

Inquiry

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PART - A

RESEARCH PAPERS

‘A STUDY OF VALUES OF COLLEGE TEACHERS IN DISTRICT SRINAGAR’

**Dr. Ganie M.Y.
Associate Professor,
PG Deptt. of Education, University of Kashmir-190006**

Values are concepts or beliefs that determine how we live our lives in the society. Values drive our decisions and cause to summon up energy to preserve what we believe in or what we want to defend. As such, they can be principle determinants of behaviour and will influence our views about people, situations or events. When team members share the same values, the team will have the energy to deliver outstanding performance, where individual values clash, conflict will occur and teams are unlikely to reach their full potential. Values give meaning and strength to a person's character by occupying a central place in his life. Values are the guiding principles which are conducive to all round development. Values present a true perspective of the development of any society or nation. They tell us to what extent a society or nation has developed itself. Values are virtues, ideals and qualities on which actions are based. They give direction and firmness to life. Values are ideas about whether experiences are important or unimportant. In each society some values are prized more high than others. Punctuality, material progress and competitiveness are major values in American society, while none of these is important to the Indian society.

In this age of rapid social change influenced by technology, there appears a value crisis in the society. Some values seem to perish, some submerging into others, some new have immerged and some new ones are gaining credibility. In these situations the teacher plays a vital role for children physical and mental growth and development. The teachers observe how the prepared environment works for a child, how children engage in materials and then the teacher adjusts the environment to their needs. The role of a teacher in today's world is a complex and diverse one. It provides intellectual and social development, to have integrity, to be honest and to always provide appropriate conduct in the classroom and the community. A successful teacher is to plan and implement learning activities that will benefit the intellectual needs of all students. A teacher can be when you

need a shoulder to cry on, a parent when you need support, and a critic when you are going the wrong way. Each one of us has experienced some or the other qualities of teacher which have taught us a lesson about life. A good teacher taught us to stay away from the wrong thing and make the right choices.

The influence of values on the life of an individual is tremendous. It is particularly true of the younger generation, their satisfaction and productivity depends much more on values which is an important phase of life. Even though, the personality of the youngsters is controlled by their values. Hurlock (1979) remarks that it is true of individuals that their pattern of life is influenced by their home, health, social, emotional and occupational conditions in relation to values. In order to understand the direction of this notion, we have to examine the people who will lead the country during the first half of last century, we certainly found these people in universities their values are the visible indicators of the perception and intent. Values shape the personality of an individual. They enhance the finer side of his potential. They help him to live harmoniously and graciously which kindles with torch of learning would make him realize the responsibility he owes to society. Values are concepts that conserve, comfort, promote and protect life. Values make our lives relatively coherent and meaningful. Some values are usually arranged in hierarchy or ranks. Some values are considered to be higher than the others on the basis of few investigations, it may be said that knowing the individuals value hierarchy, we may know and assess the individual better as a person. Theoretically one's values must constitute an important source of behaviour motivation. Values form an important part of culture of a society, values account for the stability of the social order. The values of a society provide goals or ends for its members. To aim for these ends persuaded in different content and situations. If the dominant value is success then it expects all the individuals to become successful at school, at work, at sports and life in general. Values are criteria that help people on assessing their daily lives, arranging their priorities, measuring alternate course of action. Some of the studies which have been conducted in the country or elsewhere are either empirical or of descriptive in nature and have established that students have different theoretical, economic, aesthetic, social, political and religious concepts which shape and influence their values. The studies conducted by Kumar (1983), Gaur (1973), Mahendra (1972), Verma (1972), Teneja (1969), Super (1962) and Whitney (1933) are

eye opening revelation testifying that students have such values that have a conflicting end on their daily lives. Many young people openly reject some of the traditional values and question dogmatic beliefs held sacred for centuries. Often it happens that such people do not find replacement for the traditional values and hence a kind of vacuum is created in their lives. This is not desirable because in the absence of the values, they have no principles or foundation on the basis of which they can face life situations, make choices and decisions. A life without proper values will become chaotic and disastrous. To guide our life in the right path and to establish our behavior with good qualities we need values.

Value change with the change in age, education, cultural mores and with respect to the changes in the social institutions, keeping in view the impact of globalization, adjustment, domestic pressure, the pressure of modern life style, competition among the students of all fields, therefore the present study wants to study the values of college teachers on the basis of three different streams. This study will guide the psychologists and policy planers while recruiting the teachers, the training should be given to them in order to develop a balanced personality. Such teachers will inculcate real values in the students at various stages of education which is needed for the development of nation as a whole.

Objectives of the study

The following objectives have been formulated for the present study:

1. To study the values of college teachers.
2. To compare science and social science college teachers on values.
3. To compare science and commerce college teachers on values.
4. To compare social science and commerce college teachers on values.
5. To compare male and female college teachers on values.

Hypotheses

The following hypotheses have been formulated for the present investigation:

1. Social science and science college teachers differ significantly on values.
2. Social science and commerce college teachers differ significantly on values.

3. Science and commerce college teachers differ significantly on values.
4. Male and female college teachers differ significantly on values.

Definition of variables

Values: Values for the present study shall be evaluated through N. Y Reddy's Indian Adaptation Value Scale. It consists of six types of values (theoretical, economic, aesthetic, social, political, and religious).

Science college teachers: Science college teachers are considered those who are involved to teach science as a subject at college level.

Social science college teachers: Social science college teachers are considered those who are involved to teach social science as a subject at college level.

Commerce college teachers: Commerce college teachers are considered those who are involved to teach commerce as a subject at college level.

Sample: 90 college teachers (30 each from faculties of social science, science, and commerce) were selected for the sample in the present investigation. The sample was taken randomly from the above mentioned faculties of different colleges of district Srinagar. In social science out of 30 college teachers 17 were male and 13 female. In science stream 19 were male and 11 female and in the faculty of commerce 15 were male and 15 female.

Tool used: N.Y Reddy value scale (Indian adaptation) was administered on college teachers. The 'study of values' scale is in the form of questionnaire which consisted six value factors: theoretical, economic, aesthetic, social, political and religious.

Procedure: The sample for the present investigation has been collected from the various colleges of the district Srinagar. The sample was collected on the basis of random sampling technique. The scoring of the sample was done as per the directions gives in the manual of the tool. The data was analyzed and interpreted by applying statistical techniques viz; Mean, SD and t-test.

Table 1: Table showing mean comparison of social science and science college teachers on values (N=30 each group).

S. No.	Groups	Values	Mean	SD	t-test	Level of Significance
01	Social Science	Theoretical	39.63	3.77	5.81	Significant at 0.01 level
	Science		45.44	4.04		
02	Social Science	Economic	43.22	5.89	2.80	Significant at 0.01 level
	Science		47.46	5.89		
03	Social Science	Aesthetic	44.21	5.41	6.50	Significant at 0.01 level
	Science		36.34	3.89		
04	Social Science	Social	55.21	5.41	1.26	Insignificant
	Science		53.44	5.58		
05	Social Science	Political	227.22	5.02	5.60	Significant at 0.01 level
	Science		21.00	3.52		
06	Social Science	Religious	30.33	4.22	4.88	Significant at 0.01 level
	Science		36.34	5.32		

The above table shows that that two groups of college teachers differ significantly at 0.01 level on five values viz; theoretical, economic, aesthetic, political and religious where as on 'social value' two group showed insignificant difference.

Table 2: Table showing mean comparison of social science and commerce college teachers on values (N=30 each group).

S. No.	Groups	Values	Mean	SD	t-test	Level of Significance
01	Social Science	Theoretical	39.63	3.77	0.72	Insignificant
	commerce		40.44	4.81		
02	Social Science	Economic	43.22	5.89	7.34	Significant at 0.01 level
	commerce		53.43	4.92		

03	Social Science	Aesthetic	44.21	5.41	1.45	Insignificant
	commerce		42.33	4.60		
04	Social Science	Social	55.43	4.54	2.66	Significant at 0.01 level
	commerce		52.45	4.18		
05	Social Science	Political	27.22	5.02	4.76	Significant at 0.01 level
	commerce		22.22	2.85		
06	Social Science	Religious	30.33	4.22	0.72	Insignificant
	commerce		29.33	6.35		

The above table shows the mean comparison of social science and commerce college teachers. The table reflects that the two groups of teachers differ significantly at 0.01 level on three values Viz; economic social and political where as the two groups do not differ on theoretical, aesthetic and religious values.

Table 3: Table showing mean comparison of science and commerce college teachers on values (N=30 each group).

S. No.	Groups	Values	Mean	SD	t-test	Level of Significance
01	Science	Theoretical	45.44	4.04	4.38	Significant at 0.01 level
	commerce		40.44	4.81		
02	Science	Economic	47.46	5.87	4.29	Significant at 0.01 level
	commerce		53.43	4.92		
03	Science	Aesthetic	36.34	3.89	5.49	Significant at 0.01 level
	commerce		42.33	4.60		
04	Science	Social	53.44	5.58	0.78	Insignificant
	commerce		52.45	4.18		
05	Science	Political	21.00	3.52	1.79	Insignificant
	commerce		22.22	2.85		
06	Science	Religious	36.34	5.32	4.67	Significant at 0.01 level
	commerce		29.33	6.35		

The above table shows the mean comparison of science and commerce college teachers on six values. The table shows that the two groups of teachers differ significantly at 0.01 level on theoretical economic aesthetic and religious value factors where as the two groups do not differ on social and political value factors.

Table 4: Table showing the mean comparison of male and female college teachers on values

S. No.	Groups	Values	Mean	SD	t-test	Level of Significance
01	Male	Theoretical	41.66	4.37	2.81	Significant at 0.01 level
	Female		38.76	5.29		
02	Male	Economic	37.05	6.30	1.13	Insignificant
	Female		35.66	5.42		
03	Male	Aesthetic	44.29	4.73	2.55	Significant at 0.05 level
	Female		47.23	6.26		
04	Male	Social	44.04	4.06	2.47	Significant at 0.05 level
	Female		46.02	4.41		
05	Male	Political	31.49	3.86	1.77	Insignificant
	Female		30.07	3.81		
06	Male	Religious	40.84	5.58	0.34	Insignificant
	Female		40.43	5.78		

The above table shows mean comparison of male and female college teachers on values. The table reflects that there is significant difference at 0.01 level on theoretical value between the two groups and significant difference at 0.05 level on aesthetic and social values. The table also reveals that two groups do not differ on economic, political and religious values.

Major findings: Following research findings have been drawn from the present investigation:

1. Social Science college teachers have high aesthetic and political values than the science college teachers.
2. Science college teachers have high theoretical, economic and religious values than the social science college teachers.
3. Social science college teachers have high social and political values than commerce college teachers.
4. Commerce college teachers have high economic value than social science college teachers.
5. Commerce college teachers have high economic and aesthetic values than science college teachers.
6. Male college teachers have high theoretical value than female college teachers.
7. Female college teachers have high aesthetic and social values than male college teachers.

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“MODERNIZATION AMONG HIGHER SECONDARY STUDENTS IN RELATION TO SEX AND SUBJECT CHOICE”

**Dr. Mohammad Sayeed Bhat,
Assistant Professor, Higher Education Department, J&K
Ms. Nahida Naseem,
Research Scholar, Deptt. Of Education, Kashmir University**

The application of science and technology is bringing rapid changes in the world. Changes are brought about in social, economic, political and cultural life of people. According to Moore, “Modernization is a revolutionary change leading to the transformation of a traditional society into technological and civilized one.”

Modernization is a comprehensive concept aimed at capturing and describing the transition of a society from medieval to modern culture. “It is a movement from traditional and quasi- traditional to certain desired type of technology and the resultant changes in the social structure, value orientations motivations, achievement and aspirations.” It means a value-change, significant institutional modifications and improvement of standards of performance and achievement. It is not a mechanical imitation of a modern country. One must retain a distinct entity and be not a carbon copy of some other country. Modernization stands for discriminate selection between what is worthy and what is unsuitable in a particular situation. It does not stand for superficial acquisition of some isolated traits and elements of an advanced country.

The key to understand modernization lies in thinking of it as a set of changes that affect the whole society. These changes are many and complex each is linked to other. Moreover, the process is different in each country, depending on its history. “This includes the transformation indicated by Durkheim from “mechanical solidarity” to “organic solidarity”; that indicated by Becker, the transformation from the “change-resistant sacred outlook” to the “change-ready secular outlook”; the transformation indicated by Weber, from “personal bonds” to “impersonal relation” with bureaucracy; and the transformation

from “status-based” relations to “contract based” relation as indicated by Maine. It applies to the individualists forms of organization to the western model, the communist form of organization to the Russian or Chinese model as well as to the socialistic pattern of Indian model.”

The process of modernization has many dimensions these are economic, political, educational, military, administrative, technological, cultural and others. The concept has been used in very diffused manner. Still some of the patterns that are common to most modern countries have been identified. Smelser makes a reference of the in the following way.

- It involves a change from simple, traditional techniques such as hand weaving towards the use of scientific knowledge as technology, e.g. power looms.
- Agricultural shifts from subsistence farming on a larger scale. This means growing cash crops, buying nonagricultural products in the market in a larger quantity and often hiring people to do farm work.
- In industry there is a movement away from the use of human and animal power and towards the use of machinery by non-human power. E.g. ploughs pulled by oxen replaced by tractors driven by hired hands.
- The society changes from the farm and village centered one to the industry and city centered one.

Thus the process of modernization includes in itself the gradual development of vast new systems of social structure and Psychological traits.

Modernization involves emergence of a new behavioral system with certain distinctive characteristic (LEWIS). It is a comprehensive concept aimed at capturing and describing the transition of a society from medieval to modern culture. It is change for progress and prosperity. It involves substitution of old images and forms with new ones. The process of modernization involves appropriate change in the social system to meet the rising expectations of people.

In addition to these four major patterns of changes, other patterns of changes have been observed in modernizing social structure. Traditional religious systems tend to lose influence. Powerful non-religious ideologies such as patriotism, nationalism, secularism etc. arise. The family changes in many ways, both in terms of its structure and functions. Its economic, educational, recreational and other functions tend to diminish. Its size gets smaller and smaller. Extended families and kin groups break up into smaller units. Personal choice becomes the basis of marriage rather than parental arrangements.

In education, the literacy rate increases greatly and formal educational institutions become wide spread. Mass media also serves the purpose of educational resource and informational channel. New forms of administrative organizations such as bureaucracies develop in the political, economic, educational and other fields.

In addition to these changes in social structure, some psychological changes also do take place in the societies members. Studies of Alex Inkeles and David H. Smith 1974 have revealed that modern man has become an informed participant of society. He is highly independent and takes independent decisions relating to his personal affairs such as education, marriage, occupation etc. he is not much cared away by traditional influences. He is relatively open minded and cognitively flexible.

- Modernization is a holistic concept it involves changes not only in material aspects of culture but also in non-material aspects of culture.
- The process of modernization is complex and multidimensional, that involves a series of cognitive behavioral and institutional modification and restructuring.
- It is a systematic process, variations in one dimension produces important co-variations in other dimensions.
- It is a global process, ideas and techniques are diffused from the center of origination to other parts of the world.

Thus the process of modernization includes in itself the gradual development of vast new system of social structure and psychological traits. "As a society becomes more productive and prosperous, it also becomes more complex in social and cultural terms."

RELEVANCE OF THE STUDY

It is a well-known fact that we are living in the era of modernization. The process of modernization has great impact on individual and his society. Modernization includes “a temper of science, reason, rationalism, secularism, high aspirations and achievement orientation that is overall transformation of attitudes, norms and values, creation of new functional institutions, investment in human resources, a growth oriented economy, a national interest rather than kin, caste, religion or language oriented interests, an open society and a mobile person.”(Ram Ahuja—Indian Social System)

According to B. Kuppaswamy, “The main feature of modernization is the building of an open society in which individuals of talent enterprise and training can find places in the society appropriate of their achievements. The process of modernization involves an increase in social unrest till the social system is responsive to the new aspiration built up by the modernization process.”

The process of modernization is appropriate change in the social system to meet the rising expectations of the society. Modernization entails the social change, which leads to processes in many fields. It involves a transformation of social, political and economic organizations. This includes the transformation as indicated by Durkheim from “mechanical solidarity” to “organic solidarity”, that indicated by Becker, the transformation from “change resistant sacred outlook” to “change loving secular outlook.” the transformation indicated by Weber, from “personal bonds” to “impersonal relations.” with bureaucracy; and the transformation from “status-based” relations to “contract based” relation as indicated by Maine. It applies to the individualists forms of organization to the western model, the communist form of organization to the Russian or Chinese model as well as to the socialistic pattern of Indian model.”

In modernized society people get aware about serious consequences of social evils like casteism, regionalism and exploitation etc. it is due to modernization that the old social and psychological elements are transformed and new values of human conduct are set up, with the acceleration in speed of social change the status of individual and families undergo change. In spite of this great importance of modernization only a few studies have been conducted at state level on higher secondary students.

Realizing the importance of modernization in the society and the role of young generationis supposed to play in strengthening the social order, the investigator felt interested in undertaking an analytical study of modernization among higher secondary students in relation to sex and subject choice.

STATEMENT OF THE PROBLEM

The problem selected for the purpose of present study reads as under:
“Modernization among higher secondary students in relation to sex and subject choice”

OPERATIONAL DEFINITION OF VARIABLES

1. Modernization: Modernization is a revolutionary change leading to the transformation of traditional and pre-modern society into a type of technology and associated social organizations that characterize the economically prosperous and relatively, politically stable nations of the world. It is a revolutionary change leading to the transformation of a traditional society into a technological and civilized society. (MOORE).
For the purpose of present study modernization refers to the scores obtained on R.S Singh’s modernization scale 1999 (RSSMS).
2. Higher secondary students: The Higher secondary students refer to 11th and 12th class students.
3. Subject choice: Refers to students who are enrolled in science and arts streams.

OBJECTIVES OF STUDY

1. To compare the level of modernization of male and female higher secondary students.
2. To compare the level of modernization between male arts and male science higher secondary students.
3. To compare the level of modernization between female arts and female science higher secondary students.
4. To compare the level of modernizationbetween science higher secondary students to that of arts higher secondary students.
5. To compare the level of modernization of male and female science higher secondary students.
6. To compare the level of modernization of male and female arts students.

HYPOTHESIS

On the basis of above objectives the following hypothesis were formulated.

1. There is no significant difference between male and female higher secondary students on the level of modernization.
2. There is no significant difference towards modernization between male arts and male science higher secondary students.
3. There is no significant difference towards modernization between female arts and female science higher secondary students.
4. There is no significant difference towards modernization between arts and science higher secondary students.
5. There is no significant difference towards modernization between male and female science higher secondary students.
6. There is no significant difference towards modernization between male and female arts higher secondary students.

The survey of related literature is an important step in conducting in Educational research. It enables the investigator to locate the gaps and find the trends in research in a particular field. The information about the designs, sample and research tools employed by others help the investigators to formulate their designs with more accuracy. An investigator must be aware of the new researches conducted in the past and only then he/she will be in a position to contribute something to the original. Good (1972), has rightly remarked, without a critical study of the related literature, the investigator will be groping in the dark and perhaps uselessly, repeat the work already done. Therefore, to save time, energy and resources, it is necessary to undertake a hailed and penetrating study of all available literature." A careful review of research journals, books, theses, dissertations and other source of information on the problem to be investigated is one of the important steps in planning any research study. Review of related literature helps the investigator to acquaint him with current knowledge in the area or field where he/she is going to conduct his/her research. The review of related literature enables the researcher to define his/her problem.

A critical review of the literature enables the researcher to go into greater details and wider applicability of the problem in hand so as to provide new ideas explanations or

hypothesis. The review promotes a greater understanding of the problem and its allied aspects and ensures that unnecessary and useless duplication is avoided. According to Tuckman (1972), "the purpose of the literature review is to expand upon the context and background of the study, to help further to define the problem and to provide an empirical basis for the subsequent development of hypothesis." Review of related literature assists the researcher to know about the tools and the instruments which proved to be useful and promising in the previous studies. The advantage of related literature is also to provide insight into the statistical methods through which validity of results is to be establishing. The final and important specific reason for reviving the related literature is to know about recommendations of previous researchers for further research. Khatun, R. (1986) and MamtaAgrawal (1986) carried out studies on modernization with respect to education. Shahida conducted study on modernization among Muslims. Kaliath,R. (1988) studied individual modernity and its relation to the education background and the home environment. Nehvi, B. A. (1993) conducted a study to explore the attitude of educated Muslim women towards modernization and conservatism. Anna Lindberg (2004) carried out a study "Modernization and Feminization in India" to examine the changes in gender relations among low caste men and women by examining processes of modernization in the organization of work, trade union activities and ideologies regarding marriage and family life. Singh Angad (1988) conducted a study to explore the attitude of undergraduate students towards modernization and its relationship with their academic achievement, intelligence and socio-economic status. Kumari, S. (1990) conducted a study to examine relationship between modernization in reference to socio-economic status, self- concept and level of aspiration of Undergraduate boys (UGB) and undergraduate girls (UGG). Dua, R. (1991) conducted a study to find out the differences in working and non- working women with regard to their level of adjustment, familial role expectations and modernization. Toshniwal, S. R. (1991) conducted a study to investigate modernization among college students to find out the effect and extent of modernization in the educated younger generation and to test if the development of education makes the process of modernization speedy among students with regard to their social and economic conditions. Banoo, Amina (2008) conducted a study, "Modernization and Social Awareness in relation to level of Education and Occupational status of women - A case study of Ladakh Region" to examine the level of education, occupational status and region as sources of variation in

relation to modernization and social awareness.

The above presented literature on modernization clearly indicates that a number of studies have been conducted on modernization at national and international level but only a few studies on modernization have been conducted so far at state and regional levels.

SAMPLING

For undergoing the present study the sample was collected through stratified random sampling method. A total number of 80 students from different higher secondary schools were chosen. The sample constituted the students in the following manner.

GROUP	MALE	FEMALE	TOTAL
ARTS	20	20	40
SCIENCE	20	20	40
TOTAL	40	40	80

TOOLS OF STUDY

For the purpose of present study the data was collected by using R.S. SINGHS MODERNIZATION SCALE (RSSMS).

SCORING

Since the test measures attitude of modernity in four sub areas, two scores can be obtained. (1) Area-wise modernization scores and (2) total scores indicating all over modernization. Each sub area contains both types of items positive and negative. Table below gives the summary of sub areas and their serial number of the type of statements.

AREA	TYPE OF ITEM	S. NO. OF ITEM
SOCIO-RELIGIOUS	POSITIVE	14, 16, 19
	NEGATIVE	10, 17, 27, 30, 31
MARRIAGE	POSITIVE	5, 21, 29
	NEGATIVE	4, 22, 25, 28, 32,

POSITION OF WOMEN	POSITIVE	6, 12, 15, 24
	NEGATIVE	1, 11, 18, 23
EDUCATION	POSITIVE	13, 26
	NEGATIVE	2, 3, 7, 8, 9, 20

TABLE: I

Comparison of male and female higher secondary students on total scores of modernization

GROUP	NUMBER	MEAN	S.D	T-VALUE	LEVEL OF SIG.
Male	40	104.72	13.62	7.07	Significant at 0.01 level
Female	40	126.37	13.79		

Table I gives the Mean (M), Standard deviation (S.D), t-values of male and female higher secondary students. A glance at the table reveals that male and female higher secondary students differ at 0.01 level of significance on the total scores of modernization.

Therefore, first null hypothesis is rejected at 0.01 level of significance.

Thus there is significant difference between male and female higher secondary students on the level of modernization.

TABLE: II

Comparison of male arts and male science higher secondary students on total scores of modernization

GROUP	NUMBER	MEAN	S.D	T-VALUE	LEVEL OF SIG.
MALE SCIENCE	20	106.6	14.72	0.88	Not Significant
MALE ARTS	20	102.85	12.11		

Table II gives the Mean (M), Standard deviation (S.D), t-values of male arts and male science higher secondary students. A glance at the table reveals that male arts and male science higher secondary students don't differ on the total scores of modernization. Therefore, second null hypothesis is accepted. Thus, there is no significant difference between male arts and male science higher secondary students on the level of modernization.

TABLE: III

Comparison of female arts and female science higher secondary students on total scores of modernization

GROUP	NUMBER	MEAN	S.D	T-VALUE	LEVEL OF SIG.
FEMALE SCIENCE	20	129.6	15.79	1.52	Not Significant
FEMALE ARTS	20	123.15	10.49		

A glance at the table reveals that female arts and female science higher secondary students don't differ on the total scores of modernization. Therefore, third null hypothesis is accepted at 0.01 level of significance.

Thus there is no significant difference between female arts and female science higher secondary students on the level of modernization.

TABLE: IV

Comparison of arts and science higher secondary on total scores of modernization

GROUP	NUMBER	MEAN	S.D	T-VALUE	LEVEL OF SIG.
MALE SCIENCE	40	116.22	19.42	0.5	Not Significant
MALE ARTS	40	114	15.24		

A glance at the table reveals that arts and science higher secondary students don't differ on the total scores of modernization. Therefore, fourth null hypothesis is accepted. Thus there is no significant difference between arts and science higher secondary students on the level of modernization.

TABLE: V

Comparison of male and female science higher secondary on total scores of modernization.

GROUP	NUMBER	MEAN	S.D	T-VALUE	LEVEL OF SIG.
MALE SCIENCE	20	106.6	14.72	4.09	Significant at 0.01 level
FEMALE SCIENCE	20	123.15	10.49		

A glance at the table reveals that male and female science higher secondary students differ at 0.01 level of significance on the total scores of modernization. Therefore, fifth null hypothesis is rejected at 0.01 level of significance. Thus there is significant difference between male and female higher science secondary students on the level of modernization.

TABLE: VI

Comparison of male and female arts higher secondary on total scores of modernization.

GROUP	NUMBER	MEAN	S.D	T-VALUE	LEVEL OF SIG.
MALE ARTS	20	102.85	12.11	6.06	Significant at 0.01 level
FEMALE ARTS	20	129.6	115.75		

A glance at the table reveals that male and female arts higher secondary students differ at 0.01 level of significance on the total scores of modernization. Therefore, sixth null

hypothesis is rejected at 0.01 level of significance. Thus there is significant difference between male and female arts higher secondary students on the level of modernization.

CONCLUSIONS

1. The male higher secondary students differ significantly from female higher secondary students on the total scores of modernization. The mean difference favours the group of female higher secondary students, which testifies that female higher secondary students have higher level of modernization than male students.
2. The male arts and male science higher secondary students don't differ significantly on the total scores of modernization.
3. The female arts and female science higher secondary students don't differ significantly on the total scores of modernization.
4. The arts and science higher secondary students don't differ significantly on the total scores of modernization.
5. The male and female science higher secondary students differ significantly on the total scores of modernization.
6. The male and female arts higher secondary students differ significantly on the total scores of modernization.

SUGGESTIONS FOR FURTHER RESEARCH

1. A similar type of study can be undertaken with any other variable like social awareness.
2. A study can be undertaken to test modernization with other background like socio-economic status etc.
3. A comparative study can be conducted to look into the modernization patterns of the students reading in professional and academic colleges.

A COMPARATIVE STUDY OF VALUES OF ADOLESCENT'S BOYS AND GIRLS OF DISTRICT SRINAGAR.

Ms. Nuzhat Qazi
Assistant Professor, Govt. College of Education, M.A. Road Srinagar.
Ms. Afshan
Research Scholar, WSC, GCOE, M.A. Road, Srinagar

ABSTRACT

An attempt has been made to assess and compare the values of Adolescent boys and girls of District Srinagar .A sample of 70 Adolescents (35 boys and 35 girls) were selected for the present study on the random basis. The data was collected by administering the questionnaire for “study of values” prepared by G.W, Allport, P.E Vernon and G. Lindazy (1960) by N.Y. Reddy (1980) was used .The result obtained, partially favoured and partially disfavoured the hypothesis. No clear cut differences or relationship were found .The result fail in studies conducted elsewhere and in certain cases show contradictions .The hierarchy of values of adolescent boys and girls show that social value is more dominant followed by the economic value and least importance is attached to aesthetic value and religious value is second in order.

INTRODUCTION

“Values are the ideals beliefs or normal which a society or the large majority of the society’s members hold”. In ancient system of education teacher was an exemplary modal to students for imbibing noble values. Imparting knowledge and inculcating values was considered by ancient teacher as a social responsibility Ancient Indian educational thought helped man to understand the values and ideals of life and also made him to live in ccordance with them. As a result of scientific and technological development man has

shifted his way of living from spiritual to materialized approach the shift has taken place gradually consequent to alien culture influence. Gone were the days of gurukulas, where education was mostly spiritual and pupil belonged to teacher but not to an institution or school. But in the modern day's pupil belongs to a school where teacher teaches pupils by classes and not as individuals with their uniqueness and difference.

In the changing scenario the aims of education are redefined they are:-

- 1) To prepare individuals for social and economic changes pertinent for national development, scientific and technological advancement.
- 2) To guide and direct individuals to accept these changes and to receive benefit from such changes.

Most of us learn our values or morals at home and at school. But we are Adolescents boys and girls learning their values may be from teachers and religious leaders, but society has changed too often young people today are most influenced by what they see and hear on television or on the street. Values and character education development usually occur over a number of years and with a number of environments. Since family members are the first individual with whom one comes in contact, the influence of the family continues to be extremely important to adolescent boys and girls. An adolescent with high moral values can be useful for progress and betterment of society. Bhat C.L (1966) , reported a longitudinal study on value, age, sex rural / urban distribution and intelligence have been related with values. The findings of the study reveal that:-

- (a) Maturity in age strengthens values. A plateau is however, experienced at adolescent.
- (b) Positive relationship is reported between mental development and relational development in values ($r=65$). Ganaie, M. Y. (2002), He found that there is no significant difference between rural and urban students on theoretical and aesthetic values while a significant difference has been found on economic, social political and religion values. Gee. H.H. (1960), found that the majority of students were high on theoretical value and low on economic value political value was second higher and social as second lowest. Khare, P.G. (1968) conducted the study on engineers, doctors and teaching faculty. All the groups were found highest on theoretical value. Doctors and engineers were found less interested in aesthetic value in comparison to teaching faculty. Magrey, M.Y. (1985)

conducted the study on four professional groups. Each groups consisted of 100 trainees. Engineers, doctors, teachers and agriculture graduates were found equally placed on theoretical value. All groups were found equal on aesthetic and religion values. Teachers were found slightly high on aesthetic value. No such study has been conducted in Kashmir so far, now the present investigator has taken the step to know the values of adolescent boys and girls of district Srinagar. This study will help teachers, Educators, administrators, councilors, in a long way to solve the problems of moral degradation value crises in adolescents boys and girls.

STATEMENT OF THE PROBLEM

A comparative study of values of Adolescent boys and girls of Distract Srinagar.

DEFINITION OF VARIABLES

Values:- Allport (1961) defines it as “a value is a belief upon which a man arts by preference” for the assessment of values the questionnaire “Study of values prepared by G.W., Allport, P.W. Vernon and G. Lindzey (1960) adopted by N.Y. Reddy (1980) is used.

Adolescent:- The period is called as marginal manhood or tuber once or puberty. This may be deemed to extend from thirteen to eighteen years of age.

OBJECTIVES OF THE STUDY

- 1) To find out similarities and differences in the values of adolescent boys and girls.
- 2) To prepare the value profile of Adolescent boys and girls.
- 3) To find out the relationship between the values of Adolescent boys and girls.

Hypotheses

- 1) There are no significant difference between the values of Adolescent boys and girls on composite score.
- 2) There is no significant relationship between value of Adolescent boys and girls on factors.

SAMPLE OF STUDY

The sample for the present study is randomly collected from district Srinagar. In total 70 Adolescent boys and girls were selected for the present study on the random basis. The breakup of sample of given below:-

Group	No.
Boys	35
Girls	35
Total	70

Tool for the investigation:-

- 1) Self prepared information sheet.
- 2) For the assessment of the value, the questionnaire for “study of values” prepared by G.W, Allport, P.E. Vernon and G. Lindazy (1960) by N.Y. Reddy (1980) was used.

INTERPRETATION ANALYSIS OF DATA

The statistical data regarding the different values of adolescent boys and girls are tabulated for further treatment. In the following sections, the presentation, interpretation and analysis of the data has been attempted to arrive at certain conclusions:-

Table 1

Means and S.D'S of values o Adolescents Boys and Girls

S. No.	Values	Boys			Girls		
		N	Mean	S.D	N	Mean	S.D
1.	Theoretical	35	40.71	2.77	35	43.54	2.03
2.	Economic		41.28	2.50		40.74	3.22
3.	Aesthete		36	4.47		36.45	5.22
4.	Social		42.94	3.78		39	5.70
5.	Political		39.4	1.48		39.08	3.11
6.	Religious 3		39.56	3.63		41.17	3.53

Table 2

Significance of mean difference between adolescent boys and girls on theoretical value

S. No.	Group	N	Mean	S.D.	C.R.	Level of significance
01	Boys	35	71	2.97	5.66	Significant at 0.01 level
02	Girls	35	43.54	1.42		

Table 3

Significance of mean difference between adolescent boys and girls on economic value

S. No	Group	N	Mean	S.D.	C.R.	Level of significance
01	Boys	35	41.28	2.50	0.88	Insignificant
02	Girls	35	40.74	3.22		

Table 4

Significance of mean difference between adolescent boys and girls on Aesthetic value

S. No.	Group	N	Mean	S.D.	C.R.	Level of significance
01	Boys	35	36	4.47	0.39	Insignificant
02	Girls	35	36.45	5.22		

Table 5

Significance of mean difference between adolescent boys and girls on social value

S. No.	Group	N	Mean	S.D.	C.R.	Level of significance
01	Boys	35	42.49	3.78	3.78	Significant at 0.01 level
02	Girls	35	39	5.70		

Table 6

Significance of mean difference between adolescent boys and girls on political value

S. No.	Group	N	Mean	S.D.	C.R.	Level of significance
01	Boys	35	39.4	1.48	5.66	Insignificant
02	Girls	35	39.00	3.11		

Table 7

Significance of mean difference between adolescent boys and girls on Religious value

S. No	Group	N	Mean	S.D.	C.R.	Level of significance
01	Boys	35	39.56	3.63	1.91	Insignificant
02	Girls	35	41.17	3.53		

Table 8

Correlation Analysis of value.

S. No.	Groups related	Level of significance
01	Adolescent Boys and girls	Significant at .05 level

Table 1 reveals that adolescent boys and girls show social value as the dominant one followed by economical value and are least interested in aesthetic value and are least interested in aesthetic value on the basis of the mean scores the value profiles of the groups have been developed.

Table 2 reveals the comparison of boys and girls on theatrical value. The calculated value, $t=5.66$. Which is significant at 0.01 levels which indicate that boys and girls do differ on the said value? Theoretical value includes and persecute of knowledge.

Table 3 results the comparison of boys and girls on economical value. The calculated value, $t = 0.80$ which is not significant and indicates that boys and girls do not differ significantly on the said value. Deference for economic value means attaching importance to practical achievement, financial rewards and higher stands of living.

Table 4 results the comparison of boys and girls on Aesthetic value, the calculate value, $t = 0.39$ and which is not significant and indicates that boys and girls do not differ significantly in the said value. Which means that almost both the group and equally placed? The group attaches equal importance to beauty, appreciation of art, dance and drama. Vnder the changing socio- economic and cultural changes no group has attached higher importance to their value.

Table 5 reveals the comparison of boys and girls an social value. The calculated value, $t = 3.45$ which is significant at 0.01 level, which indicates that boys and girls do differ on the said value preference attached to social value indicates concern for the welfare of human beings.

Table 6 results the comparison o boys and girls on political value, the calculated value $t= 0.5$ which is no significant and indicates that boys and girls do not differ significantly on the said value.

Table 7 results the comparison of bye and girls on Religious value the calculated value $t =91$ which is not significant and indicates that boys and girls do not differ significantly on the Said value.

Table 8 result that adolescent boys and girls have shown insignificant correlation ($Rho = 0.25$) between their values.

The null hypothesis set to test is a accepted.

DISCUSSION AND CONCLUSION

Human beings are the supreme creation of God, on this basis their life becomes purposeful and can distinguish between good and bad. Chose the way of life where not only humans but also that other species upon whom it has the dominant find themselves life. This is only possible when moral values become part and pared of day –to-day activities of human beings.

The present study is conducted with some specific assumptions to find out the bends in the values of adolescent boys and girls. The study has other objectivities to find out the difference & similarities in vales between the different groups. The study is conducted on the adolescent boys and girls with the intention that they are dealing with the future generation. Educationalists and experts are of the opinion that values are caught but not taught. Youth being the future of the world, so it is justified to conduct a research and find out what types of values our adolescent boys and girls posses at present.

Initially the following null hypothesis was set for testing.

1. There is no significant difference among the values of adolescent boys and girls.
2. There is no significant relationship between the value of adolescent boys and girls.

RESULTS OF VALUES

The present study was conducted on the comparison of values of adolescent boys and girls. The null hypotheses set for this projects were tested one by one and the results

obtained, partially favoured and partially disfavoured the hypotheses. No clear cut differences or relationship were found. The results fail in line with most of the findings of the studies conducted elsewhere and in certain cases show contradictions. The hierarchy of values of adolescent boys and girls shows that social value is most dominant followed by the economic values and least importance is attached to aesthetic value and religious value is second in order.

Theoretical value

The difference has been found significant in case of adolescent boys and girls on theoretical value. Theoretical value is found dominant in adolescent girls.

Economic value

Adolescents boys and girls have no significant difference on economic values.

Aesthetic values

The difference has been found insignificant between adolescent boys and girls on aesthetic value. Both the groups have been found equally low on aesthetic value.

Social value There is significant difference between Adolescent boys and girls on the social value. Social value is found most dominant in adolescent boys.

Religious value

The comparison of Adolescent boys and girls has shown insignificant difference on religious value.

Political value

There is no significant difference between adolescent boys and girls on political value.

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“Enrollment, Infrastructure and Qualification of teachers at Primary level in Tehsil Shangus”

Asia Muqbool, Asst. Professor, Dept. of Education, Univeristy of Kashmir

Education was given the highest priority in sub-sectoral allocations within the education sector, indicating a strong reiteration of the countries resolve to achieve the goal of Education for All. The goal was sought to be achieved through several measures which included amendment of the constitution to make primary education a fundamental right, decentralization of planning, supervision and management of education through local bodies at the District, Block and Village levels. Universal participation and retention rather than universal enrollment, the goal of Universalization of elementary Education was enlarged to include provision of education of a satisfactory quality to all children. Article 45 of the constitution stipulates that the state shall endeavor to provide, within a period of ten years from the commencement of the constitution for free and compulsory education to all children until they complete the age of 11 years. India which is a developing country cannot afford to make education compulsory beyond first 8 years of schooling for its enormous population of 1000 million people. The primary education in the formal stream, the non-formal education, correspondence education and national literacy mission all have the purpose of creating an awareness of rights, duties and responsibilities among the citizens of Democratic India. Significant studies have been made in this direction during the last decade and a survey conducted Indicate that nearly 70% of the 6-11 age group children are attending schools. in order to bring all children so far not attending schools to the Universalization of Primary Education, the following steps have been made , recruitment of teachers and provision of teaching learning material under the scheme of Operation Black Board, construction of school buildings from rural development fund and also be District Primary Education Programme to foreign assistance, state – specific initiatives like lok jumbish, shiksha karmi, Amo school etc, experimental and innovative projects in the non -formal education sector for children out of school or dropped out of school. The Surav Shiksha Abhiyan was launched towards the end of Ninth plan to achieve the goal of Universalization of Elemenatry Education through a time-bound

integrated approach, the programme which aims to provide primary education to all children in the 6-11 age group by 2010, is an effort to improve the performance of the school system and provide community-owned quality primary education in the mission mood. It also envisages bridging of Gender and Social disparities at the primary level. The Surav Shiksha abhiyan has a special focus on the educational needs of girls, Schedule Castes and Schedule Tribes and other children in difficult circumstances. The Surav Shiksha Abhiyan is expected to accord the highest priority to community monitoring, transparency in programme planning and implementation of capacity building at all levels as *also to the* adoption of a Mission approach by the mainstream education Department functionaries. The scheme is expected to absorb most of the existing programmes, including extremely aided programmes, within its overall framework with the district as the unit of programme implementation. To make the approach totally holistic and convergent, efforts would be made to dovetail programme implementation at the district level with all other departments. This would include programmes for children in the 6-11 age group under the Department of Women and Child Development, Sports- related intervention of the Ministry of Sports and Youth Affairs, establishment of public libraries under the Department of culture and nutrition and health programmes of the Ministry of Health. A Supreme Court order in 2001 makes it obligatory for states to provide cooked meals instead of dry rations within the stipulated time – frame, under the mid day meal scheme. Further, in order to achieve the goals set in the Surav Shiksha Abhiyan programme, modifications would be made in the scheme in the light of feedback received from evaluation studies, the experience gained from the working of the scheme and the opinions of experts. Children are the future generation of the nation. They are the beings on which the Nation puts all of its hopes. Although in many countries they do not constitute a big portion of the population. Yet in many developing countries including India they constitute more than 40% of the population up to 6-11 years of age. Total Literacy rate of Jammu and Kashmir is 54.46%. In the state of J&K, District Anantnag has a total population of 1070144 and out of these figures 562200 are males and 507944 are females, Literacy percentage among male is 56% and 32% among females. Thus the total literacy rate of 44.10% The literacy rate of rural areas in District Anantnag is 41.04% and those of Urban areas is 61.50%. Thus in District Anantnag especially in Tehsil Shangus major portion of the people is not in a position to read and write; besides there are

hundreds of children who have no access to primary education. The children are engaged in various child labour activities and there are thousands of children who are involved in various child labour centres. So it is the need to look in to the Gross root of District Anantnag especially to Tehsil Shangus to know the exact enrollment of the children at the age of 6-11 years respectively. Besides the investigator wants to know the Educational Facilities of the School, the Data of the present investigation will be useful for Policy Makers and Academicians of the country for making a concrete plan to provide the Educational Facilities to schools. Therefore, the investigator has formulated the topic for the present investigation.

NEED AND IMPORTNACE

Education is a critical input in human resource development and is essential for the country's economic growth. Though the major indicators of socio-economic development, viz, the growth rate of the economy, birth rate, death rate, infant mortality (IMR) and literacy rate are all interconnected. The literacy rate has been the major determinant of the rise or fall in the other indicators. There is enough evidence even in India to show that a high literacy rate especially in the case of woman correlates with low birth rate, Low IMR and increase in the rate of life expectancy. The recognition of the fact has created awareness on the need to focus upon literacy and primary education programmes, not simply as a matter of social justice but more to foster economic growth, social well being and social stability. The availability of schooling facilities is measured by a set of indicators concerning access. Existing norms stipulate that a habitation (cluster of households) is entitled to have a primary school. If it has a population of 300 and more and has no school within a distance of One Km. During the period 1950-51to 1999-2000 , the number of primary schools has increased by more than three times from 2,10000 in 1950-51 to 6,42,000. Primary education is the most important stage of learning. It constitutes the bed rock supporting the whole edifice of education. It is absolutely essential that a strong foundation of education is given at this stage. Indian constitution promised to provide primary education to all children. It still remained a distant dream due to dichotomy between Concept exposition and implementation strategies. The NPE 1986 emphasized two concepts in this area namely (i) Universal provision, universal enrolment and universal

retention of children up to 11 years(ii) substantial improvement in quality of Education by making learning process as child based and activity centered. This document has for the first time talked about facilities. The operation Blackboard scheme, 1987-88, which aimed at improving the class room environment by providing infrastructural facilities, additional teacher and teaching learning material to primary schools and by provision of a third teacher to schools where enrolment exceeded 100, has been extended to upper primary schools. The ninth plan regarded education as the most crucial investment in human development. The Prime Minister's special action plan gave emphasis to the total eradication of illiteracy, equal access and opportunity of education up to the school leaving stage, improvement in the quality of education at all levels and the need for expansion and improvement of infrastructural facilities. The thrust areas in the Ninth Plan included Universalization of Elementary Education, full adult literacy, raising the quality of education at all levels and improving learner achievement. The scheme of restructuring and reorganization of teacher education started in 1987, aims to strengthen the institutional base of teacher training by taking up special programmes for training of teachers in specified areas and other non Institutional training programmes . The past experience on the adult and evaluation reports showed that the funds sanctioned for teaching learning materials under the Operation Blackboard (OB) scheme are laying unutilized in many schools. It was felt that to a large extent the above mentioned situation can be attributed to lack of sufficient flexibility and decentralized procurement and supply of teaching learning material should be decentralized as far as possible and quality control should be scrupulously followed. It was also suggests that the involvement of representative of Panchayati Raj (PR) institutions , Village Educational Committees(VEC'S) and teachers in this process to ensure timely supply of quality materials. The scheme is expected to improve school environment, enhance retention and increase learning achievements of children by providing minimum essential facilities in all primary schools. The scheme seeks to bring both qualitative and quantitative improvement in Primary Education. While the goals of universal literacy and enrolment are laudable in themselves, the achievements in these areas would remain hollow without ensuring quality education. A qualitative improvement in the content and process of basic education in order to make them more responsive to the learning needs of Individuals and the development needs of individuals and the developmental needs of different socioeconomic sectors, continues to be a major

challenge. The challenge for providing quality education at the primary level involves improvement in the preparation, motivation and deployment of teachers , the quality of textbooks and of infrastructure , improving the quality of text books is crucial as they are the main instructional aids in primary schools, and are the only reading material for most students. The quality of infrastructural facilities (particularly toilets for girls) equipment and support services also has a significant impact on enrolment and retention. In this context the main challenge is to provide a class room for every teacher in primary schools along with playground facilities and clean toilets. The main thrust in the tenth plan should be to ascertain that all the primary schools have pucca building with all supporting infrastructural facilities. Improving the performance of teachers is the most important challenge in primary education. As they are the principle instrument of Education. Besides teachers salary claims the major share of the state education budget. Although a lot has already been done to improve the quality of teachers, historical deficiencies in teachers education and training has resulted in many of them having little understanding of the material they teach.

STATEMENT OF THE PROBLEM:

The problem selected for the present investigation reads as under:-

“ENROLLMENT, INFRASTRUCTURE AND QUALIFICATION OF TEACHERS AT PRIMARY LEVEL IN TEHSIL SHANGUS”

OBJECTIVES OF THE PRESENT STUDY:

The following objectives were formulated for the present study:-

1. To survey the number of Government and Private Primary Schools existing in Tehsil Shangus.
2. To study Extent of school going children in the age group of 6-11 years(sex wise and age wise) in Primary schools.
3. To study the infrastructure of Primary schools in terms of buildings, (Pucca, Mixed, Kutcha or rented Buildings).

4. To study the infrastructure in terms of equipments (chairs, matting, Black boards, library, playground and toilet facilities).
5. To study the number and qualification of teachers working in these schools.

SAMPLE: All the primary schools functioning in tehsil Shangus and imparting education to the children between the age group of 6-11 years were taken as a sample for the present investigation. The total number of primary schools was 95 and their enrolment was 3790.

The sample for the present study is shown as under:

S. No.	Total No. of Primary Schools	Total Enrolment		Total
		Male	Female	
1	95	1880	1910	3790

TOOLS: - The data for the present investigation was collected with the help of following tools:

1. **Information Schedule:-** This was developed to find out the number of primary schools existing in Tehsil Shangus and their enrollment.
2. **Information Blanks:-**
 - a) **Information Blank I:** _The information blank I was developed by the investigator and administered with the purpose to survey the number of primary schools existing in Tehsil Shangus and collect the information with regard to school going children (Sex-wise, age wise and Class wise) in the age group of 6-11 years.

b) **Information Blank II:** _Information blank II was developed in order to get the right information about the infrastructure, number of teachers and their qualification in all primary schools of Tehsil Shangus.

PROCEEDURE: - An information schedule was administered to the sample subject in order to find out the number of primary schools existing in Tehsil Shangus and also to find out their enrolment. Further the information BLANK I was developed and administered by the investigator to survey the number of primary schools existing in Tehsil Shangus and collect information with regard to school going children (sex-wise and age wise) in the age group of 6-11 years. Information Blank II shall be administered to collect the information about the infrastructure, number of teachers and their qualification in all primary schools of Tehsil Shangus.

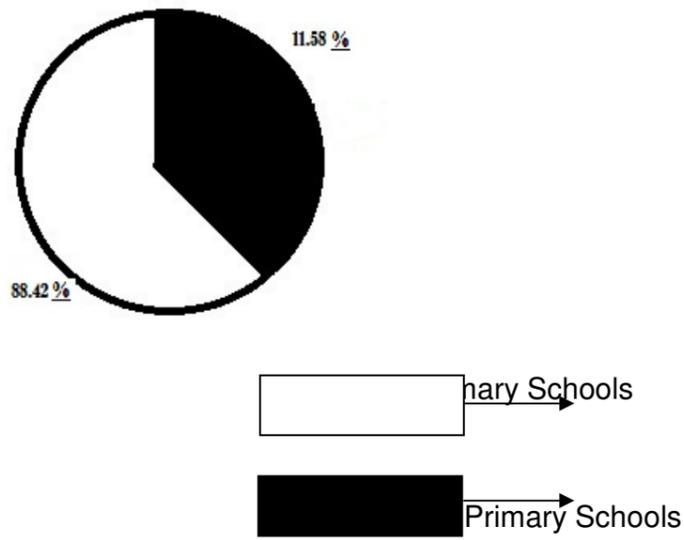
STATISTICAL ANALYSIS: - In order to achieve the objective formulated for the present study, the data collected was statistically analyzed by employing percentage statistics. The statistical analysis based on this technique has been presented in a tabular form as per the following arrangements.

Table 1:- Showing the total number and percentage of Government and Private primary schools in Tehsil Shangus.

Total Number of Schools	No. of Govt. Schools	No. of Private Schools
95	84	11
Percentage	88.42%	11.58%

The above table reveals the total number of primary schools existing in tehsil Shangus. It is evident from the table that there are 95 primary schools. Among them 84 are Govt. schools and 11 are private schools. The percentage of Govt Schools is 88.42% and that of private schools is 11.58%.

Figure :-Showing total number of private and Govt. Schools existing in Tehsil Shangus.



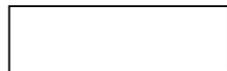
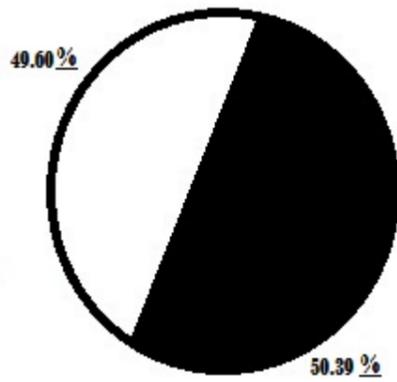
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Table 2:- Showing the number and percentage of children in the age group of 6-11 years in primary schools.

Total number of children in primary schools	Male	Female
3790	1880	1910
Percentage	49.60%	50.39%

The above table shows that the total enrolment of primary schools existing in Tehsil Shangus is 3790. Among them 1880 (49.60%) are male students and 1910(50.39%) are female students.

Figure: - Showing Total extent of Male and female school Going children in the age group of 6-11 years.



School Going children



Private school going children

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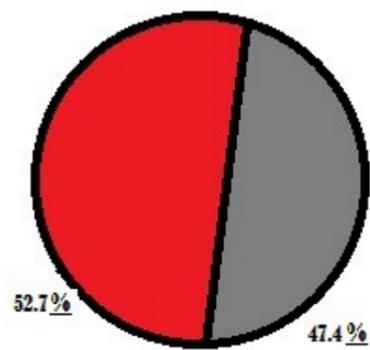
Table 3: Showing the number of primary schools existing in Tehsil Shangus in terms of position of school buildings.

Total Number of Schools	Number of schools having their own building	Number of schools having rented building
95	45	50
Percentage	47.4%	52.7%

Total Number of Schools	Position of School Building		
	Kutcha	Mixed	Pucca
95			
	9	51	35
Percentage	9.4%	53.6%	36.8%

The above tables reveal the total number of primary schools in terms of their position. It is evident from the above table that there are 95 primary schools out of them 45(47.4%) schools have their own buildings and 50(52.7%) schools have rented buildings. Out of 95 schools 9(9.4%) have Kutcha buildings, 51(53.6%) have mixed buildings and 35 (36.8%) have pucca buildings.

Figure: - Showing number of primary Schools having their own and rented buildings.



is having rented buildings
 is having their own buildings

Figure :-Showing Primary schools in terms of their position in Tehsil shangus.

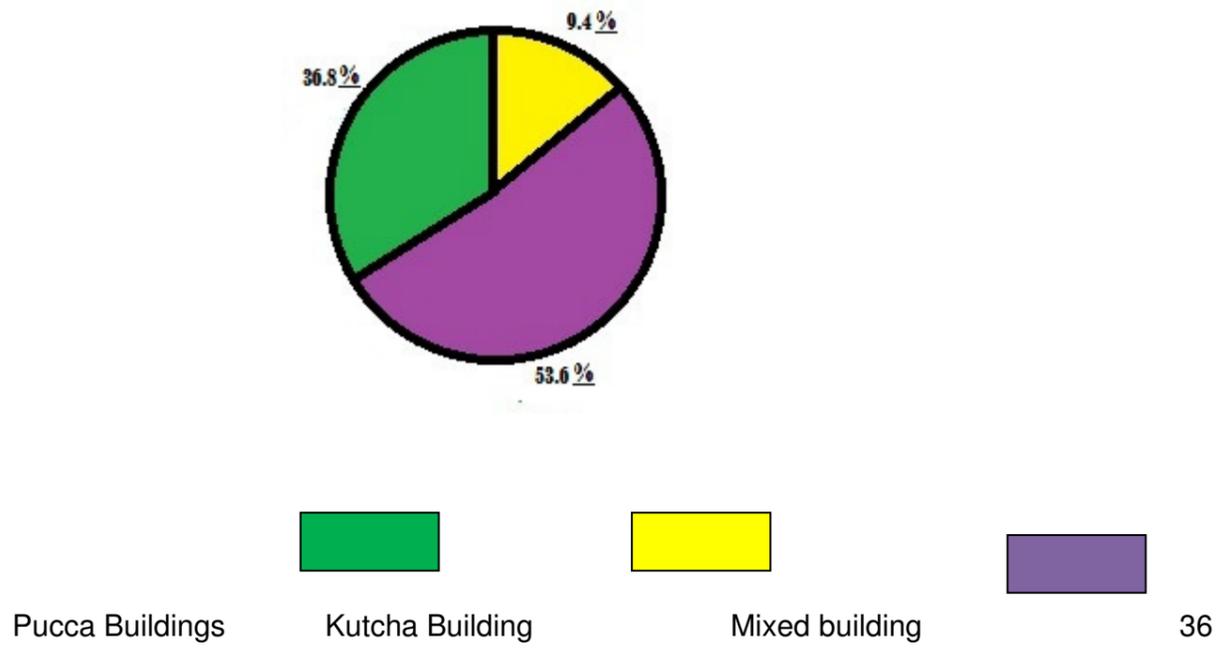


Table 4:-Showing the infrastructure of primary schools in terms of equipments.

Number of Chairs	570
Number of blackboards	475
Number of Play grounds	53
Number of Libraries	35
Number of Bathrooms	69
Matting	3325 Yards

The above table reveals the number of chairs, blackboards, libraries, bathrooms and matting in all primary schools existing in Tehsil Shangus. It is evident from the above table

that the number of chairs is 570, number of blackboards 475, number of playgrounds 53, number of libraries 35, number of bathrooms 69 and matting 3325 yards.

Table 5:-Showing number and percentage of teachers working in govt. and Private primary schools in Tehsil Shangus.

Total number of Teachers	Number of teachers in Govt. Schools	Number of teachers in Private schools
212	160	52
Percentage	75.5%	24.5%

It is evident from the above table that there are 212 teachers working in primary schools. Among hem 160 are working in govt. schools and 52 are working in private schools. The percentage of teachers working in Govt. schools is 75.5% and those of working in private schools are 24.5%.

Figure: Showing the number of teachers working in Govt. and Private Primary Schools of Tehsil Shangus.

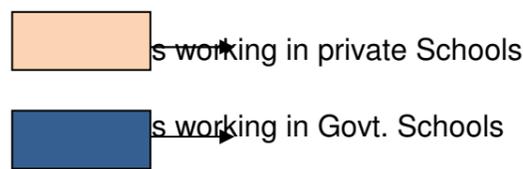
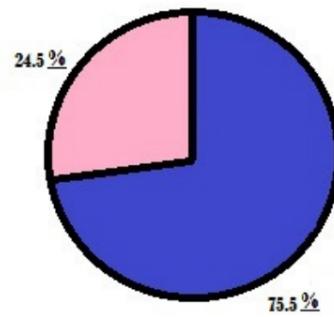


Table 6 (a):- Showing the Qualification of teachers working in Govt. primary schools of Tehsil Shangus.

Total Number of teachers	Qualification	No. of Teachers	Percentage
160	Matric(10 th)	15	9.4%
	Twelth(12 th)	20	12.5%
	Undergraduate	25	15.6%
	Graduate	35	21.8%
	Post Graduate	30	18.7%
	B.ed	20	12.5%
	M.A/M.sc/B.Ed	15	9.4%

Table 6(b):- Showing the Qualification of teachers working in Private primary schools of Tehsil Shangus.

Total Number of teachers	Qualification	No. of Teachers	Percentage
52	Matric(10 th)	5	9.6%
	Twelth(12 th)	7	13.5%
	Undergraduate	5	9.6%
	Graduate	8	15.4%
	Post Graduate	10	19.3%
	B.ed	9	17.3%
	M.A/M.sc/B.Ed	8	15.4%

The table6 (a) reveals the total number and percentage of teachers working in Govt. Primary schools in terms of their qualification. It is evident from the above table that the qualification of teachers in terms Matric(10th), Twelth(12th), Undergraduate, Graduate, Post Graduate, B.Ed and M.A/M.sc/B.Ed were 15, 20 , 25, 35, 30, 20, 15 respectively and their qualification percentage was 9.4%, 12.5%, 15.6%, 21.8%, 18.7%, 12.5%, 9.4% respectively. The table 6 (b) reveals the total number of teachers working in Private. Primary schools in terms of their qualification. It is evident from the above table that the

qualification of teachers in terms Matric(10th), Twelfth(12th), Undergraduate, Graduate, Post Graduate, B.Ed and M.A/M.sc/B.Ed were 5, 7 , 5, 8, 10, 9, 8 and their qualification percentage was 9.6%, 13.5%, 9.6%, 15.4%, 19.3%, 17.3%, 15.4% respectively.

Figure: Showing qualification of teachers working in Govt. Schools of Tehsil Shangus.

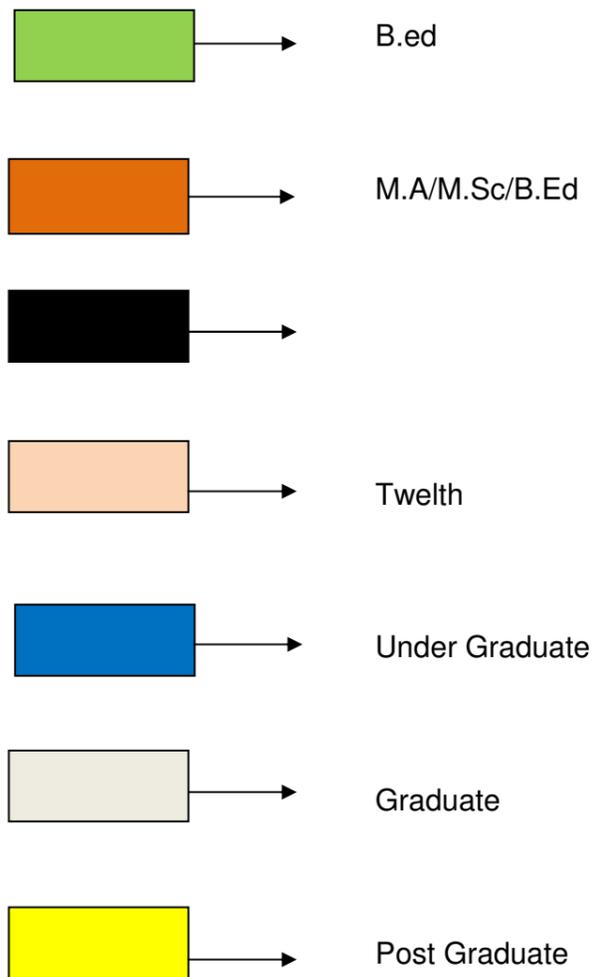
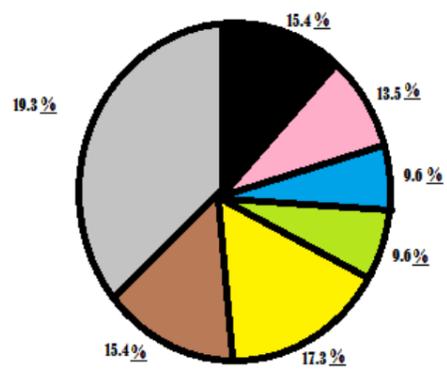


Figure: Showing qualification of teachers working in Private Schools of Tehsil Shangus.



er Graduate

→

M.Sc/B.Ed

Graduate

→

ith →

Matric

→

Graduate

→



Table 7:- Showing the number of Primary schools and their enrolment in Tehsil Shangus.

No. of Schools	Classes	Boys	Girls	Total
95	1st	781	769	1550
	2 nd	318	310	628
	3 rd	250	287	537
	4 th	250	285	535
	5 th	281	259	540
Total	3790	1880	1910	3790
Percentage		49.60%	50.39%	

The above table reveals that there are 95 Primary schools in Tehsil Shangus . It is also evident from the above table that the total enrolment of students in primary schools existing in Tehsil Shangus is 3790. Among them 1880(49.60%) are male students and 1910(50.39%) are female students .In the light of result discussed above it has been found that the literacy rate of Tehsil shangus is 44%. The literacy rate among male is 28.9% and among females it is 29.4%. The rural literacy rate of tehsil shangus is about 78%. Thus the analysis and interpretation of results reported in proceeding pages indicate that in Tehsil shangus the total number of private and Govt. primary schools are 95.Among them 84 are Govt. Schools and 11 are private schools.The percentage of Govt. Schools is 88.42% and that of private schools is 11.58%.Similarly the analysis reveals that the extent of school going children in the age group of 6-11 years was 3790. Among them 1880 were males and 1910 were females. The percentage of male students is 49.60% and that of female is 50.39%.In terms of position of school buildings it was found that the total number of primary schools were 95. Out of them 45(47.4%) schools have their own buildings and 50 (52.7%) have rented buildings. Out of them 9 (9.4%) schools had Katcha buildings, 51 (53.6%) mixed buildings and 35 (36.8%) had pucca buildings. In terms of equipment/ Infra structure of primary schools , the infrastructure was revealed that there were 570 chairs, 475 black boards, 53 playgrounds, 35 libraries, 69 bathrooms and 3325 yards of matting in all Govt. and Private primary schools of Tehsil Shangus.In terms of number and percentage of teachers working in Govt. and Private primary schools of tehsil Shangus , it

was found that there were 212 teachers among them 75.5% were working in Govt schools and 24.5% were working in private schools.

In terms of qualification of teachers of Govt.Primary Schools it has been found that Matric(10th), Twelfth(12th), Undergraduate, Graduate, Post Graduate, B.Ed and M.A/M.sc/B.Ed were 15, 20 , 25, 35, 30, 20, 15 respectively and their qualification percentage was 9.4%, 12.5%, 15.6%, 21.8%, 18.7%, 12.5%, 9.4% respectively.

In terms of qualification of teachers of Private.Primary Schools it has been found that Matric(10th), Twelfth(12th), Undergraduate, Graduate, Post Graduate, B.Ed and M.A/M.sc/B.Ed were 5, 7 , 5, 8, 10, 9, 8 respectively and their qualification percentage was 9.6%, 13.5%, 9.6%, 15.4%, 19.3%, 17.3%, 15.4% respectively.

Analysis, Interpretation and Discussion

The analysis and interpretation of results indicate that in Tehsil shangus there were 95 primary schools . Among them 84 were Govt. schools and 11 were private schools .Further the analysis revealed that the total number of school going children in the age group of 6-11 were 3790 among them 1880 (49.60%) were male children and 1910 (50.39%)were female children.Further it was found that there were 95 primary schools . Out of them 45(47.4%) schools had their own buildings and 50 (52.7%) schools has rented buildings. Out of them 9 (9.4%) schools had Kutcha buildings. 15(53.6%) mixed buildings and 35 (36.8%) had Pucca buildings.The equipment infrastructure of primary schools revealed that 95 schools had 570 chairs approximately each school had 6 chairs, 475 blackboards, 53 playgrounds, 35 libraries, 69 bathrooms and 3325 yards of matting in all Govt. and Private primary schools of Tehsil Shangus.

From the discussion it was revealed that 42(44.2%) schools had no playground facilities, further the discussion revealed that 60(63.2%)schools had no library facilities.Out of 60 schools 10(16.6%) schools from Private organization had no library facilities. It was also revealed that out of 212 teachers 75.5% were working in Govt schools and 24.5% were working in private schools.Among the total number of teachers , 9.4% teachers were matriculate , 12.7% were Twelfth pass, 14.15% were under graduate, 20.2% were graduate, 18.8% were post graduate, 13.7 % were B.Ed and 10.8% were M.A/ M.Sc B.ed.

Summary and conclusion

The present study was undertaken to find out the number of primary schools functioning in Tehsil Shangus and to determine the extent of school going children in the age group of 6-11 years (age-wise and sex wise) , to assess the infrastructure , number of teachers and their qualification in all primary schools of Tehsil Shangus. The data for the present study was collected with the help of information blanks. The data was analyzed by applying percentage statistics. On the basis of analysis the following conclusions have been drawn. The present study revealed that the total number of primary schools existing in tehsil shangus were 95 and their total enrollment was 3790 among them 1880(49.60%) were males and 1910(50.39%)were female children. In terms of position of school buildings it was found that there were 95 primary schools . Out of them 45 (47.4%) schools had their own building and 50 (52.7%) schools had rented buildings. Out of them 9 (9.4%) schools had Kutcha buildings, 51(53.6%) schools had mixed buildings and 35(36.8%) schools had Pucca buildings. In terms of equipment /infra-structure of primary schools the survey revealed that there were 570 chairs, 475 black boards, 53 play grounds 35 libraries, 69 bathrooms and 3325 yards of matting in all government and private primary schools of Tehsil Shangus. In terms of number and percentage of teachers working in primary schools of Shangus. It was found that there were 212 teachers .Among them 75.5% were working in government schools and 24.5% were working in private schools. In terms of qualification of teachers of Govt. Primary Schools it has been found that Matric(10th), Twelfth(12th), Undergraduate, Graduate, Post Graduate, B.ed and M.A/M.sc/B.Ed were 15, 20 , 25, 35, 30, 20, 15 respectively and their qualification percentage was 9.4%, 12.5%, 15.6%, 21.8%, 18.7%, 12.5%, 9.4% respectively. In terms of qualification of teachers of Private. Primary Schools it has been found that Matric(10th), Twelfth(12th), Undergraduate, Graduate, Post Graduate, B.ed and M.A/M.sc/B.Ed were 5, 7 , 5, 8, 10, 9, 8 respectively and their qualification percentage was 9.6%, 13.5%, 9.6%, 15.4%, 19.3%, 17.3%, 15.4% respectively.

SUGGESTIONS:-The following suggestions were recommended by the present investigator.

Suggestions for improvement:-

1. More primary schools should be established to enroll more beneficiaries.
2. Various efforts should be made to increase the enrolment of students at the primary and upper-primary levels of education.
3. Various incentives like scholarship, free uniforms, books etc should be provided to out of schools children to motivate them for education.
4. Quality of education to all primary school students should be increased so that learning will be improved and transition rates from primary education will increase.
5. Training should be given to teacher^s so that they will become able to motivate the students towards their studies.
6. The infra-structure and other schools facilities should be provided to all primary schools so that the students will develop interest to words their studies.
7. There should be the availability of schools buildings and well decorated class rooms for both teachers as well as students.
8. There should be an interaction programme between teachers and parents of the students so that the parents may develop keen attention towards the studies of their children.
9. The equipments like chairs, blackboards, model, charts, matting etc should be provided to all primary schools for effective teaching and learning process .
10. Recruitment of suitably qualified staff should be provided at primary education for effective teaching and learning process.

Suggestion for further Research:-

1. The present study may be replicated on a large sample covering the entire District. [Anantnag]
2. A study may be undertaken to analyze the problem of primary education.
3. A survey may be conducted to realize the aims, objective and curriculum of primary education.
4. An in depth study may be undertaken to analyze the problems of school going and non school going children

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School Organizational Climate & Academic achievements of Government and Private School students in District Srinagar.

Sameen-ul-Nisa
Working in school Education Department

ABSTRACT:

Organizational climate is the institutional atmosphere characterized by the people's interaction, their attitude, their behavior and approaches, their actions and reactions, their philosophy about institutional practices and their perceptions of what it is. Organizational climate is a kind of social relationship accompanied by various kinds of feelings and emotions which are generated in the people working in the organization. The present study was designed to explore the impact of different climates on the performance of the government and private organizations.

KEY WORDS:

- Organizational climate
- Institutional atmosphere
- Academic achievements
- Government schools
- Private school

NEED AND IMPORTANCE OF STUDY

Series of co relational studies have shown that school organizational climate is directly related to academic achievement of students. The teachers as well as the head of the institutions should be able to create a quality climate in the schools they serve which will in turn result in the better output. The educational organizations find their responsibilities multiplied several times by the addition of new duties and services that they have to render to meet the needs of dynamic society and they are charged to bring about the processes and structure of organization essential to meet these demands. Day by day the role of

teacher is becoming complex and diverse in nature. There is emphasis on performance management, paradigm shift from 3R's to 4E's (economy, efficiency, effectiveness and equity). Classroom teachers as managers and organizers should bring emergence of school effectiveness movement and professionalism in the institution. The effectiveness of education depends largely upon the quality of teachers working in an institution. The administrators should be able to maintain a qualitative environment or climate in the institution in which he or she serves. Organizational climate is a concept that deals with the staff member's perception of the working environment. This climate is directly influenced by administrators which in turn affects the motivation and behaviour of the entire staff. More specifically, climate is a relatively enduring quality that is experienced by teachers in the schools influences their behaviour and is based on their collective perception (Hey and Forsyth 1986). This climate is created by the interaction with one another i.e. between the head of the institution and teachers, teachers and teachers, teachers and students, students and students. This friendly atmosphere in turn directly affects the achievements of students.

OBJECTIVES OF THE STUDY:

- 1: To study the organizational climate of government and private schools in Srinagar District.
- 2: To study the academic achievements of students studying in government and private schools in district Srinagar

HYPOTHESIS:

- 1: There is a significant difference between organizational climate of government and private schools.
- 2: There is a significant difference between academic achievement of students studying in government schools and Academic achievement of students studying in private schools.

OPERATIONAL DEFINITIONS OF VARIABLES:

- 1: In the present study organisational climate means the dominant set of statements as measured by organisational climate scale developed by Sanjyotpethe, Sushma Chaudhari and Upinder Dhar. 1: Results rewards and personal relationships 2: Organisation process 3: Clarity of roles and sharing of information 4: Altruistic behaviour
- 2: Academic Achievements: means the achievements of students in the academic subjects in relation to their knowledge and skills. In the present study academic achievements refers to the pass %age of the 7th, 8th, 9th classes studying in the government and private schools.

GOVERNMENT SCHOOLS:

Government schools are the schools which are run by state and central government which provides free education to the students.

PRIVATE SCHOOLS:

Private schools are the schools which are run by private organizations on higher tuition fee.

SAMPLE:

For the study of organizational climate a sample of 120 teachers was drawn from government and private schools randomly.

For academic achievement of students the sample covered 300 students from randomly selected from different government and private schools (150 from each).

DESCRIPTION OF THE TOOL:

- ➔ The organizational climate scale developed by SANJYOTPETHE, SUSHAMA CHAUDHARI and UPINDERDHAR was used to collect the data on the organizational climate of the schools
- ➔ To measure the academic achievement of students pass %age of 7th, 8th and 9th class students was considered. Details were provided by the schools.

STATISTICAL TREATMENT:

The data collected was subjected to the following treatment

- 1: MEAN(M)
- 2: STANDARD DEVIATION (S D)
- 3: t TEST(t)

ANALYSIS AND INTERPRETATION:

In order to achieve the objectives formulated for the present study the data collected has been tabulated as under

Table 1.1

Comparison of Urban government and private schools on organisational climate scale

TABLE 1.1 N=120(60 each)

Group	N	M	S.D	t -value	Level of significant
Urban Government school teachers	60	9.46	2.28	2.76	Significant At 0.01 Level
Urban Private Schoolteachers	60	10.4	1.61		

Here N stands for Number for mean, SD (standard deviation)t(t test)

The perusal of table 1.1 shows that there is a significant mean difference between govt. and private schools on organizational climate scale

The calculated t- value 2.76 is greater, the tabulated t-value 2.58 at 0.01 level. It indicates the difference in organizational climate of schools run by government and schools run by private organization.

Table 1.2 shows the mean comparison of students' academic achievement studying in government and private schools.

TABLE 1.2 **N=300(150 each)**

Group	N	M	S.D	t -value	Level of significant
Urban Government school students	150	44.82	12.50	8.86	Significant At 0.01 Level
Urban Private School students	150	64.06	14.16		

N (Number), M (mean), SD (standard deviation)t(t test)

The perusal of table 1.2 shows that there is a significant mean deference between academic achievement of students studying in govt. schools and academic achievement of students studying in private schools The calculated t -value 8.86 exceeds the tabulated t -value 2.59 at 0.01 level of significance which depicts that there is significant difference between the academic achievement of students studying in government schools and students studying in private schools.

MAJOR FINDINGS:

- 1: The present study reveals that there is a positive relationship between organizational climate of schools to the academic achievements of students.
- 2: In schools with favorable organizational climate students were found having good academic records as compared to those reading in schools with unfavorable organizational climate.

3. there is a significant difference between organizational climate of schools run by govt. organizations and schools run by private organizations.

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A Comparative Study of Scientific temper And Academic Achievement of Kashmiri and Pakhtoon Students

**Suheela Rani
Dilruba Syed Yatu
Research Scholars, Deptt. Of Education, University of Kashmir**

Introduction

Science is a way of understanding the world, a perspective and a pattern of thinking that begins early in one's life. Scientific advances over the last fifty years have led to revolutionary changes in health, nutrition and communication, and generally enhancing socio-economic development and the quality of our lives. The role of science promises to be greater in the future because of the ever-more-rapid scientific progress. Our society is becoming increasingly dependent on science and technology. It is essential for the well being of our society that all citizens develop "science literacy", an appreciation of science, the benefits of technology, and the population risks associated with advances in both.

In an effort to boost the interest of students in basic sciences, the Department of Science and Technology (DST), Government of India has announced 2004 as the year of "Scientific Awareness"(YSA2004).

The mental attitude which is behind the method of acquiring reliable and practical knowledge may be called as "Scientific Temper". It means an attitude, emphasizing that nothing in the world should be taken for granted or accepted on the basis of blind faith without it being subjected to the test of reason. The scientific temper stresses investigation seeks proof without any bias or prejudice.

The man with such a temper studies a subject with openness of mind and impartiality, because he wants to know and observe a thing as it is and not as he wishes it to be. With this impersonal approach towards a problem, the observation that an explorer makes and the conclusions he arrives at are verifiable by any one at any time and at any place. This is so because a law, principle or phenomenon in nature is universal and not confined to any individual or place. In other words we can describe scientific temper as an attitude of mind characterized by curiosity, open-mindedness, rationality, aversion to superstitiousness, objectivity of intellectual belief and suspended judgment.

Need and Importance Of Present Study

Science has several rewards, but the greatest is that it is the most interesting, difficult pitiless, exciting and beautiful pursuit that mankind has devised so far. In fact, if one were to consider the best art produced in the last century it can be termed as “science”. Science education has an important role to play in the all-round cultural and societal development of human kind and for evolving a civilized society. The essence of scientific spirit is to think globally and act locally, since scientific knowledge is universal in nature while the fruit of science have some site specify.

Scientific temper is an intrinsic quality. It has to be imbibed and not merely imparted. But in our anxiety not to invest our best brains outside the country, we seems to have resorted to imparting scientific temper in our education curriculum and not inculcating this spirit in our minds. This trend has to be reversed and the teacher and taught both have vital and responsible roles in this endeavour. Scientific temper has to be an inherent quality in our young minds and it should be cultivated in them as a matter of routine and the curriculum based attempts will not be always complete and this has to be a societal responsibility too. Great minds that our teachers are, they can contemplate this and devise methods to incorporate scientific temper in our young minds which will go a long way in the technological progress of this country. Therefore, it is justified, that for the well being and progress of the nation, the research in science education is urgently addressed to the problem of developing scientific temper in the students and this can be studied when we assess the impact of science teaching in terms of building up of scientific temper. Thus from the above discussion, the need of the present study is justified.

Statement of the problem

The problem of the present study was formulated as under:
“A comparative Study of Scientific Temper and Academic achievement of Kashmiri and pakhtoon students”.

Objectives

The objectives of the present study reads as under:

1. To measure the Scientific temper of Kashmiri and pakhtoon school going boys and girls.

2. To measure the academic achievement of Kashmiri and pakhtoon school going boys and girls.
3. to compare the scientific temper of boys and girls of Kashmiri and pakhtoon schools.
4. To compare the academic achievement of boys and girls of Kashmiri and pakhtoon schools.

Hypotheses

1. There is a significant mean difference between Kashmiri and pakhtoon students on scientific temper.
2. There is a significant mean difference between Kashmiri boys and girls on scientific temper.
3. There is a significant mean difference between pakhtoon boys and girls on scientific temper.
4. There is a significant mean difference between Kashmiri boys and pakhtoon boys on scientific temper.
5. There is a significant mean difference between Kashmiri girls and pakhtoon girls on scientific temper.
6. There is a significant mean difference between Kashmiri and pakhtoon students on academic achievement.
7. There is a significant mean difference between Kashmiri boys and girls on academic achievement.
8. There is a significant mean difference between pakhtoon boys and girls on academic achievement.
9. There is a significant mean difference between Kashmiri boys and pakhtoon boys on academic achievement.
10. There is a significant mean difference between Kashmiri girls and pakhtoon girls on academic achievement.

Sample

The sample of the present study comprised of 120 Kashmiri and pakhtoon students (both boys and girls) drawn from the government schools.

Tool used

The tools for the present study were selected in a manner to achieve optimum level of confidence by the investigator for the accomplishment of the objectives of the study. The investigator selected the following tools to collect the relevant data.

1. Scientific Temper Potentiality Scale.
2. Aggregate percentage of marks as indicator of academic achievement.

Statistical Treatment

The data collected was subjected to the following statistical treatment:

1. Mean
2. S.D
3. t-test

Analysis and Interpretation

In order to achieve the objectives formulated for the present study, the data collected has been tabulated as under

Table 01

Showing Significance of mean difference between Kashmiri and pakhtoon students on scientific temper scale.

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri	60	30.5	7.39	1.15	Not Significant
Pakhtoon	60	29.3	3.22		

The above table shows the mean difference between Kashmiri and pakhtoon students towards the scientific temper and results reflect that the difference is not significant as our calculated t-value(1.15) is less than the tabulated t-value at .01 and .05 level of significance. The results specify that Kashmiri and pakhtoon students exhibit similar scientific attitude.

Table 02

Showing Significance of mean difference between Kashmiri boys and girls on scientific temper:

Group	N	Mean	S.D	t-value	Level of significance
Boys	30	29.26	8.53	1.35	Not Significant
Girls	30	31.83	6.03		

The above table shows the significance of mean difference between Kashmiri boys and girls towards scientific temper and reveals that the difference is not significant, as our calculated t-value (1.35) is less than the tabulated t-value at .01 and .05 level of significance. This confirms that the attitude of boys and girls towards science is similar.

Table 03

Showing Significance of mean difference between pakhtoon boys and girls on scientific temper.

Group	N	Mean	S.D	t-value	Level of significance
Boys	30	29.26	2.09	0.57	Not Significant
Girls	30	29.66	2.98		

The above table shows the significance of mean difference between pakhtoon boys and girls towards scientific temper and reveals that the difference is not significant, as our calculated t-value (0.57) is less than the tabulated t-value at .01 and .05 level of significance. This confirms that the attitude of boys and girls towards science is similar.

Table 04

Showing Significance of mean difference between Kashmiri boys and pakhtoon boys on scientific temper.

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri boys	30	29.26	8.53	0.12	Not significant
Pakhtoon boys	30	29.06	2.09		

The above table shows the significance of mean difference between Kashmiri boys and pakhtoon boys towards the scientific temper and depicts that the difference is not significant, as our calculated t-value (0.12) is less than the tabulated t-value at .01 and .05 level of significance. This confirms that the attitude of Kashmiri boys and pakhtoon boys towards science is similar.

Table05
Showing Significance of mean difference between Kashmiri girls and pakhtoon girls on scientific temper.

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri girls	30	31.83	6.03	1.64	Not significant
Pakhtoon girls	30	29.66	4.05		

The above table shows the significance of mean difference between Kashmiri girls and pakhtoon girls towards the scientific temper and depicts that the difference is not significant, as our calculated t-value (1.64) is less than the tabulated t-value at .01 and .05 level of significance. This result specifies that the Kashmiri girls and pakhtoon girls have similar intelligence.

Table 06
Showing Significance of mean difference between Kashmiri and pakhtoon students on academic achievement.

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri	60	64.04	20.04	1.28	Not Significant
Pakhtoon	60	60.02	18.04		

The above table shows the significance of mean difference between Kashmiri and pakhtoon students on academic achievement and depicts that the difference is not significant, as our calculated t-value(1.28)is less than the tabulated t-value at .01 and .05 level of significance. This confirms that both Kashmiri and pakhtoon students show similar academic achievement.

Table07

Showing Significance of mean difference between boys and girls of Kashmiri schools on academic achievement.

Group	N	Mean	S.D	t-value	Level of significance
Boys	30	56.06	9.69	1.36	Not Significant
Girls	30	52.04	12.33		

The above table Shows the Significance of mean difference between Kashmiri boys and girls on academic achievement and depicts that the difference is not significant, as our calculated t-value(1.36) is less than the tabulated t-value at .01 and .05 level of significance .This confirms that both boys and girls show similar academic achievement.

Table 08

Showing Significance of mean difference between boys and girls of pakhtoon schools on academic achievement.

Group	N	Mean	S.D	t-value	Level of significance
Boys	30	54.04	10.22	1.37	Not Significant
Girls	30	58.0	12.24		

The above table Shows the Significance of mean difference between boys and girls of pakhtoon on academic achievement and depicts that the difference is significant, as our calculated t-value(1.37) is less than the tabulated t-value at .01 and .05 level of significance. The results confirm that the pakhtoon boys and girls show similar academic achievement.

Table 09

Showing Significance of mean difference between Kashmiri boys and Pakhtoon boys on academic achievement.

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri boys	30	56.06	9.69	0.77	Not Significant
Pakhtoon boys	30	54.04	10.22		

The above table Shows the Significance of mean difference between Kashmiri boys and pakhtoon boys on academic achievement and depicts that the calculated t-value (0.77) is less than the tabulated t-value at .01 and .05 level of significance at .01 level. the results confirm that the Kashmiri boys and pakhtoon boys show similar academic achievement.

Table 10

Showing Significance of mean difference between Kashmiri girls and pakhtoon girls on academic achievement.

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri girls	30	52.04	12.33	1.86	Not Significant
Pakhtoon girls	30	58.02	12.24		

The above table shows the significance of mean difference between Kashmiri girls and pakhtoon girls on academic achievement and depicts that the difference is not significant, as our calculated t-value(1.86) is less than the tabulated t-value, at .01 .05 level of significance this confirms that the Kashmiri girls and pakhtoon girls show similar academic achievement.

Conclusions

On the basis of analysis, interpretation and discussion certain meaningful conclusions have been drawn which are given below.

1. It has been found that the attitude of Kashmiri students and pakhtoon students towards science is similar.
2. The attitude of Kashmiri and pakhtoon girls towards science is similar.
3. The attitude of Kashmiri boys and pakhtoon boys towards science is similar.
4. The attitude of boys and girls of pakhtoon and Kashmiri school towards science is similar.
5. It has been found that Kashmiri students showed better academic achievement than pakhtoon students.
6. Kashmiri boys showed better academic achievement than pakhtoon boys.
7. Kashmiri girls showed better academic achievement than the pakhtoon girls.
8. Boys and girls of Kashmiri schools showed similar academic achievement.

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Nutrient status of inflowing channels to Dal Lake, Kashmir

Waseem Yaseen
Assistant Professor,
Govt. College of Education, M. A. Road, Srinagar, Kashmir.
Showkat Ara
Assistant Professor,
Sheri Kashmir University of Agricultural Science and Technology,
Srinagar, Kashmir

Introduction

The valley of Kashmir-a lacustrine basin of the intermontane depression existing between the lesser and the Greater Himalaya, abounds in vast array of fresh water bodies of great ecological and socio-economic importance. Of these, valley lakes spread throughout the expanse of valley proper are undergoing racing eutrophication due to mounting anthropogenic pressures resulting in dwindling of these fragile ecosystems and deteriorating water quality posing health hazards. Dal is amongst these lakes. Though defilement of water and deterioration of aquatic systems is as old as civilization. However in recent years increase in land use and agricultural practices in the catchment of this world famous fresh water lake as father deteriorated condition of this lake declining its aesthetic and sanitary condition. Grave concern has been voiced by people from different walks of life over deteriorating condition of Dal Lake and lot of work has been done on different aspects of lake. But till date no work has been done on nutrient status of inflowing channels to Dal Lake which are mainly responsible for heavy mineral loading of the lake. The main objectives of the present work were to study the physico-chemical parameters of Dal lake i.e, pH, electric conductivity, dissolved oxygen, total alkalinity, total dissolved solids, NO₃-N, NH₃-N, orthophosphate, total phosphorus and potassium. Hence the present work.

Towards the beginning of twentieth century significant contributions were made in understanding the nutrient status of fresh water lakes. Since then studies have been carried out in different parts of the world. Zutshi and Vass (1978) studied

the chemical features of Dal Lake to be alkaline and slightly buffered. The pH ranged from 7.4-9.6 and oxygen concentration of surface water from 7.2 to 17.6 mg l⁻¹. The ratio of calcium and magnesium content was 3:1 in winter and 5:1 in summer. The sodium and potassium content was found to be low. The authors further observed that the Dal lake waters were low in silicate, chloride and sulphate content. Fluctuations in physico-chemical factors of surface waters of Lake Mansbal, a warm subtropical lake of Kashmir were studied by Quadri and Yousuf (1979). According to these authors the lake water could be classified as hard with high bicarbonate or little or no carbonate alkalinity with high pH. The role of temperature and CO₂ in the lake metabolism was also discussed. Zutshi *et al.*, (1980) discussed comparative limnology of nine lakes of Jammu and Kashmir Himalayan region, India. The authors reported following cation order in the lakes: Ca>Mg>Na>K. The anion order being: HCO₃>Cl>SO₄. The levels of phosphorus and NO₃-N were found to be of average concentration. This was indicative of moderate fertility of the lake. Vass (1980) worked on the trophic status and conservation of some Kashmir lakes. The waters were mostly low in dissolved solids, medium hard and slightly alkaline. The conductivity values arranged from 200 to 500 being high in winter-spring and low in summer months. Showkat and Zargar (2003) studied physico-chemical characteristics of Dal Lake Water. Studies revealed richness in chloride, nitrogen (nitrate, nitrite and ammonical) and orthophosphate, in addition to high values of total dissolved solids, electric conductivity, total alkalinity, biochemical oxygen demand, revealing enriched nutrient status of lake water.

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 basined with the Hazratbal, the Boddal, the Gagribal and the Nagin as its four basins. The total surface area of the lake is 11.45 Km² and the total volume is estimated at 9.83 x 10⁶m³. 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 Km² and Dachigam constitutes major sub catchment area. 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.

MATERIALS AND METHODS

Nutrient status of inflowing water channels to Dal Lake was studied. Water samples were collected from five inflowing channels. These samples were collected in plastic bottles with necessary precautions. Samples for biochemical oxygen demand were collected in BOD bottles. pH of water was recorded immediately after collection and samples analyzed as per standard methods recommended by APHA (1995) and Mackereth (1963). The physico-chemical analysis of parameters like pH, electric conductivity, total dissolved solids, dissolved oxygen, total phosphorus, Orthophosphorus, NH₃-N, NO₃-N and NO₃-N were studied.

RESULTS AND DISCUSSION

Nutrient status of water reflects magnitude of pollutant loading and generates information regarding pollution pattern. To assess pollution contribution from inflowing waters to Dal lake, analysis was carried out revealing high pH ranging between 7.8-8.7. S1 and S3 showed same value (7.8), while as S5 recorded high pH value (8.7). Electric conductivity ranged between 220-830 $\mu \text{ Scm}^{-1}$, lowest being recorded at S4 and highest at S3. Total dissolved solids composed mainly of carbonates, bicarbonates, Cl⁻, SO₄⁻², PO₄-P, NO₃-N, Ca⁺, Na⁺, and K⁺ governing properties of water ranged between 95.3-230.0 mg l⁻¹. Nutrient enrichment due to fertilizers and wastes from inhabitations of catchment enhance total dissolved solids increasing electrical conductivity as the later is directly related to total dissolved solids (Mishra and Saksena, 1993). Since highest value

was recorded at S3 so this sampling station is considered to be largest pollution contributor to Dal lake.

Dissolved oxygen ranged between 45.0-190.0 mg l⁻¹ , lowest value recorded at S2 followed in escalating order by S3 reflect high organic pollution load from Jogi Lanker and Nawpora sites. Inorganic reductants like Hydrogen Sulphide, Ammonia, Nitrates and Ferrous Iron are also responsible for low value of dissolved oxygen. Waters inflowing from S5 were supersaturated reflecting low organic pollution from Taelbal. High Total Alkalinity values 105-250 mg l⁻¹ were recorded from all sampling sites which is attributed to richness in electrolytes which intern raises pH value. High values of NO₃-N (90-135 μ g l⁻¹) and NH₃-N (150-2042 μ g l⁻¹), were recorded from inflowing waters. Main source of elevated NO₃-N may be due to inorganic fertilizers used indiscriminately in the catchment agri-fields. Highest values were recorded from S2 and lowest from S3. NH₃-N ranged between 150-2042 μ g l⁻¹, though present naturally in surface waters, however high values of Ammonia, a sign of pollution (Bruce, 1958) is mainly attributed to degradation of Organic nitrogenous matter (Wetzel, 1983). High values of inorganic phosphorus in the form of Orthophosphate and total phosphorus which ranged between 160-3021 μ g l⁻¹ and 1250-7305 μ g l⁻¹ respectively, is also due to indiscriminate use of inorganic fertilizers in agro-ecosystems of catchment and presence of detergents with long chain phosphate compound in inflowing channels of lake. Potassium values varied from 8-98 m g l⁻¹.

NUTRIENT STATUS OF INFLOWING CHANNELS TO DAL LAKE

PARAMERERS	SITES				
	BRARINAMBAL (S1)	JOGILANKAR (S2)	NAWPORA (S3)	NISH (S4)	TAEILBAL (S5)
pH					
Electric Productivity (μScm ⁻¹)					

Dissolved oxygen (mg l⁻¹)					
Total Alkalinity (mg l⁻¹)					
Total Dissolved Solids (mg l⁻¹)					
NO₃-N (µg l⁻¹)					
NH₃-N (µg l⁻¹)					
Orthophosphate (µg l⁻¹)					
Total Phosphorus (µg l⁻¹)					
Potassium(mg l⁻¹)					

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A Study Of Creative Thinking Among Boys And Girls in Relation To Socio- Economic Status

Bilquies Shair

Associate professor in Higher Education, J and K State

ABSTRACT

“A Study of Creative Thinking among Boys and Girls in relation to Socio-Economic Status” was conducted through a field survey in the existing schools of the Srinagar city. A sample of 200 subjects consisting of 100 boys and 100 girls within the age group of 14 and 16 were selected from 12 Govt. High schools. The random sampling method was used. Some of the major findings included significant correlation between high socio-economic status and development of creative potential, sex does not have any significant impact on the development of creativity and boys/girls belonging to the same level of socio-economic status do not differ significantly on the different components of creativity, viz; flexibility, fluency and originality.”

Introduction

Creativity is a gift of nature which is exceptional. It is one of the highly valued human qualities, which has been known for a long time to have its influence an almost all spheres of human activity viz; scientific, technological and artistic. Creative individuals, therefore, constitute nation’s valuable asset. The future of mankind depends upon this ultimate asset. Nobody can deny the fact that civilizations and cultures have touched unprecedented heights of progress only because of the tireless efforts of a handful of creative persons. In a computer-dominated age, this unique potential is the only saviour of human beings.

Creativity remained an area of neglect among the researchers for a long time. Now the psychologists have realized their mistake and there has been a dramatic rise in its popularity. The interest is quite evident. To quote *Guilford*, “The whole world faces two very critical problems- how to feed its exploding population and how to keep peace. It has been estimated that in the next twenty years, we shall need three times the number of

scientists, engineers, we now have and they shall have to exercise all the ingenuity which they are capable of. We are reminded of our scriptures that man does not live by bread alone. There is, I think a very noticeable resurgence of interest in the arts in all their forms we wish to walk in beauty as well in peace and dignity. Here is also good reason to increase creativity to achieve aesthetic goals." *Harland Lyon* (1976) has aptly remarked that this planet's survival depends on how successful the potential of the gifted and creative children is realized and integrated.

Review of Literature

In India the research in the area of creativity is still in infancy and there are many virgin fields which need to be explored. *Paramesh* (1972) is of the opinion that research activity in the field of creativity must improve. The majority of research in this field has been done in the area of personality. The most significant field, which is by large neglected by the researchers, is the socio- economic status (SES). A review of the related literature lends support to the fact that SES plays an important role in the development of creativity. The studies of *Northway and Rooks* (1995) and *Zealney* (1950) in this direction are noteworthy. They are of the opinion that social and economic development of societies is very important in advancing creative thinking. Research works in this field are evident enough that socio- economic status help in developing creativity. *Jackson's* (1968) findings indicate that social and economic development of societies is very important in advancing creative behaviours. These results support *Stras and Strauss* (1968) observations where they clearly indicate that American societies provide more freedom than Indian society. It is not only the cultural development or the economic development of the society but interdependence of thought and sections in a culture are more important in developing creativity. Socio economic status has proved an important variable affecting the students' scores on creativity. *Singh* (1970) reported that there is an increase in flexibility and originality *Pereek* (1970) observed that socio- economic status plays an important role in the determination of creativity among students. *Vohra* (1975) reported that superiority of primary school students with high socio- economic status on the fluency dimension of non-verbal creativity as measured by the *Passi* test of creativity. *Kuppaswamy's* scale was used in the study to identify the students with different socio-economic status. On the other dimensions of creativity, no significant differences were observed between different socio-

economic groups. The related literature was keenly reviewed and overviewed and showed that it is a clear cut proof that no study was conducted in the area of creativity in relation to the socio-economic status.

Statement of the problem

The problem for the present study reads as under:

“A Study of Creative Thinking among Boys and Girls in relation to Socio-Economic Status”

Definition of the Variables

Creativity:

In the present study the definition of the term ‘CREATIVITY’ has been adopted from “guiding creative talent” by Torrance (1962) when he says:

“Creativity is a process of becoming sensitive to problems, difficulties, gaps in knowledge, missing elements, disharmonies and so on, identifying the difficulty, searching for solutions, making guesses or formulating hypotheses about the deficiencies, testing and retesting them and finally communicating the results.”

Socio- Economic Status:

“The position of an individual in relation to another or others and social status means the same position in relation to the society to which the individual belongs to. It includes a particular social class and position of an individual on a scale of social prestige”.

Objectives of the Study:

The following objectives were formulated for the present study:

1. To find out the relationship between creativity and socio-economic status at different levels (high and low).
2. To find out the differences in creativity with respect to sex.

Hypotheses:

1. There is a positive relationship between creativity and sex.
2. Students belonging to upper and lower SES differ significantly on creativity and its components viz; fluency, flexibility and originality.
3. Boys and girls do not differ significantly on the measure of creativity, fluency and flexibility and originality.
4. Boys and girls of the same SES do not differ significantly on the measures of creativity viz; fluency, flexibility and originality.

Materials and Methods**a) Sample of the Study:**

For the present study, the investigator undertook a field survey in the existing schools of the Srinagar city and a sample of 200 subjects consisting of 100 boys and 100 girls within the age group of 14 and 16 were selected from 12 Govt. High schools. The random sampling method was used.

b) Description of the Tools:

In the present study, *Baqer Mehdi's* test of creative thinking was used. This battery consists of both verbal and non-verbal items and is based on the lines of Guilford's Divergent Production Tests. The aim of this battery is to identify creative talent at all stages of education except pre- primary and primary levels. The primary traits related to divergent thinking and creativity therefore have been enumerated by Guilford as:

- a) Sensitivity to problems
- b) Fluency of thinking
- c) Flexibility of thinking
- d) Originality, and
- e) Elaboration.

In the preparation of verbal test of creative thinking task pertaining to fluency, flexibility and originality have been used. The verbal test of creative thinking used by the Investigator includes the following four tests:

- Consequence test
- Unusual uses test
- New relationship test
- Product improvement test

The test was administered on two selected sample in five sittings. Before giving test booklets to students, a proper care of sitting arrangements was made. Then they were asked to fill certain details, required on the title page of the test. Time was given to subjects to fill in the details and it was made sure that they had done so. The subjects were made to understand clearly what they were required to do. Since this test consists of four subjects tests therefore, separate instructions were read out to subjects for each sub-test as explained in the manual of the test and were asked to follow these instructions carefully. The test booklets were collected from the subjects after the scheduled time was over.

In order to test the hypotheses, coefficient of correlation were computed and to estimate the significance of mean difference, 't' test was used.

Discussion and Results

Detailed analysis of the answers of respondents throws up interesting material on the above formulated hypotheses. Major findings may be summarized below:

Major Findings:

1. High socio-economic status has a role to play in the development of creative potential.
2. Boys are more fluent as compared to girls.
3. Sex does not have any significant impact on the development of creativity.
4. Boys/girls belonging to the same level of socio-economic status do not differ significantly on the different components of creativity, viz; flexibility, fluency and originality.

5. Subjects belonging to low Socio-Economic Status have been found to be very poor on all the components of creativity.

Educational Implications:

- There must be a close contact between home and the school. It is a common dictum, “Child brings home to School.” Thus, to accelerate his rate of creativity in school, his home conditions be given due consideration. Students coming from poor and broken families should be provided with better facilities in order to better their educational growth. Further the parents of the poor pupil should be educated in handling their children properly.
- The society should provide better educational facilities to each and every social class in order to promote the emergence of an egalitarian society. Otherwise the poor-talented and socially deprived children lose the opportunities to get the various facilities in the educational system and this leads them to mal-adjustment and in being less creative.
- Mere financial assistance will not help in solving the problem of the subjects belonging to low socio-economic (SES) groups unless such programmes are chalked out in which the poor are helped or taught how to solve their day to day problems.
- Due attention should be given to the children of socially disadvantaged communities so that any talented child is not neglected and ignored.
- Parents should be educated so that they provide freedom of thought and speech to girls as they do to their boys. This is because in our present society girls have not been found to be so creative as boys.
- Creativity of a person must not be judged by his or her academic achievement, because it does encourage rote memory and therefore, it cannot be taken as an index of being creative. For this purpose educational programmes must be chalked out in such a way so that everybody gets an equal opportunity to become creative.

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Integrating Information and Communication Technology (ICT) in Education

(From Chalk and Talk Method to Smart Classrooms)

Mohammad Iqbal Mattoo

Department of Education

University of Kashmir, Srinagar (J & K)

Email: iqbalmattoo@gmail.com imattoo83@gmail.com 09419076549

ABSTRACT:

Information and Communication Technology (ICT) is seen to have transformed the means through which we inform ourselves in order to remain up to date with global events. It enables us to make our learning process effective and motivation oriented. However, the use of ICT in the classrooms seems to be is very important for providing best opportunities to our teeming millions to learn in this web designed age. The proper utilization of ICT in education is reported to assist educators in order to become successful advocates. The changed face of classroom is a shift from chalk and talk method, oral instructions to web designed classrooms- The culmination of which is known as Smart classrooms. The present endeavour shall provide an insight to policy planners and field practitioners for a strong will to integrate ICT into Education with successful results.

Key Words: Information and Communication Technology; Chalk and Talk Method: Smart Classroom

Background: Information and Communication Technology (ICT) is seen to have transformed the means through which we inform ourselves in order to remain up to date with global events. It enables us to make our learning process effective and motivation oriented. Now-a-days in our mundane life, documentary evidences like books and journals do not account the first or primary source. The global scenario is now seen to rely on images, videos and animations. The increased access to the internet has opened new vistas of possibilities and has accelerated the pace of progress world around. This process is reportedly seen different from the pre- ICT era. Our classroom teaching learning process has now undergone to a drastic change from *Chalk and Talk* method to fully well equipped

electronic web known as *Smart Classrooms*. It is pertinent to report that new ways of acquiring and accessing information has a significant influence on teaching and learning. Information and Communication Technology (ICT) into teaching and learning is a growing area and has attracted the efforts of many educators in recent years. Although the use of information and communications technology (ICT) in education is a relatively new phenomenon yet the educators, researchers and thinkers have taken up the challenges of using ICT since the 1980s with varied success. The introduction of internet and the World Wide Web has pressured new productivity as well as expectations on such endeavors. Communication through e-mail, text messaging, blogs, podcasts, discussion groups and the like can lead to wider dialogue. New classes of equipment and service are changing the way we interact: the convergence of technologies now found in mobile phones; the ubiquitous nature of digital cameras; and the opening up of the Internet through personal web space. Most powerfully, ICT has integrated all of these resources and services into a single box sitting on the user's desktop. Today's learner has the potential to exploit them all, through an interface that is mostly intuitive.

The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology -indeed, given enough initial capital, getting the technology is the easiest part!—but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others. This primer is intended to help policymakers in developing countries define a framework for the appropriate and effective use of ICTs in their educational systems by first providing a brief overview of the potential benefits of ICT use in education and the ways by which different ICTs have been used in education. Second, it addresses the four broad issues in the use of ICTs in education—effectiveness, cost, equity, and sustainability. The primer concludes with a discussion of five key challenges that policymakers in developing countries must reckon with when making decisions about the integration of ICTs in education, namely, educational policy and planning, infrastructure, capacity building, language and content, and financing.

ICT and Quality of Education:

ICT and quality of education are inseparable. However, improving the quality of education seems to be a critical issue, particularly at a time of educational expansion. ICTs are

considered transformational tools which, when used appropriately, can promote the shift to a learner-centered environment. Many approaches are reported which ensure the enhancement of the quality of education:

- a) ***Increasing learners motivation and engagement,***
- b) ***Facilitating the acquisition of basic skills, and***
- c) ***Enhancing teacher training.***

a) ***Increasing learner's motivation and engagement:*** ICTs such as videos, television and multimedia computer software that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become involved in the lessons being delivered. More so than any other type of ICT, networked computers with Internet connectivity can increase learner motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events.

b) ***Facilitating the acquisition of basic skills :*** The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICTs through drill and practice. Educational television programs use repetition and reinforcement methods to teach the alphabet, numbers, colors, shapes and other basic concepts. Most of the early uses of computers were for computer-based learning (also called computer-assisted instruction) that focused on mastery of skills and content through repetition and reinforcement.

c) ***Enhancing teacher training:*** ICTs have also been used to improve access to and the quality of teacher training. For example, institutions like University of Kashmir and Jammu are taking advantage of the Internet to provide better opportunities to pre-service teacher trainees in terms of getting their application form downloaded. Online tutorials are also offered, with some courses requiring occasional face-to-face meetings in the B.Ed. distance mode of the same universities. It is worth to mention that in China, large-scale radio-and television-based teacher education has for many years been conducted by the China Central Radio and TV University. The Shanghai Radio and TV University and many other RTVUs in the country. At Indira Gandhi National Open University, Satellite-based

one-way video- and two-way audio-conferencing was held in 1996, supplemented by print-materials and recorded video, to train a number of primary school teachers and facilitators from various district training institutes in Karnataka State. The teachers interacted with remote lecturers by telephone and fax.

Smart Classroom learning Environment

Research has revealed that the appropriate use of ICTs warrants the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning provided it is properly designed and implemented. When used appropriately, ICTs—especially computers and Internet technologies—enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centered pedagogy—in its worst form characterized by memorization and rote learning—to one that is learner-centered. In this regard following few points merit attention.

- i. ***Make Learning an active process:*** ICT-enhanced learning seems to mobilize tools for examination, calculation and analysis of information. It provides a platform for student inquiry, analysis and construction of new information. Learners, therefore, learn as they do and, whenever appropriate, work on real-life problems in-depth, making learning less abstract and more relevant to the learner's life situation. In this way, and in contrast to memorization-based or rote learning, ICT-based learning promotes upward increase in teaching process. ICT-enhanced learning is also "just-in-time" learning in which learners can choose what to learn when they need to learn it. The classrooms of yesterday seem to have brought a shift and is seen equipped with modern electronic thread and we believe it has made the learning environment motivation oriented and goal directed.
- ii. ***Learning with firm Collaboration:*** it is without any doubt that ICT-supported learning encourages interaction and cooperation among students, teachers, and experts regardless of where they are. Apart from modeling real-world interactions, ICT-based learning provides learners the opportunity to work with people from different cultures, thereby

helping to enhance learners' teaming and communicative skills as well as their global awareness.

- iii. **Learning with divergent links** : ICT-linked learning is believed to promote the manipulation of existing information and the creation of real-world products rather than the regulation of received information.
- iv. **Integrative learning**: ICT-based learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach into smart classrooms.
- v. **Evaluative learning**: ICT-enhanced learning is student-directed and diagnostic in nature. Unlike static, text- or print-based educational technologies, ICT-based learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICTs permit learners to explore and discover rather than merely listen and remember and retrieve.

Excerpts:

One of the most commonly cited reasons for using ICTs in the classroom has been to prepare the current generation of students for a workplace where ICTs, particularly computers, the Internet and related technologies, are becoming more and more ubiquitous. Technological literacy, or the ability to use ICTs effectively and efficiently, is thus seen as representing a competitive edge in an increasingly globalizing job market. Technological literacy, however, is not the only skill well-paying jobs in the new global economy will require. EnGauge of the North Central Regional Educational Laboratory (U.S.) has identified what it calls "21st Century Skills," which includes digital age literacy (consisting of functional literacy, visual literacy, scientific literacy, technological literacy, information literacy, cultural literacy, and global awareness), inventive thinking, higher-order thinking and sound reasoning, effective communication, and high productivity. The potential of ICTs to promote the acquisition of these skills is tied to its use as a tool for raising educational quality, including promoting the shift to a learner-centred environment. Many different uses of ICT in education are possible. These range from using ICT as tools to support traditional ways of teaching to fully ICT-enabled courses that entail a completely different way of teaching.

Below is some evidence of the impact of ICT in education and on the way ICT is used in education. It throws light on the question of whether ICT should be a supplementary tool or an agent of change and innovation.

- **Web-based courses:** *These courses* focus on classroom-based teaching but include elements such as putting a course outline and lecture notes online, use of e-mail and links to online resources.
- **Web-dependent courses:** These require students to use the Internet for key elements of the programme such as online discussions, assessment, or online project/collaborative work, but without significant reduction in classroom time.
- **Mixed mode courses:** the e-learning element is reported to replace classroom time. Today we see online discussions, assessment, or project/collaborative work facilitating some face-to-face teaching and learning.
- **Fully online courses:** students can follow courses offered by a university in one city from another town, country or time zone. The types of e-learning offered by universities range right across the e-learning spectrum, but in most campus-based institutions, the growth of e-learning has not altered the canvas of face to-face classroom teaching.

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Personality Characteristics, Values, Attitudes and Academic Achievement of Kashmiri and Punjabi students – A Cross-cultural Study

**Parveez Ahmad Mir
Research Investigator
M. Y. Ganaie**

Associate Professor, Faculty of Education, University of Kashmir, Srinagar

INTRODUCTION

Personality development is an enormously complicated process influenced by a vast number of interacting factors – cultural, social class and biological and one of the most important factors in development of personality is the cultural group membership. In the words of Kluchohn, “Culture regulates our lives at every turn. From the moment we are born until we die, there is, whether we are conscious of it or not, constant pressure upon us to follow certain types of behavior that other men have created for us”. Obviously, it is the cultural group which to a marked degree defines the range of experiences and situations one is likely to encounter values, attitudes and personality characteristics that will be reinforced and hence learned. As such under certain socio-economic conditions personality differences get more sharpened so that people belonging to various environments differ more sharply from one another than those living together with a common background. The impact of socio-cultural milieu in shaping the personality of an individual is so indisputable that some thinkers regard it as the only important factor in the development of concepts such as ‘basic’ personality type (Kendiner, 1945), model personality, (Dubois, 1944), and national character (Gover, 1950, Inkeless and Levinson, 1954). All of these approaches whether called ‘National character’ or ‘Basic’ or ‘Model’ personality, presume that every member of a society possesses as an integrated part of his personality, a substantial portion of the common characteristics being fostered by the culture. But this unimodal conception of personality will not perhaps hold good in complex industrial and differing socio-cultural nations, and as such , a multimodal conception of

national character would seem to be theoretically the most meaningful and as well as the empirically the most realistic.

This multimodal conception of personality will be more relevant in the Indian conditions, because India is a country comprised of people, whose culture are different from one another. As such the unimodal conception of national character would be unrealistic in Indian context. Thus, the Indian situation demands the cross-cultural studies should be undertaken with distinct sets of people living in different parts of India. This will help in understanding the internal dynamics of our society. No doubt that an individual's biological heritage influences the development of his personality, but cultural group membership plays an overriding role. As it is not "the race, or sex, or physical type" to which the individual belongs by heredity that determines his psychological make-up, but the cultural group in which he was reared, the traditions, attitudes and points of view impressed upon him, and the type of abilities fostered and encouraged. (Anastasi 1958, Linton 1964) has suggested three principles which lead to the development of common characteristics among the members of a particular culture, namely: a) early experience have lasting effects upon personality b) child-rearing practices are culturally patterned and as such the children in a society are subjected to similar early experience c) these similar early experiences of children within a society lead to similar personality configurations while differing early experiences in children of different societies lead to different personality configurations.

Need and Importance of the Present Study

In cross cultural study the aim of the researcher is to make explicit comparisons of a number of societies. This study makes an important contribution to our understanding of educational and social phenomenon, for they seek to demonstrate whether findings concerning human behavior are valid for all human beings or are confined to one culture. Early examples of cross-cultural and comparative studies include development of laws of marriage and descent, relationship between certain social institutions and stages economic development, relationship between education and society and constructs relating to kinship derived from evolutionary theory. However, these studies made use of the data that were collected in an uncritical and unsystematic manner. With the growth of

social science in the late nineteenth century, the dynamic relationship between education and society was recognized. Behaviorists emphasized the importance of many cross-cultural studies relating to education. Anthropologists studied the relationship between child training practices in various countries and cultures, the inculcation of moral values, the development of guilt and the frequency of occurrence of crime.

The recent examples of cross-cultural studies include the relationship between the content of folk tales and aggression relationship between the achievement, relationship between various techniques of educations and development of super-ego and manifestations of personality relationships between the alcoholic beverages and anxiety, kinship terminology and its relation to certain phenomena, relationship but sorcery and social control, relationship between the education of the child and art forms, relationship between various techniques of education and the development of super-ego and other manifestations of personality.

Statement of the Problem

The problem for the present investigation was formulated as under:-

“Personality characteristics, Values, Attitudes and Academic Achievement of Kashmiri and Punjabi Students- A Cross-Cultural Study.”

Operational Definitions of Terms and Variables:

Kashmiri Students:

Kashmiri students for the present investigation refer to those who reside in Kashmir and have state subject from the same state.

Punjabi Students:

Punjabi students for the present study refer to those who reside in Punjab and have state subject from the same state.

Personality Characteristics:

Personality characteristics for the present study have been assessed through R. B. Cattell's 16 Personality Factor Questionnaire.

Values:

Values for the present study have been assessed through six types of values (Theoretical, Economic, Social, Aesthetic, Political and Religious) as measured by Allport-Vernon-Lindzey Scale of Values (Indian Adaptation by N. Y. Reddy)

Attitude:

Minnesota Teacher Attitude Inventory by Walter W. Cook, Carroll H. Leeds and Robert Callis has been used for the present investigation for assessing the Attitude.

Academic Achievement:

Academic Achievement refers to the marks obtained by the students during the last three examinations (10th, 12th & Graduation).

Objectives of the Study

The following objectives were formulated for the present study:

1. To study the Personality characteristics, Values and Attitudes of Kashmiri and Punjabi students.
2. To compare Kashmiri and Punjabi students on Personality characteristics.
3. To prepare Personality profiles of Kashmiri and Punjabi students.
4. To compare Kashmiri and Punjabi students on Values.
5. To compare Kashmiri and Punjabi students on Attitudes.
6. To compare Academic Achievement profiles of Kashmiri and Punjabi students.

Hypotheses

The following hypotheses were formulated for the present investigation:

1. Kashmiri and Punjabi students do not differ significantly on their Personality Characteristics.
2. Kashmiri and Punjabi students do not differ significantly on their Values.
3. Kashmiri and Punjabi students do not differ significantly on their Attitudes.
4. Kashmiri and Punjabi students do not differ significantly on their Academic Achievement.

Method and procedure:

For the present investigation, the sample consists of 400 students from the two groups i.e., 200 Kashmiri students and 200 Punjabi students, (100 male and 100 female from each group). The sample has been selected randomly from the various B.Ed. Colleges of Kashmir.

Tools Used:

The investigator has used the following tools to collect the relevant data for the present investigation.

1. 16 Personality Factor Questionnaire by R. B. Cattell
2. Allport-Vernon-Lindzey Scale of Values (Indian adaptation by N. Y. Reddy).
3. Minnesota teacher Attitude Inventory.

Interpretation and Discussion of the Results

Table 1.0: Mean comparison of Kashmiri and Punjabi students on 16 Personality Factors. (No. = 200 Each Group)

Personality Factors	Groups	N	Mean	S.D.	't' value	Level of Significance
A	Kashmiri	200	4.57	1.71	2.53	Significant at 0.05 Level
	Punjabi	200	5	1.73		
B	Kashmiri	200	5.5	1.42	4	Significant at 0.01 Level
	Punjabi	200	4.98	1.27		
C	Kashmiri	200	4.59	1.58	0.93	Not Significant
	Punjabi	200	4.45	1.48		

E	Kashmiri	200	4.98	1.71	1.29	Not Significant
	Punjabi	200	5.2	1.7		
F	Kashmiri	200	3.36	1.55	5.31	Significant at 0.01 Level
	Punjabi	200	4.21	1.68		
G	Kashmiri	200	6.36	1.32	2.43	Significant at 0.05 Level
	Punjabi	200	6.02	1.49		
H	Kashmiri	200	5.37	1.46	1.79	Not Significant
	Punjabi	200	5.62	1.56		
I	Kashmiri	200	5.44	1.69	2	Significant at 0.05 Level
	Punjabi	200	5.1	1.75		
	Kashmiri	200	6.58	1.45	2	Significant at 0.05 Level
	Punjabi	200	6.3	1.52		
M	Kashmiri	200	4.2	1.81	3.5	Significant at 0.01 Level
	Punjabi	200	4.83	1.91		
N	Kashmiri	200	7.97	1.83	4.55	Significant at 0.01 Level
	Punjabi	200	7.15	1.78		
O	Kashmiri	200	7.5	1.68	3.12	Significant at 0.01 Level
	Punjabi	200	6.97	1.71		
Q ₁	Kashmiri	200	5.96	1.75	0.06	Not Significant
	Punjabi	200	5.95	1.7		
Q ₂	Kashmiri	200	4.84	1.64	1.21	Not Significant
	Punjabi	200	5.01	1.66		
Q ₃	Kashmiri	200	6.41	1.74	2.18	Significant at 0.05 Level
	Punjabi	200	6.04	1.75		
Q ₄	Kashmiri	200	5.44	1.69	2.87	Significant at 0.01 Level
	Punjabi	200	5.01	1.52		

The table 1.0 indicates the mean comparison of Kashmiri and Punjabi students on 16 Personality Factors. It is evident from the table that on factors B, F, M, N, O and Q₄ the two groups differ significantly at 0.01 Level, whereas on factors A, G, I, L and Q₃ the two groups differ significantly at 0.05 Level. The cross-cultural comparisons of the two groups of students have shown that on 16 Personality Factors they are neither completely different

nor completely similar. Kashmiri students when compared to Punjabi students have been found similar on 05 factors (C, E, H, Q₁ & Q₂) and different on 11 factors (A, B, F, G, I, L, M, N, O, Q₃ & Q₄). The Kashmiri students in comparison to the Punjabi students have been found Reserved, More Intelligent, Serious, High super ego, Tender minded, Suspicious, Practical, Shived, Apprehensive, Self-disciplined and Tense. They tend to be quick to grasp ideas, fast learners, retrained, sober, and introspective. They are dominated by sense of duty, sometimes pessimistic, sensitive, doubtful, guilt prone, insecure and worrying as compared to Punjabi students. Whereas Punjabi students have been found Outgoing, Less Intelligent, Happy-go-lucky, Expedient, Tough-minded, Trusting, Imaginative, Forthright, Self-assured, Undisciplined and Relaxed than Kashmiri students. They tend to be talkative, expressive, unsteady in purpose, realistic, independent, adaptable, self-motivated and sentimental. They have a lot of natural warmth and a genuine liking for people, and unshakable nerve. However the two groups have been found similar on factors 'C' Affected by feelings vs Emotionally stable, 'E' Humble vs Aggressive, 'H' Shy vs Bold, 'Q₁' conservative vs Experimenting and 'Q₂' Group-oriented vs Self-sufficient.

Table 1.1: Profile similarity comparison of Kashmiri and Punjabi student

(N = 200 in each Group)

Groups	A	B	C	E	F	G	H	I	L	M	N	O	Q1	Q2	Q3	Q4
Kashmiri	4.5		4.5	4.9	3.3	6.3	5.3	5.4	6.5		7.9		5.9	4.8	6.4	5.4
	7	5.5	9	8	6	6	7	4	8	4.2	7	7.5	6	4	1	4
(mean in stens)																
Punjabi		4.9	4.4		4.2	6.0	5.6			4.8	7.1	6.9	5.9	5.0	6.0	5.0
	5	8	5	5.2	1	2	2	5.1	6.3	3	5	7	5	1	4	1
(mean in stens)																
D	0.4	0.5	0.1	0.2	0.8	0.3	0.2	0.3	0.2	0.6	0.8	0.5	0.0	0.1	0.3	0.4
	3	2	4	2	5	4	5	4	8	3	2	3	1	7	7	3
d²	0.1	0.2	0.0	0.0	0.7	0.1	0.0	0.1	0.0		0.6	0.2		0.0	0.1	0.1
	8	7	2	5	2	2	6	2	8	0.4	7	8	0	3	4	8

wd²	0.1	0.5	0.0	0.0	0.7	0.2	0.1	0.1	0.2		0.6	0.2		0.0	0.5	0.5
	8	4	2	5	2	4	2	2	4	1.6	7	8	0	6	6	4

Personality Factors

$\Sigma wd^2 = 5.94$

The table 1.1 shows the profile similarity comparison of Kashmiri and Punjabi students. The profile similarity co-efficient (rp) was worked out as per the instructions given in the Hand-book of Cattell. The value of rp for Kashmiri and Punjabi students (rp = 5.94) which reveals that as a group Kashmiri students are somewhat similar to Punjabi students on sixteen personality factors.

Table 1.2: Mean comparison of Kashmiri and Punjabi Students on Values.

(No. = 200 Each Group)

Factors	Groups	N	Mean	S.D.	't' value	Level of Significance
Theoretical	Kashmiri	200	40.1	4.6	0.54	Not Significant
	Punjabi	200	40.37	5.37		
Economic	Kashmiri	200	37.68	4.38	2.45	Significant at 0.05 Level
	Punjabi	200	36.53	4.90		
Social	Kashmiri	200	45.32	4.01	0.17	Not Significant
	Punjabi	200	45.25	4.46		
Aesthetic	Kashmiri	200	44.66	4.68	0.11	Not Significant
	Punjabi	200	44.61	4.76		
Political	Kashmiri	200	29.36	3.42	2.86	Significant at 0.01 Level
	Punjabi	200	30.42	3.98		
Religious	Kashmiri	200	42.88	4.95	0.12	Not Significant
	Punjabi	200	42.82	5.31		

Table 1.2 shows the mean comparison of Kashmiri and Punjabi students on Values. The two groups differ significantly at 0.05 Level on Economic Value and on Political Value the two groups differ significantly at 0.01 Level. Whereas on Theoretical, social, Aesthetic and Religious Values the two groups do not differ significantly. The table further reveals that

the Kashmiri students have higher Economic Value than the Punjabi students, whereas Punjabi students have higher Political Value than Kashmiri students.

Table 1.3: Mean comparison of Kashmiri and Punjabi students on Attitude.
(No. = 200 Each Group)

Groups	N	Mean	S.D.	't' value	Level of Significance
Kashmiri	200	41.98	14.24	1.02	Not Significant
Punjabi	200	40.62	12.35		

Table 1.3 reveals the mean comparison of Kashmiri and Punjabi students on attitude. The t values do not differ significantly. It indicates that the Punjabi and the Kashmiri groups are similar on attitude towards the teaching. It means that both the groups have positive approach towards the profession. The two groups Punjabi and Kashmiri teach and treat the pupil relatively in the same manner. Both the groups have sympathy, affection and understanding towards the pupils.

Table 1.4: Mean comparison of Kashmiri and Punjabi Students on Academic Achievement. (No. = 200 Each Group)

Groups	N	Mean	S.D.	't' value	Level of Significance
Kashmiri	200	52.12	5.47	2.58	Significant at 0.05 Level
Punjabi	200	53.48	5.08		

Table 1.4 reveals the mean comparison of Kashmiri and Punjabi students on Academic Achievement. The two groups differ significantly at 0.05 level. It means that the Punjabi students have higher Academic Achievement than the Kashmiri Students.

Conclusions

On the basis of analysis, interpretation and discussion of the results presented, the following conclusions have been drawn. These have been arranged and are reported as under:

- 1) It has been found that the Kashmiri students are More Intelligent, Conscientious, Tender-minded, Suspicious, Shrewd, Apprehensive, Self-disciplined and Tense. Whereas Punjabi students have been found Outgoing, Enthusiastic and Imaginative. The two groups of students are similar on factors 'C' Affected by feelings vs Emotionally stable, 'E' Humble vs Aggressive, 'H' Shy vs Bold, 'Q₁' conservative vs Experimenting and 'Q₂' Group-oriented vs Self-sufficient.
- 2) The values of co-efficient of correlation (rp) for Kashmiri students and Punjabi students suggest that as a group Kashmiri students are somewhat similar to Punjabi students on personality factors.
- 3) It has been found that the Kashmiri students and Punjabi students differ significantly on two types of values out of six types of values. The two groups differ on Economic and Political Values. Kashmiri students have higher Economic Value in comparison to Punjabi students. On the other hand, Punjabi students have higher Political value than the Kashmiri students. The two groups however have no significant difference on Theoretical, social, Aesthetic and Religious Values.
- 4) The Kashmiri students and Punjabi students do not differ significantly on Attitude at both the levels. The research revealed that the two groups have same teaching attitude.
- 5) The present investigation has revealed that the two groups of students, viz. Kashmiri and Punjabi differ significantly on Academic Achievement at 0.05 level. The inferences of the study show that the Punjabi students have higher Academic Achievement than the Kashmiri students.

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Enrolment, Infrastructure and Status of Teachers at primary level - A Case Study of Batamaloo Zone of Srinagar District.

Hafiz Mudasir
Research Scholar, Dr. C.V Raman university, Kota, Bilaspur, Chhattisgarh
Dr M.Y Ganai
Associate Professor, Dept. of Education, University of Kashmir.

INTRODUCTION

Education in the largest sense is any act that has a formative effect on mind and character of an individual. Education shouldn't be regarded as luxury. It is a necessity and rather a birth right of every human being. It is a process of human enlightenment and empowerment for the achievement of better and higher quality of life. It is a crucial plank in the development of nation. It is a continuous process which provides opportunities to every educated person. According to John Dewey, Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences. The relative priority of various areas, and the methods used to teach them, are an area of considerable political debate. Typically, primary education is provided in schools, where the child will stay in steadily advancing classes until they complete it and move on to high school / secondary school. Children are usually placed in classes with one teacher who will be primarily responsible for their education and welfare for that year. This teacher may be assisted to varying degrees by specialist teachers in certain subject area often music or physical education. The continuity with a single teacher and the opportunity to build up a close relationship with the class is a notable feature of the primary education system. Primary (or elementary) education consists of the first 5–7 years of formal, structured education. In general, primary education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 89 % of primary-age children are enrolled in primary education, and this proportion is rising. Under

the Education for all programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. Some education systems have separate middle schools, with the transition to the final stage of secondary education taking place at around the age of fourteen. Schools that provide primary education are mostly referred to as primary schools. Primary schools in these countries are often subdivided into infant schools and junior schools. The Government has planned a major initiative to achieve universal primary education over the next seven years under the Sarva Shiksha Abhiyan scheme. The scheme envisages community owned schools in which all children between the ages of 6 and 14 years would be enrolled to complete four to five years of schooling. Significant difference between this scheme and the previous attempts to push universal primary education is the idea of community owned schools. This would make those who run the schools as well as the teachers directly responsible to the community they serve. The Government also plans a special push in areas where female illiteracy is significantly high.

A right to education has been created and recognized by some jurisdictions: Since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory parties to guarantee the right to education. At the global level, the United Nations International Covenant on Economic, Social and Cultural Rights of 1966 guarantees this right under its Article 13. In accordance with the Constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, provision of universal elementary education has been a salient feature of national policy since independence. This resolve has been spelt out emphatically in the National Policy of Education (NPE) and the Programme of Action (POA) 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These included the scheme of Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), Lok Jumbish Project (L J P) in Rajasthan, Education For All Project in Uttar Pradesh; Shiksha Karmi Project (SKP) in Rajasthan; National Programme

of Nutritional Support to Primary Education (MDM); District Primary Education Programme (DPEP).

Constitutional mandate 1950- "The State shall endeavor to provide, with in a period of ten years from the commencement of this Constitution, for free and compulsory education to all children until they complete the age of 14 years."

National Policy of Education 1986- "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century".

Unnikrishan Judgment, 1993- "Every child of this country has a right to free education until he completes the age of fourteen years."

Education Ministers' resolve, 1998- "Universal elementary education should be pursued in the mission mode. It emphasized the need to pursue a holistic and convergent approach towards UEE."

National Committee's Report on UEE in the Mission Mode: 1999- UEE should be pursued in a mission mode with a holistic and convergent approach with emphasis on preparation of District Elementary Education Plans for UEE. It supported the fundamental right to education and desired quick action towards operation of the mission mode towards UEE.

"Article 45 of Indian Constitution directly states to provide free and compulsory education to all the children up to the age of 6-14 years. The Progress and prosperity of a nation is intimately related to the growth and development of its children. The Honorable Supreme Court in its order in Unnikrishan Case (1993) has declared education of children up to the age of 14 years to be a fundamental right. Significant efforts have been made in this direction during the last decade and a survey conducted indicates that 70% of the 6-14 years age group children are attending schools.

The Sarva Shiksha Abhiyan (SSA) is to provide useful and relevant elementary to all the children in the 6-14 education years of age by 2010. Useful and education relevant

education signifies a quest for an educational system that is not alienating. Its main aim is to allow children to learn about their natural environment in a manner that allows the fullest harnessing of human potential both spiritually and materially. Sarva Shiksha Abhiyan (SSA) provides a wide framework for implementation of elementary education schemes. It is also a program with budget provision for strengthening vital areas to achieve universalization of elementary education. The National Policy of education, 1986 and revised national policy of education, 1992 have laid stress on the provisions of elementary education for all the reasonable standards. The Ninth Five year plan envisaged universalization of elementary education (UEE) or universal primary education (UPE) for achievement. In spite of all this we are not in a position to achieve our objectives by the end of the Ninth Five year plan. Therefore, untiring efforts are being sincerely made in this direction with the aim to achieve this end.

Removal of Systematic deficiencies in the implementation of UEE and forging ahead necessitates the creation of informed public opinion and a facilitative environment akin to that of the Total Literacy Campaign. This has to be achieved through effective and sustained advocacy, massive community mobilization and consciousness building. With this perspective, a national program of media publicity has been planned. The second United Nations Millennium Development Goal is to achieve Universal Primary Education, more specifically, to "ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling." Currently, there are more than 75 million children around the world of primary school age who are not in school. The majority of these children are in regions of sub-Saharan Africa and South Asia and within these countries, girls are at the greatest disadvantage in receiving access to education at the primary school age. Since the Millennium Development Goals were launched, there have been many successes. For example, China, Chile, Cuba, Singapore and Sri Lanka are all examples of developing countries that have successfully completed a campaign towards universal primary education. It is from these examples of success that many struggling countries can learn; and gradually more and more countries will be added to the list of those who have successfully achieved the goal of universal primary education. School access and attendance are factors that can determine the success of a child education. Attendance promotes academic performance: lack of access to schooling can be

extremely detrimental. In a study done to evaluate the relation between school attendance and performance, researchers found that attending less than 100 % of classes tended to reduce scholastic performance (Cohn). When schools are easy to access children are more likely to get an education and consequently, have a financially stable future. An education is an investment for the future and there is evidence to prove that not attending school on a regular basis will reduce academic performance and consequently a child's opportunity for success. There are many factors that contribute to lack of access and attendance to education, but the most prominent among them are location, gender and cost. There has been great progress achieved since 1999 in the achievement of the Millennium Development Goal (MDG). UNESCO has found that

- Number of children enrolled in primary schools worldwide rose by more than 40 million between 1999 and 2007.
- Net primary enrollment in sub-Saharan Africa rose from 58 % to 74 % over the same period.
- International aid commitments to basic education almost doubled from \$2.1 billion in 2002 to \$4.1 billion in 2007.

However, despite all these important achievements, the world is currently not on course to achieve its target of universal primary education (UPE) by 2015. Currently, 56 million children could still be out of school in 2015 and girls will still lag behind boys in school enrollment and attendance. Sub-Saharan Africa is particularly affected as over a quarter of its children of primary school age was out of school in 2007. It is estimated that there is a \$16.2 billion annual external financing gap between available domestic resources and what is needed to achieve the basic education goals in low income countries, with current aid levels addressing only 15 % of that gap and resources are all too often not provided to those countries who need it most and the amounts pledged not fully honored. Difficulties faced by donors in the sphere of achieving UPE, highlighted by researchers at the Overseas Development Institute, include:

- Failings in aid architecture (though the Paris Declaration and FTI initiatives represent significant improvements).

- The evidence based case for further investment in basic education has not been made strongly enough.
- Recipient governments are reluctant to borrow funds for the recurrent costs education entails.

The country has made impressive achievement in the elementary education sector. But the flip side is that out of the 200 million children in the age group of 6 - 14 years, 59 million children are not attending school. Of this, 35 million are girls and 24 million are boys. There are problems relating to drop out rate, low levels of learning achievement and low participation of girls, tribals and other disadvantaged groups. There are still at least one lakh habitations in the country without schooling facility within a kilometer. Coupled with it are various systemic issues like inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds. In short, the country is yet to achieve the elusive goal of Universalization of Elementary education (UEE), which means 100 percent enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap that the Government has launched the Sarva Shiksha Abhiyan.

Importance of the Study

The importance of Elementary Education in India is immense and cannot be ignored by any section of the society. No matter which social class one belongs to, but getting this education becomes important for everyone to have in order to make country's success more positive. Even the importance of the Universal elementary education in India is always been focused upon in the country and making the best use of it to prepare the generation next to propel the country's growth as far as possible. Because of the fast times we are now living in, there is an utmost necessity for each one of us to get everyone around educated. Be it a three year old child to a sixty year old farmer, who does not know how to do signature, the Primary Education in India can help a great deal in making the dream a reality. Moreover, when the education on every level becomes easily accessible, it can be taken to the last village of the country. In this regard, access to elementary education in India can also help in making the country a huge success as well as a stable economic democracy. And because of the wonderful fundamental rights present in the

country, there is never a need to worry about getting education of any level as it is touted to be every one's right. The NPE also provided a very small alluring and useful scheme called Operation Black Board which was launched in 1987-88 with the aim of improving the human and physical resources in the primary schools. During the eighth five year plan, the scheme was revised in 1993-94 as per the revised NPE-1992. It sought to provide a 3rd class room and 3rd class teacher to primary schools where enrolment exceeds 100 students. It was also extended to cover teaching-learning equipments and additional teachers to upper primary schools. The scheme was implemented through state governments with 100 % assistance from government of India towards payment or salary on additional teachers and provision of teaching learning materials. Under the scheme of operation Black Board, construction of school building was the responsibility of state governments. In consultation with the department of education, the ministry of rural areas and employment had worked out a formula to set aside funds for the construction of school buildings. According to this formula, 48 % of funds for construction were provided by the ministry of rural areas and employment under Jawahar Rojgar Yojana (JRY). The JRY has been restructured by the ministry of rural development renaming the scheme as Jawahar Gram Samridi Yojana (JGSY) under the revised guidelines effective from April 1, 1999; the central assistance has been available on 75:25 basis for construction of school buildings under Operation Black Board.

The past experience on evaluation reports showed that the funds sanctioned for teaching - learning materials under the Operation Black Board Scheme are lying unutilized in many schools. It was felt that to a large extent the above situation can be attributed to lack of sufficient flexibility and decentralized procurement and supply of teaching - learning materials. The state governments have been advised that the procurement of teaching-learning materials should be decentralized as far as possible and quality centered should be strictly followed. It was also suggested that the involvement of representatives of Panchayat Raj (PR) Institutions, Village Educational Committee (VEC's) and teachers in this process to ensure timely supply of quality materials. This scheme is expected to improve school environment, enhance retention and increase learning achievements of children by providing minimum educational facilities in all primary schools. The scheme seeks to bring both quantitative and qualitative improvement to primary education.

According to 2011 census the total population of India is 1,210,193,422 (1.21 Billion) of it 623,724,248 (623.7 Million) were males and 586,469,174 (586.5 Million) were females. The total numbers of literate persons are 77, 84, 54, 121 with percentage of 70.04 %. The number of Literate males is 44, 42, 03,762 having percentage of 82.14 % and the number of literate females is 33, 42, 50, 358 with percentage of 65.46 %. The Jammu and Kashmir is one of the state of India. It lies in the North of India. The total population of the state is 12, 548, 926 (1.25 Crore). The total literacy rate of J&K is 68.74 %. In actual numbers the total literates in J&K stands at 7, 24,053 of which males were 4, 370, 604 and females were 2, 874, 449. The literacy rate of males is 78.26 % and that of females is 58.01 %. In the state district Srinagar is the summer capital city of J&K. An official Census 2011 detail of Srinagar, a district of Jammu and Kashmir has been released by Directorate of Census Operations in Jammu and Kashmir. Enumeration of key persons was also done by census officials in Srinagar District of Jammu and Kashmir. In 2011, Srinagar had population of 1,269,751 of which male and female were 675,667 and 594,084 respectively. There was change of 23.56 percent in the population compared to population as per 2001. Total area under Srinagar district is of about 1,822sqkm. Average literacy rate of Srinagar in 2011 were 71.21 %. If things are looked out at gender wise, male and female literacy were 78.01 % and 63.47 % respectively. Total literate in Srinagar District were 793,139 of which male and female were 462,049 (78.01 %) and 331,090(63.47 %) respectively. With regards to Sex Ratio in Srinagar, it stood at 879 per 1000 male compared to 2001 census figure of 841. The average national sex ratio in India is 940 as per latest reports of Census 2011 Directorate. In census enumeration, data regarding child under 0-6 age were also collected for all districts including Srinagar. There were total 155,875 children under age of 0-6 against 0 of 2001 census. Of total 155,875 male and female were 83,408 and 72,467 respectively. Child Sex Ratio as per census 2011 was 869 compared to 0 of census 2001. Srinagar District population constituted 10.12 percent of total Jammu and Kashmir population.

Statement of Problem

The research problem selected for the present investigation was formulated as: "Enrolment, Infrastructure and Status of Teachers at primary level" - A Case Study of Batamaloo Zone of Srinagar District.

Objectives of the Study

1. To survey the number of government and private elementary schools existing in Batamaloo Zone of Srinagar District.
2. To study the extent of school going children in the age group of 6-14 years (sex-wise and age-wise) in the elementary schools of Batamaloo Zone of Srinagar District.
3. To study the infrastructure of elementary schools in terms of buildings used for various purposes.
4. To study infrastructure in terms of equipments like chairs, black boards, library, playground and computer labs.
5. To study the number and qualification of teachers working in these schools.

Methodology and Procedure

Sample: All the elementary schools (private as well as government) existing in Batamaloo Zone of Srinagar District which are providing education to all the children within the age group of 6-14 years were selected as sample for the investigation.

S No	Elementary Schools (Sample Subjects)	No.	Enrolment		Total
			Male	Female	
01	Govt. Elementary Schools	20	720	752	1472
02	Private Elementary Schools	33	4631	4623	9254
Total		53	5351	5375	10726

Tools

The data for the present study was collected with the help of following constructed tools:

Information Schedule: This tool was used to find out the number of elementary schools existing in district Srinagar. In this schedule the total enrolment of all the schools shall also be determined.

Information Blank: The information blank was further divided into

A. Information Blank I: This tool was developed by the investigator in order to survey the total no of elementary schools existing in district Srinagar and collect information with regard to school going children (sex-wise, age wise and class wise) in the age group of 6-14 years.

B. Information Blank II: This tool was developed by the investigator in order to get the right kind of information about infrastructure, number of teachers and their qualifications in all the elementary schools of district Srinagar.

Procedure

An information schedule was administered to the sample subjects existing in Batamaloo zone of district Srinagar in order to find out the number of elementary schools and their enrolment .In addition to this, Information Blanks I were also developed by the investigator to survey the number of elementary schools and collect information both sex wise and class wise of 6 - 14 years of age. Information Blank II was administered to collect information about the infra-structure, number of teachers and their qualification in all the elementary schools of Batamaloo zone of Srinagar district.

Statistical Treatment

The collected data was subjected to statistical analysis by applying percentage statistics. Graphical representation was also applied to the data. The same analysis has been presented in a tabular form as per the following arrangement.

Table 1: Showing the number of government and private Elementary schools existing in Batamaloo zone of Srinagar district.

Total Number of sample schools	No. of government schools	No. of private schools
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53	20	33
Percentage	37.74 %	62.26 %

Table 2: Showing the number and percentage of children in the age group of 6-14 years of age in elementary schools of Batamaloo zone of Srinagar district.

Total Number of Children in Elementary Schools	Male	Female
10726	5351	5375
Percentage	49.89 %	50.11 %

Table 3: Showing the number of schools in terms of the structure of building existing in Batamaloo zone of Srinagar district.

Total Number of Schools	Number of Schools Having Their Own Building	Number of Schools Having Rented Building
53	43	10
Percentage	81.13 %	18.87 %

Table 4: Depicting the number of Schools in terms of the structure of School Building existing in Batamaloo zone of Srinagar district.

Total Number of Schools	Structure of School Building	
53	Kutchra	Pucca
	09	44
Percentage	16.98 %	83.02 %

Table 5: Depicting the Infra-structure of Schools existing in Batamaloo zone of Srinagar district in terms of equipments.

Infra-structure	Private	Government	Total
Chairs	840	406	1246
Black Boards	732	358	1090
Play Grounds	40	13	53
Libraries	37	07	44
Computer Labs	38	0	38

Table 6: Depicting the number and percentage of Teachers working in Private and Government Elementary schools in Batamaloo zone of Srinagar district.

Total Number of Teachers	Number of Teachers in Government Schools	Number of Teachers in Private Schools
576	190	386
Percentage	32.99 %	67.01 %

Table 7: Depicting the qualification of teachers working in Elementary Schools of Batamaloo zone of Srinagar district.

Total Teachers	Qualification	Number of Teachers	Percentage
576	10th	05	0.87 %
		11	1.91 %
	Graduate	232	40.28 %
	Post Graduate	109	18.92 %
	B.Ed.	201	34.89 %
	M.A / M.Sc. / M.Ed.	18	3.13 %

Table 8: Depicting the number of students both class-wise and sex-wise in Elementary Private Schools existing in Batamaloo zone of Srinagar district.

Number of Private Schools	Classes	Boys	Girls	Total
33	1st	649	618	1267
	2nd	594	601	1195
	3rd	593	598	1191
	4th	615	596	1211
	5th	537	566	1103
	6th	518	544	1062

	7 th	538	549	1087
	8 th	587	551	1138
Total		4631	4623	9254
Percentage		50.04 %	49.96 %	

Table 9: Depicting the number of students both class-wise and sex-wise in Elementary Government Schools existing in Batamaloo zone of Srinagar district.

Number of Government Schools	Classes	Boys	Girls	Total
20	1 st	131	118	249
	2 nd	115	111	226
	3 rd	108	116	224
	4 th	118	134	252
	5 th	117	127	244
	6 th	47	52	99
	7 th	41	44	85
	8 th	43	50	93
	Total		720	752
Percentage		48.91 %	51.09 %	100%

Analysis and Interpretation

Keeping in view the results discussed, it was found that the literacy rate of male students is 58.03 % and that of female students is 41.97 %. Thus, the analysis and interpretation of data showed that the total number of Elementary schools existing in Batamaloo zone of Srinagar district is 53 among which 33 are Private schools and the remaining 20 are government Schools. The percentage of Private schools is 62.27 % and that of Government schools is 37.37 %. Similarly the analysis revealed that the extent of school going children in the age group of 6-14 years was 10726 among them 5351 were

male students and the rest 5375 were female students. The percentage of male students is 49.89 % and that of female students is 50.11 %.

In terms of the position of school building, it was found that the total Elementary schools were 53 out of them 43 schools had their own school building and the rest 10 schools had rented building. The percentage of schools having their own school building is 81.13 % and that of schools with rented buildings is 18.87 %. Out of the total number of 53 Elementary sample schools, 44 schools were having Pucca building structure and the remaining 09 schools had kutcha building structure. The percentage of schools with pucca building structure is 83.02 % and that of schools with kutcha building structure is 16.98 %.

In terms of equipments as well as infra-structure of Elementary school existing in Batamaloo zone of Srinagar district, the case study revealed that there were 1246 chairs, 1090 Black-Boards, 53 play grounds, 44 libraries and 38 Computer labs.

In terms of the number and percentage of teachers working in these Elementary schools of Batamaloo zone, the study revealed that there were 576 teachers among which 386 teachers are working in private Elementary schools and the remaining 190 teachers were working in elementary government schools. Out of the total number of teachers, 05(0.87 %) were Matriculates, 11(1.91) were Twelfth pass, 232 (40.28 %) were Graduates, 109 (18.92 %) were Post-Graduates, 201 (34.89 %) were having B.Ed. and the remaining 18 (3.13 %) were having M.A / M.Sc. / M.Ed.

Finally in terms of the number of Elementary schools and their Enrolment, the study revealed that there were 53 Elementary schools existing in Batamaloo zone of district Srinagar and their total enrolment was 10726. Out of these 10726 students, 5351 were males and the rest 5375 were female students.

Major Conclusions

On the basis of analysis, the following conclusions have been drawn out which are given below;

1. The number of schools (sample subjects) in Batamaloo Zone is 53 Out of which 33 are private elementary schools and 20 are government elementary schools.

2. The total enrolment was 10726 out of which 5351 were male students and 5375 were female students. The percentages of male students were 49.89 % and that of female students were 50.11 %.
3. In terms of position of school building, the total numbers of elementary schools were 53 out of which 43 schools had their own buildings and the rest 10 schools had rented buildings. The percentages of schools with their own buildings were 81.13 % and those of schools with rented buildings were 18.87 %.
4. In terms of number of teachers working in the elementary schools of Batamaloo zone, the study showed that there were 576 teachers working in these schools among which 386 were working in private elementary schools and the rest 190 teachers were working in government elementary schools. The percentage of private school teachers were 67.01 % and that of government school teachers were 32.99 %.
5. In terms of qualification of teachers, 05 teachers were Matriculate, 11 were 12th pass, 232 were graduates, 109 were post graduates, 201 were having B.Ed. and the rest 18 teachers were M.A / M.Sc. / M.Ed.

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A Study of Values of higher secondary school teachers in Kashmir Valley

**Ms.Shazia Siraj Zargar
PhD Research Scholar, Department of Education,
University of Kashmir, Srinagar J & K**

ABSTRACT

The study was undertaken to assess and compare the values of higher secondary schools teachers in Kashmir valley. The sample for the study was 200 higher secondary teachers 100 rural i.e. (50 male, 50 female) and 100 urban i.e. (50 male 50 female) by using random sampling technique. N.Y. Reddy's Indian Adaptation Value scale was employed for the collection of data and mean, S.D. and t-test was employed for the analysis of the data. The result of the study highlighted that the Female teachers have higher theoretical and aesthetic values than the male teachers while as male teachers have higher economic and social values than the female teachers. However no significant difference was found on political and religious values. On the other hand, urban teachers have higher Theoretical and Aesthetic values than the rural teachers while as rural teachers have higher economic and social values than urban teachers. However no significant difference was found on political and religious values.

Key Words: Values, teachers

Introduction

Values are guiding principles decisive in day today behaviors as also in critical life situations. In this age of rapid social change influenced by technology there appears a value crisis in the society. Some values seem to perish, some submerging into others. Some new values have immerged and some new ones are gaining creditability. In this situation the teacher plays vital role for children physical and mental growth and development. The teachers observe how the prepared environment works for a child,

her children engage in materials and then the teacher adjusts the environment to their needs. The role of a teacher in today's world is a complex and diverse one. It provides intellectual and social development, to have integrity to be honest, and to always provide appropriate conduct in the classroom and the community. A successful teacher is to plan and implement learning activity that will benefit the intellectual needs of all students. A teacher can be there when you need a shoulder to cry on, A parent when you need support, and a critic when you are going the wrong way. Each one of us has experienced some or the other qualities of a teacher which have taught us a lesson about life. The good teachers taught us to stay away from the wrong thing and make right choices. Even through the values of teachers does not need to be told, there are many parts of our lives which only teacher can influence.

Education in India is to play the most significant role in developing and fastening human resources and man power needs. It is believed that nation will realize her aspiration through being given to citizens at different levels of schooling. In this regard education commission report (1964) reads: "The realization of the country's aspirations involves changes in knowledge, skills, interests and values of the people as a whole. This is a basic to every program of social and economic betterment of which India stands in need. For instance, there can be no hope of making country self-sufficient in food unless the farmer himself is moved out of his age long conservatism through a science based education, becomes interested in experimentation and is ready to adopt that increases yields. The same is true of industry. The skilled manpower needed for the research and its systematic application to agriculture, industry and other sectors of life can come from a development of scientific and technological education. Similarly economic growth is not nearly a matter of physical resources or of trained skilled workers. It needs the education of the whole population in new ways of life, through work."

Ministry of education, Government of India "report of the educational commission (1964-66) accepting such a big responsibility for education, the system should thus provide a meaningful way to produce and competent teachers, physicians, agriculturists and engineers. In the words of Kothari, "the most powerful tool in the process of modernization is education based on science and technology. The great lesson of the

present age science is back, with determination and willingness to put in hard prosperity is within the reach of any nation which has a stable and progressive government." The future of the society will depend increasingly upon the type of choice which each individual makes, this would naturally depends upon his motivation and sense of values, for he might make the choice either with reference entirely to own personal satisfaction or in a spirit of service to common good.

Values have been viewed as equivalent to beliefs (Allport, 1961, Perry 1954), preference (Katzell 1964) (Rokeach 1973) standard or criteria (Rokeach 1973, Rogengerg 1957, Smith 1969, Attitude (campbell 1963) needs (Maslow- 1954) Taylor 1976, observed that the concept of values may be most comprehensive but it may be best undertaken instrument that is to make a sense how individual live to rationalize their behavior and attitude. In order to understand the knowledge of a person is an understanding of his value system. "Hall and Lindzey (1957) pointed out that," in general, the most personality theorist seem to conceive of a man as a purposive creative and even where this is not taken or granted it does not seem to be matter of hot dispute.

Need and Importance

The influence of Values on the life of an individual is tremendous. It is particularly true of the teachers. In order to understand the direction of this notion, we have to examine the people who will lead the country during the first half of this century, we certainly found these people in universities their values are the visible indicators of the perception and intent. Values are attributed that springs from sublimity of soul. They are sentiments like love that involve mind, feeling and will, which are strong deep and enduring. They are like truth, reflections and reality that are not obstructed by any kind of prejudice. They are like beauty perfections in themselves in every sense of the term. They are like justice the moral constituents of a state that confer on man humanism and peace.

Value in short shape the moral personality of teachers. They enhance the finer side of their potential. They help them live harmoniously and graciously with their fellowmen. They act as the consciences of the community which when kindles with torch

of teaching that would make them realize the responsibility they owe to society. They are linked to the behavior that exposes the inner life of a nation. Values are concepts that conserve, comfort, promote and protect life. They foster peace, order, dignity, beauty, grace and delight. The maturity of our personality depends upon whether the individuals possess a relatively unified system of personal and social values. Values make our lives meaningful and give a sense of direction. We want to achieve those things which have social or theoretical values. Values make our lives relatively coherent and meaningful. Some values are usually arranged in a hierarchy or ranks. Some values are considered to be higher than others on the basis of few investigations, it may be said that knowing the individual values. Hierarchy we may know and assess the individual better as a person. Theoretically one's values must constitute an important source of behavior motivation. Values form an important part of a culture of a society. "Values account for the stability of the school order. They provide the general guidelines for the conduct. In doing so they facilitate social control." Values provide the general guidelines for the people. "The value of society provides goals for its members. To aim for these ends are to be persuaded in different continents and situations. If the dominant value is success then it expects all the individuals to become successful at school works, sports and life in general

Rokeach [1973] has defined values as enduring beliefs that a specific mode of behaviors or end state of existence is preferred to its opposite, a standard that guides and determines action, attitude towards objects and situations, ideological presentation of self to others evaluation, judgment, justification comparisons of self with others and attempts to influence others. Values are criteria that help people on assessing their daily lives, arranging their priorities, measuring alternate course of action. Some of the studies which have been conducted in the country or elsewhere are either empirical or of descriptive in nature and have established in nature that students have different theoretical, economic, aesthetic, social, political and religious concepts which shape and influence these values. The studies conducted by Kumar (1983) Gaur (1973) Mahendra (1972), Verma (1972) Taneja (1969), Super (1962) and Whitney (1933) are eye opening revolutions testifying that students have such values that have a conflicting on their daily life. Many young people openly reject some of the traditional values and

question, dogmatic beliefs held sacred for centuries. Often it happens that such people do not find replacement for the traditional values and hence a kind of vacuum is created in their life this is not desirable because in the absence of values they have no principles or foundations on base of which they can face life, situations, make choices and decisions. A life without proper values will become chaotic and disastrous to guide our life in the right path and to establish our behavior with good qualities we need values.

Psychologists like non-Freudians emphasize mans culture sitting for a unified experience of personality, personal imposing obligations on him from beyond and at the same time guiding and facilitating self actualization and self transcendence through his own decision in life. The finding of modern psychology on the dynamic organization and integration, wholeness transcendence of personality constitute the empirical foundations of unified values. A man as he grows in age and experience, from new concepts and values giving up his old values and attending to new ones.

A Review of the literature in teacher education and teacher personality in general provides a substantial insight into the type of projects which have been accomplished. These studies have more or less followed the pattern of research conducted abroad. But under Indian conditions we have to guide differently.

Values change with the change in age, education, cultural, mores, and with respect to the changes in the social institutions, keeping in view the impact of globalization, adjustment, domestic pressure, the pressure of modern life style, competition among the students of all fields, therefore the present wants to study the values of higher secondary teachers. This study guides the psychologists and policy planners while recruiting the teachers, the training should be given to them in order to develop a balanced personality. Such teachers will inculcate real values in the students at various stages of education which is needed for the development of the nation.

Statement of the problem:-

The problem for the present investigation has been taken as under:-

“A Study of Values of higher secondary school teachers in Kashmir”

Operational definition of the variables:-**Values:-**

Values for the present study have been assessed through N.Y. Reddy's Indian Adaptation Value Scale. It has six types of Values (theoretical, economic, social, aesthetic, political and religious)

Urban higher secondary teachers:

Urban higher secondary teachers are the teachers working in urban higher secondary schools and residing in the urban areas.

Rural higher secondary teachers:

Rural higher secondary teachers are the teachers working in rural higher secondary schools and residing in the rural areas.

Objectives of the study:-

The following objectives have been formulated for the present study:-

1. To study the values of male female higher secondary teachers.
2. To study the values of rural and urban higher secondary teachers.
3. To compare the values of male and female higher secondary teachers.
4. To compare the values of rural and urban higher secondary teachers.

Hypotheses:

1. There is a significant difference between male and female higher secondary teachers on values.
2. There is a significant difference between rural and urban higher secondary teachers on values.

Sample:-

Sample for the present study consists of 200 higher secondary teachers 100 rural (50 male, 50 female) and 100 urban (50 male 50 female). The sample was drawn from

the various Higher Secondary Schools of Kashmir. A random sampling technique was involved to collect the sample from various higher secondary institutions.

Description of tool:

For the collection of the relevant data, the investigator used the following tool from the selected subjects.

N.Y. Reddy Indian Adaptation Value scale was administered to assess the values from the sample subjects.

Statistical Treatment:

Mean, S.D. and t-test was involved to compare rural and urban teachers on their values

Analysis and interpretation of the data:

In order to achieve the objectives formulated for the present study. The data collected was statistically analyzed by employing mean, S.D. and t-test.

Table 1.0:- Showing Mean comparison of Male and female higher secondary teachers on values N=50 in each group.

Sr.No	Values	Groups	Mean/S.D	t-value	Level of significance
1.	Theoretical	Male Female	52.45/4.18 55.43/4.54	2.66	Significant at 0.01 level
2.	Economic	Male	53.43/4.92	7.34	Significant at

		Female	43.22/5.89		0.01 level
3.	Aesthetic	Male Female	44.04/4.06 46.02/4.41	2.47	Significant at 0.05 level
4.	Social	Male Female	27.22/5.02 22.22/2.85	4.76	Significant at 0.01 level
5.	Political	Male Female	40.44/4.81 39.63/3.77	0.72	Insignificant
6.	Religious	Male Female	52.45/5.58 52.45/4.18	0.78	Insignificant

Tables 1.0:- The above table shows that on *theoretical, Economic, Aesthetic, and social* values significant difference has been found at 0.01 level, whereas on *aesthetic values* significant difference was found at 0.05 level. The table further indicates that female teachers had high theoretical and aesthetic values than male teachers whereas Male teachers had high economic and social values than the female teachers. However no significant difference was found on *political and religious values*.

Table 1.1:- Showing Mean comparison of rural and urban higher secondary teachers on values N=50 in each group.

Sr No.	Values	Groups	Mean/ S.D	t- value	Level of significance
1.	Theoretical	Rural Urban	30.34/5.32 36.34/5.32	4.88	Significant at 0.01 level

2.	Economic	Rural Urban	47.46/5.89 43.46/5.89	2.80	Significant at 0.01 level
3.	Aesthetic	Rural Urban	36.34/3.89 42.33/4.60	5.49	Significant at 0.01 level
4.	Social	Rural Urban	53.43/4.92 47.46/5.87	4.29	Significant at 0.01 level
5.	Political	Rural Urban	22.22/2.85 21.00/3.52	1.79	Insignificant
6.	Religious	Rural Urban	44.21/5.41 42.33/4.60	1.45	Insignificant

Tables 1.1:- The above table shows that on Theoretical, Economic, Aesthetic and social values significant difference has been found at 0.01 level. The table indicates that *urban teachers* have high *theoretical and aesthetic* values than rural *teachers* while as *Rural teachers* have high *economic and social* values than the urban *teachers*. However no significant difference was found on political and religious values.

Major findings

The present study was carried on male and female *teachers* in order to see, do they differ in their values.

1. *Female teachers* have higher theoretic and aesthetic values than the *male teachers* while as *male teachers* have higher economic and social values than the female

teachers. However no significant difference was found on political and religious values which indicate that rural and *urban teachers* were similar on political and religious values.

2. Urban *teachers* have higher Theoretic and Aesthetic values than the *rural teachers* while as *rural teachers* have higher economic and social values than *urban teachers*. However no significant difference was found on political and religious values which indicate that *rural and urban teachers* were similar on political and religious values.

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Burnout among School Teachers in Relation to Emotional Intelligence

Dr. Joginder Singh Rana
Associate Professor, Govt. College of Education Patiala.
Kusum Lata
Lecturer, Akal College of Education, Mastuana Sahib (Sangur).

ABSTRACT

The advancement in science and technology in recent times has put greater emphasis on improvement of education for furthering the achievement of coming generations. Teacher has an important place in improvement of the whole system. So physical as well as psychological fitness of teacher is very necessary here. The present study aimed at investigating burnout among secondary school teachers in relation to emotional intelligence. t-test was applied to find out significance differences among different dimensions of burnout and emotional intelligence. A significant difference was found out between depersonalization dimensions of burnout across high and low levels of emotional intelligence.

Introduction

In any educational system teacher is the pivot on whom the entire system rests. Teaching profession has largest number of members as compared to others. Today's teacher is surrounded by many handicaps. He is overworked, frustrated and to cap it all he is disintegrated. Many stressful factors like heavy academic workload, undisciplined students, deterioration in service conditions and competition among colleagues etc. account for teacher burnout.

In 1930, burnout was restricted to performing arts and professional athletics. But it was Freudenberg (1974) who first created the term. Earlier it was called depression. Freudenberg described it as a condition that manifests itself somatically and behaviourally. Maslach(1986)has defined three key elements that appear in the burnout syndrome i.e. emotional exhaustion, depersonalization and reduced personal accomplishment. High

work pressure and low work involvement and supervision support predicted emotional exhaustion, whereas task orientation, work pressure and work involvement and age predicted both depersonalization and decreased personal accomplishment.

Depersonalization is initial burnout phase, which develops first as a dysfunctional attempt to deal with stresses of the job. Significant increase in depersonalization would occur prior to any substantial reductions in personal accomplishment. The stage of emotional exhaustion is prepared to follow the heightening of first two stages that burnout means psychological withdrawal from work in response to excessive stress. According to oxford dictionary, "Burnout is physical or emotional exhaustion, especially caused by stress at work, depression and disillusionment". It is called "20th century disease." Burnout is identical with stress or strain, though these two are similar. Handy and Sullivan (1993) described that burnout is a negative experience and results from interaction between the individual and the environment.

Emotional intelligence is a type of social intelligence that involves the ability to monitor one's and others emotions, to discriminate among them and to use the information to guide one's thinking and actions, having the ability to read and manage emotions would seem to be an important skill in interacting with people. Golman(1995)gave a new form to emotional intelligence .According to him emotional intelligence refers to the capacity of recognizing our own feelings and those of others for motivating ourselves and for managing emotions well in ourselves and in our relationships. Singh(2003) defined emotional intelligence as the ability of an individual to respond appropriately and successfully to a variety of emotional stimuli elicited from the inner self and the immediate environment. Emotional intelligence, personal intelligence, social and emotional learning, social development all aimed at raising the level of social and emotional competence. Emotional intelligence, the skills that help people harmonize, should become increasingly valued as a workplace asset in the years to come. Mayer and Salovey noted that scope of emotional intelligence includes "verbal and non –verbal appraisal and expression of emotion ,the regulation of emotion in the self and others and the utilization of emotional content in problem solving. Emotionally intelligent people label their feelings, rather than labeling people or situations. They can distinguish between thoughts and feelings. They take responsibility for their feelings. According to Joshua

(2007), "Emotional intelligence is the ability to integrate thinking and feeling to make optimal decisions".

Maslach and Jackson (1981) in their study found that teachers with higher scores on the emotional exhaustion and depersonalization subscales and lower scores on the personal accomplishment subscale perceived themselves as burnout. Friedman(1993) after studying burnout in teachers found that feelings of frustrations, discouragement from work and desire to quit teaching profession constitutes the climax of burnout. Woods Tromen Esteve(2000,2001)studied that teachers stress may be seen as the perception of an imbalance between demands at school and resources teachers have for coping with them. Ciarrochi, Chan and Bajgar(2001) found that emotional intelligence has an impact on psychological health particularly occupational stress. Ciarrachi, Chan and Caputti (2000) opined that emotional intelligence may protect people from stress and lead to better adaptation. Singh (2003) in his book "Emotional Intelligence at work" found that different professions require different emotional quotient levels and to be successful in teaching profession one needs to have emotional quotient level. Pathan and Bansibihari (2004) studied that there is no significant difference between the emotional intelligence of male and female teachers and age is independent of emotional intelligence. Some empirical evidence that emotional intelligence is associated with emotional well being comes from research indicating that higher emotional intelligence is associated with less depression. Singh conducted a study on well being of Navodaya Vidyalaya teachers in relation to their job burnout. The results of the study revealed that male married teachers have good sense of mental well being than female married teachers .On the basis of tenure of service it was found that female teachers with service tenure from (0-5)years have higher sense of physical, social and emotional well-being than female teachers with teaching experience of 10 years and above and have good sense of mental well being but are emotionally exhausted than male teachers after same service tenure but there is no significant difference between low and high burnout and anxiety of teachers in respect of well being.

A close perusal of the studies related to burnout shows that the teacher burnout is comparatively an ignored area in educational research in India. The researchers have done very little to unfold the mysteries of teachers burnout and to know various variables related to it. The role of teachers in education is central. Teacher is the contact person

between educational systems, policy making, innovative programmes and pupils. Emotional intelligence of teachers also plays a major role in determining its burnout.

Objective of study

To study burnout and its dimensions among secondary school teachers in relation to emotional intelligence.

Hypothesis

There will be no significant differences in burnout and its dimensions among secondary school teachers across high and low level of emotional intelligence.

Method

The purpose of present study was to explore burnout among secondary school teachers in relation to emotional intelligence. For this descriptive method of research was followed. The data was obtained through two scales which were administered to the secondary school teachers.

Sample

The study was conducted on a representative sample of 200 secondary school teachers selected on the basis of randomized technique of sampling from different schools of Sangrur district. The area of study was limited to district Sangrur of Punjab only. The number of teachers was limited to 200 only. The teachers were taken from secondary schools only.

Research Tools Used

The following tools were used to collect the data:

1. Maslach burnout inventory by Maslach and Jackson (1980).
2. Emotional Intelligence Inventory by Mangal and Mangal (2004).

Statistical Analysis of Data

The selected school teachers were contacted personally for explaining purpose of study and were instructed how to respond to for the different inventories. Further clarification was offered on the questions raised by them. The emotional intelligence was calculated by using Mangal emotional intelligence inventory (2004) and group was distributed among teachers with high and low level of emotional intelligence.

The separate mean and SD were calculated for burnout and its dimensions for teachers with high and low level of intelligence. Means and SDs were calculated separately for emotional exhaustion, personal accomplishment, depersonalization dimensions of burnout.

The study employed t-test for significance of difference between means to test the hypothesis formulated for the study.

Results

The means and SDs are calculated along with the t-values testing the significance of mean differences in burnout and its dimensions across high and low levels of emotional intelligence among school teachers.

The t-value for testing the significance of mean difference of emotional exhaustion among high and low levels of emotional intelligence of secondary school teachers came out to be 0.96 which is not significant even at .05 level of significance. The t-value for testing the significance of mean difference of personal accomplishment dimension of burnout among high and low levels of emotional intelligence of secondary school teachers came out to be 1.24 which is not significant even at .05 level of significance. It indicates that there exist no significant differences among secondary school teachers on emotional exhaustion and personal accomplishment dimension of burnout across high and low levels of emotional intelligence. The t-value for testing the significance of mean difference of depersonalization among high and low levels of emotional intelligence of secondary school teachers was 2.61 which is significant at .01 level of significance. It indicates that at high levels of emotional intelligence secondary school teachers scored significantly lowest on depersonalization as compared to their low level counterparts. In other words, it can be

said that secondary school teachers who are more emotionally intelligent exhibit lower levels of depersonalization dimension of burnout as compared to their low emotional intelligence counterparts.

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Problems of the youth-A study of pre-service B.Ed trainees of Govt. college of Education

Shazia Majeed
Lecturer, Govt. College of Education, M.A Road, Srinagar
Shamas u din Ahanger
Asst. Professor, Govt. College of Education M.A Road, Srinagar.

ABSTRACT

Youth of our country form a major chunk of its population. They possess a number of qualities into different sectors of life, which by their application in the real situation can change the shape of the nation. As such our youth are not free from difficulties and problems, which need our due attention in order to help them for all the times to come.

Keeping this fact in view the present study is done on purpose to examine youth problems of such adolescents. For this purpose a group of preservice B.Ed pupil trainees were selected randomly from urban and rural areas of Govt. college of Education M.A road Srinagar. The youth of today require and need the guidance and care of the elders. The variables included for the study are family problems, college problem, social problems, personal problems and oversensitivity. The study was conducted on a sample of 60 pre service B.Ed trainees(30 male and 30 female) from urban and rural areas of Jammu and Kashmir. A standardized questionnaire developed by Dr.M.Verma's Youth Problem Inventory was administrated for this purpose. Proper statistical treatment was given in order to obtain the results.

Keywords: Youth, problems, pre service trainees

INTRODUCTION

The youth of today are citizens of tomorrow. They are treasures of human resources of nation having a lot of talent hidden in them and if tapped in right direction would bear very good results and desired fruits The are store houses of energy and knowledge and when given a right direction can work wonders .Our youth ,in spite of all

their energy , enthusiasm and courage, have continuously been losing a balanced perspective of orientation towards social reality and for this , both the characteristic feature of this period of personality development and striking imbalance in the modern social order are to be held responsible . The problem of unemployment among the educated youth is one of the greatest problems that the country is facing today.

Students at the 10th class level pass through adolescence. They need careful handling .They pass through physiological and psychological changes with their attendant problems. The important question is, who will devote time and energy for their problems. Parents and the society are too busy to spare time for them .The teachers of government managed or aided schools are deeply absorbed with their organizational problems and academic activities. So, there should be right way to develop proper adjustment in the secondary school students to tie over all the maladies that are existing in secondary schools.

Education , on the one hand ,develops the full personality of an individual by making him intelligent , learned ,bold, courageous and strong in good character; on the other hand, it contributes to the growth and development of the society in particular and nation at large. It contributes for preservation, purification and sublimation of man into higher and higher achievements. On the other hand, education has a social function. The process of education is a social one. Through this process, the mature members of the society on their own experiences, interests, purposes, attitudes and disposition transfer the same to the immature member of the society. The children would learn the mode of behavior, formulate attitudes, and pick up essential skills by seeing their elders and by mixing with them.

Now a day, the concept of education as a social function has not changed, but the methods have. In the primitive days society was not as complex as it is today and therefore it was then very simple for the society to transmit its experiences to the new generations. But, today's society being complex in its knowledge and skills, it cannot itself transmit all these directly to the fast rising new generations. Now, there is a need for an organized formal institution to impart the essential knowledge and fundamental skills. Hence, the need for a school .But the school does not preclude the role of other

educational agencies like a home , temple , radio, press and several other influences of the environment as it is only a selected and controlled environment .

It is possible for youth to cope with the tension only when the young person inwardly frees himself from the main persons to whom he relates, his father and mother, and develops independent scope for the organization of his personality. The present day society expects the following developmental tasks to be achieved by the adolescent;

- 1) Development of intellectual and social competence to acquire scholastic and vocational qualifications for his own economic and material basis for an independent existence as an adult.
- 2) Development of his own values and norms and of an ethical and political consciousness based on his own behavior and actions.
- 3) Development of his own sexual role and social behavior and relationship with opposite sex, and
- 4) Development of his own pattern for action in the use of what is available as consumer goods and cultural activities for leisure time with the purpose of developing his own lifestyle.

Keeping the above tasks and dimensions in view the investigator thought it appropriate to go ahead with a piece of research in the field of adolescence to identify the problems faced by them in different dimensions of life.

REVIEW OF RELATED LITERATURE

Doing research study in any field of knowledge needs sufficient information about the work which has already been done in same area. Summary of previous research provides available facts and investigator becomes familiar with what is already known and what is still needed to know and what is already tested and what is untested .study of related literature helps to eliminate the duplication of what has been done and provides valuable suggestions by which our research becomes effective.

The investigator has gone through a number of projects and literature related to the present study .however the investigator thought it appropriate to mention the most valuable research works which are

1)**Stromswold and wren(1948)** feel that a well adjusted student in school /college exhibits his intrinsic interest in the subject matter of study, positive attitudes towards the requirements of curriculum , stability of goals , balanced emotional life, ability to concentrate for a reasonable length of time and ability to enjoy life in many areas. The attitudes which the student takes towards his problems and withdrawal from or indifference towards the environment were closely related to adjustment.

Several investigators are of the opinion that academic adjustment or adjustment to college is an important factor in academic achievement. Students in general and under achievers in particular have frequently reported problems of adjustment in college.

2)**Carson (1927)**observed that on entering the college the freshman faces a number of new adjustment problems for which he is usually uninterrupted .Hence, **Stogdill(1929)**and **Angel(1930)**and **Philips(1930)**emphasized the responsibility of the college to help solve student problems. **Nagpal (1979)** stated that academic adjustment of undergraduate engineering students was and important correlate of over and underachievement.

3) In**Salunke's(1979)**study, it was observed that educational facilities and emotional happiness in the home contributed positively to the academic achievement. **Saun(1980)**observed a significant difference between the high and low achieving females in health ,social, emotional and educational areas of adjustment.

4)**Berger and Sutker (1956)**observed that students with adequate personality adjustment performed better academically. **Brown(1955),Wellington(1965) and Graff (1957)** demonstrated that high achievers tend to be more stable and adjusted than low achievers. **Scott(1958)**felt that the best mode of adjustment only maximizes the chances of success.

5)**Martin (1952)**held that personal maladjustment bordering on neuroticism as characteristic features of failing students. **Jenson (1958)** reported a general tendency for non achievers to encounter more adjustment problems.

6) **Abraham(1974)** observed that group adjustment, socio personal adjustment were found to be factors responsible for explaining total variance in the case of under achievers.

STATEMENT OF THE PROBLEM

“Problems of the youth- A study of pre-service teachers boys and girls of Govt.college of education.”

OBJECTIVES OF THE STUDY

- 1 To study the family problems of pre-service B.Ed trainees of Govt. college of education.
- 2 To study the college problems of pre-service B.Ed trainees of Govt. college of education.
- 3 To study the social problems of pre-service B.Ed trainees of Govt. college of education.
- 4 To study personal problems and over sensitivity of pre-service B.Ed trainees of Govt.College of education.
- 5 To find out the difference of various dimensions of male and female B.Ed trainees

SAMPLE

The present study was conducted on a sample of 60 male and female trainees selected randomly from pre-service candidates of Govt.College of education of different districts. Male=30 and Female=30(N=30+30)

TOOLS USED

Dr(Mrs.)M.verma's Youth problem Inventory was used to collect the data .

METHODOLOGY AND PROCEDURE

The literature available in the number of resources highlighted that there are number of problems faced by the youth of today in the world. As such the present investigator thought that it is appropriate to investigate a piece of research in the area of problems faced by our youth in the present crises of the world.

For the purpose of the present piece of research the investigator has conducted the project on a sample of 60 subjects consisting of 30 male and 30 female youth. All the subjects were on rolls of Govt.college of education M.A road Srinagar. The data for the present study was collected by applying Dr.(Mrs.)M.verma's youth problem Inventory comprising of four dimensions that is family problems, college problems, social problems, personal problems and oversensitivity .Appropriate statistical treatment was given to the collected data.

STATISTICAL ANALYSIS

Every data for research is in vain unless and until it is not analyzed and proved statistically. For the purpose of the present piece of research, the investigator has put her efforts as under.

Table 1 showing Mean, Standard deviation and percentage of boys on four dimensions of youth problem inventory that is family problems, college problems, social problems and personal problems

Area	Mean	Standard deviation	Percentage
A(Family problems)	19.1	8.46	30.80
B(College problems)	11.03	5.77	27.58
C(Social problems)	2.23	1.44	22.33
D(Personal problems and oversensitivity)	17.2	4.35	35.83

The above Table reveals that the interpretation of the scores obtained in raw manner, indicates that the mean scores of family problems, colleges problems, social problems and personal problems and over-sensitivity which can equal to 19.1, 11.03, 2.23 and 17.2 respectively. Similarly the standard deviation calculated from the scores on family problems, college problems, social problems and personal problems and over-sensitivity as 8.46, 5.77,1.44 and 4.35 respectively. As per as the percentage of the scores is concerned it can equal to 30.80, 27.58,22.23 and 35.83 respectively.

As for as youth problem inventory is concerned the expected scores of the entire four dimensions (expected scores) are 62,10, 40 and 48 respectively. The investigation revealed that the problems faced by the contemporary youth of the society especially the

educated ones, the scores obtained and analyzed that the educated youth of the society are facing numerous problems in their daily life, which have been revealed by the study. It also revealed that the educated youth of the society are facing more personal problems and over-sensitivity which is 35.83 and is followed by family problems i.e., 30.8

Table 2 showing mean, standard deviation and percentage of girls on four dimension of youth problem inventory that is family problems, college problems, social problems and personal problems.

Area	No. of sample	Mean	Standard deviation	Percentage
A(Family problems)	30	18.13	9.20	29.24
B(College problems)	30	9.63	5.84	24.08
C(Social problems)	30	1.6	1.54	16
D(Personal problems and oversensitivity)	30	16.13	5.87	33.62

The above table showing the interpretation of the scores obtained in raw manner indicates the mean scores of family problems, college problems social problems, and personal problems which can equal to 18.13, 9.63, 1.6 and 16.13 respectively. Similarly the standard deviation calculated from the scores on family problems, college problems, social problems and personal problems as 9.20, 5.84, 1.54 and 5.87 respectively. As per as percentage of the scores is concerned it can equal to 29.24, 24.08, 16 and 33.62 respectively.

A perusal of the above table reveals that girls face more social problems as compared to family and personal problems. So far as the colleges problems are concerned they (girls) are not fully adjusted in college atmosphere. The table has revealed that girls face less problems as per as their familiar characteristics are concerned.

Table 3 showing the correlation of four dimensions i.e., family problems, college problems, social problems, personal problems and oversensitivity

AREA A	AREA B	AREA C	AREA D
0.276	-0.09	0.107	0.068

The above table reveals that the correlation differences between boys and girls on all four dimensions that is family problems, college problems, social problems and personal problems. The result shown that boys differ significantly on college problems as the value calculated came equal to -0.09. This reveals that boys and girls do not face same problems as far as their studies and college environment is concerned.

The result seems to be justified on the grounds that the youth have more personal and over-sensitive problems because they are more concerned with the job. Again it is further justified on the grounds that their needs and desires are not being properly fulfilled by their parents. That is why they are facing more personal problems.

SUGGESTIONS

Though the investigator has operated this piece of research wholly based criteria as laid down by eminent researchers but still she suggests the following suggestions.

1. Family problems, college problems, social problems and personal problems should be correlated and verified by administration of some other inventories meant for the same purpose.
2. This type of study should be conducted on a large sample then the investigator has investigated.

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A study of adjustment of B.ed Pupil teachers of Govt. College of Education in relation to Sex

Ulfat Jan
Assistant Professor Education
Govt. College of Education

Teachers are regarded the backbone of the nation, because they are architects, facilitators and mediators and interpreters for the children who are at various levels of negative development, Highlighting the importance of teachers the Indian Education Commission (1964-66) remarks of all the different factors which influence the quality of Education. The quality, competence and character of teachers are undoubtedly most significant the behavior of the students is moulded by the teacher in the classroom. So the teacher's action, emotions, tastes, manners exert a great influence as his behavior.

Studies in the west conducted by Gage (1963) Flanders (1970) Traverse (1973) have shown concern on emotional, Psychological and personality type of teachers and their teaching success Flanders (1970) has established that teachers who are more emotionally stable socially full as compared to those who are unstable and socially closed. It is pertinent that the personal qualities adjustment of a teacher determine his professional success. (Grewal (1976) found that adjustment in the areas of home, health social, and emotional were the main predictors in the areas of home, health socially and emotional correlated significantly with success in teaching sing (1978) observed that teaching success is to a great extent dependent upon adjustment Nadeem (1984) showed that home adjustment, emotional adjustment, occupational adjustment are significant related to success in teaching. He further revealed that more successful teachers in comparison to less successful teachers are significantly better in their emotional and occupational adjustment.

NEED & IMPORTANCE

Saiyidan (1950) made the role of teacher quite illustrative, when he said that teacher had to patiently cut out of a crude and unshaped stone a thing of beauty. His role today, more than ever has become exceeding crucial in the national attempt to bring about several

positive changes in society, national progress and national integration. It is increasingly realized by all those concerned with education that the standard of education in schools, colleges and Universities cannot be improved unless teacher who has the key role to play is competent and involved in his work. Unless the teachers well adjusted with his environment viz; home, health, social, emotional and vocational conditions. improvements in the field of teaching and learning are bound to fail. In creative work teaching and research. Adjustment of teachers remains sine-qua-non and play a significant role in teaching effectiveness.

Melholra (2000) in the trend report of the sixth survey of educational research highlights to importance of conducting research on comparison of adjustment attitudes, and personality characteristics of Pre-service and In-service B.Ed teachers, Science and art teachers Private and Govt. teachers' male & female, rural and urban, Primary and Secondary teachers. The behavior of the students to great extent moulded by a teacher so the attitudes, actions, emotions, tastes, mental health social relationships exert a great influence on the behavior of the students. various studies have been conducted on adjustment of elementary, secondary and university teachers. it is through this study attempts have been made to study whether sex has any bearing on the adjustment of teachers as very less work has been done on it with this back ground the present investigator decided to make humble attempt in this direction.

Statement of Problems:

The problem proposed by the investigator reads as under: -

“ A study of Adjustment of B.Ed Pupil Teachers of Govt. College of Education in relation to Sex.”

Objectives:

To compare B.Ed male teachers and Female B.Ed teacher on adjustment (composite scores).

To compare B.Ed Male and Female, Pupil teachers on Adjustment, Factor wise viz; home, health, social emotional.

Null Hypothesis

The following hypothesis have been formulated for the present study:

1. There is no significant difference between male and female, pupil teachers on adjustment composite scores.
2. There is no significant difference between B.Ed male and female, pupil teachers on adjustment factor wise home, health, social and emotion.

Design of the study

Forty five male and forty five female pupil teachers of Govt. College of Education, M.A. Road, Srinagar were taken as a sample for the present study. The sample were collected randomly.

Tools:

The data was collected by administering Bells Adjustment Inventory (Adult Form)

Procedure:

The sample was collected on the basis of random sampling technique. Bell's adjustment Inventory was administered to collection the required data from male and female pupil teachers.

Statistical Treatment:

The collected data was analyzed by applying T. Test to find out the significances in the mean scores of male and female pupil teachers.

Analysis and Interpretation of Data:

The data collected through the administration of Bell's Adjustment Inventory (Adult Form) was statistically analyzed by applying T. Test. The analysis and interpretation of data was analyzed in tabular Form in the following manner.

Table-I

Mean comparison of Male and Female pupil teachers on Adjustment Composite Scores N=45

Group	Mean	S.D	T. Value	Level of Significance
Male Pupil Teachers	48.3	14.0	2.25	Sig. at 0.01 level
Female Pupil Teachers	55.5	16.44		

Table-II

Mean comparison of Male and Female pupil teachers on Home Adjustment N=45

Group	Mean	S.D	T. Value	Level of Significance
Male Pupil Teachers	11.46	4.63	0.74	Not Significant
Female Pupil Teachers	12.27	5.73		

Table-III

Mean comparison of Male and Female pupil teachers on Health Adjustment N=45

Group	Mean	S.D	T. Value	Level of Significance
Male Pupil Teachers	7.24	4.09	4.34	Sig. at 0.01 level
Female Pupil Teachers	11.15	4.45		

Table-IV

Mean comparison of Male and Female pupil teachers on Social Adjustment N=45

Group	Mean	S.D	T. Value	Level of Significance
Male Pupil Teachers	17.93	4.61	4.60	Sig, at 0.01 level
Female Pupil Teachers	13.00	5.54		

Table-IV

Mean comparison of Male and Female pupil teachers on Emotional Adjustment N=45

Group	Mean	S.D	T. Value	Level of Significance
Male Pupil Teachers	11.62	5.76	3.94	Sig, at 0.01 level
Female Pupil Teachers	16.87	6.88		

The Perusal of **table I** shows male pupil teachers and female differ significantly at 0.01 level. The female pupil teachers have higher score that male pupil teachers it indicates that female pupil teacher have less adjustment than female pupil teachers. Female teacher have overall adjustment problem all five areas viz; home, health, social emotional & at home they think that there is no true affection in the family. Female pupil teacher always remain afflicted by headache. They usually feel tired. They feel much cold and feel giddiness.

The Perusal of **Table- II** shows that male pupil teachers and female pupil teachers do not differ significantly on home adjustment which means that both the groups of teachers have some home adjustment.

The Perusal of **Table III** Female pupil teachers always remain afflict by headache they usually feel tired at the end of the day they said that they feel much cold, they feel giddiness. They usually get indigestion problem. They do not think necessary to take care of their health.

The Perusal of **Table IV** depicts that female teachers fell difficulty in giving proper answer while taking part in group conversation they have never been leader of any party. They feel that they cannot deliver speech in the presence of all. They don't feel easy in asking help from others. they get harass with their shyness. Female pupil teachers feel difficulty in talking with any new known person. They get perplex all together if any teacher calls them all of a sudden. Female pupil teachers hesitate to speaking in the class.

The Perusal of **Table V** depicts that female pupil teachers sometimes get sad for unknown reasons, they feel that tears come soon in their eyes. They get frightened on seeing a

snake and lightening frightens them. They think that they lose courage easily. Female pupil teachers felt angry very soon. They feel that they usually remain sad. They feel fear living alone in dark. Female pupil teachers also feel that they become troubled with probable difficulties.

Conclusion

The present study through the different stages of investigation reaches to the following conclusions that:

- Male and Female teachers differ significantly in Adjustment composite scores.
- Male & Female pupil teachers don't differ on Home adjustment
- Male & Female pupil teachers differ significant on Health adjustment
- Male & Female pupil teachers differ significant on scores
- Male & Female pupil teachers differ significant on emotional adjustment

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A Study of Awareness and Attitude of Unemployed Educated Youth towards Govt. Policies in District Srinagar

Irfan-UI-Hassan

Contractual Lecturer P. G. Department of Education, University of Kashmir, South Campus

Mehraj Ahmad Bhat

Contractual Lecturer P. G. Department of Education, University of Kashmir, South Campus

ABSTRACT

In India the unemployment problem is so vast and growing as it may impair the image of our nation in the eyes of the world. It may reduce our economy if effective and speedy steps are not taken. The present study intends to know the awareness and attitude of unemployed educated youth towards the government policies in Srinagar District of J & K State. Normative survey method and random sampling technique has been used in the present study. Self prepared questionnaire which shows attitude of unemployed youth towards political awareness and their attitude towards policies of government in solving the problem of unemployment. The results of the study shows that 100% unemployed educated youth are fully aware about the policies of the Govt. 20% of them showed positive attitude towards the policies of the Govt. indicating that they are satisfied with the doings of government for solving the problem of unemployment. 53.3% unemployed educated youth show dissatisfaction towards the policies adopted by the government for solving the problem of concerned. 26.7% showed ambivalent attitude towards the policies of government.

Key Words: *Unemployed, Educated Youth.*

Introduction

The unemployment problem in India has been acute and is becoming explosive which may threaten our political entity. If some suitable effective measures are not taken

well in time in its true perspective, it will definitely appear to be a root cause of various problems, to be faced by our country. It has created economic disparities and social imbalances on an average we see today that every fifth man of our working employable forces in cities, towns and rural areas are unemployed or idle. "Idle man's brain is devil's workshop", when psychologically analyzed this idle man of the working forces is carrying a load of worries and uncertainties about his future economic life. Temperamentally he is not only frustrated but also impatient, restless and sometimes even an outlaw. His non utilization for the long time in the constructive channels of nation building process possesses a problem and remains always a potential threat to our country. The nation thus have to think of the ways and means to employ both skilled and unskilled idle man power to its optimum use for nation building tasks with the sense of urgency.

Not only people in India are unemployed in large numbers but they are also underemployed. During the past two decades of our development planning, in spite of our efforts, we have failed to achieve much in this direction. This created a sense of frustration among our unemployed youth creating restlessness among them on account of future uncertainties of life. This indiscipline and violence in our educational institutions, factories or production centers are the indications of such a long frustration among our unemployed and underemployed youth. Day by day, their impatience is growing to limit which might ultimately erupt into social and political volcano.

The internal threat to our country due to unemployment seems to be far greater than the aggression of an external army. It is therefore necessary that this problem is tackled in earnest on a war footing rather than debating and waiting for long term solutions. The unemployment problem is so vast and growing as it may impair the image of our nation in the eyes of the world. It may bring its social consistence to a peril ions positions. It may also reduce its economy to where shamble, if effective and speedy steps are not taken. Political uncertainties in India both at centre and state levels seem to be in fluid state. On the political scene unemployment loyalties and narrow party politics are a common sight today. The increasing tendencies of provincialism, regionalism, lingualism etc. if analyzed are in fact the manifestations of frustration of people due to growing disparities and unemployment. The growing violence and vandalism by youth and their

associations are illustrations of growing restlessness and ebullition of their anger and frustration.

Economists have explained unemployment in terms of lack of capital, lack of investment and high production. Some believe that unemployment has its roots in the decline in the business cycle following a period of industrial prosperity. A few hold that dislocation in the industrial and an inability to forecast the market have put a sizable proportion of men out of work. Yet others are of opinion that sudden economic deflation and impersonal forces of economic competition causes loss of work. Improvement in machines and technology, overproduction, falsely stimulated speculation, social emphasis upon monetary success and the inevitable depressions all these make for crippling disruption in the demand of labour.

The Classical School of thought places the essential cause of unemployment on the wage fund theory. According to which the wages of the workers are fixed in advance but because of lack of capitals, the manufacturers engage only a small number of workers which results in unemployment. They see that the remedy for unemployment lies in lowering the wage rate. But how much down the wages could be brought? Could the labour be denied the minimum living standard to which he had got accustomed and which in fact has his due? If that was done, how much suffering and missing would it cause, this leads to the Cambridge Professor Keynes Maynard John to enunciate a theory in 1936 in his book "Theory of Employment Money and Interest" which stated that national output, effective demand and employment were interrelated and that total volume of employment in economy at any point of time depend upon the level of effective demand which meant total volume of the country's output of goods and services. If national output is rising constantly employment would be doing ipso facts. However, at times there could be some distortion in his frame work. If saving exceeds investment effective demand for goods and services which decline and with that would decline the demand for labour. This would result in some amount of unemployment. However, this could be reminded so goes to Keynes theory by the state intervening and stimulating investments through proper fiscal measures and raising consumption level by injecting into the market.

Need and Importance:

Employment determines to earn livelihood and maintain the status of an individual. It enables an individual to support his family and fulfill his social obligations to society. If a person fails to obtain employment he becomes a victim to both emotional and social problems in the society. The unemployed persons feel distressed and lack attitude towards nationality. They find no alternative other than to resort to unlawful and criminal activities. It became an imperative to provide employment to educated youths. The ruling class and nation should seriously look into the problem of unemployment and find ways to generate employment. It is because, it is not only an economic problem but also a social phenomenon.

Under Article 41 of the directive principles it is proclaimed that the state shall, within the limits of its economic capacity and development, make effective provisions for securing the right to work, right to education and right to public assistance in case of unemployment, old age, sickness and disablement and, in case of undeserved want it is however, felt by the weaker section of the society, particularly the unemployed ones, that unless Article 41 of the directive principles becomes operative our political leaders in the Govt. and policy makers cannot be considered to be serious enough to earnestly tackle this problem. They argue that state financial capacity will continue to be a limit on the grant of unemployment allowance for all time to come, yet an effective step can be taken. Urging the state to give overriding priority to provide employment in its idle manpower. If this is not done the constitutional guarantees may only end in a paradoxical situation and pious promises.

Objectives:

Following objectives are framed for the present investigation:

1. To study unemployed educated youth in relation to their political awareness.
2. To study the extent of awareness of unemployed educated youth towards policies of Govt. for employment.
3. To suggest certain constructive measures to curb the menace of unemployment.

Hypothesis:

1. The unemployed educated youth show positive attitude towards political awareness.
2. The unemployed educated youth have positive attitude towards policies of government in solving the problem of unemployment.

Operational definition of the variable:

1. Sociologically unemployment has been defined as, "forced or involuntary separation from remunerative work of a number of normal working force during normal working time at normal wages and under normal conditions".
2. D'Mello has defined it, "as a condition in which an individual is not in a state of remunerative occupation despite his desire to do so."
3. Das Gopal Noba has explained unemployment as, "condition of involuntary idleness."

Sample:

The sample for the present investigation comprises 150 unemployed educated youth selected randomly from district Srinagar.

Tool:

Self prepared questionnaire was administrated on the sample.

Description of tool:

1. The first part of tool reveals bio data of candidate.
2. In total there are 11 items in the questionnaire on which 5 pertain to attitude towards political awareness while as 6 pertaining to attitude of unemployed towards present policies of the Government for solution of unemployment problem.

Statistical Treatment:

The percentage was worked out to ascertain the positive or negative attitude of unemployed educated youth towards political awareness and the policies of the government in solving a problem of unemployment.

Analysis and interpretation:

TABLE-I

Attitude of unemployed educated youth towards political awareness

Positive	Negative	Ambivalent	Total
150	nil	Nil	150
100%	0%	0%	100%

TABLE-II

Attitude of unemployed educated youth towards policies of government in solving the problem of unemployment

Number	Positive	Negative	Ambivalent	Total
150	30	80	40	150
	20%	53.3%	26.7%	100%

The perusal of table I shows that the 100% of attitude of unemployed educated youth towards political awareness is positive while as 0% attitude of unemployed educated youth towards political awareness is negative and ambivalent. The perusal of table II shows that 20% of the unemployed educated youth have positive attitude in policies of Govt. in solving the problem of unemployment while as 53% unemployed educated youth shows negative attitude towards the policies of Govt. in solving the problem of unemployment. 26.7% showed ambivalent attitude towards the policies of Govt. in solving the problem of unemployment.

Conclusion:

1. 100% of the people are fully aware about the policies of the Govt.
2. 20% of the people showed positive attitude towards the policies of the Govt. indicating that they are satisfied with the doings of government for solving the problem of unemployed educated youth.

3. 53.3% unemployed educated youth show dissatisfaction towards the policies adopted by the government for solving the problem of concerned. 26.7% showed ambivalent attitude towards the policies of government.

Suggestions:

The problem of unemployment is growing day by day in India. It is becoming more and more complex. Such a problem will have to be tackle in a planned manner. No single factor/ solution can be effective remedy for this problem. Multi pronged attempt is needed to face it in an effective manner. it is only possible with combined efforts of the govt. and the public. Some of the important points which will help us to provide employment to unemployed educated youth are give below:

1. The growing population in India is a major cause of many socio-economic problems. Our population is growing on an average at the rate of 2.48% per year. We are adding every year more than 120 lack to 130 lack people to our population. At the same time, about 5 million people attain the employable position every year. Job opportunities are not increasing at the same rate to accommodate the growing population. Hence, the population growth has to be checked.
2. The solution for the problem lies in achieving substantial economic development. This can be materialized, only if attention is paid equally to agriculture and industry.
3. the employment opportunities in agriculture sector may be increased through the construction of major and minor irrigation projects, expansion and development of plantation, intensive agriculture and horticulture, unutilized land may be brought under cultivation.
4. The development of forests and fisheries and encouragement of animal husbandry (diary forming, poultry etc.) is also a major step in this direction.
5. Planned development of industries is essential for creating more and more job opportunities. Development of industries may include:
 - a. Large scale industries.
 - b. Small scale industries.

- c. Village and cottage industries including handicrafts. Proper balance should be maintained between agriculture growth and industrial development, so that industry would not destroy handicrafts and household industries.
6. Education has much to do with employment and unemployment. Our education is not job oriented. It is degree oriented. It creates more to urban needs rather than to rural requirements. It requires overhauling.
7. Govt. of India and planning commission have launched very schemes and programmes both in rural and urban areas. Such as:
 - a. Integrated Rural development(IRDP).
 - b. National rural Employment P
 - c. rogramme (NREP).
 - d. Jawahar Rozgar Yojna (JRY).
 - e. Rural Landless Employment Guarantee Programme (RLEGP).
 - f. Tanning Rural Youth Self Employment (TRYSE).
 - g. The Minimum Needs Programme(MNP).
 - h. Self Employment Programme for the Urban Poor (SEPUP).

Policy makers and implementing agencies working at Central or State levels should try to implement these programmes and schemes in letter and spirit, so that the menace of unemployment can be eradicated.

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Rabindranath Tagore's – Contribution Towards Indian Culture And Its Educational Applications

Saima Bashir
Rukhsana Akhter
N A Gash

The present study was conducted to analyze the view point of Rabindranath Tagore on Indian culture and the objective was to analyze the contribution of Tagore towards Indian culture in general and Indian educational system in particular. For conducting this study, the philosophical and historical methods were employed. The primary and secondary sources related to Rabindranath Tagore were evaluated after detailed analysis. The general philosophical tools for the study are Induction, Deduction, Dialectical, Analysis & Synthesis. The study revealed that Tagore had accepted the two mantras of '**Unity in and through diversity**' and '**continuity in the midst of change**'. Throughout his life, he emphasized two points of ancient Indian culture i.e. **human solidarity** and **supremacy of spiritual value**. Tagore believed that mankind must realize a unity wider in range, deeper in sentiments and stronger in power than ever before and this realization must be reflected in the educational system.

Introduction

Rabindranath Tagore was born on 7th May 1861 in Calcutta in a wealthy and prominent Brahman family. His father was Maharishi Debendranath Tagore, a religious reformer and scholar. Tagore's grandfather had established a huge financial empire for himself, and financed public projects, such as Calcutta Medical College. The Tagore's were pioneers of Bengal Renaissance and tried to combine traditional Indian culture with and Western ideas. Tagore contributed significantly to Bengali literature and culture.

*Research Scholar, Department of Education, University of Kashmir.

**Research scholar, Department of Education, University of Kashmir.

**Research scholar, Department of Education, University of Kashmir.

Greatest writer in modern Indian literature, Bengali poet, novelist, educator, who won the Nobel Prize for Literature in 1913 for his famous work 'Gitanjali'.

Tagore was awarded the knighthood in 1915, but he surrendered it in 1919 as a protest against the Massacre of Amritsar, where British troops killed some 400 Indian demonstrators protesting colonial laws. Tagore was not only a social reformer but also a great nationalist. He was also a great humanist and regarded man as a reflection of God. He disapproved any distinctions and discrimination between man and man and advocated unity among all the people of world. It was due to his humanism that while he was opposed to British rule, he was not against British people.

OBJECTIVE OF THE STUDY

To analyze the contribution of Tagore towards Indian culture in general and Indian education system in particular.

Methodology/Approach: The philosophical and historical research methods were employed for conducting the study and the main philosophical tools like induction,deduction,analysis,synthesis and dialectical approach were used for arriving at the conclusion and reporting the results.

Contribution towards Indian culture

Tagore went on to contribute most significantly to the cultural renaissance of Bengal and India. He was both a poet and musician composing many songs and poems as well as writing many essays on religion, nationalism and philosophy. His poetry is the best expression of his love for India and its history and culture. There is a rare aspect of Indian culture and traditions which is untouched by the Tagore through his poetry. Through his poetry, Tagore comes as a great lover of his culture and tradition. In interpreting the Indian traditions Tagore accepted the two mantras of 'unity in and through diversity' and 'continuity in the midst of change'. He emphasized India's assimilative spirit which enabled her to remain receptive to elements from outside without loosing her own identity. In the evening of his life he also turned his attention towards art. In the words of Tagore,

"When one knows thee, then alien there is none, then no door is shut.

Oh, grant me my prayer that I may never lose touch of the one in the play of the many." [1]

Success must come with a deep sense of Responsibility. I believe this is what Tagore meant in his Geetanjali lines when he said,

*"Where the mind is without fear and the head is held high,
Where knowledge is free,
Where the world has not been broken up by narrow domestic walls,
Where words come out from the depth of truth,
Where the clear stream of reason has not lost its way in the dreary desert sand of dead habit,
Where the mind is led forward by
Thee into ever-widening thought and action—*

Into that heaven of freedom, my Father, let my country awake !". (Tarre, R.N)

He talks about this Responsibility, this sense of ethical living, this sense of embracing unity in our diverse culture that has been the founding stone of our Civilization. Since Tagore is the poet of the Renaissance, his millennium is not in the past. And yet no living poet could set greater store by the past traditions and culture of India than he. He is Indian to the backbone, and since he is proud of being an Indian, New India is proud of him.

His gospel is that of self-respect, self-reliance and national self-realization. It is not difficult to understand his national fervour when we bear in mind that a keen sense of nationality is characteristic even of men with world-wide sympathies. Tagore's evangel is:

" Cultivate the spirit of invincible optimism ; believe in life, live worthy of life." (Tagore, R.N)

As a result of his popularity in the West he was invited to many lecture tours. This enabled Tagore to become an important figure, head and representative of Indian culture. Through his poems and writings on the "unity consciousness", Tagore sought to break down barriers between different countries especially bringing together the diverse cultures of East and West.

Throughout his life, he emphasized two points of the ancient Indian philosophy and culture i.e. human solidarity and supremacy of spiritual values. He said, "To me the

verses of the Upanishads and teaching of Buddha ever have been things of spirit and therefore, endowed with boundless vital growth. I have used both of them in my own life and preaching"[2]. Tagore evinced a deep sense of kinship with Indian culture and Indian history. Tagore represented in his thoughts and writings not only the best elements of the Indian culture and civilization extended over five thousand years or so but also he was always ready to take up the cause of man all over the world. He took upon himself the task of carrying the Indian message of love and amity all over the world". [3]

Being an ardent lover of men, he wanted the unity of mankind. He wished no gulf between east and west and wanted the kinship of man to man to be broadly recognized. Believing in the thesis of cultures, he believe that the problems of humanity could be solved if creative ideals of life were developed in all countries. Tagore said, "Mankind must realize a unity wider in range, deeper in sentiments and stronger in power than ever before". The first step towards this realization is to create opportunities for revealing the different people to one another and same realization must be reflected in educational system of any country.

A few weeks before his death, Tagore wrote, "It had at one time believed that the springs of civilization would issue out of the heart of Europe. But today, when I am about to quit the world, the faith had gone bankrupt altogether"[4]. He advised all nations to take up the responsibility in future to build a new society devoid of hatred and selfishness. He was of the opinion that only a humanitarian approach can resolve mutual conflict. Dr. S. Radhakrishnan said, "Rabindranath puts forward a plea for mankind by advocating, the ideal of a family of nations to which every member will bring his unique gift. This ideal of international unity and national independence will break down barriers of nations and make for sweet harmony"[5].

"His songs are the songs that in a twinkling penetrate the heart and quicken the soul. Verily, Tagore's life was a sacrifice to Culture. His songs were his prayers about this great Culture." (6)

Rabindranath Tagore evinced a deep sense of kinship with Indian culture. Sometimes he departed from traditional approach to reality and he was guided by his poet's religion. He added a new meaning to reality which became more beautiful and

magnanimous and at the same time more sublime. Basically he was not drifting away from the main stream of Indian culture. There were plexus of religious forces which illumined his mental horizon. Tagore is, as he was in his lifetime, a cultural icon. Elsewhere, those who know him and his work well enough to find in it such a symbolic focal point opening onto a globally pertinent vision of human life are understandably fewer. It is because of his remarkable integration of diverse modes of creativity and productivity that makes him potentially so influential a cultural icon.

As a source of Indian culture Vedas inspired the poet again and again. Vedas were ignored in Bengal. Even the advocates of renaissance did not lay importance on the Vedas. Maharishi Debendranath Tagore was the pioneer to open the gate of the past heritage of the Vedas in Bengal. Rabindranath was well acquainted with the hymns of the vedas from his very childhood. He recited the Gayatri hymn and hymn acted as beacon light in his life. Universal element inherent in vedic hymns influenced the poet. It created a great stimulus for the growth of Indian culture. So we find that the poet was able to realize the spirit and value of vedic hymns.

" The air carries sweet, the river secrets sweet.

Let the trees and flowers be sweet.

Let the night be sweet, the dawn sweet, dust sweet, the sun sweet.

The poet was moved by this language and expression of the vedic hymns."

It is said that Rabindranath has kinship with the upanishads. It has ignored that Rabindranath was well acquainted with the Bhagvad Gita. The Gita is religious literature of Vaishnavite, but there are some universal elements which attracted all.

"Blessed is he", said Rabindranath Tagore

"Whose fame does not outshine truth "[7]

Even as we celebrate our arts and culture in remembrance of Gurudev, this is also a poignant moment to contemplate and introspect on the relevance of his teachings for contemporary India. Many of his works represent a protest against maladies and wrongs of the society, including oppression of women, caste system and communal prejudices. The lives of the oppressed and powerless, poor and landless, deprived

and hopeless that are exploited by the others, constituted important themes of his works.

Educational Applications

- Rabindranath Tagore was the Ambassador of Indian culture to the rest of the world.
- He was a colossus who made outstanding contribution to the development of painting, music, dance and drama.
- The prestigious Visva Bharati is living testimony of his philosophy. In his own words, "Visva Bharati represents India where she has her wealth of mind which is for all. Visva Bharati acknowledges India's obligation to offer to others the hospitality of her best culture and India's right to accept from others their best". This indeed is the guiding light for all of us.
- Tagore believed in two Mantras of 'Unity and through diversity' and 'continuity in the midst of change'.
- Throughout his life, we emphasized two points of ancient Indian Culture i.e. human solidarity & supremacy of human values.
- Rabindranath said that education without real culture is meaningless. Culture is the source of inspiration for earning disinterested knowledge and doing action without selfish interest.
- In the domain of education there should be scope for the cultivation of reverence towards the past tradition of his own country.
- Tagore was a realist, who tried to revive the traditional culture of India. He combined the eastern ideals with western science.
- Tagore says, "our education system should be in full touch with our complete life — economic, intellectual, aesthetic, social, spiritual and our educational institutions should be in the very heart of our society. For true education is to realize, at every step, how our training and knowledge have organic connection with our surrounding." [8]
- The educational philosophy of Rabindranath Tagore can be well suggested through four words — triple culture (culture of heart, head and hand) and communion with

nature.

- Tagore's philosophy of education is well balanced admixture of naturalism and social obligations, spiritualism ad materialism, nationalism and internationalism
- 'Harmony with all things' is the basic principle of Tagore's philosophy. He interpreted this harmony in three contexts — with nature, with human surrounding and with international relations.

Conclusion:

It should be noted that Rabindranath in his own person was a living icon of the type of mutuality and creative exchange that he advocated. His vision of culture was not a static one, but one that advocated new cultural fusions, and he fought for a world where multiple voices were encouraged to interact with one another and to reconcile differences within an overriding commitment to peace and mutual interconnectedness. His generous personality and his striving to break down barriers of all sorts gives us a model for the way multiculturalism can exist within a single human personality, and the type of individual which the educational process should be aspiring towards. I would like to conclude with quote from 'Gurudev' which should become our collective call. I quote,

"I slept and dreamt that life was joy.

I awoke and saw that life was service. I acted and behold, service was joy" (Tagore , R.N)

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PART - B
RESEARCH
ARTICLES

PHILOSOPHY OF ADULT EDUCATION

Prof. G. M. Malik
Former Dean & Head, Department of Education,
University of Kashmir.

While the roots of philosophical inquiry can be traced back to ancient Greek philosophy, it has been in the past two centuries that education has received rigorous treatment by philosophers. In the 19th century, Kant and Hegel directed attention to philosophic issues involved in education. Philosophy of education as a separate discipline of study developed, however in the 20th century largely as a result of the writings of John Dewey. His philosophical approach to education provided a critique of traditional education and gave rise to development of various approaches to a philosophy of education.

It has been traditional to discuss educational philosophy in terms of various schools or systems such as realism, idealism and pragmatism. More recent approaches include Reconstructionism, existentialism, behaviourism and analytical philosophy. The problems of classifying different philosophers into schools have long been recognized. Nevertheless, the systematization of the discipline continues and schools of thought develop because of similarities and affinities do exist among theorists. Also, the practical necessity of introducing new students to the field warrants some shorthand

method of presenting the educational thought and philosophy of numerous theorists.

Although education in general has been systematically analyzed from philosophical perspectives, there has been no extended attempt to explore the various philosophical approaches to adult education.

Articles and monographs have appeared in which adult educators have taken position on questions of a philosophical nature or have espoused personal philosophies of adult education. Merriam (1977), in a review of the philosophic work in adult education, concluded that much still needed to be done in terms of disciplined philosophical analysis of major issues and problems in adult education.

Philosophy:

For many people the connotation of the word philosophy is negative. It is thought to be vague and abstruse subject. It implies a body of abstractions which has little bearing on real life. It deals with theories that are considered abstract, vague, general, and perhaps, useless. Most cultures tend to place greater value on the practical and the useful. What is philosophical or theoretical is viewed by many as irrelevant to human life and its problems.

Some of these objections to philosophy have justification. Philosophers have at times succumbed to the temptation to think too much about thinking and too little about life's problems. Philosophers also have often made too many mental distinctions that have little correspondence with reality. They

have often been more interested in the tools of thought - logic and reasoning - than they have been with the objects of thought - the understanding and changing of human existence.

Though negative in its connotation to some, philosophy etymologically signifies the love of wisdom. For ancient Greeks, who coined the word, it was search for what is truly real in a world of appearances. It was the quest for the beautiful in a garish world. It was separating the good from the evil. It was searching for unity among the fragmented elements of life.

Philosophers deal in theories, a word of Greek origin suggesting a beholding, a spectacle. For the ancient Greeks to theorize was to look at, to behold, to have a vision. For Aristotle, theorizing was the highest power of the human mind. It was the activity of persons that made them most like the gods. The theories of the philosophers are attempts to understand the world and everything in it in an active and constructive manner. Scheffler, indicates this explanatory function of philosophy when explains that:

"Philosophy seeks general perspective, on a rational basis. Historically, those called 'Philosophers' have concerned themselves with such subjects as the nature of the physical universe, mind, causality, life, virtue, law, good, history and community... the philosopher wants to see things in perspective and he wants to see things sharp and clear. He strives for a maximum of vision and a minimum of mystery". [Scheffler, 1960]

While theory and philosophy are intellectual efforts, they are more fundamentally efforts of feeling and imagination. The philosopher first

wonders at a work of nature or a human work, then follows the effort to imaginatively understand it in some meaningful manner. Before he analyzed knowledge philosophically, Plato first pictured it as the ascent from the dark shadows of the cave to the world brightly illuminated by the sun.

Philosophy is interested in the general principles of any phenomenon, object, process or subject-matter. Principles are general if they apply to a large number of phenomena. The philosopher of education considers the general principles that apply to the educational process. Principles are the foundations or basic structures by which phenomena, events and realities are understood. The philosopher of education is interested in certain general principles that are involved in education; aims and objectives of education, curriculum or subject matter, general methodological principles, analysis of the teaching - learning process, and the relationship between education and the society in which education takes place.

Philosophy as a discipline has traditionally been divided into a number of sub-discipline, logic is concerned with the rules for correct reasoning and thinking and the various forms of argumentation. Epistemology investigates the rules for determining whether we have arrived at truth, opinion or falsehood. Metaphysics searches out the most general principles of reality. Many contemporary emphases in philosophy question the possibility of metaphysical knowledge i.e. knowledge about reality in the most general sense that is applicable to all reality. An important branch of philosophy is ethics, an investigation of rules or principles of moral reasoning and conduct.

Philosophy, like most disciplines, has many divergent views, points or systems. Competing schools of thought have developed approaches to basic question about man, knowledge, ethical, good, reality and other issues. Many philosophical answers to questions about basic issues are often contradictory. In the examination of philosophies of adult education, some of these differences between conflicting schools of thought will become apparent. Though some philosophers of education approach these distinctions in an eclectic manner and attempt to resolve them, it appears preferable to allow these differences to surface for they often involve fundamental issues that cannot be sub-merged.

Philosophy and action: Theory and Practice:

A major dispute among philosophers concerns the relationship between philosophy and action or between theory and practice. Some see philosophy and action as mutually exclusive concept belonging to different realms. Others view one's practice and action as being logically derived from one's theory and philosophy. Still another approach is to attempt to synthesize the two into one view. There appears to be an emerging consensus among philosophers that both are necessary in the life of men and women. Theory without practice leads to an empty idealism and action without philosophical reflection leads to a mindless activism. In the early 1970's Charles Silberman lamented the lack of philosophical interest in educational practice:

"If teachers make a batch of it, an uncomfortably large number do, it is because it never simply occurs to more than a handful to ask why they are doing what they are doing, to think seriously or deeply about the purposes or consequences of education... Thus mindlessness - the failure to think seriously about educational purpose, the reluctance to question established practice - is not the monopoly of the public school; it is diffused remarkably throughout the entire educational system, and indeed the entire society.

If mindlessness is the central problem, the solution must be infusing the various educating instructions with purpose, more important, with thought about purpose and about the way in which technique, content and organization fulfill or alter purpose". [Silberman, 1970]

Silberman's indictment of mindlessness in the educational enterprise is a valid one. Many current debates in educational policy and practice would be conducted more rationally if some clarity were achieved on basic philosophic differences. The point of philosophical inquiry is to clarify issues so that decisions can be made on proper grounds. Arguments over means in education are fundamentally reduced to differences in ends or purposes to be achieved. For example, the current debates over "back to the basics" revolves around what types of persons we expect our educational system to produce. And the arguments between the proponents of liberal arts and vocational education stem from basic philosophic issues related to the purposes of free society.

There is a sense in which it can be said that anyone who acts is guided by some theory or some philosophy. We act for reasons good and/ or bad, and generally have some understanding of what we are doing, why we are doing it in the way we do and the consequences of our actions. What we have here in the ordinary course of human activity is common sense which, though related to philosophy, can be distinguished from it. Ancient philosophers raised questions about common opinions and practices and demonstrated that the common sense view of things could not always be trusted.

Philosophy is a more reflective and systematic activity than common sense. Philosophy raises questions about what we do and why we do it and goes beyond individual cases and phenomena to treat questions of a general nature when considering the interrelationship of philosophy and activity, it is clear that philosophy inspires one's activities, and gives direction to practice. The power of philosophy lies in its ability to enable individuals to better understand and appreciate the activities of everyday life.

Adult Education:

While the concept of education has been analyzed extensively in recent philosophical literature, the concept of adult education has not been so clearly delineated.

Adulthood is another term which further confounds the defining of adult education. Age, psychological maturity and social roles appear to be the essential variables in such a definition, but the priority of these variables

often depends upon the context of the discussion. There is also the important question whether adult education is to be distinguished from education in general. The argument between Malcolm Knowles and Cyril Houle over whether there is a distinct art and science of teaching adults to be termed andragogy is an important definitional problem.

Contrary to what many philosophers have stated, the problem of definition is not answered at the beginning of philosophical inquiry. Arriving at accurate and clear definition is at the heart of philosophical inquiry and is often reached in the later parts of investigation. Also the conclusions and definitions for one philosopher often provide the starting points and problems for the next philosopher. Thus it will be demonstrated in the course of this work that there are major differences among the various schools of thought on these important issues of definition. Liberal adult education view education differently than progressive educators. Radical adult educators will find inadequate a definition of adult education this does not include raising peoples consciousness of the social and political contradictions in their culture.

Though definitions related to adult education are crucial philosophical issues, there are many other important questions that will surface in the treatment of various philosophers. Adult educators, for example, differ in their handling of needs and interests of adult learners. As a result, there also exists among these educators contrasting approaches to context and method in instructional settings. Like wise, there is a varying emphasis upon the social and individual aims of education.

Since the great deal of adult education takes place in institutions and organizations, analysis of these is important. Again in this area we can expect to find significant differences. Radicals take one view towards institutions, behaviourists take another, still another view is held by those who favor a personal growth of humanistic model of adult education.

Related to the question of the place of institutions in adult education is the issue of social change. All philosophies include social and political dimensions. The adult educators look beyond the institutions within which he or she works and sees larger social goals. In recent years adult educators have been seriously challenged in this area by the revolutionary pedagogy of Paulo Freire. Whether one agrees with Freire's approach or not, one must concede that he has raised the social relevance issue rather dramatically.

Any number of issues in adult education might also be considered in terms of the increasingly important concept of adult development. Extensive psycho-social research is being done in this area and, it is clear that the concept of adult development and its connection with education need to be explored. Most philosophical schools have not taken sufficient notice of this research and its implications for analyzing and presenting normative statements in adult education.

Finally the curriculum of adult education usually takes the form of programs. The development of programs can be improved if there are clear philosophical discussions of the various elements of programs and their logical and psychological development. The development of programs is

basically a philosophic inquiry, though certainly not detached from pragmatic consideration. The debate in adult education over the appropriateness of using behavioral objectives is fundamentally a philosophic differences among various theorists of adult education. Philosophic issues are also involved in the logical design of curricula and the evaluation of program outcomes.

Philosophy of Adult Education for Adult Educators:

As for all educators, the appealing adult education courses are usually those concerned with program planning and methods of instruction. The educator is generally more interested in skills than in principles, in means than in ends, in details than in the whole picture. The philosophy of adult education does not equip a person with knowledge about what to reach, how to teach, or how to organize a program, it is more concerned with the why of education and with the logical analysis of the various elements of the educational process. Philosophies of education are interpretative theories, not applicatory theories. This study supplies the educator with ideas and attitudes that one teaches with, not to students.

While emphasizing the theoretical nature of the discipline of philosophy of education, it is our purpose to show how each philosophy expresses itself in a concrete type of program. The close relationship between theory and practice that we have already described in this chapter will become manifest in the investigations of educational programs. The encounter group as an educational experience, for example, expresses the philosophy of humanism.

The Great Book's Program captures the philosophical emphasis of liberal adult education. And Freire's literary program for adults shows clearly the radical adult educator's interest in social change.

In our presentation and analysis of these concrete educational programs that embody an educational philosophy. We believe that we add a significant dimension to the study of philosophy of education, particularly the philosophy of adult education. The philosophy will be clarified by the practice; the practice will be illuminated by the theory. In this way the particular value of educational philosophy will be enhanced for the adult educator. In doing this it is not our purpose to give the reader a philosophy of education, though this may happen, it is rather to encourage adult educators to ask important questions about the whole educational process. The value of a study of educational philosophy, we believe, is more in the importance of the questions asked than in the certitude of the answers given.

Overview of Philosophies of Adult Education:

Philosophies of adult education, like all thought systems, originate within particular socio-cultural contexts. Though individual philosophers are responsible for developing a philosophical approach to adult education, the development of their thought is greatly influenced by the particular problems, issues and challenges that existed in their culture. To understand adequately a philosophy of education then it must be analyzed within the context in which it originated and developed. This does not mean that the particular theory cannot be adopted to other cultural situations with some degree of success.

But there are problems with these attempts at application in differing cultural contexts.

Particular philosophy of education.

Behaviorist Adult Education has its roots in modern philosophic and scientific movements. Behaviorism in adult education emphasizes such concept as control, behavioral modification, learning through reinforcement, and management by objectives. Early behaviorists include Thorndike, Parlor and Watson. The most ideas have permeated many disciplines and fields of study and practice. Various adult education practices are inspired by this philosophic view: programmed learning, behavioral objectives, and competency - based teacher education.

Humanistic Adult Education is related in its development to existential philosophy and humanistic psychology. The key concepts that are emphasized in this approach are freedom and autonomy, trust, active cooperation and participation and self-directed learning. Philosophical roots are found in such writers as Heidegger, Sartre, Camus, Mareqel and Buber. The third force psychologists have been equally responsible for the development of this particular approach to education: Maslow, Rogers, May, Allport and Fromm. Among adult educators Malcolm Knows is prominent in espousing this orientation in his needs - meeting and student-centered andragogicat approach to adult learning. This philosophic orientation also permeates the research efforts of Allen Tough and his associates. There are numerous adult education practices connected with this philosophical

approach, group dynamics, group relations, group processes, sensitivity workshops, encounter groups, and self-directed learning.

Radical Adult Education has its historical roots in the various radical movements that have emerged in the past three centuries: Anarchism, Marxism, Socialism, and Left-wing Freudianism. The radicals in education propose education as a force for achieving radical social change. Education in this view point is closely connected with social, political and economic understanding of cultures and with the development of methods to bring people to an awareness of responsible social action. Radical educators include George Counts and Theodore Brameld in the 1930's. This philosophic orientation was revived during the 1960's in the effort of Jonathan Kozor, John Holt, Paul Goodman and Ivan Ulrich. A prominent adult educator of this philosophic position is Paulo Freire Who has proposed radical conscientization as the true function of education among the oppressed. Educational practices inspired by this philosophy include the freedom schools in the South during the 1960's, free schools, and Freire's radical approach to adult literacy education.

Analytic Philosophy of Adult Education is the most recent approach to the philosophy of adult education. Its historic origins lie in such movements as logical positivism, scientific positivism, and British analytic philosophy. This approach to philosophy emphasizes the need for clarifying concepts, arguments, and policy statements used in adult education. Philosophers of education in this tradition include Israel Scheffler, R.S. Peters and Thomas Green, Lawson and Patterson are two British philosophers of adult education

who have pioneered this approach find its practical application not in any particular educational practice or program but rather in its attempt to establish a sound philosophic basis for the field of adult education.

Summary:

Adult education has developed to the point where a more systematic investigation of philosophies of adult education is both possible and necessary. Philosophers of adult education are concerned with the most general principles of the educational process. All philosophies of adult education grapple with the important problem of the relationship between theory and practice. Philosophic issues in the field of adult education include the definition of adult education, the place of the needs and interests of adults, contrasting views of method and content, the concept and relevance of adult development, programs and objectives, the teaching - learning process, and education for social change. The value of a knowledge of philosophic theories of adult education for adult educators lies in attitudes and understanding that the educator will bring to his task. Finally, all philosophies of adult education originate and develop in a particular historical and socio-cultural context. Six philosophies are analysed: liberal adult education, progressive adult education, behaviorist adult education, humanist adult education, radical adult education and analytic philosophy of adult education.

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Gradual Extinction of Kashmiri Language and Literature

Dr Tasleem Ahmad War
Assistant Professor
Dept of English
University of Kashmir
tasleemelt@gmail.com

Kashmiri language is known to its natives as “Kashur” and in other languages like Hindi, Urdu, Punjabi and Tamil, the language is called Kashmiri. English variant spellings include *Kaschemiri*, *Cashmiri*, *Cashmeeree* and *Kac'miri*. It has been spoken in Kashmir valley and its adjoining areas since Kashmir valley was a grand lake which has later been named as “Sati Sar” by Sanskrit scholars. Later, due to geological changes, water of the great lake “Sati Sar” got drained and through the river ‘Jehlum’ and the valley became available for habitation. New races such as Dravidians, Aryans, and Israelites immigrated into the valley and Kashmiri language went on assimilating new vocabulary items. George Abraham Grierson, the greatest pioneering researcher in Indian languages has opined in his multi-volume work “Linguistic Survey of India” Vol.VIII Part II, that Kashmiri language belongs to Dardic branch of Indo-European languages. Recent researchers have inferred that Kashmiri has not taken birth from Dardic or Sanskrit, but has been existing among the aborigines and has been influenced by various languages from time to time. From around 1500 B C, Aryans started habitating Kashmir valley whose language was Sanskrit and a synthesis of the culture and language of the aborigines and that of Aryans came into being. Kashmiri language has undergone yet another change under the influence of Central Asian immigrants who brought a new set of languages mainly Persian and Arabic with them during the 14th century A.D. Today, Kashmiri is divided primarily into three dialects: *Marazi*, *Kamrazi* and the Standard dialect. *Marazi* is spoken mainly in the southern districts of Anantnag and Pulwama. *Kamrazi* is spoken in the northern districts of Baramulla and Kupwara and the dialect of Srinagar city has been recognised as the Standard dialect of Kashmiri.

Kashmir also has a fascinating historical legacy and cultural pluralism that is often characterised as Kashmiriyat (Kashmiriness) –an elusive term evoking a rich pluralistic, cultural and aesthetic tradition of the Pandits and Muslims of the valley. In the larger configuration of languages in India, the majority of Kashmiri speaker live primarily in the Kashmir valley, also referred to as the Kashmir *mandala*, a term that demands an explanation. The concept of *mandala* has been used since the ancient times for the valley. In liturgical terms, it means a circle or geographical zone. In the long history of Kashmir the *mandala* concept has been used in a variety of art forms. In Kumari's view (1968:131) *mandala* was synonymous with *desa*, *visaya*, *rajya* and *rastra*. In Kashmir *mandala*, there are 3,174,684 speakers of this somewhat isolated and orphaned language that traditionally has been deprived of any serious state patronage. There is additionally a smaller number of Kashmiri speakers within the boundaries of the state in the *Doda* district, *Bashili* and *Riasi*. The diasporic varieties of the language are used in various degrees in diminishing competence by Kashmiris in other parts of India and in parts of Asia. There is now also a small number of diasporic Kashmiris in Europe and the United States. In parts of Pakistan, as a Pakistani scholar, Rahman observes (1996:225-226), "there are pockets of Kashmiri-speaking people in Azad Kashmir [Pakistan occupied Kashmir] and elsewhere...." Rahman adds that the process of language shift is in progress among Kashmiri speakers in Pakistan too, as, "most of them [Kashmiris] are gradually shifting to other languages such as the local Pahari and Mirpuri which are dialects of Punjabi...Most literate people use Urdu since, in both Azad and India-held Kashmir, Urdu rather than Kashmir is the official language of government." (1996:225-226)

On the other hand, the situation in Kashmir is also not very different. The vast chain of *madrasas* in the Kashmir Province do not consider Kashmiri a medium of empowerment for distinct identity construction. Their focus is on Arabic and Urdu and the same holds true to Pakistan, as Rahman observes "the Kashmiri speaking community has been far scattered and ineffective to organise a language movement". (1996:225-226) The reason for this as Rahman says is that "decision makers in Azad Kashmir are either Punjabi bureaucrats of Punjab or locals who speak dialects of Punjabi." (1996:225-226)

The languages of literary culture in Kashmir at various periods of its history have been, essentially, Persian, Urdu, Hindi and much later-English. The language of creativity

and literary discourse before Islam's arrival in the valley was Sanskrit, which occupied almost all elite formal roles of discourse-philosophy, poetics, historical narratives, satire and translations. Sanskrit was replaced by Persian during the 14th century and Persian ultimately acquired the functional domains of administration, law and literary creativity. The hegemony of Persian lasted for more than four centuries and during the Dogra period, (Maharaja Pratap Singh (1885-1925)), Urdu was introduced with some functions assigned to English. The Islamic period initiated the Persianization of Kashmiri and in Kashmiri culture a phase began that developed into 'Kashmiri Persian' and includes over three hundred writers and a thousand critical and literary works. Kashmir language received some patronage during the reign of Zaina-ul-Abidin (1420-1470).

However, the main thrust of this paper is to look at how in the present century, English has further pushed Kashmir language into the background as a result of which both Kashmiri language and culture are dying down. But before that it is important to trace the genesis of English in Kashmir. English appeared on the scene in the late 19th century with the influx of missionaries in Kashmir and started being taught in the missionary schools. However, the approach to English by the Kashmiris was not positive and assumptions like English was equivalent to becoming a Christian were prevalent. It took quite some time for English to be accepted and this observed mostly in the past 30-40 years. In Kashmir, in many private and government educational institutions, Urdu, Hindi, English are the three languages used in formal education, primarily in private schools. The government educational institutions have also switched over to English medium. From 2003, it was used as the medium of interaction in government schools as well. Presently English is taught in all the schools, be they government run, private or missionary schools. Educated Kashmiris have realised that English is an assured way to a better economic and social status so that many of them send their children to missionary schools. To be specific, it has been promoted as the language of higher education, science and technology and upper level judiciary. As a result of this enormous popularity of English, the threat of local native languages becoming extinct looms large on most of these languages. Even the national language in India, Hindi, finds it difficult to withstand the pressure that English is exerting in replacing it at an alarming pace. In a Singapore conference on language trends in Asia, Dr. Udaya Narayan Singh, Director of the Central

Institute of Indian Languages in Mysore talked about the system in these words, “There is always a hidden tussle as well as open confrontation between supporters of Hindi who mostly oppose the use of English, and supporters of the regional languages who look to English as an alternative link between the Indian states.” (in Goswami 2003) Singh was not the only person to talk about how English was posing a threat to the native languages. The Editor of a Jarkata based news magazine, *Tempo*, has somewhat similar views about his language which he said, “our language has been ripped from the world, stripped of shape, smell, colour and form, cleansed of the grit and graffiti, the rumpus and commotion that make up real life”. (in Goswami 2003).

It would not be wrong to believe that English is overshadowing all native languages in India and elsewhere. The reasons could be several-academic, economic, political etc. The emergence of Internet has obviously made English the only means of communication. The enormous storehouses of information of knowledge, email, chatting, online newspapers and courses have made the Internet an invaluable facility to ignore. Economic factors contribute enormously for preferring English to all other native languages. There are better chances of employment if you are well versed with English, better chances of moving out of one’s native places and finding better avenues of progress and development. “It is difficult to expect people to stick to their language only for sentimental cultural association while the socio-economic environment is favourable to the other language.” (Sukhdev Singh 2006) The fact that English language is associated with modernization, technology and prestige, English vocabulary items are increasingly being used in day-to-day speech of Kashmiris and is becoming the unmarked code in present day Kashmir. It has attained the status of code-mixed variety with respect to Kashmiri in present day Kashmir. This, to a great extent, seems to have altered the minds of the average Kashmiris and their attitudes and views indicate a leaning towards English. English language has intruded into Kashmiri language to such an extent that so many Kashmiri vocabulary items have been and are being replaced fast by the English vocabulary items, for example, the words like bathroom (*Tech*), kitchen, (*Dani-Kuth*) daddy, (*Abi, Moul*) mummy, (*Mouji*) cousin, (*Pitur-beoy, Mastur-beoy, Mamtur-beoy*) uncle, (*Chachi*) brother, (*Bharadar, beoy*) sister, (*Beni*) car, pencil, (*Kalam*) copy, turn, (*Vear*) school, (*Madrasa*) sir, (*Masterji*) trousers, (*Yazaar*) bulb, (*Baet*) newspaper (*Akhbaar*) and

friend(*Dos* for males and *Ves* for females) are used by both the lettered and unlettered people across the valley in place of the original Kashmiri vocabulary items. Not only this, there are five different words for 'water' in Kashmiri language (*von, pon, zal, traish* and *aab*) out of which only one or two (*aab* and *traish*) are used at the moment by the people of this speech community. The other word 'fire' also has five different words in Kashmiri language (*chek, zong, ougun, zali, and naar*) and out of them only one is used right now which is *naar*. Similarly the word *rath*, which means 'blood' is no longer in use in Kashmiri language. There are four words for 'sun' in Kashmiri language (*siryi, aftar, khorsheed, mehar*) out of which only one is used by the people which is *aftar*. For the word 'moon', there are four words in Kashmiri (*chendar, zoon, mah, and qamar*) out of which only two are used by the people which are *zoon* and *chendar*. For the word 'rain' there are three words in Kashmir language (*rood, barish and baran*) out of which only *rood* is used. Similarly, the following English words, drawing-room(*devakhana*), gate(*aanganbar*), fortnight or fifteen days(*pach*), corridor(*wizi*), difficult(*vilung*), benefit(*faizyaab*), learn(*zahanyaab*), grandfather and grandmother(*nyaan ti bidbab*), moment(*chu*), trend(*rujhan*), start(*veerid*), everlasting(*saedar var*), prime of youth(*jahar*),and love(*lol*), have completed replaced the indigenous kashmiri lexical items which are hardly used by people. The two words 'brother-in-law' (*bemi, hehar, sejwi*) and 'sister-in-law' (*zaam, beykakan, dirkakan*) are used in Kashmiri for three different relations each but in place of those three different words each in kashmiri language, people prefer to use the English ones though it leads to some ambiguity in certain contexts.

English in Kashmir has not only affected education but also the print media. The electronic media like radio, local cable TV channels etc do make some use of Kashmiri language but the situation is quite reverse in print media. Koul and Schmidt have portrayed the following picture of language in media in Kashmir, "No daily newspapers are published in Kashmiri. Some weekly newspapers are published. Therefore Kashmiri newspapers are not for news value. Newspapers in Urdu are quite popular. Several daily newspapers are published in Urdu from Srinagar. They mostly cater to the local needs of the population. No Hindi local newspapers are published in Kashmir but a number of Hindi and English newspapers from Punjab and Delhi are sold here. English newspapers

appear to be quite popular in the valley...English papers are mostly read for their national news value." (1983: 40-43)

The English Newspaper dailies/weeklies started publication in the valley from 1994 and the number has increased from 1 to 8 dailies and 12 weeklies within the period of ten years (Kak and Wani 2005). All this shows that Global English is now a stark reality and like a contagious disease affecting and engulfing our native languages. In this connection, Bayer (2005) makes the following important observation, "The sacred principle of the EU is to maintain a delicate and expensive equilibrium between linguistic imperialism and communication chaos. However, the European Union, or the United Nations, is caught between two necessities, and that is, to understand each other in their discussions, and at the same time make certain that no one linguistic group is at a disadvantage. But the stark reality is the receding status of the small non-powerful languages. Many languages are on the brink of extinction. Of the world's 6800 tongues, half of 90% is predicted to become extinct by the end of this century, because, as the UNESCO says, languages need at least 100,000 speakers to survive the ages."

In the given situation, it is really a challenging task to preserve, revive and raise the status of local languages and literature and it is not possible unless we realise that each language has a value in itself. Hammers and Blanc considered that, "language is components of culture along with other entities like for example, values, beliefs and norms; language is a product of culture, transmitted from one generation to the next in socialization process; it also moulds culture, that is to say, our culture representations are shaped by language. However, unlike other components of culture language interacts with it in specific ways: for language is a transmitter of culture; furthermore, it is the main tool for the internalization of culture by the individual. Although culture and language do not exist independently of each other they are however, not homologous (2003:199)." He further states, "the role of the mother tongue is anchoring the child to its culture and also be seen from the point of myth. Whether the myth is transmitted through grandparent's tales, feasts and fasts at home, the ancestral tombstones or portrayal of Gods and demons in sophisticated temple architecture, the child is slowly socialized in to a system of belief and practices through mother tongue...The mother tongue is that language, the loss of

which results in the loss of rootedness tradition and mythology of the speech community and leads to intellectual impoverishment and emotional sterility” (Patnayak 1986:7-8).

Therefore Jose Bengoa rightly remarked that, “...,The challenge is to incorporate the topic of cultural multiplicity and respect for minorities into the education, school, the media and, in short, all those involved in education [and the need to have] a positive and optimistic way of looking at an increasingly interrelated, globalised and culturally interactive world in which cultural and ethnic diversity is valued more and more as one of mankind’s main source of wealth” (Quoted in Hasnain 2001:59)

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Woman as Food: A Feminist Reading of Margaret Atwood's "The Edible Woman".

Alima Mudasir
Assistant Professor
Govt. College of Education
Srinagar, Kashmir

Margaret Eleanor Atwood- poet, novelist, literary critic and story writer is one of the prominent figures in the contemporary Canadian literature. She was born in Canada in 1939 and graduated from the University of Toronto in 1961 and did her masters from RedcliffCollege, HarvardUniversity, in 1962. By the time Atwood started writing, the literary English tradition included Canadian as well. Canadian writing had been established and recognized at home and abroad. The myth that it was incapable of producing literature was being exploded. But a woman writer was still seen with suspicion and in such a hostile environment, Atwood wrote her first published novel between 1963-1965 and since then there has been no looking back. Atwood believes that the real aim of the writer should be to assist in the description and establishment of a dynamic system by creating the mirrors and maps which show people who they are and what they are and if possible to help them recognize and change their position if necessary. According to her, role of the reader is also active and creative and not a passive one. The ferocious intensity of her passion which she pours on her papers stirs deep chords in the reader's mind.

In most of her works there runs a victim/victor theme, where in the marginalized especially women are often cast as victims. She resists the label of feminism, yet her works engage feminist issues and tell women's stories. Her main concern is the position of women within the discursive community. As a story teller Atwood narrates the stories and metafictionally comments on the narrative process. As narrators of their stories, her protagonists often become her mouth pieces. She rejects the battle of sexes in man woman relationship in which men always try to exploit women. Through her works Atwood tries to question the power politics, male chauvinism and the suppression of women by men. In this colonise and colonised game she wants woman to show their passitivity and dethrone the mytyh of feminism. She wants women to make efforts to fight for their rightfull rights individually and

find a new freedom. To gain this new freedom they have to give up the old belief that woman is powerless and realise their potential to shape not only their own destiny but the destiny of their society as well.

In the present study my main focus would be feminism as revealed in Atwood's novel *The Edible Woman*

The Edible Woman is the story of a recent college graduate, Marian Mc Alpin, who runs away from marriage as she struggles to find her place and identity in the society: confusingly, in the original edition and some subsequent editions the heroine's surname is spelled both Mac Alpin and Mc Alpin. According to Karen F, Stein:

Perhaps this variation is appropriate in a book about a young woman's identity confusion (Stein, 1999:41).

Atwood's novels dramatize themes of male and female roles that are voiced in subsequent work also. Atwood is a keen social observer, a social commentator and a satirist; but, her work is provocative and playful rather than propagandist. No doubt, her books raise feminist and other political issues, but their voices are always plural and dialogic, questioning more than answering and often interrogating feminism as well as other social ideologies and practice. Atwood portrays Marian as struggling to maintain her identity in a conservative social climate that perceives women as decorative objects and consumers, or even items to be consumed, rather than as acting subjects or producers of art.

After Marian's engagement with Peter, she finds it increasingly difficult to eat. She stops eating meat, then vegetables, and eventually she does not wish to disturb even the mold growing on the food in the refrigerator. Marian sees her reflection as "small and oval" in Peter's eyes; she dreams her feet dissolve like jelly; her head feels like a stooped cantaloupe after Peter has proposed to her; her clothes are strewn around the room like an exploded female scarecrow; her voice becomes "soft and flannelly"; her head is truncated in a spoon reflection. She worries about middle age spread. According to J. Brooks Bouson;

As Peter increasingly dominates her and invades her "core"self, Marian becomes plagued by narcissistic fears of body-self disintegration (Bouson, 2000:78).

In contrast to the unpredictable bodies of real people, Atwood here shows that advertising images are beautiful and picture-perfect. Atwood satirizes the advertisements which promulgate sex role stereo types, urging men to aim for the sportsman image and pressuring women to live up to a glamorous doll-like image.

On Marian's visit to the beauty parlour she herself becomes an edible woman as the hair dresser treats her head "like a cake" something to be carefully iced and ornamented. This is the thingification of Marian who has been pacified into non personhood. Predictably, Peter admires Marian's new appearance which comes at par with male ideal of a glamorised and sexualised femininity when he complements her that she looks "absolutely marvelous", the implication is that it would be most pleasant if she could arrange to look like that all the time.

At the party Marian comes to realize her object status, as something nicely packaged therefore when Peter asks to take her photograph she panics. Marian in an attempt to resolve her confusion bakes a cake in the shape of a woman. Through the cake-woman she signifies her own transformation into a consumable object. Asserting active mastery over passive suffering, Marian does to the cake woman what was done to her. After Maria completed the cake woman she offers it to Peter as an alternative to herself.

Peter refers to devour the cake and flees immediately. As soon as he leaves, Marian's appetite returns and she begins to eat the cake herself. The cake baking scene is a feast, a celebration of freedom and rebirth as Marian releases herself from identification with the victim. Atwood uses the idea of woman's place in the kitchen to both enact and critique the ideology of woman's place.

This fictive journey of Marian from an adopted posture of self-effacement to self assertion is deconstructed by Atwood using the narrative mode in which the journey motif is skillfully structured. The first twelve chapters are in first person narration. Marian's loss of the inner autonomy and self is accompanied by loss of the first person singular voice. Her story is narrated in the third person throughout part II. The loss of individuality is indicated by the silencing of the inner voice of ironic commentary. The last chapter returns to the first person point of view to imply a rediscovery of herself.

*"Now that I was thinking of
myself in the first person singular
again, I found my own situation
much more interesting than his"*
(*The Edible Woman*, 78).

The shift in narrative strategy, from first to third person or vice versa gives the author more freedom to tell the story convincingly. While the first person narrator helps us to understand him/her subjectively, the third person point of view gives us an objective view. The psychology of the characters, the events and the setting in *The Edible Woman*, coincide with mirror imagery radiating through the narrative. The novelist highlights the victim/victor motif with the help of the central metaphor: that of a woman as food. The end signals for her an emergent independent sense of self. This is her moment of freedom and inspiration; in it she establishes a contact with her authentic self. When the self flows out in the spirit of creativity and spontaneity, she identifies her real life. Conflicts and awareness of conflict are in themselves a sure signs of relative health. Atwood has only shown that signs of self-assertion after a period of tormenting self doubt can lead to release of tension.

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Teaching Faculty and Technology

Saltanat Farooq

Teaching faculty occasionally get lampooned as luddites responsible for the famously slow pace of change in higher education. But in truth the majority of teaching faculty are excited about various technology-driven trends in higher education, including the growth of e-textbooks and digital library collections, the increased use of data monitoring as a way to track student performance along with their own, and the increasingly popular idea of “flipping the classroom.”

However, other technology trends are more likely to make teaching faculty break into a clammy sweat. These include the proliferation of scholarship outlets operating outside the traditional model for peer review, the growth of for-profit education, and the intensity of digital communications. The digital era has brought to the surface other tensions as well, particularly differences in how teaching faculty and academic technology administrators perceive how broader technological changes are affecting their campuses and how they should feel about it.

Some findings focusing on faculty views of online education.

It relied on the responses of 4,564 faculty members, composing a nationally representative sample spanning various types of institutions; and 591 administrators who are responsible for academic technology at their institutions.

The faculty members’ net-positive outlook on several tech-related pedagogical trends suggests that student performance feedback loops and “flipping the classroom” are durable enough to outlast their current buzz. “The increasing collection and analysis of data on teaching and learning on a course-by-course basis” garnered the most enthusiasm of any of the excitement/fear questions in the survey, with 74 percent of teaching faculty saying it is, on balance, a good thing.

“Teaching faculty and Technology” relied on the responses of college teaching faculty and academic technology administrators about faculty attitudes and approaches to technology.

The counter argument has been that this trend could lead to an overreliance on data-based metrics to assess not only student performance but teacher performance, leading to a No Child Left Behind-like regime at many colleges, especially public ones. But the vast majority of teaching faculty seem to think that the advantages of Big Data in the classroom outweigh the hazards.

As for “flipping the classroom” -- that is, banishing the lecture and focusing precious class time on group projects and other forms of active learning -- a decisive majority of teaching faculty seem to be on board. Asked their feelings on the notion of “changing the faculty role to spend less time lecturing and more time coaching students,” 69 percent said they were excited more than fearful.

DBA ,COLLEGE OF EDUCATION

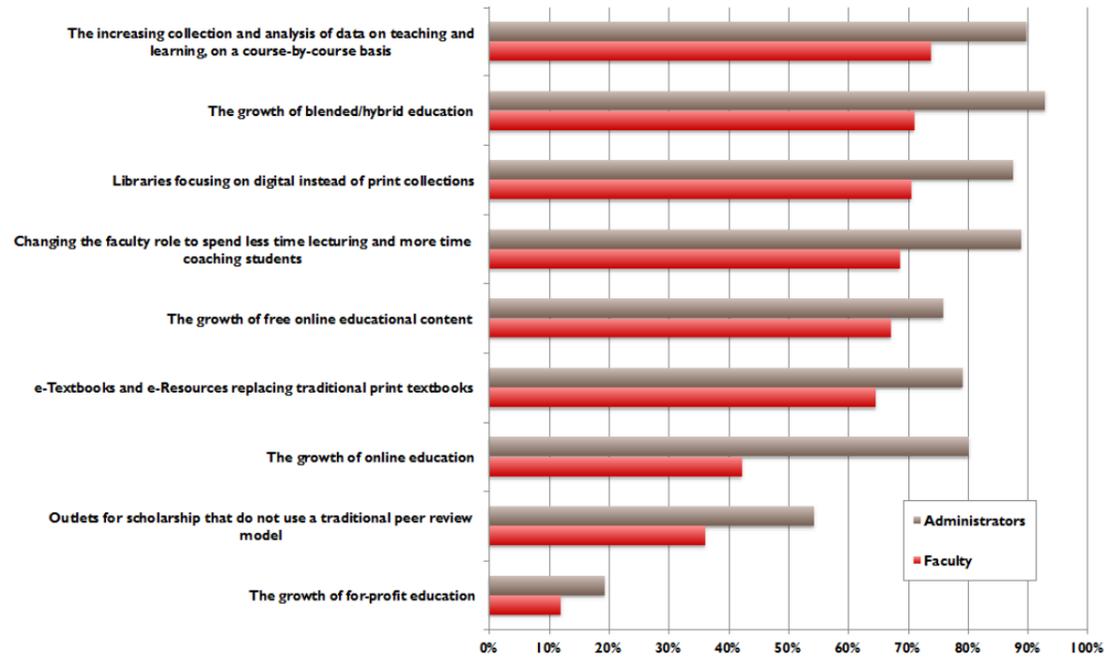
The survey did not ask about the specific anxieties behind these responses. Perhaps some teaching faculty feel more comfortable doing research than engaging with students, and use the lecture as a crutch. In any case the findings of this survey suggest that most faculty members do not fear the prospect of “coaching” students rather than talking at them.

Ambivalence about Digital Content

Some technology-driven movements have caused tension, particularly in academic publishing.

In general, teaching faculty are pro-digital. A decisive majority, 71 percent, said the prospect of “libraries focusing on digital instead of print collections” makes them more excited than fearful (which may come as a surprise, given occasional reports of faculty protesting the removal of print collections from campus libraries). And 65 percent said they were excited about “e-textbooks and e-resources replacing traditional print textbooks.”

MORE EXCITEMENT THAN FEAR - FACULTY AND ADMINISTRATORS



But teaching faculty remain uneasy about scholarly publishing outlets that eschew “traditional” models of peer review. Asked for their gut reaction to the emergence of “outlets for scholarship that do not use a traditional peer-review model,” 64 percent of teaching faculty said it mostly filled them with fear. (Administrators were far more enthusiastic, with 54 percent saying they are excited about this.)

As “open peer review,” post-publication review and other alternative models have gained momentum, would-be reformers have occasionally called for an end to the old system -- calling it tedious, cabalistic and, by now, unnecessary -- and inevitably provoking a heated debate about quality control.

.Textbook companies have tried to fuel similar skepticism about the quality of open educational resources, or OER. But according to the survey teaching faculty seem to be less concerned about quality control in the context of OER: 67 percent said they are excited about "the growth of free online educational content."

Fewer seem interested in producing such content, though. Just under 50 percent said they “created digital teaching materials/open educational resources,” such as lecture recordings, even occasionally. Only 20 percent said they do so regularly.

This does not necessarily amount to hypocrisy on the part of teaching faculty. Just because they are excited about a trend does not mean they have to participate. In some cases it might not be appropriate. In others it might not be an option.

But it could be that colleges are just not making it worth their while. Only 27 percent of faculty respondents said they believe their institution “has a fair system of rewarding contributions made to digital pedagogy.” That roughly accords with the proportion who regularly record and share lectures and other digital resources (20 percent) and those who have ever published novel forms of digital scholarship such as visualizations or game-based projects (22 percent).

Producing digital work also might not be the best career move. While 65 percent of teaching faculty said that online-only scholarship “can be equal [in quality] to work published in print,” only 13 percent said they believe such work is given the same respect in tenure and promotion decisions. Meanwhile, 57 percent of teaching faculty said online-only scholarship should be given equal respect, with only 13 percent actively disagreeing.

Using the LMS

The learning management system, or LMS, is the nexus of traditional and online education. Not all colleges hold courses online, but virtually every college has an LMS. And since the online platforms can serve as a vehicle for other digital teaching tools, the ways the LMS are being used on a particular campus -- and the ways it is not -- are a pretty good indicator of technology buy-in of an institution and its faculty.

But fewer teaching faculty are using the LMS than administrators think.

Administrators believed that 73 percent of the teaching faculty at their institutions used data logged by the LMS either “regularly” or “occasionally” to identify students who need extra help. This would be true if every professor who expressed enthusiasm about the

availability of fine-grained classroom data actually used those data. In fact, only 51 percent of faculty reported doing so.

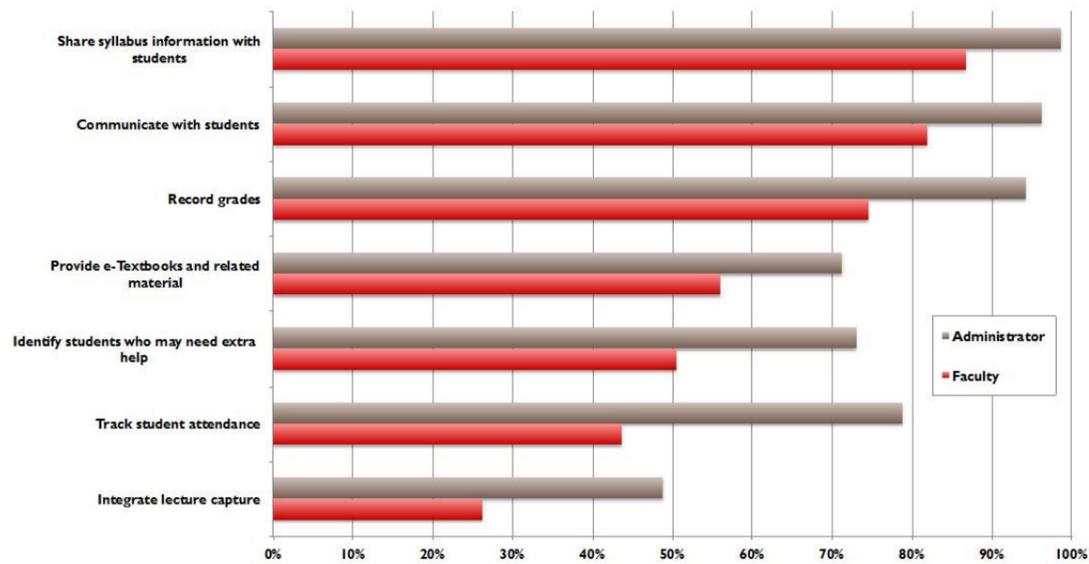
About half of the administrators estimated that teaching faculty regularly or occasionally posted video-recorded lectures into the LMS, but just 25 percent of the faculty respondents actually do. Nearly 80 percent of administrators said their faculty members regularly or occasionally used the LMS to track student attendance; the teaching faculty clocked in at 44 percent. A whopping 94 percent of administrators believed teaching faculty recorded student grades in the LMS; the actual faculty rate was 75 percent -- high, but hardly unanimous.

. “Administrators perceive a much higher degree of faculty use of LMS systems for every dimension than faculty actually report.”

At the same time, the administrators did seem to have a pretty good idea of how many teaching faculty were devoted LMS users. For example, while administrators overestimated by 22 percent the rate at which instructors use the LMS to identify struggling students, their guess about how many do so “regularly” (31 percent) was spot-on. They underestimated the percentage of instructors who upload lecture videos to the LMS by 3 percentage points, and they low balled the percentages who were assigning e-textbooks

through the LMS by 13 percentage points

LEARNING MANAGEMENT SYSTEM USE - FACULTY AND ADMINISTRATOR PERCEPTIONS



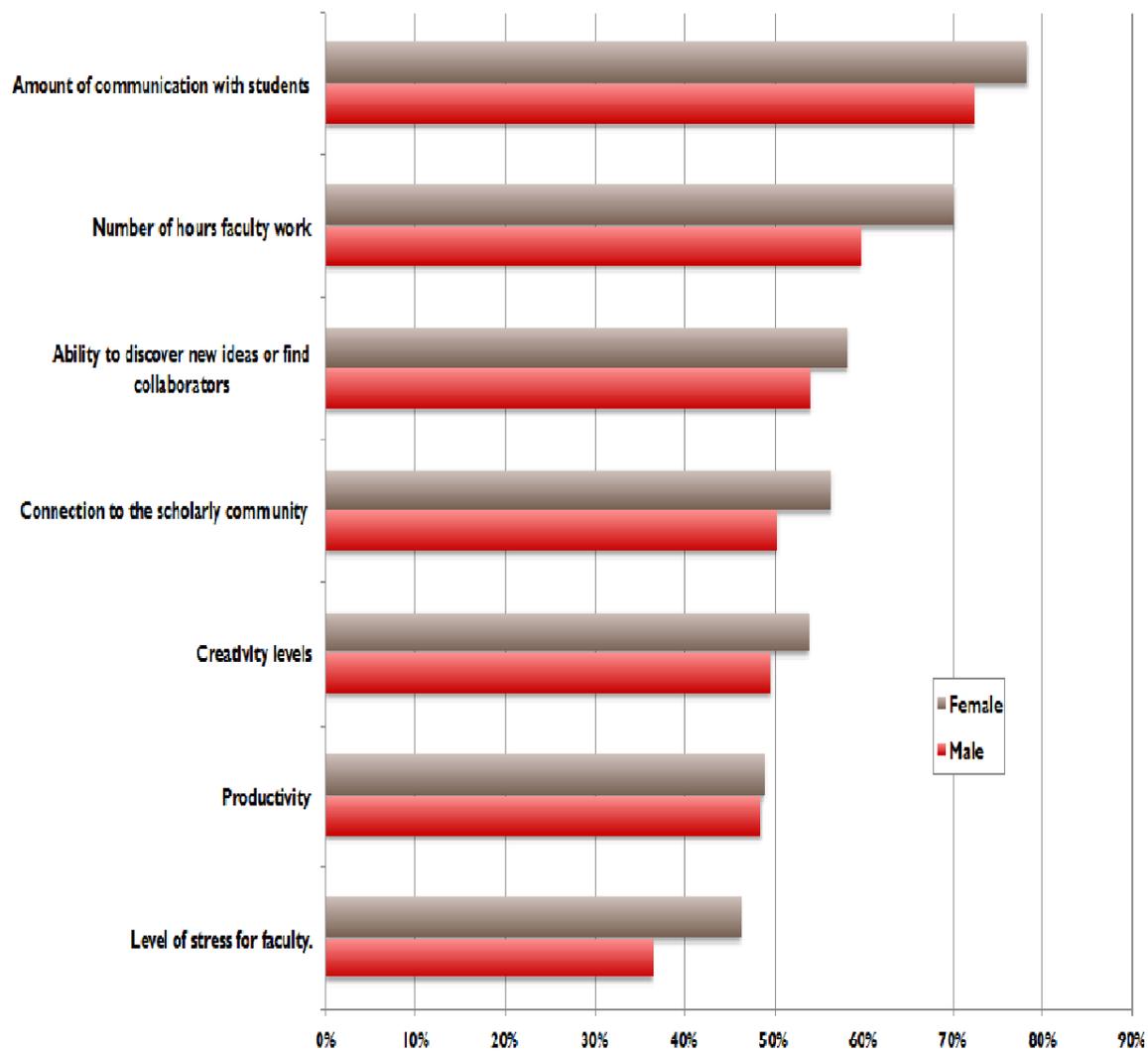
Over all, the discrepancies between administrative and faculty perceptions of LMS usage were largely in their estimations of “occasional” usage. In many cases, the administrators’ estimates for such casual LMS usage were vastly optimistic.

The 'Always-On' Lifestyle

The advent of the “digital era” has not made every professor’s job more stressful, but 41 percent said it has done so for theirs. And while nearly half the faculty respondents said digital communications have made them more productive, very few said it has reduced their stress levels (16 percent) or hours on the job (19 percent).

This was particularly true of the women in the survey. Female teaching faculty were 10 percentage points more likely to report higher stress and hours worked as a result of digital communications

THE IMPACT OF DIGITAL COMMUNICATION - GENDER DIFFERENCES (PERCENT REPORTING AN INCREASE) - FACULTY



“ As for many working people, the intensification of the professional lives of college teaching faculty can be measured by the length of their e-mail queues. In general the faculty respondents guessed that they received between 11 and 50 work-related e-mails per day — with 33 percent receiving fewer than 26 e-mails and 34 percent getting 26 to 50. (More than 20 percent of teaching faculty said they got north of 50 e-mails on a typical day, and an unfortunate 6 percent said their daily haul exceeded 100.)

About 37 percent of teaching faculty said they got more than 10 e-mails per day from students. (Most got fewer than 25.) Most felt the need to reply briskly: most return at least 90 percent of student e-mails within 24 hours.

Teaching faculty teaching online or “blended” courses reported getting more daily e-mails from students, but even among them it was rare to get more than 25 student e-mails per day.

In terms of discipline, the daily onslaught heralded by the digital era seems to have been most merciful to teaching faculty of the natural sciences. They reported increases in stress at a rate of 33 percent — low, especially when compared to the 47 percent of humanities and arts teaching faculty who said their lives had become more stressful. Social science teaching faculty reported similarly high levels of stress, while math and computer science teaching faculty were largely spared.

Adding insult to injury, the social science, arts and humanities teaching faculty who reported the greatest increases in stress also reported relatively low gains in productivity and creativity compared to their colleagues in other disciplines — particularly those teaching in professional and applied science programs

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Empowering Youth: Media Studies as part of Formal School Education

By Jesna Jayachandran
(Phd, JNU)
Assistant Professor
Guru Nanak Dev University, Amritsar

INTRODUCTION

The central concern of educational initiatives in India ever since the state's declaration of the importance of education as a directive principle in the Indian Constitution, has not been merely literacy but of wholesome education. The Fundamental Right to Education became a Right in 2009 but was enforced on 1st April 2010. This Act itself indicates the importance of education for an empowered and free individual. In contemporary times, the advances in science, technology, the popularity of mass media and internet and the challenges of living in a globalized world does bring a re-orientation of educational goals of the past. Education today means developing a more wholesome perspective, a life-view of local and global connections, the ability to live and interact in a world that is culturally diverse. This paper looks and argues that the advances in media related development across the world poses many challenges that require education to mean more than mere practical fulfillment of degrees. Media literacy has been increasingly recognized across the world as literacy that paves the way towards rights to information and knowledge that can empower future citizens. In 1986 the National Policy of Education of India had recognized that there is a bridge between schooling and higher education. Considering the ubiquitous nature of media and its role in formation of individual and collective identities this paper argues that urgent attention needs to be paid to media literacy so as to educate and empower youths for the challenges of tomorrow. It is therefore time that higher secondary curriculum and schools across India engage with the media in this important endeavour, as a step towards making future citizens more critical consumers and producers of media. Education in a wholesome comprehensive sense is politically and socially urgent so as to promote more self-reliant, equitable and tolerant societies in a world marked by differences.

Although, media presence is heavily saturated in Indian urban areas, some 35 per cent of the rural population remains untouched by India's communication revolution (Singhal and Rogers 2001). Yet despite the rural-urban divide, literacy rates have continued to grow as nearly 70,000 newspapers, radio and television channels compete with each other, transforming the Indian public sphere, the political and cultural landscape. The media explosion in our country and its unavoidable presence in our lives is visible in the forms of media products and technologies that flood social spaces – Bollywood songs, advertisements, mobile phones, internet, newspapers, All India and FM radio. These media have come to affect our social experiences, ideas about politics, public agendas, lifestyles, cultural expressions, social meanings and so on. Popular media images and its products has increasingly embraced a neo-liberal, global language of 'choice' and 'freedom' rooted in the capitalist project although it has not necessarily been egalitarian or inclusive of rights of many sections in society, culturally sensitive or democratic (Chaudhuri 2000; 2011). The media is not always negative. Many times they are indispensable socio-cultural resources bridging many aspects of social life. A recent report in the Indian Express on a study of 'Students in the web' by Google India reported that nearly half of India's 112 million internet users (in the age group of 18-35) searched for 'education' and related queries on Google making India rank second on education related search queries after the US (Google search: India No 2 in education, 2012) . Yet, educators, policy makers and institutions are also often concerned about the 'negative' role of media over youths. The media debate therefore is rather complex. What is obvious is that the presence of media has been steadily growing. This brings on an urgent need to critically engage with media processes, the products of media and its messages so that youths can practically and intellectually understand the issues in communication, culture and critically use knowledge and information within media products and technologies.

The huge developments in media has profound implication in education, that is - how can the school experiences of students be made more effective and reflective that empowers them to make full use of freedom to information, knowledge and learning? It is this question that is at the heart of contemporary secondary education concerns in India. Since the liberalization that began in the 1990's, there is visible discourse that splits educational goals in India- one that increasingly speaks a global, corporate language of training

students to meet industry needs and another that is struggling in its onslaught to be more egalitarian with educational goals that are sensitive to diversities in personal, social, cultural and other goals expected out of a democratic empowered citizen. The debate amongst government agencies, policy makers, teachers and academics has been on how to bridge these two so that it needs to meet the educational needs and diverse realities of students and their teachers. There are also many economic, social or political challenges that come in the way of educational reform like, rural urban, caste and gender disparities, poverty, lack of infrastructures, lack of proper implementation of policies, misuse of funds and resources or financial constraints that cloud educational initiatives.

Indian educational discourses and practices need to move away from the shadows of a dominant “guru” tradition that views education as a product to be dished out to students to a process that is more receptive to ideas of the agency of the child. Children after all are not to be seen as empty vessels to be filled with content but are individuals who possess thinking, reflective minds. Empowering youths in school make for empowered graduates and empowered citizens. My paper looks at prospects for youths in secondary education as it is secondary education that acts as a crucial bridge to higher education. I argue that a greater emphasis on media literacy and media education across curriculum would only aid in greater empowerment of students, increase a more critical engagement with ICTs and media and transform students’ classroom, personal and social engagements. This paper also argues for the need to *engage with a critical use and understanding of media and its products* also- as part of a larger educational agenda to train youths to be empowered citizens. It seeks to answer the following questions:

- What is media education?
- Why do we need it?
- What are its key concepts and what lessons can we learn from curriculum abroad?
- How can it contribute to empowering children in India?

Defining media education and media literacy

Since the 1960's, UNESCO has sought to emphasize and encourage projects that aid the media's goal in sustainable development, promote freedom of expression and equality of access. However, at present UNESCO has shifted its stress from simply encouraging the role of media in society to that of the *media as central to transmission of knowledge and communication*. The two aspects that need to be kept in mind is that media education is different from engagement with ICT's as a learning or technical tool. *Media education in simple terms means a critical enquiry into the media and its products*. Media education is also a lot more than this. It means 'a process of teaching and learning about the media', while media literacy would mean the outcome- 'the knowledge and skills that the learner would acquire'. The argument for media education is essentially an argument for making the curriculum *relevant* to children's lives outside school, and to wider society (Buckingham, 2003: 4- 5).

This approach is rooted in the understanding that learning is no longer confined to the textbook or prescribed syllabus or the endless ritual of classroom lessons, exams and marks but is an activity immersed in more wholesome, shared learning and learning as a process. This has been recognized in educational reforms in India and even teacher education curriculum reforms like NCTE (2005, 2009 etc) as training teachers is the key to a more sustainable, wholesome education of students. Indian schools are divided by public private divisions. Indian schools are also located across a wide stratum of society. The students themselves come from different socio-cultural and class backgrounds. This most importantly brings in questions of access, resources and to what extent the school experience is inclusive of different abilities of children, resources, possibilities, the subjects disciplines and so on. Mass media has become a critical source of information to students as more and more students have begun to access interactive and mobile media for learning. To this extent it is important that students are professionally trained to deal with media and its representations across geographical, socio-cultural, technological and educational structures. It is therefore important for youths to be trained to be critical consumers and producers so that they can make use of media in a positive manner.

Why media education?

The media environment today is a heavily competitive field with increasing private players and a receding state. In 2001, India had '45,974 newspapers, including 5364 daily newspapers published in over 100 languages. The largest number of newspapers were published in Hindi (20,589), followed by English (7,596), Marathi (2,943), Urdu (2,906), Bengali (2,741), Gujarati (2,215), Tamil (2,119), Kannada (1,816), Malayalam (1,505), and Telugu (1,289)' (Wijesundara 2011: 22-23). When Doordarshan (DD) debuted on television in 1959 there was little indication of the television boom that would follow. Liberalization, the entry of foreign media, market demand for certain media products and the regional diversities of the Indian audience has further changed the Indian media landscape. In 2009, The Entertainment and Media Industry in India stood at Rs. 580.8 billion. (Indian Entertainment and Media Outlook 2010: 2). The first private satellite TV channel "Aaj Tak" was permitted in the year 2000 and today the number of private satellite TV channels in India hovered around 626 by January 2011 (Ministry of Information and Broadcasting 2010: 73). These include roughly 50 plus 24-hour satellite news channels, broadcasting news in regional language too. Privatisation of the media sector also marked a sharp movement away from state control and constructions of a singular national identity. Indian debates and educational reforms however, have struggled to keep pace with the presence of foreign media, capitalism and mediation of local cultures and its implications for Indian people, the society and politics. Media education for the purpose of school learning, is not merely criticizing the media but requires carefully thought out educational approach based on empirical works and approaches with an educational philosophy that interrogates what is the role of media, its audience, perceptions, consumption, context etc. These are again issues that are central to the making for empowered citizens who can deal with the deluge of media and its representations in their daily lives. Also individuals can develop a more sensitive understanding of the critical role of media in democracy, their own rights to information as individuals and understanding youth cultures and how they themselves engage with consumptions of television, internet, cinema, songs and other mediums. Media education is therefore different from a professional training in media as it has a larger collectivist, emancipatory goal.

The larger socio-economic and political context of India has shown shifts towards liberalization and corporatization. The trend is also visible in educational fields where a discourse of standardized, corporatized learning has gained grounds, partly encouraged by a global consumerist media discourse. The (western) language and educational concerns in the private sectors increasingly seems to exclude marginal students from school premises, learning and educational discourse. The immediate challenge in educational reforms has been how to keep pace with the growth of school education, keep it oriented to meeting local contexts, diversities and requirements while attuning initiatives to meet the diverse rural/urban/ regional needs in India. There is a need to link school lessons with the external and practical socio-cultural realities as only such a link can bring forth true empowerment of individuals. As part of reforms and as a recognition of changes in media, science and technology, educational reforms now insist on the need to see learning as one that is practical, experience based and more than merely absorbing subject contents. The UNESCO recognizing that education needs to be democratized has encouraged the integration of ICT and mass media as per a framework that makes 'use of technology in culturally appropriate ways and the development of respect for multiple cultures and contexts, which need to be taught and modeled by teachers'. (Mittal, undated document). The government has introduced various schemes like ICT@schools in 2004 , SAKSHAT an online education portal by the Ministry of Human Resource Development in 2006, NCERT efforts like use of IT based learning tools, various collaborations with MNC's and private agencies or NGOs to promote use of ICTs in schools including the villages. Yet, while these encourage a use of media technology it does not in anyway make youth more sensitive consumers and producers of media.

The globalization is bringing far reaching changes to technology and social life even in rural areas. Together with media images it has ushered in new forms and aspirations to lifestyles, power, status and knowledge. Using media as an educational resource provides a critical awareness to youth of the constructed nature of media images, identify its problematics and intensify understanding of the mediations of globalization and social realities. This will go a long way in promoting sensitivity to realities in their homes, peer groups and larger society, and also give hands on experiences to students to learn about and use media for communication and learning. The tensions in the media environment

straddle heavy media presence in urban areas and relatively less mediated rural areas, issues of globalization and localization, state influences and issues of commercialization and privatization. Media images or contents are used knowingly or unknowingly in many ways. It influences crucial political issues, is central to democracy and governance, and as also seen in TV's a sensationalization of news, riots and violence in the name of religion, caste and other differences. In our everyday life we need to build up a critical engagement with media. Especially so, as media is central to our social experiences, identities, the ideas we form of ourselves, society and others, the construction of meanings and prejudices. We need to be sensitive to the articulations of media forms and content in public and in our private lives. The increasing presence of media makes it necessary to indulge in a larger institutional incorporation of a critical intellectual engagement with media concerns in formal education systems. The secondary school is the crucial link between the teenage youth, education and the future. It is therefore important to incorporate media education/literacy in schools and also as a pedagogic engagement. By this it brings another dimension to empowerment- that is it is a collectivist endeavour and not individualistic in any way. Wilson et al. in their media literacy curriculum for UNESCO writes that:

'if the media are to support democracy, citizens need to understand how to use them critically, knowing how to interpret the information that they receive, including the use of metaphors, irony, and the way that stories and events are framed to suggest certain meanings' (2011:59).

In Finland, for example, 'the ability to create and read different kinds of media products is seen as an important skill for citizenship' (Touminen 1998: 277). This is all the more important in the Indian scenario, as it is a vibrant democracy with a population of 1.22 billion caught in the midst of numerous global, consumerist, sectarian, regional, religious and class, caste, gender clashes.

What lessons can we learn from curriculum abroad?

The relevance of the links between media, public sphere, civic participation, public life and democratic process in India has been critically examined in academics. Yet, despite its intense presence in everyday life, the media has never been brought forth as a field of study in school or in teacher education in India. Media Education therefore is a field that specifically deals with a theoretical, philosophical and empirical engagement with these issues. The Grunwald Declaration on Media Education in 1982 first recognized it as important to the lifelong education of an adult and that this was missing in most 'informal and non-formal educational systems' across the world. It identified this area as necessary to reduce the gap between the educational experiences in schools and the real world in which people live and that:

the school and the family share the responsibility of preparing the young person for living in a world of powerful images, words and sounds. Children and adults need to be literate in all three of these symbolic systems, and this will require some reassessment of educational priorities. Such a reassessment might well result in an integrated approach to the teaching of language and communication.

Media education has been a compulsory part of schooling from kindergarten to the twelfth grade in Australia and other countries (Quin and McMahon 2001). It has had a longer history in the West as it was linked with media studies, a sister discipline. It was initially visualized to connect extracurricular engagements of students with school work to develop their reading, writing, speaking, and critical thinking skills.

However, Keval J. Kumar (1999) observed that media education is a relatively new field in India. As the media are also cultural resources, it is important that media literacy goals in India reflect the concerns of India and intercultural dialogues rather than adopting a Western agenda.

The presence and growth of mass media in India has been acknowledged in recent changes to school curriculum. The NCERT has introduced 'mass communication' as a vocational subject in schools for Class XI and XII. However there has been no directions

for the recruitment of mass media teachers ('Board to introduce media studies from new session', 2012). Also the subject has merely been introduced as a vocational course and not as a course that is oriented to help youth to make sense of the unprecedented influx of media images and information. The gaps with insufficient engagement with the media are just being identified in the Indian scenario. The NCERT's position paper on '*Teacher education for curriculum renewal*' observes that the 'entry of ICT, mass media and the satellite television into the field of education has added to the roles of the teacher' demanding new competencies on the part of the teacher as:

The teacher has to recognise that learners in schools no more need teacher as a source of knowledge. The media explosion challenges their minds with the immense learning choices and possibilities. Facilitating meaningful and positive learning in the face of unprocessed information is unavoidable to a teacher. Disparities in access to such a powerful medium are bound to persist for some more time in this country. Teacher needs not only competence to be effective in situations with and without access to ICT, but also the sensibility in leading young learners to understand and accept the situation in a proper context (20-25).

For Len Masterman "teaching effectively about the media demands non hierarchical teaching modes" (Ibid, 1985: 27) which means that media education also reorients pedagogies. There is therefore a difference between media education, educational technology and professional education in media that one must keep in mind, although these appear to be blurred in the Indian scenario. This confusion appears to be further exacerbated because of the view that engaging with media is an elitist project. There are countless institutes and universities that provide training on mass communication and media as a professional course. But media studies as critical engagement has often been neglected subject to its traditional institutional alliance with cultural studies.

Media education, key concepts and implications for Indian youth

The learning outcomes of media education envision a formal learning process which contains concepts that make it hands on, experimental, democratic , inquiry based, interdisciplinary and process driven (Aufderheid 2001: 79).It is important that the conceptual approach in media education is not one that is rooted in judgement oriented protectionist agenda. That is not the concern of media education, Rather it has to incorporate the context of locale, philosophy and an appropriate pedagogy (Kubey, 2001). The Latin American experience would provide more pointers in terms of a pedagogy that is non- western, derived from the Latin experience and more intuned to the experiences of developing countries (Kumar, 1999:261). The methods of media education like analysis of texts, content, narratives etc and its evaluation seeks to study mass media – newspapers, TV, radio, cinema, Internet, etc. and its products so that students are prepared to deal with the challenges of a rich media environment and use the media as a resource in personality and educational development. Yet, an awareness about its pedagogy is necessary so that such activities are not reduced to simply doing the practical tasks in class for the purpose of achieving grades. Also, the student would however benefit more if they can connect its learning strategies in traditional subjects. The positive thing is that it encourages a probing approach to media and products- who created what (media) for whom? Why? Whose voices are presented and why? Whose voices are heard, whose are absent and why? It therefore also opens novel ways to link theory with the practical and be more sensitive to the demands of the emerging school system in contemporary times. The theory and method therefore, is rooted in being simultaneously instructive, educational, how to apply and use media, knowledge and content in different circumstances and to achieve larger democratic goals.

As Renee Hobbs observes the idea of literacy itself undergoes change incorporating the idea of 'literacy as the ability to access, analyze, evaluate and communicate messages in a variety of forms '. Students become actively engaged in the process of analyzing and creating messages. This means incorporating some reform in school curriculum from that of rote learning to 'an enquiry -based education; students- centered learning; problem solving in cooperative terms; alternatives to

standardized testing; and integrated curriculum(Hobbs, 2001 : 166). Hobbs states that literacy defined as such would restore the important connection between school and culture, making education more relevant to the communities in which students belong. These also hold implications for the goals outlined in recent and actual curricula reform in NCERT for instance. The NCERT has reformed curricula to move away from rote learning to learning language, subjects and skills as part of a larger educational process. The reforms have also incorporated the need to acknowledge the agency of students and that different students have different social, cultural and gender influences or backgrounds. Besides, educational tasks like project preparation necessitate engagements with information outside the textbooks. It also compels students to deal with internet information. Media education would train students to differentiate and use the wide perspectives on any area that is available online and discern valid sources of knowledge.

Media education as a transformative endeavour also needs to consider the context of resources available and the capacities of students. Creative assignments or the analysis of media texts for instance needs to incorporate the different experiences in school locales and gaps in infrastructures. For instance, it might not be possible for rural students to engage in media production as a manner to learn about media. Here creative lessons can take the form of analysis of magazine contents, production of a magazine etc in a manner where it leads to an examination of own experiences as well as social experiences at home or in the school. The educational aim of critically engaging with dominant and unequal discourses can be retained while the medium of engagement can be made flexible or sensitive to physical and socio-cultural contexts of students. This also means that the teacher is made sensitive to knowledge of media culture theories as part of teacher education the different levels of media analysis etc so that media education is not reduced to simply viewing movies and writing an assignment for grades. The teacher thereof needs to have attained a reasonable insight into the different media components- be it production, content, consumption and the context of it all.

This means that media must be used as an illustrative and learning tool that encourages a reflexive, sensitive and interactive understanding of the socio-cultural contexts of students, the larger changes in the national or regional environment. Kumar says that for a meaningful media education it must base its objectives on local needs, the media situation and available facilities. The endeavour to meet the media literacy goals as outlined by UNESCO would be speeded up if the development of the community is placed at the centre of any efforts at media education. Thus 'liberation' and democratization of communication' must be a defining goal to ensure participation of all members of the community. It also needs to engage with traditional and folk media. Most importantly the underlying principles are "right to access" and the "right to communicate" in a critical and creative manner through both the technological and traditional media (Kumar1999: 247).

While knowledge and application of ICT's in schools appears to bring familiarity with technology, it is based on an uncritical engagement or application and therefore not education in the true sense. Even access and use of ICT is difficult because of the lack of availability of resources, training personnel, technical support and physical infrastructure. Also ICT's can only be better used by teachers if they become aware of its demonstrable benefits that aid learning. Media education on the other hand can be introduced and engaged with in schools across the country. Media education can make use of print , advertisements, radio , songs, cinema or any other media resources like folk songs or drama etc that are accessible in most places of India. While the goal of illustrating a constructed nature of media images and contents would remain, there is considerable flexibility in what media needs to be used and at what level. For example, children in primary school could learn how to collect materials for a media project on a certain theme like gender differences while those in secondary schools could learn on narrative techniques or looking at prejudices in a song. An insight into these issues makes for lifelong education allowing individuals to challenge dominant construct like gender discrimination in cinema or violence. This 'education' translates into *media literacy – critical knowledge on how the media constructs and represents social realities*. In their own ways, individuals can participate in communication thus making for larger democratic participation. With the availability of technology and critical knowledge it also becomes

easier to produce or share socially relevant media content that is relevant to civil society and everyday lives.

Media education and secondary school education thus at its epistemological bases *shares a commitment towards research on education for empowerment*. The empirical model of training thus is immersed in a constructivist pedagogy whereby the students learn by doing and direct experience which is something that is slowly gaining grounds in educational goals (Mukherjee 2002). These in turn meet personality goals, goals of developing critical thinking, developing communication skills, evaluative skills and deepened understanding of self and social realities as a critical consumer. Discussions about projects, movies, analysis and readings of stories and documentaries would also help to foster an understanding of differences, marginalization, challenge stereotypical attitudes and promote greater gender, caste and class sensitivity. These open the eyes of youth to the social conditioning and constructions of stereotypes, attitudes and prejudices. It helps to develop an important ability to analyze and argue which is crucial to fighting injustice and empowerment. Education thus exposes and raises critical awareness of messages that are carried by media and how the media largely speaks a global language of corporatism, consumerism etc. Connecting epistemological and emancipatory interests thus allows social experiences to inform school knowledge and encourages the development of youth as critical citizens, which is necessary for a democratic society.

Conclusion

To conclude any systematic incorporation of media based exercises in education curriculum must systematically outline its relevance, goals and pedagogies along with outcomes when dealing with various levels of teacher training. There is a lot of stress on technology and ICT trainings. In the larger school scenario the ICT connection can promote 'smart classroom' simply because it is technically connected. Although this makes courses more visually appealing, the pedagogical aim is lost as teachers and students fail to connect educational goals, experiences, realities, situation and environment of children. The secondary school is the crucial link between the teenage youth, education and the future. Literature and classroom experiences still indicate that there is a form of ritualized

teaching that continues out of a certain history of rigidity and 'guru' tradition in training institutions. This is where a systematic incorporation of media education would help. It would expose youths to social conditioning and constructions of stereotypes, attitudes and prejudices over gender, class, caste, religion etc and play a huge role in the sensitization of youth towards societal happenings and its media representations with social realities. In the process it would make learning a participatory process, promote intellectual opening and whole round growth of millions of Indian youth who are avid media consumers. In today's heavily saturated media environment an education in media would translate into a greater ability for youth to be analytical, critical and fight prejudices. Above all it opens up education to true learning and the right to information which as the UNESCO identifies is central to becoming empowered citizens in today's world. This would go a long way in promoting sensitivity to realities in their homes, peer groups and larger society; making Indian youth collectively empowered in the true sense of the term.

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Role of Science Museum and Science Centres in Science Education

***Naseer Hussain Shah, **Khurshid Ahmad Mir, ***Mohd. Ramzan Wani**

*Department of Botany, Govt. Degree College Bemina Srinagar Kashmir (J&K)

E-mail: shaahnaseer@gmail.com

**Department of Statistics, Govt. Degree College Bemina Srinagar Kashmir (J&K)

E-mail: khrshdmir@yahoo.com

***Department of Chemistry, Govt. Degree College Bemina Srinagar Kashmir (J&K)

E-mail: wanimohdramzan@gmail.com

ABSTRACT

Science Education is generally viewed in terms of classrooms and curricula, yet there is an increasing interest in learning that takes place before, after and outside our brief exposure to science in classrooms. Attitudes and experiences that are established at an early stage have a significant impact on our interest skills and success in formal science classes. Popularization of science is as important as creating new scientific knowledge, as it promotes science education in a non formal mode and thus plays an instrumental role in raising scientific consciousness amongst the general public. The science museums and science centres promote non-formal science education. The informal activities of science museums together with mentors, science fairs and science centres have demonstrated a significant potential to enrich the environment for self education and to encourage the latent resource of science talent and interest. By means of their combined resources of exhibits, teaching programmes, research activities. Science centres and museums are developing into a new kind of public learning centre, fulfilling some of the public education role that modern Universities have neglected. They form an important bridge between formal science education system and the community at large. For potential scientific talent informal education can provide background, enrichment and adjunct to curriculum. The present study emphasizes the role played by science museums and centres in enhancing the public interest in understanding science education.

Introduction

Science museums and Science centres are non-formal, science education institutions, as imparting education is their purpose for existence. These offer a variety of opportunities to participate in educational processes and activities founded with academic principles in mind but designed to serve the broadest general public, these science centres usually house a mixture of exhibits, educational programmes, libraries, film and computer resources and teaching. The centres provide an important community based resource for science learning at all ages. In these centres the learning of science is being made fun and rewarding both in terms of understanding scientific concept and interest development. The exhibits and activities here foster curiosity and creativity at ones own place.

The creation of science museums laid the foundation of promoting non formal: science education in our country. The plan of extending science education through the medium of science museums got boost in 1956 when Government of India decided to setup an organised industrial and technological museum at Kolkata. Subsequently the central museum inside the Birla Institute of technology and Science (BITS) campus at Pilani (Birla Industrial and technical Museum (BITM) setup in 1959) and the museum inside National Physical Laboratory (NPL) premises offered new opportunities to people for learning science in their leisure time and more significantly in new way different from formal mode of learning science. Later on the council of scientific and industrial research (CSIR) after realizing the potential of science and technology museums in popularning science among the people at large decided to set up a similar Institution at Banglore in 1965 named as Vivesvararya industrial and technological Museum (VITM). With this a strong foundation for science museums was laid that supported the India science education setup. However for obvious reasons large parts of country particularly the rural area could not be covered under these science programmes and the thrill of science learning in the environment of museum remained largely confined to large cites and towns.

After the creation of science museum in Kolkata and Banglore particularly in the late sixties the concept of education in museums was changing rapidly from a artifact based mode to an activity based process. The Cxplorator'mm in San Fransisco and other institutions introduced the science centre concept into non formal science education scenario. The

exhibits put up in these institutions were creative, interactive and designed to be self-explanatory. Experiments by way of trying out various options given in the exhibits brought in a new component of fun and discovery in the learning process. Exploratorium as a pathfinder, influenced many science museums in the world including Indian science museums and in this context in early seventies the new facility at Mumbai was the creation of science centre, the evolved avatar of science museums. With the coming of this first, Nehru science centre in Mumbai the planning commission constituted a task force to assess the activities of science museums functioning under CSIR and recommended the course of action for their growth, sustenance and adequate use. The task force in their recommendations brought to light the immense potential of science museums in creating science awareness and scientific temper among the people at large. The governing body and society of CSIR and Govt. of India after analyzing the recommendation decided to incorporate an autonomous society entitled National Council of Science Museums (NSCM) on 4th April 1978. Subsequently the control of existing Science museums was taken over by NCSM and NCSM also received the mandate of developing new science museums and science centres in the country and running them for the benefit of society. NSCM currently operates under the Ministry of Tourism and culture Govt of India.

Why the creation of Science Centres :

The fundamental concepts of basic science are not clearly understood by many. Science and technology is still considered harsh and incomprehensible by some people. Various attempts have been made in order to bridge the gap between the knowledge of experts and layman. These include use of books, mass media, magazines, articles, lectures, shows and even general science course, These modes of communication have no doubt value but they lack public accessibility or participation to experience and appreciate scientific phenomenon.

Thus there is a gaining need to create public understanding of science through a process which is not comprehensible and enjoyable but which facilitates public-participation allowing participants to handle equipments and experiments as well. Science centres are such place.

Objectives:

The main objective of science centres is to create awareness and knowledge of science to encourage scientific habits in day to day activities and development of scientific temper. These centres constructively support

science education through hands on approach. The learning environment in science centers is non-coercive with the freedom to experiment. They have an impressive variety of resources to support and supplement school science education programmes. The variety of approaches adopted here facilitates constructive and self directed learning. These centres ignite young minds initiating individual or group interaction with objects exhibits, experiments and activities. They also promote familial education. Visits to these centres are often termed as interesting, fun excellent places for kids and lifetime learning places etc. Thus science centres can play an important role in influencing curriculum development and its implementation.

Role of Science centre in public education and science learning :

Science centres are indeed educational institutes, but they are not schools. Museums offer learning opportunities that are difficult to replicate in traditional school settings. The educators, scientists and designers working in science centres instinctively feel that significant education is happening. Museums and Science centres also sponsor programmes and activities designed to relate to particular audiences. Because they are not part of formal educational structure which can sometimes be seen as threatening. Museums can also host science related activities that reach families, community, groups underserved youth and women and many others who are under representation in professional science.

The recourses of museums and centres are used in formal teaching as well. Exhibits are used by classes and students as props for learning, and they provide a base to teacher educational curriculum. Teachers also develop worksheets to use when they visit museum and they often develop versions of exhibits for their own classroom use. Good science centre on the other hand also do more than provide specific information or a view of scientific process. As the science centres have a major role in supplementing the formal science by way of offering experiment based learning ambience, all national council of science museums (NCSM) centres actively create a learning atmosphere. Where many people including students and adults find a scope of doing science, these activities and exhibits in all units of NCSM offer number of experimental options to the visitors for understanding scientific subjects.

A variety of activities throughout the years in these NCSM centre's such as demonstrations, science fairs, science seminars and quizzes, science camps, nature trails, film shows, computer awareness/ trainings, sky

observation programmes, vacation workshops etc and other similar activities in which students, teachers and parents participate enthusiastically are organized to support these efforts. Training programmes for science teachers are also regularly conducted in all the units of NCSM so that school teachers from all parts of the country acquire skill and knowledge of teaching science through experiments and from demonstrations.

Conclusion:

Peer interaction in learning can be an important support for education and it is one that formal schooling often militates against. In our educational system extrinsic structures such as graduation, examinations, grades, approval of teachers and potential future employment are common motivations. But intrinsic factors such as curiosity, enjoyment in learning and mastery of challenge also form potent motivational tools. Curiosity is a fundamental drive in humans and for obvious evolutionary reasons learning is an enjoyable activity.

The role that science centres and museums play in educating public is sometimes perceived as being oversimplified. Critics say that visitors merely play with exhibits but do not "learn". However, one can not deny the fact that joy of learning can only be achieved by incorporating entertainment elements. The incorporation of entertainment component on one hand makes the education component suffer. But on the other hand the traditional method of teaching (Talk and Chalk) approach of schools has been considered as boring by students. An education process has to be entertaining without sacrificing the educational components. To provoke and maintain interest one has to accept that while schools focus on measurable cognitive outcomes, science centres focus on intangible motivational outcomes. The visits to science centres result in better appreciation of science, increased motivation, interest in science and development of scientific temper and the centres have no doubt played a significant role in channelizing the nation's young talents into the scientific mainstream. By means of their combined recourse of exhibits, teaching programmes, research activities, science centres and museums are developing in a new kind of learning centre fulfilling some of the public education role that modern universities have neglected. They form an important bridge between formal science education system and the

community at large. As such the contribution of science education can not be over emphasized.

Dream Analysis Of Sigmund Freud & Carl Jung- A Comparative Study

Prof. Seema Naz

Assistant Professor, Department of Psychology, Govt. College of Education,
M.A. Road Srinagar.

ABSTRACT

Dreams have fascinated humanity since ancient times. Both Sigmund Freud and Carl Jung at one point of time shared many of the same theories and had a deep friendship; they shared the concept of unconscious as a way of explaining dreams. Freud and Jung were the first to come up with theories about dreams. Though it was not Freud who gave the concept of unconsciousness but he proposed the idea that dreams are a reflection of the unconsciousness and it was Jung who expanded on Freud and added another dimension to this relation. In Jung's view dreams not only lead to personal sub consciousness but also to collective unconsciousness; a multi-layered concept of the sub consciousness. In this paper attempt is made to give a comparative analysis about the two theories of dreams and stresses the unique qualities in each of them. The paper also highlights the contribution of both the psychologists in the area of human psyche.

Key words: Dreams, psychoanalysis, stimuli and source, Censorship of Dream, Archetypes, Jung's interpretation of dreams.

Introduction

Freudian Psychoanalytic Interpretation of Dreams (1856-1939)

Sigmund Freud known as the father of modern psychology (psycho-analysis) believed that human being is a bunch of desires and urges many of them animalistic that have been repressed in order to fit in the society. However these urges don't completely disappear instead they are stored in what Freud calls "unconscious". During sleep these suppressed desires stored in the unconscious are surfaced as dreams and these dreams

are far from reality and there is no threat to the dreamer. They serve as a protective mechanism. Freud believed that dreams cannot be taken at face value instead the meaning of dreams is hidden- cloaked in symbolism. Freud calls dreams as “the royal road to the unconscious”. He became interested in dreams when dealing in his patients as these were expressed spontaneously. So Freud included interpretation of dreams in psychoanalysis besides hypnosis and free-association.

Dreams - Stimuli & Sources

Dreams are succession of images, ideas, emotions and sensations that occur involuntarily in the mind during certain stages of sleep. Dreams mainly occur in the rapid eye movement (REM) stage of sleep when brain activity is high and resembles that of being awake. REM sleep is revealed by the continuous movement of eye during sleep. Dreams can last for a few seconds or as long as twenty minutes. People are more likely to remember their dreams if they are awakened during the REM phase. The average person has about 325 dreams per night but some may have seven dreams in one night. During a full 8 hour night sleep, two hour of it is spent dreaming. Dreams have a connection to the unconscious.

Sources of Dreams

1. **External sensory stimuli**; these comes from environment and from inside our physical body. These may range from strong light, a noise, an odour, Cold, touch or pressure or physical like a full bladder or thirst and so on. These stimuli do sometimes from a part of the dream.
2. **Internal (Subjective) Sensory Stimuli**; emerges either because of the continuation of our diurnal mental activity or pressure of our unsatisfied instinctive aspirations. The latter are in psychotherapy very important because they can express those conflicts which are the cause for mental disease. The possibility that such disturbances occur during sleep lies in relation between conscious Ego and unconscious Id. Suppressed aspirations of Id don't conform to Ego's desire to sleep and thus gain certain independency. These unsatisfied aspirations fight their way through conscious Ego in a Dream.
3. **Internal (Organic) Physical Stimuli**; all our internal organs which instead of health hardly remind us of their existence may instead of excitation or disease become a source of

painful sensations and can hence be put on par with external excitant of pain and sensation. The dreams of person suffering from diseases of Heart are generally brief and end in an terrified awakening; death often finds a place in their content, those suffering from diseases of lungs dreams of suffocation, indigested disturbances the dream contains ideas from the sphere of gustatory enjoyment and disgust.

4. **Psychic Sources of Excitation**; people dream of what they do during the day and of things that interest them in the waking stage. This interest continued from the waking life into sleep is not only a psychic bond joining dreams to life but also a source of dreams.

Freud explained dreams as manifestation of our deepest desires and anxieties. The content of dream is driven by the unconscious and relates early childhood memory and experiences. Dreams have both **manifest** and **latent** content. Latent content relates to deep unconscious wishes or fantasies while manifest content is superficial and meaningless. Manifest content masks the latent content. Behind the manifest content is usually hidden the latent content of the dream as the dream we remember is not exactly the right thing but rather a deformed substitute for dream. In the process of interpretation of dreams the therapist translates manifest content into latent content using special techniques. The therapist directs patient at particular part of the dream which is unknown by giving suggestions so as to discover the latent content of the dream. It is very difficult to establish the connection as the patient doesnot want to remember them or bring them to surface as it may produce anxiety. Patient shows a lot of resistance to surface the inadmissible instinctive aspirations to become conscious. The more patients association needed to discover the latent content of dream the greater is the resistance. Gradually with the analysis of dreams resistance is slowly removed and helps in resolving the conflict. The resistance is also seen by the therapist explains the content of the dream. The presentation of the latent motives seems alarming rather than pleasant and the acknowledgement of them even as dream wishes is not entirely easy.

In his book "*The interpretation of Dreams*", Freud suggested that the content of dream is related to wish fulfilment. Freud believed that the manifest content of the dream disguise the latent content and described four ways by which the latent content is transformed into manifest content and he referred to it as "Dream- Work".

- **Condensation**; many different ideas and concepts are represented within the span of a single dream. Information is condensed into a single thought or image.
- **Displacement**; this element of the dream disguises the emotional meaning of the latent content by confusing the important and insignificant part of the dream.
- **Symbolization**; this operation is also sensors the repressed ideas contained in the dream by including objects that are meant to symbolize the latent content of the dream. According to Freud dream symbols are the most part sexual in meaning thus many dreams (Not all) have a sexual correlation.
- **Secondary Revision**; during the final stage of the dreaming process, Freud suggested that the bizarre elements of the dream are reorganized in order to make the dream comprehensible thus generating the manifest content of the dream.

Censorship of Dream

There is a force in mind which exercises the function of censorship and which excludes from consciousness & from any influence upon action all tendencies which displease it, such tendencies are described repressed. They remain unconscious & attempt to bring it too consciousness provokes resistance. The unconscious impulses make use of this nocturnal relaxation of repression in order to push its way into consciousness with dream. But the repressive resistance of ego is not abolished in sleep but reduced. Some of it remains in the shape of a censorship of dreams & forbids the unconscious impulse to express itself in the form which it would properly assume. In consequence of the severity of the censorship of dreams the latent dream thoughts are obliged to being altered & softened so as to make the forbidden meaning of the dream unrecognizable (Sigmund Freud: An Autobiographical study 1955).

In sleep, according to Freud, Censorship allows much to reach the sleeping consciousness but as a rule distorts it so that it appears only in a symbolic form and with a meaningless character such that the comfort of the sleeper is not affected. In the waking state the censorship is active & efficient, it only allows unconscious experiences to escape in the form of slips of tongue or pen or show its influence in apparently motiveless acts which owing to failure of agent to recognize their nature, in no way interferes with the

efficiency of censorship. Censorship would account for a number of experiences, which at first sight seem strange and irrational.

The unconscious experiences are arranged in levels in which experiences belonging to adult life would occupy a position higher than that taken by youth which would stand above the experiences of childhood and infancy which is the lowest level as being a store house of experiences of infancy. The distortion of the latent content of the dream is a result of the activity of censorship. It is a transformation designed to elude this activity.

Throughout life and especially with upbringing we inherit social norms, beliefs, habits and patterns of behaviour typical for our culture which are not in conformity with primary instinctive needs. If we do not succeed in satisfying the needs in one way or the other we suppress them in the sub-consciousness- a process called repression. In dreams when the relation between Ego, superego and id becomes loose, these repressed wishes arise as internal stimuli. Dreams are not only an answer to them, but also a way of satisfaction of these wishes. Infantile dreams are especially suitable for observing this as manifest and latent content is identical. Those wishes which have not been satisfied during the day are fulfilled during the dreams. This seems logical if we consider the fact that dreams care for peaceful sleep. The internal stimulus in this case is unsatisfied wish; hence the dream is called wish fulfilment.

Dream Symbols and their meanings

Friend is not always the friend; pregnant- it can be a symbol of the wish to get a better social position, to become an important person. It can also suggest end of freedom, autonomy and so forth. Water has a complex symbolism. It suggests amniotic life, the fetal period thus returning to the past, to childhood, to infantilism, without water life cannot exist, it cleans, it can symbolize destruction or even mother. Ice means stillness, immobility, stagnation. It can suggest a formal, distant, feeling less relationship. Teeth are connected to aggressiveness. Losing a tooth can mean regression to childhood. King or Queen, emperor or empress symbolize parents. Fall into water and raising out symbolizes birth.

Dreams are puzzling and though dream symbols give direct interpretation but must be always done keeping in view the patient's psychological background. Dreams

association about dreams are important and for this the method of free association is allowed which allows spontaneous flow of thoughts and feelings and the patients describes them fully without censoring or controlling it in any way. A rule that must not be broken; "When telling dreams he/she must not leave any idea even if s/he gets out of four objections, that idea is irrelevant to senseless, that is not concerned with this issue or is too embarrassing". Only such a rule will ensure between the dream teller and the dream interpreter.

Review of Carl Jung

Like his mentor Sigmund Freud, Carl Jung also believes in the existence of unconscious. However he does not see the unconscious as animalistic, instinctual or sexual, he sees it as more spiritual. According to Jung, dreams are a way of communicating and acquainting oneself with the unconscious. Dreams are not attempt to conceal your true feelings from the waking mind but rather they are a window to your unconscious. They serve to guide the waking self to achieve wholeness and offer a solution to a problem you are facing in waking life. Jung believed that the unconscious has two parts- one which belongs to the individual and one which is collective and comes from all of humanity. Jung noted certain dream symbol that possesses the same meaning for all men and women. He terms this phenomenon the (collective unconscious). While dreams are personal, your personal experiences touch on universal themes and symbols. These symbols are believed to occur in every culture throughout history.

Archetypes

The contents of the collective unconscious are called "archetypes" which means they are original inherited patterns or form of thought & experiences. They are the "givens", in our psychological makeup, the patterns that shape our perception of the world, or furnishings that are present in our psychological home from the moment of birth. We inherit the same forms but each of us fills in the content by the way we experience our lives. Thus father might be a positive archetype to one person but it might be filled with a negative meaning for another. Archetypes that exist in human include Male & Female, God & Devil, Goddess & Witch, Father & Brother, Mother & Sister, Priest, Lover, Hero & So on. Human inherit the outlines of these archetypes, fill them in colour & details of our individual

experiences attach meaning to them & project them into the outer world. Archetypes are neither good nor bad. Archetypes are not susceptible to being sugar coated or tamed by civilization. They live an autonomous existence at the root of our psyche in their original raw & primitive states.

Carl Jung identified seven such symbols in what is referred to as the major archetypal character.

1. The Persona; is the image you present to the world in your waking life. It is your public mask. In the dream world the persona is represented by the self. The self may or may not resemble you physically or may or may not behave as you would. For example the persona can appear as scare crow or a beggar in your dream. However you still know that this persona in your dream is you.
2. The Shadow; is the rejected and the repressed aspect of yourself. It is that part of yourself that you do not want the world to see because it is ugly or unappealing. It symbolizes weakness, fear or anger. In dreams it is represented by a murderer or bully or any frightening figure. Their appearance makes you angry or leaves you scared. They force you to confront things that you do not want to see or hear. You must learn to accept the shadow aspect of yourself for its messages are often for your own good even though may not be immediately apparent.
3. The Anima is the female and male aspect of oneself. Every one possesses both feminine and masculine qualities. In dreams the animas appears as a highly masculine form or you may dream that you are dressed in women's clothing if you are male or that you grow a beard if you are female.
4. The Divine child is your true self in its purest form. It not only symbolizes your innocence, your sense of vulnerability and your helplessness but it represents your aspirations and full potential. In the dreamscape it's represented by a baby or a young child.
5. The wise old man/woman is the helper, represented by a teacher, father, doctor, priest or some other unknown authority figure; they serve to offer guidance and words of wisdom. They appear in your dreams to steer and guide you into the right direction.
6. The Great Mother is the nurturer and appears in your dreams as your own mother, grandmother or other nurturing figure. She provides you with positive reassurance. Negatively they may be depicted as a witch or old lady in which case they may be

associated with seduction, dominance and death .This juxtaposition is rooted in the belief by some experts that the real mother who is giver of life is also at the same time jealous of our growth away from her.

7. The Trickster plays jokes. He can appear when you are uncertain about a decision and make you feel uncomfortable or embarrassed; sometimes mocking or exposing you to your vulnerabilities.

Dramatic structure of dream

The majority of dreams are composed of four parts, pretty much like in drama. Firstly we need to figure out the scene and time of dream as well as dramatics personae. In the first phase which can be regarded as the exposition, the initial situation is represented – already pointing at central conflict expressed in dream. The second phase is the plot and contains something new which leads the dream in the third phase; the culmination. In this phase the most critical things happen which bring the dream to a closure; the fourth phase or denouncement. Jung attributed extra ordinary significance to the end of dream. According to the end of dream he discriminated between favourable and unfavourable dreams. Favourable dreams have quieting effect and direct us to the most constructive way of solving problems. On the contrary, unfavourable dream contain a warning of negative changes.

Hence, dreams can be said to have a prospective function, they warn us about bright or dark future, favourable or unfavourable end of the dream, however must not be taken as a final and absolute meaning of dream. This can be done only after several interconnected dreams.

Objective and subjective level of interpretation

It is often observed that in dreams, people who we otherwise know good, behave differently than it is typical for them. Objective level of interpretation enables us to discover the dreamer's true relation to these persons. In other words, in dreams the dreamer expresses his/her relationship to the person s/he knows. When we connect dream content with everyday life situation, we discover that dream relationship is not necessarily the

same. For instance, our relationship to person, who we overvalue in waking state, may be undervalued in dreams. This is to understand as suggestion that less respectful relationship could bring a better social intercourse.

When however, the relationship is not apparent to us, namely does not connect with the dream story, then we interpret dreams from **subjective level**. In this case, we search for dreamer's qualities projected into other dream persons. The dreamer is shown his/her own tendencies of character, to which s/he did not devote enough attention. Hence, the subjective level of interpretation helps to recognize the dreamer's own points of view.

SIMILARITIES OF DREAM INTERPRETATIONS OF S. FREUD AND C. JUNG

The value of dreams in therapy

As we have seen, both interpretations of dreams placed great importance on role of dreams in therapy. Dreams are exclusively a psychic phenomenon; therefore the interpretation of dreams is as valid source of information as is for example hypnosis, free association, interview, projective images and so forth. For Jung, dreams even promise something more; not only they point at central problem of dreamer; they also suggest possible solutions for removal of conflict and process of healing. Dreams are therefore an expression of conflict, should that be in sub-consciousness suppressed unsatisfied wishes, which in dreams demand hallucinatory fulfilment (Freud), or simply internal conflicting psychical process (Jung).

The starting-point for both interpretations is a dream-report, behind which the meaning of dream is hidden. This manifest content, as Freud called it, is an answer on internal stimuli. Jung offered similar explanation: dreams warn about internal process, for which we may say is neglected during the day, because of our constant occupation with perception of physical. Dreams will so point at potential conflict so long as we do not make it conscious and solve it. The task of the therapist is to find this internal stimuli or latent content of dream and help the patient to become aware of it and include this recognition in his/her life. The way how to discover the conflict of dreamer is similar to the extent that both, Jung and Freud used the patient's associations as pivotal technique.

The patient-therapist relationship

Jung and Freud agreed that none interpretation of dreams can be done without co-operation of dreamer. Both scientists condemned any interpretation where the patient did not actively participate. When interpreting a dream, the therapist should show as little interest in manifest content of dream as possible. S/he has to be exceedingly careful not to press on patient, emotionally react on parts of dream that are interesting, show curiosity or impatience, or mention his/her expectations in advance. All this can influence on patient to severely change the real content of dream, such content however, is useless for interpretation. It is important to make an agreement with the patient so that s/he will not hide back things when telling the dream, and will consistently stick to the real content of dream.

Sometimes the patient cannot remember certain parts of dream. Freud explained this with the resistance, the work of censorship. When this happens, the therapist will try to get to these parts of dream (essential for discovery of latent content) with the help of patient's associations. Like Freud, Jung would discover unknown parts of dream by triggering the patient's fantasies that come from sub consciousness. This is not used only to uncover the blanks in patient memory, but also with any other part of manifest content, which is important for understanding the dream.

An important influence on Freud was the **association experiment**, in which Jung proved that associations – the responses to stimulus word, are "*determined with the complexes of the subject.*" (Freud 1977: 111) That means that all ideas, which patient gets when asked to respond on certain dream element, are determined. This was an important discovery that drew interest of science to the interpretation of dreams.

When the therapist gets an idea of the meaning of dream, s/he has to connect the statements with patient's social situation. Jung claimed that we have to know patient's current life situation (Freud's term: psychological background).

DIFFERENCES BETWEEN DREAM INTERPRETATIONS

Finality vs. Causality

Freud interpreted dreams from the causal point of view. He searched for a cause of dreams and figured out that dreams are merely the answers on internal stimuli. When interpreting dreams, he found out that internal stimuli are unsatisfied wishes, which are in most cases conflicting in nature. The interpretation of dream was finished for Freud as soon as he found such wish and hence the conflict. From then on he used common methods of healing.

On the other hand, Jung did not only search for the cause of dream, he interpreted dreams from the standpoint of finality. He claimed that dream, as any other psychological phenomenon, has its purpose, namely "*conformity to the end in view.*" (Jung 1978: 341) This orientation to the end can be regarded as **fundamental meaning**. Such psychological meaning is characteristic also for our everyday reactions. "*Fundamental meaning of anger, which occurs if someone offended us, is revenge, and if we show our sadness to everyone, the fundamental meaning of such behaviour is to cause others to feel pity for us.*" (Jung 1987:341) Jung claimed that every dream contains such fundamental meaning.

The most important question Freud would ask himself when interpreting the dream is: What is the cause of this dream? On the other hand, Jung preferred questions such as: What is the purpose of this dream? What effect is it meant to have? The answers on these questions are important as they help to reveal the essence of dream, which usually contains a warning that there exists some trouble. When searching for the purpose of dream, we can even find the solution to the problem. Jung says that "*just like it is inevitable for us to think when we are consciously dealing with some problem to find the solution, this process automatically continues also in more or less unconscious part of sleeping.*" Dreams are not mere wish-fulfilment, Jung held, but above all rational dealing with ourselves.

Dream symbols In order to point out the differences between both interpretations of dreams regarding the meaning and role of dream symbols, I shall quote the following

dream-report. One young patient tells the dream: "*I am in the tree in unknown garden and I am picking apples. I look around carefully to see if I am being watched.*" We have learnt that patient's associations are a must when interpreting dreams. So let us tell the associations that the patient told to the therapist. The content of dream reminds the patient on his childhood, when he picked some of pears in the foreign garden without permission. The feeling of bad conscience, intensified in dream, reminds him on an event from the previous day. On the street he met and talked for a while with his acquaintance, a woman who was otherwise indifferent to him. In that moment, a gentleman, who he knew too, passed by and he got the same feeling as when he stole the pears. Picking apples reminds him also on the scene from the paradise. He could never really understand how picking prohibited apples had such a crucial consequence for the first human. Sometime ago he was constantly mad at God's punishment for man's sins, which is why he believed God created people in the way they are: curious and greedy. He also remembered on his father who punished him few times for no obvious reason. The worse was when he got caught while secretly watching the girls that were swimming. In connection to this, he confessed that he had recently started an affair with some house-maid, but he could not induce her to engage in sexual intercourse. He had a date with her in the evening before this dream occurred.

Now, Freud would interpret this dream above all as fulfilment of wish that remained unsatisfied during the day. Picking apples in connection with the patient's associations is an expression of erotic scene. The censorship transformed the latent motive into symbolic image, where apples symbolize breasts. As regards the associations of father's punishment and the paradise, we could say that the events in the past significantly transformed patient's superego (the influence of social norms, patterns of behaviour) and are therefore responsible for the repression of sexual desire. Also the uneasy feeling he had when talking to his acquaintance was a consequence of inherited social norms.

The dream with apples is undoubtedly an erotic scene for Jung too. However, more important is the myth of Adam and Eve. It is a myth of sin that was punished with Adam's fall from grace in the Garden of Eden. Considering patient's associations, we can say that erotic dream scene was presented as sin. The dream points at improper relationship to the

opposite gender. The patient's central conflict is expressed in desire to have a sexual intercourse on one hand, and commit a sin on the other. He also has a fear of being observed, which is present in the myth of Adam and Eve too. Eve persuaded Adam to take the apple off the tree, but he could not hide from God seeing it.

Freud's symbols are not perfect it seems, since the patient could as well dream that "*he opens the door with a key, travels in the plane, makes love with his mother, etc.*" (Jung 1978: 346) and all would have the same meaning.

Wish-fulfilment denies Jung's interpretation

According to Freud, dreams are a form of fulfilling suppressed, in most cases sexual wishes. These wishes are internal stimuli, which in dream transform into hallucinatory fulfilment. All visual dream scenes are therefore wish-fulfilment. The manifest content of dream serves the purpose of latent content, and even when taking the censorship into account, we cannot accept certain aspects of Jung's interpretation, such as objective and subjective level of interpretation or favourable and unfavourable dreams. All the qualities of Jung's interpretation thus cannot have a firm basis, for they are derived from the manifest content. Freud's wish-fulfilment denies any dreaming of "*relation to the object*" (Bras 1977: 214), projection of the dreamer's qualities...

Let us illustrate this by another example. A child tells his dream: "*I see my brother in the chest.*" Freud claimed that this dream is an ideal example of wish-fulfilment; the child "*would like to see his brother to confine.*" (Freud 1977:130) Jung's interpretation, however, would rather focus on relationship between the child and his brother. Such dreams can be a suggestion that the kid overvalues his brother, and that perhaps his brother takes advantage of him in this relationship. The objective level of interpretation would be very important in this case, as Jung would further explore the relationship between the kid and his brother. Freud on the other hand, would probably understand this dream merely as fulfilment of an infantile wish.

Also, Freud's concept that dreams preserve sleep denies Jung's dramatic structure of dream, and especially culmination phase. In response, Jung held:

"We should not overlook the fact that the very dreams which disturb sleep most - and these are not uncommon - have a dramatic structure which aims logically at creating a highly affective situation, and builds it up so efficiently that it unquestionably wakes the dreamer. Freud explains these dreams by saying that the censor was no longer able to suppress the painful affect. It seems to me that this explanation fails to do justice to the facts. Dreams which concern themselves in a very disagreeable manner with the painful experiences and activities of daily life and expose just the most disturbing thoughts with the most painful distinctness are known to everyone. It would, in my opinion, be unjustified to speak here of the dream's sleep-preserving, affect-disguising function. One would have to stand reality on its head to see in these dreams a confirmation of Freud's view." (Jung 1978: 485)

CONCLUSION

Jung's and Freud's interpretations of dreams are similar as they both stress importance of dreams in therapy and are based on premise that dreams reflect conflicts. The process of acquiring data from the dreams told is similar too. Both interpretations repose on dreamer's associations, which come from sub consciousness and are therefore determined.

However, an important difference can be observed in use of information acquired with interpretation of dreams. For Freud, dreams were merely a mirror of conflict (suppressed unsatisfied desire), which needed to be discovered, whereas Jung searched for solutions already expressed in dreams. Jung did not agree with Freud that all dream themes are only a subject to repressed sexual traumas. He claimed that we can also repress things like *"the problem of social adaptation, tragically life circumstances, a need for respect, and so forth."* (Jung 1989: 162)

Jung started to doubt in Freud's sexual theory at the very first meeting with him, when he realized they had different views on interpretation of dreams and psychology in general. Despite that, Freud helped Jung (*The Interpretation of Dreams*, 1900) a great deal to understand the resistance of interpretation of dreams. Jung was then a young doctor, who

shared many of the Freud's ideas. However, Jung soon realized that certain parts of Freud's interpretation (e.g. dream symbols) were conformed to verify the sexual theory. Rather than accepting the sexual theory as the only truth, Jung started to accumulate his knowledge through experiences he had with various patients. Jung's methodology thus preferred the induction over deduction. Or rather, as he put it:

"I have no theory about dreams; I do not know how dreams arise. And I am not at all sure that - my way of handling dreams even deserves the name of a "method." I share all your prejudices against dream-interpretation as the quintessence of uncertainty and arbitrariness. On the other hand, I know that if we meditate on a dream sufficiently long and thoroughly, if we carry it around with us and turn it over and over, something almost always comes of it. This something is not of course a scientific result to be boasted about or rationalized; but it is an important practical hint which shows the patient what the unconscious is aiming at."

I am inclined to think that the differences in approaches of both scientists, which eventually separated a pupil and a teacher, originate from social and perhaps political circumstances. Freud developed his theory in harsh times. We can readily understand that the sexual theory was the last thing society wanted at that time. The most shocking of all was Freud's concept of the libido, what at the bottom meant that all creative impulses and the entire motivating force of human behaviour are an expression of repressed sexuality. His theory was on the brink of ruin as the conservative scientists fought with all their might against it.

However, the young generation of scientists saved Freud along with his theory. Jung's association experiment proved that there is some truth in Freud's theory. He defended Freud in almost all scientific debates despite the fact that his career was at stake. Freud realized that his theory was spreading around the world. As soon as international psychoanalytic association had been founded, his theory would be preserved. Therefore Freud viewed Jung as his pupil, successor and a leader of such association. Jung, however, knew that he was not *"able to do that correctly, that is, in his way represent*

his standpoints, because [Jung's] main ambition was not personal reputation, but to research the truth." (Jung 1989: 171, 172) Jung decided to leave the psycho-analysis and start analytical school of psychology after first meeting he had with Freud. In 13 hours lasting discussion, Freud passionately said: "My dear Jung, promise me you will never abandon sexual theory. It is the most important thing. You see, we have to make a dogma out of it, a dam that will never become loose." (Jung 1989: 164)

When saying that Freud had occultism in his mind. Jung could not accept to reject the relevance of occultism and especially mythology as his concept was based on them (e.g. collective unconsciousness). He understood what Freud wanted to achieve, to set psycho-analysis as "belief, which cannot be discussed and is put in practice only where you want to remove doubts for ever." (Jung 1989: 165)

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IMPORTANCE OF TAJWEED

Bisma Khursheed
Dept. of English
Kashmir University
bismakhursheed@gmail.com

Abstract

Tajweed is one of the most honored sciences and the best of all due to its relation to Allah's words. In the present paper an endeavor has been made to describe in detail the importance of knowing the correct manner of recitation of the Holy Quran.

Introduction

The Quran is the word of Allah, the Greatest, revealed to Prophet Muhammad (peace be upon Him) for the guidance of mankind. One must realize that unlike all other writings, this is a unique book with a supreme author, an eternal message & a universal relevance. Quran was revealed in a clear Arabic tongue & it is necessary that its recitation agrees with the manner transmitted to the Messenger of Allah (peace be upon Him) in accordance with rules of Tajweed.

Objective

Imaam Muhammad Ibn Al-Jazari (a great Quran and Hadeeth scholar of the 9th Hijri century), stated in his famous poem the importance of Tajweed, by saying: "... applying Tajweed is an issue of absolute necessity, Whoever doesn't apply Tajweed to the Quran, then a sinner is he!"

Discussion

Definition of Tajweed

- Linguistic definition Betterment.
- Applied/contextual definition: Articulating each letter of Quran from its actual articulation point & assigning the inherent & transient characteristics to each letter.

Principles of Tajweed

- a) Knowledge of the articulation point of the letters.
- b) Knowledge of the characteristics of the letters.
- c) Knowledge of changes in the rules due to the order of letters.
- d) Exercising the tongue & a lot of repetition.

Applying the rules of Tajweed is an obligation to keep away from the major mistakes in reciting the Quran.

The scholars have divided the types of mistakes one might fall into when reciting the Quran into two:

1. Clear mistakes: which usually change obvious things and change the meaning.
2. Hidden mistakes: for which one may need to study Tajweed rules.

The majority of scholars agree that applying the Tajweed rules of the Quran such that the clear mistakes are avoided is an individual obligation (Fardh 'Ayn) upon every Muslim who has memorized part or all of the Quran, while applying the rules of Tajweed to avoid the hidden mistakes is a collective obligation (Fardh Kifaayah) upon Muslims. That is, there must be some students of knowledge who have knowledge of that. This is because the Quran was revealed with the Tajweed rules applied to it, and the Prophet recited it back to Jibreel in that way and the companions of the Prophet read it in that way, so it is an established Sunnah (Prophetic tradition or practice).

The list below shows the type of mistakes under each category:

Clear Mistakes

Mistakes related to correct pronunciation of letters so that letters are not mixed up in a way that changes their meaning. Scholars and ordinary Muslims alike should avoid these.

Examples of Clear Mistakes:

- Changing one letter into another or a short vowel (Harakah) into another (e.g. changing Fat-hah into Dhammah or the letter Qaaf into Kaaf, etc)
- Not observing the elongations (Madd) at all. Reciting them quickly as if there is no Madd

so that they turn into the length of a vowel.

- Making a Madd letter which out of a normal Harakah.
- Stopping or starting at an incorrect place so that the meaning is spoilt, like stopping at 'Laa ilaaha' (i.e., there is nothing worthy of worship), without completing 'illallaah' (except Allaah).

1. **Hidden Mistakes**

Mistakes which have to do with perfecting pronunciation and are not obvious. These are known only by those who have studied Tajweed rules or are experts in this field. Ordinary Muslims may not know such mistakes or perceive them to be so.

Examples of Hidden Mistakes:

- Not being totally exact with the elongation of letters: (Making the Madd shorter or longer by a 1/2 or even 1/4 degree, etc.)
- Not observing the attributes of each letter perfectly: (Slightly rolling the Raa', or exaggerating the 'N' sound in Noon etc.)
- Not observing the rules with which to pronounce letters when they are next to each other (like not merging certain letters that should be merged (Idghaam) and not clearly pronouncing those which should be clearly pronounced (Ith-haar) etc.)
- Making light letters sound heavy and heavy letters sound light (except if by doing this one changes a letter into another; in which case it would be an obvious mistake.)

Among the proofs that the scholars bring to show the obligation of Tajweed and its being an established Sunnah is that Almighty Allaah Says in the Quran (what mean): "...And recite the Quran with measured recitation." [Quran 73:4]

There are various Prophetic narrations also showing us the importance of Tajweed. Umm Salamah was asked about the recitation of the Prophet and she described it as a recitation: "Clearly-distinguished, letter by letter".

Conclusion

Undoubtedly, recitation of the glorious Quran is one of the best ways a Muslim can get closer to His Lord, the Exalted & Honored & since this book was revealed in a clear Arabic tongue, it is necessary that its recitation agrees with the manner transmitted to the Messenger of Allah (peace be upon Him) in accordance with Tajweed.

Hence, reading of the Quran with proper intonation and pronunciation, observing Tajweed rules & applying the meaning, should be the goal of every muslim.

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Research in Comparative Education & Comparative Research in Education: Concept, Contexts & Content.

Dr. Rajeev Rattan
Associate Professor of Education,
University of Jammu.
rajevrattansharma@gmail.com

It is not a research paper, nor in any way a commentary about the field of comparative education. It is an essay in the literal meaning of the word—‘an attempt, trial, that needs to be put to test in order to understand how we as Indians should read it and interpret it. It is an attempt to classify some of the soft differences in between of the two very commonly used disciplines –one is education and the other is comparative education.

“Disciplines are in their little world rather similar to nation-states, as their timing, size, boundaries and character are, of course, historically contingent. Both organizations tend to generate their founding and historical myths. Both claim contested sovereignty over a certain territory. Both fight wars of boundaries and secession. Both have elaborate mechanisms and procedures for the production of organizational identity and loyalty, and both are also undercut or transcended by cross boundary identities and loyalties. (Therborn, 2000, p. 275)”

Comparative Education is one such subject, many of the scholars contest, which though has a Price tag of ‘education’ as a suffix to it, but does not entirely belong to the pure discipline of education? Why? And why not? In India, the comparative education and the pure science of education are in the matrix of the social circumstances. The education as a discipline is always associated notionally as well as sensibly with the domain of the episteme and makes up the theory and the practice of discovering and rediscovering the truth and the Knowledge. It has its cultural affiliations and roots so every national system of education is different from the other national cultures. The education being a cultural in context has always its shades and hues with the spaces and times and that is why “for

centuries have been imagined on a national basis (Crossley, 2002)". The principles of education are framed in the context of the cultural domains.

Comparative education in India, which for last thirty of years or so is gaining its foothold as an academic discipline in many of the institutes of higher education, somewhere as a young sibling of education. In many of the institutes, the social sciences, when are compared or read from the perspective of education, is also [mis]understood as comparative education whereas still in India no where it is dealt as an independent set as subject like in Europe or in USA. Being a new discipline, not because of its modernity but due to the very less of the importance which has been attributed to it as an academic branch. Why? This discipline is still in its infancy in India although without the firm roots, trying out to spread its branches to cover anything and every thing under its global ambit, does raise a lot of questions at the very fundamental level. Before taking up the questions, its become further important to understand the nature of Comparative education vis a vis its role of general education for its growth as a academic discipline and as an Independent subject, on the styles of West, in India. The detailed discussion shall rollout further explanation but to have the insight for the discussion, its important to understand the role of its prime body in this regard. The Comparative Education Society of India (CESI) is an academic discourse body in India to take care of these issues and because of its role, the status of research in the comparative education is in doldrums, hence should owe this onus, both negative as well as positive. The CESI, which is a part of the global body of World Congress of the Comparative Education Societies (WCCES), remained inactive in India as an academic body for almost 22 years and could be revived only in 2010 at JNU, New Delhi. The Delhi meet in its General Body ruled that the society is open to all such interesting friends who are not only and alone the educationists as the practitioners of school education in the confined sense but all such academic who deals in the comparative contexts are welcome to join on it and promote it as a discipline.

Looking into the above Contexts, it becomes pertinent to answer the questions in the context of the discipline of Comparative Education in India:

1. Does the Research in Comparative Education differ from the nature of the comparative research in education? Are these fundamentally soft or hard concepts?

2. Does the comparative education have the necessary episteme to be qualified as the real domain of pedagogy?

Before these questions are answered, it is important to understand that the present essay is reflective in nature as the references in support of the arguments would be mainly based on the foreign references¹ as no such studies related to the methodologies as well as its context and content of real substance had been conducted in India. Secondly, the comparative Education studies which are reported in the Surveys of Educational Research upto 5th volume is purely in the contextual and research based studies “to be imitative and of an ad-hoc nature” rather than the conceptual or the reflective in nature. Moreover, in the Chapter of ‘Research in comparative Education’, the author of the said chapter remarked that “no trend is perceptible, trend means ‘a specified general direction’, ‘general & continued tendency’....research has been, by and large vogueish & sycophantic in the sense....” (Yadav, pp 221).

Like wise, in the commentary on the subject of The Comparative Education in the 5th Educational Research Survey, has specifically mentioned about the nature of subject as “a method when studies of foreign systems of education are taken for meliorist purpose.... ‘ however no need to have the rigid distinction between the comparative education as a discipline and as a method...as a field of pure and applied studies, the major question that arises today is regarding what ‘comparative education’; encompasses and what its dimensions are”(Kerawala, pp 660, 661.)

Comparative Education and its Genesis

Unlike the school of education which is among one of the oldest systems to promote pedagogy in the world, the comparative education is novice in this sense of comparison. Comparative education as a field of study is itself part of the modernity project. The origins of systematic comparative studies of education can be traced back to seminal European initiatives in the early 19th century when French scholar such as Marc-Antoine Jullien called for research on the nature and impact of foreign education systems. The motive for this was to help shape the reform, and competitiveness, of education in France itself. This is a familiar rationale for change—and one that demonstrates the continuity of long-held assumptions about the potential of comparative studies to help decision-makers to better

understand the workings, needs and priorities of their home system. Reflecting is the scientific turn that characterized the early 19th century, Jullien argued that the careful comparison of international and statistically grounded data on student enrolments, numbers of teachers, administrative systems and educational finance, would help 'to deduce true principles and determined routes so that education would be transformed into an almost positive science' (1817, cited in Fraser 1964, p. 20). Jullien is recognised as the first to use the term comparative education, and many writers regard him as its founding 'father'.

In India , as said earlier , the birth of Comparative Education is quite late in comparison to its working in the developed economies. The reason which could be argued is that for the First half of the 20th century, the Education policy related issues were not with the educationists and the policy makers of India as Indians were being governed by the British . In the second half of the century, most of the schemes implemented in India at that time was more or less based on the principles of borrowing; be it the Removal of Illiteracy from India or be it the EFA, SSA or even the vocationalisation etc. Except of SSA, most of the other educational [ad]ventures which were taken up by the Indian Govt. not only met the nose dive fall because Indians did not remember the golden rule of the educational borrowing that "in studying foreign systems of education we should not forget that the things outside the schools matter even more than the things inside the schools, and govern and interpret the things inside' (Sadler, 1900)."

Why it happened because there was no comparative analysis of the policies of the borrower states with the little regard for the potential significance of the cultural context into which they will be imported, education being in the cultural context, met with unfortunate demise of the imported program. The same is to be said about Indianised Comparative Education which has to be in the shoes of the education but ignored it and went over into a range of theories and methods from the social sciences and intersects a range of subfields including sociology of education, educational planning, anthropology and education, economics of education and education and development (Rust *et al.*, 1999; Wilson, 1994).Comparative education is a field of study that despite pleas for coherence of focus and method (e.g. Cummings, 1999) even in the west is characterized by eclecticism. How the Indians would like to take it ?

Different scholars had already tried to color the comparative education by the social sciences approaches as Vandra Masemann, for the anthropological approach ; Lawrence Stenhouse advocated for “research ought to be located within the coordinates of living social life rather than the co-ordinates of theory” ; whereas in the last two of decades, many theoretical, ideological, and disciplinary orientations, including various feminist theories, poststructural theories, and postmodern theories, have entered comparative education discourse and thus painting it as the a discipline of the social science rather than of education. Bereday also said that the comparative education is the political geography of the schools. and hence should be more focused on the schools and the process of education. Richard Heyman also challenged the usefulness of social science research as practiced by comparative educators and chided his fellow researchers for neglecting the very issue comparative educators ought to be interested in: the day-to-day life of the school. Rolland Paulston, who maintains that comparative education is now composed of a whole array of theoretical points of view; rather than that research methodology which should be a central focus of the comparative education community.

Thus the definitions, boundaries and configurations of the field of comparative education have changed and reshaped throughout the times of nineteenth and twentieth centuries, influenced by the way in which educational policy has been conducted, as well as by distinct conceptions of knowledge. Unlike other specialists within the field of education such as the sociology of Education or the history of education ,which are grounded in the parent disciplines of sociology and history respectively, comparative education as a specialization within education and is not grounded in the single discipline. From its early associations with the disciplines of history & philosophy, comparative education is today related to a number of other disciplines as sociology, economics, political science , anthropology as well as psychology. Moreover, as the comparative discipline, the parent discipline of comparative education is education, with the result that the content and the approach of comparative education therefore extends to the entire field covered by educational studies and like the latter it is also interdisciplinary. The variety of the interests, areas approaches and the disciplinary affiliations it encompasses makes research in comparative education both challenging and difficult. The formulation of educational knowledge—what is important to know and what should or should not be reflected in the

study and practice of education—has historically been a consequence of social and political as well as academic developments. More than an epistemological discussion, these developments entail a process that is historically contingent, vulnerable and reflective of the political mood and intellectual space that they express. That is the reason Philip Altbach and Erwin Epstein have drawn out the status of the field: comparative education has always been faced with a crisis of identity.

In response to the second question , Kants (1965) remarked :

Our knowledge springs from two fundamental sources of the mind; the first is the capacity for receiving representations (receptivity for impressions), the second is the power of knowing an object through these representations (spontaneity in the production of concepts) ...To neither of these powers may a preference be given over the other. Without sensibility no object would be given to us, without understanding no object would be thought. Thoughts without content are empty; intuitions without concepts are blind. (Immanuel Kant, 1965)

At presently it seems that the comparativists all over, not only in India tend to ignore the pedagogy, which is to be the staple diet of the comparative education. Pedagogy has different connotations due to the linguistic differences but here in India, pedagogy is a discourse in which the act of the teaching are enacted in the proportion and equivalence for the learning. The two important remarks from the leading comparativists would definitely pave a way for a rethinking for the Indians involved in the comparative education. Robert Cowen asserted that 'we are nowhere near coming fully to grips with the themes of curriculum, pedagogic styles and evaluation as powerful message systems which form identities in specific educational sites' (Cowen, 2000, p. 340). Patricia Broadfoot argued that future comparative studies of education should place much greater emphasis 'on the process of learning itself rather than, as at present, on the organisation and provision of education' (Broadfoot, 2000, p. 368).

Of course, in India there is no compilation of such studies which are in comparative in contexts but are ignoring the pedagogy. The studies referred in India are all such which are depicting the organizational differences and the real differences which bring the difference in these two sets of the organizations. This persistent neglect prompts a further

thought. Perhaps pedagogy is one of those aspects of comparative education which demands kinds and levels of expertise over and above knowledge of the countries compared, their cultures, systems and policies. It is important that those new to such research engage with the literatures that are central to the field. Similarly, it is important for those who see themselves as comparativists to embrace the opportunities presented by such a widening of research networks and discourses.

The term 'comparative education' connotes not a discipline but a broad field of enquiry in which two endeavours or domains come together: comparing and educating. One can hardly study comparative law or literature without knowing at least as much about law or literature as about the countries and cultures involved and the business of making comparisons; the same goes for comparative education. The challenge of comparative pedagogy is to marry the study of education elsewhere and the study of teaching and learning in a way which respects both fields of enquiry yet also creates something which is more than the sum of their parts.

Notes

1. The foreign references are used as this subject has grown potentially well in the developed economies and moreover the comparativists have done a lot of ground work on the methodologies and the theories. Secondly, most of the content is being taught in India whether fundamental or advanced has again its contexts in the foreign studies as well as its ground work.

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Advent of English Language In J&K

Iram Shafi Allaie

The author is M.A. English 2013 passout from P.G. Department of English,
University of Kashmir.

ABSTRACT

This paper goes into the details of the efforts put in by the Dogra Rulers in pre-independence era (1846-1947) towards introducing English language/education in Jammu & Kashmir and its subsequent furtherance in the post-independence era by the popular leadership. This paper also traces the reason how the perspective of the majority community evolved towards English learning over the same period.

Methodology: Source/Historical method was applied. Primary and secondary sources (libraries and archives) was had recourse to.

Language is a medium of human expression and it is sufficient ground to place man at a helm of creation. Devoid of it man's all progress and advancement would come to naught. The statement is doubly true when we are hinting at a language that is called 'a window to the world'. This title suits no other language than English. Nobody is averse to this fact today, but the story would have been different just a hundred years before when many a man was not cognizant about the potency that this language was to unleash. Yet in the state of J&K the English language had a modest beginning when, in many other parts, it was unwelcome.

It was in the second half of the 19th century under the Dogra rule that this language took its first roots in the State. It was Maharaja Gulab Singh (1846-1855), who purchased this princely state from the British under the Treaty of Amritsar and unified the separate regions into a single state of Jammu & Kashmir. After the elapse of a decade Maharaja Ranbir Singh (1855-1885) ascended the throne, and his regime saw the influx of Christian

missionaries in good number. With the hard labour some missionary schools were established in the state, first for the boys in 1880, and subsequently for the girls as well. They didn't run without hassle owing to the fact that the majority showed apathy and reluctance towards English education. This kept the language from proliferating as easily as it could have, but, nevertheless, the impetus came from the minority comprising pundits (Hindus) who were enthusiastic about it, and who let the language at least get the devout audience. This had a definite bearing with regard to earning this language the attention of the majority community, slowly but certainly. It goes to the credit of the Maharaja that he himself took pains to enable people to participate widely in learning English. His patronage went a long way in bringing this language to the state corridors and generated interest in it among the masses.

Maharaja Ranbir Singh's death paved the way for Maharaja Pratap Singh to ascend the throne. He was instrumental in establishing the first college in the valley namely Hindu College. The college was later renamed S.P. College. This set a stage for English at the higher level of learning. Here subjects were taught in English medium providing further impetus, and now it looked like that all the walls of resistance were collapsing. This was genuinely demonstrated when Islamia Primary School got established under the visionary guidance of Maulana G. R. Shah, also famous as Sir Sayyid of Kashmir, who endeavoured hard for spreading of this language. The year 1916 was significant for English as Maharaja Pratap Singh appointed Sharp Commission for bringing more vigour in English education with regard to its qualitative improvement.

Maharaja Hari Singh succeeded Pratap Singh (1925-1947), and he turned out to be a real visionary with regard to the overall education of the state. He was a crusader against illiteracy in the state, and with this end in mind, he passed the "Compulsory Primary Education Act" in 1930 which aimed to strike at the roots of illiteracy. In a bid to remove Muslim indifference towards education the Glancy Commission (1931) was appointed by Maharaja. He proposed to mobilize the state machinery so that English education and scholarship could receive all attention. In this direction K.G. Sayyidain, a renowned educationist at the national level, was invited and appointed as Director, Education in the J&K state from 1937-1943. Educational Reconstruction in the J&K state was the new commission set up by him to infuse a new lease of life in the promotion and popularization

of modern education, and the urgency towards English learning was felt as never before. Here it is pertinent to mention that all this happened at a time when the popular leadership in the J&K state was busy giving final touches to the much famed document “Naya Kashmir Manifesto” (1944) which came up with landmark reforms like ‘land to tiller’ and ‘education to all’.

After independence in 1947 language controversy had the whole of the country in its grip, yet it had no influence in the J&K state owing to the fact that popular leadership and the clergy were on a single wavelength in this matter. It goes without saying that the support English mustered from all quarters swelled its body of learners manifold. “CM School and Islamia High School contributed equally for the spread of modern education” was the observation of the renowned poet of the Kashmiri language, Rehman Rahi, the Gyan Peth award winner about the benefaction English received from both Muslim and Christian educational missions in the state. Though Muslims hesitated in the earlier period in welcoming the new language into their ken yet the intellectuals lost no further time to clear the decks for its acceptance and progress. The establishment of the first university in J&K in 1948 added another feather to the cap of state education, and since its founding brought unparalleled surge toward modern education and English learning. The first post graduate department in the University of Kashmir was established in English in 1954, which was housed earlier in S.P College, Srinagar, and subsequently shifted to the main university campus. Beyond this there was no looking back for English learners and scholars. People came in hordes towards English now, and it was the time when schools used vehicle of the English language to attract students for enrolment by qualifying the school name with much fashionable “English medium” tag. Furthermore, the impact of English has been such that many of its words have got subsumed into the native Kashmiri day to day vocabulary as well as seeped into its literary discourse. And now we have reached a point that it seems without this language our existence would possibly be threatened, not to talk of what education would lose.

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PART - C
BOOK REVIEW

“Educational Psychology” Principles and Applications
Author: Jeanne Ellis Ormond

University of Northern Colorado

Publisher: Prentice Hall, Inc. U.S.A.

By:

Mrs. Seema Naz

Assistant Professor, Government College of Education

M. A. Road, Srinagar

Jeanne Ellis Ormond with his inspiring visions on “*Educational Psychology: Principles & Applications*” has talked about many vital issues and has echoed teachers to consider their role as fundamental to the development of their student’s leadership, and awareness of social justice and equality in education as critical for a healthier and saner world. Teachers critical role as educators, facilitators, mentors and so on help the children to become knowledgeable, self-confident, productive and happy citizens.

Teaching is a rewarding and challenging profession but for doing this job we need to know certain strategies, motivational skills and appropriate instructional materials. The author has offered in-depth treatment of the fundamental principles and concepts that have broad applications to instruction. The author makes a conscientious effort to present educational psychology in such a way that truly helps in understanding the different concepts and principles. Throughout the text the author uses “**Pause and Reflect**” feature. He tries to relate the new with the old and also uses constructivism by providing “**head-on**” experiences, that helps us discover important points first hand. Different principles and theories are explained in the light of classroom and teaching with concrete examples. To demonstrate the applicability of these principles and concepts each chapter begins and ends with a case study. The case study at the beginning of a chapter presents an example of a student dealing with a particular classroom learning task. The case study at the end of the each chapter focuses on teachers and teaching.

The book consists of seven parts and a total of fifteen chapters. A brief synopsis of each part is summarized below:

Part I is the introduction to Educational Psychology and in this the author explores various possible explanations as to why students aren't learning and then in the subsequent parts considers several theories and principles that relate to the student's difficulty in learning.

In Part II the author examines a variety of ways in which students grow and change during school years, more specifically changes in thinking, learning and language. These changes in their social, personal and moral development are influenced by the environment, especially the people within a context.

Whereas Part II deals with how children are different at different ages, Part III describes ways in which students at any particular age are likely to be different from one another. The author explicitly explains individual differences on the basis of intelligence, creativity and cognitive style and also group differences – differences between boys and girls, among different ethnic and cultural groups and among children from different socioeconomic backgrounds, with a focus on how to facilitate learning and development. In Part III an inspiring chapter on students with special needs – students different enough from their classmates that they require special educational services. The four special needs groups include students with: (i) learning and performance difficulties; (ii) physical disabilities; (iii) exceptional talents; and (iv) risk of long term school failures.

Furthermore, in Part IV the author examines the various aspects of human learning, including thinking and memory. Behavioural approach to learning is examined in light of how changes in student's behaviour are related to specific objects and events within the environment. Learning is also examined in light of social cognitive theory. This is explained using the case-study of Rosa. Many of Rosa's strengths – her ability to interact with other people, her skills in volleyball and basketball and her ability to perform in the school choir – are the things she learned through watching the behaviours of others. The author explains how to design and implement instructions, and how to set goals and objectives and help students in attaining them.

In Part V, besides instructional strategies, the author outlines conducive classroom environment vis-à-vis learning and achievement.

In addition, in Part VI the author outlines ways of measuring and evaluating student's learning and achievement. Qualities of a good test are considered and issues such as test anxiety, cultural bias and confidentiality of test results are discussed. Also, supportive procedures for planning, constructing, giving and scoring a classroom test are discussed by the author.

Finally, in Part VII the author presents a holistic view by integrating all the concepts discussed in the preceding parts of the book – thereby giving an overall picture of effective teaching practice.

The author has utilized the student study guide to supplement the main text. This guide includes focus questions and is designed to provide additional opportunities to practice applying principles and concepts in the classroom contexts.

In summary, the author provides invaluable insight into the new paradigm of teaching and learning. In this era of disassociated education it is important to teach future educators that *“the teachers who have the best success are the ones who deeply care about their students.”* This book broadens our understanding of the importance of placing the dynamic parts that make up the whole child at the center of new teacher education model. By using this text, educators can learn invaluable theories and concepts, which in turn will help the students win!

Exceptional Children- Introduction to Special Education

By

Nuzhat Qazi, Assistant Professor, Government College of Education, M. A. Road,
Srinagar 190001

EXCEPTIONAL CHILDREN by **Daniel P. Hallahan and James M.Kaufman**- 1991; 5th Edition Alyn and Bacon A division of Simon and Schuster, Inc. 160 Gould Street Needham Heights, Massachusetts 01294; international standard book no. 0-13-293333-` ; pages 526;

We live in a world of diversities and individual differences. None of us is ever identical, in true sense, to any other creation of the almighty irrespective of the closeness of our blood relationships. However, the distribution of such individual difference among our population, in all personality dimensions, follows the trend of a well known pattern known as normal distribution. Accordingly most of the children are found to possess average abilities, capacities, and potentialities with regard to their growth and development in one or the other dimensions of the personality. However, it does not always happen this way. There are exceptions and as such many of our children deviate too much from the expected range of the normal or average possession of the one or the other traits of their personality so much so that they are in need of some special care, attention and measures for the adequate adjustment, welfare and progress in their life. Designated exceptional or children with special needs, these children are found to suffer from extremes or excesses. Among them, the unfortunate ones called disabled are found to suffer a lot from one or the other deficits, deficiencies and inadequacies with regard to their potentialities, growth and development. The fortunate ones on the other hand, like gifted, talented and creative, possess capacities and potentialities in abundance in one or other fields of life. Thus, not only the disabled but the talented and creative children also, on account of their specific needs and problems, are in a dire need of some specific and special provisions for their

adjustment and education. What these children are? What are their specific or special needs? What specific or special provisions in terms of their care, adjustment and education should be carried out for their proper welfare and progress? There are so many aspects that should be known to the teachers, parents and all those who are entrusted with the task of meeting the needs of the exceptional children or better designated as children with special needs (CWSN).

The book is designated to address some of these basic issues related to the care, adjustment and education of exceptional children. Book laid major emphasis on classroom practices, psychological, medical and sociological aspects of the disabilities.

The over view of exceptionality and special education, including definitions, basic legal requirements, and the history and development of the field is also highlighted in the book. Not only a discussion of major current issues and trends-normalization, integration and cultural diversity but also major categories of exceptionality-mental retardation, learning disabilities, emotional/behavioural disorders, communication disorders, hearing impairment, visual impairment, physical disabilities and giftedness were also discussed in this edition. The chapter started with a box of myths and facts, these serve as an excellent advance organizer for the material covered in the chapter. The book also reflected boxed material on special topics. These boxes are primarily of three types; first, some highlight research findings and their applicability to educational practice; second some discuss issues facing educators in the field; and third some present the human side of being exceptional. In the last case, they stress the inherent paradox of being exceptional- that the exceptional individual is, at once both different from and the same as the rest of humanity. The book also listed glossary for reader's convenience.

The book is neatly organized into 11 chapters. These chapters are:-

- | | |
|--|----------------|
| 01. Exceptionality and special education. | (page 1-37) |
| 02. Issues and trends: normalization, integration,
and cultural diversity | (page 38-75) |
| 03. Mental retardation | (page 76-119) |
| 04. Learning disabilities | (page 120-169) |
| 05. Emotional/Behavioural disorders | (page 170-215) |

06. Communication disorders	(page 216-261)
07. Hearing impairment	(page 262-299)
08. Visual impairment	(page300-341)
09. Physical disabilities	(page 342-395)
10. Giftedness	(page 396-443)
11. Parents and families	(page 444-477)

In the end of the book there is Glossary (page478-485); References (page 486-505); Author index (page506-517); and Subject Index (page 518-526).

CONCLUSION

The intensive reading of the book suggests that the **authors Daniel P. Hallahan and James M. Kauffman university of Virginia** is a very good research and a book is the result of long and sustained research carried out by them on different disabled children.

In all, the book is a valuable source for the in-service and pre-service special education teachers, general education teachers, student of psychology. It will also serve as a purpose for psychiatrists and other experts dealing with disabilities. The book is of prime importance for the parents of exceptional children. The book is widely read and appreciated by the readers to whom it had been generally or specifically addressed.

Name of the Book '**Development of Education System in India**'

Name of the Author : Dr. A. R. Rather (Faculty of Education)
Name of the Publisher: DISCOVERY PUBLISHING HOUSE 4831/24Ansari Road, Darya
Ganj, New Delhi 110002 (India)

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Reviewer

**(Mr. Shamas Ud Din Ahangar) Assistant Professor, (EDUCATION) Govt. College of
Education, M.A. Road, Srinagar-190001**

(Participant)

Three Weeks Refresher Course in
Women Studies (Interdisciplinary) w. e. f. 3rd Oct. 2011
Academic Staff College
Kashmir University-190006

The author has prepared the book keeping in view Teacher Training as a vital part of Education. So the author has kept in mind the B.ED. Syllabus prescribed by various Indian universities. No doubt the book is also useful for the students pursuing B.A.with Education as one of the subject, M.A.Education and M.Ed.levels.

Evaluation of the Book:

Ancient Period:

The book has 16 (sixteen) chapters pertaining to Eras, Issues and Dimensions, like, Vedic Age, Brahmnic Age, Buddhist Age, Muslim Period, Modern Era, Education Commission, National Policy on Education, Revised NPE, Elementary Education Universalised, Education for Women, Education for Weak, Education for Adults, Distance Education, Controlling of Quality and Integration through Education.

As for as Vedic education is concerned, exact dates have been indicated in the book. Salient features of Vedic age have been discussed in detail with references, A duty of a student in the educational institutions has also been discussed in detail. Curriculum prevalent during Vedic age has also been dealt. Aims of education have been mentioned to the point. Methods of teaching and role of teacher has been given due place with suitable examples.

Brahamanic Age has been stated and is considered to begin in 2000 B.C. Salient features of Brahamanic age has been discussed very brief. Various methods during the period like, Oral, Memory, Pronunciation, Discussion, Question Method and Practical Methods have been mentioned. Aims of education are quite relevant but the subjects of curriculum have only been enumerated in the book. Role of teacher has been given a due place in the chapter.

While touching the Buddhist Age the author has put his efforts to discuss the basic features of this period, and the eligibility of the student to enter an educational Institution. Medium of instruction, duties of a student have also been discussed in the chapter. The author has also attempted a comparison between Vedic and Buddhist Age. As far as education is considered educational structure and curriculum has also been dealt with by the author. He has also mentioned various important educational centers like, Nalanda, Ballabhi, Vikramshila and Mithila Universities.

The author has quoted that Akbar and Jehangir has greatly contributed as far as Muslim Education is concerned. He has put his efforts to mention in detail the salient features of Muslim Education and the importance of religion in the chapter. Contribution of Mughul Rulers and the famous educational institutions have been mentioned in the book. Level of *education, Aims of education, curriculum* and the methods of teaching have been discussed though briefly but to the *point*.

British Period:

The author has *started the British Period* with Macaulay's Minute(1835) Lord Macaulay who was a learned scholar of Britain has put forth certain important *recommendations* with regard to Indian Education which the author has highlighted in the book. But in the same document the other important events *related to the Minute* like, Bantick's Action, Downward Filtration *Theory* have not been given any place in the book.

In the topic Woods *Despach (1854)* only few *recommendations* have been briefly mentioned as, the document is considered a very important landmark in Indian Education. Its importance and merits have not been considered in the book. Same is the case with the First Indian Education Commission (*ISS2*) and *Indian Universities Commission (1902)*.

Gopal Krishan Gokhale Bill (1910), a first initiative for the provision of free and compulsory education in the country has been very shortly discussed in the book. Sadler Commission (1917) has been though discussed in the light of *Secondary Education, Higher Education, Women Education, Training of Teachers and Technical Education* which is insufficient for the document.

As far as Sargent Report (1944) is concerned, the report is a comprehensive report on Indian education, which has been very briefly, rather mentioned only in the book.

Modern Era:

With regard to the modern Era the author has started with University Education Commission (1948-49), and only few recommendations and reforms in research and training have been mentioned. As the Commission is an important and rather the first landmark in free India which has assessed all the aspects of higher education. The commission has given the recommendations for the aims of education; examination reforms, conditions of university teachers and their training, professional education, all of them have been ignored in the book.

While revealing the Secondary Education Commission (1952-53) the author has satisfactorily attempted to discuss the document thoroughly.

Indian Education Commission (1964-66) headed by Dr. D. S. Kothari, also known as the (Bible) of Indian Education has been discussed in a comprehensive manner. The rationale, problems, curricula, study of languages, importance of science, work experience, physical education, teaching methods, school buildings, guidance and counselling, special education etc. have been thoroughly discussed.

National Policy of Education (1986) Rajive Gandhi's Concept of National Development, In which there are twelve sections under which certain important recommendations were given in order to reform the Educational Scenario in India have been analysed in a learned manner.

As far as Revised National Policy of Education is concerned, the author has mentioned the guiding principles of the policy equality of education, Early Childhood Care Education, curriculum, textbooks, training of teachers, women studies, empowerment of women, education of scheduled castes and scheduled tribes, education of minorities, nonodaya vidyalayas and universalization of elementary education, adult education technical education have been discussed as it is very useful for the students of various levels.

Issues and Problems:

Universalisation of Elementary education has remained a cherished goal of India in this context the author has put his efforts to provide historical glimpses before and after independence. Recommendations of Kothari Commission in this regard have been mentioned in this book. More important wastage and stagnation a biggest problem has also been discussed in the book.

As far as Women Education is concerned the author has only discussed the issue in the light of national policy on education. The need, importance and the position has not been given a place in the issue.

India is a democratic country where there is right to education to every citizen of the country. The author has attempted for education of the weaker sections very successfully. He has discussed the meaning of weaker sections, the concept of equal opportunities and its importance. Moreover the author has also mentioned the factors of discrimination in education and efforts for the eradication of such discrimination in India. Quoting M.S Swaminathan's views on the education of schedule castes supported by the articles 45 and 46 of Indian Constitution. The author has also mentioned the recommendations of Indian Education Commission 1964-66 and National Policy on Education 1986 and 1992. The author has also discussed various issues of schedule castes and schedule tribes and has discussed various programmes like DPEP, Lok Jumbish and Mid-day meals.

Adult Education as a national problem has been highlighted by the author in the book. The author has mentioned the historical development of adult education. Regarding the eradication of illiteracy, quoting John Dewey the author has discussed importance of education, and has also mentioned the figures of literacy percentage of the last three decades. The author has successfully put the concept of adult education, its components, problems and efforts taken by the Government of India for its eradication, UGC, NLM (1987), TLC (1990) and the Programme of Action have also been given due place in the book. Causes of mass illiteracy and the measures to arrest mass illiteracy have also been discussed.

In Distance Education, nature and concept, history of distance education, problems, aims and recommendations of various commissions and committees have been mentioned. The author has also discussed the use of information technology and quality of distance education.

Quality Control in higher education is one of the important goals in our country. In this connection the author has historically discussed the quality control in higher education, aims of higher education in the light of Secondary Education Commission, Kothari Commission and National Policy of Education. Steps in Quality control in higher education and present scenario on the number of higher education institutions in India. Need and importance of quality in higher education and some specific problems in quality control in higher education problems of establishment of autonomous colleges and the role of NAAC has also been discussed.

The author has placed the topic Integration through Education by discussing the meaning of emotional integration and national integration and quoting Bhatnagar (1983). Narrow and broader meaning of national integration and need of national integration has been mentioned. The author has highlighted the disruptive and separatist elements and factors of emotional and national integration in India. He has also placed the recommendations of certain documents and has given emphasis on evolving a National System of Education for the country.

To Sum up,

Impression of the Book:

1. Most of the topics related to Ancient Period are satisfactorily mentioned in the book and are useful for the students of various levels;
2. Few topics in British Period are very shortly discussed in the book which needs to be revised;
3. Sargent Report (1944) needs to be revised and being an important document it needs to be discussed in detail;
4. Secondary Education Commission (1952-53) is very short and needs a detailed revision;
5. Similarly. Women Education has been presently halfheartedly in the book and needs a mention of various dimensions of women education.

Overall, the book is useful for B.A., M.A. (Education), B. Ed, and M. Ed. level students of various Indian universities.