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Chief Editor
Prof. A. G. Madhosh

Editor
Dr. A. H. Zargar

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Phone : 426860
e-mail : ameen_bhat@yahoo.com

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From the Chief Editor's Desk

I am very glad to mention that our Faculty Journal "INSIGHT" has entered a stage of well-accounted maturity. It has set a standard for itself. Being an exclusive research Journal, it has evoked a countrywide interest among scholars, researchers and data-analysts. We are getting first rank research articles from far off places a wider range of participation is forthcoming from the men of eminence in the field of education. It has also opened and offered its space to the persons with diverse interests. The only criterion to welcome such communications is that they must be socially relevant and enriching our readers with creative and innovative ideas. Our belief is that the researchers particularly in the field of education must address themselves to the most pronounced issues in the field. The problems conceming teacher education, student performance, academic standards examination reform alternative schemes for school dropouts, quality control in higher education, corrective measures to reform the public sector education and above all the community related extension services, by the higher education institutions.

Universalization of the elementary education continues to be a central problem of the system. But who should come with strategic ideas to handle this problem squarely? The government to some extent has done its job by providing a budgetary allotment of Rs.3608 crores for the current year (200-2001) with an increase of 756 crores over the previous year. The educationists and social scientists must come with the productive ideas to prioritize the financial support. Similarly the diversification issue at the secondary stage must be taken as a challenge and practicality of the course structure worked out on the basis of action research strategies. The higher education too merits our attention. It is not to be taken as a 'non credit subsidy' or compulsive extravagance but we must see that the system is geared properly.

A brief mention of these areas was just to given an idea to our contributors as to how they can use their imaginative thought to address these questions. Our Journal

would really welcome them and feel honoured in communicating their ideas to the men who matter and the public in general.

Our lead article for this issue focuses on the entrance tests particularly those of the Kashmir University. The underlying idea is to find out the positive measures to establish the creditability of such instruments or else drop them altogether to save more productive hours for an instructional session.

Besides the in-house contributors we have to welcome and thank our writers from various fields within the state and also those from outside. Prof. B.K. Passi's valuable articles have become characteristic features of our journal and we hope to receive them in future also. In the recent-past the oldage concerns have emerged significantly on our social scene and the area has attracted many researchers in this issue we have an article by Mr. Satya Brink. It is expected that such articles shall encourage researchers to devote some of their time to the socially useful areas of immediate or distant concern.

And finally, I must talk of the new era of the "Kashmir University" that begins with Prof. Jalees Ahmad Khan as its Vice-Chancellor. Prof. Khan is primarily a researcher designer and above all a teacher. We do expect more imaginative and socially relevant research during his tenure. Kashmir being geologically very rich, we hope Dr. Khan shall take up some project under his close supervision. This reminds me of a great piece of research done by late Prof. Muhaib-ul-Hassan (Kashmir under Sultans) during his tenure as the Head Department of History, Kashmir University. By any standard Prof. Hassan's treatise has been really a noteworthy contribution to an understanding of Kashmir history.

With these words, let us now read and enjoy the dispatches.

Prof. A. G. Madhosh
Chief Editor

A STUDY OF KASHMIR UNIVERSITY ENTRANCE TESTS*

*Professor A. G. Madhosh***

Our contemporary society has many of its characteristics not necessarily transmitted from earlier generations and yet ranking high in the cognitive domain of its culture. Previouly an essential condition to enter the Institutional life was the basic (academic or professional) merit. A document (certificate, diploma or degree) certifying one's academic or professional position was enough to permit his entry into the world of work, training and education. Now the order of things has changed. Almost all Institutions have developed their own screening devices to ascertain the required merit of the candidates opting for jobs, study courses of training programmes. This paper does not intend to enumerate the causes leading to the share disregard for the conventionally earned merit or competence, but on the contrary I would rather like to share some of research notes on the validity and reliability of the indigenous measures of selecting groups of individuals for various courses of study.

Presently most common instrument is the Multiple Choice Questionnaire (MCQ). This device is generally used by Banks, Private Sector Organisations, Defence Sectors, Professional Institutions, Competent Authorities, Schools, Colleges, Universities and others. A content analysis of these

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* A summary of this study was first published in the local English daily Greater Kashmir on _____ (Editor)

** Professor & Head, Department of Education, Kashmir University, Srinagar.

'tests' reveals that area like Science, Humanties, Social Science, General Intelligence, Work Aptitude and General Information from the essential components of the test format. In this way a Questionnaire with hundred items for 10 dimensions would give us a ten-item information on each dimension or a collective score on the whole battery by adding scores on various dimensions. Interestingly the data on various abilities are 'added' instead of assessed separately. An additive score will lead us no where because the abilities essentially are multiplicative than summative in nature. Suppose we relax this seemingly a 'genetic' limitation of the Questionnaire, how do we reckon with the reliability of issue of the device? Measurement experts have shown that the reliability is the function of length of the test. But can we afford to give a test as lengthy as to ascertain the reliability of the content material. How can otherwise we justify individuals position on the basis of too scanty an information (ten items on one dimension)!

The object

The University of Kashmir has been admitting students to various post-graduate programmes in Art's, Humanities, Science, Education, Law, Social Science, Management etc., on the basis of entrance examinations. The practice is there for more than a decade now. Initially the sole aim of such tests was to stop entry of the students using unfairmeans (Mass-copying) at the graduate level. Mass copying was one of the irritating consequences of the ever increasing turmoil in the state of Jammu and Kashmir. There seemed no immediate remedy to the menace but the university found a way to satisfy herself with the entrance test based admissions.

At the ned of the Ist years of its practice the standing committee of the Academic council expressed its apprehensions about the success and reliability of the test but

no one seemed ready to go back to the original system of admissions. The situation had turned more ridiculous by shifting back to the annual examination pattern from the semester system.

Presently the scenario has changed. The mass copying at the undergraduate level is almost stopped. The results of the graduate classes seem to fairly screen the students in various streams. So a question is raised whether there is any further ned for entrance test? The question had become all the more important due to an ever increasing disturbance caused tod the duration of the academic session because of one or the other reason. This year again (2001) the B.A./B.Sc results are yet to be announced (April) and it may take another month (May, 2001) to declare the results and then another month to hold entrance examinations. This is the occasion when the university needs to review its admission policy and come forward with a system more viable and least disturbing.

The present study is rather an attempt to see whether the entrance test presently available with us, does really measure what it purports to measure.

The Method

What makes an entrance test a farce activity is its poor, inadequate and less dependable format. An obvious criticism has been that this instrument is largely: Suggestive, Repetitive, Common-Sense and Credo-free. Keeping these points in view the present investigator devised a special methodology to used to check the content of the test instrument. A close and deep content analysis was made by keeping the data for more than five years in view. The comparative analysis most representative sample of annual examination results and the results on the entrance test were screened.

The sample

For an analysis, comparison and inferences data from the below mentioned faculties are obtained.

1. Faculty of Science
2. Faculty of Social Science
3. Faculty of Law
4. Faculty of Commerce
5. Faculty of Education and some departments connected with humanities.

Results

The content analysis was made using four major parameters namely suggestive repetitive common sense and credo-free. The assumption being that all these parameters have a strong potential to reduce both reliability and validity of the test measure. This is besides the length of the test which is the most important factor to influence the reliability of a test.

The Parameters

A perusal of the table No.1 reveals the estimated Load of each such parameters responsible for low reliability coefficients. The suggestive items have the built-in capacity to lead the examinee to the correct answer. The specimen of such an item can be presented as under:

"Which one of the following schools emphasizes the nature of a child?

a) Pragmatism b) Idealism

c) Naturalism d) None of the above."

This question is highly suggestive and the examinee shall easily be lead to the correct option; Viz "Naturalism (c). Similarly inclusion of repetitive items and common sense situations further weaken the instruments. The credo-free

statements are largely 'general knowledge' items and mostly out of the subject specific context.

Table I. Nature of Test items.

Content of item used	Science	Humanities	Social	Law	Comm.	Education
Suggestive	05-10%	30-70%	50-70%	20-30%	30-50%	40-50%
Repetitive	15-35%	30-60%	50-80%	30-50%	40-50%	50-60%
Common Sense	00-5%	10-20%	30-50%	40-50%	20-35%	40-50%
Credo-free	05-10%	10-40%	40-50%	30-60%	40-50%	20-30%

I have seen that only in "Science" courses a restraint is observed in allowing suggestive, repetitive, common sense and credo-free questions to dominate the entire body of the Questionnaire (kindly peruse the Table 1). In the area Social Sciences we find that the test format is highly clouded with the items responsible for maligning the basic purpose of the test. Credo-free or out of context questions are heavily loading our "Social Science" and "Law" Instruments. "This or that book was written by" or "this or that statement or slogan can be associated with the name of" are common place examples of the credo-free items.

The Format

The other important point to be considered is the very construction of the test items. How do we do it. In order to achieve more objectivity "equally attractive" options are placled against an item of enquiry. But the whole question seems begging when we find that instead of equally attractive answers "equally true" statements are given against a question. This turns the whole process into a "guess which" or commercial puzzle type absurdity. Which can be the correct

answer to a question like. "As the time marches a head, the age of an individuals increases/decreases." It may demand some debating but final answer (correct answer) is the one available in the scoring key of the trader. That is bad luck for the respondents. The point I am trying to make is that unless the test constructors are trained enough, proficient enough and subject matter specialists we would continue to run the risk of getting more true options instead of more and more attractive choices. And this, in turn, shall make our clientele groups luck and chance dependent rather than rationally being picked up or dropped from the crowds.

The other serious point concerting the Reliability of the Multiple choice system is the presence of the "guess" factor. Before making a brief analyses let me place the relevant data in the Table 2.

Categories	% of correct responses given to Social Science Questionnaire	% of correct responses given to Science Questionnaire	% of correct responses given to M.Ed. Questionnaire
Science Stream	20-35%	32-56%	15-40%
Social Science	30-68%	05-15%	20-45%
Education	40-45%	10-25%	27-50%
Illitrate Group	15-20%	02-08%	10-18%

120 young men (18-25 years) were selected randomly with 30 persons in each category of Science, Social Sciences, Education and illiterates respectively. The subjects in various categories were instructed to encircle the correct answers to the given questions based upon their own guess. Table 2 presents this data in percentages. As can be seen, we find Science graduate answering Social Science Questionnaires with a success range between 20-35% and for Science Questionnaire it ranges from 32-56% and for Education (M.Ed.

Questionnaire) it range between 15 and 40%. Like wise "Social Science Category" of the respondents do guess correct answers for Science Questionnaire with a success range from 05 to 15%. More interesting is the date from the illiterate group, their success rate for Social Science Questionnaire is 15-20% and even for Science Questionnaire the illiterate group record 02-08% success. This is really an amusing experience. Because of some other engagements, I could not cross validate these figures with actual in take merit for various University Departments, but for Education (M.Ed) I did make this exercise. You will be rather shocked to know that the top 05% the cases we admitted to the M.Ed. programme (1999) scored between 37-50% which faily compares with the guess work of the Science group 15-40% (0.56% passing between 32-40%). Obviously, therefore, the guess work of any group does intervene in the final selection of the candidates. The lowest range of correct responses to the Science Questionnaire by the illiterate group may rise a doubt on the results because of the expectation "equal or less variable" standing on all available entrance devices. But the fact is that Science being more exact than many other fields of concern, chances of "guess" are practically reduced to an acceptable minimum.

Now coming to the validity question where we feel concerned with the assumption that the testing instrument measures what it intends to measure. For these Entry Measures (Entrance Test Device) the extent of relationship between them and available standard tools is sought (technically -- concurrent validity). In my study, I correlated the available test data with the national and State level eligibility test data. A product moment co-efficient of correlation was computed and the results showed Science 0.40 and Education 0.31 both these values are positive but low. (I am thankful to Prof. Dr. Davender Singh, Secretary Eligibility Committee, of which I am also a member, for providing the necessary data). This in

other words would mean that we cannot rely absolutely on the Entrance Test Measures to gauge real merit of the candidates. The problem, however turn less severe when a necessary condition of "Negative marking" for wrong answers is practiced. This strategy may check the "guess factor" absolutely, but the questions of validity and reliability shall still remain unanswered.

The Conclusion

And finally I would not hesitate to mention that (particularly with a special reference to Kashmir University) that we can pull down our shutters on the Entrance Examinations without any fear of loosing some extra ordinary talent in the process. A supportive point tod this conclusion comes from the undergraduate results for the last three years or more. For the session 1999-2000 our results for Ist, 2nd and 3rd year classes . These figures show a very tight screening of the students at the B.A./B.Sc. level a further drilling and grilling with blunt instruments is only wastage of time and long drawn interference with the teaching learning process. The other reason (a strong one) is the result of my instant study on the "Entrance Test results compared with the academic merit of the students at the B. A/ B. Sc. Level." The study reveals (kindly see table 3) that a co-efficient of Correlation r = 0.85 for Social Sciences and r = 0.72 for Science was obtained. The comparison was made on the basis of equalization of scores to common numerical criterion. Also a T-test was applied on the Combined Means (Mean Comb) and a T of 1.936 for Sciences and 1.270 for Social Sciences and Arts were found not significant at the either level of significance. Both Correlation and significance test statistics support our hypothesis that either of the devices (Marks at the Graduate level or Entrance test results) would fairly place students in various streams of their choice. And in the present scenario it is better to use academic merit for admission and Entrance test results for restricted subjects where the Graduation level marks are not available.

Table 3 Correlation and T-Test Results

Stream	Correlation	T-value	Remarks
Science	0.72	1.936	No significant
Social Science	0.85	1.270	No significant
Arts	0.89	1.10	No significant

In case we still feel some degree of satisfaction with the instgruement, we must increase its reliability, validity, economy and objectivity by

a) Introducing variety of objective items (like True/False, Sentence completion matching information, short answer etc.);
b) Training teachers in the construction of the Questionnaires;
c) Introducing negative marking system and
d) Enhancing greater content validity of the test.

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CREATIVITY AND SOCIO-ECONOMIC STATUS: A STUDY

Dr. A. H. Zargar[*]

A number of studies have been conducted on creativity and other personality correlates. In the same vein, socio-economic status has been studied with different components of creative thought, viz., fluency, flexibility and originality. Different researchers have reported different findings regarding the nature of the relationship between creativity and socio-economic status (SES). Some investigators have observed the superiority of high socio-economic status subjects in some aspects of creativity.

Northway and Rookes (1965) found that the social and economic development of societies is very important in advancing creative behaviour. Olegetres and Wilma (1973) observed that creativity was a function of socio-economic background. Similarly, the studies of Sharma (1979), Ahmed (1980) and Vijayalakshmi (1980) found that the subjects belonging to high socio-economic groups are significantly more creative than those belonging to low socio-economic status. Contrary to these findings, some studies have reported that the superiority of low socio-economic status backgrounds over those of high socio-economic status backgrounds (Smith 1965, Singh 1977). Badrinath and Satyanarayan (1979), Chadha and Sen (1981) have shown that there exists no significant difference in the creativity of students coming from high, average and low socio-economic status.

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* Reader, Department of Education, Kashmir University, Srinagar.

In the present study, an attempt has been made to explore the nature and extent of the relationship between creativity and socio-economic status.

Procedure

The study was conducted on a sample of 50 boys and 50 girls, aged 16 to 20, selected randomly from the different colleges of Srinagar city.

Tools

Baqer Mehdi's verbal test of creative thinking was used for the assessment of creative potential; and, Kapoor and Kocher's socio-economic status scale was used for determining the socio-economic status.

Results

Table No. 1 Co-efficient of correlation between creativity & Socio-economic Status (Boys) N=50

Variable	Mean	
Creativity	141.0	
SES	81.0	r = 0.07

Table No. 2 Co-efficient of correlation between creativity & Socio-economic Status (Girls) N=50

Variable	Mean	
Creativity	147.0	
SES	83.0	r = 0.07

In order to find if there is any relationship between creativity and socio-economic status, the product moment correlation was computed. The co-efficient of correlation is 0.07 for both boys and girls. The values are positive but very low in both the sexes. The present findings are in line with the research findings of Pandit (1976) and Sharma (1979).

Study of Extreme Groups

The authors have also conducted extreme group study on creativity and socio-economic status. The study makes a genuine distinction between high and low socio-economic status subjects, in relation to their scores on creativity. The findings lent enough support to the theoretical construct of the present study that a high level of socio-economic status helps in the creative development. The distinction between high and low scores in the two variables was done on the basis of extreme group pattern. The cases falling in or below the first quartile, i.e., lowest 25% of the cases were treated as low scores, whereas the cases falling in or above third quartile i.e., upper 25% were taken as high scores. The following tables show Means and S.D.'s on creativity of boys and girls belonging to high and low socio-economic groups.

Table No. 3 - Mean and S. D. of Boys

	High S.E. S.	Low S. E. S.
Mean	163.0	115.5
S. D.	19.2	20.6
	S. E. D.	t
	8.55	5.55 df = 21

Table No. 4 - Mean and S. D. of Girls

	High S.E. S.	Low S. E. S.
Mean	173.0	128.5
S. D.	29.3	26.4
	S. E. D.	t
	11.44	3.95 df = 23

From the tables (3&4) given above, it is clear that the difference between the two mean scores is significant at both the levels (01& 05). This clearly indicates that students belonging to high socio-economic status have better creative potential when compared to those belonging to low socio-economic status group. The present finding is supported by the findings of Ahmed (1980), Viyalakshmi (1980), and Srivastva (1978).

Discussion

The present study reveals that students belonging to parents of high socio-economic status are more creative than those of parents of low socio-economic status, for both the sexes. Students coming from high socio-economic families have all the facilities available to them and also receive high motivation from their parents and rich experiences boost their creative potential. But this needs further investigation to generalize the results, because if these conditions are controlled the differences may disappear. However, the present findings are supported by those of Northway & Rookes (1965) and Janson (1968). Strauss & Strauss (1968) are of the opinion that it is not only cultural or economics development of the society, but the independence of thought and action which helps in developing creativity.

Conclusion

Hence, students should be provided with the proper environment, in terms of better schooling and proper care. Further, all are potentially creative, but only those succeed in realizing it who have the ability of actualizing their potential. Schools can take-up many programmes to nourish the creativity of children. Above all, teachers and parents should also understand their wards carefully, and equip them to

become leaders and inventors. By doing so, they will certainly sow the seeds of peace, prosperity and progress of mankind (Dutt & Lal 1977).

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"EARLY CHILDHOOD CARE & EDUCATION AT ANGANWADI CENTRES IN DISTRICT KUPWARA – An Evaluative Study

Dr. N. A. Nadeem[*]
Farooq A Shah[**]

Introduction

The progress and prosperity of a nation is intimately related tod the optimum growth and development of its children. Modern researches have shown that early years of life are of great importance. Foundations of future adult personality are laid in these impressionable years. Benjamin Bloom observes that environment for first six years of life is very significant for cognitive development. According to Piaget "Sensori-motor ability is the basis of intelligence". It has not been realized that early years are a time of the most rapid physical and mental growth and set the foundations for the later years. Thus childcare and education should be according to the physiological and psychological needs and conditions of the child. It should be free, flexible and comprehensive and should focus on finding the best ways of getting families and schools to work together. Besides taking care of health and nutrition of child during these years, development of intellectual, cognitive and linguistic abilities have also to be given equal importance.

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

The Sargent Report (1944) is the first official document which called upon the Government and the people to provide pre-primary education in the form of nursery schools or classes essentially as adjunct to any national system of education. In 1967, the Ministry of Social Welfare, Govt . of India was made responsible for running the programme of childcare and women welfare with assistance from UNICEF. The national policy of children (1974) , declares children as "Supremely important asset" of the nation, whose "nurture and solicitude" are the responsibility of the nation.

In pursuance of the National Policy of Children (1974) and recognizing that it is early childhood that the foundation for physical, psychological and social development are laid and that provisions of early childhood services especially for the weaker and more vulnerable sections of the community will help to prevent or minimize the wastage arising from infant mortality, morbidity, malnutrition and stagnation in schools, the Government of India started the Integrated Child Development Services (ICDS) scheme in 1975. Presently there are more than 5614 ICDS projects in the country, benefiting more than 21.3 million children and more than 3.2 million mothers. The ICDS programme aims to deliver an integrated package of basic services to children under six years of age, to pregnant women and to nursing mothers right in their own village or locations. An Anganwadi is the focal point for delivery of six main services scheme i.e. supplementary nutrition, immunization, health chech-up , referral services, nutrition and health education and non-formal pre-primary education, to children and mothers in their own communities.

Keeping in view the present scenario of early hildhood education and the status of the fields as a whole, one needs to take a realistic and pragmatic view about the future directions in which early childhood education programme and researches

must move. Review of literature indicates that the need for pre-chool education is widely recognized but the status of pre-school education needs to be steadily raised and improved in qualitative terms. The ICDS programme is a dynamic programme. It is flexible and can be suitably modified wherever necessary. Even the organizational structure of the programme, its goals and objectives, may also under go a reaching changes. In the State of J&K the administrative blocks falling in 14 districts have been covered under the said scheme. District Kupwara is a far-flung district of the State and provision of services like ICDS are desirous in such rural areas and their practicability is equally essential. The present investigation is a modest effort to look into the effectiveness of ICDS services operative in various block of the district was carried in this district a block level with the following objectives:

Objectives of the Study

The study was undertaken will the following objectives:

1. To survey the number of Anganwadi centres functioning in each block of the district and identify the highly and lowly performing Anganwadi centres at block level.

2. To prepare the case studies of highly and lowly performing Anganwadi centres at five block levels highlighting their structure and functional aspects and to compare highly and lowly Anganwadi Centres at block level.

3. To study the perception of Anganwadi Workers towards pre-schooling and socialization of children in the age group 3 to 6 years.

4. To study the perception of parents towards the effectiveness of Anganwadi Scheme.

Methodology and procedure:

A. Indentification of the highly and lowly performing Anganwadi Centres:

The present study was designed to find out the Anganwadi centres actually functioning in each block of district Kupwara, excluding the centres in 10 km border belt area and to indentify highest and lowest performing Anganwadi Centres.

The total number of existing Anganwadi centres in the five blocks of district Kupwara included in the present study are reported as under:

S.No.	Name of the ICDS Projects	No. of Anganwadi Centres
1	Sogam	37
2	Kupwara	56
3	Kralpora	123
4	Langate	114
5	Rajwar	93
Total		423

All these centres were rated block wise and the rating was done through an inter-related criteria on the basis of their over all performance.

The selection of effective / ineffective Anganwadi Centres was done on the basis of ranks accorded by the following :

a) Ranks accorded by the concerned CDPO of each block.

b) Ranks worked out on the basis of ratings in percentage accorded by the parents.

c) Ranks accorded by the present investigator.

The block wise list of Anganwadi centres identified as highest and lowest performing Centres is reported as under:

S.No.	ICDS Block	Highest performing AWC	Lowest performing AWC
1.	Sogam	Bedibera	Gogal
2.	Kupwara	Khar Mohalla (Gushi)	Parreypora
3.	Kralpora	Gugloos 'C'	Reshigund
4.	Langate	Pehrupeth'A'	Mankal
5.	Rajwar	Chogal'A'	Yemler

These highest and lowest performing ten Anganwadi Centres were thus selected for an in-depth study.

B. Tools for data collection:

The following tools were constructed for the purpose of collection of data.

1. *Information Schedule:* This schedule was constructed to find out the number of Anganwadi Centres and their infrastructural facilities and their enrolment (sex-wise and age-wise).

2. *Questionnaire:* This questionnaire was constructedc to study the role of Anganwadies in preparing children for schooling and also fostering socialization.

3. *Interview Schedule-I:* This schedule was prepared to study the perceptions of Anganwadi workers towards pre-schooling and socilisation of children of the age group of 3-6 years.

4. *Interview Schedule –II:* This schedule was constructed to study the perception of parents towards the effectiveness of Anganwadi scheme as a whole.

C. Procedure:

Functional Anganwadi centres in district Kupwara were studied exclusing the centres located in 10 km border belt area. Highest and lowest performing centres were identified in each block on the basis of ratings of concerned CDPS's parents and the present investigator. Case-studies of five highest and five lowest performing Anganwadi centres, highlighting their structural and functional aspects at five block levels were prepared. Comparison of these highly and lowly performing Anganwadi centres was made in terms of their enrolment, average attendance for non-formal, pre-primary education, nutritional materials distributed and materials / equipment available at Anganwadis. The perceptions of primary school teachers regarding these selected Anganwadi centres were also studied.

The perceptions of forty Anganwadi workers drawn from five blocks of the district, towards non-formal, pre-primary education, socialization and related development in the age group of 3-6 years were also studied. One hundred parents drawn from five blocks of the district were also interviewed regarding the effectiveness of Anganwadi scheme as a whole. The data collected was thoroughly quantified and analysed statistically by employing percentage statistics.

Discussion of the results:

The analysis of the data has revealed that 423 Anganwadi centres exist in five blocks of district Kupwara, excluding the Anganwadi centres located in 10 km border belt area. Rambhal ICDS project was not yet functional practically. 79.81% of centres in the district were included in the present study. In these Anganwadi centres of the dist rict, 10,564 children were on rolls in the year 1998-99 when the data for the present study was collected. Out of them 5,249 (49.69%) were boys and 5,313 (50.31%) were girls.

Anganwadi centres Bedibera, Khar Mohalla (Gushi), Gugloosa 'C', Chogal 'A' and Pehrupeth 'A; were identified as highest performing Anganwadi centres in block Sagam, Kupwara, Kralpora, Rajwara and Langate respectively. Anganwadi centres Gogal, Payerpora, Reshigund, Yemler and Mankal were identified as lowest performing centres in Block Sogam, Kuprawa, Kralpora, Rajwar and Langate respectively. Case studies formulated for these highest and lowest identified centres at five blocks levels in terms of their structural and functional aspects revealed a remarkable difference in the performing of these centres. Difference was obvious in the availability of equipment / materials, distribution of nutritional materials and average attendance of children. It was found that materials / equipments available in highest performing

Anganwadis ranged from 60% to 70% and from 10% to 30% in lowest performing Anganwadi centres. 70% of equipments / materials were available in highest performing Anganwadi centres Khar Mohalla (Gushi) and Chogal 'A' of block Kupwara and Rajwar respectively while as only 10% of the required equipment / materials were available at lowest performing Anganwadi centre Reshigund in block Kupwara.

It has further been revealed that the nutritional materials distributed in highest performing Anganwadi centres ranged from 68% to 92% and from 21% to 40% in lowest performing Anganwadi centres. 92% of the nutritional materials were supplied to the beneficiaries in Khar Mohalla (Gushi) identified as highest performing Anganwadi centre while as only 21% of nutritional material reach to the beneficiaries in lowest performing Anganwadi Centre Mankal in block Langate. It has further been found that the percentage of average attendance of children for non-formal, pre-primary education ranges from 61% to 70% in highest performing Anganwadi centres from 0% to 6% in lowest performing Anganwadi centres at five block levels. 70% of children attended the Anganwadi centre Gugloosa 'C' for non-formal, pre-primary educaion at an average in block Kralpora identified as highest performing Anganwadi centre where as 0% attendance for non-formal, pre-primary education was observed in loeste performing Anganwadi centres Payerpora dn Yemler in block Kupwara and Rajwar respetively. Although no obvious difference was observed in the enrolment of children in highest and lowest performing centres. It has been revealed that the number of children of the age group 0-6 years enrolled in highest performing Anganwadi centre ranged from 53 to 62 and from 31 to 49 in lowest performing Anganwadi centres at five block levels.

An-indepth study of Anganwadis at two polarities of ranks at five block levels has clearly revealed the varying role of Anganwadi workers in motivating people for immunization, health check-up and family planning measures. Role of Anganwadi workers in imparting nutrition and health education was also studied at five block levels. The study has revealed that Anganwadi centres were located at sites that were easily accessible to children. Separate kitchen was not mostly available to the Anganwadis. Buildings of centres were mostly private and kacha but ventilated. No Anganwadi centre was fully equipped with the necessary material and equipment. Supply of nutritional materials was neither complete not regular. Immunization was not done at Anganwadi centres but at health centres. Mostly the Anganwadi workers were attending national-level immunization programmes like pulse polio, anti-leprosy etc. The findings of the present study are in tune with the findings of some earlier studies. NIPCCD (1980) has found that 90% of Anganwadis were located at sites that were easily accessible to children. No separate Kitchen was found in most of the centres. In 83% Anganwadi play space was insufficient. Difference was also obvious in maintaining the records of immunization and nutritional distribution etc., at two polarities of ranks at five-block level.

While studying the perceptions of primary school teachers regarding schooling and socilisation of childrenj attending Anganwadis, it has been found that children from highly performing Anganwadis were comparatively better motivated for learning, better in academics and were social and frank than the children from lowly performing Anganwadi centres. Same results were found by Tarapore . (1986) in his comparatively study. He found that children from good quality Anganwadis were better in areas of personal information and finer motor development, conceptual reading, readiness skills,

comprehension and personal & social skills than low quality Anganwadis.

The study of perception of Anganwadi workers towards schooling has indicated that all Anganwadi workers are not aware about their duties fully and are unaware even about the objectives of Anganwadi scheme. Feeding of supplementary nutrition is considered as main job by the Anganwadi workers. Only 35% Anganwadi workers are sure that the all the Anganwadi children will join schooling after leaving the centre. 80% of them believe that Anganwadi scheme helps the children to get motivated for formal schooling. Only 25% of Anganwadi workers agreed that Anganwadi workers were not satisfied with effectivity of their role in schooling and social development of children. The Anganwadi workers are getting very low wages and are mostly dissatisfied with their job. Anganwadi workers were found technically incompetent to discharge their duties. In study on women and children development in rural Kashmir, Hakim, (1997) has also found that Anganwadi workers were lacking qualifications and professional interest.

The study has further revealed that the parents are not satisfied with the effectiveness of Anganwadi Scheme. People in general were found not impressed on the impact of of ICDS programme. It was found that the only 26% of the people termed it is a useful scheme for the public. Only 28% indicated that the benefit of the scheme reaches to the deserving masses. It has further been revealed that only 26% of parents believed that Anganwadi workers help the people in motivating them for immunization. 19% of the parents were of the opinion that Anganwadi workers help them to get their medical check-up. 29% of parents believed that children get motivated for learning by attending Anganwadi centres. District Evaluation and Statistics Officer, Kupwara (1996-97) has also found that

95% Anganwadi centres ignored immunization, pre-school education and health education as basic services in Kralpora block of district Kupwara.

It has further been revealed that 72% of the parents denied any role of the Anganwadi scheme in reducing the rate of school dropout. Bajaj (1986) in his study found that Anganwadi centres had no relationship or impact on dropout rate in primary schools.

Suggestions for the improvement of the Scheme

The following suggestions are proposed for the improvement of ICDS scheme:

1. Anganwadi centres should be located in hygienic and open places having suitable play fields.

2. Separate kitchen facilities hould be ensured for each Anganwadi centre.

3. Anganwadicentres should be fully equipped with men and material as per norms of the scheme.

4. Minimum qualification required for appointment of Anganwadi workers should be raised to (10+2) preferably with Science subjects.

5. Periodical refresher courses must be organized for all Anganwadi workers.

6. Emphasis should be laid on both practicability and documentation aspects of the job of Anganwadi workers.

7. Anganwadi workers should be paid the salary equal to that of class 3rd employees.

8. Co-ordination between parents and ICDS officials may be strengthened. For this purpose periodical meeting should be arranged.
9. Full and regular supply of nutritional and other required materials must be ensured for each centre.

10. Awareness about Anganwadi scheme should be ensured for the general public. For this seminars, film shows and public meetings should be organized.

11. playway methods of teaching should be adopted in these centres on priority.

12. Anganwadi workers should undergo a rigorous training course, before they are appointed as Incharge of ICDS centres.

13. There should be a close co-ordination between Anganwadi centre and local primary school. Anganwadi worker should visit the school and the primary school teacher should also visit the Anganwadi centre.

14. A close co-ordination between Social Welfare Department, Education Department and Health Department should be ensured at the village level.

TOWARDS QUALITATIVE RESEARCH METHODOLOGY

Dr. A. R. Rather,
Reader, P. G. Department of Education,
Kashmir University, Srinagar (India)

"We should be on our guard not to overestimate the science and scientific methods when it is a question of human problems, and we should not assume that experts are the only ones who have a right to express themselves on questions affecting the organization of society."

(Einestein)

Introduction

Problems have been existing since the beginning of social life. The problems have multiplied since then. Now problems have risen due to certain changes and upheavals in the social system that affect the behavioural patterns as well as the socio-economic scenario. To answer these problems, sociologists and anthropologists attempted to study these changes in the light of shift of society from traditional to modern one; psychologists attempted to study these changes in the context of human behaviour, the educationists, economists and historians tried to answer these changes through developing different models of changes within their Uni.- disciplinary system. Of late the discipline of Extension Education emerged as a dynamic force which utilized the best tools and techniques of research of various behavioural science disciplines in solving the intricacies of behavioural components in relation to adoption, diffusion, and communication of innovations.

Inspite of these efforts, the researchers could not provide adequate analytical and predictive data on relevant behavioural aspects of people, communities, and society that may provide the bases for planned and sustainable development. Generation of such data, however, require that

the concerned behavioural researchers employ an appropriate research methodology, tools, and techniques for the measurement, analysis and prediction of the behavioural components of human personality in the target groups.

No doubt, the approach and methodology for research in physical, life and behavioural sciences are similar and human happiness is their common objective but there are basic differences between the concerns of the two. The pure and physical science mostly make use of the laboratory, materials, equipments and mechanical device where as the basis for research in behavioural and social sciences lies in the real world; their laboratory for research is in the social organizations like schools, community centres, families, villages, factories and polity.

Research Methodology in the Social context:

The term methodology refers to the process., principles and procedures by which we approach problems and seek answers. In social science and education, the term applies to how one conducts research. The methodology procedures we choose are greatly influenced by our assumptions, interests and goals. In the 19th and early 20th centuries there have been two major theoretical perspectives that have dominated the social science, scene,one positivism and the another phenomenological approach Auguste Comte and Emile Durkheim, the proponents of positivism consider "social facts" or social phenomena as "things" that exercise an external and coercive influence on human behaviour. The positivist emphasizes social facts thereby attempting to trace the causes from the social phenomena with little regard for the subjective states of individuals. On the contrary, the phenomenological perspective propounded by Max Weber lays more emphasis in understanding human behaviour from the actor's own frame of reference. The phenomenological theorists attempt to trace the

causes from the internal forces. For them, the forces that move human beings, as human beings rather than simply as human bodies is meaningful stuff. They are internal ideas, feelings, and motives. The phenomenologists examines how the world is experienced. For him, the important reality is what people imagine it to be.

Since the positivists and the phenomenlogists approach different problems and seek different answers, their research will typically demand different methodologies. The positivists searches for facts and causes through methods such as survey questionnaires, inventories, and demographic analysis which produce quantitative data and which allow him to statistically prove relationship between operationally defined variables. The phenomenologists, on the other hand, seeks understanding through methods such as, participant observation, open-ended interviewing, and personal documents which produce qualitative data which enable the phenomenologists to see the world as subjects see it. The positivists can also make use of qualitative methods to address their own interests, for example, they can use descriptive data as indicators of group norms and values and other social forces which cause; or determine human behaviour.

Qualitative Approach

Qualitative approach is referred to that type of research procedure which produces descriptive data, i.e., peoples own written or spoken words and observable behaviour. This approach directs itself at settings and the individuals within those settings holistically, that, is the subject of the study, be it an organization or an individual, is not reduced to an isolated variable or to an hypothesis, but is viewed instead as part of whole. The methods by which we study people affects how we view them. When we reduce them to statistical aggregates, we lose sight of the subjective nature of human behaviour.

Qualitative methods enable us to know people personally and to see them as they are developing their own definitions of the world. We experience what they experience in their daily life struggles with their society . In ultimate analysis, qualitative methods enable us to explore concepts whose essence is lost in other research approaches. Such concepts as suffering, pain, frustration, hope, can be studied as they are defined and experienced by real people in their daily lives.

Qualitative Methods and Education:

Since the very objective of Education centres around young learner it becomes imperative to know him psychologically and sociologically in real life situations. He is different from the adult person; he has different needs, he is used to different interactional processes; his desires, motives, values are also different. If we want to change him means to understand him, his behaviour, his motives, his interests and his values remains one important issue to be dealt with appropriate methodology.

While dealing with other related aspects like planning, administration, evaluation, material production, training and teaching in the field of Education, it is not worth of one single technique that would serve the purpose instead problems typically demand different procedures as it is the nature of the problem that defines a particular research approach. Besides, fundamental research which adds to the existing body of knowledge, there are immediate as well as life - oriented problems, some of them can best be answered by experimental approach, some by expostfacto method whereas still some problems may ask for historical or survey - type treatment.

The immediate and local problems being faced by teachers and managers demand action - type research approach as they have local and immediate application. This can be

carried out on the utility of teaching - learning materials, teaching techniques, motivational factors, attitudinal and behavioural changes among learners, reasons for dropping out, etc. Researches of an applied nature are equally important and long standing. They provide findings, which have transfer value hence, are of great utility.

The research issues in Education point up to the fact that the data required need to be gathered through such research techniques wherein the researcher should essentially be sensitive to:

i). The ways in which children differ from each other.

ii). The complex socio-psychological world, then alone the data so gathered can be termed objective and valid . To realise this objective, the researchers of developed and developing countries emphatically advocate for a shift from orthodox, static and traditional methodologies to that of flexible and participatory methodologies in Education.

Since the objective and procedures of research in Education are basic in nature and exploratory, to start with, the intimate involvement of researchers with the people is imperative. It is difficult to obtain objective facts from the people because the facts that the people give are highly subjective. Thus, the meaning and significance attached to the facts by the people may not be the same as understood by the researchers. So, it requires on the part of the researchers almost to go to the people, live with them, and share their life experiences so that they understand each other's language, meanings, concepts, etc. The same procedure has been there with the anthropologists to understand the primary and primitive cultures. This type of approach assumes significance when we deal with the type of target groups, with which we are concerned in Education.

The method involves a community of population in the entire research project from the formulation of the problem to discussion, on how to seek solutions and interpretation of the findings. This method evolved when contradictions were detected in the traditional research methodology and Educational philosophy when the educators began to examine the problems related to the reality in which they were situating their practice of Education, when they began to evaluate the impact of their education effort; and when they began to study the learning process of learners they realised that their research methodology was alien to the learners and unilaterally controlled by these educators as researches treating their learners as objects of manipulation in the research process. Second, the social science research methodology became an elitist and dominant methodology after the Second World War. This methodology had borrowed heavily from the natural science and was based on myths of objectivity, neutrality and scientificism. Under the guise of these tenets of natural science became heavily dependent on behaviorism and empiricism as the basic defining paradigm of research.

These inherent weaknesses in the classical research methodology led to the rise of the participatory research as an alternative research methodology. History reveals that this system was there but has been unrecognized, neglected and delegitimised due to the reason that there was elite control over both knowledge and the production of knowledge which tended to serve the interests of the elite in perpetuating the status quo. The elite used to control the knowledge and the production of knowledge as one of the means to control poor and oppressed people. On the contrary, participatory research emphasizes the use of knowledge as one of the major bases for power and control in the present day world.

The methodology of dominant system of knowledge production emphasizes the concepts of neutrality, objectivity and distance from the subjects and methods of data collection, which exercise unilateral control over the process of inquiry. In contrast, participatory research methodology as a representation of an alternative system of knowledge production emphasizes the principles of subjectivity, involvement, insertion, and consensual validation in order to develop its methods of data collection and analysis to provide answers to the questions of daily survival and providing insights into the daily struggle for life and living of common people in struggle.

The dominant system advocates the use of trained and exclusive personnel as the sole pursuers of knowledge production. In contemporary terms, these are the trained professionals and researchers, like their historical counterparts of the Brahminical origin. In contrast, participatory research attempts to present people as researchers them selves in pursuit of answers to the questions of their daily struggle and survival. Though it recognizes the need for an occasional special input of expertise but it rejects the myth of professionally trained experts as the only legitimate pursuers of knowledge.

The participatory research, thus, attempts to strengthen the forces of relegitimizing people's knowledge by valuing their knowledge. By involving people to conduct their own researches it aims to helping them in reinstating their self-confidence in their capacities. It aims at reassuring the people about their analytical and critical faculties that they are able to analyze their situations and can develop solutions, which have been undermined and undervalued. It does not reject the knowledge produced by dominant system rather it provides the assistance to common people in appropriating and interpreting knowledge produced by the dominant system especially about their various socio-economic phenomena and processes and conditions of the poor.

Methodical issues

Some issues are raised in respect to qualitative research methodology, and the pointed reference is made towards the non-standardization of data collecting techniques particularly participant observation and unstructured interviews. The fact is that in these methods, the researcher constantly changes the directions on the basis of the date coming from the subjects in a given social setting. The subjects are not treated uniformly instead they are interviewed about the things they are in possession of. The hypothesis is that each field setting is expected to yield the most beneficial data without going in for their comparability. The purpose is usually a flexible and skillful guiding of field work to make the most of individual peculiarities of the situation in which the researcher finds himself. Because of such procedures, which generate descriptive data rather than quantitative data, precise quantitative relationships usually cannot be drawn out and consequently statistical treatment to be given to the data is not possible. The researcher, therefore, has to rely on impressionistic interpretations of the data to arrive at generalizations. However some label this type of research less dependable and meaningful as they are lacking scientific rigour and precision, but it is not justifiable that standards of quantitative methods are applied to qualitative techniques.

Second issue concerns to the sampling of social settings as well as subjects. The question is raised on the representativeness of settings and subjects. Usually in qualitative research samples are not selected as systematically as in certain quantitative methods. As was pointed out earlier, qualitative research, methods consider social settings as well as the individuals within these settings holistically and hence, the subject be it an individual or social setting is not reduced to an isolated variable, but is viewed as a part of the whole. The

main purpose of these methods is to know people personally and to see them as they are developing their own definitions of the world. Qualitative methodology enables social scientists to explore concepts whose essence is lost in quantitative research approach . In so far as social settings are concerned, here the researcher is basically concerned in studying certain social processes in a given setting and also from subjects involved in such a setting. He observes and makes an effort to understand these processes in respect to specific circumstances. It is presumed that all aspects of social life cannot best be studied in all types of social settings. Therefore, it is imperative to select a relevant rather than a representative sample of social settings or subjects while making use of qualitative methodology.

Another issues often raised concerns the subject's perspectives - are they true or otherwise. No doubt, information collected through qualitative methods is basically subjective accounts of individuals as how they see their world. Max Weher has advocated such method that would be able to yield proper information to study social life. He has argued that this was difficult because much of the subject matter concerned values, which were internal to individual and could not be directly observed. To make it possible to take an internal perspective, he invented what he called the verstehen technique in which the investigator uses insight ad empathy to determine the values and motives in a social relation. It is possible only when one lives with people, shares their social life and understands them, once values and motives have been identified, the researcher can treat them objectively. Thus qualitative methods enable the social scientists to learn about people and how they see the world.

Regarding qualitative methods especially participant observation one more issue is whether the social scientist can conduct fieldwork as a covert researcher with his research goals hidden, or as an overt researcher. Since there are certain ethical

questions, it is necessary that one must choose among a number of alternatives or responsibilities held by virtue of ones role as a researcher. In both the cases we find certain issues involved in each, each one justifies its own role as a right one. Briefly speaking, in matters of ethics, the researcher must counter the balance the multiple responsibilities they have to their profession, the pursuit of knowledge, the society, their subjects and finally themselves. It is with the researcher to define what is ethical or unethical.

In regard to education which also deals with different people in varied social settings, certain issues necessarily need to be discussed while employing research methodology. The researcher in education is interested in studying various types of social situations. The survey on research used by educational researchers reveals the dominance of quantitative methods over qualitative methods. Even social settings and how individuals in these social settings perceive the ongoing social processes and phenomena have been studied through quantitative methods considering them as more systematic and exact. If viewed from the phenomenological perspective there are severe objections to this methodology because it reduces an individual to a meaningless number or quantity, isolated form his entire complex behaviour and its nature essentially being a subjective one.

Conclusion

Both the methodologies of research i.e. quantitative as well as qualitative have their place in education. Both have their own languages. The language of qualitative research is in stages of development as compared to the vocabulary, which describes the more familiar quantitative approach to research. Qualitative approaches especially accounts for socio-cultural factors. It is essentially non-prescriptive, focussing on the process of awareness and reacting to the question "How"?. The

analysis is interpretative, grounded in human experience, and in the words of the respondent. It encourages discovering from personal experience one to investigate further by oneself.

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GIFTED ACHIEVERS UNDERACHIEVERS - THEIR SOCIO-ECONOMIC STATUS

Dr. Mahmood Ahmad Khan[*]

India is a populous country of all shades and persuations, yet it lacks specialists in various developmental programmes because of inadequate attention towards the gifted. Majority of the gifted children remain uncared, with the result, a great chunk of would be technocrats, scientists and the academicians either do not attend school at all or attend school but prove to be underachievers, laggers and failures. Thus, country looses the brilliant minds, who could lead the nation in the technological and industrial fields. Miyan (1988), observes that for self reliance in various fields- agricultural, industry, engineering, telecommunication and defence India needs highly capable personnel who are not only able to maintain but evolve alternate strategies with given resources and replace outdated technology with a more efficient one. Nowadays there is an increasing demand of highly talented citizens to assume complex roles in the society. The survival of this planet depends how successfully the potential of the gifted and talented children is realized and integrated (Iyon, 1976). Inspite of the tall claims of Indian Education Commission (1964-66) "Need of the search and development of talent", underachievement of the gifted is totally uncared and needs the attention of educationists, psychologists and scholars. New Education Policy (1986), also lays stress on the gifted students and it has been recommended to start Novodaya Vidyalaya Schools for the gifted in the whole country.

Despite increasing interest in gifted education stimulated by the growing need to meet the scientific and technological changes of the space era. Very little attention has been directed to the gifted underachievers (Waddington and

O'Brein, 1978; Freeman, 1979; Davis and Rim, 1985; Gallaghar, 1985; Khan, 1987). The reasons for this neglect lie in the difficulties encountered by the concerned parents and teachers in recognizing this ability of the young children. In India parents in rural areas, in general, are unconcerned about their children, due to ignorance. They hardly realize the importance of their child's education and his talent. They want him to be their helping hand in the routine chores.

A number of studies have been conducted in India and abroad on the relation between Socio-economic Status (SES) and scholastic attainment. Lincoln (1969); Srivastava, *et al* (1980); Patel (1986) have found that SES has a positive relationship with academic achievement. Anastai (1960) and Khana (1980), have found that SES has a positive influence upon scholastic achievement. Menon (1972) and Mohan and Khera (1978) have found underachievement and overachievement to be influenced by SES. Singh (1977) has found that scholastic achievement of high income family students is better than low income family students. Bryk and Thunn (1989) have found that SES is a powerful predictor of school achievement. The failure to acquire basic skills and to achieve academically is a problem for many children from poverty background (Egeland and Abery, 1991). Deka (1993) has found positive association between high family income group and better academic achievement. Pianta and Walsh (1996) have stressed the importance of home factors influencing the academic achievement of pupils. Jimerson, *et al* (1999) have found that SES and the quality of home environment were related to deflection in achievement. In view of the findings cited, it seems that SES of gifted achievers would also be better than gifted underachievers, therefore, merits investigation.

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* Reader, Department of Education, Kashmir University, Srinagar.

Objectives:

01- To identify gifted achievers and underachievers.

02 - To study the socio-economic status of gifted achievers and underachievers.

Hypothesis:

The socio-economic status of gifted achievers is significantly better than gifted underachievers.

Methodology and Procedure:

Initial sample: All the male subjects (N=1200) studying in class 9th and 10th were contacted from the Govt. High and Higher Secondary Schools of two Tehsils (Pahalgam and Bijbehara) of District Anantnag. Selection of two Tehsils was randomly done after dropping Tehsil Anantnag because of its semi-urban nature. Govt. Higher Secondary School Bijbehara was also dropped because of its semi-urban character. Private schools were not considered as sample units, because, i). Their teacher recruitment is guided by their own recruitment policy; ii) the students reading in these institutions decidedly possess a high socio-economic status, which would have affected the criterion variable. (Academic Achievement).

Final Sample: A non verbal Mental Measurement Test - Raveus Advanced Progressive Matrices (1962) was administered to all the 1200 subjects in different sittings. The subjects scoring (14.95 =15) on the IQ. Test were termed as gifted (N=267). Out of 267 subjects 07 subjects were screened out because their academic achievement was not available. Another 32 subject were also dropped because of the incomplete responses to the test administered to them. In the final analysis the investigator was left with 228 subjects who served as the sample for the study. The mean of the previous two examination results (7th and 8th for 9th class students, and 8th

and 9th for 10th class students) was considered as a criterion for academic achievement. Subjects whose academic achievement scores were minus 10 percentile and above of their intelligence percentile scores were considered as Gifted Achievers and the subjects whose academic achievement scores were 10 percentile or more more below their intelligence percentile scores were considered as Gifted Underachievers. The criterion model is in line with (Gown, 1960; Mohan and Nehru, 1972; Mohan and Khere, 1978; Khan, 1995a). Following the same criterion model there were 128 subjects out of 228 who were termed as Gifted Achievers and the rest (N=100) were treated as Gifted underachievers. In order to make it further sure that the two gifted groups - Achievers and Underachievers differ significantly so far as their scholastic achievement is concerned 't' test was used and the mean difference between the two groups - Gifted Achievers and underachievers was found statistically significant.

Tools:

01- Ravens Advanced Progressive Matrices (1962) for the measurement of intelligence.

02- Kashmiri Adaptation of Pareek and Trivedi's Socio-economic status scale (Khan, 1995) for the measurement of socio-economic status. The Reliability co-efficient of the scale by test-retest method is 0.91. The content validity co-efficient of the scale is 0.80. The scale measures the status of parents/ guardians on caste, occupation, education, income, house, farm possession. Social participation, farm power and animal possession, material position of the family and family type.

Statistical Analysis

After the data was collected by administering socio-economic status scale to both Gifted Achievers and underachievers, 't' test was employed in order to analyse the data.

The information is tabulated as under:

Table I

Significance of Mean difference between Gifted Achievers (N=128) and underachievers (N=100) on Socio-economic status

Gifted	$\bar{x}$	SD	SED	't'value
Achievers	34.91	7.68	1.03	2.32*
Underachievers	32.52	7.80		

* P< 0.05

Interpretation and Discussions.

It is evident from the perusal of Table I that Gifted Achievers have high Socio-economic status while as Gifted underachievers possess low socio-economic status. The obtained 't' value (2.32) is greater than the table 't' value at 0.05 level. Therefore the results are statistically significant. The results confirm the supposition of the parent investigator that low SES serves as a helping factor for underachievement. It also sounds right in the sense that when a child has no time to read and write at his home; has almost no academic facility in his family; shares the burden of the family in the form of helping his parents on fields; fights against poverty with his father in order to get two square meals for himself and other family members; utilizes his vacations on labour, so as to purchase books, note-books and uniform; how can we expect his achievement to be commensurate with his intellectual potential. Though in some exceptional cases it may not sound good, but the decision is to be taken on an average basis. It is

obvious that Gifted with low socio-economic status have to become underachievers in the school. Because, when their intellectual potential is not getting proper environment, facility and above all time, it is certain that despite their high intellectual potential, they will underachieve.

The results analyzed and discussed above are in line with Ladhoo and Khan (1990), who have found that bright underachievers have poor home background; Havinghrust (1976), who while summarizing the characteristics of able underachievers, has attributed underachievement to low socio-economic status of the family; Chandhari (1975), who has found that bright achievers normally come from families whose parents had higher level of education and had more income; Menon (1972) who has made it clear that over and underachievement among high ability students is markedly influenced by socio-economic status; Maitra (1996), who is of the opinion that lack of education / proper economic condition of the family is responsible for underachievement among the gifted. The results are partly in line with Baker, *et al* (1998), who are of the opinion that school, family and individual child characteristics influence the development of underachievement in preadolescents; Maitra (1991), who has found that underachievement seemed to be independent of physical setup of home or of SES of the parents but dependent more on parental educational status in the form of their involvement in the childs activities and educational guidance. The results are in contradiction with Curry (1962) who has found that SES seems to have no effect on scholastic achievement of 6th grade students when the students have high intellectual ability. The results of authors except Curry (1962) justify that the results of the present study are in the expected direction. However, the study of Curry has been conducted on 6th class students when usually their tender hands can't help the father to supplement

the family income. And as a matter of fact, the child can devote his time towards his studies. But in the present study sample subjects were 9th and 10th class students who can help the parents / guardians to boost the family income. Keeping in view the above given discussion, the Hypothesis, "the socio-economic status of Gifted achievers is significantly better than gifted underachievers" is retained.

Conclusions and Suggestions

The gifted achievers have better socio-economic status than gifted underachievers. Therefore, it can be inferred that underachievement results because of poor socio-economic condition of the family. The assimilating power of both the groups was same, i.e. both the groups were gifted but one an underachievers groups and the other whose achievement was inconsonance with their intellectual potential-Achievers group because of better socio-economic status. It clearly indicates that better SES intervenes and helps in achieving upto the intellectual potential. Poor SES also intervenes and results into the underachievement of the gifted children.

The study suggests that gifted underachievers should be identified at an early age, as a few teachers and hardly any parent is aware about the gifted potential of their pupil / children. It is more certain when the child is an underachiever. Gifted underachievers should be properly studied so as to find out the factors which are hampering their academic growth. Once the factors are identified steps should be taken to strengthen their best qualities and alter the weaknesses towards a desirable direction. The parents, counsellors and teachers have to work on the co-operative basis. In the absence of a counsellor, the teacher has to act as a 'go-between' for the school and the home. The government has to arrange some scholarships, at least for the gifted who belong to the poverty

ridden families, so that their potential is not lost in manual labour or demonstrating anti-social activities. The parents need to be oriented about the needs of their gifted wards not only in terms of physical comfort but also in terms of intellectual needs. As the majority of parents of gifted underachievers are illiterate, in rural areas, there is a need to develop awareness programmes through multi-media, especially radio and field publicity. After the identification of gifted underachievers, there is also a need to arrange parent - teacher meetings in each school so as to inform their parents about the gifted potential of their children. In the same vein, there is the need of arranging teacher-student meetings in order to build awakening in the gifted students about their precious human resource.

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THEME BASED ARTICLES

APPROACHING TOWARDS PROCESS - GUIDELINES FOR ACCREDITATION

Dr. B. K. Passi[*]

1.0 Outlines

This paper has emerged from a study conducted by UNESCO Chair. This study had to phases. The first phase of the study has dealt with the theoretical issues of the process norms (preferably be called as guidelines). The second phase of the study has dealt with an illustrative examples of guidelines of the processes of distance teacher education. Each phase is documented as a separate paper. However, a joint reading of these two papers could be useful. This paper is delimited to the *second* phase only.

The two-phased study was aimed at preparing process-guidelines. The task was difficult. We needed to have a lot of clarity about the substance of the process, as well as its concepts, contexts, assumptions, terms, issues and strategies of developing guidelines. Special attention has to be given for the issues of "quality of processes" of the chosen programmes and the evaluative criteria. For our study, we have selected a programme of in-service education of teachers through distance mode. Although the programme is typical, yet has been treated as an illustrations.

The two-phased study explored three approaches of managing the quality (namely, input, output and process approaches). Before one attempts to develop guidelines, one should know the endowing (the founding) theory of education for which the process is to be constructed. How do we choose / construct a suitable theory of education for any country, say

* Prof. B. K. Passi, IGNOU-UNESCO Chair, IGNOU, Maidan Garhi, New Delhi-110068.

India ? The phenomenon of quality has been considered in the context of related issues like - What is a process? How do we observe the process? What are the ultimate criteria for examining the validity of a process? What are the sources of such criteria? How do we formulate guidelines? There could be three separate guidelines for (a) institutions. (b) programmes and (c) components of programmes Second paper delimits itself to institutional guidelines only.

2.0 Vision-choice and programming

When we started our work, we encountered a few questions including the vision question. These questions are listed here as the starting point of our discussion. What is the context of preparing process guidelines? Shall we be preparing guidelines for the on-going reality of education? Shall we be thinking of new vision and new educational theories? What will be the implications of the new vision for the teacher education programme? How do we prepare guidelines of process of the desired theorization? We were puzzled. In order to move on, we agreed to look into the diversity of views about good education and then place them on the table for choice and further modification or whatever. We were slightly aware of the prevailing *diversity* of views about theories of education including that of teacher education. This limited knowledge of the diversity of education was enriched by the inputs from scanning the literature. With more and more of such inputs, we were increasing our problems. We were confronted with situations where we were supposed to make hard choices of 'vision'.

We knew the fact that the '*choice of vision*' would demand accompanying implications for programming. These implications in turn would demand policy guidelines of institutional structures. Further, we must remember that for a given theory, one has to make choices related to designs and

formats of curriculum. This is a long chain. The problem was slipping out of our hands. We had to take multiple decisions leading to guidelines for curricular transaction (process) we therefore came to the conclusion that it is not a linear process. We have to concurrently and simultaneously consider the policy issues of institutional building, curriculum development, program delivery, and so on. The gravity of our problem went on increasing. The whole exercise was lengthy and involved tiring processes.

We decided to discuss this vision question in the prevailing context of teacher education especially for the in-service teacher education. We searched Indian literature. While looking for suitable formats of programmes, we came across visualization presented by Behar (1995)[1]. In that visualization, he gave a spectrum of possible models for the training of teachers. This visualization presented a full diversity of models ranging from complete theoretical models to fully field-based models. He has listed models like : (i) Education: seven years course of general education, (ii) Education: a subject in general degree course, (iii) A paradigm shift: developing a psychologist or a human engineer or a behavioral scientist, (iv) Applied discipline: no separate teacher-education course, (v) Integrated teaching, (vii) Induction course for teachers: no training requirement before recruitment, and (viii) Deinstitutionalized, field-based teacher education. Some of these models are fascinating. Visualization of these models used selected principles related to, curriculum development, educational management, inter-disciplinary area development, and others.

These are too many models to give their details (Moreover the details would have taken us somewhere else). Of course, these models provided a broad perspective. But they could not help in choosing an illustrative programme for which

1 Behar, S. C. NCTE's Lecture at Gauwhati 1995.

we could develop the procedures for finding guidelines for the process norms. As a result of this, we sought help from the programmes rooted in the ground realities. This way, we started a search for in-service teacher reduction programmes opening in India. There were many programmes addressing for different types of target groups. Ultimately we chose of the *"programmes of distance teacher education leading for a degree and operated through a distance mode"*. We chose this programme as an illustration for outlining the procedure of driving the guidelines. One could make a choice in favour of short-term in-service programs like, Special Orientation for Primary Teachers. But the attractive feature of awarding the degrees to the in-service teachers guided our choice. In addition to this attractive feature, we chose this programme, as it will give supporting implications for other degree awarding programmes of pre-service teachers.

3.0 Perspectives for guidelines

In India and a few other countries have established a few apex bodies for teacher education. These bodices are either managed by professional organizations or they enjoy statutory status for recognizing and accrediting teacher education institutions. With the establishment of national bodies, responsibilities of quality assurance and quality controls of professional programmes like that of 'teaching' have attained high priority.

In response to these responsibilities, many institutions have *claimed* that they are running quality programmes of teacher education, whereas, a few other have started to make deliberate efforts for improvement. They have proceeded to upgrade the proclaimed quality of teacher education by augmenting their inputs; (this notion of improving quality could be a myth). Unlike this input-augmenting approach, some

other institutions have attempting to do so with / without augmenting their physical inputs. Both types of institutions are proposing to achieve the goal of quality, through physical inputs. Both types of institutions are proposing to achieve the goal of quality, through different means. We need to examine the means and outcomes. We need to document such on-going claims for improvement of 'processes'. There were few more issues related to the *core components* of the processes. There are two opposing view for the inclusion of core-components of functions / practices in education. The emerging view is by asserting through question like -- "Is it essential that the process-guidelines to be fixed / flexible, universal / local, eternal / evolving, and objective / contextual? A debate was organized covering some the issues like "local versus universal guidelines, permanent versus evolving guidelines, fixed versus flexible guidelines, monolithic versus pluralistic guidelines, externally prescribed versus internally evolved guidelines, descriptive versus prescriptive guidelines, and so on. What should be the level of structural guidelines? For those perspective should we prepare guidelines?

3.1 Structural perspective for guidelines

How do we initiate our discussions and perceive the procedure of developing the process guidelines? We visualized three levels of structural perspectives and their guidelines, namely, (i) *Institutional* process *guidelines*, (ii) *programme process guidelines*, and (iii) *component guidelines*. These are like three concentric circles having -- institution as outer circle, programme as middle circle and component as inner circle.

We notice that since India has started the task of recognition of institutions, therefore, we should first deal with the institutional guidelines as a priority task. We also argued that the *guidelines for institutional process* are all

encompassing. The institutional guidelines operate at a macro level where the working for the institution is optimized for the welfare of the supporting society and the users of the institutions. The second level provides guidelines for improving the programme processes that can be visualized in terms of identification of learning needs, functioning of the media, process of material production, providing student support services, evaluating the student performance, and so on. The third level of guidelines could be related to practice teaching components. The example of programme component guidelines could be related to practice teaching component within teacher education programmes. We also decided to restrict ourselves to distance teacher education.

3.2 Perspective of stakeholders for guidelines

let us take the example of distance teacher education. Apart from these structural levels of guidelines -- seen in terms of "institution, or programme or component", there are many other ways to look at the process. Within the framework of structural choices of institutional level, we had to make a choice of perspective of stakeholder. There are many stakeholders like administrators, teachers, and students. Student is the most critical stakeholder, especially in the context of distance education, where he is free to relate with us. From the perspective of *distance student teacher*, which is going to be the most important stakeholder, we could construct the guidelines.

Let us elaborate the *viewpoint of the distance learner.* The distance student teacher encounters the situations of interacting with the regional centre, the study centre, the practical work-site centre and studying the literature, watching audio-video programmes at home or some other comfortable place. Further, the distance student teacher interacts with the

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educators at the headquarters, the teacher educators at study centres, peergroups at the work-sites, the children at the practice teaching situation, the materials and equipment in the laboratories, and finally, the study-study materials at home. The distance student teacher identifies his / her aspirations, chooses the learning site, finalizes the admission, studies the materials, submits the assignments, receives the counseling, attends tutorials, appears for in the examinations, and many more. We find here that the processes are multiple and hence, guidelines will also multiple. It was becoming more difficult, we restricted to guidelines for institutional processes and viewed from gestalt approach.

3.3 Guidelines for Institutions

The search for basic principles for validating the occurrence of the appropriate process involves fine-turning of the existing processes. *Establishing the fidelity* of the institutional process is a difficult but important job. We have to answer a few questions - (i) Will the observer of the process be looking into the 'stage-specific outcomes' or 'early signals of final outcomes'? (ii) Will the observer be confronting the ongoing transactions and be searching for situational indicators in the process? Or (iii) Will the observer be able to identify the early signals of predictive validity of the transactions while keeping an eye on the outcomes.

Let us take a common example of a *process of hill climbing*. It is a process. We know our final goal is to reach the hilltop. During the 'journey-process', we cannot have a direct view of the hilltop. The characteristics of the final-outcome, the hilltop views, the hilltop climate, and so on will be known only after reaching to the final stage of the process. During the process, 'journey up the hill', a different set of characteristics will be faced like, tiring legs and perspiring body. The person

who is experiencing the process-journey may be thinking that 'the tiredness of the journey' is the right indication of 'hilltop' outcomes. If someone is unable to relate this experience as an indicator of predictive-validity, then the expression becomes a situation of blind pursuance of the process. Further, tiring legs and perspiring body may not be always the right indication of the process of journey up the hill. It depends upon the intuition of the climber as well as his past experiences. If someone starts imagining the 'the wrong indicators as the correct ones', then we are facing a situation of ignorance or arrogance. If someone says that it is an 'intuitive experiencing', then we shall have to make room for such assertions as well. Here, on this aspect of the subject, more discussion are required.

3.4 Search for process guidelines

The discussion about three process guidelines can be achieved in two different ways: *structural analysis approach* and *functional analysis approach*. For each of the two approaches one may start with process function and arrive at the product. We may call it *process*-product *approach* (forward approach). One may also start with product and go back to the process, which can be called as *product-process approach* (backward approach). Apart from these two approaches, there can be one more approach as *inpu-process-product approach*.

We also came across the style of presentation of our discussion regarding process guidelines. Some of us wanted to start with desirable sub-functions of distance teacher education process and work out the required infrastructural support and further ensure the occurrence of the give sub-processes. Identifying appropriate indicators could assess these sub-processes. Suitable tools for each of the indicators could be developed. This approach involves four elements: process, indicators, tools and the required infrastructure. Some of us

believed that this approach from process to required infrastructure is natural but more difficult. This may be called as *functional approach.* We may start with given structures. Then, we may identify the functions and sub functions of these structures. Each of these functions has to be observed. In order to observe each of these functions we have to construct tools. To illustrate this functional approach, let us take two examples - first from common life and second from distance teacher education.

The common life example may be cooking of rice. The function to be performed is 'cooking' of rice. The requirements are pressure cooker, heater, rice, water and other materials. The indicators for the process of 'cooking' are whistle of pressure cooker and smell of cooked rice. The tools for measuring the two indicators may be 'whistle-listening scale' and 'rice smell scale'.

The larger distance teacher education process can be divided into may sub-functions: reaching out to the learners, interactivity and feedback and so on. We take the example of sub-function, interactivity for our discussion. Interactivity would require some infrastructure like providers, per groups, learners, and so on. The respondents successful occurrence of interactivity could be examined in terms of respondents' alertness, perseverance of providers, transfer quality of voice / vision of various types of media. Although functional approach looks more academic, we did not follow them due to their over complexity.

In order to run the programme of distance teacher education through structural approach, we could not ignore the existing infrastructural components. On the basis of structural approach, we divided the larger distance teacher education process into nine dimensions given in the table. Each

dimension requires physical infrastructure and human support. We proposed that infrastructure-requirement will vary in terms of objectives, needs, cost-effectiveness. We are proposing ratios, indices, substantive principles and operating principles for measuring the process indicators.

Since the focus of our discussion is distance teacher-trainees, we propose our guidelines accordingly. The following table represents a typical model of a distance teacher education programme. Why did we choose this model of distance teacher education? This model may become a model for Bhutan, Bangladesh, Sri Lanka and Pakistan. The present model has some similarities with the programmes of IGNOU model and that of UK Open University. We need to discuss this important issue further.

We proposed to use three broad criteria like internal efficiency, external effectiveness and achieving harmony of the system with other systems of human development.

The readers were more familiar with guidelines on the basis of structural approach. On the basis of common discussion, we arrived at nine dimensions such as: utilizing infrastructure, improving admission procedure, developing, distributing and using medial materials, harmonizing medial specific pedagogy, facilitating theory learning, facilitating practical work, facilitating knowledge building through action research, facilitating staff development, evaluating training programmes. These dimension provide the common frame work for out discussion that is summarized in a four-column table below.

Table 1: Process criteria for a typical distance teacher education programme

Dimension of a Typical distance Education Institution.	Process Criteria with implicit guiding principles	Sample Tools/ techniques with subjective interpretations.	Supporting requirements/ contextual Interpretations.
(i)	(ii)	(iii)	(iv)
1. *Utilizing infrastructure* Study centres, delivery systems, laboratories, workshops and work-sites, Libraries, teacher educators, tutors, counselors and support personnel.	• Evolving local requirements. • Utilizing full potentials showing concern and care of infrastructure • Providing best support for human development • effective costing • creating environment for self learning and motivation • creating a climate of common sharing and pooling for co-operative learning • networking of material resources, human resources, and organizational procedures for efficiency • diversifying and evolving new delivery and receiving processes • encouraging the harmony between indigenous and high technology networking.	Using simple and complex ratios, indices for relevant variables related to utilization of infrastructure ; e.g. • trainer-trainee ratio • trainer-trainee-space ratio • percentage of teaching hours attendance • percentage of books used • use of audiovisual aids • use of apparatus in laboratory • tools for measuring concern for human development and so on. The indices will be *subjectively* interpreted.	• Appropriately structured learning environment • Availability of appropriate and relevant institutional plant sufficient space well ventilated, well maintained, neat and clean spaces, like rooms or otherwise • Adequately equipped and well maintained learning resources: like library, laboratory, workrooms, computer facilities, etc. • Pollution free location adequately trained and proactive manpower • adequate scope of using materials for development of learners, and the system providers.

Dimension of a Typical distance Education Institution.	Process Criteria with implicit guiding principles	Sample Tools/ techniques with subjective interpretations.	Supporting requirements/ contextual Interpretations.
(i)	(ii)	(iii)	(iv)
2. *Improving admission procedure:*	• equality of opportunities and maximum reach • equality for the disadvantaged and marginalized • cost effective • consider all related factors and viewpoints of all stakeholders • use friendly rules • optimum scheduling • innovative criteria, tools and approaches	• precedent of applicants admitted • nature and frequency of admission • nature and frequency of advertisement • admission time slot • admission test procedure • fees • persons involved	• plan in advance time specification • choice of media (print/audio/video /digital • merit-cum-reservation application - prepared in advance - to be made available at various community, meeting places • adequacy of staff
3. *Developing, Distributing and Using the Media and materials:* Print/audio/video / computer / multi media packages.	• Far reaching and fast delivery of materials and services • efficient and effective media • user friendly interpreting and empowering, • reflective • maintain equality and equity	• frequency of audio-video programs, audio - video cassettes produced • broadcast / telecast reach • media specific team involved • cost analysis • availability of technology mode of delivery	• availability of adequately qualified teams from different subject areas for preparation / production / distribution of materials • well-equipped studio with state-of-art equipment • quality production of materials - from cover to content

Dimension of a Typical distance Education Institution.	Process Criteria with implicit guiding principles	Sample Tools/ techniques with subjective interpretations.	Supporting requirements/ contextual Interpretations.
(i)	(ii)	(iii)	(iv)
4. *Harmonizing Media-specific Pedagogy:* Print, audio video, computers, multimedia, and other with a face-to-face component	• enthusing inner drive to learn and overcome difficulties • dynamic interface between the media specificity and learner uniqueness, merging into harmony • maximizing the media potentiality and use • guiding the socio-economic relevance of media	• content analysis • percentage of cognitive, affective and psychomotor domains covered • level and types of interactivity • team involved, cost, social relevance readability	• Literature availability on pedagogy • culture for using prints/ audio / video / digital materials • seminar /workshop on media specific pedagogy • availability of media specific pedagogues, medial education groups • databases of situational factors • innovation of material networking
5. *Facilitating Theory Learning:* Foundation areas, core areas, special areas, theory portion of practical work, additional areas and others	• democratic and reflective approach • inductive - deductive - applications - reflective theorization, problem solving leading to cognitive reconstruction • subject structure	• media used • relevance • degree /level of interactivity • value analysis • team involved	• an urge to develop need based curriculum on continuing basis • adequate part-time /full time staff • teaching transaction through use of technologies for print / audio / video/radio /TV / teleconferencing inputs, contact program support etc.

Dimension of a Typical distance Education Institution.	Process Criteria with implicit guiding principles	Sample Tools/ techniques with subjective interpretations.	Supporting requirements/ contextual Interpretations.
(i)	(ii)	(iii)	(iv)
6. *Facilitating Practical work* Internship, school experiences, field work with community, physical education, games and sports, work experience, aesthetic development and activities, personality development and others	• Practical work emanating from field problems and contents of theory learning and urge to theory building • practical facilitating links between personality needs and curricular requirements • readiness for field action after the acquisition of necessary skills • sharing and demonstrating skill acquisition	• relevancy to field problems • skills / personality developed • intake between theory and practical • methods followed • team involved supervision procedure • activities followed • involvement of trainees	• curriculum : upto-date and need based • adequately equipped / well - maintained facilities • local maintenance • supervising team of teachers, head-teachers and peer groups • knowledge of local sites and local craft persons
7. *Facilitating knowledge Building through Action research:* Identifying research topics / areas, involving trainees in research activities and project work, documentation, writing articles and critical analysis of existing curriculum etc.	• Self-reliance amongst teachers • enhanced self esteem • action research skills • emergence of local pedagogy and solutions • improved educational environment • sharing the action research findings through indigenous modes of communication • activating mass media to attend action research findings	• literature availability • supervisor - investigator ratio • type / level of research • beneficiaries • skills / personalities developed • local pedagogy used • morale of research teams involved.	• availability of research material: print /audio / video / computer etc. • Duly qualified, experienced guides frequent contact responsibility • literature on research methodologies: Print / audio / video / ratio /TV / tele-conferencing inputs, contact programme support etc. • Fraternal support learners for research as necessary

(i)	(ii)	(iii)	(iv)
8. *Facilitating staff Development :* Full time teaching staff, part-time teaching staff, support personnel	• identifying external human resources for diversity, higher motivation, general involvement of expertise • enriching field skills by creating a harmony of theory thinkers and field practitioners • excellence of human talent, attitude, values and work culture	• time devoted • seminars/ conference / other activities organized • practical / theory classes held • materials produced • articles / papers published	• staff development: separate department • trained manpower: adequate with long experience as trainers • necessary and relevant inputs; auditorium - cum-seminar rooms, etc. • Production of communication packages: print/ audio/ video/ digital • time-to-time organizing recurrent services /seminars / workshops / orientation programs, etc. • Local publications, wall papers • meeting facilities
9. *Evaluating Training program:* Theory processes, practical processes, media and materials used and developed, trainee development.	• Maximizing effectiveness • optimizing harmony • incorporating process feedback into the program • informing and guiding students about summative evaluation process outcomes, highlighting the areas of possibilities • process feedback to providers, managers of programs	• percentage of trainees appeared • behavioral objectives achieved • feedback received • team involved • difficulty level, discrimination index	• assignments, work projects participation, tests, quiz, interview, final examination etc. • Material evaluation : print /. Audio / video etc. • Evaluation of staff • evaluation division: a separate wing with adequate staff • feedback loop for all stakeholders.

3.5 Discussion - using infrastructure

On the basis of a brainstorming exercise, we listed 14 dimensions for typical action needed for a distance teacher education institution. We circulated this list to expert for their suggestions about the appropriateness of the contents and their deficiency. Based on the suggestions the list got reduced to *nine dimensions* as above. Each dimensions has a wide range of sub-components as described in the table.

Due to shortage of space, we shall undertake limited discussion of one dimension only. Let us take the example of first dimension called "using infrastructure". The table describes this dimension through four related columns. Let us see what are these columns. First column gives the contents of the dimensions (please note that the dimensions are described in terms of action verbs). Second column gives the guiding principles /process criteria for the chosen dimensions. Third column gives us tools and techniques to measure the presence / absence of the guiding principle. The fourth column gives the value limits (extent of requirements and survival conditions vis-à-vis column one). At times, it looked like a contradiction. Note that it is not so! In fact, this column constructs 'value limits/survival conditions' in relation to the context and uses. This conceptualization is subjective and contextual.

Out of those nine dimensions, we are going to explain the first dimension. It gives institutional structure and program details of distance teacher education. This dimension conceptualized to include physical infrastructure and the human support required for launching and running a programme. This dimension is actually the 'plant and body' of the program. It aims to provide all the hardware and human support required to the academic process.(With respect to the nomenclature, there was some difference of opinion for cuffing these two resources under this title of 'using infrastructure'). The physical aspect included physical resources like, study-centres, information delivery systems, laboratories, workshops and work-sites, libraries. The human aspect of this dimension

included teacher educators, tutors, counselors, support personnel, and others.

How do we ensure that given the facilities, the institutions will create desirable processes? One can create heavens out of the resources and one can also create hell with the same resources. We brainstormed the question. We reflected and reflected long. It was not an easy job to find the answer. It involved new considerations of contextual subjectivity and personal preferences. We agreed that it is here that we could spot the guiding principles. We started searching this spot. We looked for the substance of the process and its implicit guiding principles. We posed the questions and received some answers and then we 'synthesized the answers into patterns formats' which in turn lend to the process of formulation of guidelines. Some of those questions are given below.

Let us understand the second column by listing the principles in the form of question. For each of the nine dimensions, a set of guiding principles is presented in second column. We have to assure ourselves that each of the guiding principles (variables) must be observable, measurable, and if possible controllable too. We have many questions in the context of 'using infrastructure' -- (a) Are the infrastructure resources evolving for the local requirements? (b) Are the potentials of infrastructure resources being used fully? (In our group, there as a long debate about the use of this word "fully". It should not mean over-use and under-use of infrastructure. "Fully" should not mean to use resources without care. Some of us were not satisfied with it. They were neither satisfied with terms like 'maximizing', nor even 'optimizing'. They wanted to bring in new terms like 'humanistic use of materials and personnel' by showing concern and respect. Someone else wanted to use words like compassion. It is because of this debate that we had to include ideas like "the users showing full concern and care for infrastructure". (c) Is it that the use of

infrastructure cost effective? (e) Is the use of infrastructure creating environment for self-learning and motivation for the learners? (f) Does the infrastructure so used create a climate of common sharing and pooling for co-operative learning? (g) Is it procedures for bringing efficiency? (h) Is it that the use of infrastructure helps in diversifying and evolving new delivery and receiving processes? (i) Is it that the use of infrastructure enhances encouraging the harmony between indigenous and high technology networking?

Let us understand the third column related to the development of new tools for assessing new variables represented by new guiding principles? We may resort to the use of 'simple and complex ratios, indices for relevant variables indicating appropriate utilization of infrastructure. For this purpose, we might have to develop indices and ratios like -- trainer-trainee ratio, trainer-trainee-space ratio, percentage of teaching hours, institutional attendance, percentage of books used, use of audio-visual aids, use of apparatus in laboratory, tools for measuring concern for human development and so on. These data and indices may be interpreted *subjectively.*

Let us understand the fourth column. We are aware of the fact that we are in the business of defining quality, quality assessment and quality improvement for distance teacher education. For that, we have to assess the position of the current processes of distance teacher education. We should also know new possibilities. Further, we want to help the institutions -- to create the vision, to develop guidelines, to arrange resources, to arrange minimal limits of resources, and use the resources in humanistic manner (most importantly). We ought to assess the availability of minimal facilities required for creating enabling environment. We need to ensure the presence of (a) appropriately structured learning environment, (b) availability of appropriate and relevant institutional plant, (c) sufficient space: well ventilated, well maintained, neat and

clean spaces, like rooms or otherwise, (c) adequately equipped and well maintained resources like library, laboratory, workrooms, computer facilities etc., (d) effective mechanisms to maintain infrastructure (e) pollution free location (f) adequately trained and proactive manpower, and (g) adequate scope of using materials for development of learners, and the system providers. Perhaps, one may say that the discussion above is loaded with words. Many new terms have been used in those columns.

One may find that the second column of 'guidelines' and fourth column of 'requirements' are complex. Regarding third column, one may react and may say that the tools for the new variables are not available. One may notice that these *new variables* are different in their substance and functions from the prevalent variables like -- length of the building, breadth of the floor, area for instructional activities, student-teacher ratios and so on. Careful defining of the new variables is quite essential for developing suitable tools. In order to *develop the tools* we need to define these variables. A rigorous exercise is needed to find out the reliable and valid tools to measure such variables. Caution is all right by cynicism has to be dealt sternly. Therefore, one may not brush aside the efforts made so far. The distance teacher education institutions may be encouraged to follow the right direction even though it is tough.

Universal guidelines are difficult to formulate. Even within one given process, there are multiple dimensions with multiple sub-processes. It is too difficult to describe all the sub-processes of each dimension. Again, they are contextual. Within the same conceptual framework, diverse processes get to be adopted for the development of process guidelines. Multiple processes would further multiple the required guidelines.

4.0 Conclusions

The task of developing process guidelines is difficult and complex. We need to take decision about the vision and

subsequent derivations for program formulations. While taking an example of distance teacher education, we noticed the procedure of developing guidelines. Finding the process criteria is one of the most difficult stages. The sources of criteria can be derived from (I) areas of natural justice (ii) preferred ideologies (iii) perspectives of stake holders (iv) futuristic needs of the system (v) professional requirements of the system and so on. Some of us may start deriving these principles through the frameworks of religions, science, aesthetics, communication and so on. Some others may try from legal and moral points of views. We may apply multiple approaches.

We assert that norms are evolving with times. They are contextual. The user will be a main player in the ever-changing process of formulation of norms. We have to resort to a position saying that developing your own process-guidelines is desirable. External formulations and prescriptions from outside the institutions will be suicidal. Exclusions of local elements and local subjectivity of local partners are detrimental to the spirit of process guidelines.

To conclude we may state that process is a function of (a) humanistic utilization of inputs, (b) promising for desired outputs within the framework of social context, and (c) taking care of excellence and relevance of curricular interactions.

While excellence has to be the guiding motto for generating processes, relevance has also to be equally emphasized. There is no conflict between excellence and relevance. The idea of excellence in the area of relevant activity is neither difficult nor unusual. You should find your own area of activity and create excellent efforts (not general level of excellence but your own best).

LOSSES AND GAINS COMPARING THE EXPERIENCE OF SENIORS IN OUT-MIGRATION AND IN-MIGRATION COUNTRIES

Satya Brink[*]

Introduction

In the last decade, there has been sweeping changes that have affected every country in the world. Fuelled by information technology and free trade, a global economy be emerged. This economy is based on knowledge resulting in the emphasis on human capital and, therefore, there is competition among countries for highly educated and skilled labour force. This has resulted in movement of people across national borders for reasons different from traditional immigration. Discussions have shifted from "poor and huddled masses" to "brain gain". These developments have ramifications for aging that are not well understood. This paper examines potential impacts for affected older people in out-migration and in-migration countries. Information from Canada and the United States is used as examples of in-migration countries and India as an out-migration one.

Changes in Immigration Patterns

The early part of the 20th century was known as golden age of immigration, particularly in North America. The numbers declined steadily in mid-century. But again at the close of the century it is experiencing another immigration boom Following trends in the immigration pattern will illustrate the dramatic changes that have taken place. First, as

* Adjunct Professor, Gerontology Research Centre, Simon Fraser University.

regards the numbers of immigrants, in Canada e.g. an average of about 235,000 immigrants admitted each year between 1990 and 1995 peaking at 256,000 in 1993. This compares with an average of around 150,000 during the 1950's and less than 150,000 for the subsequent 3 decades (Statistics Canada, 1997). In the US, 26.8 per cent of the foreign born population entered the country since 1990 (US Census Bureau, 1998). Secondly favoured immigrants are in their earning years, the younger the better. Third, the source countries of immigration have changed. In the early part of the century, most immigrants were from countries in Europe. Now they are largely from Asia. (Table 1). Fourth, despite continued policy emphasis on

Table 1 : Top Three Countries of Birth for Immigrants Arriving Before 1961 and Between 1991 and 1996, Canada.

Immigrants before 1961	Number	Percent	Immigrants 1991-96	Number	Percent
United Kingdom	2,65.575	25.2	Hong Kong	108,915	10.5
Italy	161,730	15.3	China	87,875	8.5
Germany	107,270	10.2	India	71,335	6.9

Source: Statistics Canada, Census Data

family class and family re-unification, the numbers of highly skilled workers and business immigrants are increasing. For example, the planned landings for the economic class (maximum 113,000) was exceeded in 1997 when 125,497 people in this class were admitted to Canada. According to Citizenship and Immigration Canada "In 1997, 5.8% of the persons landed (including dependent) were economic migrants with skills and abilities to adapt to Canada and help further Can ada's economic goals. This figure represents an increase of 4% over the 1996 figures, demonstrating that Canada remains an attractive destination for well trained workers with needed skills. During 1997, the Investor components of the Business.

Immigration programme involved commitments of over $ 470 million to be invested in Canada. Immigrants in the business category totaled 11,933 (Principal applicants plus dependents) representing 10% of the total immigrants landings" (Citizenship and Immigration Canada. 1998). In the United States, 80% of the men in the Asian Indian Community have college degrees. It is not surprising that 65% of Asian-Indians immigrants hold managerial, professional or technical jobs (1997, Handbook for Asian Indians). Of the estimated 20, 000 high technology companies in the Silicon Valley near San Franciso, nearly 500 are run by Asian-Americans. The number of business owned by Asian American grew by 90 per cent from 1982-1987 and pay $ billion in wages (Goldberg, 1996). This is a very different scenario from people fleeing poverty and famine in the early part of the century. (Figure 1.1 and 1.2).

Fig. 1.1

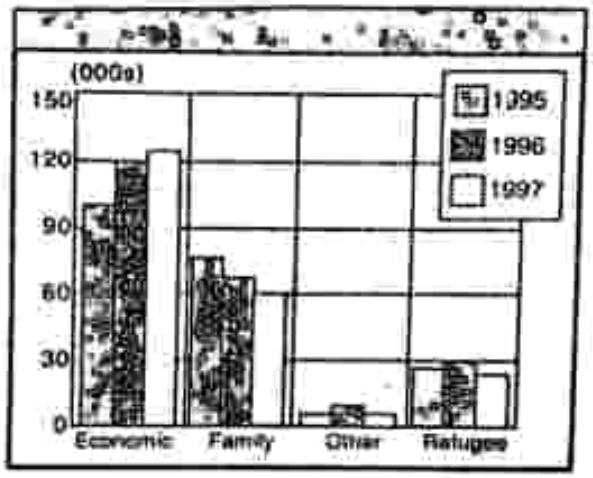
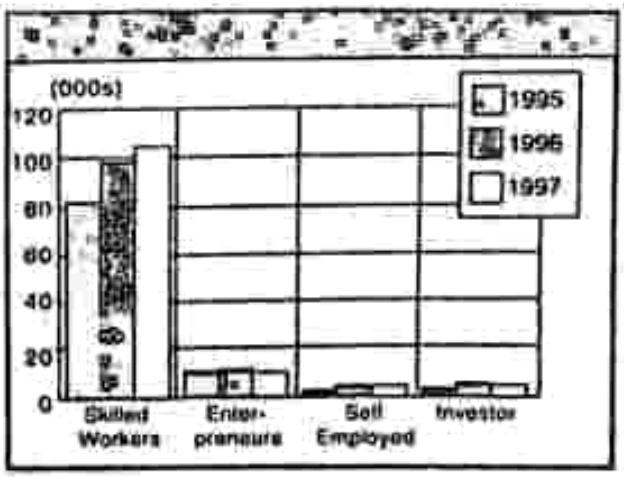


Fig.1.2



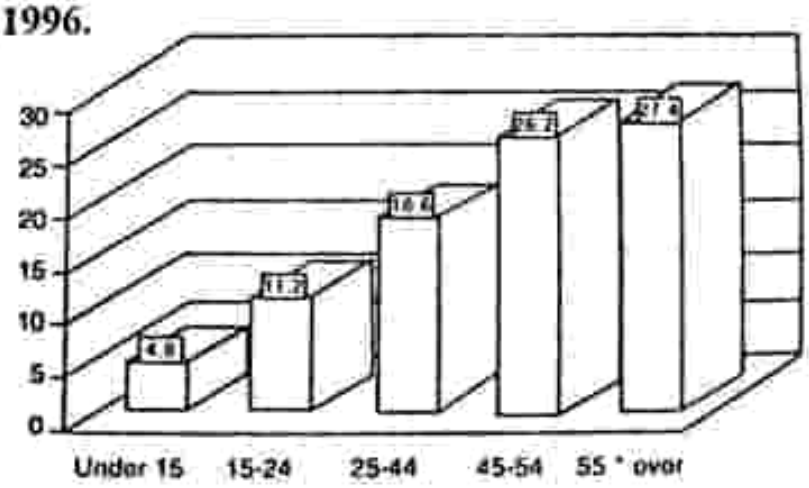
Source : Citizenship and Immigration Canada, 1998.

Fifth, new arrangements are made to enlarge and enhance the labour pool, through work visas and temporary residencies. In 1997, over 102, 737 employment authorizations were issued to persons to work temporarily in Canada (Employment and Immigration Canada, 1998). About 3% of the Canadian population had dual or multiple- citizenship in 1996, up from 2% in 1991.

Immigrant Seniors

Immigrant seniors are those who arrived as primary immigrants and aged in the new country as well as those that arrived as dependents of primary immigrants. In Canada, 27% of the population aged 65 and over in 1996 were immigrants, even though immigrants as a whole only made up 17% of the total population. (Figure 2) Immigrant seniors currently living in Canada have been there for a relatively long period and are likely to have been primary immigrants. Thus, 61% arrived before 1961 and 24% arrived in the 1960s and 1970s while only 15% arrived between 1981 and 1996. Seniors make up only a small share of immigrants currently arriving in Canada each year, Generally as dependents. In 1997, 6,000 seniors arrived, 3% of all immigrants immigrating in that year. The proportion of immigrant seniors living with numbers of their extended family is almost twice that of Canadian seniors – 11% compared to the Canadian figure of 6% (Health Canada, 1999).

Figure 2: Immigrants as percentage of the Canadian Population by Age, 1996.



Source: Division of Ageing and Seniors, Health Canada.

In the United States, 6.8 per cent of elderly were of Asian and Pacific Islander origin and the proportion is expected to grow to 15.2 per cent by 2050 (Smith, 1998). Of the 6,822,000 foreign born from Asia, 530,000 were aged 65 and over (US Census Bureau, 1997).

Research Issues

With immigration rates expected to grow, many seniors will be faced with either aging without the support of children, or aging in a new country. Is the aging experience same for seniors who choose to migrate and those who prefer to stay in their home countries? For many older people, the decision to stay or go is a major dilemma, with little information to support their choice. Whichever decision is made, there are losses and gains. It is hypothesized that the experience for seniors who choose to migrate and those who do not will be different. The aging experience of the senior immigrants (parents) will be different from that of the primary immigrant, who age in the in-migration country.

Factors Affecting the Immigration Decision of Seniors

Requirements of the in-migration country

The main in-migration countries are the United States, Australia and Canada. In all cases, these countries are beginning to emphasize potential contributions to the economy and quick integration into the labour pool. Thus, favoured immigrants are young, highly educated, preferably with capital and professionals in growing economic sectors. But there are family re-unification policies whereby; immigrants may bring their children or parents as dependents. Besides, there are "economic migrants" who are generally less educated and they are less likely to bring their parents as dependents. Because of the circumstances surrounding refugees, their families are likely to be incomplete. When parents as dependents are not encouraged, they are left behind.

Characteristics of the out-migration country

Legal Provisions:

The loss of educated and experienced professionals constitutes "brain drain" and inducements may be offered to stem the tide. **Dual citizenship** is a common one to encourage retaining roots in the source country. The **relative economic** status of the out-migration country with respect to the in-migration country is important. For example, immigrants from Hong Kong to Canada may not experience as great a rise in living standards as those from China or India, two major source countries. The **property and financial laws** of the out-migration countries may also impact the decision to stay or leave. For instance, if property may not be held by foreign nationals, then parents may choose to stay and at their death, property can be liquidated and funds transferred. Financial regulations may effect the transfer of money into the country and the maintenance of bank accounts by foreign nationals. If these are not available, children may prefer to move their parents with them as dependents.

Age of Parents:

Parents of working age may not be persuaded to migrate and they may not be considered as either attractive immigrants or as dependents by the host country. They may be permitted to immigrate under family re-unification policies as dependents. Parents, who are retired and are healthy may be assets for the primary immigrant since they provide support in a number of ways to the young family. Such immigrants tend to live in extended families when parents provide child-care and services that allow the younger members of the family to work. Parents who are frail, ill or aged may opt not to migrate.

Size of the Family

The greatest complication fore the parents arises when an only child chooses to migrate. Even if there are other

children. the loose of support can be substantial because it is generally the most educated and the most dynamic of adults who want to migrate and are likely to be accepted as immigrants. Because class immigrants may be require the conversion of temporary status to permanent immigration after a period of time for "productive" immigrants. In this case, the immigration decision for the parents is temporarily delayed.

Temporary or permanent immigration

When immigrants arrive on temporary work permits, the parents hope for the return of their children and the option of moving as dependents may not be available. Temporary work permits may also be more attractive to young and often unencumbered individuals, as those with families may prefer not to disrupt the lives of other family members. Host countries, however, may encourage the conversion of temporary status to permanent immigration after a period of time for immigrants that are productive in their economy. In this case, the immigration decision for the parents is temporarily delayed.

Limitation of Data

The major sources of data, such as the census, are national and therefore they are poor sources to capture global immigration movements. While it is possible to identify persons as immigrants once they have arrived in a country, immigration data is poor. Returning immigrants are also not clearly captured in data of the source country as they are not immigrants.

To examine benefits such as changes in standards of living of households, it is essential to have comparative data. In most cases, there is usually no data about their antecedents. Statistical procedures such as means and medians of the immigrant population characteristics to not provide a clear picture of improvements or declines of individual households.

The elderly population is studied as a group and the studies of sub-populations are not always national. Therefore, while some data is available for foreign born elderly, there is little on Indian born elderly people. Much of the information on the aging experience is anecdotal. Some research is based on case studies or oral histories.

Policies and Programmes for Immigrant Families in Host Countries

The emphasis of policies and programmes for immigrants in host countries is to facilitate settlement and entry into work force. The quicker they are integrated, the grater and benefits from "brain gain". The ideal is for immigrants to find job before they arrive and this is often the case for temporary immigrants with work permits. These policies and programmes are short term, intended to give an initial boost to the immigrant families. They often consist of assistance after arrival with income, housing and job search.

These are generally no programmes directed to immigrant elderly as they are not the primary immigrants. However , as the number of elderly and their concentrations grow, community or non-profit agencies rise to provide services to them. These range from ethnic meals on wheels to translation services at medical institutions.

Policies and Programmes for immigrating families in Out-migration Countries.

Countries with high out-migration have policies and programmes to reduce the costs of "brain drain" and whenever possible to reverse it. Therefore, countries such as India, have legal and other means to provide incentives and draw benefits from immigrating families, particularly when there have been decades of temporary immigrants to other counties such as Gulf States.

These immigrants are given a legal status called "Non-resident Indians (Norris). Under the Income Tax Act and the Foreign Exchange Regulations of India Act, "an Indian citizen who stays abroad for employment, or carrying on a business or vacation outside of India or stays abroad under circumstances indicating an intention of an indefinite duration of stay abroad is non-resident Indian. Non-resident foreign citizens of Indian origin are treated on par with non-resident Indian citizens. A person is deemed to be on Indian origin if / she at any time held and Indian Passport or if he / she or either of his parents or grand parents was an Indian and a permanent resident of undivided India" (NRI world, 1998). Individuals and families living abroad who meet these requirements have special rights to send foreign currency, to vote, to hold bank accounts in India and to patriate their assets. The laws recognize and support the need for immigrants to support family members remaining in India. Joint ventures and investments from abroad are also encouraged. Even if the citizen no longer live in the country, India can benefit from their earnings and form valuable foreign currency in this way.

There are also supports for Indians returning from living abroad, allowing them to move their liquid property back to India and to continue to hold assets abroad.

For parents of immigrants, these policies and programmes are an important consideration. They may be able to manage property during their absence. The know that it is possible to receive financial support from abroad, and that, should their children wish to return, they will be able to do so without financial loss. The programmes and policies for immigrating families in in-migration and out-migration countries are compared in Table 2.

Table 2: Programmes and Policies for immigrating Families in In-migration and Out-migration Countries.

Domain	In-migration Countries	Out-migration countries
Selection	Shift to favouring young, highly educated, technically proficient professionals or asset rich business entrepreneurs. Focus on "Brain gain".	Self selection by educated, enterprising young people early in their careers seeking opportunities. "Brain drain"
Focus of Policies	Settlement policies and subsidies to quickly integrate immigrants into work force, housing and community so that they are functional and contributing citizens.	Polices to reduce or reverse brain drain by offering inducements to retain ties, encourge temporary absence, and facilitate return. To encourage flow of foreign currency, joint ventures and investments.
Polices for Aging Parents of immigrating children	None. Community and non-profit agencies may provide ethnically appropriate services and language.	None. Business opportunities re giving rise to organisations that provide assistance to immigrants with matters related to their home country, including the care of parents. For-profit seniors housing cater to parents of children living abroad. (NGO) Non-profit Organisation provide service

Impact of Seniors Choosing to Immigrate

Seniors immigrating with their children provide important support in the early years in the new country. The

consolidation of assets is an advantage. The parents provide important services such as home maintenance and child care so that the younger members can work. They are less likely to seek work themselves, but they may jointly invest with their children, for example, in a home. If their pension and other income are sufficient, they are dependent on their children. It is likely that they are financially better off and have improved living standards. The benefit from improved diet and health care. But the early years may be difficult until the family is well established. Continuity of the extended family form provides them family support, in case of need. The 1990 US census found that almost in eight (Asian) Indian-Americans live in an extended family, among the highest proportion for any ethnic group (Srivasta, 1996).

Seniors to be the carriers of the ethnic culture, religion and language. Santhanam points out that some parents fret that in a generation or two they will completely lose their Indian identity. They may spend most of their time at home, specially if they never properly learn the language of their new country. Adjustments are harder with rising age. If they do not adopt the new culture, they may be the driving force behind the decision to return to their home country after a period of years. This ambivalence may exist already in the children. For example, in the US, only four out of ten immigrants have chosen US citizenship. Only fifty per cent of Asian Indians own their homes in the US (Handbook for Asian Indians, 1997-98). According to Wellner (1999), for the first decade in the United States, immigrant home ownership rates are low. Ten years is the approximate time length of time it takes many immigrants to realize they wont be going back to their native country.

Despite living with children, parents experience day time loneliness, and they feel like they live in a 'gilded cage'. Many feel that they have to while away the long solitary hours during the day while the young are busy at work. Unless, there is a car and the parents are able to drive, the lack of mobility confines them to the four walls of the house, since public transport is not always available in the suburbs (Santhanam,

1998). The situation has improved in urban centers where there is a concentration of immigration Indians. They visit one another, meet at Indian Associations, Indian moves and the temple, mosque or gurudwars (Sikh temple).

Parents may miss their other children and relatives and find that their family resources have shrunk considerably. Their own social network, built over a life time in their home country is ruptured and new ones are hard to establish due to restricted social contact and, in some cases, language difficulties. So they are more socially indebted to one child and his or her family, specially if they are frail and in need of services, and unable to rely on their other children living elsewhere.

Parents may not be able to access programmes and assistance in their own language. This situation can be acute, if for some reason, parents survive their children. Local networks of voluntary organizations are growing to help aging Indians, for example, organized by the Gurudwara.

Seniors may lack sufficient knowledge to understand the context in which they live, so they may not be able to help grandchildren with their school work, for example. In a society that uses more information technology, they may lack the technical literacy to feel competent. They may lose their status of family advisor.

Parents may choose to return to their countries without their children because they cannot tolerate the cold weather, because they could not adapt or because they feel insecure. Chandy (1999) writes "American suburbia is a lonely place. Cut off from people, from big city life, it reveals in its isolation. To get our of it, you must be able to drive, or you are trapped. It is not as if you can catch a bus or train or hails to cab to go anywhere. You have become totally dependent on your children for your sustenance, for your entertainment, for companionship and in fact, for everything you need. This is what defeats you in the end."

Impacts on Seniors choosing not to Immigrate

The option to immigrate with children is not always present, but even when it is, many aging parents do not wish to uproot themselves. The decision is easier if they have other children. Many feel that they can handle the aging process better in familiar surroundings, with their social networks in India. It is possible to hire daily help and to purchase ready made food. Even live in help may be affordable, specially with financial support from abroad. A few continue to hope that their children will return while they are still alive.

Caring by the family who has immigrated is from a distance. Distance, time and expenses separate children and parents. This specially the case if they have no other children. Much of the caring is by proxy by hiring help, and paying for it. If the remaining siblings care for parents, some times there is resentment.

The number of parents of non-resident Indian has grown sufficiently that it has stimulated new business opportunities. For profit homes for the aged and seniors condominiums are being built where units are purchased by children living abroad. Rasco enterprises, operated by senior retired officers of the Indian armed forces provides a variety of services to resident Indians, including the organization of family care, providing companionship and health care for aging parents, in addition to managing property and handling legal matters. In some cities in India, parents can join a non-profit organization called NRI Parents Association (NRIPA) aimed at providing support network with others experiencing the same situation.

Visits are possible if the parents are able to travel, but, in general, they are not always satisfactory. It is an opportunity to know their grandchildren, to see how the children live and to put context around the news they receive when they have returned home.

The aging experience of seniors who choose to migrate with their children and those who do not are compared in the Table 3 under major domains.

Table:3 Aging experience of Parents of who migrate with their children and those who do not.

Domain	Parents Who Migrate	Parents Who Stay
Economic	Pensions and assets may be insufficient when converted to the currency of the new country. Assets may be amalgamated with that of the child. They may provide economically valuable services to the family, such as child care even if they are not earning. Parents are economic dependents of child but may be financially secure and have a better standard of living.	Retirement income retains its purchasing power. Immigrant child may provide financial help if necessary. Property and investments may be managed for the immigrant child.
Social	Social network and resources may shrink with heavy reliance on the family of the child. Dependent on one child while missing the other children. Day time loneliness. If concentrations of Indian in community, new friendships may be possible. Integration with native born citizens may depend on language facility, transportation, and social opportunities. May not have access to ethnically appropriate services in other tongue.	Retain social network and supportive resources. Do not have close interaction with grant children. Visits may be short, infrequent and only when able to travel. Recipients of caring at a distance. If relying on remaining children for heavy care, there may be resentment. May have to use more non-familial care. Play social role as family elder.
Emotional	My experience insecurity because of the loss of familiar environment and culture. Feel the burden of maintaining cultural traditions and religion. May maintain hope of returning to the home country	Retain cultural base and identity. Insecure that child may not be able to return in time if there is an emergency.
Intellectual	May lack knowledge and technical savvy to feel competent in new culture.	Understand environment. Intellectually valued for advice.

Conclusion

Parents of children who migrate, are likely to have financial help if they need it, whether they migrate with their children or stay behind. Those who choose to remain are likely to feel financially secure, and if they receive such help, many enjoy a higher standard of living. These are definitely gains. The losses tend to be non-material and important. They are different, depending on whether parents migrate with the children or not. The parents that migrate give up their cultural base while those that stay, maintain the security of their culture and environment. Those that stay retain their social networks while those that leave find that theirs has shrunk and that opportunities to rebuild them may be few. Parents that stay may be more financially independent while the pensions and assets of those that immigrated may be insufficient or amalgamated with those of the child. While immigrant elderly are dependent on one child, the ones that stay behind have to content themselves with care from a distance from that child. Care by others may be more easily arranged and more affordable for seniors who stay home while those that migrate have to rely more heavily on family care. Temporary absence is the best of all worlds for the parents. They may benefit financially and then revert to the traditional aging process when the children return.

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PROBLEMS OF CHILD LABOUR

Dr. Jehan Ara[*]

Child labour is a global phenomenon. There is however, a lot of equivocation about its concept, genesis and scope. It has not been defined in legal terms. Although various social scientists have tried to define it from economic, social, cultural and educational point of views over time and space yet there is hardly any universally acceptable available definition of the concept of child labour. A child, per se, has been defined as a person below the age of fourteen years and, as such, to arrive at a workable definition of child labour, the following factors deem to have presumed importance.

- Child with/without wages in hazardous/non-hazardous occupations irrespective of hours of work; and

- Children denied opportunity of growth and development.

In the recent literature on the subject, the latter particularly the parameter of education has unanimously been accepted to arrive at a workable definition at the operational level. Consequently, a child fully out of school is termed as a child labour. This line of reasoning has emanated from the 'Rights of the Child' as enshrined in the 'United national Convention.'

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* Associate Professor, Institute of Public Administration, Kashmir.

Following this, the child labour can conveniently be categorized into the following:

a) Working Children – those who are engaged in any economically productive activity for 183 days or six months or more during the year (Main Worker).

b) Working School Going – those who work for less than 183 days or six months and also attend school

c) Non-Working Non School Going- those who neither work nor attend school (sub-marginal).

Child Labour is one of the worst forms of abuse and exploitation. Millions of children work under abusive and exploitative conditions. Accordingly to recent survey carried out by the International Labour Organization (ILO) Bureau of Statistics, there are 120 million children between the age of 5 and 14 yeas who, are main workers and about 250 million are marginal workers. Out of these 61% are found in Asia, 32% in Africa and 7% in Latin America.

A Global Phenomenon

Estimated percentage of Economically Active Children between 10 and 14 years of age, 1995.

Countries	% age
Bangladesh	30.12
Buttan	55.10
Brazil	16.09
Ethiopia	42.30
India	14.37
Keyna	41.27
Nepal	45.18
Nigeria	25.75
Pakistan	17.67
Thailand	16.22
Turkey	24.00

Although India has the largest child labour population in the world in terms of absolute numbers but the proportion of working children to the total labour force is lower than many other developing countries. According to different sources the magnitude of child labour is as follows.

Magnitude of Child Labour in India

Source	Year	Number of Millions
Census of India	1971	10.74
	1981	13.60
	1991	11.29 (9.8 main & 2.21 marginal
ILO	1975	15.10
	1996	23.17 (12.67 Main & 10.50 marginal)
National Sample Survey Organization (NSSO) India	1987-88	17.60
	1993-94	13.50
Planning Commission, Government of India	1983	17.36
Operation Research Group Baroda, India	1983	44

The table reveals that the magnitude of child labour is gigantic. Millions of children are engaged in different

occupations. Different sources show different figures but the important point is that the child labour is on the rise.

More than 90 % of the working children are in the rural areas employed in agriculture and other allied activities. Cultivation, agricultural labour, livestock, forestry and fisheries account for 85% of child labour. In urban areas, manufacturing, servicing and repairs account for 8.74% of the child labour while 6.36% of child labourers are engaged in mining and quarrying, construction, trade and commerce, transport, storage and communication and other works.

Almost 90% of the child labour population is fond to be concentrated in just 11 States. The state with the highest child labour population in the country is Andhara Pradesh (14.3%) followed by Bihar (8.1%), Gujrat (4.5%), Karnatake (8.3%) Madhya Pradesh (12.5%), Maharashtra (11.45%), Orrisa (5.1%), Rajasthan (6%), Tamil Nadu (7.1%), Best Bengal (4.4%) and Uttar Pradesh (10.5%).

As regards the State of Jammu and Kashmir, although the situation of children has improved to a large extend but their children who have been subjected to abuse, torture or exploitation and are denied of their basic rights. The children neither have equal opportunities nor the same level of social acceptability. They are engaged in different trades such as carpet weaving, agriculture, construction, automobile workshops, transport, domestic service, shoe polishing, begging etc. As per the study, conducted by Neera Burra – social anthropologist of United nations Volunteer, published under the title "Born to work; Child Labour in India", there were 1,00,000 children engaged in Carpet Weaving Industry, another 26,478 children in Handicrafts and 28,348 children Handloom and Handicraft Industry in the State of Jammu and Kashmir, which constitute 25%, 29.42% and 25% of the total

work force in these sectors respectively. Besides countless number of children are working in other hazardous conditions e.g. automobile workshops, transport etc. In response to the Hon'ble Supreme Court direction in December, 1996 seeing State level surveys, the State of J&K also submitted it report to the Union Labour Ministry which is as follows:

Districtwise distribution of Child Workers (Survey, 1997)

S. No.	District	No. of Child Workers				
		Total	Male	Female	Hazardous	Non-Hazardous
01	Srinagar	5157	2334	823	1461	1696
02	Budgam	5319	2203	3117	5319	--
03	Baramulla	4856	2209	2647	4461	395
04	Kupwara	842	736	106	292	550
05	Anantnag	3177	1247	1930	2419	758
06	Pulwama	6587	2832	3755	5741	846
07	Leh	--	--	--	--	--
08	Kargil	--	--	--	--	--
	Total	**23938**	**11560**	**12378**	**19693**	**4245**
09	Jammu	27	--	--	--	277
10	Kathua	24	--	--	--	24
11	Udhampur	--	--	--	--	--
12	Doda	88	--	--	--	88
13	Rajouri	--	--	--	--	--
14	Poonch	--	--	--	--	--
	Total	389	--	--	--	389
Grand Total		**24327**	--	--	**19693**	**6434**

An important feature of the survey was that girl child labourers outnumber their male counterparts in the Valley. As far as Jammu Division is concerned, the above table reveals that all the child labourers are engaged in non-hazardous occupations which stands false.

On the basis of some technical reasons the survey report was rejected by the Union labour Ministry. One of the reasons that led to its rejection included the methods used in survey. Without any norms employees from various departments were engaged at random. Ever district was allotted 1.95 lakhs without formulating rules for guiding the expenditures. There was no coordinating authority and everybody contributed independently which prove more chaotic. The report was actually submitted in order to avoid the contempt of court. As a follow up activity, the Labour Department claimed to have sent notices to 3157 employers where they were asked to pay Rs. 20,000 for rehabilitation of each child. For such children the Government is also required to deposit Rs. 5,000 in the District Child Labour Fund.

A comparative statement of total population, child population and workforce in Jammu and Kashmir State is as follows:

Distribution of Population, Child population and Workforce

Variables	1981	1991
Total Population		
Total	5987389	7718700*
Male	3164660	4014100
Female	2822729	3704600

Rural	4726986	5879300
Urban	1260403	1839400
Child Population (0-14 Years)		
Total	2454303	3163988**
Male	1258555	1622176
Female	1195748	1541812
Rural	1985269	2559350
Urban	469033	604638
Total Workers		
Total	1818571	2344170**
Male	1651846	2129210
Female	166725	214960
Rural	1454040	1874164
Urban	364531	470006
Child Workers		
Total	119073	153309
Male	85936	110643
Female	33137	42666
Rural	104601	134682
Urban	14472	18627

* Projected figures of 1981

** The estimates have been calculated on the basis of the percentage prevailing in 1981

The above table clearly reveals that on the basis of the percentage prevailing in 1981, the number percentage of total workers has increased by 28.90% while as number percentage of child workers has increased by 28.75%, which indicates an enormous growth in the number of workers including child workers.

Although the working children are found din the entire state but there are certain areas where the child labour is in concentration. One such village which has selected for the purpose was Batapora Kanihama of district Budgam. The main aim of the study was to analyse the conditions, causes and socio-economic status of working children and to suggest some suitable steps which can be helpful to reduce the children participation in economic activities. The village Batapora Kanihama is at the distance of 21 km., from Srinagar. The total area of the village is 108.05 hectares having a total population of 1901 and 225 households (projected figures of 1981). There are only two schools, one primary and one middle school with a few teachers, in the village. Medical and post and Telegraph facilities are not available within the village itself but are situated at the distance of 5 kms. The major section of the population of the village is dependent on household industry, manufacturing, processing, servicing and repairs.

A comparative statement of the distribution of total population, child population, literacy, workers and non-workers of the Village Batapora Kanihama is as follows:

Distribution of Total Population, Child Population, Literacy, Workers and Non-workers (Batapora Kanihama – District Budgam) 1981-200)

Variables	1981	1991
Total Population		
Total Population	1170	1901*
Male	626	1027
Female	544	847
Child Population		
Total	780	779**

Male	--	400
Female	--	379
Literacy		
Persons	284	461**
Male	210	341
Female	74	120
Total Workers		
Total	396	643**
Main Male	339	551
Workers Female	48	78
Marginal workers	9	14
Child Workers		
Total	119***	193***

* Projected at the rate the population has been increasing from 1981-91 in the State

** Projected on the basis of the percentage pertaining to 1981 Census.

*** The estimate of child works in 1981 has been calculated on the basis of the actual incidence of child labour in percentage terms as reported by the survey.

**** The estimate has been made on the basis on the rate of growth of population which stands as 2.59.

The above table reveals that children form a substantial portion of workers. The number percentage of child workers has increased by 62.18%. As per survey, about 30% of workers belong to the age group of 6-14 years. Children are usually employed in the carpet industry because they are easier to exploit, they are paid less wages, they are more malleable and powerless and above all they have the capacity to learn job very fast.

Wage Structure:

The findings reveal that during the training period which lasts for six months to a year, children do not receive any wages although they do a lot of labour. Even though they serve as free labour, working hours remain same, i.e. 12 hours a day, as for the adults. Their wages rise gradually after their training period is over. Majority of children (80%) are paid Rs. 10-20 per day while 20% of the children are being Rs. 5-10 per day and are ruthlessly exploited.

Working Conditions

Observations reveal that children are not working in conducive atmosphere. They work in small rooms lacking ventilation and are directly exposed to dust, fiber etc. which adversely affects their health. Children are found suffering from backaches, joint paid, finger-arches, breathing problems, weakening of eyesight and general weakness. Continuous sitting in improper postures and exposure to dangerous things lead to many other diseases also.

Causes

Majority of children (77%) were found employed in Karkhanas because of economic compulsion – most powerful force driving children into labour. The parents of the child labourers were found often unemployed or under-employed, yet it is not they but their children who are offered jobs because they quickly pick up the skill and also maintain level of flexibility of fingers necessary for carpet weaving.

In order to teach traditional family occupation, 23% of the children were induced into the craft, which is the result of illiteracy, ignorance and lack of awareness among parents. Of

course, the child has the right to learn traditional craft as along as it is not detrimental of his or her growth and development.

The fact that children are physically and mentally immature necessitates special rights for their nurture, protection and fulfillment of unique needs. This menace the child labour ahs adverse effects on the overall development of the children. Hazardous and exploitative labour results into the total denial of the basic rights of the child as enshrined in the United nations Convention' On the right of the Child", where a child has been guaranteed four basic rights viz., the Right to Survival; The Right to Protection; The right to Development; and The Right to Participation.

There is a long history of seeking to avoid exploitation of working children through its various labour laws. The constitution was also committed to the protection and promotion of the interest of the child through Articles 23,24,39e, f and 45. During 1980's several action-oriented rehabilitating programmes to prevent children from work were initiated. The most significant step in this direction was the adoption of National Child labour Policy (1987), which aimed at rehabilitating child labour and reducing the incidence of child labour. However, in J&K State, this programme has never been started. In order to supplement the Government initiatives at then national level, international donor agencies came forward to support two parallel programmes in 1992: (a) The Child labour Action Support Programme (CLASP); and (b) International Programme on the Elimination of Child Labour (IPEC). These programmes are intended to build the capacity of Governmental and non-governmental agencies and the human resource development of their functionaries.

Inspite of all the legislative, policy and programme initiatives taken from time to time, the fact of the matter is that

the pernicious practice of employment of children continues unabatedly. The fundamental dimension of the persistent perpetuation of child labour is inter-alia attributed to the lack of IEC component.

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HUMAN RIGHTS EDUCATION FOR ENVIRONMENTAL AWARENESS AND VALUE DEVELOPMENT

Dr. G. C. Bhattacharya[*]

Introduction

Education aims to inculcate an awareness and sense of responsibility towards one's own rights and duties as well as instill respect for the rights of others, incorporating not only the human beings but all living creatures belonging to the environment. During the UNESCO International Congress (1978) held at Vienna it was also accepted that for proper provision of Human Rights Education to the common mass of people, development of awareness towards environment, its constituent elements, requirements concerned as well as towards their own rights may be now-a-days, inevitable.

Sheikh (1998) considered education as a crucial rudiment in edifying respect for human rights. It elevated understanding, tolerance, concord and friendly relations between the nations and ethnic or religious groups. He mentioned that, the national curriculum formulated in 1975 states that the awakening of social consciousness, the development of democratic values and a feeling for social justice and national integration are extremely important. The national policy on education (1986) also laid stress for strengthening human rights education through national system of education and promotion of values inherited in India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers and inculcation of scientific temper.

[*] Sr. Lecturer, Faculty of Education, Kamachha, B.H.U. Varanasi-221010 (U.P).

Jaswal and Jaswal (1995) considered Human Rights Education as a priority in that it contributes to a concept of developments consistent with the dignity of human person. It encompasses civil, cultural, economic, political, social and educational rights.

In the U.G.C. Ninth Plan Approach to the Promotion of Human Rights Education in universities and colleges (19198), these rights have categorically been classified into the first generation or civil and political rights of the individual, second generation or economic, social and cultural rights and the third generation rights of those incorporating rights to self determination, those regarded as belonging to people rather than individuals, rights to sovereignty over natural wealth and resources of the country, rights of development of the disadvantaged groups for special protection. It was mentioned that, unfortunately, despite more than four and half decades of its operation, the goal of ushering in human rights culture has still remained a distant reality and as a reason, it was noted that ..... amongst other causes, lack of recognizing the significance and importance of education as a key instrument for bringing changes in social and cultural attitudes and that too in a country like India which has a history of feudal and colonial past and where impoverishment, ignorance and illiteracy pervade all round, is perhaps the most important reason responsible for this situation. It is only in the last few years that the importance of education in relation to human rights has attracted the attention of the national policy makers, educationists and educational planners. The Universal Declaration of Human Rights accepted that every one has right to education. Since education is considered as responsible for all round development of human personality, dignity and respect for human rights and of fundamental freedom, development of human rights culture requires inculcation of ,awareness towards environment-physical, social and spiritual and sense of responsibility.

The Curriculum Framework for Quality Teacher Education (1998) mentioned obviously that the democratic

socialism attempts to achieve a synthesis between individual freedom and social compulsion and combines liberty with responsibility and authority with accountability ..... Democracy is a way of life and its values need to be imbibed through education and practiced in the day to day life... and quality of democracy depends on its citizens willing to discharge their responsibilities towards the self, the family, the community, the national and humanity at large.

Thus, for proper provision of human rights education, awareness development and value attachment may be the basic requisitions and the parameters of human culture and civilization. Environmental awareness is therefore is considered as of prime importance in this way.

Environment

The dictionary meaning of the word environment is surroundings. It is the external conditions which influence development and growth. The World Book Encyclopaedia states that many factors influence man and other living things, some are internal and inherited whereas others are external. A combination of these internal and external factors makes up environment like physical, chemical, biological, cultural, psychological and social one.

Good (1973) defined environment in the dictionary of education as a general term designating all the objects, forces and conditions that affect the individual through stimuli as he is able to receive. According to the scientists, environment is the biosphere... part of the planet in which life exists and of which it forms a part. It is the surface area of the earth, made up of the atmosphere, the oceans, the upper surface of the land areas of the continents and islands and the fresh water associated with them and the living things that inhabit this area... The biosphere can be considered as the sum of all the eco-system of the earth.

Environment, thus could be defined as a construct, constituent of as many as the things, whereby all that surrounds mankind and which directly or indirectly influences the existence and continuity of living system. Rao and Singh (1981) identified as many as six of them such as ecological , relation, population, pollution, health and nutrition, land usages, forestation and deforestation.

Awareness

The dictionary meaning of the term awareness is stated as knowledge or realisation of something, state of being informed and conscious. It is act of having or showing realisation, perception or knowledge. Good (1973) defined it as the state of being aware or conscious, consciousness of a situation or object without direct attention to it or definite knowledge of its nature. In the dictionary of behavioural sciences, it is presented as related with being conscious of something, the state of perceiving and taking account of some events, experience or object.

It may thus be considered as a state of consciousness of mind which enables individual to think in varieties of ways and thereby reshaping of attitude to develop ultimately, a responsible person who may be able to discharge his/her duties - legal or moral, personal or social.

Environmental Awareness

Environmental awareness may be taken as a composite of factual familiarity and personal variables. In fact, there are two aspects of environmental awareness, the personal and factual. The personal aspect covers attitude and responsibility variables concerned with the environmental issues whereas the personal aspect is related with the knowledge domain pertaining to the environmental factors. Thus, environmental awareness indicates one's conscious state of being towards own

environment around and ultimately incorporates both, the factual familiarity or knowledge aspect related with orientation as well as the personal variables, as a composite whole.

Rao and Singh (1981) included three major dimensions while trying to measure awareness towards environment such as environmental orientation or knowledge and information aspect, environmental attitude aspect and environmental responsibility development aspect, related with development of awareness towards environment.

Human Values

The norms developed, established and observed by mankind to shape and maintain the social and community order and functions as well as for upgradation of spiritual existence are often termed as human values, violation of which may cause disturbances over the smooth functioning of social life and community set up. Certainly, some of these values are eternal or permanent in nature whereas some used to vary with time and reference perspectives. Like environment, values may also be categorized into the physical, social and spiritual types which all are in some or other way essential and related with human rights education.

In the U.G.C. Ninth Plan Approach to Promotion of Human Rights Education, it has been mentioned that 'human rights' could no more connote merely the rights relating to the physical well being of an individual but must expand to comprehend all those conditions in a society that makes human existence possible with dignity and honour. On this ground, human rights education becomes necessarily concerned with development of human values or the norms of human societies, culture and civilisations.

Human Rights Education

Rights are always being viewed in our country with reference to some larger or universal context of ideals, values,

culture and humanity. Being human is the first and foremost thing for characterisation of human rights through education. Due to cultural specificity and plurality, values are observed in a wide range and of diversified nature give rise to temporal or relative values. Similarly, for evolving a process of international norm setting in terms of human rights, some universal code of ethics are to be taken into account. Through the call for social justice, perhaps, much impetus is being obtained to the human rights movement, as it aspires to protect the rights of the deprived, poors, minorities, disadvantaged and uncared. They are 'have nots' and for such groups, human rights bears no meaning due to continuous exploitation and suppression. It has been said that not only mere knowledge but an understanding as to how human rights can easily become vulnerable to abuse of various structures and process of power, is crucial, in the U.G.C. Plan. Though the National Human Rights Commission is responsible 'to spread human rights literacy and promote awareness of the safeguards', but without having strong measures, this may not be possible to be practiced. Any educational strategy for human rights education, either formal or informal, certainly requires a better exposure of the learners to the real life situations where violation of human rights and disregard of human values occur, to experience the distress, misery, and tragedy resulting consequently and to awaken his/her conscience towards the respect of human rights of others. Rights are always being the outcome of duties and responsibilities and not of power and authority but this may require development of rights kind of attitude towards values and sincerity. Any situation, incident or happening is generally being viewed and valued in the context of the surroundings or environment and this is true in case of human rights and its education, too. With the advent of the present century, it was observed that many values and social norms have undergone through a drastic reformation, modification and ulteration especially with reference to Indian cultural base and therefore while planning for human rights education, the impact of

globalisation, modernisation, westernisation, liberalisation of economy, professionalisation etc., may be given due consideration to establish a strong linkage and networking between educational institutions, social groups and NGO's, research organizations and legal workers, media and information / communication technologists, extension educationists and programmers etc.

An opinion Survey

To evolve a need base and possible strategies for imparting human rights education, an opinion survey was conducted by the investigator with 100 parents of school going children and teacher educationists working in the field of environmental and value education using random sampling technique. Guided questionnaire technique was used to know about the views and opinions.

Outcomes

Almost all of the respondents expressed their views in favour of human rights education considering it as inevitable for cultivation of desired values like tolerance, patience, self satisfaction and esteem, truthfulness, curiosity and equality of mankind among the future citizens Sheikh (1997) specified that 'the awakening of social consciousness, the development of democratic values and the feeling of social justice and unity can only be achieved through a proper understanding and appreciation of the different sub-cultures; as indicated in the plan of action for the United Nations decade on human rights education (1995-2005) finalised by the UNESCO. It was further stated that incorporating the subject of human rights and democracy in the curriculum is a right signal against the violation of human rights and democratic principles. But the respondents were not generally in favour of inclusion of such educational programmes in the school curriculum and preferred other modes than that of the formal one. Secondly, cultivation of human values and ideology based culture through human

rights education was treated as required instead of separate value or moral education, environmental education and so on. Thirdly, it was recorded that supplimentation of human rights education was considered as necessary with awareness development programmes. More than seventy five percent of respondents was in favour of using non-school modes for conscientisation and assimilation of moral values and inculcation of a sense of responsibility towards protection of physical, social and spiritual environment as well towards culture and ethics.

About sixty percent of them expressed the opinion that the human rights education may be proved as beneficial and helpful in eradication of the fear of war among the future world citizens, especially that of nuclear war as in broader sense it envisaged the rights of living and to let others live and sustenance of rights of existence to all living creatures, in terms of security and protection, coexistence and cooperative considerations.

Fifty five percent of the respondents favoured a comprehensive human rights education framework which may incorporate population and health education, environmental and value education, moral and social education etc., to reduce the curriculum expansion for the learners, if it is applied through formal school education mode.

When asked about the role and activities of various commissions, forty seven percent of the respondents stated very obviously that demarcation of role and specification of duties and activities of National Human Rights Commission and Commissions of Women, Minorities, SC and ST's , Linguistic minorities and Judiciaries and NGO's, Media, Extension workers, politicians etc., are very much needed when human rights education is being considered as the call of the day and required inclusion in the mainstream of our educational system.

Most Desired Strategies

Multiphased Environmental Awareness and Value Development Strategy was prescribed by majority of the respondents for human rights education. The steps identified were identification, conscientisation and assimilation of human values through social interaction, exposures to socio-cultural settings, field activities to observe the situations related with violation of values and human rights etc. Thirty six percent favoured the face to face direct interaction and communication strategy for human rights education only for bringing the conceptual clarity regarding human rights, human values, cultural plurality and diversity, environmental pollution and protection, eco-system, attitude formation programmes, responsibility and duties etc. Other measures suggested were cross cultural meets, value development explorations, inter-cultural organizations and activities, socio-cultural clubs, local, regional and national level cultural exchange programmes, cultural minority meets, etc.

Almost all of them favoured promotion of researches and investigations, for development of innovative strategies for human rights education and valuation of effectiveness for sustenance of cultural heritage and value orientedness, framing and fixing the mandatory roles of media in this way, and for creation of favourable situations.

On the basis of the above outcomes, it is clear that the human rights education is the call of twenty first century for a developing and multi-racial and cultural country like India imbibed with environmental awareness programmes and values development measures. Through researches, (Battacharya, 1996, 1997), it was comprehended that an integrated and comprehensive environmental awareness development programme is in evitable for school going students community and this could be supplemented with value education through human rights educational endeavours, for the realisation of our educational objectives and national progress.

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A STUDY OF EFFECTS OF COGNITIVE THOUGHT PROCESS, META COGNITIVE PROCESS & COUNTER SUGGESTION PROCESS OF TEACHING MATHS ON ACHIEVEMENT OF MATHEMATICAL APPLICATION

Dr. Maganlal. S. Molia[*]

Abstract:

The present investigation were aimed (1) To prepare the Cognitive Thought Process (CTP) Programme (2) To prepare the Meta Cognitive Process (MCP) Programme (3) To prepare Counter Suggestion Process (CSP) and (4) To study the effectiveness of Cognitive Thought Process Programme, Meta-Cognitive Process Programme and Counter Suggestion Process Programme with respect to mathematical application scores of students. The sample for the study consisted of 132 students of high school. It was randomly divided into four groups of thirty-three students each. The true experimental design, namely "Randomised four groups post-test only experimental design" was used in the study. Mathematical Achievement Test was developed by the researcher. Mathematical Achievement Test was administered at the end of the experiment. The statical technique ANOVA was used for analysis of data. The significance of mean difference was determined by the Scheffe-test method. Result reveal that the CTP programme is more

* Assistant Professor, Department of Education Saurashtra University, Rajkot 360005 Guj. India.

effective than MCP, CSP and CT programme in the case of achievement in Mathematical Application.

Introduction:

Brown and Smiley (1977) investigated the development of the meta cognitive skill by having eight; ten; and eighteen-year-old rate the ideas in complex stores according to the importance to the stores' major themes. The students were asked to place ideas in to one of four categories each, ranging from most to least important. Brown and Smiley's results indicated that only the eighteen-year old could identify ideas in all four categories in a reliable way. In contrast the twelve-year-old could usually pick out the most and least important ideas, but they had trouble with those of intermediate importance. Cognition and Meta - Cognitive skills are not fixed, unchanging abilities. Consider, for instance, judging whether you have identified the main ideas in a story. This is, a course, a meta - cognitive skill that is crucial to learning from reading materials.

The Problem

The problem was titled as

" A study of Effect of Cognitive Thought Process, Meta Cognitive Process and Counter Suggestion Process of Teaching Maths on the Achievement in Mathematical Application."

Variables involved in the Study

The variables involved in the study were as:

Independent Variable. The independent variable was instructional programme. Four levels of this variable were decided as follows:

(1) Cognitive Thought Process (CTP) programme

(2) Meta-Cognitive Process (MCP) programme

(3) Counter Suggestion Process (CSP) programme

(4) Conventional Teaching (CT) programme

Dependent Variable

The dependent variable was the mathematical Achievement.

Control Variable

The control variable were : (1) Standard (2) Sex (3) Content of the units (4) Teaching time and (5) Climate of the School.

Objective of the Study

The objectives of the study were as under:

(1) To prepare the Cognitive Thought Process programme

(2) To prepare the Meta-Cognitive Process programme

(3) To prepare the Counter Suggestion Process programme

(4) To study the effectiveness of Cognitive Thought Process programme, Meta -Cognitive Process Programme and Counter Suggestion Process programme with respect to Mathematical Application scores of the students.

Hypothesis of the Study

With reference to objective no. 4 the null hypothesis was framed as:

H_0 4.1 There will be no significant difference between the average mathematical Application scores on post-test of the students of CTP group, MCP group, CSP group and CT group.

Population

The students studding in Gujrati medium high schools in std. 9th in Rajkot were considered as population of the study.

Sample

132 students of std. 9th were selected as the sample. These students were randomly divided into four sub groups. In each group there were thirty-three students. Three groups were allotted for experimental treatment and the other group was allotted for controlled treatment.

Instructional Programme

The Cognitive Thought Process (CTP) programme, Meta-Cognitive Process (MCP) programme and Counter Suggestion Process (CSP) programme was developed by the investigator. Each and every programme contained 43 worksheets prepared on two units of mathematics of std. 9th. Main focus during the teaching here was tasks and activities assigned to students through worksheets.

Research Design

The investigator selected True-experimental design, namely "Randomized four groups post-test only experimental design."

Treatment

CTP group, MCP group and CSP group taught through worksheets. One worksheet was given to the students per day. Thus the programmes were continued for 43 days. The same units of mathematics were taught during same time period to CT group through conventional teaching method.

Tool of the Study

Mathematical Achievement Test on Polynomials and linear equation of two variables was used.

Data Collection

Mathematical Achievement Test was administered at the end of experiment. The students scores on the

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Tool of the Study

Mathematical Achievement Test on Polynomials and linear equation of two variables was used.

Data Collection

Mathematical Achievement Test was administered at the end of experiment. The students scores on the

Mathematical Achievement Test were recorded.

Analysis of the Data

The results of analysis of variance of Mathematical Application scores of the students are presented in Table-1. This table has three parts. Types of group, number of students of each group and average scores of each group are given in the upper part of the Table. Analysis of variance (F-test) is presented in the middle part and the results of Scheffe-test are presented in the lower part of the Table.

Table - 1

Significance of Difference in Mathematical Application of CTP, MCP, CSP and CT groups

Number and Mean

Groups	Number of Students	Mean
CTP	33	6.30
MCP	33	3.82
CSP	33	3.76
CT	33	3.66

F-test : Analysis of Variance

Source of Variance	df	SS	MS	Calculated F-Values	Table value of F at 0.05 and 0.01 level
Between Means	3	162.03	54.01	13.21**	2.68 (at 0.05 level)
within groups	128	523.26	4.09		3.94 (at 0.01 level)

Scheffe-Test

Compared	Mean diff. Between Two groups	Calculated F_0 value	F_0 value at 0.05 and 0.01 level
CTP-MCP	2.48	24.60**	8.04
CTP-CSP	2.54	25.81**	(at 0.05 level)
CTP-CT	2.63	27.67**	
MCP-CSP	0.06	0.014	11.82
MCP-CT	0.15	0.090	(at 0.01 level)
CSP-CT	0.09	0.032	

** Significant at 0.01 level.

Observations of the upper part of Table-1 reveals that the mean mathematical Application scores of the groups taught through the CTP programme, MCP programme, CSP programme and CT programme was 6.30, 3.82, 3.76 and 3.67 respectively.

The middle part of Table -1 Shows that the F-value for significance of difference in average mathematical Application scores of CTP, MCP, CSP and CT groups was 13.21. It was significant at 0.01 level. So the null hypothesis 4.1

"There will be no significant difference between the average Mathematical Application scores on post-test of the students of CTP group, MCP group, CSP group and CT group", was rejected. It means the achievement in Mathematical Application of these four groups is different from each other.

Out of four groups six pairs of two groups were compared with respect to achievement of mathematical Application. To find the significance of difference in average

scores of each pair Scheffe-test was used. According to the lower part of Table-1 Fa values of three differences were significant at 0.01 level. According to these results it can be concluded that the achievement of Mathematical Application of CTP group is higher than that of the other three groups.

Findings

CTP programme is more effective than that of MCP, CSP, and CT programme in the case of achievement in mathematical application.

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MODERN EDUCATION AND THE RISE OF POLITICAL CONSCIOUSNESS IN KASHMIR (1880-1931)

Dr. Mohd Yousuf Ganai[*]

The year 1846 was the most significant year in the annals of Kashmir history. It was in this year that the East India Company transferred the Jammu and Kashmir State to Maharaja Gulab Singh and to the 'heirs male of his body in lieu of seventy five lakhs of rupees" by virtue of the treaty of Amritsar.[1] In addition to its other dimensions, the treaty of Amritsar resulted into the emergence of the state of Jammu and Kashmir. The year 1846 also forms a watershed in the history of Kashmir because the history of modern Kashmir in a strict sense begins from this year. It was from this year that Kashmir came into close contact with European culture which paved a way for the modernization of the Kashmir and Kashmiris.

As late as the eighties of the 19th century neither the state nor any other private agency took up any step towards the dissemination of modern education in Kashmir.[2] Religious oriented education was imparted in *pathshalas, maktabas, khanqahas and madrasas*. In *maktabas* parrot like teaching of the Holy Quran was imparted, whereas the *madrasas* and *khanqahas* acted as highest educational institutions for

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* Lecturer in History. Department of History, University of Kashmir, Srinagar, Kashmir.

1 For details about the treaty see, K.M. Pannikar, *Gulab Singh the Founder of Jammu and Kashmir State*, p.112.

2 Prof. Muhammad Ishaq Khan. *History of Srinagar*, p. 143.

imparting education on Islamic jurisprudence, *Fiq, tafsir*, logic and mysticism.[3]

The freedom movement of India formally started in 1885 with the foundation of Indian National Congress, whereas the struggle for freedom of Kashmir commenced from 1932, after the formation of All Jammu and Kashmir Muslim Conference. Someone who is not aware of the educational history of Kashmir, can wonder to notice the very late emergence of political consciousness in Kashmir. But, once it is learnt that the Muslim Community - the oppressed subjects, responded to modern education very late, ones mind immediately sets at rest. In comparison to Muslims, the Kashmiri Pandits had a strong pedigree of being literate community[4] and were the most pampered subjects of the Dogra regime. It naturally encouraged and enabled them to profit themselves with the new opportunities provided by modernism. The Muslims except a handful of religious class had neither literary nor official pedigree, nor they enjoyed any state patronage, instead they belonged to the oppressed labour classes. Education to them, therefore, was a distant luxury and wastage of time.[5] The religious class - the only section of Muslim population with educational background, had so vast economic resources that for a long time they did not feel the pressure of modernization,[6] that had forced the Hindu official

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3 Prof. Fida Muhammad Hussanain, *Heritage of Kashmir*, p. 181; Prof. M. I. Khan *History of Srinagar*, p. 143; Tarachand Wazir, Autobiography (unpublished), p.6.

4 It is to be remembered that the Hindu Community of Kashmir purely consisted of Brahamins who preferred to stick to their own faith even in the face of mass conversions to Islam during 14th and 15th century. They continued to act as official class by virtue of their being only experts in local administration. CF Parimu, *History of Muslim Rule in Kashmir*, pp. 380-381.

5 The official version that the peasants who constituted the majority of the population of Kashmir and exclusively belonged to the Muslim community regarded education useless by attributing this saying, "Pan pathi gali Tarathi, Hal Vaga turka Khage", (Education brings ruin. It is by plaoughing that bread can be had) should be understood in this context. cf. Census Report of India, 1911, p. 160; *Census of India*, 1931, p.254.

6 The core group of the religious class of Kashmiri Muslims, which formed the reference group of the Muslim community during pre-modern times, had large number of *murids* who considered it a religious duty to part with a fixed quantity of their produce with their *pir*. This is to some extent true of modern times also.

Continued...

class to favourably respond to modern education. The Muslim religious class on the other hand discouraged the Muslim Community from receiving modern education.[7]

The credit for introducing modern education in Kashmir goes to the Christian missionaries. It was from the early eighties of the 19th century that the missionaries started their struggle for the spread of modern education in Kashmir.[8] At initial the Dogra rulers created various hurdles in the way of these missionaries,[9] in order to dissuade them from educating the Kashmiris, but with the passage of time their opposition was drowned. After all the Dogras were the vassals of the British imperialism and Britain was the homeland of the Christian missionaries. Therefore, the Dogra Government had no alternative but to compromise with the circumstances. In order to achieve their goal, the Christian missionaries not only taught such new subjects like History, Geography, Mathematics, English and Science,[10] but they also made social services and extra curricular activities as an indispensable part of their curriculum.[11] The boys were taught to help the poor and needy, to be kind to the animals, to put out fires and to help during floods and famines.[12]Practical education was imparted by sending out Kashmiris to see the facts of life for themselves.

Besides *pirs* were simultaneously *Imams* and preachers of the big mosques, which also provided them large amount of money in terms of *niaz* every Friday. Moreover, the pirs also acted as judges and officiated the religious rites in lieu of which they also earned a good amount of money. For details see Lawrence, *Valley of Kashmir*, pp. 233, 291, 307.

7 Bisco, *Kashmir in Sunlight and Shade*, (an autobiography), 1905, p.52.

8 P. N. Bazaz, *Daughter of Vitasta*, p.210; Prof. M. I. Khan, *History of Srinagar*, p.46.

9 Brain Holmes, *Educational Policy and the Mission School*, p.161.

10 *Annual Report of Christian Missionary School, Srinagar, Against the current in Kashmir* 1937-38, p.7; Alexander Maleish, *The Frontier People of India*, p. 49.

11 When the Bisco boys cleaned the streets in 1901, it created an uproar among the Brahmins who considered it below their caste to do such ungentlemanly work. As a result Mrs. Anne Besant was called from Madras by the Maharaja to look into the matter. Later on, she opened up a Theosophical School in Srinagar. Bisco's *Autobiography*, pp. 76-77.

12 Ibid. pp. 294-295.

The Kashmiris who once upon a time refused to cross the mountains went out for different training courses to European countries.[13]

But, as late as 1915 one does not find even a single Muslim boy in the Christian missionary schools.[14] For political reasons the Government also for a long time did not show any interest to disseminate modern education among the Muslims. To quote Prem Nath Bazaz - a veteran leader of freedom movement and the contemporary historian of Kashmir:[15]

> *The awareness that they (Dogras) were Hindus and the overwhelming majority of the Kashmiris professed Islam, constantly made them apprehensive, they disliked the idea of making their subjects politically conscious and thought that imparting of education was only an effective way of awakening the people to their political and human rights.*

Funding of a few *madrasas* and *maktabas* was the only interest shown by the Dogra rulers towards the education till late seventies of the 19th century.[16]But the establishment of British Residency in Kashmir in 1885 was a boon for Kashmiris in general and Muslims in particular. It was after 1885 that the Government showed some interest towards educating Kashmiris, when some primary and middle schools

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13 Hakim Ali and Das Raj Dogra were deputed for training to the Experimental Station of Padava in Italy. Ved Lal Wazir was selected for training in veterinary science in England. Fotedar for agricultural training and Dr. Sham Koul for medicine, Tarachand Wazir, *Autobiography*, p. 273-76. R. C. Kak went for archaeological training with Sir John Marshal, Ibid, p.77.

14 Bisco's *Autobiography*, p. 52.

15 P. N. Bazaz, *Daughters of Vitasta*, p.215.

16 The following Madrasas existed in Srinagar in 1872:
The madrasa of Aisa Koul, Madrasa of Rainawari, Madrasa of Nawakadal, Madrasa of Maharaj Gunj and the Madrasa of Basant Bagh. The latter three Madrasas were run by the Government. *NIA / Foreign Pol.* A. February 1874, Nos. 271-278.

were opened in different parts of the valley. However, even in 1891 there were only 18 schools in Kashmir out of which 17 were primary schools and one middle school. Among 18 schools, 10 were situated in Srinagar and the rest 8 in other towns.[17] Realising the banful impact of the educational backwardness of the Kashmiri Muslims, their sympathizers in India persuaded the Maharaja to pay attention towards the educational aspirations of the Muslim community of Kashmir.[18] With the result the Government opened a good number of schools and offered some financial assistance in the form of scholarships for attracting Muslims towards modern education.[19]

There is no denying the fact that the Muslim religious class in general, either for the reasons of its religious conservativeness or as a result of the vested interest, dissuaded the Kashmiri Muslims from responding to modern education. But, the fact remains that the role played by the Moulvi Ghulam Rasool Shah of Mirwaiz dynasty in connection with dissemination of modern education among the Kashmiri Muslims, even though at a later stage, shall always remain memorable in the history of modern Kashmir.[20] Even today he is popularly recalled by the Kashmiri Muslims as the Sir-Syed-i-Kashmir.[21] Just as Sir Syed Ahmad Khan persuaded the Indian Muslims to take to western education for their overall development, in the same way the Muslim educational movement was initiated by Moulvi Ghulam Rasool Shah in the

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17 *Annual Administrative Report*, 1891-92.

18 For details see, *JKA*, F.No. 217/ p.9 of 1913; Riots Enquiry Committee Report, July 1931, witness No. 67.

19 Shafiq Hussain, *Muntakhib Dastawaizat*, pp. 102-103.

20 Prof. G. H. Khan, *Freedom Movement in Kashmir*, p. 60; Prof. M. I. Khan, *History of Srinagar*, p. 139.

21 Information gathered through interviews held with the living elders of Srinagar city during May, 2000.

last decade of the 19th century.[22] He realised that without western education the Muslims would remain backward. Hence the movement for educating the Muslims started to educate Muslims on western lines within the fold of their own religion.[23] Moulvi Ghulam Rasool laid the foundation of a primary school in 1899, the first of its kind in entire Kashmir, at Razver Kadal in Srinagar.[24] Six years after this development, he organised Anjuman-i-Nusrat-ul-Islam,[25] which later on went a long way in popularizing modern education among the Kashmiri Muslims.

In the twenties of the 20th century the number of the Muslim students in educational institutions was equal if not greater than the non-Muslim students.[26] Of course, their number was less in the colleges. But an interesting feature of the education of the Muslim community was that some of the Muslim students in imitation to Hindu students, went outside to obtain higher academic degrees from different universities of British India. It were these young educated Muslims who became the harbingers of political consciousness in Kashmir.[27]

The modern education made the educated Muslim youth conscious about their rights and the power they possessed to turn the tables of the Government with the support of the oppressed masses. The great seats of learning from which they obtained their degrees educated them about

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22 Prof. M.I. Khan , *History of Srinagar*, p.139.

23 *Mohasin-i-Qaum*, periodical published at the 73rd year of the death of the Mirwaiz Moulvi Ghulam Rasool Shah, Srinagar. p.3.

24 Ibid.

25 *JKA*, File No. J-88 of 1924.

26 The distribution of Muslim students of Jammu and Kashmir according to institutions is detailed as below:

College 132, Secondary schools 21, 478, Maktabas 1,779. *Annual Administrative Report of J and K, 1921*, pp. 97-98.

27 P.N. Bazaz, *The History of Struggle for Freedom in Kashmir*, p. 146.

practical knowledge as these institutions were also the hubs of political activities. Moreover, the Indian situation which was experiencing a tremendous wave of patriotism and high sense of sacrifice among its people for freedom, fired the imagination of the Kashmiri Muslim youth for liberating their land which was under the subjugation of more tyranious rule than that of the British India. Writing about the impact of Indian nationalism on the Muslim educated youth who received education from different Indian Universities P. N. Bazaz remarks:[28]

> *...The glorious chapter in the history of the national movement of India could not but produce profound effect on the minds of the Kashmiri Muslim youngmen who were studying in different universities and had, therefore, the opportunity to witness the various phases of the movement with their own eyes. Some of them participated in the Muslim League session at Allahabad in 1930 where for the first time Dr. Muhammad Iqbal adumbrated his theory of pan-Islamism and a separate state for the Muslims of the subcontinent in his presidential address.*
>
> *Fired with the spark of freedom and enthused with the emotion of pan-Islamism a batch of youngmen returned to their home early in 1931. The echoes and the reverberations of the Civil Disobedience Movement had been heard in the mountains of Valley of Kashmir in advance of the return of these youngmen. It had created an*

28 Ibid.

atmosphere of defiance to cruel and despotic authority of the alien Dogra rulers. The stage was set with all the paraphernalia, only the actors were needed to play their parts. Who, but these educated and enthusiastic youngmen were best suited for the task.

The above mentioned facts have made it abundantly clear that the political consciousness of Kashmir owes it origin to the spread of western education. The comparative study of the political and educational history of Kashmir makes it more evident that the growth of political consciousness among the Kashmiri Muslims was determined by the growth of western education. It may not be out of place to note that the freedom movement of Kashmir was initiated by the Kashmiri Muslims. This is why because the Muslims in general belonged to the unprivileged class, whereas the Non-muslims enjoyed the state patronage. The former stood anti-establishment, whereas the latter wanted to maintain *statusquo*. As mentioned earlier that around the twenties of the 20th century the Kashmiri Muslims began to make some progress in the field of western education, the result was that for the first time the prominent Muslims of Kashmir dared to submit a memorandum representing the grievances and genuine aspirations of the Kashmiri Muslims to the Indian viceroy Lord Reading on his visit to the Valley in 1924.[29] Since, the formation of political associations was banned in Kashmir, the India return Muslim educated youth formed what is known as the Reading Room Party, in the garb of which they wanted a platform to bring all the educated youth together for devising ways and means to fight out the injustice

29 Memorandum presented to Lord Reading by the prominent Muslims of Srinagar city on his visit to Kashmir in 1924.

done to the Muslim community in general and the educated Muslim youth in particular.[30] It was the Reading Room Party which had the credit of being the fore-runner of the All Jammu and Kashmir Muslim Conference (1932).

30 For details about the reading Room Party and its role see S. M. Abdullah, Atash-i-Chinar, p. 48; Mirza Shafiq Hussain, *Muntakhib Dastawaizat*, p. 10, P.N. Bazaz, *The History of Struggle for Freedom in Kashmir*, p. 148.

SPECIES EXTINCTION AND CONSERVATION
A NATIONAL CONCERN

Shugufta Parveen and Irshad A. Nawchoo[*]

It is true that very few people are concerned about plants. No one knows the exact number of plants that have ever existed or that currently exist. Yet the plant kingdom faces a far greater extinction crises than that occurring in the animal kingdom. We have lost about 200 animal species since 1500 A. D. but we lose at least twice that many plants species each year. In 1980, scientists estimated that one or two plant species become extinct each and every day somewhere in the world. Since then the incidence of plant extinction has increased at such a rapid rate that by the turn of the century we anticipate the loss of between 15% and 25% of all higher plant species. At the current pace when we have lost 40,000 plant species by the year 2000, the crises will not stop. Extinctions will accelerate until this planet has become impoverished.

We tend to forget that plants tend to feed us, clothe us and protect us from the elements. Wild plant species are wiped out when their habitats are destroyed to create housing or agricultural fields. People not only need food and shelter but they require fuel and fodder. When they cannot afford to buy coal or other fuels they start collecting and burning plants after indiscriminate felling of these. Many plants also have tremendous medicinal potential. As the loss of biodiversity becomes ever apparent there is and has been a rush to sample plants from the wild for potential cures. The Himalayas - besides providing an unmatched spirited, philosophical and

* Department of Botany, University of Kashmir, Srinagar.

scientific inspiration has also come to be known as the variegated store house of variety of natural resources. Due to increasing demands of its natural wealth, the biotic pressure on land and other resources has increased manifold. The ecological stability of these sensitive areas has become threatened by the so called "developmental process" and activities like slope cutting for road construction, deforestation and urbanisation. The extent of damage has been so enormous that Himalayas has now become the focus of interest for experts and specialists working in different fields. The development as well as the conservation in the Himalayas has become a subject of global concern and curiosity.

Plant extinctions are truely world wide in scope, occurring from Arctic circle to Antarctic. The epicentre of the crises is the steamy rain forests of the tropics. Since more than 40% of all plant species occur in tropical zones, the loss of plant life in these regions will have serious consequences.

When the serious nature of plant crises first achieved widespread concern among conservationists an immediate action was to make an inventory of the problem. Individual plant scientists in most developed countries drew up the list of endangered and threatened plant species. Conservationists use a number of terms to describe species in different stages of this process. Animal and plant species in any stage of extinction are listed in "RED DATA BOOKS", which are volumes published by conservationists at national and international levels. Generally four major categories are recognised within a broad term "THREATENED SPECIES" to describe their status in nature. These are:

i) VULNERABLE: These are species whose population numbers are decreasing and are likely to

become more severely threatened with time.

ii) ENDANGERED: These are species whose populations have become so reduced that they are in imminent danger of becoming extinct in a few years.

iii) RARE: These are species whose populations consist of less than 20,000 individuals. Some species are naturally rare and have never occurred in great numbers and yet they are able to maintain those numbers. Other species become rare through the actions of man or other natural or unnatural forces. Unless remedial measures are taken these species will be come vulnerable.

iv) EXTINCT: These are species which are no longer known to exist in the wild.

In view of the above categorization, we should strive to build a technological ark to save as many species as possible for the future. The most obvious solution to the problem is to set aside conservation reserves where the remaining threatened species can be protected. Unfortunately, plant species are often confined to small localized areas and this would necessitate an inordinately large number of reserves if we were to try and save all plant species by this method. Most countries around the world are now aware of concerns about biodiversity losses and a number of efforts are now under way to create new reserves to try and save the remnants of once flourishing ecosystems. New ways of encouraging conservation activities are being

forced upon some third world countries. Monetary loans by the world bank are now often tied to conservation efforts. However, to be effective the reserves must be carefully managed. Conservation can be done by "In situ" (that is conservation in natural habitats); "Ex situ" (that is conservation outside natural habitats) and "In vitro" (that is conservation using artificial techniques of tissue culture and cryopreservation) methods. In situ conservation is usually taken up by establishment of "Biosphere reserves", Sanctuaries, National Parks etc. Ex situ conservation can be taken up by creation of cryogenic gene banks. Most of the plant seeds and spores can be processed so that they can be frozen for hundreds of years to be thawed and germinated in the future as they are needed. However, not all of the remaining species can be saved. But, instead of processing species on a totally random basis, a priority list should be established. First relatives of all known medicinal plants should be saved in the hope that one of the related species might house compounds / genes even more effective and / or less discomforting than the original species. "In vitro" method of conservation, those of the species, which cannot be conserved either through In situ or through Ex situ method are cultured on artificial growth media to produce clones. These clones are then preserved through cryopreservation i.e. storage at extremely low temperatures ranging between -50 to -196^{0}C in liquid nitrogen or Nitrogen vapour. Such techniques are effective in those plants also which reproduce through vegetative means only or produce recalcitrant seeds i.e., seeds which lose their viability in long term storage.

The United States is rich in Botanic Gardens as well as, unfortunately in endangered plant species. In an effort to co-ordinate conservation activities involved with native plants, a centre for plant conservation was formed. This is now housed

in the Arnold Arboratum at Harvard University. The centre co-ordinates the activities of a consortium of some 19 Botanic gardens across the country. These gardens care for what has become known as the National collection and it now contains over 300 distinct taxa.

The centre for plant conservation is concerned about how conservation is carried out. They see Ex situ conservation as being a hedge against extinction in the wild and source for material to reintroduce the plant to the wild. Plant conservation began in late 1960's. In 1978 the IUCN (International Union for Conservation of Nature) *Plant Red Data Book* was published. This book highlights 250 threatened plants species from around the world which were chosen to represent the different plant groups and threats facing the plant kingdom.

In 1987 a new and independent activity emerged from TPU (Tropical Plant Union) to address this. Today this is known as the *IUCN Botanic Gardens Conservation Secretariat.* Plant conservation programme's main goal is to strengthen the capacity of Botanic Gardens to achieve conservation. The 1500 or so Botanic Gardens and Arborata around the world have tremendous potential to help achieve practical plant conservation by providing safe but temporary refuges for threatened plants, by propagating threatened plants so as to protect wild population from unnecessary exploitation.

The establishment of IBPGR (International Bureau of Plant Genetic Resources) with its headquarters at Rome further strengthened the global network of conservation. This agency is primarily concerned with the exchange of plant material on a sustained and well planned basis to avoid over exploitation and consequent extinction of species. This agency also co-ordinates activities with many national agencies around the world in

inventorization of the existing genetic resources of the world through sponsored projects and programmes.

In India BSI (Botanical Survey of India) has taken up the enlisting of the rare and threatened plant species. In 1980 it came out with a book entitled "*Threatened Plants of India*" edited by the then Director Dr. S.K. Jain. Since then many such books have been published highlighting the progress made in listing up of threatened species of India. As an important step NBPGR (National Bureau of Plant Genetic Resources) was established which co-ordinates with IBPGR in various exchange and introduction programmes. In addition many Botanical Gardens in India have launched various conservation progr-ammes for the threatened species in different parts of India.

Without a doubt, an ideal situation would be to set aside numerous parcels of country side where wild species could grow and flourish without interference. However, such a programme would be highly expensive and will involve many social, Legal, Political and Ethnic problems. It will involve demarcation of huge areas rich in these species and dislocation / relocation of may ethnic groups living in these areas. The maintenance of such areas has its own inherent problems. Under these conditions the alternative is to develop suitable agro-techniques for cultivation of these threatened species outside their natural habitats so that they can be multiplied and re-introduced into the natural habitats. This method will not only help in reducing pressure on the natural populations but will also help in conservation of these species at suitable habitats which in turn will serve as a reserve for introduction or re-introduction of these species in areas where from these have been lost completely or where they are near extinction.

Agro-technique is alternate method of cultivation of medicinal and other threatened plants outside their natural habitats. Although it has been practiced throughout the world in some form or the other for growing different species of plants, its status as separate scientific discipline is of recent origin. Much of the emphasis is now being laid on the conservation of rare and threatened medicinal and other useful plants with two U.N. organisation, W. W. F. and I.U.C.N. not only laying emphasis on conservation but also on cultivation of plants which are facing threat of extinction.

The Himalayas comprise a large mountain system which is inhabited by a large population of indigenous plants exploited by the native folks who have learnt to utilize these in various ways. Many of these plants have been used in treatment of different diseases and ailments after centuries of trials. It is essential not only to preserve this wealth of information but also to apply modern biochemical and agricultural techniques to determine the utility and adaptability of the most useful plants amongst them to meet their growing demand.

The folk medicine of the Himalayas has gifted many plant drugs to modern medicine such as *Rauvolfia serpentina* (for high blood pressure); *Gentiana kurroo* (bitter tonic and febrifuge); *Tylophora indica* (for asthma and whooping cough); *Viola serpens* and *Adhatoda zeylanica* (for bronchitis; *Podophyllum hexandrum* (for tumor necrosis); *Saussurea lappa* (as purgative) etc. All these plants have been over exploited for petty economic gains, as result of which they are faced with a threat of extinction. IUCN with its headquarters at Morges Switzerland, maintains a red data book about threatened medicinal plants. The book enlisted about 100 threatened plants from Indian subcontinent.

There is a tremendous scope for growing these medicinal plants not only for commercial exploitation but also for their conservation. Central Institute of Medicinal and Aromatic Plants (CIMAP), Central Drug Research Institute (CDRI), and various Regional Research Laboratories (RRL) have studied major medicinal plants in great detail. Since most of these plants lose their active principles hence their properties soon after harvesting they cannot usually be exported or imported easily. It needs refrigeration, proper packing and direct air lifting to locations without any trans-shipment. Even though India is not self sufficient in the production of medicinal plants not much attention is being paid towards their cultivation or improvement programmes that will help in increasing their productivity thus lessening the dependence on wild populations of these useful plants.

At present India has a monopoly over exports of a few medicinal plants like *Papaver; Podophyllum; Saussurea; Picrorhiza* etc. In order to increase their productivity and upgrade the quality of these medicinal plants their domestication and large scale production using proper agro-techniques is a national priority and will help not only in making the country self sufficient but will also supplement foreign exchange reserves. Such techniques will also help in checking exploitation of the natural populations of these threatened medicinal plants. Agro-technique development not only requires the identification of varieties and ecotypes for different edaphic and climatic conditions but also require development of improved agronomic practices to boost production.

Introduction of Agro-techniques for large scale production will take time for crystallization of concepts and in application of scientific principles and practices, yet it will

definitely help in achieving commendable success in protecting the medicinal plants of increasing demands from the threat of extinction. Unfortunately so far such an approach is lacking and development of such techniques is not given due attention either at regional or at national level. Several recent botanical collections have listed many plants of medicinal importance and discussed their distribution. Most of these collections have pointed to the increasing pressure these herbs are under and the consequent decrease in their populations as well individuals in a population. They have stressed the need for immediate steps for protection and conservation of these herbs through Ex situ and In vitro techniques. An efficient agro-technique would aim at systematically developing practices for cultivation at low and easily accessible altitudes.

Maithaini and Nautiyal 1987 have suggested many important medicinal species which can be initiated for commercial cultivation and conservation on a priority basis at national and regional level. These are: *Aconitum chasmanthum* (Balanag); *Aconitum ferox* (Bish); *Aconitum heterophyllum* (Atis); *Adhatoda vasica* (Vasinger); *Atropa acuminata* (Belladona); *Atropa belladonna* (Belladona); *Berberis sp.*; *Digitalis purpurea* (Digitalin); *Dioscorea deltoidea* (Yam); *Ocimum basilicum* (Bentulsi); *Ocimum sanctum* (Tulsi); *Carum carvi* (Kalazira); *Mentha arvensis* (Jangli Pudina); *Podophyllum hexandrum* (May Apple); *Arnebia benthamii* (Gaozaban); *Saussurea lappa* (Costos) and *Rheum emodi* (Rhubarb). Some of these plants are now threatened and are enclisted in the red data book. Therefore , it has become important not only to conserve these plants but also develop suitable protocol for their cultivation.

Hussain (1988) has enclisted cultivated mints, aromatic grasses, sapogenin bearing yams, tropane alkaloid bearing plants etc. The high yielding strains of medicinal and aromatic

plants may be cultivated by different and better techniques in different agro-climatic zones on commercial basis.

The agro-techniques development require:

- Choosing and enriching the site for cultivation
- Propagating the selected plants using sexual and asexual modes
- Growing the plants on large scale
- Proper harvesting and processing of the plants for better utilization on a commercial scale
- Forcing the plants to grow out of season
- Proper disease and pest control methods
- Improving growth and yield of these plants
- Improving the quality and quantity of active principles in these plants.

Technology and financial support compounded with peoples participation can combat many man made evils and natural hazards vis-à-vis plant extinction in a more significant way. Development of a suitable agro-technique requires an integrated multi-disciplinary approach for which existing institutions excepting some universities are ill equipped. However, in present decade research work on different components are in progress. More emphasis on on-station research needs to be given in each agro-climatic zone, so that the farmers can be motivated and trained.

Once scientists are satisfied with the technique only then should it be transferred into the fields in collaboration with farmers and extension workers. In India there is subsistence farming. They only produce grains etc. to fulfill their own requirements. We can increase productivity of these

farms and farmers by creating awareness about medicinal plants and their economic potential. When desires to achieve some standard of excellence emanates from farmers side they will accept such techniques on large scale as a permanent feature. For this following steps should be essential:

- Development of improved varieties and improved agronomic practices to boost production of internationally acceptable quality of medicinal and other useful plants in different agro-climatic zones.
- Strengthening research, training and extension for successful transfer of technology to farmers.
- Provision of credit facilities at concessional rate to farmers to extend the area under cultivation of medicinal and other useful plants.
- Seed multiplication, storage and marketing on a sustained basis to produce quick results.
- Formulation of National medicinal and Aromatic and Seed Policy with the objective of a successful supply of high yielding seeds of medicinal plants.
- A series of trials with local and exotic medicinal and other plants to be conducted in different agro-climatic conditions to identify the best methods of planting, months of plating, months of harvest etc. to get maximum and quality produce.
- Development of sound marketing facilities for medicinal plants in order to generate interest among farmers and buyers alike.

RADHAKRISHNAN : HIS PHILOSOPHY OF RELIGION

Dr. G. Q. Sheikh[*]

Alfred Adler, the great Psychologist observed that 'the power to turn a minus into a plus is one of the wonder-filled characteristics of human beings.

Almighty has bestowed human beings with some phenomenal lineaments. The life of goal-oriented individuals never mirrors with those individuals who resemble with the boat sailing in the sea without a rudder. But individuals like Radhakrishnan lived purposeful life which provided them noetic contentment.

Radhakrishnan with equal justification can be regarded as comparative philosopher, historian of Indian Philosophy and Philosopher of religion.

As a philosopher of religion, he suggested that religion must be purely spiritual, cleansed of all accidental accretions and it must be universal.

Dean Inge in his article, the Religion of the spirit, emphasizes the spiritual conception of religion in Radhakrishnan's thought, which makes it identical with the perennial philosophy. In the words of Radhakrishnan, "We need not to adopt the official attitude of the Churches to the mystic developments. They may fight furiously about the dogmas of the divinity schools, but the common notions of spiritual religion remain, the plain easy truths, the pure morals, the unward worship and the world loyalty.... They are the very stuff of truth, however hostile they may seem to the orthodoxies. With regard to the place of religion in life, Radhakrishnan remarked that the discipline which helps people to change themselves is religion. He further argued that shallow rationalism may rid the world of its evils, remove the injustices

* Lecturer in Education, Govt. Degree College, Poonch- 185101

and tragedies of common life. Only a moral and spiritual revolution in the name of human dignity can place man above the idols of economic production, technological organization, racial discrimination and national egotism.

Religion according to Radhakrishnan is not irrelevant to life. It has some guidance and help to offer to a generation which is perplexed at its failure to find satisfaction and is now groping for light. Only a living faith in God will enable man to overcome the paralyzing sense of despair and create a less imperfect society.

Being a profound religious man with quiescent faith in Hindu Philosophy, Radhakrishnan imbibed great veneration for all other religions. He was in favour of the supermacy of religions in the world as the religions teach human beings the lessons of humanity. The seeds of humanity are sown in the classrooms just as the farmer sow the seeds in the field with care and callidity. A conscientious teacher according to him redounds to the construction of nation based on brotherhood, devoid of racial or regional discriminations.

Tolerance according to Radhakrishnan implies an elementary right belonging to the dignity of every man. The right to believe, like the right to live a free, unfettered life, is fundamental to the concept of brotherly conflicts. If someone is abused, do not abuse in return. In doing so, one keeps away from the vehemence to come. At some occasions one's honour is termoured which becomes the prestigeous issue. Here again nothing is to be done other than bearing in mind that honour or dishonour is bestowed from the God. This elevates power of tolerance and keeps genetic make-up placid. Disputes or conflicts can't be stayed, but it is in the individual's helm to adopt the path of tolerance as advocated by Radhakrishnan to endure minor loss as against the major one. The solution to all disputes and conflicts in the world according to Radhakrishnan have its seat in the practical religious life and in the principle of morality. No religion teaches us to be foe of one another. 'The purpose of religion is not merely to change the opinions of men

but to change the lives of men. We must make clean the heart within us. In vicara we accept the religious demands; in acara we ignore them' (Radhakrishnan).

According to Hinduism, "People in world can be resembled as the members of one clan Let them live happily and do good to all". Jainism does not allow even to kill an insect, whereas man is superior to all. Mahavira has propounded to 'Educate people for goodness and not to quarrel with each other.' If some one slaps you on one side of the face, present him other side and restrain from cruelty and excessiveness', is the doctrine of Christianity. According to Sikhism, 'one should dissusiate oneself from hatred and jealousy and absorb oneself in goodness?'

Islam proclaims that Allah has created us from one man and one women (Adam & Eve "AS"). Allah dislikes oppression, aggression and conflict. Forbearance, preservance, patience, tolerance and courage is the teachings of Islam.

Radhakrishnan was of the opinion that let all the intellectuals of the world assemble and work together in consonance to provide spiritual diet just as the scientists do in the field of science by inventions to provide comforts for human beings.

Radhakrishnan was in favour of such a religio-composit society in which a hindu should keep on going to the temples not only for ringing the temple bells but to follow the path of the Bhagavadgita. Radhakrishnan interprets the Bhagvadgita as a vision, as a synoptic vision and as an instrument for forging unity and understanding among cultures. For him a Sikh should follow the teaching of Nanak who have the concept of non-sectarian character and reconciliation with secular life. He put the seal of his sanction and approval on all worldly pursuits, provided that they were not indulged in at the cost of righteousness and truth (Narang, G.C.).

And above all, he was in favour of such a Muslim who offer prayers five times a day and adopts the path of holly

Quran and Sunnah not as a part but as a whole. The holy Quran has laid down. "Do not let your hatred if a people incite you to aggression". (5:3).

"And do not let ill-will towards any folk incite you that you swerve from dealing justly. Be just; that is nearest to heedfulness" (5:8) stressing this point, the Quran again says: "You who believe stand steadfast before God as witness for (truth and) fairplay" (4:135).

This clearly exhibits that Muslims can not be unjust to any one (Mawdudi, Abdul A'la).

Such people according to Radhakrishnan who are true believers of their faith with practical life are the beacon lights and friends of humanity. He wanted such education which can foster the values of morality justice and brotherhood. A teacher should try to understand the pupil and ascertain the causes of their unwanted behaviour and then shape them in the mirror of education.

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RESEARCH ABSTRACTS

ABSTRACT OF THE M.PHIL DISSERTATION

1.	Investigator	Miss Jozafeen Afzal
2.	Title of the Study	" A study of Job-satisfaction among teachers in relation to their institutional status, length of service and educational background.
3.	Organisation	P. G. Deptt. of Education, Kashmir University, Srinagar.
4.	Type of Document	M. Phil
5.	Discipline	Education
6.	Year of the study	1993
7.	Name of the Guide	Dr. A.H. Zargar
8.	Objectives of the Study:	i) To measure the job-satisfaction of elementary, secondary and college teachers. ii) To compare the job-satisfaction of elementary, secondary and college teachers. iii) To compare the job-satisfaction of teachers with respect to their level of teaching and length of service. vi) To compare the job-satisfaction of teaches with different educational backgrounds.

9.	Method & Procedure	The entire study is based on survey method.
10.	Sample	486 male teachers working in elementary and secondary schools and colleges formed the sample for the present study.
11.	Tools used	S. P. Anand's Job-satisfaction Scale was used for measuring the job-satisfaction among teachers.
12.	Statistical treatment	The technique of 't-test' and Analysis of Variance were used to analyse the data.
13.	Major findings	i) The length of service has no impact on the job-satisfaction of elementary, secondary and college teachers. ii) ii) The level of teaching viz., (elementary, secondary and college) has an impact on the job-satisfaction of teachers. iii) The educational background has an effect on the job-satisfaction of college teachers where as it has no effect on the job-satisfaction of elementary and secondary teachers.

ABSTRACT OF THE M.PHIL DISSERTATION

1.	Investigator	Mrs. Masooda Bashir
2.	Title of the Study	" A critical study of wastage in girls education at Primary level in Kupwara District (Kashmir)
3.	Organisation where document originated	P. G. Deptt. of Education, Kashmir University, Srinagar.
4.	Type of Document	M. Phil
5.	Discipline	Education
6.	Date of submission	1986
7.	Name of the Guide	Dr. H. N. Parimoo
	Language of the Document	English

Statement of the Problem:

A critical study of wastage in girls education at Primary level in Kupwara (Kashsmir).

Objectives	1) To study the factor of wastage in general 2) To study the causes of wastage in social and economic context. 3) To study the wastage factor in girls education in Kupwara District with reference to social and econmic context.
Sample	The study was conducted on 300 primary school girls representing both urban and rural areas of district Kupwara
Data Gathering tools	Information schedules and different types of Questionnaires were used to collect the data
Statistical Analysis	The data gathered by employing the above said tools was treated statistically by drawing out mean differences and mean per centages.

Major Findings

1. It has been observed that excessive involvement at home compelled children to stop their studies and help their mothers to prepare meals and nurse their younger brothers and sisters.

2. It was observed that poor economic condition compel them to withdraw.

3. Early marriage and Pardah system had a very drastic effect on the school going girls.

4. Most of school teachers were not having required qualification and got transferred before completion of the tenure.

5. Lack of interest and lack of motivation were two prominent factors which contributed to wastage.

6. The drop-out rate has been found highest in Tehsil Handwara and the lowest in Tehsil Karnah.

ABSTRACT OF THE M.PHIL DISSERTATION

Investigator	Syed Samia Jabeen Qalander
Title of the Study	Effect of Problem solving and traditional methods of teaching Mathematics on Creativity (A comparative Study)
Organisation	P. G. Deptt. of Education, Kashmir University, Srinagar.
Type of Document	M. Phil
Discipline	Education
Date of submission	1993
Date of Award	1995
Language of Document	English
Name of Guide	Prof. C. L. Vishen
Objectives	To find out whether traditional approach or problems solving approach of teaching mathematics proves significantly more effective in the development of creativity.
Hypothesis	The problem solving approach in teaching of mathematics is significantly better than the traditional approach with respect to the development of creativity among learners.

Design of study	Experimental Design
Sample	The study was conducted on a sample of 100 students of class 6th.
Tools used	Baqur Mehdi's test on creativity was used to get the scores on creativity.
Scores on creativity	Learning gains were measured through teacher made tests.
Statistical techniques	The data was adequately analysed by using skewness and Kurtosis. X, SD, t-test and line graphs were also used.
Findings	1. That when children were taught through problem solving approach, their concepts became clear and learning became confirmed and resistant to forgetting. Under problem solving approach learning was based on insight formed through keen observation and creative thinking. 2. That under problems solving approach the students did not only score better but also become more inquisitive and creative. 3. That the A-grade students developed negative attitude towards the traditional

approach of learning and that the problem solving approach of learning significantly became more popular with A graders.

4. That the problem solving approach took more time at first for completing a lesson unit, but as the experimentation proceed-ed ahead there was quick fall in time consumed per lesson by the group work-ing under problem solving approach.

5. That the traditional appr-oach group was trying to answer on the basis of cramming, the problem solving group was trying to answer on the basis of understanding.

It was observed throughout the experimental work that problem solving approaches were significantly better than traditional approaches, thus confirming hypothesis that "Problem solving approach is significantly better than traditional approach with respect to development of creativity among learners."

BOOK REVIEWS

Book Review

Title: The Creative Forces Within
Author: Anand Khare
Publisher Seminar Research Centre, Hyderabad (1997)

Price: Rs. 200/-
Pp: 144

A.G. Madhosh,
Dean, Faculty of Education

In my view Creative Forces Within is an *excellent* piece of creativity in itself. It doesn't only define creativity but more strongly demonstrates its essence. I have read this book thrice and every time I read it, it has given me *a new* insight. Besides being a scholarly exercise into the realms of creativity and inventiveness, the book is *extremely* relevant to us particularly in our personal and professional life. At times I have found it functionally operative in counselling rapport-building and modifying one's thought process. The concept of Failure Fuse is really a contribution in Behaviour Modification Science. Taken with care, this idea can prove to be a *great* promoter of learning society. Of course, learning without failure is the characteristic features of a fully or optimally functioning individual.

Dr. Anand Khare deserves highest regards for his managerial capabilities. The chain of ideas, the beauty of synthesizing divergent mental inputs and above all, the forceful and sensitizing way of presentation speaks volumes about the great caliber of the author.

I am largely impressed by the way in which interdisciplinary expertise has been optimally used to bring home certain complex occult experiences which otherwise

would remain fully clouded or hung observations. There is, however, an occasion when the author uses his own discretion to lead readers in to the whirlpool of imagination without rescuing them out of it. Read the chapter on Planchette Universe and plan out a model to restore yourself if back to normalcy.

A word on the chapterization of the book would be quite in order. The entire work is arranged and presented in 20 chapters covering 156 pages (4x8) in a paper-back edition. I do not know whether it is a deliberate or unconscious effort to begin with ideational inputs and end up with an outcome of a substantial creative skill to handle the parapsychic factors of human personality. I am also amazed on the author's treatment of the methods of enquiry, particularly on the identification of research problems and a meaningful systems approach to resolve some of the quandaries in social science research. The last eight chapters of the book are specially useful to those scholars and investigators in creativity who have long desired to find a balance between so called conflicting views on creativity in terms of person, process and product. Dr. Khare has so beautifully blended these views together that *essential* components seem merging into a product which is no more function of its components.

And finally I must, quite sincerely, voice with Dr. Khare

> "This book is a powerful guide to success in creativity, problem solving, and discovering the Creative Forces within."

Looking at the present work from different angle, it seems as if a chapter of his life record with radiating glow has all of a sudden preceded his autobiography.

REVIEW OF ADULT EDUCATION POLICIES AND PROGRAMMES - A. L. Rahi (Author)

Publisher – The Associated Publishers Kacha Bazar Ambala Cantt. Pages 426, Price Rs. 680/- Year of Publication –1996.

There is close relationship between education and quality of life. That is why the countries with high illiteracy rate suffer from, (i) low per captia income (ii) high infant morality rate (iii) under nourishment (iv) low life expectancy (v) poverty (vi) disease etc. It is therefore evident that adult education and development are inextricably linked with each other.

In this context various authors have written books on many a stream of adult education such as policies and programmes, trends and techniques, methodology, organizational pattern, preparation and production of T/L material, empowerment of women, backward communities etc. Adult Education policies and programmes written by A. L. Rahi reveal very interesting facts on all aspects. Shri Rahi has been engaged in adult education programmes for last two decades and has written dozens of papers and six books. The book under review is comprehensive book which provides guidance to the students, researchers, policy planners in order to make adult education programme successful in India. The book comprises of eight broad chapters.

In the first chapter, the education system has been discussed in historical perspective from ancient to modern times in India. Adult education is the oldest discipline in our country prevalent in different forms during vedic period, Upanshdic period, Dharmasashtric period and puranic period. There were institutions like Perishads, Vihars, Universities for exchange of ideas. Activities associated with religious places were also part of educative process and Kathas, Kirtans, folk dramas and story telling too contributed to the education of

adults. However, the education was imparted to upper classes in ancient India (Brahmanic period) and lower strata of the society particularly the sudras were denied this opportunity. This disparity and rigidity came to a close during Budhism and Jainism who left education open to all. In medieval times Maqtabs and Madrassas emerged as educational Institutions. There were some persons who were institutions in themselves. After Mughals, the Britishers played an important role for educational development of India. They gave various suggestions in their packages (Macaulay's Minute - 1835, woods despatch –1854, Hunter commission – 1882) for educational development of India. The introduction and establishement of night schools by Britishers contributed to the field of adult education. With the intensification of the freedom movement, the leaders did not lose sight of the fact that mass literacy is soul of the national and established literacy centres in cities, towns and villages. Christian missionaries, Indian social reformers and national political leaders made efforts for ameliorating the miseries of common man which included education for adult masses. The post independence period witnessed tremendous development in the field of adult literacy / social education. In Five year plans, thrust was laid on the adult education programmes.

The second chapter deals with the education in third world countries with special reference to Brazil, Cuba and Tanzania who made concerted efforts to fight the menace of illiteracy and achieved the goals of total literacy in stipulated period. The strong commitment and determination on the part of the people at the helm of affairs helped to remove the illiteracy. The literacy movement in Brazil was entirely under the control of specialists who had put both pedagogy and technology to work in solving the problems. The materials were prepared as per the needs of the learners and incentives were given to adult learners which evoked tremendous response from the common masses. The print and electronic media did play vital role for eradicating illiteracy. The illiteracy rate in Cuba (1961) was 23.6% in the age group of 10 years and above and was reduced to 3.9% within a shortest

span of eight months which speaks of campaign of courage and innovation. To achieve this target all the schools were closed for one year and every student of 13 years and above age along with teachers were assigned to teach the illiterates and peasant of rural and other backward areas. Thus the Cuba put to end the class differences and exploitation. This has located and motivated the volunteers into service. In this phenomenon all the agencies were pressed - T. V. Radio, Posters, New-papers etc. In Tanzania, the primers were prepared in the light of the needs of people. There were 12 different sets of primers. All these primers were prepared in anilingual pattern. Thus were find the primers for the fishermen different to those of the banana primers and cotton primers. There were some innovative methods, strategies and structures to be adopted for the success of the programme. As a result of hard work, the literacy rate reached from 33% in 1967 to 79% in 1981. This indicates the fact that action oriented commitment can be successful.

The third chapter deals with *Andragogy* which means teaching adults as adults or art and science of teaching the adults. In this chapter, the author has discussed various issues like:

Adult Education – concept, meaning and scope. Adult education is not only to be himself but to help a man to perform his various duties and responsibilities efficiently.

The author has discussed three main components of adult education. 1. Literacy 2. Awareness and 3. Functionality in order to ensure alround development through adult education. The author has discussed various other concepts of formal, informal, non-formal, continuing, social, life long and recurrent education system and their need and importance. This all will help in meeting out the national goals. The formal system has failed to fulfill the needs and aspirations of the people in the country. Non-formal education system is voluntary and is target oriented, flexible, relevant to the needs of the people (who can not enter formal system) and needs

institutionalization. For the smooth functioning of the centres / system trainings and orientation need to be given to the Instructors/ volunteers regarding reaching skill, creation of rapport with learners, fluency of questioning, management of centre. Monitoring and evaluation of the programme is a must to know the shortcoming and achievements. The Universities should intimately be involved in community development and make the learning accessible to the public in a democratic country like India. This view has been critically examined by the author and various methods of teaching of adults have thoroughly been discussed so as to make all programmes successful and effective. Before launching any literacy movement, the location of the centre, selection of area and target group, selection of Instructor, functioning of the centre linkages with other development departments, strength of the learners, duration of the course, motivation of learners has to be taken into cognizance. Shri Rahi has discussed the measures to be adopted for achieving the goal of education for all. The author emphasizes the preparation of T/L material as per the needs of the adults so that they are motivated and literacy becomes a life long phenomena. After post literacy, JSNs are intended to institutionalize the post literacy and continuing education.

In the 4th chapter of Adult Education – policies and programmes various committees and commissions have in one form or the other the provision for eradication of illiteracy in order to ensure the participation of everyone in the developmental activities. Out the total committees and commissions, the author has attempted to make mention of excerpts of the following documents pertaining to Adult Education.

1. Adult Education and NPE –1986
2. Adult Education and programme of Action – 1986
3. Adult Education and Ramamurti Report –1990
4. Adult Education and Janardhan Committee – 1991
5. Adult Education and NPE – 1986 (modified in 1992)

The fifth chapter deals with Approaches to literacy. The following scheme have been in operation against illiteracy to enable the masses to play an active role in social and cultural change.

i) The selective approach
ii) Mass approach
iii) Area Development approach
iv) Mass campaign approach

These approaches include individual as well as collective concerted efforts to combat illiteracy. What is important is that the mass literacy approach mostly depends upon voluntary services of all educated (students, unemployed and employed) people.

The sixth chapter deals with Adult Education and Development. The authors has discussed that adult literacy would contribute significantly in alround development. This includes socio-economic and political development.

In his seventh chapter Extension in Higher Education, the seats of higher learning should given equal importance to teaching, research and extension. Education cannot be the privilege of a few only. The Universities are being called upon to solve the problems of the society by shifting the facilities to the gates and doors of the learners.

The last chapter outlines Monitoring, Evaluation and Managements of Adult Education. Monitoring is a process which helps in ascertaining the loopholes, assists in decision making and giving direction to the programme. Evaluation stands for Judgment upon the performance of an Adult learner.

Overall Review:

The author has made a thought provoking study of various aspects of non-formal and other forms related to the field. The study is a milestone to students and scholars who

desire to equip themselves with the merits of adult education. The author has an in-depth study of the world scenario in general and that of India and other developing countries like Brazil, Cuba and Tanzania in particular. There is a disparity in the socio-cultural and economic status between the developed and developing countries. In order to bring a harmony between these two blocks, education has to play an important role. The author has discussed various forms of education prevalent in India since ancient to the modern period in a sequential manner. The methods, techniques adopted from time to time in India have threadbare been discussed during the course of study. The author has also high lighted the techniques and tools adopted by third world countries such as Tanzania, Cuba and Brazil which has given an inspiration to the people of India to overcome illiteracy which is a hurdle for development. The author has explained the various forms of non-formal and adult education in detail and also adopted the methods how to teach adult, how to organize adult education programmes, how to provide education for all, preparation of T/L material for adults, T/L material for neo-literates and workers, motivation of adult learners and programmes for post literacy missions. The suggestions given under these programmes will help scholars and teachers to bring a change and social transformation. The polices and programmes adopted by India have been examined in detail.

(Dr. G. H. Mir)*
Project Officer
Centre For Adult and
Continuing Education,
Kashmir University,
Srinagar.

* Department of Adult Education, University of Kashmir, Srinagar.