and what are the challenges in promoting girls education in the state? The objectives of this study included first, to understand and explore the girl’s level of participation in general education as well as vocational and professional education; and to explore the barriers to girl’s education. The data was be taken from the census of India, report from the education sector of Jammu and Kashmir, paper published in journals and National Human Development Report of India. The educational schemes and developmental programmes seem have not helped to improve the condition of girls. There is an essential need to make serious efforts by government, not-for-profit organizations and other local bodies to augment the pace of development in education of the girls of Jammu and Kashmir.

Keywords: Assessment, Understanding, Professional Education, Vocational Education

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INTRODUCTION

Jammu & Kashmir State is one of the States of Indian Union. It is also well known as paradise on the earth is the northern Muslim dominated state of India with population more than one crore as per Census figures and covers the area of approximately 2,22,236 sq. Kms. The state has three regions namely, Jammu, Kashmir and Ladakh and further subdivided into 22 districts for administration and carrying out developmental programmes. The State has its own Constitution besides the Constitution of India and enjoys the special status under article 370. Topography of the J&K comes in the way of rising adequate infrastructure and is further compounded by terrorism and militancy, which have taken a heavy toll of life and public property besides throwing normal life out of gear. Education could not run away from this calamity as most of the educational institutions in rural areas were destroyed and loss of schooling hours immensely affected the learning outcomes.

Education is a basic prerequisite and a fundamental right for the citizens of a free nation. Education plays a catalytic role in a country’s socio-economic development and is one of the principal means available for a deeper and harmonious form of human development reducing poverty, ignorance and exclusion. Higher Education, which is a training ground for a professional, research-based, career-oriented future, must be respected as a potential instrument for bringing about social transformation and ensuring the success of democracy. Education must be provided to all categories of citizens by breaking down constraints and barriers. The Indian National Policy of Education recognizes this when it states ‘Wider women’s access to vocational, technical and professional education at all levels, breaking gender stereotypes, will ensure better financial stability for women and lead to national development’. Accordingly, the Constitution of India guarantees equality to all citizens without any discrimination on the basis of race, religion, sex, caste, creed, etc. Yet the ground reality is that girls or women find it difficult to realize their Constitutional rights despite the commitment to work towards equality and social justice especially Muslim women.

The status of women or girls is almost the same in all the states and union territories, where males dominate and females are accorded low status. Women’s work has historically been excluded from accounting schemes of the male-dominated production process and male-constructed development discourse. Human development as a concept is incomplete without understanding the ways in which the ‘situations are gendered’ – whether at home, school, workplace or in the public sphere.
Education of Muslim girls is vital not only on grounds of social justice but also because it accelerates social transformation. Promotion of gender equality in education is essential for human resource development. By educating a woman you educate the whole family. Given that a woman has the responsibility of the whole family on herself, an educated woman is better capable of taking care of the health, nutrition and education of her children and more so be an active agent in the social and economic development of the country.

It is evident that economic success everywhere is based on educational success. Literacy is the basic building block of education. It is a basic component of social cohesion and national identity. It leads to an improvement in the depth and quality of public opinion, as well as to more active participation of the marginalized in the democratic process. No society has ever liberated itself economically, politically, or socially without a sound base of educated women.

Education has a direct impact on women empowerment as it creates in them awareness about their rights, their capabilities and the choices and opportunities available to them. Studies have indicated that there is a strong correlation between female education and several developmental indicators such as increased economic productivity, improvement in health, delayed age at marriage, lower fertility, increased political participation, and effective investments in the next generation.

**ASSESSMENT AND UNDERSTANDING OF WOMEN OR GIRLS EDUCATION IN J&K**

Education is a vital instrument for human resource development. Human resource development for the advancement of the country requires the capacity building of both the genders. In the Sixth Five Year Plan, women are accepted as a partner as well as a stakeholder in the development of the country. The Ninth Five Year Plan took up ‘empowering women as a means of socioeconomic change and development’ as a major commitment. The Ninth Five Year Plan designed to improve the status of the women in the country by shifting the concern from ‘development’ and ‘welfare’ to ‘empowerment’. Education is the single most important tool that can result in bringing the welfare, empowerment and development of Muslim women. An educated and empowered woman can have much to add to the socioeconomic development of the country. If the education of the girls and women remain unnoticed in a country, about half of the human resource would remain unprepared and unutilized. Therefore, education of girls and women holds crest priority amongst various measures to improve the status of the female citizens of the country, so that they can also participate and avail the benefits of the development.
Enshrined under Article 46 of the Indian Constitution are the provisions for a wide-ranging and specific welfare of the weaker sections, the underprivileged and the disadvantaged of India’s population (Mishra, 2001). The Article states, “The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation (Pandey 2006)”. The gender issue runs through this.

Girls form an underprivileged or deprived section due to the cultural prejudice involved in them. A girl becomes multiple disadvantaged when the gender gets compounded with the other disadvantages like poverty, scheduled tribes and scheduled caste, minorities, or disability. Among girls, those belonging to Scheduled tribes or Scheduled castes or belong to Muslim community becomes highly disadvantaged. Girls with disabilities also turn into a highly vulnerable group. Sarva Shiksha Abhiyan (SSA) identifies the disadvantaged girls and aims to provide special provisions and incentives to promote their basic or elementary education. Because of SSA, there has been a remarkable growth in the enrollment of girls and decrease in gender gaps in enrollment and dropouts between girls and boys, still girls’ enrollment, transition and completion vary across regions and social groups.

Women or Girls are disadvantaged or underprivileged because they have not been able to take the full benefit of the available opportunities and amenities due to several religious factors, economic factors and social-cultural. There is a general indifference to education of Muslim girls mainly due to gender bias (Sen, 2007). There is the high occurrence of child labor among girls belonging to the Muslim community of the society. As we know that there is also some social resistance arising out of misconceptions and fears that education might estrange girls from tradition and social values. Muslim Society also assigns stereotyped roles for girls like doing household chores, domestic work and looking after siblings. Some school related barriers prevent Muslim girls to attend school. These comprise: inflexible and unsuitable timings of the school; inadequate provisions of female teachers in schools; lack of toilet and sanitary facilities in schools; non-involvement of the community (Ahmad Gul and Khan, 2013); irrelevant curriculum and teaching; lack of gender sensitivity of teacher in recognizing girl’s educational needs.
INITIATIVES TAKEN FOR IMPROVING GIRLS EDUCATION IN J&K

Education of girls has been a high priority with the Government of Jammu and Kashmir especially of Muslim women who are educational backward as compared to women belonged to others religions. The National commitment to provide free and compulsory basic education to all children in the (6-14) years is now a Fundamental Right of every child in India after the passing of the Constitution (86th Amendment) Act in December, 2002. Reaching out to the girl child is intimate to the efforts to universalize elementary education. Sarva Shiksha Abhiyan, or ‘Education for the All’ program recognizes that ensuring girls’ education requires changes not only in the education system but also in societal attitudes and norms. A two-sided gender strategy has therefore been adopted, to make the system of education responsive to the needs of the girls through targeted interventions which serve as a pull factor to enhance access and retention of girls in schools and on the other hand, to generate a community demand for girls’ education through training and mobilization.

The targeted provision for girls and for promoting gender equity in education under Sarva Shiksha Abhiyan includes:

- Free textbooks to all girls up to class VIII
- Separate toilets for girls
- Back to school camps for out-of-school girls
- Bridge courses for older girls
- Recruitment of 50% women teachers
- Early childhood care and Education centers in/near schools/convergence with ICDS programme etc.
- Teachers’ sensitation programmes to promote equitable learning opportunities
- Gender-sensitive teaching-learning materials including textbooks
- Intensive community mobilization efforts
- ‘Innovation fund’ per district for need based interventions for ensuring girls’ attendance and retention.

In addition, to target pockets where girl’s education is lagging behind to boys, the Government of India has launched focused interventions for girls as under;

National Programme for Education of Girls for Elementary Level (NPEGEL), launched in September 2003, is an integral but distinct component of the Sarva Shiksha Abhiyan. It offers additional provisions for enhancing the education of disadvantaged/underprivileged
girls at the elementary level through more intense community mobilization, the development of model schools in clusters, gender sensitization of teachers, early development of gender sensitive learning materials, child care and education facilities and provision of need-based incentives like escorts, stationery, work books and uniforms etc. for girls. All Educationally Backward Blocks have been included under NPEGEL.

Kasturba Gandhi Balika Vidyalaya (KGBV) is a scheme launched in July 2004, for setting up residential schools at upper primary level for girls belonging predominantly to the ST, SC, OBC and minority communities. The scheme is being implemented in educationally backward blocks of the country where the female rural literacy is below the national average and gender gap in literacy is above the national average. The scheme provides for a minimum reservation of 75% of the seats for girls belonging to ST, SC, OBC or minority communities and priority for the remaining 25%, is accorded to girls from families below the poverty line. Kishori Shakti Yojana (KSY) aims at addressing the needs of self development, nutrition and health status, literacy, numerical skills and vocational skills of adolescent girls in the age group of 11-18 years. It seeks to empower adolescent girls, so as to enable them to take charge of their lives. It is viewed as a holistic initiative for the development of adolescent girls. The programme through its interventions aims at bringing about a difference in the lives of the adolescent girls. It seeks to provide them with an opportunity to realize their full potential.

Pre-matric scholarship by the State Government is provided to girls to enhance their level of literacy and to reduce the burden on the parents to sustain education.

To reduce gender disparities in education access and to promote women empowerment 9 women ITIs and 12 Women Wings in the existing ITIs have been established under the Prime Ministers’ Reconstruction Program (PMRP).

Instead of the above interventions and initiatives the state ranked 32 number in female literacy rate as per census 2011. The table 2 below shows the ranking of states as per female literacy:
Table 2: Ranking of States and Union territories by female literacy rate: 2011

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Females Literacy Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>India/ State/Union Territory</td>
<td>Kerala 91.98</td>
</tr>
<tr>
<td>2</td>
<td>Mizoram 89.40</td>
</tr>
<tr>
<td>3</td>
<td>Lakshadweep 88.25</td>
</tr>
<tr>
<td>4</td>
<td>Tripura 83.15</td>
</tr>
<tr>
<td>5</td>
<td>Goa 81.84</td>
</tr>
<tr>
<td>6</td>
<td>Andaman And Nicobar Islands 81.84</td>
</tr>
<tr>
<td>7</td>
<td>Chandigarh 81.38</td>
</tr>
<tr>
<td>8</td>
<td>Puduchery 81.22</td>
</tr>
<tr>
<td>9</td>
<td>NCT Of Delhi 80.93</td>
</tr>
<tr>
<td>10</td>
<td>Daman And Diu 79.59</td>
</tr>
<tr>
<td>11</td>
<td>Nagaland 76.69</td>
</tr>
<tr>
<td>12</td>
<td>Himachal Pradesh 76.60</td>
</tr>
<tr>
<td>13</td>
<td>Sikkim 76.43</td>
</tr>
<tr>
<td>14</td>
<td>Maharashatra 75.48</td>
</tr>
<tr>
<td>15</td>
<td>Tamil Nadu 73.86</td>
</tr>
<tr>
<td>16</td>
<td>Meghalaya 73.78</td>
</tr>
<tr>
<td>17</td>
<td>Manipur 73.17</td>
</tr>
<tr>
<td>18</td>
<td>Punjab 71.34</td>
</tr>
<tr>
<td>19</td>
<td>West Bengal 71.16</td>
</tr>
<tr>
<td>20</td>
<td>Gujarat 70.73</td>
</tr>
<tr>
<td>21</td>
<td>Uttarakhand 70.70</td>
</tr>
<tr>
<td>22</td>
<td>Karnataka 68.13</td>
</tr>
<tr>
<td>23</td>
<td>Assam 67.27</td>
</tr>
<tr>
<td>24</td>
<td>Haryana 66.77</td>
</tr>
<tr>
<td>25</td>
<td>Dadra and Nagar Haveli 65.93</td>
</tr>
<tr>
<td>26</td>
<td>Orissa 64.36</td>
</tr>
<tr>
<td>27</td>
<td>Chhattisgarh 60.59</td>
</tr>
<tr>
<td>28</td>
<td>Madhya Pradesh 60.02</td>
</tr>
<tr>
<td>29</td>
<td>Andhra Pradesh 59.74</td>
</tr>
<tr>
<td>30</td>
<td>Arunachal Pradesh 59.57</td>
</tr>
<tr>
<td>31</td>
<td>Uttar Pradesh 59.26</td>
</tr>
<tr>
<td>32</td>
<td>Jammu and Kashmir 58.01</td>
</tr>
<tr>
<td>33</td>
<td>Jharkhand 56.21</td>
</tr>
<tr>
<td>34</td>
<td>Bihar 53.33</td>
</tr>
<tr>
<td>35</td>
<td>Rajasthan 52.66</td>
</tr>
</tbody>
</table>

Source: Census of India 2011

Male-Female Literacy:
A glimpse at the table 3 below shows that there is male-female gap in literacy rate in the state. According to census 2011, the literacy level climbed up from 12.95 per cent in 1961 to 68.74 per cent in 2011 but it still lags far behind the national average of 74.04 per cent
Further analysis of the data shows that the male literacy rate is higher than the female literacy rate in all the years. The male literacy rate reached 78.26 per cent in 2011 which was only 19.75 per cent in 1961 whereas the female literacy rate increased from 5.05 per cent in 1961 to 58.01 per cent in 2011. The male-female gap in literacy rate has increased from 14.7 per cent in 1961 to 20.25 per cent in 2011. In the delineation of the above figures, it can be argued that though there is a considerable progress in the female literacy rate but the gender disparity in literacy rate still exists in the state.

Table 4
Litiracy Rates by Sex in Jammu and Kashmir

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>MFG</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>19.75</td>
<td>5.05</td>
<td>12.95</td>
<td>14.70</td>
</tr>
<tr>
<td>1971</td>
<td>31.01</td>
<td>10.94</td>
<td>21.71</td>
<td>20.07</td>
</tr>
<tr>
<td>1981</td>
<td>41.46</td>
<td>18.73</td>
<td>30.64</td>
<td>22.73</td>
</tr>
<tr>
<td>1991</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>2001</td>
<td>66.6</td>
<td>43.0</td>
<td>55.5</td>
<td>23.6</td>
</tr>
<tr>
<td>2011</td>
<td>78.26</td>
<td>58.01</td>
<td>68.74</td>
<td>20.25</td>
</tr>
</tbody>
</table>

MFG- Male Female Gap; * Estimated Literacy Rates

Source: Census of India, J & K 2011

VOCATIONAL AND PROFESSIONAL EDUCATION OF MUSLIM GIRLS

The Vocational and professional education (also known as education based on occupation or employment) is education that prepares people for specific trades, crafts and careers at various levels from a trade, a craft, technician, or a professional position in engineering, accountancy, nursing, medicine, architecture, pharmacy, law etc. Technical, vocational and professional education plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. Technical, vocational and professional education are instrumental in making the remarkable contribution to economic growth of the Developing Countries by way of suitable manpower production according to the needs of the Industry, Society and the Global World as a whole. To produce fully skilled manpower/knowledgeable technocrats in the present era of science and technology is the need of the hour. The courses available in professional and vocational education are Agriculture, Business and Commerce, Engineering and Technology, Health and Paramedical, Home Science, Humanities Science and Education.

In order to provide on the job training to semi skilled workers and an opportunity to various kinds of workers to diversify their skills, it has been made obligatory for the Industries to engage Apprentices. The Apprenticeship Training Programme was made statutory by the enactment of Apprenticeship Act 1961. The Act was made applicable in the
Jammu & Kashmir State from 15th of August 1968. The Apprentices are to be paid a minimum amount during the period of on the job training to support themselves.

**Training is provided in the following Trades in the State under the Scheme:**

1. Electrician
2. Electronic Mechanic
3. Radio & TV Mechanic
4. Motor Mechanic
5. Diesel Mechanic
6. Auto Electrician
7. Hand Compositor
8. Book Binding
9. Letter Press Machine Man
10. Computer Operator & Prog. Assistant
11. Refrigeration & Air Conditioning
12. Carpenter
13. Welder
14. Machinist
15. Painter (General)
16. Tailor General
17. Tailor Men/Women

The above mentioned courses can be fruitful for women or girls in J&K to excel in the society. The professional and vocational courses can play a positive role in boosting the status of Muslim women in social and economic aspects. So it the need of the hour to do steps for motivating the Muslim women for the above mentioned courses. The participation of Muslim women in J&K in professional courses is very low. The state of J&K has Industrial Training Institutes (ITIs) and polytechnics, both private as well as government for vocational education. These institutes provide training courses for electricians, motor mechanics, plumbers, etc. At present there are four government polytechnics in the state, out of which two are exclusively for women. According to the data available from the Department of Education, their number in the state stands at 37. There are approximately 52 courses available for students pursuing their training from these institutions.

### Table III
**Number of Polytechnics and ITIs**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Polytechnics</th>
<th>Enrolment</th>
<th>No. of ITI’s</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970-71</td>
<td>2</td>
<td>160</td>
<td>7</td>
<td>1430</td>
</tr>
<tr>
<td>1980-81</td>
<td>2</td>
<td>1520</td>
<td>18</td>
<td>2414</td>
</tr>
<tr>
<td>1990-91</td>
<td>4</td>
<td>860</td>
<td>35</td>
<td>2726</td>
</tr>
<tr>
<td>1994-95</td>
<td>2000-01*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>380</td>
<td>375</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3102</td>
<td>4455</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


By looking at Table III, one can see that enrolment in polytechnics in 1990-91 came down to almost half of that in 1980-81. The reason for this is related to the militancy factor in the state. Militancy had a direct effect on the enrolment, especially that of Muslim girls, which has witnessed a complete scaling down in the past few years. In the recent past the infrastructure facilities in the polytechnics have been upgraded. New equipment has been provided; computer labs have been fitted with brand new computers with assistance from the World Bank. As far as ITIs are concerned, a visit to two of them in Srinagar led the team to conclude that they are far behind in terms of using the latest technology. In fact, one of the ITIs visited does not have computer facility despite the fact that it is otherwise one of the better ITIs in terms of performance. In the Draft Tenth Five-Year Plan, there is a proposal to upgrade the existing infrastructure in ITIs. As mentioned earlier, there is a dire need to upgrade the facilities in these institutes as they have to compete with polytechnics and other private institutions which provide training in latest technology.

**BARRIERS TO GIRLS’ PARTICIPATION IN GENERAL, VOCATIONAL, TECHNICAL AND PROFESSIONAL EDUCATION IN J&K**

In Jammu and Kashmir the education of girls is lagging behind than boys at all levels of education. Their enrolment rate is low and dropout rate is higher than boys at all levels of education. Many girls leave schools even without completing elementary education. There are many religious, socio-cultural, economic and educational barriers in Jammu and Kashmir, which hinder their participation in education. Some of these barriers are discussed below:

- **Poverty:** The rate of illiteracy is closely linked to poverty. Due to the poverty or low family income, if parents are not in a position to send both boys and girls to school, they usually send boys to schools and retain girls at home to do house-hold work.

- **Number of children:** In poor families generally, there are many children. According to the priority list of parents, girls’ education is not compulsory and boys get a high chance of receiving education.

- **Child Marriage:** Many girls in many districts of J&K still get married at an early age, which affect their education to a great extent.
- **Customs and cultural practices:** Many customs and cultural practices hinder the higher education of girls. For examples, many parents do not send their daughters to schools when they attain puberty. Purdan system is also affecting education of girls.

- **Female teachers in schools:** Girls are more interested in going to schools if female teachers are there in the schools. They are more comfortable and more vocal with female, thus actively focusing and participating in the learning processes. In rural areas also, parents are interested in sending their girl children to school if female teachers are present. If qualified female teachers are teaching in the school they feel more secured towards their girl children. They may be hesitant to send their girl children in male environment based school.

- **Transport facility:** One of the barriers for girl education may be the location of schools which are far away from their homes, particularly in rural areas. Adequate transport system is needed for girl to attend the schools. It will be more convenient for them if school buses take responsibility for pick and drop facility for the girl children. In rural areas, other modes may be tried out.

- **Molestation/abuse in school:** Most of the parents feel in secured towards their girl children as instances of abduction, rape, sexual harassment and molestation of girl dampens the enthusiasm of parents and girl students in pursuing their education beyond a certain age.

- **Inappropriate school timing:** In rural areas morning time is not suitable for girl education, as they are engaged in domestic work at home or in farms and field during these hours. The enrollment and retention rate may be high when educational facilities are made available during periods suitable to them when they are free from domestic chores.

- **Toilet facility:** This may be one of the reasons of lower participation rates of girls in education especially at upper primary level. The separate toilet facilities for girls must be created in the school premises. This must also cover the security aspect for girl. At the same time, toilet facility is needed for female teachers also.

- **Lack of girls’ schools:** Many parents do not want to send their daughters to coeducational schools especially at upper primary level. There is an urgent need to open separate schools for girls especially at upper primary level as a powerful strategy for bringing to a conclusive girls’ school environment. There must be strong provision of good quality schools for girls if demand is there.
Lack of hostel facilities: One of the obstacles in girls’ education is that schools are away from their homes, they cannot avail themselves of this facility due to lack of hostel arrangement. The girls belonging to SC/ST category would continue their education particularly in rural areas, if they are provided with free or inexpensive residential facilities nearer to the school.

Lack of vocational and technical institutions: Only few vocational and technical institutions are in the state for women.

Gender Discrimination: A number of practices within educational system reinforce gender-differentiated practices and promote inequality, gender bias and gender stereotyping.

RECOMMENDATIONS
In order to improve the educational scenario of girls or women in the state, several steps are to be taken:

1. J&K has suffered a lot due to militancy that was at its peak for almost two decades. Although the situation is now becoming normal day-by-day, loss of property and other infrastructure has left educational institutions in a very fragile situation. In addition, some of the policies of the state government have proven very costly in the long run. There is a need to rationalize the scheme of providing free education for girls or women at all the levels in the state. It is essential to reconsider its decision of providing free education at the university level. As vocational and professional education is directly related to the employment sector, it becomes imperative to link it with the changing market scenario. The stress should not be on acquiring higher degrees only but on vocational and technical education, which will help Muslim women in the job market. The need of the hour is to learn about the latest technologies available. The government institutes need to be equipped with the latest infrastructure so that students are better trained.

2. School buildings destroyed in remote areas need to be reconstructed immediately. The other major problem is that security personnel are currently occupying many school buildings. For instance, in Jammu alone, the figure is around 500. Such schools should be handed over to school authorities, so that they do not have to run schools in open and/or in rented buildings.

3. The education of girls is still in the doldrums. Their enrolment is low and the dropout ratio is very high. There is need to take serious account of this situation and steps to ensure a higher ratio of enrolment among girls. In many places, there is a dearth of
teachers, especially science and mathematics teachers. The existing infrastructure is also not sufficient to handle the pressure. To overcome this problem, adequate infrastructure should be provided. In fact, some of the schools even face shortage of training/learning material like black/white boards, chalks, etc. This situation needs to be rectified.

4. The quality of education in the government sector is very poor. The need is all the more at the primary and secondary levels which are the base for higher education and/or other type of technical training. The private sector should be encouraged but checks and balances from the government need to be in place so that exploitation is minimal.

5. Going by the need of the hour, locally employed teachers should be encouraged to minimize absenteeism in schools, especially in remote areas. The Government of Madhya Pradesh has associated village panchayats with supervision of functioning of schools in the villages. This experiment has met with considerable success and led to sharp reduction in absenteeism on the part of teachers. The Government of J&K could follow their example.

CONCLUSION

Education is a key indicator of socioeconomic development. It also increases the knowledge and vision of a person. Equally, it is considered as an essential element in bringing change in social, political, economic fields in a society. Emancipation and upliftment of people can be achieved only through education. Indeed, the country’s progress and development largely depend upon the educational attainment of its people. Despite considerable progress, sharp disparities continue to exist between male and female literacy levels. There is an urgent need to bridge the gender gap in education in the state especially among Muslim women because no society and civilization can move forward without the education of its half population as well said by Swami Vivekanand, “There is no chance of the welfare of the world unless the condition of women is improved”.

Professional and vocational Education of women plays a crucial role in releasing their energy and creativity and enabling them to meet the complex challenges of the present world. In acknowledging them as potential human resources, investment must be made in developing their capacity in terms of education, skill development, and technology transfers through technical training. Special emphasis needs to be given to Research and Development of appropriate scaled-down occupations engaging women in large proportions. Illiteracy and cultural barriers need to be removed without any further delay. For women to make personal
strides forward, a synergy of effort, concentration, planning and cohesive functioning at the Higher Education level will create possibilities of a different future. By extending women’s visibility and their self-sustaining ability, Higher Education must train them to become leaders with decision-making capacities to achieve the best for themselves and the country.

From the above, it can be concluded that the position of education among the women of Jammu and Kashmir reflects pathetic scenes. Their level of education is very low. Women of Jammu and Kashmir are educationally backward both in general and vocational and professional education when compared to women at national level. It is a matter of serious concern and problem for the entire country as it affects every individual of the society. The constitution of India promises every support and assistance in mainstreaming the disadvantaged sections of the society and to eliminate histories of discrimination. However, in reality, given the opportunities were not exploited fully. Gender disparity exists both in rural and urban areas, but it is higher in the rural areas. This can be endorsed to a number of factors like Social dogmas, engagement of girl child in domestic activities and other agricultural activities etc. To conclude, education is an important avenue for improving the social and economic condition of the women of Jammu and Kashmir. Hence, there is a need for quick checks and proper supervision of implementation of the education policies in the State.

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A Comparative Study of Attitude of Science and Social Science Higher Secondary Teachers in district Shopian—Kashmir

Aasia Maqbool, Ms. Asmat Jan

Introduction

World has entered in a phase of which changes are as essential feature but change that is radically different from that experienced in the past. Beyond the geopolitical upheavals of the last ten years so which have profoundly altered the international political seen, this change is civilization in scope. Everything is changing. This change leads to a change in the need for skills in different categories of the working population and creates a need for occupational and social mobility and lifelong education and training. Education is intended to develop the basic learning skills, reading, and arithmetic and life skill, necessary for the children to survive and improve the quality of life. A teacher job is highly respected and specialized field, be it teaching kindergarten, grade school, high school, and college or post graduate courses. Teachers are necessary in all fields of education and in order to teach they need to be educated by experts in diverse field. Teacher education is diversified covering numerous subjects and various methods of teaching. Teaching in any field is demanding and is challenging task. Growing importance of knowledge in the world today and ever greater number of people being trained at higher level increased. As the declaration of world conference emphasizes, since society is “increasing knowledge based education and research now acts essential component of culture, socio-economic and environmental sustainable development of individuals, communities and nations.” (World conference on higher education) (Paris 5-9 oct. 1998). Mrs. Indira Gandhi said, ‘Nation’s well-being depended teacher’s wellbeing all teachers are custodians of our future. Modern teachers have an important role to play to shape the future of country. The teacher is the architect of our future. They are the one who show us right path.” Teacher’s place in the society is of vital importance. He acts as the technical skill from generation to generation and helps to keep the society lamp of civilization burning (Dr. Radhakrshina).

Attitude is the predisposition to respond towards particular people or situation in particular manure. They are learned and relatively enduring. They influence learning accordingly. Attitude is the feeling of liking or disliking towards an object, that can influence on behavior. Don Forsyth in the book “social worlds” an attitude is not feeling, cognition, or a form of behavior instead attitude combines all the three components in integration and affects cognition behavior system.” Teacher’s attitude is the foundation stone in teaching
learning process as we know each attitude has its effect on students. Teacher attitude is the sum total of his inclination and feeling, prejudices or biases, pre concerned nation, ideals, fear, threats and convictions about specific situation. The attitude has greater bearing on the ultimate quality of the achievement. Jung’s 1921- attitude is the readiness of psyche to act or react in a certain way. Chogy and Vaughan 2005- an attitude is a relatively enduring organization of beliefs, feelings and behavioral tendencies towards socially significance objects, groups, events or symbols.”

**Need and Importance**

Teaching is an art and the quality of teaching depends on the love, dedication of teachers towards the subject of the knowledge. The quality of any subject programme cannot rise above without the quality of its teacher. It is well known fact that attitude of teachers affect the atmosphere of learning. Teacher’s attitude guides the students to attend knowledge and skill they need to succeed in the world. Attitude is an underlying disposition that along with others influences the variety of behavior which affects his status. ‘Bain-1928.’

**Statement of problem**

The problem for the present study was as under

**A Comparative Study of Attitude of Science and Social science Higher Secondary Teacher of District Shopian- Kashmir**

**Objectives of the study**

The following objectives have been formulated for the present investigation

1. To study the attitude of science and social science higher secondary teachers.
2. To compare science and social science higher secondary teachers on attitude.
3. To compare male and female science higher secondary teachers on attitude.
4. To compare male and female social science higher secondary teachers on attitude.

**Hypothesis**

Following hypothesis have been formulated for the present investigation

1. Science and social science teachers differ significantly on attitude.
2. Male and female science teachers differ significantly in attitude.
3. Male and female social science teachers differ significantly on attitude.
Sample

The sample of the study consists 100 higher secondary teachers 50 from science (25 male and 25 female) and 50 from social science (25 male and 25 female) from various higher secondary institution in district Shopian Kashmir.

<table>
<thead>
<tr>
<th>Group</th>
<th>male</th>
<th>female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Social science</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Tools used

The data for the present study was collected with the help of attitude scale of Ahluwalia.

Statistical treatment

The data collected was subjected to the following statistical treatment Mean, S.D and t test.

Analysis and interpretation

Table 1: showing the significance of mean difference between science and social science teachers on attitude (Composite Score).

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>T value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>227.92</td>
<td>19.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social science</td>
<td>2223.1</td>
<td>17.45</td>
<td>1.17</td>
<td>Not significant</td>
</tr>
</tbody>
</table>

The perusal of above table makes it clear that there is no significant mean difference between science and social science teachers on attitude. The calculated t value 1.17 is less than the tabulated t value at 0.05 level of significance. This depicts that there is no significant difference between science and social science teacher’s attitude. It further it indicates that two groups have similar attitude towards teaching both consider teaching equally – better, cooperation among students. Therefore, the hypothesis no. 1 which reads as, ‘science and social science teachers differ significantly on attitude’ stands rejected.
Table 2: showing the significance of mean different between male and female science teachers on attitude.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>S.D</th>
<th>T value</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male science</td>
<td>229.8</td>
<td>18.97</td>
<td>0.617</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female science</td>
<td>226.05</td>
<td>19.43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of above table makes it clear that there is no significant mean difference between science and social science teachers on attitude. The calculated t value 0.617 is less than the tabulated t value at 0.05 level of significance. This depicts that there is no significant difference between science and social science teachers on attitude. It further indicates that two groups have similar attitude towards teaching both consider teaching equally – better, cooperation among students. Therefore the hypothesis no.1 which reads as male and female of science teachers differ significantly on attitude.

Table 3: Showing the significance of mean difference between male and female social science teachers on attitude.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>s.d</th>
<th>t-value</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Social Science</td>
<td>219.9</td>
<td>18.7</td>
<td>1.11</td>
<td>Not significant</td>
</tr>
<tr>
<td>Female Social Science</td>
<td>226.3</td>
<td>17.51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The perusal of above table makes it clear that there is no significance mean difference between science and social science teachers on attitude. The calculated t value 1.17 is less than the tabulated t value at 0.05 level of significance. This depicts that there is no significant difference between science and social science teachers on attitude. It further indicates that two groups have a similar attitude towards teaching both consider teaching equally better cooperative among students and dealing with teaching profession is equally good. Science and social science teachers differ significantly on attitude science and social science teachers differ significantly on attitude. Therefore the hypothesis no. 3 which reads as male and female of social science teachers differ significantly on attitude stands rejected.
Conclusion

Following conclusions have been drawn from the intense investigation of the present study it has been found that there is no significant difference between science and social science teachers. Further it has been found that there is no difference between male and female teachers of science and social science on attitude. All the groups perceive teaching profession stimulating profession, believe in cooperative atmosphere in class room, teaching profession interesting, encourage students, give freedom to students to express, live harmony with students, social atmosphere in class room, no occupations is better than teaching profession, create feeling of respect among students, good relation between students and teachers, satisfy intellectual students and believe in inculcation of feeling of self confidence in students.

Reference

- Allport G.W (1935) Attitudes in mechanism (edu) Handbook of social Psychology Rassel and Russell (New York)
- Alhuwalia S.P (1973) teacher’s attitude inventory, manual for teachers Inventory, publication national psychological corporation Agra
CHEMICAL CHARACTERISTICS OF INFLOWING SEWAGE AND OPEN WATER OF DAL LAKE

*Waseem Yaseen

ABSTRACT

Water is considered as one of the major component of living organisms and an elixir of life. The Dal Lake regarded as a “jewel in the crown of the valley” is one of the most beautiful lakes of the world. Dal Lake, an urban valley lake is situated towards north-east of Srinagar on right bank of Jhelum at an altitude of 1586 meters above sea level between 34° 5’ – 34° 6’ latitude and 74° 8’ – 74° 9’ longitude. The lake is shallow drainage type water body divided into five basins – The Hazratbal Basin, The Nishat Basin, The Gagribal basin, The Nigeen Basin and The Brarinambal Basin. The Nigeen Basin and the Brarinambal Basin are separated by man-made barricades. The present study was undertaken so as to see the chemical characteristics of the open lake water and the sewage inflowing into the lake and thus observe the variability in response to the varied environmental conditions. From the study carried out on Dal Lake, it can be concluded that the lake is facing the effects of increasing pollution due to increasing urbanization and chemical dependent agricultural activities and tourism. The stupendous problems the lake is facing include the unabated encroachments by converting the water bodies into floating vegetable gardens, construction of residential houses and mushroom growth of hotels. The entry of domestic sewage and sludge directly into the lake coupled with continuous siltation have not only resulted in excess growth of the macrophytes (aquatic weeds), but has resulted in undesirable changes in the structure of biological communities and gradual deterioration of water quality. Introduction of excess nutrients in aquatic habitats in the form of runoff from fertilized agricultural fields and domestic sewage are resulting in significant changes in the quality of water. The lake receives large quantities of raw sewage especially on its western bank, heavy loads of silt and inorganic and organic material from the catchment areas, besides the heavy amount of waste from House boats, hotels and human habitations located within and around the lake itself. All these are leading to Eutrophication and thus eating into the very existence of the lake. The lake is under great stress and is calling for the immediate and regular monitoring and complete management to keep the lake alive with regard to its importance to the human society.

*Contractual lecturer, Govt. College of Education, M.A. Road, Srinagar
AREA OF STUDY

Dal Lake is a natural fresh water urban Himalayan lake situated in the north east of Srinagar at an altitude of 1585 m between 34° 5′—34° 6′N latitude and 74° 8′—74° 9′E longitude. The lake is multi-basin with the Hazratbal, the Boddal, the Gagribal and the Nagin as its four basins. It is one of the most beautiful lakes of India and the second largest lake in the State of Jammu and Kashmir. The lake is surrounded by mountains on its three sides. A large number of gardens and orchards have been laid along the shores. The total surface area of the lake is 11.45 Km$^2$ and the total volume is estimated at 9.83 x 10$^6$ m$^3$. A sizable portion of the lake extends from the Hazratbal to Gagribal is covered by floating gardens which constitute about 35% of the whole lake (Trisal, 1977). The total catchment area of lake is 316 Km$^2$ and Dachigam constitutes major sub catchment area. The uniqueness of this lake is the presence of Floating Gardens and Houseboats. The Houseboats afford an opportunity to reside on the lake in an atmosphere of peace and tranquility. Besides the Moghul monuments the campus of the University of Kashmir is also located along the shores of the lake. Overlooking the lake are two hillocks which house the famous temples of Shankaracharaya and Hari Parbat. The famous Moghal gardens around the lake have been laid during 16-17th century and their number was about five hundred but now only a few of these have survived. The origin of lake has remained unresolved. It is believed by some geologists that the Dal is a remnant of a Pleistocene oligotrophic lake which once covered the entire valley of Kashmir. There are other geologists who believe Dal to be a flood plain lake. Many aquatic plants growing in the lake are used as food, fodder and compost. The water quality of Dal Lake has deteriorated considerably in the last two decades. Large peripheral areas have been reclaimed and converted into floating gardens. With the increase in the tourist influx a large number of residential buildings, restaurants and hotels have come up along the lake front. As a result of rapid and unplanned urbanization, large quantities of raw sewage are discharged in the lake water, which might pose health problems in the near future. The outflow channels are Dal Gate and Nalla Amir Khan. Various inflow channels bring waste waters from catchment into the lake. Brari-Nambal, Jogilanker, Nawpora, Nishat and Taelbal Nalla are the main channels bringing nutrient rich waters to the lake. These inflowing channels designated as S1, S2, S3, S4 and S5 respectively were selected as study areas and water samples from these sites were collected and analyzed. Similarly samples were collected from Nishat, Taelbal, Gagribal and Hazratbal 100 metres from shore and designated respectively as S-1, S-2, S-3 and S-4 respectively.
MATERIALS AND METHODS

The physico-chemical characteristics of inflowing Sewage channels and Open lake water were studied. Water samples were collected monthly with necessary precautions in plastic bottles from five inflowing Sewage channels and from four sites of Open lake water. However dissolved oxygen and pH of water was recorded immediately after collection and samples analyzed as per standard methods recommended by APHA (1995) and Mackereth (1963). Analysis was done within 48 hours after sampling.

The physico-chemical analysis of parameters like temperature, pH, electric conductivity, dissolved oxygen, hardness, total dissolved solids, NH3-N, and NO3-N, total phosphorus, and Ortho-phosphorus.

OBSERVATION

During the study period various observations made on physio-chemical parameters of inflowing Sewage at five sites namely S-1, S-2, S-3, S-4, S-5 and Open lake water at four sites namely S-1, S-2, S-3 and S-4 were carried out which are as follows:

Comparison of Physico-chemical parameters of Inflowing Sewage and Open lake water.

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>6.00</td>
<td>6.00</td>
</tr>
<tr>
<td>February</td>
<td>6.90</td>
<td>7.10</td>
</tr>
<tr>
<td>March</td>
<td>7.40</td>
<td>7.80</td>
</tr>
<tr>
<td>April</td>
<td>8.00</td>
<td>8.10</td>
</tr>
<tr>
<td>May</td>
<td>15.10</td>
<td>15.00</td>
</tr>
<tr>
<td>June</td>
<td>20.10</td>
<td>20.00</td>
</tr>
<tr>
<td>Std. dev.</td>
<td>5.20</td>
<td>5.08</td>
</tr>
</tbody>
</table>
Fig. 1: Monthly variation in Temperature (ºC)
### Table 2: Monthly Variation in pH

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>7.4</td>
<td>7.8</td>
</tr>
<tr>
<td>February</td>
<td>7.1</td>
<td>7.7</td>
</tr>
<tr>
<td>March</td>
<td>7.6</td>
<td>8.0</td>
</tr>
<tr>
<td>April</td>
<td>7.6</td>
<td>8.1</td>
</tr>
<tr>
<td>May</td>
<td>7.8</td>
<td>8.2</td>
</tr>
<tr>
<td>June</td>
<td>7.9</td>
<td>8.2</td>
</tr>
<tr>
<td>Mean</td>
<td>7.5</td>
<td>8.0</td>
</tr>
<tr>
<td>Std. dev.</td>
<td>0.26</td>
<td>0.19</td>
</tr>
</tbody>
</table>

**Fig.2: Monthly Variation in pH**
### Table 3: Monthly Variation in Electrical Conductivity μS/cm

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>480.0</td>
<td>530.0</td>
</tr>
<tr>
<td>February</td>
<td>510.0</td>
<td>538.0</td>
</tr>
<tr>
<td>March</td>
<td>520.0</td>
<td>540.0</td>
</tr>
<tr>
<td>April</td>
<td>540.0</td>
<td>545.0</td>
</tr>
<tr>
<td>May</td>
<td>555.0</td>
<td>548.0</td>
</tr>
<tr>
<td>June</td>
<td>568.0</td>
<td>550.0</td>
</tr>
<tr>
<td>Mean</td>
<td>528.8</td>
<td>541.8</td>
</tr>
<tr>
<td>Std. dev.</td>
<td>29.32</td>
<td>6.74</td>
</tr>
</tbody>
</table>

**Fig.3: Monthly Variation in Electrical Conductivity μS/cm**
Table 4: Monthly Variation in Dissolved Oxygen (DO) mg/l

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th></th>
<th></th>
<th></th>
<th>Open Lake Water</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
<td>Site 3</td>
<td>Site 4</td>
<td>Site 5</td>
<td>Site 1</td>
<td>Site 2</td>
<td>Site 3</td>
</tr>
<tr>
<td>January</td>
<td>10.5</td>
<td>8.2</td>
<td>8.0</td>
<td>10.5</td>
<td>10.3</td>
<td>12.0</td>
<td>12.3</td>
<td>12.0</td>
</tr>
<tr>
<td>February</td>
<td>9.6</td>
<td>8.1</td>
<td>8.0</td>
<td>9.8</td>
<td>10.2</td>
<td>11.9</td>
<td>12.3</td>
<td>11.8</td>
</tr>
<tr>
<td>March</td>
<td>9.0</td>
<td>7.8</td>
<td>7.9</td>
<td>9.6</td>
<td>9.6</td>
<td>11.6</td>
<td>11.6</td>
<td>11.2</td>
</tr>
<tr>
<td>April</td>
<td>8.5</td>
<td>7.2</td>
<td>7.3</td>
<td>9.0</td>
<td>9.5</td>
<td>11.8</td>
<td>11.4</td>
<td>10.6</td>
</tr>
<tr>
<td>May</td>
<td>7.2</td>
<td>6.8</td>
<td>7.0</td>
<td>8.2</td>
<td>8.4</td>
<td>10.8</td>
<td>10.6</td>
<td>9.9</td>
</tr>
<tr>
<td>June</td>
<td>6.9</td>
<td>6.6</td>
<td>6.8</td>
<td>7.8</td>
<td>8.0</td>
<td>10.2</td>
<td>10.4</td>
<td>9.5</td>
</tr>
<tr>
<td>Mean</td>
<td>8.6</td>
<td>7.4</td>
<td>7.5</td>
<td>9.1</td>
<td>9.3</td>
<td>11.3</td>
<td>11.4</td>
<td>10.8</td>
</tr>
<tr>
<td>Std. dev.</td>
<td>1.26</td>
<td>0.62</td>
<td>0.48</td>
<td>0.93</td>
<td>0.85</td>
<td>0.66</td>
<td>0.74</td>
<td>0.92</td>
</tr>
</tbody>
</table>

Fig.4: Monthly Variation in Dissolved Oxygen (DO) mg/l
### Table 5: Monthly Variation in Hardness (Ca\(^{2+}\) + Mg\(^{2+}\)) mg/l

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>47.0</td>
<td>46.0</td>
</tr>
<tr>
<td>February</td>
<td>42.0</td>
<td>41.0</td>
</tr>
<tr>
<td>March</td>
<td>45.0</td>
<td>44.0</td>
</tr>
<tr>
<td>April</td>
<td>47.3</td>
<td>44.9</td>
</tr>
<tr>
<td>May</td>
<td>48.5</td>
<td>45.8</td>
</tr>
<tr>
<td>June</td>
<td>49.0</td>
<td>46.6</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td><strong>46.4</strong></td>
<td><strong>44.7</strong></td>
</tr>
<tr>
<td><strong>Std.dev.</strong></td>
<td><strong>2.36</strong></td>
<td><strong>1.85</strong></td>
</tr>
</tbody>
</table>

**Fig 5**: Monthly Variation in Hardness (Ca\(^{2+}\) + Mg\(^{2+}\)) mg/l
Table 6: Monthly Variation in Alkalinity mg/l

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>230.0</td>
<td>192.0</td>
</tr>
<tr>
<td>February</td>
<td>232.0</td>
<td>195.0</td>
</tr>
<tr>
<td>March</td>
<td>238.0</td>
<td>200.0</td>
</tr>
<tr>
<td>April</td>
<td>250.0</td>
<td>210.0</td>
</tr>
<tr>
<td>May</td>
<td>262.0</td>
<td>222.0</td>
</tr>
<tr>
<td>June</td>
<td>265.0</td>
<td>225.0</td>
</tr>
<tr>
<td>Mean</td>
<td>246.1</td>
<td>207.3</td>
</tr>
<tr>
<td>Std. dev.</td>
<td>13.83</td>
<td>12.74</td>
</tr>
</tbody>
</table>

Fig.6: Monthly Variation in Alkalinity mg/l
Table 7: Monthly Variation in Dissolved Solids mg/l

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>208.0</td>
<td>190.0</td>
</tr>
<tr>
<td>February</td>
<td>210.0</td>
<td>190.0</td>
</tr>
<tr>
<td>March</td>
<td>210.0</td>
<td>185.0</td>
</tr>
<tr>
<td>April</td>
<td>218.0</td>
<td>192.0</td>
</tr>
<tr>
<td>May</td>
<td>215.0</td>
<td>210.0</td>
</tr>
<tr>
<td>June</td>
<td>220.0</td>
<td>210.0</td>
</tr>
<tr>
<td>Mean</td>
<td>213.5</td>
<td>196.1</td>
</tr>
<tr>
<td>Std. dev.</td>
<td>4.46</td>
<td>10.01</td>
</tr>
</tbody>
</table>

Fig.7: Monthly Variation in Dissolved Solids mg/l
Table 8: Monthly Variation in Nitrate – Nitrogen (μg/l)

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>575.0</td>
<td>562.0</td>
</tr>
<tr>
<td>February</td>
<td>610.0</td>
<td>575.0</td>
</tr>
<tr>
<td>March</td>
<td>620.0</td>
<td>578.0</td>
</tr>
<tr>
<td>April</td>
<td>630.0</td>
<td>585.0</td>
</tr>
<tr>
<td>May</td>
<td>628.0</td>
<td>580.0</td>
</tr>
<tr>
<td>June</td>
<td>625.0</td>
<td>578.0</td>
</tr>
<tr>
<td>Mean</td>
<td>614.6</td>
<td>576.3</td>
</tr>
<tr>
<td>Std.dev.</td>
<td>18.90</td>
<td>7.08</td>
</tr>
</tbody>
</table>

Fig.8: Monthly Variation in Nitrate – Nitrogen (μg/l)
Table 9: Monthly Variation in Ammonical Nitrogen (µg/l)

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th></th>
<th></th>
<th>Open Lake Water</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
<td>Site 3</td>
<td>Site 4</td>
<td>Site 5</td>
<td>Site 1</td>
<td>Site 2</td>
<td>Site 3</td>
</tr>
<tr>
<td>January</td>
<td>580.0</td>
<td>540.0</td>
<td>570.0</td>
<td>545.0</td>
<td>558.0</td>
<td>319.0</td>
<td>355.0</td>
<td>343.0</td>
</tr>
<tr>
<td>February</td>
<td>596.0</td>
<td>560.0</td>
<td>572.0</td>
<td>558.0</td>
<td>563.0</td>
<td>325.0</td>
<td>358.0</td>
<td>345.0</td>
</tr>
<tr>
<td>March</td>
<td>598.0</td>
<td>565.0</td>
<td>575.0</td>
<td>560.0</td>
<td>570.0</td>
<td>325.0</td>
<td>365.0</td>
<td>348.0</td>
</tr>
<tr>
<td>April</td>
<td>600.0</td>
<td>568.0</td>
<td>570.0</td>
<td>562.0</td>
<td>570.0</td>
<td>330.0</td>
<td>365.0</td>
<td>346.0</td>
</tr>
<tr>
<td>May</td>
<td>600.0</td>
<td>570.0</td>
<td>600.0</td>
<td>565.0</td>
<td>580.0</td>
<td>345.0</td>
<td>375.0</td>
<td>355.0</td>
</tr>
<tr>
<td>June</td>
<td>610.0</td>
<td>580.0</td>
<td>605.0</td>
<td>570.0</td>
<td>590.0</td>
<td>350.0</td>
<td>400.0</td>
<td>358.0</td>
</tr>
<tr>
<td>Mean</td>
<td>496.6</td>
<td>563.8</td>
<td>582.0</td>
<td>560.0</td>
<td>571.8</td>
<td>332.3</td>
<td>369.6</td>
<td>349.1</td>
</tr>
<tr>
<td>Std. dev.</td>
<td>39.10</td>
<td>12.25</td>
<td>14.66</td>
<td>7.72</td>
<td>10.58</td>
<td>11.27</td>
<td>14.96</td>
<td>5.45</td>
</tr>
</tbody>
</table>

Fig.9: Monthly Variation in Ammonical Nitrogen (µg/l)
Table: Monthly Variation in Total Phosphorus (μg/l)

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>225.0</td>
<td>236.0</td>
</tr>
<tr>
<td>February</td>
<td>228.0</td>
<td>240.0</td>
</tr>
<tr>
<td>March</td>
<td>238.0</td>
<td>243.0</td>
</tr>
<tr>
<td>April</td>
<td>235.0</td>
<td>242.0</td>
</tr>
<tr>
<td>May</td>
<td>242.0</td>
<td>252.0</td>
</tr>
<tr>
<td>June</td>
<td>250.0</td>
<td>255.0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>236.3</td>
<td>244.6</td>
</tr>
<tr>
<td><strong>Std. dev.</strong></td>
<td>8.37</td>
<td>6.67</td>
</tr>
</tbody>
</table>

Fig.10: Monthly Variation in Total Phosphorus (μg/l)
### Table: Monthly Variation in Ortho – Phosphate (µg/l)

<table>
<thead>
<tr>
<th>Month</th>
<th>Inflowing Sewage</th>
<th>Open Lake Water</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Site 1</td>
<td>Site 2</td>
</tr>
<tr>
<td>January</td>
<td>52.2</td>
<td>50.0</td>
</tr>
<tr>
<td>February</td>
<td>53.0</td>
<td>52.0</td>
</tr>
<tr>
<td>March</td>
<td>55.0</td>
<td>52.8</td>
</tr>
<tr>
<td>April</td>
<td>55.8</td>
<td>53.0</td>
</tr>
<tr>
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</tr>
<tr>
<td>June</td>
<td>60.5</td>
<td>60.0</td>
</tr>
<tr>
<td><strong>Mean</strong></td>
<td>55.9</td>
<td>54.3</td>
</tr>
<tr>
<td><strong>Std. dev.</strong></td>
<td>3.01</td>
<td>3.50</td>
</tr>
</tbody>
</table>

**Fig.11 : Monthly Variation in Ortho – Phosphate (µg/l)**
DISCUSSION

**Physio-chemical Characteristics**

Physio-chemical characteristics of water of an aquatic system reflect not only the quality of system but also the type and density of its biota. Analysis of such characters generates information regarding pollution pattern and magnitude of pollution loading of aquatic system.

**Temperature (°C)**

One of the physical parameter which is directly related with chemical and biochemical reactions is temperature. The change in atmospheric temperature brings corresponding changes in water temperature (Wetzel, 1975). Temperature of the water body also depends on the depth, for summer stratification the depth of the lake should exceed 8 meters (Crumine and Deaten 1975). Temperature of the water in the present study ranged from 5.9°C to 20.2°C. The high temperature recorded in both Open lake water and Inflowing Sewage being in June and lowest in January. This parameter is of enormous significance, as it regulates various metabolic activities (Range and Menzel 1969; Health and Hughes 1973). Zaffar (1968) attributed the high salt content and dense algal population responsible for keeping the water body cool.

**pH**

The lake waters were well buffered as evident by alkaline pH throughout the study period. The pH of water was observed in the range of 7.0 to 8.7. Hydrogen ion concentration is an important factor in maintaining the bicarbonate and carbonate system of fresh water and contribute significantly to the formation of algal bloom (Anderson, 1961; Jonasson, 1969; King, 1972). The seasonal variation of winter low and summer high values may be related to photosynthetic activity of primary producers which removes CO₂ from water column and therefore, shifting the equilibrium between carbonic acid and less soluble carbonates and increasing pH during summer. On the other hand, Carbonic acid increases and pH decreases during winter on account of respiration exceeding photosynthesis (Palmer 1980). On site wise analysis a comparatively low pH state was observed where human activities were low this is in agreement with (Zutshi, 1973; Vaas, 1986). pH values have a significant effect on plankton density. This rise in pH shows increase in plankton density (Das and Srivastava, 1956).

**Electric Conductivity**

Electrical conductance is the ability of a substance to conduct the electric current. In water it is the property caused by the presence of various ionic species. In present study in case of the
Inflowing Sewage the electric conductance varied from 215 to 838 \( \mu \text{S/cm} \) and in case of Open lake water the electric conductance varied from 180 to 260 \( \mu \text{S/cm} \). The highest values in both Inflowing Sewage and Open lake water was found in summer, it may be due to the dissociation of substances because of increase in temperature (Matusiak, 1975).

**Dissolved Oxygen mg/l**
Dissolved oxygen acts as an indicator of trophic status and magnitude of eutrophication (Edmondson, 1996). Oxygen distribution is important for the direct needs of many organisms and affect the solubility of many nutrients and therefore the productivity of aquatic ecosystems (Wetzel, 1983). In present study dissolved oxygen in case of Inflowing Sewage varied from 6.6 to 10.5 mg/l Whereas in case of Open lake water the D.O varied from 9.4 to 12.3 mg/l. Highest value in both cases was found in January. It may be due to circulation by cooling and draw down of dissolved oxygen in water (Hunnon, 1979). The dissolved content is inversely proportional to that of the temperature (Ray et al., 1966). The depletion in dissolved oxygen may be due to increase in temperature and increased microbial activity as also reported by Klein (1957). Further, the luxuriant growth of free floating leaf type species reduces light penetration and, therefore, hampers photosynthesis especially of submergeds (Zutshi and Vaas, 1971; Pandit et al., 1978).

**Hardness (\( \text{Ca}^{2+} + \text{Mg}^{2+} \))**
Calcium, the dominant cation ranged between 40.3 mg/l to 49.0 mg/l in case of Inflowing Sewage and 36.0 mg/l to 45.2 mg/l and in case of Open lake water. Calcium, the most dominant cation can be attributed to the predominance of lime rich rocks in the catchment area (Zutshi et al. 1980). The calcium and magnesium depicted a ratio of 4:1 which is in conformity with some earlier reports on fresh water valley lakes (Zutshi and Khan, 1978; Kaul et al. 1978; Pandit, 1999). The magnesium content generally remains low for the lake. The low concentration may be due to active uptake of magnesium by plants in the formation of chlorophyll magnesium porphyrin metal complex and enzymatic transformation (Wetzel, 1975).

**Total Alkalinity mg/l**
Total alkalinity is a measure of the carbonate contents of water or temporary hardness in terms of calcium carbonate. \( \text{Ca}^{++} \) and \( \text{CO}_2 \) which is resultant of the entire biological and chemical system of water. This has led to the use of total alkalinity as a rough index of the productivity of water (Moyle, 1956). The changes in total alkalinity depends upon the location, season, plankton and rainfall. The alkalinity varied from 130 mg/l to 272 mg/l in case of Inflowing Sewage and 10 mg/l to 155 mg/l in case of Open lake water. Higher values of total alkalinity in Dal lake can be attributed to polluted conditions of water (Prasad et al.,
Higher productivity during July and August enhances concentration of bicarbonate (Water, 1975) which constitutes the dominant anion. Thus this lake can be classified as “Hard Water type” on the basis of alkalinity classification by (Moyle, 1945). Freioer and Fernando (1966) stated that when total alkalinity is high the bicarbonate system prevails and pH is usually on the alkaline.

**Total Dissolved Solids**

Total Dissolved Solids (T.D.S) include clay, silt, finely divided organic matter, planktons, carbonates, bicarbonates, chlorides, sulphates, phosphates, nitrates, calcium, magnesium, sodium, potassium, iron and magnese etc. A high content of dissolved solids elevates the density of water, influences osmo-regulation of fresh water organisms, reduces solubility of gases (like oxygen) and utility of water for drinking, irrigational and industrial purposes. In the present study the value ranged from 118.0 mg/l to 230.0 mg/l in case of Inflowing Sewage and in case of Open lake water the value ranged from 110.0 mg/l to 140 mg/l. This shows that the lake is under heavy pressure due to the inflowing sewage.

**Nitrate – Nitrogen (NO₃-N)**

Nitrate represents the most highly oxidized phase in the nitrogen cycle and normally reaches important concentration in final stages of biological oxidation. It generally occurs in trace quantities in surface water, but may reach high levels in some ground water. In excessive amounts, it contributes to the illness known as infant methanoglobinemia. High levels of nitrogen in the lakes may be due the use of fertilizers by local inhabitant for their agriculture land on the shores. Crooke (1960) has observed the rapid increase in nitrate contents usually after rains and strong winds. Nitrate – Nitrogen is an unstable product of either nitrification of free NH₃ (Ammonia) or denitrification of nitrates. The concentration in the water depends on relative abundance of nitrifying and denitrifying bacteria and their activity. Nitrate – Nitrogen in the present study varied from 525 to 630 µg/l in case of inflowing Sewage where as in case of Open lake water it varied from 425 to 465 µg/l. The major form of nitrogen in oxidizing water is the product of aerobic decomposition of organic nitrogenous material. However main source of elevated nitrate concentration may be inorganic fertilizers used indiscriminately in and around lakes. Direct relation exists between the degree of pollution and concentration of nitrate (Agarwal et al., 1976).

The amount of nitrate showed gradual increase from Jan. to June period, lowest values were reported during January and highest in both Inflowing Sewage and Open lake water were noted in Summer. The observation coincides with the Ajmal et al., (1985) who has reported the same trend.
Ammonical – Nitrogen (NH₃-N)
Ammonia is a major nitrogenous end product of bacterial decomposition of organic matter and is important animal excreta product (Wetzel, 1983). The ammonical nitrogen during the present study ranged from 540 µg/l to 610 µg/l in case of Inflowing Sewage and 319 µg/l to 400 µg/l in case of Open lake water. The ammonia concentration of the lake did not fall in acceptable limits but indicate organic pollution. The high value may be due to considerable amount of ammonia produced by the decomposition of planktonic organisms or may be liberated by direct bacterial action without formation of insoluble intermediate products. Ellis et al (1946) stated that the amount of ammonia and ammonia compounds in unmodified natural water is very small (0.1mg/l) while quantities more than 1mg/l are indicative of organic pollution. Bruce (1958) stated that high values of ammonia is a sign of pollution. Similar observation was noticed by Hynees (1978) and Sharma (1981).

Total Phosphorus
Phosphorus occurs in traces in many natural waters and often in appreciable amounts during period of low biological productivity. Traces of phosphate increases the tendency of troublesome algae to grow in reservoirs. In the present study its value ranged from 215.0 µg/l to 255.0 µg/l in case of Inflowing Sewage and 200.0 µg/l to 228.0 µg/l in case of Open lake water. Hutchinson (1957) related the increase in phosphorus as a result of sewage contamination. Schindler et al., (1971), Schannon and Brezonik (1971) believe total phosphorus to be a nutrient most frequently controlling eutrophication. Vollenveeider (1972) regarded phosphorus as a key element in the process of eutrophication.

Ortho-Phosphate
Phosphorus has long been recognized as the most critical nutrient controlling the productivity in many fresh water bodies. Inorganic phosphorus in the form of ortho-phosphate plays a dynamic role in the lake ecosystem as it is readily taken up by phytoplanktons or lost to the sediment. During the present study the value of Inflowing Sewage varied from 49.0 to 62.0 µg/l with highest value being at Nowpora (Site-3) in June. where as in case of Open lake water the values varied from 33.0 to 45.0 µg/l with highest value being in June. The highest value is due to the run-off from surrounding crop fields and floating gardens and land mass within lake fertilized with phosphates (Zargar et al., 1991). Increase may also be due to decayed phytoplanktons and zooplanktons (Heron., 1961). Use of detergents with long chain phosphate compounds and use of lake as receptacle for waste disposal have also resulted in excessive phosphorus loading (Showkat Ara, et al.,1998).
The increased concentration of inorganic phosphorus point towards the increasing level of eutrophication of the water body as the element is considered the most critical factor causing excessive fertilization of a water body (A.K.Pandit, G.H. Rather 2001).

BIBLIOGRAPHY


Bruce, a. 1958. Report on a biological and chemical investigation of the waters in the Aven and Hethcata Rivers: Reprinted by the pollution and advisory council Morimo Department Wellington, New Zealand.


INTRODUCTION

Through life, the individual has to adjust the demands of his external environment as well to those psychological and psychological makeup. The individuals is the individual is continually eating, drinking, seeking, affection as approval, trying to gain status. The adjustment he makes in response to these demands are not always the most desirable or wise from the standpoint of his long term welfare but they are nevertheless adjustments in the sense that they are attempts to satisfy some of his needs.

Adjustment is the process by means of which the individual attempts to maintain a level of psychological and psychological equilibrium or more simply adjustment refers to behavior directed towards tension reduction. The adjustment is a matter of the interaction between the capacities of the individual and the demands of his environment. Thus adjustment is specific to a given individual under specific conditions and the term adjustment is meaningful only in terms of “adjusted to what”? it follows that adjustment is related to such factors as the particular culture to which one lives, the sex of the individual, his socio-economic status and other factors peculiar to him and to the environment to which he must adjust.

Adjustment is of course directly connected with the concept of needs or more specifically, refers to the adequacy of the behavior patterns by means of which the individual habitually satisfies his needs. As everyone has at all time multiple needs to satisfy, everyone is perpetually faced with adjustments problems and everyone is therefore potentially capable of being adjusted or maladjusted depending on the adequacy of his need satisfying behavior. A person is considered maladjusted if he consistently satisfies his needs of the present while increasing the severity of the problems of satisfying his future oh his more basic needs, e.g the child who satisfies his needs through day dreaming rather than developing the skills which would permit him to convert his fantasies into actualities. Likewise adjustment implies that the individual must satisfy his needs within the frame work of the rules, regulations and mores of the social group in which he finds himself.

The problem has both the theoretical and practical importance in the country and particularly

*Assistant Professor, Deptt. Of Education, University of Kashmir
**Research Scholar
in the state of J&K, where no such study has so far been conducted in border and wider perspective. Since adjustment has a profound effect on the overall behavior of an individual. If we examine the various activities of an individual life, we will find that most of them involve adjustment of the individual to vocational, social, health and economic problems.

The study of adjustment helps and individual maintain a level of psychological and psychological equilibrium. No doubt adjustment is a lifelong process starting from the birth of the child. The problem of adjustment has become so vital in our complex and civilized society that not only psychologists but other social scientists have turned their deep concern and interest to understand the term.

The complex structure and functioning of our society has proved to be too taxing for individuals adjective capacities to meet the demands of the society. Various behavioral disorders are increasing day to day and now it is challenging work for psychologists and other social scientists.

Adjustments problems is a complex problem of human behavior, no single factor can be pri-pointedly named as it cause. It is the outcome of multi-factors interacting with the developing personality of the child. There are numerous factors in home, society and Scholl which lead to adjustment problems. Understanding of these factors and their inter-relationship may aid in the solution of the adjustment problems. This study can prove to be helping ground for parents, teachers, administrators and counselors.

**Objectives:**
The objectives for the proposed investigation are:
1. To identify the adolescents studying in different secondary schools of district Srinagar.
2. To study the adjustment of adolescents boys and girls studying in the secondary schools of district Srinagar.

**Hypothesis:**

H₁ There will be significant difference between adolescent boys and girls on home adjustment.
H₂ There will be significant difference between adolescent boys and girls on health adjustment
H₃ There will be significant difference between adolescent boys and girls on social adjustment
H₄ There will be significant difference between adolescent boys and girls on emotional adjustment
H₅ There will be significant difference between adolescent boys and girls on total adjustment
Tool Used
1. Bells Adjustment Inventory to assess an adjustment of adolescents.

Analysis

Table 1.0 Mean Comparison of home adjustment of adolescent boys and girls

<table>
<thead>
<tr>
<th>S. No</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Remarks</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Adolescents Boys</td>
<td>50</td>
<td>20.36</td>
<td>120.39</td>
<td>0.14</td>
<td>Not Significant</td>
</tr>
<tr>
<td>2</td>
<td>Adolescents Girls</td>
<td>50</td>
<td>17.8</td>
<td>4.16</td>
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</tr>
</tbody>
</table>

Table 1.1 Mean Comparison of health adjustment of adolescent boys and girls

<table>
<thead>
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<th>S. No</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Remarks</th>
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<td>Adolescents Boys</td>
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<td>19.5</td>
<td>4.77</td>
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</tr>
<tr>
<td>2</td>
<td>Adolescents Girls</td>
<td>50</td>
<td>16.7</td>
<td>4.55</td>
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</tr>
</tbody>
</table>

Table 1.2 Mean Comparison of emotional adjustment of adolescent boys and girls

<table>
<thead>
<tr>
<th>S. No</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Remarks</th>
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</thead>
<tbody>
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<td>Adolescents Boys</td>
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<td>17.74</td>
<td>4.92</td>
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<td>2</td>
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<td>50</td>
<td>16.94</td>
<td>4.56</td>
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</table>

Table 1.3 Mean Comparison of emotional scores of adjustment of adolescent boys and girls

<table>
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<th>S. No</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1</td>
<td>Adolescents Boys</td>
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<td>7.38</td>
<td>9.79</td>
<td>1.60</td>
<td>Not Significant</td>
</tr>
<tr>
<td>2</td>
<td>Adolescents Girls</td>
<td>50</td>
<td>11.52</td>
<td>15.42</td>
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<td></td>
</tr>
</tbody>
</table>

Discussion
The interpretation of the result that adjustment of adolescent boys differ with girls in some areas but not in all areas of adjustment scale. The adolescent girls seem more prone to health hazards as compare to adolescent boys.

Conclusions
After making the study, the following conclusions have been drawn:

- The present study reveals that both adolescent boys and girls are equally adjusted on home areas of adjustment.
- The study indicates that adolescent boys and girls after significantly on their health adjustment. The adolescent boys have better health adjustment as compared to adolescent girls.
- It is evident from the study that adolescent boys and girls do not differ significantly on their social adjustment.
- The study reveals that adolescent boys and girls do not differ significantly on their emotional adjustment.
• It is evident from the study that the there is no significant difference between adolescent boys and girls on their total scores of adjustment.

Suggestions
1. This work should be conducted on large sample in which the sample must be drawn from all over the state (J&K) for the generalization of the results of this study.
2. For better adjustment proper guidance should be provided to the adolescents from the very beginning.

References:
School is the basic foundation of knowledge being imparted to a child. Gone are the days when school was meant for just learning the events given in a history chapter or solving tough mathematical problems or reciting poems and sonnets. Now a days, school has become learning. Developing hobbies, refining them, learning basic etiquettes, getting skilled at multi-tasking, developing social skills are some of the many things that a school equips a child with. But a school with poor facilities may have a negative impact on student’s performance. Ethnographic and perception studies indicate that poor school facilities negatively impact teacher effectiveness and performance, and therefore have a negative impact on student’s performance. School building design features and components have been proven to have a measurable influence upon student learning. The overall impact of school building has on students can be either positive or negative, depending upon the condition of the building. In case where students attend school in substandard buildings they are definitely handicapped in their academic achievement. Correlation studies show a strong positive relationship between overall building conditions and student achievement (Earthman, Glen I.(2002)). The author of the Public Advocate Report from a V.S. Department of Education press release (USDOE, September 2000) which stated: “Evidence continues to accumulate that shows that reducing class size improves student achievement, reduces discipline problems, and provides a lasting benefit to both students and teachers.” (Public Advocate, P.1). A number of empirical studies have investigated the impact of school resources (Characteristics of school, school expenditures, class size, qualifications of teachers) on students’ academic achievement (Hanushek et. All. (2006). Mohammed Matar and Imad Brighith (2010) studies the impact of school design on academic achievement in the Palestinian territories; an empirical study and found that the 10th grade pupils (15-16 years old girls) i.e., pupils who had been attending “new” schools for last one to three years interacted with their new school buildings more positively and also did better in school than their peers attending standard or “old” school buildings. This is correlated with the evaluation of the same environments by teacher and respective principals. Daniel Eisenberg, Ezra Golberstein, Justin Hunt (2009) studied Mental health and academic success in college and found that depression, anxiety and eating disorders are significantly associated with academic
outcomes among college students. Melissa A. Milkie and Catharine. H. Warner (2011) studied classroom learning environment and the mental health of first grade children and found that children in classrooms with inadequate material resources and children whose teachers felt their colleagues did not respect them experienced worse mental health across all four components of mental health (learning, externalizing problems, internalizing behavior and internalizing problems). Nasreena Nazir and Nahida Hussain Mattoo (2012) studied the impact of school environment on academic achievement among adolescents and found a highly significant relationship between academic achievement and the type of school among both boys and girls. Kidger J. et al, (2012) studied the effect of the school environment on the emotional health of adolescent: a systemic review and found that there was some evidence that individual perceptions of school connectedness and teachers support predict future emotional health. Briere F.N et al (2013) studied school environment and adolescent depressive symptoms; a multilevel longitudinal study and found the adolescent who attend a secondary school with a better socio educational environment are at reduced risk of developing depressive symptoms.

From the above review it can be seen that school environment has great influence on various aspects of students’ wellbeing. Therefore the investigators are interested in comparing the mental health of high profile school students and low profile school students in district Srinagar.

**Need and importance of the study**

Good mental health in childhood is a pre-requisite for optimal emotional and psychological development, productive social relationships, effective learning ability to care for oneself, good physical health and effective economic participation as adults. It is thus important to promote mental health and well-being and prevent mental disorders in the early years of life and amongst children and young people. The built environment has direct and indirect effects on mental health. The health and well-being of children depends on the safety and quality of their physical/natural environments, built environments and social environments which protect them from violence, abuse, exploitation, injuries and neglect. Indirectly, the physical environment may influence mental health by altering psychosocial processes with mental health consequences. Personal control, socially supportive relationships, and restoration from stress and fatigue and all affected by properties of built environment. School, an important developmental environment for children, is known to have an impact on children’s psychosocial development (Rutter et al., 1979; Ouston et al., 1980) and mental health (Kasen et al.,
1990). It has been observed that a child’s success in school work facilities and increases his social acceptance among his peers. He no longer suffers from self-depreciating defense mechanism; free of worry, and with added still and confidence as a learner he is out to find success in all his life activities including healthy and fair inter-personal relations with his peers, parents, siblings and teachers. But, many children who are deprived of success get sick, frustrated and defected and thus become inferiority-ridden, rebellious and aggressive. There is ample evidence to indicate that an environment full of stress and strains affects one’s mental health adversely and that it goes to the extent of causing mental illness. Conservative estimates say one in every ten children and adolescents now suffer from mental illness severe enough to cause impairment. So, it is felt that this is the right time to study the mental health of high and low profile school students. No doubt, various studies have been conducted from time to time by research scholars in various states and provinces of the country, but none has so far made attempt to investigate into such problems of mental health of high and low profile high school students in the state of Jammu and Kashmir. The study will go a long way to help the teachers, parents and educational administers to understand to effect of school profile on the mental health of students so that remedial measures can be taken due to which their mental health does not get derailed.

**Statement of the Problem**

The problem selected for the purpose of present study is read as “A comparative Study on the Mental Health of High and Low Profile Secondary School Students in District Srinagar”.

**Operational definition of Variables**

**High Profile Secondary School Students:** Those 9th and 10th class students who are enrolled in the most famous and most reputed schools of the valley like: Delhi Public School, Biscoe School, Burn Hall School and Malison School, where all sorts of facilities are available for the students.

**Low Profile Secondary School Students:** Those 9th & 10th class who are enrolled in those schools where all facilitates are not available for the students. These students are lacking in many facilities like infrastructure, sports academics, staff and others.
Objectives of the Study

1. To compare the mental health of high Profile Secondary School Students and Low Profile Secondary School Students.

2. To compare the mental health of high Profile female Secondary School Students and Low profile female Secondary School Students.

3. To compare the mental health of high Profile male secondary School Students and Low Profile male Secondary School Students.

4. To compare the mental health of low profile female Secondary School Students and Low Profile male Secondary School Students.

5. To compare the mental health of high Profile female Secondary Students and High Profile male Secondary School Students.

Null Hypothesis

The following null hypothesis were formulated on the basis of objectives.

1. There is no significant difference among high and low profile secondary school students on their mental health.

2. There is no significant difference among high profile female secondary students and low profile female secondary school students on their mental health.

3. There is no significant difference among high profile male secondary students and low profile male secondary school students on their mental health.

4. There is no significant difference among low profile female secondary students and low profile male secondary school students on their mental health.

5. There is no significant difference among high profile female secondary students and high profile male secondary school students on their mental health.

Sample

The sample of the present study comprised of 100 secondary school students drawn from different low profile and high profile schools in district Srinagar. The sample constituted of students in the following manner.

<table>
<thead>
<tr>
<th>Group</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>High profile Secondary School Students</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Low Profile Secondary School Students</td>
<td>25</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Tool

To access the mental health of high and low profile secondary school students, the Mental Health battery by A.K. Singh and Alpana Sen Gupta (English Women) was used. It includes six popular indices which are as under:

1. Emotional Stability
2. Adjustment
3. Autonomy
4. Security Insecurity
5. Self-concept
6. Intelligence

Table 1: Showing the areas of Mental health Battery

<table>
<thead>
<tr>
<th>Parts</th>
<th>English</th>
<th>Item Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>English</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Emotional Adjustment</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>Autonomy</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Security &amp; Insecurity</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>Self Concept</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>General Intelligence</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>130</td>
</tr>
</tbody>
</table>

The answers of those items in each part which tally with the answers given in the scoring key would be given a score of +1. If they don’t tally they will be given a score of Zero.

Statistical Treatment

The data collected was subjected to following statistical treatments: Mean, S.D, t-test

Analysis and Interpretation

Table 1.1: Comparison of High Profile Secondary School Students and low Profile Secondary School Students on mental Health.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High profile School Students</td>
<td>50</td>
<td>74.53</td>
<td>7.25</td>
<td>7.01</td>
<td>Significant</td>
</tr>
<tr>
<td>Low profile School Students</td>
<td>50</td>
<td>59.92</td>
<td>11.53</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.1 gives the Mean (M), Standard Deviation (S.D), t-values of male and female secondary School Students.
A glance at the table reveals that high and low profile secondary students differ significantly on the total scores of mental health. Therefore, first null hypothesis is rejected.

Thus, there is significant mean difference between high and low profile secondary schools students on their mental health.

**Table 1.2 comparison of High profile female Secondary Students and Low Profile Female Secondary School Students on Mental Health**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High profile School Students</td>
<td>25</td>
<td>75.88</td>
<td>7.32</td>
<td>6.00</td>
<td>Significant</td>
</tr>
<tr>
<td>Low profile School Students</td>
<td>25</td>
<td>59.48</td>
<td>11.55</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.2 gives the Mean (M), Standard Deviation (S.D), t-values of high and low profile female secondary school students.

A perusal at the table reveals that high and low profile female secondary school students differ significantly on the total scores health. Therefore, second null hypothesis is rejected.

Thus, there is significant mean difference between high and low profile female secondary schools students on their mental health.

**Table 1.3: Comparison of High profile Secondary School Students and Low profile Male Secondary School Students on Mental Health**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High profile School Students</td>
<td>25</td>
<td>78.36</td>
<td>8.74</td>
<td>5.54</td>
<td>Significant</td>
</tr>
<tr>
<td>Low profile School Students</td>
<td>25</td>
<td>62.36</td>
<td>11.56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.3 gives the Mean (M), Standard deviation (S.D), t-values of high and low profile male secondary school students.

A perusal at the table reveals that high and low profile male secondary school students differ significantly on the total scores of mental health. Therefore, third null hypothesis is rejected.

Thus, there is significant mean difference between high and low profile male secondary schools students on their mental health.
Table 1.4: Comparison of Low Profile Female secondary Students and Low profile Male Secondary School Students on Mental Health

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High profile School Students</td>
<td>25</td>
<td>59.48</td>
<td>11.55</td>
<td>0.88</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Low profile School Students</td>
<td>25</td>
<td>62.36</td>
<td>11.56</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.4 gives the Mean (M), Standard Deviation (S.D), t-values of low profile male and female secondary school students.

A glance at the table that low profile male and female secondary school students don’t differ significantly on the total scores of mental health. Therefore, forth null hypothesis is accepted.

Thus, there is no significant mean difference between low profile male and female secondary schools students on their mental health.

Table 1.5: Comparison of High Profile Male Secondary School Students and high Profile Male Secondary School Students on mental health.

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>t-value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High profile School Students</td>
<td>25</td>
<td>78.36</td>
<td>8.74</td>
<td>1.88</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Low profile School Students</td>
<td>25</td>
<td>75.88</td>
<td>7.32</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.5 gives the Mean (M), Standard deviation (S.D) t-value of high profile male and female secondary school students.

A glance at the table that high profile male and female secondary school students don’t differ significantly on the scores of mental health. Therefore, fifth null hypothesis is accepted.

Thus, there is no significant mean difference between high profile male and female secondary school students on their mental health.

Discussion of the results

1. The high and low profile secondary school students differ significantly the total scores of mental health. The mean difference favors the high profile secondary school students which testify that high profile secondary school students have better mental health then the low profile secondary school students.

2. The high and low profile female secondary school students differ significantly on the other total score of mental health. The mean difference favors the high profile secondary school students which testify that high profile secondary schools students have better mental health then the low profile secondary school students.
3. The high and low profile male students differ significantly on the total score of mental health. The mean difference favors the high profile male secondary school students which testify the high profile male secondary school students have better mental health then the low profile male secondary school students.

4. The low profile male and female secondary school students don’t differ significantly on the total scores of mental health.

5. The high profile male and female secondary school students don’t differ significantly on the total scores of mental health.

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A STUDY OF SOCIAL ADJUSTMENT AMONG ADOLESCENT: ITS REPERCUSSION ON THEIR SOCIAL LOAFING BEHAVIOUR IN DISTRICT SRINAGAR

*Mrs. Sameen ul Nisa

INTRODUCTION

There has been a continuous struggle between the needs of the individual and external forces since time immemorial. In struggling to achieve something if one finds that result are not satisfactory, one either change one’s goal or the procedure. Those who can adapt and adjust to the needs of changing conditions can live happily and successfully. Therefore the adaption or changing of oneself or one’s surrounding according to the demands of the external environment became the basic needs for our survival.

Social adjustment process concerning human being share hand in glove relationship with human nature. It is the adjustment which is responsible for the organization of behavior to life situation at home, at school, at work. We are deeply influenced by adjustment whether it is good or bad. However the concept of social adjustment has attracted the attention of psychologists. They agree that a well socially adjusted person is very much needed because he is the one whose needs, the satisfaction of life are integrated with the sense of feeling and acceptance of social responsibility. It will be tall to claim to say that the heart of adjustment problems is pricelessly find either in home conditions, health situations, social position, emotional set up, or occupational involvement. Social adjustment means adaption of the person to the social environment.

Social loafing occurs when in group members believe that others are not putting forth as much effort as themselves. Since they feel that the others in the group are slacking, they lessen their efforts too. This causes a downward cycle that ends at the point where only the minimum amount of work is performed. In group members may perceive that with a well-defined goal and with several people working towards it, they can work less for it. The task then becomes optimizing rather than maximizing. Team members may feel they can hide in the crowd and avoid the consequences of not contributing. Or, a team member may feel lost in the crowd and unable to gain recognition for their contributions (Latane, 1998). This description is characteristic of people driven by their uniqueness and individuality. In a group, they lose this individuality and the recognition that comes with their contributions.
Therefore, these groups members lose motivation to offer their full ability since it will not be acknowledge (Charbonnier et al., 1998). Additionally, large group sizes can cause individuals to feel lost in the crowd. With so many individuals contributing, some may feel that efforts are not needed or will not be recognized (Kerr, 1989).

During adolescence stage individuals wants complete freedom from the side of family and society. Sometimes they are not able to adjust with the circumstances in the society. In that case adolescence may work well individually in order to prove themselves or on the other hand they may shirk from the work when given collectively because of lack of clearly defined role in society which is called social loafing. So keeping in mind the above facts investigator has taken up this problem.

**Significance of the Problems**

Adolescence is the transition phase from being child to an adult. Just before adulthood, adolescents or teenagers can become perplexing creatures for their parents. The most crucial period in one’s life is the phase of adolescence that is why it is termed as period of stress and strains, storms and strives because this phase is characterized by various changes in physical, intellectual, emotional and social aspects. During this stage adolescents want complete independence and no interference from the side of parents, community or society. They want to lead their life as per their choices. Because of these reasons sometimes they are not able to cope up the circumstances in the society. They find it difficult in adjusting with the society or we can say that individual is not socially adjustable. Individual who are not able to adjust with society may shirk from the group work also because in such kind of projects social adjustment is required to a great extent. Social loafing is the general tendency of people to spend fewer efforts on a task when working as part of a group than when working individually. Social adjustment can be a reason behind such loafing. Loafing behavior may develop as adolescents are particularly susceptible to outside influence upon their behavior and perception of their lives. In this behavior a person may start shirking from work in a group. Keeping in mind the above factors the investigator has decided to take up this problem so that it can be verified that whether social adjustment is responsible for the loafing behavior or not.
Statement of the problem
“A STUDY OF SOCIAL ADJUSTMENT AMONG ADOLESCENT ITS REPERCUSSION ON THEIR SOCIAL LOAFING BEHAVIOUR IN DISTRICT SRINAGAR”.

The operational definitions of variables used in this problem are;

**Social adjustment**
Social adjustment means those types of relationships which involve the accommodation of the individual to circumstances in his environment for the satisfaction of his needs or motives.

**Social loafing**
Social loafing is defined as the tendency of individuals to exert fewer efforts when working collectively than individually. Loafing is the phenomenon of people making less effort to achieve a goal when they work in a group than they work alone. This is seen as one of the main reasons why groups are sometimes less productive than the combined performance of their members working as individuals.

**1.3 Objectives of the Study**
1. To study the relationship between social adjustment and social loafing behavior of adolescents.
2. To find out the difference in social adjustment of adolescents boy and girls.
3. To find out the difference in social loafing behavior of adolescent boys and girls.

**Hypotheses**
1. There exists no significant relationship between social adjustment and social loafing behavior of adolescents.
2. There exists no significant difference in social adjustment of adolescent boys and girls.
3. There exists no significant difference in social loafing behavior of adolescent boys and girls.

**Delimitation**
The study was delimited to Srinagar district only.

**Sample:**
The sample for the present study comprises 150 adolescents (75 boys) and (75 girls) randomly from district Srinagar

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>
Tools Used:
In this study investigator has used two tools. Those were as following:

2. Deva’s Social Adjustment Inventory (SAI), Dr. R.C Deva (1990)

Description of tools

**Social loafing by Q.G.Alam and RamjiSrivastva (1971):**
The social loafing scale is having 15 items for individual and group task performance. Every item dealt with different task conditions like shouting, hymn reciting, group singing, weight pulling, pushing, clapping, rope pulling, service rendering, social service, such as cleaning the village lanes, fire extinguishing, evaluation poems, producing new ideas, exploring, conforming, donating.

**Description of Deva’s Social Adjustment Inventory:** Emotional adjustment is a prerequisite for social adjustment. This inventory therefore includes items for the assessment of emotional as well as social adjustment. It has 100 questions. Administration of the Inventory. The inventory has no time limit, but it is expected that on average a person would need 45 minutes to complete the inventory. The inventory is consumable. The responses are to be recorded on the test booklet.

Procedure
In order to conduct the study, 150 adolescents from different school were selected through stratified sampling. 75 boys and 75 girls became the part of the sample. The sample was collected from Srinagar city. Each respondent was contacted to collect information about social loafing behavior and social adjustment. Their demographic profiles were also taken into account. After developing a good rapport and making them clear about the purpose of the study, social loafing scale, and social adjustment scale were administered on selected sample. After the collection of the information, scoring was done and scores were subjected to the statistical analysis.

Statistical techniques

Statistical technique brings objectivity in interpretation and leads to the reliability in results. In research studies, statistics is used not only to understand and compare the data but also to test hypotheses. In this study following statistical techniques were used:
1. Correlation was used to find out the relationship between social adjustment and social loafing behavior.
2. t, test was used to find out the difference in
   * Social adjustment of adolescent boys and girls.
   * Social loafing behavior of adolescent boys and girls.

**TABLE 1.1**

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social adjustment</td>
<td>150</td>
<td>99.98</td>
<td>0.11</td>
</tr>
<tr>
<td>Social loafing</td>
<td>150</td>
<td>11.21</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.1 shows that mean score of social adjustment is 99.98 and the mean of social loafing behavior is 11.20 and correlation value is found to be 0.11 whereas the table value at df 148 is 159 at 0.05 level. It means our calculated value is less than tabulated value which signifies that there exists no significant relationship between social adjustment and social loafing behavior, therefore first hypotheses that there exists no significant relationship between social adjustment and social loafing behavior is accepted. Investigator assumes that the reason behind this may be that social loafing behavior depends upon other factors like personality traits of the person, environment he is getting, parent’s attitude etc.

**Statistical Treatment:**

**TABLE 1.2 SHOWS.**

Result of t’ test on significant difference in social adjustment of adolescents boys and girls.

<table>
<thead>
<tr>
<th>Social Adjustment</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t’ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescents Boys</td>
<td>75</td>
<td>104.16</td>
<td>24.46</td>
<td>2.44</td>
</tr>
<tr>
<td>Adolescents girls</td>
<td>75</td>
<td>95.8</td>
<td>17.43</td>
<td></td>
</tr>
</tbody>
</table>

Table 1.2 shows that the mean of a social adjustment of boys is 104.16 and the girl is 95.8 and the t’ value is found to be 2.44 whereas the table value is 1.98 at 0.05 level and 2.61 at 0.01 levels. It means our calculated value is greater than the table value which signifies that
there exists significant difference in social adjustment of adolescent boys and girls. Therefore second hypotheses that there exists no significant difference in social adjustment of adolescent boys and girls is not accepted at 0.05 level of significance.

**TABLE 1.3 SHOWS.**

Result of t’ test on significant difference in social loafing behavior of adolescent boys and girls.

<table>
<thead>
<tr>
<th>Social loafing behavior</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>t’ ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adolescent Boys</td>
<td>75</td>
<td>11.71</td>
<td>5.02</td>
<td></td>
</tr>
<tr>
<td>Adolescent Girls</td>
<td>75</td>
<td>10.72</td>
<td>3.86</td>
<td>1.3</td>
</tr>
</tbody>
</table>

**Table 1.3** Shows that the mean of social loafing behavior of adolescent boys is 11.71 and the girl is 10.72 and t’ value is found to be 1.3 whereas table value is 1.98 at 0.05 level. It means our calculated t’ value is less than table value which signifies that there exists no significant difference in social loafing behavior of adolescent boys and girls. Therefore third hypothesis that there exists no significant difference in social loafing behavior of adolescent boys and girls is accepted.

The mean of the loafing behavior of boys is more than the mean of girls though it is not significant. There can be some reasons behind this like the girls are taught to oppress their aggression and not to show in their daily behavior but boys are encouraged to express it. Boys are more aggressive than girls. They indulge in social loafing very easily if they are not in tune with the others group members.

**Conclusions**

**Conclusions of study are:**

1. There exists no significant relationship between social adjustment and social loafing behavior of adolescents.
2. There exist significant differences in social adjustment of adolescent boys and girls.
3. There exists no significant difference in social loafing behavior of adolescent boys and girls.
Suggestions

1. Study can be conducted on the college level students and university level students.
2. This study can be conducted by considering vocational and educational areas.
3. Loafing behavior of teachers can be evaluated.
4. Other variables like home environment and school environment can also be included for further research.

References:


Green Computing

*Sultanat Farooq

Green computing, green IT or ICT Sustainability, refers to environmentally sustainable computing or IT. Green computing CAN BE DEFINED AS “the study and practice of designing, manufacturing, using, and disposing of computers, servers, and associated sub systems- such as monitors, printers, storage devices, and networking and communications systems – efficiently and effectively with minimal or no impact on the environment.” The goals of green computing are similar to green chemistry; reduce the use of hazardous materials, maximize energy efficiency during the product’s lifetime, and promote the recyclability or biodegradability of defunct products and factory waste. Research continues into key areas such as making the use of computers as energy-efficient as possible and designing algorithms and systems for efficiency – related computer technologies.

Green computing is the environmentally responsible use of computers and related resources. Such practices include the implementation of energy-efficient central processing units (CPUs), servers and peripherals as well as reduced resource consumption and proper disposal of electronic waste (e-waste). One of the earliest initiatives towards green computing in the United States was the voluntary labeling program known as Energy Star. It was conceived by the Environmental Protection Agency (EPA) in 1992 to promote energy efficiency in hardware of all kinds. The Energy Star label became a common sight, especially in notebook computers and displays. Similar programs have been adopted in Europe and Asia.

What is a thin client?

A thin client (some-times also called a lean or slim client) is a computer or a computer program which depends heavily on some other computer (its server) to fulfill its traditional computational roles. This stands in contrast to the tradition fat client, a computer designed to take on these roles by it-self. The exact roles assumed by the server may vary, from providing data persistence (for example diskless nodes) to actual information processing on the clients behalf.

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Thin clients occur as components of a broader computer infrastructure, where may clients share their computation with the same server. As such, thin client infrastructure can be viewed as the amortization of the some computing service across several user-interfaces. This is desirable in contexts where individual fat clients have much more functionality or power than the infrastructure either requires or uses. This can be contrasted, for example, with grid computing.

Thin-client computing is also a way of easily maintaining computational services at a reduced total cost of ownership. The most common type of modern thin client is a low-end computer terminal which concentrates solely on providing a graphical user interface to the end-user. The remaining functionality, in particular the operating system, is provided by the server.

Thin clients have their roots in multi-user systems, traditionally mainframes accessed by some sort of terminal computer. As computer graphics matured, these terminals transitioned from providing a command-line interface to a full graphical user interface, as it is common on modern thin clients. The prototypical multiuser environment along these lines, UNIX, began to support fully graphical X terminals, i.e., devices running X server software, from about 1984. X terminals remained relatively popular even after the arrival of other thin clients in the mid-late 1990s. Modern UNIX derivatives like BSD and GNU/Linux continue the tradition of the multi-user, remote display/input session. Typically, X server software is not made available on thin clients; although no technical reason for this exclusion would prevent it.

Windows NT became capable of multi-use operations primarily through the efforts of Citrix Systems, which repackaged NT 3.5.1 as the multi-user operating system Win Frame in 1995.
Microsoft licensed this technology back from Citrix and implemented it into Windows NT 4.0 Terminal Server Edition, under a project codenamed “Hydra”. Windows NT then became the basis of Windows 2000 and Windows XP. As of 2011 Microsoft Windows systems support graphical terminals via the Remote Desktop Services component.

The term thin client was coined in 1993 by Tim Negris, VP of Server Marketing at Oracle Corp., while working with company founder Larry Ellison on the launch of Oracle 7. At the time, Oracle wished to differentiate their server-oriented software from Microsoft’s desktop-oriented products. Ellison subsequently popularized Negris’s buzzword with frequent use in his speeches and interviews about Oracle products. Size comparison- traditional Desktop PC vs. Clientron U700.

**Client Simplicity:**

Since the clients are made from low-cost hardware with few moving parts, they can operate in more hostile environments than conventional computers. However, they inevitably need a network connection to their server, which must be isolated from such hostile environments. Since thin clients are cheap, they offer a low risk of theft in general, and are easy to replace if stolen or broken. Since they so not have any complicate boot images, the problem of boot image control to the server.

On the other hand, to achieve this simplicity, thin clients sometimes lag behind thick clients (PC Desktops) in terms of extensibility. For example, is a local software utility or set of device drivers are needed in order to support a locally attaché peripheral device (e.g. printer, scanner, biometric security device), the thin client operating system may lack the resources needed to fully integrate the needed dependencies. Modern thin clients attempt to address this limitation via port mapping or USB redirection software. However, these methods cannot address all use case scenarios for the vast number of peripheral types being put to use today.
Thin-clients has many advantages, so different people define thin clients in different ways basing one of its advantage. Below are the few common definitions & sentences people often use to define thin client. Simply, Thin Client is nothing but a computer, but with very less configuration (specifications/capacity/power), still users can able to run all the latest Operating Systems and Applications (software), with the help of SERVER Computer which is connected to it through LAB Means, In Thin Clients you need not to install any OS or Applications, you have to install Only in SERVER where all thin clients are connected to it, all the OS and Application will run on server and results are displayed in Thin Clients (user computers) Several users can run the same programs simultaneously, but the program only needs to be loaded once with a central server. In Traditional PC, We have to Install OS and Application Locally and use its Local Resources (CPU, Ram, HDD) for its Processing and Storing, where as in Thin Client you need not install any OS or Application in Thin Client, but you can access OS and Application from SERVER.

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2) http://satheeshgnair.blogspot.com/2009/06
3) Selected –case-studies-on –cyber-crime.html
“A Study of State of Learning and Enhancing English Pronunciation Among Pre-service Teacher Trainees”

*Iram Shafi Allaie

English, a very well-known language, is used effectively all over the world especially in 21st Century of globalised world. It has played a key role in helping to survive in modern society. There are several factors that makes us to learn English Language and go through the current times. The very first reason is that it is a link language to the world. It is one of the options to eliminate language barrier. Then much of the syllabus is written in English. Maximum research studies are also written and typed in English language. The computer that is seen populating all over the world has 80% of data stored and processed in English. In some companies, offices, governmental organizations people are hired on the basis of their exposure to the English language. Thus, English is a robust language whose scope is wide.

Key words: English Pronunciation, Skills, Pre-service Trainees.

English Pronunciation: (The correct manner of pronouncing of a word in English Language)

Skills: (The rules and guidelines that are to be followed while pronouncing and Speaking English language)

Pre-Service Trainees: (Those students who are under training in Govt. College of Education, Srinagar from the three provinces of J&K-Jammu, Kashmir and Ladakh. These students are not having any teaching and are yet unemployed.

Objectives:

The study was undertaken to achieve the following objectives:

1. To check the teacher trainees ability of pronouncing and speaking English at the entry level of the course.
2. To check the teacher trainees’ ability of pronouncing and speaking English after the completion of the course.
3. To investigate the level of exposure to the English language among the pre-service teacher trainees.

To examine the extent of pronouncing and speaking English language among pre-service teacher trainees descriptive method was employed. For this purpose a sample of 60 pre-service teacher trainees was selected randomly from three provinces of Jammu and Kashmir state (20 from each provinces i-e. Jammu, Kashmir and Ladakh) selected by BOPEE for B.Ed programme in Govt. College of Education, Srinagar (2013-14).

*Research Scholar, Deptt of English, University of Kashmir, Srinagar
The rationalize for selecting these trainees was to obtain a purposive snapshot of their speaking and pronouncing and speaking English Language. At the pre-test stage, trainees were given a passage from the English textbook and were asked to read it aloud. The investigator feels that reading aloud is one of the best ways to check and learn pronunciation. While the trainees are reading, the investigator silently observes the errors they make and compares the proficiency levels of speaking and pronouncing among the three provinces of the state.

<table>
<thead>
<tr>
<th>Group</th>
<th>Ethnicity</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Jammu</td>
<td>Kashmir</td>
</tr>
<tr>
<td>Group-01</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
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Again a similar kind of pro-test regarding speaking and pronouncing of English was held after the completion of the B.Ed course to the same subjects under similar conditions. Based on the pre-test assessment, the three provinces are categorized as good and moderate

Findings:

The following findings and conclusions were drawn from the study:

1. The study revealed that in the pre-test teacher trainees of Kashmir Division has a good exposure to the English Language, while as from Jammu and Ladakh has a moderate exposure to the English language.
2. It was also revealed that in the post-test observations that teacher trainees from Jammu province has got highest improvement and increase of 8.3% while as teacher trainees of Kashmiri have got lowest of 3.1% and Ladakh got 5.4%

References:


Yule, Gorge: The Study of Language, New Delhi: Cambridge House, 2009

Part -C

BOOK REVIEWS

Sam’s letter to Jennifer
James Peterson is one of the top selling novelists in the world today. Before becoming a writer, Peterson began a career in advertising company as a junior copywriter, when he decided to put his Master Degree in English to a somewhat different use. He decided to write as he found in him a store house of ideas brimming to turn them into stories. He started writing mysteries and in 1976 he came out with his first novel “The Thomas Berryman Number” that established him as writer of tightly constructed mysteries that move forward with the velocity of a bullet. For his starting debut, Patterson was awarded the prestigious Edger Awarded for Best Mystery Novel. It was his career as an advertiser that he learnt to create ideas and was aware of the audience and their demand and need.

“Sam’s letters to Jennifer” is a great love story. It has two stories interwoven from a grandmother and granddaughter. It all happens in the summer in Lake Geneva, Jennifer the main character of the book leaves her job in Chicago to go to Lake Geneva where her grandmother, Sam lives. A family friend found Sam on the floor unconscious. Jennifer has been very close to her grandmother; it is like if she was her best friend. The novel begins with Jennifer getting a call from her grandmother’s minister telling her that Sam has fallen and is now in hospital in coma. She rushes to Lake Geneva where Sam lives. She stays at Sam’s house where she discovers a stack of letters in her room, addressed to her from her grandmother. She discloses many surprises in these letters in which she shares her life history with her granddaughter.

The romance side of the novel “Sam’s letter to Jennifer’ we learn about her relationship with Jennifer’ grandfather and also we learn about Sam’s another relationship. While in Lake Geneva, Jennifer runs into a childhood friend, Brnnan Keller who naturally expected, she falls in love with.

I am really impressed the way James Patterson has mixed Sam’s and Jennifer ‘story together. I really liked Sam’s letter and how they act as progressive pages of the movement of the novel, and the story becomes interesting with the advancement of the letters unfolded. Each of these letters is a piece of story that changes completely that concept of world she
knew in her childhood and she plunges in love more powerfully beyond her imagination. Jennifer had lately lost her husband Danny and was in disturbing state of mind. So when she bumps into her childhood friend, she falls in love instantly. Though Brennan Keller has tumour but as destiny has to play a part, he gets operated which is a success. Jennifer gets pregnant and Sam ultimately dies. This novel reflects events that can take place in real life with anyone thus it are very easy to follow.

I personally really enjoyed reading this novel by James Patterson. One of the main messages that I received from reading this novel was even, though things go wrong in life, we need to treat every, experience we run into as a learning experience and anything is possible to deal with as long as we have our loved one’s nearby. The novel shows significantly lasting love and relationship among family members and friends. I would recommend this novel to individuals who enjoy reading about love stories because in this novel Sam’s and Jennifer’s love stories are in a way intertwined. I read it fast as I enjoyed reading it and I think that everyone should be able to connect with this wonderful novel.

Kashmir and the Sikhs an insight by S. Anoop Singh Sodhi,
By

Prof. L.S. Sodhi, HOD, History, Government College of Education, M.A. Road, Srinagar, 190001

In this book the author has tried to divide the history of Kashmir in Ancient, Medieval, and Modern Kashmir in brief he has tried to establish the Sikhism in Kashmir the role of various Sikh Gurus and other missionaries deputed in the valley from time to time for propagation of Sikhism. He tries to trace the socio religious to Political and Economic conditions of Sikhs. Author tries to show the impact of 1947 (Tribal raid) on Sikhs. Historical Gurdwaras in the Kashmir are also mentioned. He has put entire effort to bring up his work.

In first five chapters author has tried to give in brief the Hindu Rule in Kashmir, Muslim rule in Kashmir (Chek dynasty, Mughal rule in Kashmir afghan rule in Kashmir). In these chapters short history of these rulers is given so that the sixth chapter and seventh chapter could be understood. In these chapters he has tried to trace the origin the Sikhism in Kashmir. In 8th to 10th chapter he has highlighted the conquest of Kashmir by Sikhs who ruled from 1819 -- 1846 (27 yrs). In 11th and 2nd chapter he has tried to focus on the Dogra rule in Kashmir which lasted for more than One century. Political uprising has been touched and the role of Sikhs in National Conference an Organization which threw out the autocratic Dogra rule.

In 13th and 14th chapter he has tried to depict the political religious and economic conditions of Sikhs in Kashmir. From 15th – 22th chapter he has tried to present a picture of Tribal raids I 1947 (October) the loss of such community in both men and material. He has not been able to highlight the role of majority community. In the last chapter writer tries to sum up with the renovation of historical Gurdwaras in Srinagar, Baramulla and Pulwama.

At last his work could have been present in more better way if all the sources would have been taken into consideration as author has been confined to few books only.
The author has compiled the book for B.A Ist year students of Kashmir University who have opted ‘Education’ as one of the subject at under graduate level.

The book has been divided into two divisions (Papers) i.e. Paper “A” and Paper “B” – Educational Sociology and Educational Psychology respectively as their titles.

**Evaluation of the Book:**

**I PART**

As mentioned on the first page, the book consists of 121 pages. Out of 121 pages the author has recorded the solved question papers (Education) of the academic year 2007 on the first 33 pages. The eight contents of the book have therefore been summed up only in 88 pages which indicate injustice with the important topics and areas of Educational Sociology and Educational Psychology on the one hand and cheating with the readers on the other hand.

The first part of the book consists of the following four chapters;

1. Educational Sociology and Culture.
2. Social Change.
3. School and College as a Social System.

So far as the first chapter is concerned the author has summed up the whole content only in eight pages.

The author was supposed first to introduce the content which is the first principle of writing any topic in the book. The author has given an insufficient meaning and supported by only two definitions of Educational Sociology as few important definitions like the definitions of Ginsberg, J.B.Makee, C.V.Cook and G.Paynee have been totally ignored.

While discussing the scope of Educational Sociology the author has delimited the scope and it is important to discuss the scope of Educational Sociology in such a way as has been propounded by S.S. Mathur in his book “A Sociological Approach to Education” So that its uses and application can be properly understood. Not only this but the author has directly given the relationship between culture and Education without mentioning the concept, characteristics, components etc. of the culture which is very difficult for understanding to the undergraduate students.

In the second chapter the author has given a limited meaning and concept of social change. The clearance of concept and full understanding is very important while authoring any book. Characteristics of social change are also out of mind of the author. In addition to this the author has mentioned a heading “Factors of Social Change” which indicates that these are the only factors of social change as the author has discussed only three factors out of a number of factors responsible for social change.
In the third chapter the author has discussed the school as a social system without giving an understanding of the term social system. Unless the student will be made conversant that what is meant by social system, supported by few definitions they will be not ready to accept school or college as a social system. The author is also supposed to give a detailed description of various types of schools.

Similarly, without giving and understanding of the college as a social system the author has proceeded to structural and functional aspects of the college.

In the fourth chapter the author has discussed few problems. Poverty, child labour and drug abuse are not the only problems in our county or the world as there are many problems therefore one should be clear while writing any issue. The author has not introduced the concept of poverty and has only given its economic, demographic and social cause in a haphazard manner as the author was supposed to classify the poverty under different meaningful headings like economic cause, geographical cause, social cause and educational cause etc. Then keeping all these causes in view the author was bound to give some remedial measures for the eradication of poverty in our country. It needs mentioned here that Government of India has launched a number of programmes for the eradication of poverty like Nationalization, 20-point programme, State Poverty Alleviation programme like IRDP, Jawahar Rozjar Yojna, TRYSEM, Garibi Hatao, NREGA etc. so that the readers especially the students can be made familiar about these schemes.

In child labour, as a problem the author has not given clear concept. She has only mentioned the causes of the child labour.

Here it needs mention that the state and the central government have made concerted efforts for this problem. She was supposed to support the problem in the light of constitutional laws like Article 24, Article 39-e and 397. Indian scene of child labour has not been highlighted in the book. Similarly, various types and forms of child labour and steps taken by the central government and U.N Convention of rights of the child of necessary to convey to the readers. Now in illiteracy the author has mentioned few causes and suggestions for its improvement as a reader and as a student of education I believe it is insufficient. The author must support the issue by the elaboration of its problems and steps taken by government of India especially National Adult Educational Programme (NAEP), National Literacy Mission (NLM), Sarva Shiksha Abiyan (SSA) and other efforts of voluntary organizations etc.

As a national problem, the author has not given the concept of adult education as the most important tool and the steps taken in this connection. The objectives of Adult and Continuing Education and Extension has totally ignored as they play a crucial role in the eradication of illiteracy in our country.

The problem of Drug Abuse has not been given in detail therefore the author needs consultation of various fresh literature regarding the topic to state clearly. The author can also consult the important book “Drug Addiction” “Social Legal Dimensions” authored by Prof. Mehraj-ud-din, Director Academic Staff College Kashmir University which will prove very useful for understanding the problem of Drug Abuse. Besides the author needs the concept of Drug Abuse in social sense, types of Drug Abuse, classification of Drug Abuse, Main Drugs of Abuse, factors contributing Drug Abuse and remedial majors.

II PART

The second part of the book also consists of four chapters which are as follows.
1. Theories of Learning.
2. Intelligence.
3. Personality.
4. Adolescence and Mental Health and Hygiene.

In the first chapter of this part the author has mentioned briefly various theories of learning. I feel it is important to explain first what is learning, supported by various definitions. In insightful learning the author has discussed various experiments and educational implications ok! But the important operations in the theory, the related aspects and characteristics have ignored at all.

In the second chapter of this part, one of the most important concepts in Psychology and Education is intelligence. The author has skipped the contribution of Stern (1914), Terman (1921) and J.Piaget (1952) in the field of intelligence. Theories of intelligence have been mentioned satisfactorily but a meagre consideration has been given to intelligence tests. Only two revisions of the Simon Binet Test have been given place in the book. The revisions of 1905, 1908, 1911, are the vital revisions and are absent in the book. Reliability and validity of the test have not been indicated as it is necessary for every test of intelligence.

Similarly, in R.B.Cattell’s test and C.M.Bhatia’s test the practical uses and the concept of verbal, non verbal and performance tests have been neglected.

In the third chapter of this part one more important concept in Psychology and Education is personality placed with meaning and some definitions. The characteristics of personality have not been given any place in the book. Though the Type Theories of personality are satisfactory, Carl Jung’s Theory of personality, the Trait theory of personality of G.W.Allport and Self Theory of Carl Roger’s need to be overhauled by consulting few books like “Advanced Educational Psychology”, S.S.Chauhan, “Theories of Personality” Stanley S Hall, “Personality” William Samuel and “Personality Development” Elzebeth Hurlock.

Finally, in the fourth chapter of this part the book contains insufficient material for understanding the concept of in Adolescence. Under the heading of Psychological characteristics of adolescents the author has first given the physical characteristics of the adolescents. The problems of adolescents and the role of Education is up to the mark.

The concept of mental health and hygiene is equal to zero with no definitions and views. Purposes of mental health, characteristics of mentally healthy person, need for mental health, leading factors of maintaining mental health, causes of poor mental health have not been paid any attention.

Besides as far as maladjustment is concerned, no concept and definitions maladjustment or adjustment has been stated. Though causes and symptoms of maladjustment have been successful in occupying a place in the book but the direct method of adjustment mechanism has remained unsuccessful.

To some up,

Impression
1. The title of the book need to be changed from “Fundamental of Education” to simply Education B.A Part I.
2. Near about in all the eight chapters of the book insufficient in understanding does not attract the attention of the readers.
3. Some English terms have not been properly used in the book (PP 75,76,88).
4. Few dates used in the book are not in correct sense (P 61).
5. Names of near about all the authors, thinkers, psychologists, sociologists have been half heartedly written in the book.

6. Incorrect spelling of few psychologists has been indicated like Kohl in place of Koehler and Shelton in place of Sheldon etc.

At the end as a student of Education I suggest that the book must get revised in the light of the evaluation mentioned in this review.

Reviewer

(Mr. Shamas Ud Din Ahangar)
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EARLY CHILDHOOD CARE AND EDUCATION

BY

(R.P. Sharma)

Submitted by

Mrs. Nuzhat Nasreen

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(Participant of Refresher Course in Women’s Studies,
(04th-24th September, 2012)
Early childhood stage is stage of rapid development of social and emotional, realizing the
great importance of this stage, both as a feeder and a strengthening factor for primary
education and for human resource development in general, the National Policy on education
(1986) has emphasized the need for organizing programmes for all-round development of the
child at this stage.

The book highlights the significant contributions of educationalist both western and Indian.
The book deals with the most recent developments in the fields of early childhood curriculum
and educational approaches the book discusses the various types of child care services which
provide new dimensions to the concerned people for better selection of child care services.
The book also discusses about the Integrated Child Development Services (ICDS) and its
linkage with early childhood education. Early childhood care and education in tribal area in
which a case study of Nagaland disseminates the status report to early childhood care and
education. The present book is designated to facilitate students, teachers, parents and
researchers and to have integrated and continued enriched content on the subject, while going
through the book.

**The book is organized into seven (7) chapters. These chapters are:**

1. Concept of Children’s Development and Education
2. Early Childhood Care and Education (Meaning, Nature and Importance).
3. Contribution of Education: Historical perspective on Early Childhood Education.
4. Development during childhood
5. Assessment of Children’s Development and learning
6. Early Childhood Education programmes

Note: the content page shows that it has only 134 pages. But some pages 135 to 161 i.e 27
pages more added to it. That has not been mentioned in the index or content page. Overall the
entire book covered everything about Early Childhood Care and Education.
Gender refers to the significance a society attaches to the biological categories of male and female. Gender deals not only with difference but also with hierarchy. Females and males do differ biologically, of course, but these variations are complex and inconsistent. Research explicitly shows that there are no overall differences in intelligence between males and females. Biologically, the sexes are distinguished in limited ways, with neither one naturally superior (John J. Macionis, 1998: 246). Nevertheless, the deeply rooted cultural notion of male superiority seems so natural that it is assumed as the inevitable consequence of sex itself. In gender analysis the term “gender” is used to refer to the social and cultural constructions of masculinities and femininities, not to the state of being male and female in its entirety. It is important to note that in terms of the development and poverty reduction processes, the concept of gender goes beyond the social differentiation of women and men, to also include different needs and concern based on their natural or biological differences that should drive the development process. Equally important is the participation of women and men in the development agenda in terms of designing poverty reduction programmes and sharing of accrued benefits. However, one of the unfortunate realities of our societies is the prevalence of various kinds of crimes against women – domestic violence, eve teasing, rape etc. Despite the raped development, spread of education and as well as prevalence of laws, covenants and conventions (both at national as well as international level) discrimination against women is continuing and the crimes against women are on rise. The present book deals with these issues related to women.

Exhaustive, exclusive and comprehensive, this book discusses in detail almost all the major crimes against women, their types, and motives of perpetrators, effects on the victim,
causes of the crime and social and cultural contexts. The author argues that regardless of development and liberalization movements all round the world; women are still discriminated on various fronts. They were victimized in past and continue to be victimized in the present as well. In fact, there has been an increasing rate of violence against women progressive changes in personal life styles, living standards, and varied growth, caused by urbanization and changes in social ethos, all contribute to violet attitudes and tendencies towards women, which resulted in increased crimes against women. Crimes against women have far-reaching consequences not just for the women, but for their families and communities as well. She assets that some historian believe that the history of violence against women emerges from that, in the past women were being viewed as property and subservient to men. In the Indian context as well, violence against women is because of ‘power imbalances’ between men and women. In addition, due to sexual division of labour in India, women are exploited-physically, mentally and commercially.

This book is divided into thirteen chapters. The first chapter provided the introduction. Historical background as well as the Indian scenario as far as the concept of crime against women is concerned. The second chapter deals with the issue of ‘domestic violence’ discussing its differentiation types, causes, effects, theories, related laws, safely palling and prevention and intervention methods. The third chapter talks about ‘bride burning’ which is a major social evil of the Indian society, as per the author. She emphasizes that dowry is the main reason for bride burning. As per statistics, it accounts for around for around 600-750 deaths per year in India. It also discusses the various related laws and their lacunas. The next chapter is on the ‘sexual abuse’. It discusses about its causes, types, effects on the victim, the legal aspects, and the challenges faced by the victim is prosecuting the offender. In the fifth and sixth chapter of the book. Prof. Sarita discusses about ‘prostitution’ and ‘sexual slavery’. She argues that prostitution is legal but some of its related activities for example, keeping a brothel, pimping etc are illegal in India. She talks about the background for prostitution, its frequency, legal status, sexual slavery during armed conflicts and wars and the contemporary situation, and as well as the resolutions taken by various nations on prostitution. In the chapter on ‘rape’. Prof. Sarita discusses the various definitions of rape, its types, natural history effects, causes and motivational factors, consequences, statistics, problems in investigation and prosecution, and its related flaws. Then next two chapters are on ‘human trafficking’ and ‘sati system’. Human trafficking is a prevalent in some parts of the world and is defined as an ‘illegal trade of humans for the purpose of reproductive
slavery, commercial sexual exploitation, forced labor, or modern day slavery’. On the other hand. Sati system is mostly prevalent in the Indian communities in which a widowed either voluntarily or forceful immolates herself on her husband’s. The tenth and the eleventh chapter are on ‘honor killings’ and ‘abortion’. These two chapters provide an overview of these issues, their definitions, prevalence, causes, effects and the related laws. She argues that most of the crimes have one main purpose i.e to gain maintain control over the victim.
The book titled “The History of Ancient Kashmir” would be a source of information to the readers and scholars. An emphasis has been laid on the socio-political from the early human settlements in the Kashmir Valley; title the advent of Islam in the valley. To make the study proper the title has been classified in comprehensive chapters.

The first and second chapters of the book deals with the pre-historic period of Kashmir and early settlement in the third chapter he deals with Kakota Empire, Durlab rules for a period of 36 years (625-661) A.D after Durlab Bavardanas his son paste Padida II (661-771) A.D. ascended the throne he founded a new town names partapura recent excavations at his place unearthed foundasans of large temples and buildings among the great conquerors of Kokota dynasty was lalctaditya.

His next two chapters deals with socio-economic, cultural and artistic development, Ashoka has built the city of ssinayat which remained capital up to the 6th century. The Lavses were mostly build of timber there were no paramount bridges but the river was spanned by boat bridges. The Raydhani are a place of Hindu rulers most popularly located just below the second bridge Habba kadal on the left bank of river, with its landmark of Hariparbat and shanker Larya likes the city was dotted with Robby endowed store temples the valley of Kashmir has from early time been divided into two great parts by the modern names of Kamray and Maraaz. Kamray comprises the part of the valley below Srinagar on both sides of Vitastes and Masay the rest of the valley above Srinagar. The population of Kashmir comprised of several cities among which Brabmana, Wasiyas, Sudras, Nisads, Kirats, Brahmans were low ever the privileged and the honoured cast may were mostly the Priests and Teachers.

The position of women in the Hindu society was that women of upper class received education. The women enjoyed equal rights with men. It seems that pre-puberty marriages were not in vague. The dress of the people of the ancient Kashmir was that the men wind their garments round their middle then gather than under the arm pits and let them fall down across their body right hanging to the right the robes of the women fall down to the ground they completely cover their shoulders. The new work caps an their heads with flower wreaths and jeweled necklets.
The next chapter consists about the labours dynasty, Kashmir Gupta was a ruler he was yet destined to influence materially the history of Kashmir during the next centuries by his marriage with Dida the daughter Simbraya Chief of Lohsa. The territory which has left its name to the present valley of Lohsin comprises the mountain districts adjoining with Pooch District. The king was so enamoured of his wife that people nick names him as Diddaskshma later Dida played an eminent role as a mother as a queen as she rules from 981-1003 A.D Kota Rani was the last Hindu ruler. She was married to Rinoban after the death of kota Rani the Hindu rule come to an end-thus the new of era Islam started in the Valley.

The last chapter he deals with religious development. The earliest inhabitants of Kashmir as we came to know that before the wido Asyan immigration the predominant was Waja or Snake worship. Nago worshipping was the prampal religion in Kashmir during the third and fourth centuries. There were same festivals connected with worshipping of Naga. Vaishvism Buddhism and Savism cultures of Vaishnavism also flourished during the Karkota dynasty. Buddhism was originally introduced by Ashoka the might muryan emperor of Magdha Buddhism received a fillip and gore royal patronage. Buddhism was encouraged by the Kaushan Rulers. In kashishka’s rule of forth Buddhist counsel was held in Kashmir. Besides there were some other beliefs which includes may God and Goddess, such as Ganesha Skinda and Surya many images of Ganesha has been found called Swayambu.

**Conclusion:**
The author has worked with zeal and enthusiasm after taking all sources still there is scope for further improvement.

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Psychology is a rich and varied science, covering the breadth and depth of human behavior—everything from fleeting reflexes to enduring memories, from falling asleep to falling in love. In our experience, most students enter the introductory course thinking that psychology concerns itself mainly with personality, psychological testing, mental disorders, psychotherapy, and other aspects of clinical psychology. Many of students are surprised then, when we ask them to read about such topics as the structure of the brain, optical illusions, and the effect of jet lag on Olympic athletes, AIDS and the immune system, and prenatal risk factors, to name just a few. Yet these are all topics under the umbrella that is psychology.

For all its diversity, psychology is also a remarkably integrated discipline that links subfields to one another through common interests and overarching research questions, as psychologists and scholars, the authors wrote this book to portray the wide range of topics that make up the science of psychologist. As teachers, the authors focused on the essentials of the discipline. In creating essentials of psychology, the authors have dedicated themselves to some goals:

- To select topics that represents the full range of psychology, from cell to society, without overwhelming the reader with details.
- To sharpen their focus on helping students understand and remember the material what represent. In short, the tried to create a textbook that not only is clear and enjoyable to read, but that also provides features to support the learning process in all students, regardless of their academic background.
- To help students learn to think critically and scientifically by examining the ways that psychologists have solved or failed to solve fascinating puzzles of behavior and mental processes.
To explain the content of psychology with an emphasis on the doing of psychology, grounding all discussions in current and classic research studies (to help students appreciate the importance of research, the authors explore one study in detail in a special feature in each chapter).

The authors present the results of basic and applied research on topics that are both important to psychology and of high interest to student. These topics include, for example, how drugs affect the brain (chapter 2), basis for optical illusion (chapter 3), the effects of subliminal messages (chapter 4), the importance of active learning in the classroom (chapter 5), the repressed memory controversy (chapter 6), the origins of intelligence (chapter 8), sources of sexual orientation (chapter 9), the development of morals (chapter 10), the effects of stress on health (chapter 11), what determines to shape our personalities (chapter 12), the causes of multiple disorders (chapter 13), and the development of ethnic prejudice.

Their discussion in research in psychology is also designed to remind students that while, in some ways, “people are people wherever you go: socio cultural factors, including gender, ethnicity, cultural background, and geography, often shape human behavior and mental processes. They introduce the socio cultural factors in (chapter 1) and continue to reinforce in through coverage of such topics as the impact of culture and experience on perception (chapter 3), classroom across cultures (chapter 5), ethnic differences in IQ (chapter 8), socio and cultural factors in sexuality (chapter 9), personality culture and human development (chapter 10), gender and cultural differences in depression and suicide (chapter 14), to cite just a few example.

This books streamlined, fourteen chapters organization has been specifically designed to be easily covered in a single semester. Essentials of psychology contain number of special features designed to promote efficient learning and student mastery of the material. These include, in each chapter an integrated pedagogical system, sections on thinking, critically, Focus on research and linkages, along with an active review section. Essentials of psychology features an integrated pedagogical system designed to help students get the most out of their reading. Learning aids in each chapter include

- Preview questions
- Marginal glossary
- Instructional captions
- In review charts
The focus of this book is on fostering learning comprehension carries through to the end of chapter materials. The active review contains a chapter, summary organized around the preview questions and review a key terms that asks students to write their own definitions of the terms from the chapter. Twenty multiple choice questions give students valuable practice taking tests of conceptual and applied knowledge of the Chapters key points; an answer key provided at the end of the text identifies and briefly explains each correct answer, and refers the student to the page on which the concept is first discussed. To learn more provides an annotated list of courses, movies, book and web search key words to help students find additional information about each chapter’s topic.
INQUIRY is published annually by the Govt College of Education, Srinagar since 1971-72. The purpose of this journal is to provide an opportunity to research workers scholars and social scientists for dissemination of their educational research.

INQUIRY invites papers on or pertaining to educational research with emphasis on research problems in Indian Education. The editor entertains:

- Papers that contains original thinking in education besides, make a significant contribution in the field;
- Papers that epitomize and discuss an outstanding study or piece of educational research.

Those who are interested may submit their write-ups to the journal. The contributors should, however, be in line with the following guidelines.

- Two copies of the manuscript with CD should be sent to the Editor, INQUIRY Govt College of Education, M. a. road, Srinagar (J&K)-190001.
- Manuscript should be prepared using MS-Word Software. The text should be typed double spaced only on one side of the full-scale size paper (A-4), with wide margins on each side of the page.
- Each manuscript should be accompanied by a declaration by the contributor that it represents original work and has neither been published nor submitted for publication elsewhere.
- Reference to literature cited in the texts should give names of authors or institutions and the year of publication within brackets, e. g. Shamas Ud-Din Ahangar (2014).
- The list of references should mention only those sources cited in the text of the manuscript.
- The cover page of the manuscript should contain title of the paper, name(s) of the authors, their designations and institutional affiliation and complete address for correspondence. An abstract of not more than 150 words, which must be crux of the content of the manuscripts, should follow the title page. On page 3 of the manuscript repeat the title, but not the rest of the items of the page 3 to permit anonymity during the reviewing process.
- The author(s) will receive one copy of the journal after the publication of the journal.
Glimpses of the College

The Govt. college of Education, Srinagar is the only Government Professional Institute for educating the Pre-service and In-service teachers in Kashmir division. It started working as Teacher’s Training Institute in 1937 and was raised to the status of Teacher’s Training College in 1948. It has been visited by great educationists, statesman and personalities. The most important being Pandit Jawahar Lal Nehru, Dr. Zakir Hussain, Shri Radha Krishnan and Moulana Abul Kalam Azad. Its history has witnessed the development of academic scholarship and professional effectiveness in the form of great luminous like Dr. Agha Ashraf (Principal of the College, later Commissioner Education, J&K Government), Mr. Mohammed Amin Laharwal (Principal Secretary to Department Of Education), Mr. Qazi Mohammad Amin (Divisional Commissioner), Mr. M.Y. Naseem, IAS (Acted as Health Commissioner, Principal of the College) and many others. The college is located in the heart of the city of Srinagar and caters to the pupil teachers In-Service and Pre-service from different districts / Tehsils like Kargil, Leh, Gurez, Karnah, Tangdar, Kupwara, Uri, Rojouri, Baramullah, Budgam, Banihal, Poonch, Badarwah, Anantnag, Pulwama, Kulgam, Bandipora, Shopain, Ganderbal, Kathua, Udhampur, Jammu and Srinagar for Graduate an post-graduate course of B.ED and M.ED. The college has been organizing state, national and international level conferences, workshops and seminars. The institution has been accredited in 2004 with ‘A’ grade (87.00%) and re-accredited by NAAC on December 22nd and 23rd, 2011 with grade ‘A’ (CGPA:3.52) on 4 point scale. The institution has a developed UGC sponsored Women’s Study Centre and is the partner institution of IGNOU New-Delhi.

VISION

Excellence in Teacher Education

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- Organize Pre-service and In-service Teachers education programmes for their capacity building.
- Provide extension and resource support service to schools / Teachers
- Conduct experimentation and innovation in school education
- Provide training and resource support for new areas of educational, Concern like Value Oriented Education, Population Education, Educational Technology, Computer
Literacy, Vocationalization, Women and Gender Studies, Science Education, Guidance and Counseling.

- Provide support to and collaborate with professional bodies.
- Prepare teacher educators for nursery, elementary, secondary teacher education institutions.
- Encourage community and private partnership in teacher preparation programs.
- Conduct pilot programs in teachers education
- Prepare teachers with creative thinking receptively to new ideas, innovative and advanced skills, capabilities to initiate innovative teaching learning techniques, problem solving skills etc. enhance personal and professional competencies of student teachers.
- Prepare teachers with positive and healthy attitude towards teaching