Editorial Board

INSIGHT

Journal of Applied Research in Education

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Vol. 9   2003   No.1

SOCIAL ACCEPTANCE-REJECTION SCALE CONSTRUCTION AND STANDARDIZATION

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A. Introduction

Social acceptance rejection plays a vital role in the personality development of children. Studies of social acceptability reveal the crucial roles played by social-insight and self-insight. With the increase in the social experience, the individual's social-insight and self-insight improve, his social acceptance increases and his friendships become more stable. Persons who are superior in social insight and self insight are generally more popular and enjoy greater social acceptance. Both in the home and outside, the child learns that people have certain attitudes about members of two sexes, about members of different races and religions, about the socio-metric level of a person. As the child comes in contact with more and more people outside the home, he acquires three kinds, of experiences how they treat him, what they say to or about him and what status he achieves in a group? This may strengthen his social acceptance.

The social group expects every person who belongs or wants to belong to the group to conform to its standards. It judges him according to his ability to come up to those expectations, decides whether to accept or reject him. The person who becomes socially accepted or socially rejected does not depend upon heredity but on early social experiences in the home and outside. These early experience, if favourable shall make him a sociable person, and if unfavourable shall make him unsociable person.

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The status a person has in the social group depends partly on his personality and partly on such non-personality factors as appearance, health and geographic proximity to the group. Every degree of social acceptance affects the persons self-concept. These effects come only when the person is aware of the status he has achieved in the social group. The status the person holds in the group, whether leader or follower, influences his personality directly through the satisfaction or dissatisfaction he derives from his status. Being accepted is always ego-inflating while being rejected is always ego-deflating.

According to theory of Psycho-analysis, a child's early experiences have an abiding effect on his later mental stability. The first relationship between a child and his mother is considered of vital importance and the early attachment figures remain fundamental to their later behaviour. Asher (1983) and Hymel & Rubin (1985) have observed that the recent growth of the sociometric literature represents a by product of the shift from the emphasis of Freudian theory on parent child relationship to a recognition of the child himself as an important socializing agent.

Social acceptance and rejection is primarily based on the development of Ego and its strength. Mental development of children gets extensively influenced by specific modes of parental behaviour. Social acceptance for a person develops a positive concept of himself and this leads to his self-acceptance. He is satisfied with his life, optimist about his future plans and confident of his chances for success. Socially accepted people usually have broader cultural and intellectual interests and greater drive and zest for life than do those who are not socially accepted.

Because of early appearances of relationship between social-status and social behaviour, it is quite likely that parents do influence the development of their children's social competence and acceptance. Younis (1980) has concluded that parental warmth and nurturance produce an affiliative, person-oriented disposition in children. Burton (1974) has shown that patterns of mothering and fathering at an early Stage of development are closely related to the child's sense of personal mastery, independence and self-control.

Children's social contacts extend beyond the family to include

a world of peers. Peer relationship may play an even more important role today than they did in earlier times. Children do participate frequently in various after school and summer peer group activities e.g. Church group, clubs, sports and camps. Peer relationships represents a prominent determinant in the development of pro-social behaviour. Positive socialization to the peer groups is associated with helpfulness, friendliness, conformity to rules and positive attitudes towards others. Rejected children are likely to exhibit aggressive and disruptive behaviour; remain unaccepted by peers as they move into new settings; and experience academic failure, loneliness and social dissatisfaction.

Recent studies have suggested that there are close connections between certain behavioural characteristics in children and their functioning in classroom. Aggressive behaviour has been shown to be primary negative correlate of acceptance while cooperativeness and pro-social behaviour are closely associated with positive social status at all ages. Not all children find it easy to get along with their classmates. In fact, a considerable number of children are actively rejected by their classmates. The attitude of the teacher towards his work and towards students is very important. The teacher who likes his work, who likes and understands student and who is enthusiastic about his teaching, creates a far better school climate than the teacher who has little interest. It is observed that the teachers who create better school climate and influence pupil's behavior are accepted by their pupils.

More than 30 years of research in the field of social acceptance-rejection has presented most valuable insight into the socio-emotional upbringing of children. On this point studies of Howes (1988), Harttip and Sancilis (1986), Furman (1979), Ellis, Rogoff and Gromer (1981), Gotman and Paskhurst (1980), Anthony (1970), Coopersmith (1967) and Kegan (1962) can be cited.

(B)   Development of Scale

The Social Acceptance-Rejection scale has been constructed, in accordance with the established procedure. For the purpose of construction of this scale, the following steps were undertaken:-

    (1)   Pooling of items

    (2)   Development of initial format

(3)   Try out
(4)   Item analysis
(5)   Final format
(6)   Estimation of reliability and validity
(7)   Norms

Pooling of Items

(1)   The following procedure was adopted for pooling of items:-

(a)   A criterion was developed to define Social Acceptance-Rejection. Thus for the present study, Social Acceptance was defined as the perceived acceptance of the subjects by their:-

(i)   Peers
(ii)   Classmates
(iii)   Parents, and
(iv)   Teachers.

Accordingly, Social Rejection was defined as the perceived Rejection of the subjects by their:-

(i)   Peers
(ii)   Classmates
(iii)   Parents and
(iv)   Teachers.

(b)   The available literature on the concept of Social Acceptance- Rejection, was thoroughly reviewed. Accordingly all the sociometric inventories, journal of social psychology, Indian Educational review, journal of Genetic Psychology, Journal of Cross-Cultural Psychology, Journal of Child Development, and Ohio social acceptance scale (Rath, 1947), were taken into consideration.

(c)   A pilot study was conducted on 75 11th *class* girls. These girls were requested to give 5- 10 items each on acceptance or rejection by Parents, Peers, Classmates and Teachers. As a result of this as many as 1400 statements were collected. However, on scrutiny, it was found that the number of most frequently repeated items was around 200.

(d)   From all the sources, as shown above, the items were pooled. The total number of items thus produced was 250.

(2)   **Development of Initial Format**

The items, obtained by way of pooling, were reviewed, redrafted and reconstructed, keeping in view objectives of the

measurement. As a result of this exercise, only 85 statements were finally selected for the initial format of the scale. The language of the statement was made easier, so that, the subjects of 11th grade could understand each item, without difficulty. For each statement a 3 point-rating scale ("Yes," "Uncertain" & "NO") was also fixed.

(3)   Tryout

The initial format was tried out on a group of 120 female students of 11th class of Govt Higher Secondary Schools. At the out-set of administration of the scale, clear instructions were given to the subjects. A proper testing situation was created and the scale was administered in two settings of 60 subjects each. The scale was scored as under :-

For Positive items	"1" for yes
	"Zero" for "No"
For Negative items	"Zero" for "Yes"
	"1" for "No"

No score was given to the responses under "Uncertain" category.

(4)   Item Analysis

The response sheets received from the subjects were arranged from maximum to minimum on the basis of overall score. The criterion of 27% above and below was employed to determine the upper and lower groups. As such the upper and lower group consisting of 32 cases each were identified. For finding the discrimination index of each item the following   formula was used.

$$D = \frac{U-L}{N}$$

Where

D	=	index of item discrimination.
U	=	number of subjects in upper group giving "Yes" response to positive and "No" to negative.
L	=	Number of subjects in lower group giving "Yes" response to positive and "No" to negative.
N	=	No. of subjects in each group.

The results obtained after item analysis are reproduced as under:-

Item No	Discrimination Index (Coefficient)	Item No	Discrimination Index (Coefficient)
1.	.687	25	.406
2	.625	26	.375
3	.343	27	.375
4	.531	28	.318
5	.656	29	.356
6	.562	30	.375
7	.381	31	.343
8	.500	32	.312
9	.562	33	.406
10	.531	34	.343
11	.437	35	.312
12	.520	36	.343
13	.318	37	.312
14	.387	38	.343
15	.510	39	.381
16	.486	40	.381
17	.312	41	.391
18	.375	42	.312
19	.456	43	.318
20	.468	44	.318
21	.437	45	.319
22	.406	46	.350
23	.406	47	.350
24	.356	48	.350

A criterion was fixed, for the selection of items, for the final format. Thus items with discrimination index of .30 and above, were selected, whereas, the items falling below .30 were dropped.

(5)   Final Format

The items, in the initial format, were revised on the basis of item analysis. Out of 85 items, only 48 items were taken and 37 items

were dropped, due to low value of discrimination index. Thus final format consisted of following items:-

Dimension	No. of items
Classmates	8
Peers	17
Parents	16
Teachers	7
Total	48

(6) Estimation of Reliability and Validity

(a) Reliability

For the purpose of estimating reliability, the investigator adopted test-retest and split half (odd-even and upper-lower) methods. The results are shown as under:-

Coefficient of correlation

A. Test-Retest method (N=94) .961

B. Split-half

(i) Odd-even method (N=300) .621 .766 (After applying spearman Brown prophecy formula)

(ii) Upper-Lower = (N=300) .457 .627 (After applying spearman Brown prophecy formula)

(b) Validity

The validity of the scale was worked out by finding inter-correlation of sub-scale scores, with the total scores on the scales. The scores were obtained on a group of 94 students of 11th class. The coefficient of correlation of each sub score with the total score obtained are given as under:

Classmates	Peers	Parents	Teachers
.703	.796	.775	.736

(7) Norms

Social acceptance and social rejection are on a continuum. Thus, a higher score, on the scale implies social acceptance and a lower score corresponds to social rejection of the subjects.

The range of scores obtained for a group of 500 female adolescent girls, reading in 11th grade is reported here as under:-

		Scores
(i)	Perceived classmate-rating	2----8
(ii)	Perceived peer-rating	5---17
(iii)	Perceived Parent-rating	4---16
(iv)	Perceived Teacher-rating	0------7
(v)	Total score on the inventory	13---48

For the two Extreme Groups of Socially accepted and rejected group, the cut-point scores is reported as under:-

a)   Socially Accepted Group:

	Scores
Perceived classmate-rating	8 and above
Perceived peer-rating	14 and above
Perceived parent-rating	12 and above
Perceived Teacher-rating	5 and above
Total score	**38 and above.**

b)   Socially Rejected Group:

Perceived classmate-rating	5 and below
Perceived peer-rating	11 and below
Perceived Parent-rating	9 and below
Perceived Teacher-rating	3 and below
Total scores	**30 and below.**

c)   Description of the Scale

This is a 48 items scale, constructed with the purpose of measuring Social Acceptance-Rejection, in case of adolescent girls. The detailed break-up of items for each dimension is given as under:-

		No. of items
(1)	Classmates	8
(2)	Parents	17
(3)	Peers	16
(4)	Teachers	7

Out of these items,25 are positive and 23 are negative. Each item in the scale is followed by 3-point-rating scale ("Yes," "Uncertain" and "No"). The scale is easy to administer. There is no time limit, however, the subjects take 40 minutes to give their response to all the items in the scale. A sample of the items is

reproduced as under:-

Item No.	Dimension	Statement
1.	Peer	I am popular among my peers.
6.	Classmates	My classmates are not happy in my company.
13.	Teachers	My teachers treat me harshly.
18.	Parents	My parents talk to me about my plans, and listen to what i have to say.

ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS OF JAMMU IN RELATION TO INTELLIGENCE AND CREATIVE THINKING

H. R. Shan *

Academic achievement has been considered to be one of the most impo.tant factors in life as the future planing for higher education or vocational choice depends upon the outcome of the students in the annual examination in the form of scholastic achievement. The scholastic achievement of students is usually taken as an indicator of school effectiveness (Morrison and McIntyre, 1971), no doubt it is dependent on personal variables of students as well. At the same time. it is well established fact that home and school provide varied kinds of environment in intellectual development and academic performance of students (Padhy et al., 1997).

The educational process aims at the enhancement of the level of academic achievement of the students alongwith aiming at the fullest development of the individual according to his ability and interests. To fulfil this aim of educational process, the educationalists, psychologists and other in the field of behavioural research have made a number of attempts to identify the factors which determine the educational achievement of the students. The research in this area has facilitated to identify the talented or gifted students with extraordinary intellectual abilities and the slow learners as well as the mentally retarded students who lack the intellectual ability to an extent-which is sufficient enough to grasp the subject matter on the one hand and to cope with social and cultural challenges in classroom and school, too. The research evidence is suggestive of the fact that academic achievement is related with intelligence and creative thinking (Acharyulu, 1979. Singh. 1981; Singh, 1995). It has also

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been established that social disadvantage affects achievement (Singh, 1980) and a number of factors operate in explaining achievement (Radha Mohan, 1998; Kumar and Kumar, 2002). It is a matter of concern that the educational programmes by and large have remained almost as usual to provide the necessary instruction and training in view of the average ability students. This situation in the classroom with enough of heterogeneity leads to differential academic attainment among the students, when the instructions and training are same for all the students for the same period. Faheem

It is also well documented that intelligence and creative thinking are positively related with each other and contribute significantly to academic performance of students (Deceeco & Crawford, 1970). Hence, in order to provide equal opportunity of education for all the children, there is need to identify the intellectual abilities (both convergent and divergent thinking related) of the students who constitute the two extremes of the continuum of academic achievement i.e. high and low achievers so as to plan the curriculum in accordance with the ability of such students (Passi, 1997)

Academic excellence can not be understood as simply the reproduction! of the novel. Knowledge and novelty are both important and the aim of teachers should be to help the emergence of both. Thus, the academic achievement of a student, as mentioned earlier, may be influenced by a number of factors in the Student's environment or in his personality make-up. Factors, such as creative thinking, and intelligence of a student needs attention because without proper socio-psychological environment, one can not achieve excellence in success. Hence the present study is an attempt to understand dynamics of intellectual development and its role in academic achievement.

Objectives

1.   To study gender differences in academic achievement of high school students.

2.   To study academic achievement of high school students in relation to intelligence and creative thinking.

3.   To study interaction effects of gender, creative thinking and intelligence on academic achievement of high school students.

Hypothesis

1.   There will be no significant gender differences in academic

achievement or high school students

2.   The high intelligent and high creative high school students will perform significantly better than their low intelligent and low creative counterparts across both the gender groups

METHOD AND PROCEDURE

Sample

A sample of 300 high school students, 150 boys and 150 girls, was selected randomly from grade IX studying in 10 randomly selected high/higher secondary schools situated in Jammu district of Jammu Province.

Tools Used

In order to obtain data on two variables intelligence and creative thinking the following tools were used: -

i)   Jalota's General Mental Ability Test (GMAT) was used to measure the intelligence of high students.

ii)   Verbal Test of Creative Thinking developed by Shan (1982) was used to measure verbal creative thinking.

iii)   Academic achievement of the students refers to the total marks obtained by the students in Annual Board examination of Class VIII. The maximum marks in the examination are 250 and range of scores obtained by selected students was 80-243.

Administration Scoring of the Tests

The GMAT and verbal test of creative thinking were administered personally by the researcher on IXth grade students, and their academic achievement from schools was recorded. The tests were scored as per instructions in the manuals, and intelligence and verbal creative thinking scores were obtained.

Statistical Analysis of Data

In the present study analysis of variance technique hypotheses formulated to achieve the objectives of the study. An ex-post facto 2 x 2 x 2 factorial design with two levels each of gender, intelligence creative thinking was used in the analysis of data. The students in upper 25% (Q_3) and bottom 25% (Q_1) scoring range were identified as high or low creative and intelligent, both among boys and girls. Since there were only 10 cases in low intelligent-high creative boys' group, it was decided to select 10 cases in each of the eight groups in factorial design.

Results and Discussion

The means and SDs of academic achievement scores of high school students in 2 x 2 X 2 factorial design with two levels of gender i.e. boys and girls; and two levels each of intelligence and creative thinking i.e. high and low are given in Table – I

Table -I

The complete summary of analysis of variance, based on means and SDs, as given in Table-1 is provided in Table II.

Table - II

The table II shows that the F-value for the main effect of gender, 3. 1 S, was not significant even at .05 level, thereby leading to acceptance of hypotheses that "there will be no significant gender difference in academic achievement of high school students". However, it may be pointed out that girls seem to perform better than boys (154.78 : 147.15) as may be perused from Table III.

Table - III

It may also be observed that the F-values for the main effects of intelligence and creative thinking came out to be 100.45 and 98.59 respectively, which are significant at .01 level. This is indicative of the fact that academic achievement of high school students varies significantly across high and low levels of intelligence and creative thinking. It may be noted from table III that high intelligent group of students has significantly higher academic achievement than low intelligent group of students (172.40 : 129.53), and also high creative group of students' academic performance is significantly higher than low creative group of students (172.20 : 129.73). The table further reveals that F-values for interaction effects of creative thinking with gender (F = 0.41) and intelligence (F = 0.01) did not turn out to be significant even at .05 level. These non-significant interaction effects suggest that high creative students have higher level of academic achievement, irrespective of gender and intelligence groups (Table III).

However, the F-value for the interaction effect of "gender x intelligence" came out to be 10.52, significant at .01 level, thereby indicating that mean, differences in academic achievement across high and low levels of intelligence are dependent an gender. Also, the F- value for the triple interaction of "gender x intelligence x creative thinking" turned out to be 10.02, which means that significant

interaction of "gender x intelligence" is dependent on high and low levels of creative thinking. The perusal of mean values (Table II) reveals that high Intelligence group of high school students have significance higher mean academic achievement than their low intelligence counterparts (174.40 : 129.53), which is marked by high difference among girls (183.15 : 126.40) than boys (161.65 : 132.65). It may further be observed from table -1 that high intelligent group of high school students has significantly higher mean score than their low intelligent counterparts which is of nearly same magnitude at low level of creative thinking, both for boys (145.70 : 103.40) and girls (156.20 : 113.60). On the other hand, high intelligent girls having high level of creative thinking differ very promently from their low intelligent-high creative counterparts (210.10 : 139.20), but in case of high creative boys, high and low intelligent groups differ only marginally (177.60 : 161.90) in their academic achievement. Hence the hypothesis "The high intelligent and high creative high school students will differ significantly from their low intelligent and low creative counterparts across both the gender groups" is accepted. This is indicative of the fact that:

i)   high levels of creative thinking compensate for low intelligence in case of high school boys,

ii)   high levels of intelligence and creative thinking enhance academic achievement of girls in a marked manner.

iii)   low levels of intelligence and creative thinking act as debilitating force in academic achievement of high school boys.

These results pertaining to differences in mean academic achievement of high school students across high and low intelligence levels for boys and girls, being moderated by levels of creative thinking, reveal that:

i)   Double talented high school girls (both high on intelligence and creative thinking) have significantly higher levels of academic achievement, whereas less talented high school students, both boys and girls, have lowest levels of academic achievement.

ii)   High creative high school boys having low level of intelligence have high levels of academic achievement, whereas high creative high school girls having low levels of intelligence have low level of academic achievement.

        Thus it may be concluded that creative thinking is more

facilitative in academic achievement of low intelligent high school boys, and intelligence tends to be more facilitative in case of low creative high school girls' academic achievement. It may be pointed out the non-significant gender differences in academic achievement of high school students are due to their dependence on intelligence.

Thus it is suggested that creative thinking apart from intelligence should be given a due place in classroom teaching by promoting questioning among students and also by providing an opportunity to students to express themselves in a free and frank manner. Moreover, school practices usually promote conformist attitude among students because of learning of content (Dutt and Lal, 1977; Singh, 1981; Passi, 1997). It is need of the hour that to enhance non-conformist approach (open mindedness) among students by engaging them in debates, essay writing, collection of diverse learning material from magazines, newspapers and reference books to relate classroom learning to life situations. The co-curricular activities such as brain storming, problem solving, quizes etc. need to be integrated in classroom teaching to make teaching-learning process more enjoyable and conducive for creative development among school students.

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ROLE OF PERSONAL FACTORS IN WINNING PERFORMANCE: AN EMPIRICAL STUDY

Jaskarn Singh *

Introduction

Personal factors are those which are related to individual's personal life, acquired by individuals through the process of socialization and education and that lead them to excel in a chosen field. This is true for sports persons as well. Since these factors not only influence the participation but also effect their performance. There are some research studies which explain the role of such factors in the life of sportsmen. According to Singh (1981) the students who were active in competitive sports and had high aspiration, since they were keen to achieve national and international level recognition through sports. It also revealed that on the whole, parents and teachers also have a favourable attitude towards student's participation in sports, and majority of them were from middle- income group families. Gosh (1985) worked on the psychological and sociological aspects of sportsman and concluded that sports, like soccer, boxing, hockey, athletics, wrestling, require long and arduous practice. Amongst the young competitors in these sports, the majority were from the lower income group or lower social status. It was also observed that students who were good in academic studies, music fine arts, crafts, very seldom take to vigorous sports even for recreation, though also coming from the lower income group or lower social status.

Kansal (1992) studied need for sports culture in universities in India and indicated that many sport science disciplines like sports morphology, kinanthropometry, physiology, nutrition, bio-mechanics, psychology, sociology, kinesiology, child development, health education, pedagogy, sports history and sports genetics can be best developed through sports culture at university level.

Yongue James William (1996) studied the field system

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analysis of parent teaching and child learning behaviours in a motor skill development environment and came to the conclusion that when the parent and child interests were the same, skill practice resulted. Differences were noted for the parent and child behaviours, while engaged in group or individual activity.

Damush et al. (2000) studied the motivation factors influencing older adults to participate in an exercise programme and concluded that motivational factors differ by age and gender and help in recruitment and interventions to increase physical activity in adults. Jeon and Young Bae (2000) conducted the study on relationship between attitudes of college students in Korea towards physical education and level of physical activity. The findings of the study were college students tended to possess positive attitudes toward physical education; the attitudes of subjects towards physical education were related to their participation in physical activities more than public school students.

Lei and Wen-Guu (2002) investigated the relationship between environmental factors and physical activity among Taiwanese high school students and concluded that home environment, neighborhood facilities, friend support, media, parental support and teacher modeling affect the participation of students in sports.

From the point of view of sports, these studies suggest that personal differences exist among sportsmen both in terms of game wise participation and in comparison to non-sportsmen. Individual differences such as caste, parental attitude towards sports, availability of coach, will to win, facilities, economic position, intelligence, emotional stability etc. are responsible for helping children to grow into fine sportsmen while others remain even below average. So special attention should be paid to the personal characteristics of champions so that the best of them is extracted. Hence the present study is an endeavour in this direction to empirically find out personal factors' contribution to winning performance of sports persons.

Objective:

To study and compare the personal characteristics of the winner and non-winner players.

Hypothesis:

Winner and non-winner players differ significantly on personal

characteristics.

Methodology:

Sample

The sample of the study constituted 400 hundred players 200 winners and 200 non-winners university players. The game wise distribution of players in the sample is given below:

Game	Winners	Non-winners
Cricket	50	50
Boxing	50	50
Athletics	50	50
Handball	50	50
Total	**200**	**200**

The sample was selected randomly from all over Punjab Colleges, which include the colleges of Punjab University, Punjab University and Guru Nanak Dev University Amritsar.

Research Tools : Personal Information Schedule

A personal information schedule was constructed and standardized to elicit information from the winners and non-winners on personal factors such as type of family, locale, interest in sports, economic burden of sports on family, inspiration for sports, injury to body parts, health, disease and allergies, aspiration for certificate, certification for gradation, fame in the field of sports, influence of personality of famous player and will to win. This schedule has thirteen items. The reliability of the test was established by the test retest technique. The test-retest of the schedule was reliability co- efficient worked out, to be .72. For establishing validity, the content of the schedule was got thoroughly examined from 6 experts separately. The excellent coaches and teachers of physical education were taken as the experts in the field. Only such items were retained which had 100% concurrence by all six judges. Face validity was taken as sufficient assurance regarding validity of the test. The schedule has been sophisticatedly standardized as it has been used only to collect information regarding personal attributes of students.

Collection of Data:

To collect the data, the investigator with the help of coaches distributed the schedule to a group of 10-15 players. Instruction were given to them while explaining the purpose of the study. The players

took 5 to 10 minutes to complete the information schedule.

Treatment of Data:

Percentage Analysis was carried out to analysis the response pattern of winners and non-winners sportsmen on various personal factors Chi-square test was applied to test the association of different personal factors in winning and non-winning performance of sportsmen.

Results

On the basis of percentage analysis, the results were worked out and are explained as under:

1.   Source of Inspiration

It was observed that 41% of winners as compared to 36% of non-winners were inspired by coaches and further 27% of winners and 27.5% of non-winners were inspired by parents. The inspiration by teachers was reported by 22.5% of winners and 25% of non-winners. The X^2 value testing the association between winning performance and source of inspiration came out to be 1.30 which is not significant. This means that winning performance among players is not   dependent on inspiration factors of coaches parents and teachers.

2.   Participation of Family Members in Sports

In case of both winners and non-winners, family members had nearly equal percentage of participation in sports in case of brother, sister and any body else i.e. 44%, 10% and 6% respectively. Further 24% of winners fathers participated and 18% non- winners' fathers took part in sports. It was also noted that 16% of winners' and 18% non- winners' uncles had participated in sports. Mothers participation was reported by only 4% of non-winners. The X^2 value of 0.36 testing the significance of association between winning performance and participation of family members in sports was found to be not significant, thereby meaning that participation of family members does not influence the winning performance of players.

3.   Parental Opposition to Players' participation

It was noted that the parents' opposition to participate in sports is reported by 20.5% of winners and 19.5% of non-winners. The X^2 value came out to be 0.06 which is not significant even at .05 level. This means that a large majority of both winners and non- winners do not report parental opposition to their participation in sports. In other

words, parental willingness was observed, both in case of majority winner and non-winner players.

4.   Sports-to be Economic Burden on Family

When asked whether participation in sports is a burden, only 39.5% winners and 34% non-winners felt participation in sports to be economic burden on their family. The X^2 value came out to be 1.30 which is not significant. This means that sports performance of majority of winner and non-winner players was not perceived to be economic burden on family.

5.   Players' Perception about Parental Feelinga regarding Effect of Participation Sports on Studies

The parents of 37.5% winners and 34.5% non-winners felt that participation in games adversely affect their studies. The X^2 value of 0.39 testing association between perception of players regarding parental feeling about effect of sports' participation on studies versus winning performance was found to be insignificant. This means that participation of both winner and non-winner players in sports has not been found to affect the study of the players in education as perceived by the players.

6.   Main Attraction to Play

The main reasons were listed by players to explain their participation in sports. As many as 25% winners were attracted to get job, 12. 5% to remain fit, 18% to get fame, 18.5% for scholarship, 3% to become champion and 8% for certificate of merit. It may also be noted that 12.5% non-winners were attracted for certificate of merit, 13.5% to remain fit, 11.5% to get fame, 4.5% for scholarship, 8% to become champion and 30.5% to get job. The X^2 value came out to be 5.79 which is not significant. This means that type of attraction to play does not differentiate winners and non-winners, but both winner and non- winner players in a good number indicate that job assurance helps the participation in sports.

7.   Factor Inspiring Selection of Game

It was found that when the players were asked to identify factors that helped them to select a particular game, 25% winners reported it to be interest in the game, 11% due to publicity of game, 34.5% attributed it to the availability of the coach, 8% due to less competition in the game and only 11.5% by personality of famous player. On the other hand, 44.5% non-winner selected the game due

to interest in game, 9.5% due to publicity of game, 27.5% availability of a coach, 3.5% due to less competition in game and 15% by personality of famous player. The X^2 value = 7.59 which is non-significant means that none of the factors has influence on both winner and non-winner players in selection of the game. However, it may be mentioned that both the groups had a good number of players who attributed on interest in game and availability of coach to influence the participation in the particular sports.

8.   Aim Before Competition in Sports

The aim of winning was reported by 54% of winners and 46% relied on good performance. On the other hand, 52.5% non-winners had aim at good performance and 47.5% on winning. The X^2 value = 1.69 is non-significant. This means that aim before competition is not the criteria of winning among the winner and non-winner players.

9.   Feeling About Strong Opponent in competition

A majority i.e. 62.5% winners thought of to fight if the opponent is enough strong, 18% thought of winning, 1% thought of loosing whereas 18.5% did not know. In case of non-winners, 45.5% thought to fight, 21.5% thought of winning, 2.5% thought of loosing and 30. 5% did not know the feeling before the competition. The X^2 value = 11.84 is significant at 0.05 level. This shows that large number of winners had more fighting spirit and killer instinct than the non-winners which helps them to become champion.

10.   Preference of Diet Among Players

The preference for diet among winners and non-winners reveals that 64.5% winners prefer non-vegetarian diet and 36.5% prefer vegetarian diet, whereas 35% non- winners prefer vegetarian diet and 65% prefer non-vegetarian diet. The X^2 value came out to be 0.06, which is insignificant. This indicates that diet is not discriminating factor between winners and non-winners.

11.   Factors Responsible for Winning the Competition

The factors responsible for winning as reported by players did reveal that 24.5% winners rely more on coaching 14.5% on hard work, 6.5% on luck, 1.5% on high spirits, 9% on good performance, 5% on arousal, 1.5% rely on audience support, 3% rely on cooperation and 34.5% on self confidence. In case of non-winners 11% rely on good performance, 25% on self-confidence, 7% on high spirit, 18.5% on coach, 17.5% on hard work, 5% on arousal, 3.5% on audience

support, 4% on cooperation and 8.5% on luck. The X^2 value 9.75 is non-significant at 0.05 level. This indicates that no factor becomes the exclusive criterion of winning among winners and non-winners.

CONCLUSION and IMPLICATION

No significant differences were observed between winner and non-winner players on personal factors, namely source of inspiration, participation of family members in sports, parental opposition to participate in sports, sports to be economic burden on family, parental feeling regarding effect of participation in sports to affect studies, main attraction to play, inspiring factors to select a particular game, aim before competition, preference of diet and factors responsible for winning performance. From the above findings it may be concluded that personal factors do not emerge as a criteria of winning in sports.

In other words, the personal factors are not discriminating factors between winners and non-winners. This indicates that winner and non-winner players exhibit almost similar personal factors. It may be due to the fact that students coming for higher education through sports/physical education have main attraction for studies than for professionalism in sports. They participate in sports only as team members and do not exclusively concentrate on sports. Moreover, it is acquisition of skills to perform, in which motivation and institutional support that matter in the performance. Hence, It is recommended that during selection and training of players in the institution the coaches should watch the individual potential only and not the family background and economic status of the players. This will be a contribution to evolve sports culture not only among students players, but also for non-playing students

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CREATIVE THINKING ABILITY AND VOCATIONAL INTERESTS - A STUDY

*M.I. Mattoo**

Abstract

An attempt has been made to assess and compare the vocational interests (fine arts and literary) of high and low creative students. A sample of one thousand students (700 boys and 300 girls) was randomly drawn from 26 secondary schools of Ananinag district (J&K). The data were collected by administering Verbal Test of Creative Thinking Ability and Chatterji's Non-language Preference Record. Identification of high and low creative categories was made on the basis of 75th and 25th percentiles respectively. Two way analysis of variance was used to find out the significant differences between high and low creative categories. The results revealed that the two groups differ significantly in their vocational interests. Further, sex as a variable could not make any significant difference in the interest patterns of high and low creatives.

Introduction

The scientific and technological advancement of today is a long journey from the stone age to the space age. There is a tremendous expansion of social and political institutions. The development of industries and the discovery of atomic energy opened up many possibilities for future advancement is space research and gigantic communication media network. There is a flood of information available to researchers leading to the explosion of knowledge on all fronts. There are computers and calculating machines accelerating the pace of research for the welfare and the betterment of human life.

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Of course, credit of all this progress goes to a small proportion of world's population who could device new methods, offer new solutions to day-to-day problems. This proportion may be labelled as "creatives". These individuals have been found interested in the vocational fields of their own choice.

Researchers have found that human progress in all the fields is because of the "liked" vocations of talented people. These individuals more often choose vocations which are unusual and which provide greater scope for the expression of their creative talent like work of an inventor, writer, artist, dancer etc. (Pathak, 1989; Singh, 1980; Yeas and Pascal, 1979; Tripathi, 1976; Windholz, 1968 and Taylor, 1960). Some researchers have found that the individuals with low profile of creativity are interested in conventional as well as non-conventional occupations (Bharadwaj, 1978; Goyal, 1973; Joshi, 1981).

Review of research literature reveals that 'creative' individuals have their own vocational interests as compared to non-creatives. The present study is a similar humble attempt in this direction:-

Objectives:-

(1)   To identify high and low creative students;

(2)   To find and compare the fine arts and literary interests of high and low creative students;

(3)   To find out the effect of sex on fine-arts and literary interests of high and low creative students.

Hypotheses:

Following hypotheses were formulated:

(1)   High and low creative students differ significantly in fine arts and literary interests.

(2)   Sex has an impact on fine arts and literary interests.

Design of the Study:
Sample:

The sample for the present study consisted of one thousand 10th class students (700 boys and 300 girls) drawn randomly from the

Govt. Schools of Anantnag district. In selecting the sample, due consideration was given to age and parental income.

Tools:

(1)   Verbal Test of Creative Thinking by Prof. Mehdi was used to measure the creativity index of the subjects under investigation.

(2)   Chatterji's Non-language Preference Record Inventory was administered to assess the vocational interests viz., fine arts and literary.

High and Low Creative Classification:

The subjects whose scores were on and above the 75th percentile were considered as high creatives and the subjects whose scores were on and below the 25th percentile were considered as low creatives. This type of differentiation procedure has been adopted by most of the researchers in the field of creativity (Dhar, 1987; Kumar, 1981; Gupta, 1979; Babu, 1977; and Gopal, 1975).

The following table shows the cut out points for the two extreme groups under investigation:-

Table No. 1.00

Score Distribution of High and Low categories

Group	Cut Point	Total No.	Boys	Girls
High Creative	163 and above	240	160	80
Low Creative	130 and below	240	160	80

Statistical Analysis:

The information gathered from the data was subjected to statistical treatment by employing twoway analysis of variance. The results are shown in tabular form as under:-

Table No. 2.00

Two Way Anova design for Fine Arts

Source of Variation	Sum of Sqs	df	MSS	F. Value
Creativity	45.27	1	45.27	57.80*
Sex	.067	1	.067	.086
Cxs	32.38	1	32.38	41.35*
Total		476	.783	

* Significant at 0.01 level.

Table 2.00 reveals that the contribution of creativity towards variance in fine arts interest is significant, (F=57.80, df 1/476) at 0.01 level. This indicates that high creative students have greater interest towards fine arts than low ones. This view is supported by some earlier findings (Pathak, 1989; Kumar, 1981; Bharadwaj, 1978 and Tripathi, 1969).

The variable of sex does not interfere with fine-arts interests (F=.086, df 1/476). This means that boys and girls are more or less similar with respect to fine arts. Similar results have been reported by some other researchers (Vasesi, 1985; Drevdahl, 1964; and sex has been found to be significant at 0.01 level (P < 0.01).

Table No. 3.00

Two Way Anova design for Literary Interests

Source of Variation	Sum of Sqs	df	MSS	F. Value
Creativity	56.86	1	56.86	84.11*
Sex	.002	1	.002	.0018
Cxs	.507	1	.507	.750
Total		476	.676	

* Significant at 0.01 level.

Table 3.00 provides information that the contribution of creativity towards variance in literary interest is significant at 0.01 level (P<0.01). This means that high creatives have greater inclination towards literary interest as compared to low creatives (F=84.11, df 1/476). Some earlier findings also confirm this view (Paramesh, 1976; Walberg and Wallach, 1967 and Mackinnon, 1968).

There seems no intervension on the basis of gender in literary interest (F= .0018, df = 1/476). It means that boys and girls have literary interests to an equal extent. The interaction between creativity and sex has been found to be insignificant (F. 750, df 1/476, P > .01). The results are in line with some earlier studies conducted in this field (Kumar, 1981; Bharadwaj, 1978; Hocevar, 1976 and Myden, 1959).

Conclusions:

The present study is concluded with the following findings: -

1.   High creative students have tendency towards fine arts and literary interests.
2.   Boys as well as girls have fine arts and literary interest to an equal extent.

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PROBLEM SOLVING ABILITY AND PERSONALITY CHARACTERISTICS AS MATHEMATICAL ACHIEVEMENT

S.C.Gakhar *

Introduction

According to Chamber's Twentieth Century Dictionary (1970), "Mathematics is the science of magnitude and numbers and of all their relation". The Education Commission Report (1964-66) observes "the advent of automation and cybernetics in the country makes it all the more imperative to devote special attention to the study of mathematics It helps mankind in building up civilizations, in Interpreting physical and biological sciences, and bringing out advantages of science and technology within the reach of common man.

The study is therefore, designed with achievement in mathematics as the dependent variable and problem solving ability and personality traits as independent variables by taking two sets of samples.

Review of Related Studies

Sodhi and Gill (1996) conducted a study on 240 students of class IX and concluded that right brain training strategy emerged as a superior strategy to traditional method so far as problem solving skills in mathematics are concerned.

Rushton (1966) in a study found that emotional (C^-), more relaxed (Q_4), preservance (G), easy going (A^-), dominance (E^-), happy- go-lucky (F^-) and self control (Q_3^-) tend to have higher scholastic achievement. But Shrivastava and Shrivastava (1980) on a sample of 250 science and 94 arts students found that eight factors out of fourteen factors of personality show similar direction of contribution towards academic achievement. These factors are A^-, B +, C+, D, H^-, I, O and Q_2 +. In another study conducted by Mishra (1997) on 100 tenth grade students of two government schools of Puri (Orissa), it was concluded that personality factors (except self-

sufficiency) are not significantly related with academic achievement.

Objectives of the-Study

To study the differential and conjoint predictability of the independent variables of problem solving ability and personality characteristics in predicting the mathematical achievement of students of residential and non-residential schools.

Hypotheses

1. Problem solving ability and personality characteristics are differential predictors of mathematical achievement of students of residential and non-residential schools.

2. Conjoint effect of problem solving ability and measures of personality characteristics is higher as compared to their separate prediction in predicting mathematical achievement of students of residential and non-residential senior secondary schools.

Method

Descriptive survey method of investigation was employed in the present study.

Sample

Study was conducted on a representative random sample of 460 students of 10^{1} class (260 from residential and 200 from non-residential schools).

Tools Used

1. Problem-solving Ability Test (This was prepared and standardized by investigator).

2. Sixteen Personality factors Questionnaire (Kapoor & Tripathi, 1982).

3. Mathematical achievement of students was taken in terms of marks in mathematics obtained by students in their previous high school examination conducted by CBSE.

Statistical Technique Use

Technique of regression analysis was employed by stepping one variable measure at a time to see the trend of independent variables in predicting the variance contributed towards mathematical achievement

Analysis of Data and Interpretation of Results

Group I (Residential school sample):

There are eight models in this sample. In model 1, value of R^2 R and % variance are found to be .050, .224 and 5.00 which explain that independent variable of personality Factor E(PF.E) (humble vs.

assertive) contributes 5.00% variance in predicting mathematical achievement. Value of 'r' between PF.E and mathematical achievement is equal to .224 which is significant at .01 level. Model 2 is set up by stepping up variable of PF.N (forthright vs. shrewd). With the adding of this variable A variable Increased from 5.0 to 6.6 value of 'r' also comes out to be .214. In model 39 PF.A (reserved vs. outgoing) is added and with this value of p variance Increased from 6.6 to 7.00 value of 'r' is also significant. in model 4, with the adding of PF.B (less Intelligent vs. more intelligent) value of % variance increased from 7.00 to 7.1 but F-value and 'r' value are significant. Thus from above, it may be concluded that PP.E (humble vs assertive PF.N (forthright vs shrewd), PF.A (reserved vs outgoing) and PF.B (less intelligent vs more Intelligent) are good predictors of maths achievement of residential school students.

In model 5 by stepping PF.H (Shy vs venturesome) a little increase is noticed in the value of % variacey but F-value and 'r' value are significant. In model 6 with the stepping up of variable of PF.Q1, (conservative vs. experimenting nature) there is increase of .11% variance. and F-value and r-value are significant. The stepping up of PF.F (sober vs. happy go lucky) in model 7 increased the value of % variance, from 7.23% to 7.34% and values of F and 'r' are found to be significant. Lastly with the addition of variable of problem solving ability in model 8, % variance increased from 7.34% to 7.39A and F-value and r-value are found to be significant. Thus, PF-H (shy vs. venturesome), PF.Q1 (conservative vs. experimenting nature) PF.R (sober vs. happy-go-lucky) and variable of problem solving ability are found to be good predictors in predicting the maths achievement of students of residential schools.

Other variables did not explain any significant % variance and, therefore, are not discussed.

Group II (Non-residential School Sample).

In model 1, predictive efficiency of the independent variable of problem solving ability is noticed. This variable explains 4.80% variance and 'r' value is found to be .220. Therefore, 4.80% individual differences in maths achievement of the students of non- residential schools are due to the difference in their problem solving ability. In model 2 PP.G (affected by feeling vs. emotionally stable) is added which explains 9.4 variance and r-value is found to be .209. In model 3, with the addition of PF.B (less Intelligent vs. more intelligent) % variance has Increased to 10.9C) and both F-value and r-value are significant.

Therefore Variable of problem solving ability, PF.C (affected by feelings vs. emotionally stable) and PF.B (less intelligent vs. more Intelligent) are found to be the good predictors in predicting math achievement of student s of non-residential schools.

In model 4, when variable of PF.A. (reserved vs. outgoing) is added, the value of % variance is boosted to 10.90 and both F-value and r-value are significant. In model 5, with the addition of PF.-A. (tough minded vs. tender minded) the value of % variance is increased to 11.20 and F-value and r-value are significant. Again there is little boost in the value of % variance in the model 6 by stepping up PF.G (expedient vs. conscientious) to the previous model and F-value and r-value are also found to be significant. Hence, PF.A (reserved vs. outgoing), PF.1 (tough minded vs. tender minded) and PF.G (expedient vs. conscientious) are found to be the good predictors in predicting math. achievement. Thus hypothesis 1 and 2 are retained.

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CREATIVITY IN RELATION TO SELF CONCEPT AND LEVEL OF ASPIRATION AMONG SOCIALLY_DISADVANTAGED STUDENTS

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&
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Introduction

The future of any country rests in the creative talent of their people. Countries without creative talent cannot improve quality of life of their people. Development of creative talent produces creative excellence that leads to improvement which "makes the future." Creativity is essentially a human phenomenon. It is a process in man which helps him achieving dignity and meaning in life. Man's efforts, at its best, has revealed itself in his creative work and in his search for type of cosmology which define his destiny whether it is considered from his view point of its effects on society or as one of the expression of the human spirit, creativity stands out as an activity to be studied cherished and cultivated (Arieti 1978). Advanced countries are definitely interested in the study and development of creativity as are 'third world' countries whose survival depends upon the creative vision and creative striving of the masses (Raina 1980, Getzels, 1990).

According to Torrance (1965), creativity is a process by which something new is produced which may be an idea or an object including a new form or arrangement of old elements. Strom (1969) lays stress on process to define creativity among school students to be a continuous act of learning for increasing levels of consciousness and sensitivity. Desmukh (1984) states that creative imagination integrates different parts and moulds them into a new unity. It is an attempt to perceive unity in diversity; to create order and beauty out of chaos. It is the ability to suggest new hypothesis which open new avenues of

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thought. Simonton (1990) is of the view that "creativity is usually conceived as a quality possessed by those persons who generate products that are Simultaneously original and adaptive. The relevance of originality as a criterion is clear, for few would claim that a product is creative without first rioting that it is novel, surprising or unusual in a distinct manner".

It seems that in addition to home environment, some other psychological factors like personality make-up, self-concept and level of aspiration have considerable impact on developing creativity (Getzels, 1990). Creativity has been studied in relation to some important cognitive and non-cognitive variables in Indian context (Gupta, 1979; Singh, 1981; Bhogyata, 1986; Singh & Gautam, 1988; Singh & Koul, 1990; Singh, 1996; Ary & Mehra, 2002; Lata & Chandel, 2002). These research studies have evoked many conflicting empirical evidences about determinants of creativity because of their methodological approach or due to population groups, undertaken. However, the relationship of creativity with two personality variables, i.e. self-concept and level of aspiration- having direct implications for the teaching-learning process is an area of concern since personality characteristics of creative persons distinguish them from non- creative on the personality variables, both cognitive and non-cognitive.

The self-concept is not inherited, rather it is a development formation in the psychological make-up of the individual. One's self concept is formed through his experience with his environment and its influence through environmental reinforcements. A person's awareness of himself is established largely by the acceptance and rejection of the people. Thus a person develops his own self concept on the basis of what he thinks, what the others think of himself and its effects on his behavior in turn.

Allport (1961) has defined the self as, "something of which we are aware; we think of it as the warm, central private region of our life. As such it plays a crucial part in our consciousness, in our personality and in our organism. Thus, it is some kind of core in our organism." McDavid (1990) defines self-concept as "an organized cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facets of experience and action, organizing and tying together the variety of specific habits, abilities, outlooks, ideas, and feelings that a person displays". Along with self-concept, level of aspiration refers to students expectancies with regard to his performance in future. Bachnian (1964) has found that a person's

expectation of success is greatest when he thinks he has the appropriate training and when he has the freedom to use this training. Hence it seems that belief in one's own capabilities, to do something in a unique way leads to development of creative thinking, thereby distinguishing creative person from intelligent person.

It is well known fact that sound creative thinking, high positive self-concept and high level of aspiration are essential for efficient learning as well as socially and economic development of a developing country, like India. Moreover, socially disadvantaged groups of students have typically demonstrated low levels of creative thinking (Singh, 1984; Singh & Koul, 1990; Sehgal & Buna, 1994; Singh, 1996), and creativity has been explained by a number of socio-psychological factors.

Further, the National policy on Education (1986) laid stress on micro level planning to ensure that the enrolment, retention and successful completion of courses by socially disadvantaged students do not face any problem at any stage and provision of remedial courses to improve their prospects for further education and employment. The broad objectives of the Govt. of India have been, to develop socially disadvantaged communities in the direction of modernity so as to enable them to secure for themselves an equitable and rightful place in the national system. The various social disabilities and handicap from which the members of the socially disadvantaged community have been suffering from time immemorial has resulted in wide disparities in the level of education among the general population and the socially disadvantaged. The real social revolutions in the removed of social inequalities stated in the shape of special provisions for the education of the socially disadvantaged groups such as scheduled castes and backward castes and this calls for looking into research base regarding psychological factors operative in creative persons among these groups. Hence, the present study is an attempt in this direction to explore relationship of creativity with self-concept and level of aspiration among socially disadvantaged students.

Objectives of the Study

The present study was undertaken with the following objectives:-

(i)   To study the effect of total self concept and its six dimensions on creativity among socially disadvantaged high school students.

(ii)   To study the effect of level of aspiration on creativity among

socially disadvantaged high school students.

(iii)   To study the relationship of gender and residence with creativity among socially disadvantaged high school students.

(iv)   To study the interaction effects of self-concept, its six dimensions and level of aspiration, in combination with gender and residence on creativity of socially disadvantaged high school students.

Hypotheses

(i)   There exist significant differences in creativity of high and low socially disadvantaged school students in relation to total self concept and its six dimensions viz behaviour; intellectual and school status; physical appearance and attributes; anxiety; popularity and happiness and satisfaction.

(ii)   There exist significant differences in creativity of low and high socially disadvantaged students in relation to level of aspiration.

(iii)   There exist significant two factors and three factors Interaction effects of self concept, its six dimensions and level of aspiration, gender and residence on creativity of socially disadvantaged high school students.

Methods and Procedures

Sample

In this study, only SC, BC and OBC students of classes IX and X (14+age group) of secondary school, at least one from each district out of 20 districts of Haryana State were taken up. The sample comprised of 1000 students: 499 (49.9%) boys and 501 (50.1%) girls. The sample included 211 (21.1%) boys and 258 (25.8%) girls from urban background and 288 (28.811/o) boys and 243 (24.3%) girls from rural background. It may also be mentioned that 533 (53.311/o) students were taken from class IN and 467 (46.7%) students were from X class. Thus, the sample was fairly representative of population: gender wise, residence wise and class wise.

Tools

In order to obtain data, on the three variables, namely, creativity (dependent), self-concept and level of aspiration (Independent), the following standardized tools were used:-

(i)   Wallach-Kogan Tests of creativity to measure creativity.

(ii)   Children's self-concept Scale (CSCS) constructed and standardized by Ahluwalia.

(iii)   Level of Aspiration Test developed by Patel.

Treatment of Data

High and low levels of self-concept (both dimension wise and total score) and level of aspiration were determined on the basis of first quartile (Q1) and third quartile (Q3). Keeping in view the objectives of the study three way analysis of variance was employed using ex-post facto factorial design.

Results

The data obtained were subjected to statistical analysis, i.e. three way analysis of variance to find out differences in creativity among socially disadvantaged high school going students in relation to total self-concept as well as its six dimensions separately and level of aspiration for boys and girls, (sex) urban and rural (residence) groups are given in Table – 1.

Table – 1

The results explaining creativity among socially disadvantaged students in relation to self-concept and level of aspiration across gender and residence are discussed as under

I.   Creativity in relation to self-concept

(i)   Main effects

- It is found that the calculated F-ratios in relation to total self concept (<1) and its five dimensions like behaviour (1.26), intellectual and school status (<1), physical appearance and attributes (<1), popularity (<1) and happiness & satisfaction (<1) are not significant even at .05 level. It shows that socially disadvantaged students in respect of being high or low on total self-concept and its above mentioned five dimensions has no impact on levels of creativity. On the other hand, the F-ratio of anxiety (7.81) is found to be significant at .01 level. It means anxiety component of self-concept has an impact on the nor creativity of socially disadvantaged students. The mean creativity scores of high and low anxiety socially disadvantaged high school students indicate that their high anxiety socially disadvantaged students have significantly higher mean creativity (M=36.47) than the low anxiety socially disadvantaged students (M=34.77). It means that high anxiety students are more creative than their low anxiety counterparts.

- In case of gender as a single main variable the F-ratios of self concept (6.42) and its one dimension physical appearance &

attributes (7.23) are found significant at .01 level. It means total self-concept and physical appearance & attributes has an impact on the creative potential of the socially disadvantaged students. The mean creativity scores of boys (M=35.53) and girls (M=34.35) indicate that socially disadvantaged boys have higher creative potential in comparison to the socially disadvantaged girls when considered over averaged levels of 'total self-concept' and 'physical appearance and attributes' of self- concept. However, the F-ratios for the main effect of gender across other five dimensions of self-concept i.e. behavior (3.65), intellectual and school status (3.64), anxiety (<1), popularity (1.02), happy and satisfaction (<1) are not found to be not significant even at .05 level. It means that socially disadvantaged students do not differ significantly in creativity subject to averaging over high and low levels on these five dimensions of self-concept.

- The F-ratios of residence as a single main variable in relation to total self concept (61.05) -and all its five dimensions i.e. behavior (60.90), intellectual & school status (56.55), physical appearance & attributes (61.99), anxiety (29.33), popularity (10.37) are found to be significant at .01 level. In case of happiness & satisfaction dimension, the F-ratio (4.85) is significant at 05 level. In all of these above combinations, urban socially disadvantaged students are found to be more creative in comparison to their rural counterparts.

(ii)   Interaction Effects

- The calculated F-ratios for interaction of total self concept x gender (<1), behavior x gender (2.42), physical appearance and attributes x gender (<1), popularity x gender (<1), happiness and satisfaction x gender (<1) are not found to be not significant even at .05 level. So, it can be said total self-concept and its above mentioned five dimensions are independent of gender in explaining creativity among socially disadvantaged students. But F-ratio of anxiety dimension of self- concept x gender (8.90) interaction.' is found greater than the table value to be significant at .01 level, So it can be concluded that anxiety is dependent on gender in relation to creativity of the, socially disadvantaged students. The mean creativity scores show that high anxiety girls (M=38.02) and low anxiety boys (M=35.29) are most creative, while low

anxiety girls (M=34.29) and high anxiety boys (M=35.20) are least creative.

- The F-ratios of interactions in relation to total self concept x residence (2.79), behaviour x residence (<1), intellectual and school status x residence (3.50), physical appearance and attributes x residence (<1), popularity x residence (<1), happiness and satisfaction x residence (<1) are found to be non-significant at .05 level. So, it can be concluded that total self-concept and these five dimensions are independent of residence in explaining creativity among socially disadvantaged students. But F-ratio of interaction between anxiety X residence (15.22) is found significant at .01 level, thereby meaning that anxiety component of self-concept is dependent on residence in explaining creativity of socially disadvantaged students. The mean scores show that low anxiety urban students (M=38.23) and high anxiety rural students (M=33.72) are found most creative while high anxiety urban students (M=37.27) and low anxiety rural students (M=31.73) are least creative.

- The F-ratios of interaction between gender x residence in relation to total self concept (20.10), and its dimensions, namely, behaviour (30.03), intellectual & school status (18.65), physical appearance and attributes (21.35) are found to be significant at .01 level. So, the interactional effect of gender x residence on creativity is significant at .01 level. In all above cases urban boys and girls are most creative, while rural boys and girls are least creative. But interaction between gender x residence do not make any effect on the creativity of socially disadvantaged students in relation to anxiety (2.72), popularity (3.79) and happiness & satisfaction (2.20) dimensions of self-concept, because F-ratios are not -significant even at .05 level.

- The calculated F-ratios for the triple interaction (AxBxC) of total self-concept (<1) and its dimensions namely, behaviour (<1), popularity (<1) and happiness & satisfaction with gender and residence are found to be non-significant even at .05 level. It indicates that total self-concept and these three dimensions i.e. behaviour, popularity and happiness & satisfaction, gender and residence of socially disadvantaged students, jointly do not have any impact on creativity. But F-ratios of gender and residence in, combination with intellectual and school status (52.07), anxiety (17.64) dimensions of self-concept are found

to be significant at .01 level and F-ratio in case of physical appearance and attributes (4.61) is significant at .05 level. It indicates that when these three dimensions are made to work jointly with gender and residence they have an impact on levels of creativity among socially disadvantaged students.

II. Creativity in relation to Level of Aspiration

(i) Main Effects

* The calculated value of F-ratio for the main effect of level of aspiration is 14.52 which is greater than the table value at .01 level. It indicates that socially disadvantaged students with high level of aspiration and low level of aspiration differ significantly from each other in their creative potential. The mean creativity score of high aspiration group (37.15) is significantly higher than those with low aspiration (31.30) Hence, the hypothesis of "no significant difference in mean creativity of high and low level of aspiration,—socially disadvantaged students" is rejected.

* The calculated F-ratio for the main effect of gender came out to be 14.10, which is significant at .01 level. It indicates that the socially disadvantaged students differ significantly from each other across gender groups in their creative potential. The mean creativity scores of boys (M=36.52) and girls (M=32.37) indicate that socially disadvantaged boys are significantly more creative than the socially disadvantaged girls.

* The calculated value of F-ratio for the main effect of residence is 65.02 which is higher than the table value at .01 level. This indicates that residence as a single main variable shows significant difference on creativity of the students. The mean scores of the urban (M=37.15) and rural (M=31.30) socially disadvantaged students indicate that urban students have higher levels of creativity than rural students

(ii) Interactions Effects

* The calculated F-ratio of level of aspiration x gender (3.38) is found to be non-significant even at .05 levels. So, it can be concluded that significant difference between high and low aspiration groups is independent of gender in relation to creativity of the socially disadvantaged students.

* The calculated F-ratio for level of aspiration x residence interaction (6.61) is greater than the required table value at .05 level. So, it can be concluded that significant difference

between high and low levels of aspiration groups depend on residence in relation to creativity of the socially disadvantaged students.

- The calculated F-ratio for gender x residence interaction (27.47) is found to be significant at .01 level. Hence, it can be said that gender difference is dependent on residence in relation to creativity among socially disadvantaged aged, students.

- The F-ratio for the triple interaction of level of aspiration x gender x residence (4.25) is found to be significant at .05 level. It indicates that three factors i.e. level of aspiration, gender and residence of socially disadvantaged students when made to work jointly have a significant impact on creativity. So, the hypothesis of "no significant three factor interaction" is rejected. It may be pointed out that residence and gender, taken together moderate the significant effect of level of aspiration on creativity of socially disadvantaged students.

Conclusion

The analysis of group difference in creativity scores of socially disadvantaged secondary school students in relation to total self-concept and its various dimensions and level of aspiration with gender and residence show that gender and residence consistently produce differences in creativity of the socially disadvantaged students. Boys have been found to be high creative than girls, while urban socially disadvantaged students are found to be more creative than rural socially disadvantaged students. Further, urban girls have been found to be more creative than their rural counterparts in various factorial designs. It is also found that high level of aspiration enhances creativity among socially disadvantaged students, though variedly across gender and residence groups. Moreover, only one dimension of self-concept i.e. anxiety has an impact on creativity of socially disadvantaged students, though it has also shown its dependency on gender and residence to explain creative potential.

EDUCATIONAL IMPLICATIONS

In view of these finding, it may be recommended that special programmes of assistance and guidance may he organized by the government to help these socially disadvantaged students

- Every parent and teacher should know the child and his position (strengths and weaknesses) in the score distribution on creative aspect. The next step would be to plan exercises that will help

and to encourage the use of these creative characteristics in which he is work. Parents and teachers should be conscious about the needs of the creatively gifted children and help them not to lose or give up creativity – a very precious energy in their lives.

- Some socially disadvantaged students have low self-concept, felt something missing about themselves due to which they often leave the school. So, it is important to understand their behaviour so that they should be adjusted accordingly in the school. The guidance should be such that helps in cultivating higher values among students, especially socially disadvantaged ones, regarding self.

- There are wide individual differences among socially disadvantaged regarding ambitions. Some quickly change their aspirations to fit their experiences of success and failure for adjustment for better creative production; whereas others stick tenaciously to their high goals in the face of repeated failure. It is, therefore, quite obvious that the level of aspiration is of basic importance for the conductor human beings that influences their goal seeking behaviour to be better on intellectual development.

- High level of aspiration produces highly skilled and well qualified citizens who are the backbone of a country. Therefore, authorities responsible for education and specifically teachers should develop a high level of aspiration among the socially disadvantaged students so that they may become useful contributors to the nation. It is also worthwhile to point out that level of aspiration of teachers and parents should also be high so that they may guide and lead the children accordingly in their intellectual and academic pursuits.

- The most important suggestion for all disadvantaged adolescents is to provide them ways and means to develop positive mental health so that they can achieve higher levels of excellence and use their creative potentialities in a more productive manner. Perhaps today creative talent is the most needed psychological input for the development of human resources and civilization.

Thus, the finding of the study have implication for guidance workers, counselors and teachers as well as parents. The administrators such as the principals and the social workers may also be benefited in

the sense that they will understand how personality formation vis-a-vis creative talent among the socially disadvantaged may be helped to realize their potential to be the best fit in their adult life.

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EXAMINATION SYSTEM: MAKE IT SUBORDINATE TO TEACHING

A. R. Rather *

Introduction

The development of human resources in technical terms means the development of human Personality which is comprised of several dimensions - intellectual, physical, emotional, ethical, aesthetic etc. The role of education is not only to enrich these, but to strike a satisfactory balance among them. Since these attributes are complementary to each other, it is therefore, necessary that each attribute grows systematically. The optimum end product in the direction can be achieved only when the growth and development of each of these attributes is consciously monitored and augmented through a well designed evaluation system. In this context, evaluation of both the processes and the products of education come imperative to know to what extent the goals of education have been achieved. It is perhaps for this purpose that the examinations have been instituted.

Existing Examination System

Examination is not merely the name of some examining body rather it is an institution in itself. It affects the society and in reciprocity various social forces affect it. It cannot be confined to academics only and that, too, in a narrow sense rather it has a major social role with it. Nobody can deny the fact that examination has been very important instrument of social mobility during the past few decades. It is examination that decides as to who should be admitted to the upper socioeconomic strata of the society and who should not be. Gradually after independence, children of poorer homes have achieved access to secondary and higher education in large numbers and to professional education in relatively small numbers by competing in the examinations which otherwise would have been

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denied to them. But still there is a high level of inequality in access to educational opportunities since it is largely controlled by examinations. The children of working class homes cannot take advantage of educational opportunities because examinations are culture loaded and hence have class bias. Second, our examinations take cognizance of only one aspect of human personality, i.e cognitive. The evaluation of the non-cognitive aspects of learner's personality which is equally significant is totally ignored. Not only this, even in cognitive areas it fails to measure the growth and development of a learner on a continuous basis. Third, it reposes faith its in "whatever is tested is to be taught and whatever is not tested is not to be taught". This tempts the teachers to tailor their teaching in accordance to testing. Not only this, this effect of evaluation defeats the very concept of mastery learning.

Since our education system was based on British model, the examinations were also conducted on the lines of London University based on essay type questions requiring the examinees to provide extended answers to the questions. The prefixed number of questions to be attempted by an examinee is assumed to cover the whole syllabus which in reality is never possible. In the opinion of measurement experts, the chief function of an examination is to discriminate between "good" and "poor" students, between those who should be declared successful and those who should fail, between those who should be admitted to a new course, and those who should not. If any exam accomplishes this function of discrimination it is said to have succeeded in its purpose. There are three main statistical characteristics that an exam should have. The first important characteristic of an exam is that it must assess those abilities, skills, knowledge and understandings for which it is designed, that is, it must be valid for the purpose it is supposed to serve. Second, an examination must provide an accurate and consistent assessment of performance of examinees both at present and overtime, i.e if an examinee is given the same test repeatedly and his responses are evaluated under the same conditions, his score should not vary. A test satisfying this condition is called a reliable test. Third, if a given examinee's answer is evaluated by several examiners, the assigned score should not vary or if the same examiner marks the same answer script several times after reasonable intervals, the marks should not

vary. This inter-examiner or intraexaminer agreement on marks accorded to a given answer script or a set of answer scripts is termed as objectivity. Keeping in view these three characteristics in regard to essay type examination, it has been observed that an element of subjectivity enters into the evaluation process. Moreover, it is doubtful whether this type of exam succeeds in content coverage of the course.

Although essay type testing is not favoured yet it is the most extensively used technique of examination. It has certain inherent advantages over other types of test questions. It is argued that what essay type test can do, no other technique can do. The examinees have to decide which aspects of their knowledge are relevant to the answer and which are most important, to retrieve this knowledge, organize it and present an argument or opinion in a logical manner. It involves many intellectual abilities like understanding, recall, application, analysis and synthesis. However, it has certain limitations. Besides subjectivity in these tests it is argued that these measure only one aspect of behaviour associated with cognitive abilities alone. But learning of any kind influences all aspects of behaviour including affective and psychomotor domains (Bloom, 1956). To be precise there is a need to formulate some strategies to assess the process of learning. How a person learns is as important as what he learns. In the light of the above discussion, certain strategies come to fore which can be employed to supplement the existing system of examination to make it more objective and dependable, the prominent among them are:-

01   Semester system
02   Continuous internal assessment
03   Grading

01   Semester System

In order to overcome the difficulties encountered in the system of annual exam, some developed countries like U.K, USA, Germany and Japan have been using semester system for a pretty long time. In this system, each academic year is divided into two equal parts of about six months each. So, a semester is a period of six months during which teaching work is conducted and after the end of the teaching work of six months, examinations are held. But semester is not simply a part of the year in terms of time, its meaning embodies

something more than this. The semester system implies : breaking down the subject matter of each paper or course into two or more meaningful, self contained and well organized parts; making the syllabus more broad-based with main and subsidiary subjects; providing greater variety of subject areas to suit the intellectual, motivational and vocational requirements of the students; making teaching-learning process more broad-based by including class discussions, tutorials, assignments, library studies and educational visits as integral parts; introducing a system of formative evaluation in order to receive continuous feed back for improvement of learning experiences so as to make them more effective and efficient.

Now the question arises how semester system is better than or advantageous over traditional annual examination system. In principle, the entire approach of education is different in each system. First, it is understood that semester system lays greater emphasis on learning than on examination, thereby teaching is not subordinated to exam rather exam receives direction from the teaching. In the traditional system, the whole educative process is geared at fulfilling the requirements of exam. Second, semester system assists in developing seriousness among teachers and student's and study culture as each semester has a specified number of working days. This helps in better budgeting of the available working period and allocating specified time for other activities. BY this, this system does not allow any kind of slackness on the part of teachers and students since no extra time is available to waste. Third, the semester system allows introduction of a variety of courses which are thrown open for students, thereby helps in strengthening student's knowledge base and also provides flexibility in making future educational and vocational choices. Fourth, continuous internal assessment is the most important component of the semester system. The teaching - learning process is constantly monitored by teachers through periodic tests, assignments and tutorials. Thus, the evaluation of performance is based on two criteria, one internal assessment and another external examination.

In view of the above it is understood that semester system surpasses traditional annual system in certain aspects. Here we find more flexibility in curricular choices. It assists in developing the habit of regular study, sense of punctuality and work culture. Due to closer

contact and interaction, healthier - teacher - student relationships are fostered, the organizational climate improves and the university campus becomes study oriented and peaceful.

02.   Continuous Internal Assessment

The second measure that can be considered to reform existing system of exam is continuous internal assessment. The essay type examinations characterizing the existing system of exam are questioned that they measure only one aspect of behaviour associated with cognitive abilities alone and other aspects such as affective and psychomotor domains are neglected. Moreover, the end product of learning evaluated by the essay type exam informs us only what the child has memorized, i.e the score he has obtained. We do not know whether it is reliable or not; whether it is the outcome of genuine learning or to cheating in the exam. This points to the need of some kind of monitoring of learning during the course of instruction. In practice many other considerations than that of pure competence or ability do enter into the process when one learns such as motivation, hard work, regularity in the attendance, study habits, sincerity of purpose. Are they not equally important as the final end product of learning? This points to the need of formulating some strategies to assess the process of learning truthfully and objectively. Next, "how" a person learns is equally as important as "what" he learns. Moreover, there are certain activities whose learning cannot be accurately assessed without a continuous monitoring of learning process such as, practical and laboratory work, seminars, discussions, project work and oral presentations. Ebel (1 979) has very rightly substantiated when he remarks that to make the best possible use of educational facilities and study talent, it is essential that each student's educational progress be watched carefully and reported as accurately as possible.

There are statistical reasons also in support of continuous internal evaluation. As Davis (1 964) has stated, "The best way to obtain marks of satisfactory reliability is to base them on a combination of scores or ratings". In order to increase the reliability of the existing system of exam these may be supplemented by continuous evaluation based on a varied criteria. When internal evaluation is based on so many criteria, it will necessarily add to its

reliability and make evaluation more dependable.

To be precise, continuous internal evaluation is a valuable device if it is organised properly. It may assist in the better management of instruction as it involves both ongoing observation and periodic testing by teachers who teach, provide feedback to both, teachers and students, for improvement of teaching-learning process, however, it should be noted that continuous internal assessment is not a substitute for final or terminal exam, it only acts as a supplementary means to improve the dependability of final exam. Class attendance, assignments, periodic tests and project work are the important criteria for internal assessment

03.   Grading

Grading has also been one of the important measures recommended time and again by various committees on examination reforms and also by the National Policy on Education, 1986. The advocates of this method are of the opinion that it may be naive to assume that a shift from numerical marking to grading would remedy entire defects of the conventional system. But of the two, grading is far more satisfactory a method than the numerical marking system as it signifies individual learner's performance in the form of certain level of achievement in relation to the whole group. This grouping ensures the natural classification in qualitative terms rather than quantitative and thus expresses a range to which the student belongs.

Reporting the results of university examinations in terms of grading scale, is now widely advocated in India because of the misleading nature of the numerical marking system. The traditional marking system on a zero to 100 scale appears to be an absolute scale indicating the exact level of a student's achievement but it is, in fact, a relative scale. A mark has real meaning only when the numbers are compared to those assigned to other students. The marks obtained by a student in a course are not comparable to other courses. A grading scale, on the other hand, does not attempt to make such finer distinctions and thus it is less misleading. It groups students into smaller number of categories say five, seven or nine each representing a range of marks and we can be more confident that the range within which a student is placed, gives an accurate indication of his standing.

STRATEGIES FOR NURTURANCE
OF TALENT

M. A. Khan *

Self reliance is an essential pre-requisite for a nation to safeguard against the pressures of other countries, for retaining its identity and freedom. This self reliance, in turn, depends upon the developments and independence in various sectors of economy — agriculture, industry, engineering, telecommunications, transportation and defense. India needs highly capable personnel, who are not only able to maintain but also to evolve alternative strategies with given resources and replace outdated technology with a more efficient one (Miyan, 1988). The development of a nation depends on its educational system. If the educational system has an inbuilt mechanism for developing the talent of the young and energetic youth, the future is safeguarded. Some studies have been conducted in Kashmir (Khan 2000, Lidhoo and Khan, 1990 Khan and Farida, 2002) and it is astonishing to find out that the magnitude of gifted underachievement is alarming, almost 50% in rural areas. In New Delhi a study conducted by Maitra (1991) shows its position at 40%. While as in England the corresponding position has been 25% (Whitemore, 1980) and the position may be very low nowadays. In order to catch all the gifted pupil, identification process in the whole country needs to be strengthened, so that we may not lose the would be leaders of tomorrow – the precious human resources that can lead us to combat (1) (a) Poverty; (b) Ignorance; and (c) Health problems (II) Growing need to meet the scientific and technological changes of the space era. Talents do not spring forth full – bloom, but must be discovered and nurtured (Raina, 1988) Leyon (1976) has rightly said that the planet's survival depends on how successfully the potential of the

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gifted and talented children is realized and integrated. The gifted and talented people are required to be identified and nurtured as early as possible, because the destiny of a nation is largely determined by the extent it utilizes its talents (Kandu, 1988). But, as it is being observed that there is failure in commitment to excellence and taping of the national resource – gifted and the talented at an early age and providing appropriate facilities for its development.

Gifted and talented are characterized by need to fulfill their potential (Feldhuren, 1991) and to cope with their giftedness realistically (Buescher, 1991). Programmes in the schools do not provide appropriate environment to meet their demands. Crash programmes or providing scholarships are not so beneficial. Therefore, nurturing the talent in a practical way is given as under:

Pace Setting School in each District

In each District one school is to be started afresh, where the students will be enrolled from 2nd to 12th.

i)   Enrollment of Students
From each district, identification of gifted pupils will take place in the month of March from class 2nd to 12th. Students will be enrolled according to the availability of seats vis-à-vis the proportion of the gifted potential.

ii)   Appointment of Teachers
The teachers are to be appointed on following lines
(a)   Minimum qualification of a teacher should be Masters degree in the concerned subject with 1st division and a B. Ed degree with 2nd class.
(b)   Better teaching aptitude
(c)   Best gifted potential.
(d)   In order to get the idea of knowledge explosion (in the subject to be taught by them), communication ability and general awareness, three experts in each field are to be entrusted the duty of interviewing.
(e)   After the appointment of teachers is finalized a handsome salary should be provided to them so that they will continue the job.

iii)   Institutional Facilities
Proper library, laboratory, sports, workshop, multimedia, computer and internet facilities are to be arranged in the school in consultation with the subject experts and appointed teachers in each field.

iv) **A full time counselor:**

a. A full time Counselor is to be appointed who will look into the problems of the students – educational, vocational and personal.

b. The appointment of Counselors should be done on following lines:

1. M. A. Psychology with 1ist Division and Diploma in Guidance and Counseling with 2nd division be considered as minimum qualification.

2. The counsellor should be sociable and sympathetic.

3. A talented person with high I.Q

4. With empathetic understanding.

5. A panel of three experts from the Department of Psychology and Guidance NCERT should be entrusted the duty of appointment.

v) **Curriculum and Instruction:**

a) Short term, teacher led activities with fundamental content knowledge and experiences with creative and critical thinking activities.

b) Small group activities where the teacher becomes a facilitator and helps the students to analyze, synthesize, evaluate and apply the knowledge gained at the first stage.

c) Assigning independent projects to students in order to encourage self-sufficient learning and the development of original products. (Feldhusen and Kolloff, 1978: Feldhusen and Kolloff 1986; Moon et al 1993).

The above given activities can help learners to take progressively more responsibility and use higher levels of thinking. Through these activities thinking skills, writing skills, independent learning skills, problems solving skills, creative thinking can be developed among the students and on the other hand need achievement and enthusiasm for learning can emerge.

vi) **Evaluation process**

i) Comprehensive continuous evaluation by the teacher who is directly related to the gifted programme.

ii) Pupil-teacher evaluation meetings should be conducted in each week. The teacher concerned be asked to record the evaluation of the students on:

a) Effort invested by the students on the subject.

b) Likes and dislikes related to subject concerned.

c)   Strengths and weakness in each subject

d)   Personal choice

iii)   Periodical assessment, after every three months, for the purpose of providing feedback to local and central decision-makers, should be done. This can also help to improve upon the programme and at the same time accountability can also be maintained.

vii)   **Action research**

The additional functions of the teachers and counsellors should be to conduct action research programmes in the school so that new programmes can be visualized on the local levels as well.

viii)   **Training**

For the nurturance of gifted talent, the staff is to be given training in measurement and evaluation, research methodology and pedagogy of dealing with the talented. Secondly, in-service refresher courses are to be arranged for the staff in order to abreast them with the nurturance of gifted and talented programmes all over the world.

ix)   **Methods of teaching**

    a)   Child centered approach

    b)   Freedom of expression with out the threat of failure and rejection.

    c)   Support of peer group

    d)   Positive teacher – pupil relation-ship

    e)   Story telling, about the great people of the world – scientists, writers, leaders, inventors etc. especially about the people who were poor but achieved excellence in their life. This would help in the development of need achievement.

    f)   Brain storming sessions are to be arranged each day after the completion of the days programmes. It will enable the students to think and rethink on the proceedings of the brain storming sessions during night hours.

x)   **Expenditure on Students**

All the expenditures of students – food, clothes, books, hostel facilities are to be borne by the school. Otherwise, the student from poor families will again dropout. The students should feel financially free. And again the parents of rich children are to be asked not to provide any additional money to the students while they are in the

school. All the students in the school should feel that they are equally treated and they are economically equal.

xi) **Co-curricular Activities**

a) Workshops on specific themes one day a week.

b) Seminars on any topic, once a week

c) Indoor and outdoor games, two hours participation a day.

d) Participation in cultural activity programmes according to the interest of the student

e) Participation in NCC and NSS programmes

f) Writing or editing a newspaper item.

xii) **Fram ing Different committees:**

1. News fund
2. Cultural activity
3. Panchayat
4. Sanitation
5. Sports
6. Hostel affairs

The students themselves would function as committee members under one student team leader. The committee would be facilitated by a facilitator – teacher. This would develop social awareness and leadership qualities among the students.

Finally, if the finances would come in the way of the implementation of the scheme as proposed, then I may suggest as under:

A) **Strengthen Nayodaya Vidyalaya Schools**

Nayodaya Vidyalaya Schools need to be strengthened according to the lines suggested above with respect to pace setting schools. The administration, supervision and evaluation system of these schools demand improvement. The accountability among the teachers of these schools should be evaluated, through the products (pupils). In the fields where the products are outstanding, the concerned teachers should be awarded with medals. This can boost the morale of the teacher and further struggle on the part of teacher can be expected.

B) **Experimental Schools**

To start at least one institute on experimental and try out basis in each State and admit the top most talented one's and facilitate

them through excellence.

C) Nurturance in the same School

1) After the talented children are identified, the role of teachers towards them, in the schools should be:

    a) Receptivity and openness to ideas coming from the pupils

    b) After every stimulus the student should be allowed enough time to incubate and respond (Buttler Por, 1987).

    c) Allowing freedom of choice in selection of assignments, projects and the medium of expression.

    d) External criteria should be avoided to be the criteria of creative products of children.

2) Students be asked to frame a TV or Radio programme on the topic they are interested

3) Writing and editing a newspaper item

4) Individual projects under the facilitation of a gifted teacher.

5) Group projects.

6) Arranging parent – teacher meetings in which the gifted potential of the child will be communicated to the parent. It is more useful when the student is an underachiever.

7) Educators can create positive connection with home by encouraging gifted students to share school activities with their families and by providing developmentally appropriate talent development experiences in the school for the gifted and talented children (Moon, 1995)

8) Telling stories about the great men of the world who have contributed in any field of inquiry. Especially, about the persons who belonged to the poor families. It would certainly develop the need achievement among the pupils (Lidhoo and Khan, 1990)

9) Enrichment of curricula.

10) Special classes – per day at least two periods

11) Helping the students – especially from rural areas, first generation learners to take decision themselves. The help can be extended by a counsellor and in his absence the most liked teacher of the student.

12)   Arranging brain storming sessions at least twice a week during the end of the days time table. This would help the child to develop thesis and antithesis about the proceeding of the brain   storming session during night hours.

For the Talented Students at Higher Level

For the talented students at higher level, I would suggest after identification, they again should not be provided scholarships in cash. But such students are to be admitted in the institutions of excellence in the country like IIT's, best Engineering, Medical and Teaching colleges. For higher studies the students are to be enrolled in best Academic Universities, Research Institutes, Agricultural Universities of the nation and aboard. They are to be facilitated in their respective study / research Centres. The lowest facilities during studies should be the provision of free food, clothing and hostel facility.

Supplementary programmes during the summer vacations are the keys to nurturance of talent, development of academic abilities and their psychological well being. Within these programmes students find fast paced curriculum, faculty who are specialists, interaction with others of similar ability and a supportive climate for growth (Feldhusen, 1991: Kolloff, 1991). The child during his / her study should not feel economic stress and strain. I feel decidedly they will emerge as leaders of tomorrow and the time would not be late when our dreams, developments in each field, can be a reality. And ultimately a well developed Indian nation would emerge.

VALUE ORIENTED EDUCATION

M. Y. Ganai *

Values are the guiding principle of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and peace to life. Values reflect one's personal attitudes and judgements, decisions and choices, behaviour and relationships, dreams and vision. They influence our thoughts, feelings and action and guide us to do the right things.

Good education is inseparable from value oriented education. It is a man-making and character building programmes. It is the training of mind, body and soul; It is the quest for those nobler aims that integrate culture and technology. It liberates the man from fear, ignorance and superstition. Real education should combine science and ethics. It should become an instrument of social change and national development. It should move towards humanisim, liberalism and universal brotherhood. It should cut across all narrow barriers that divide his destiny which is aristocracy of intellect and sublimity of soul.

Values are attributes that spring from the sublimity of soul. They are sentiments, like love that involve mind, feeling and will. Which are strong, deep and enduring. They are like truth, reflections of reality that are not obstructed by any kind of prejudice. They are like beauty perfection's in themselves in every sense of the term. They are like justice the moral constituents of a state that confer on every one what is due to him. Value in short shape the moral personality of an individual. They enhance the finer side of his potential. They help him live harmoniously and graciously with his fellowmen. They act as the conscience of the community which when kindled with torch of learning would make him realize the responsibility he owes to the society. They are linked to the behaviour that exposes the inner life of a nation. Values are concepts that conserve, comfort, promote and

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protect life. They foster peace, order, dignity beauty, grace and delight.

The University Education Commission (1948-49) recommended moral and spiritual instruction at the university stage. The committee on Emotional integration (1961) that every student who takes up science should have some background in the humanities and should study a compulsory paper on Indian cultural Heritage, just as students in humanities should have some knowledge in general science. The idea of National unity and the unity of mankind should be introduced in the curriculum with due regard to the child's age and understanding. The Indian Education Commission (1964-66) recommended instruction on moral, social and spiritual values at all levels of study. The UNESCO in its report of the International Commission in 1972 suggested that educational systems should encourage the promotion of the values of world peace, international understanding and unity of mankind. The national Policy on Education (1986) stressed the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. It also emphasize the combative role of value education in helping to eliminate obscurantism, religious fanaticism, violence superstition and fatalism. It was also committed that primary emphasis was to be laid on the inculcation of positive content based on our heritage, national goals and universal perceptions.

Various committees and commissions set up by Government of India before and after independence have been highlighting the urgent need for incorporating appropriate programmes in our educational system that would directly or indirectly develop among the students an integrated growth of body, mind and spirit. But the majority of educational institutions have failed in evolving an integrated approach in the curricular and co-curricular programmes for the all round development of human personality which is impossible without imbibing effectively the ideas of value.'

From the above survey, it is clear that schools have all along considered the training ground for the development of values and desirable habits in children. In older times, religious institutions were the centres of education and religious instruction dealt with moral and spiritual values too, along with social life of the people.

Gradually, the shifts took place from religious education to secular education, because of many factors such as loss of faith in education, scientific development, plural societies etc. Besides moral values, the social, democratic, cultural and scientific values also gained importance in education. Emphasis is now on 'Value Education' for the proper development of the human personality. Transmission of values is inherent in the theory of all round development of human personality which is a prominent aim of education. The inculcation of values is by no means a simple matter. There is no magic formula, technique or strategy for this. Value education in all its comprehensiveness involves developing a sensitivity to values, an ability to choose the right values, internalizing them, realizing them in one's life and living in accordance with them. Therefore, it is not a time-bound affair. It is a life long quest.

In inculcating values all human faculties such as head, heart and hand should play a role. Thus value education covers the entire domains of learning, the cognitive, affective and psychomotor.

Inculcation of values is influenced by a complex net work of environmental factors such as home, school, peer group, community, the media and society at large. Home takes the highest position in the hierarchy followed by school. As the home, so the society and within the home, as the parents so the children, and within the school, as the teacher, so the taught, are common sayings.

In the pursuit and promotion of values, the teacher has the most vital role to play. It is the teacher who is the guide, friend and philosopher and the first interaction of children, after the parents, is with the teacher. Teachers with vision, dealing with curricular subjects such as languages, science, social science, music, art, work experience and co-curricular activities such as NCC, Scouts and Guides. Community Service, Red Cross, field Trips, Sports and Games can develop suitable strategies and methods which would enable proper transmission of values.

Value education can be achieved directly, indirectly or incidentally. Direct value inculcation refers to deliberates, systematic instruction given during the time of formation. Indirectly, value inculcation can be imparted through the regular subjects of curriculum and co-curriculum activities, incidental value inculcation can be given through events and incidents relates to good values

occurring around us thus relating value inculcation to concrete situations.

Since every person belongs to the family of humanity, there are certain basic values which are accepted universally. Without these basic values, the character would be lacking in certain primary traits. The basic values are essential to a profound character just like the foundation to the building. Without the foundation, the building would not stand, so also without essential basic values, we cannot build a sound character.

The present school curriculum has its aims set in value oriented philosophy like school curriculum should be related to national integration, social justice, productivity, modernization of the society, cultivation of moral and spiritual values'. The promotion of national consciousness, the development of democratic values and of a feeling for social justice and national integration are extremely pertinent.

The National Policy on education (1986) stresses:

'In the Indian way of thinking a human being is a positive asset and precious national resource which needs to be cherished, nurtured and developed with tenderness and care coupled with dynamism'.

'Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit thus furthering the goals of secularism and democracy enshrined in our constitution.'

Activities (curricular and Co-curricular), if properly organized, can help in achieving following educational purpose:

Preparing students for active citizenship in a democracy,
Making students increasingly self directed,
Developing a sentiment in the students for adhering to law and order and
Inculcating attitude of social co-operation.

After all what is the aim of development other than 'the complete fulfillment of Man' in all the richness of his personality and potential.

Poetry could develop finer sensitivities. Mathematics can help in rationality and logistics. Value oriented activities can develop the following profile in the students:

1. Reverence for life in all its forms
2. Obedience
3. Courtesy
4. Tolerance
5. Truthfulness
6. Fair play
7. Courage
8. Righteousness
9. Respect for rules.
10. Hard work and Zeal
11. Cheerfulness and acceptance
12. Human brotherhood
13. Forgiveness,

Types of Activities schools could pursue for value mention.

School Assembly	Special Assembly
Students Panchayat	Classroom Activities
Hobby Clubs	Cultural and Literary Activities
Talks on Values	Stories
Celebration of Special Days	
Classroom Projects.	

The above stated values and activities are not an end. These are generic and while planning for these, many a finer dimensions would have to be evolved. For example, we take a value 'national harmony' as a case. Value generation programmes for developing national harmony one would have to look to the attitudes of national solidarity are possible when people of India have come above the clan and communal interests as a logistics of life and the Indian society has emerged as conceptualized one in the preamble to the constitution. Messages such as the following should he interpreted to develop a belief in the people.

My first duty is to my country:
My second duty is to my parents:
My third duty is to those below me:
My fourth duty is to those above me:
My last duty is to my own gains:

Simulation and gaming techniques, role play methods, dramatics, etc. could be used to plan action programmes so that

pupils experience these messages through their own acts for developing feeling of solidarity.

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Role of Teachers in Development of Values Among The students

*P.L. Gupta**

Education is a "man-making" process, said Swami Vivekananda. It is, in fact, a multidimensional process with the specific purpose of achieving maximum self-realization for the person and of the optimal benefit of the society. When a person is educated, s/he is enable to develop the cognitive, affective and psychomotor skills in accordance with the inherent capability of the individual. The main aim of education is to shape the character of the students as the best citizens of the nation, as well as to make them the persons of high morality and highly spiritual individuals. All these qualities are related with characterization of an individual. These qualities are reflected through the behaviour of a person, but a continuous deterioration and fall in values can be observed in our youth and people of the country. The existing educational system overall seems to be a failure in shaping the character of the youth. The values are the pillars of meaningful life and education is the tool, which can bring a change.

One of the challenges before a modern teacher is how to make value education effective and interesting to the modern youth. The present day youth with all its potential and goodwill to learn seem to concentrate on all other academic subjects except value education. This poses a challenge to all concerned with the all round development of the pupil through education. Though the non-value system in many situations creeps up, much more glaringly than the value system, everyone feels an inner urge for a sound value system.

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Values: The Guiding Force in Life

Every aspect of our life has value. In fact, values permeate the whole of human existence and are a major factor in deciding what sort of human beings we are. Every one of us has needs, urges and aspirations. Anything that satisfies the urges and helps us in realizing the aspirations has value. Values are the acquired and affective aspects in life, which an individual internalizes through the process of socialization. Values figure at the core of one's life and form the spring of human endeavours. As such they are significant and fundamental dimensions of human life and indicate how one adheres, attaches and reacts in life situations or circumstances. Values also are the blueprints or action plans, which orient and decide the thinking, actions, feelings and behaviours. Value is a "conception explicit or implicit, distinctive of an individual or characteristic of a group of those desirable traits which influence the selection from available modes and ends of action." (Wuchohn 1957). Rokeach (1973) defined values as an "enduring belief, a specific mode of conduct or end state existence along a continuum of relative importance." Therefore, values are the criteria for determining levels of goodness, worth or beauty. A widely accepted concept of value in traditional philosophy is as "Truth, Goodness, Beauty" i.e. Satyam, Shivam and Sundaram.

Existing Environment and Need of Value System:

Education is a powerful instrument of social change and human progress. It is also a powerful tool to cultivate moral and spiritual values in an individual. It has been said that "Vidya Datati Vinayam" but it has not been seen in the schools. Inspite of the ever growing wonders of science and technology, we are living in a turbulent and worried world under the dark shadow of war and annihilation. Our growing progress in controlling our material world has not been matched by similar advance in human character and virtues. Many of the philosophers and educationists feel that human-values are disappearing in all walks of life, both public and personal. We may cite the following evidence of this disappearance:

1.   Persistence of casteism and discrimination of various types in public and private institutions.

2.   A decline in the strength and integrity of the family and alarming increase in separation, divorce and conflicts.

3.   A decline in respect for parents, teachers and other civil and

legal authorities.

4. Increase in the aggressive and destructive behaviour in the family, school, streets, playfield and entertainment centres.

5. Complete lack of purpose and direction pervading todays youth resulting in unsatisfactory academic performance and other social evils.

6. An increasing destruction of animal and plant life and the population of our environment.

7. A growing desire for sense objects leading to exploitation of one section of society by another.

To be brief, today neither students nor teachers understand the true meaning of education. Education should foster morality, righteousness and character. It should fill the hearts of man with compassion. Then alone it acquires fullness. Education is not for living, it is for life. Students today turn a blind eye to the very basis of life. This leads to the loss of self- confidence causing many agitations and upheavals that man witness today. While making a frantic scramble for living, man today fails to realise the very meaning of life. Character is the very basis of the life of man. The Indian culture has always emphasized the need for cultivating and fostering character. But the students today pay no head to the excellence of Indian culture and allow them to be swayed by the superficial secular learning.

Education today has become mechanical. It caters to mere intellectual development without catering to the blossoming of the human heart. The modern system of education makes man hard hearted and destroys the qualities of compassion and love in himm. Once when Gandhiji was sitting gloomily, a foreigner came to him and asked, Gandhi ji, "May i know what is the cause of your gloom". Gandhiji replied, "The education imparted today turns man into a hard-hearted person instead of instilling the qualities of love and compassion. The educated young men of today are totally devoid of sweetness and compassion."

To correct the above imbalance and to renew individual commitment to an active value based life, many distinguished thinkers like Mahatma Gandhi, Rabindra Nath Tagore, Vivekananda, Sri Aurabindo have made a plea for integrating human values in education. Values such as love, cooperation, trust, acceptance, joy, dignity, and respect for individual differences, compromise, truth,

understanding and reverence must be taught because they are key to the survival of the species "Human being". Teaching human values is teaching survival skills.

India is known for its rich cultural and spiritual heritage, and the need for a value system through education, has been felt and recognised through the centuries. The need for value education has been emphasised by various education commissions in the past.

The National Policy on Education 1986 has very strongly recommended the need for value education due to the fact that tremendous advance in Science and Technology has resulted into a complete change in the lifestyle of people. Science and Technology is being used to produce weapons of mass destruction endangering the very existence of the human race instead of using it for the betterment of human life.

Life in the future is going to be faster and more complex. The students of today have to face such moral situations in future in which instead of depending on others, they may be required to take their own decisions.

A glance at our educational system will reveal us how far our educational institutions have been successful in making value education an integral part of education in the vast majority of our schools? Though attempts are being made towards it, the methods of value education are largely such that encourage memorisation, moralising and rote learning rather than responsible personal decision making. Main strategies for imparting value education could be child centred, teacher centred and experimental learning strategies.

The need for value education has been emphasized time and again. The question now is, "How do we go about helping our youth in value development through the process of value education?" Teaching values through moralizing and advising seems to be ineffective today, narrating stories has its charm only for the moment without any attitudinal change. The parents offer one set of values, schools project a different set of values, religion proposes yet another set of moralization. The modern communication media offers in very attractive ways with all sorts of stimuli and inputs about what to believe, how to behave, what models to follow, what type of life-style to follow, the peer group influence, idealogies of the political leaders,

film stars, sports figures etc. Each adding to the confusion to the confused mind poses a dilemma to the young person today.

Today in a world of confusion and conflict, we ourselves do not know where we are going? And where we are leading our pupils? We have to help our students to develop their own value system. This necessitates on the part of the teachers to use various strategies that facilitate the process of value development and value clarification.

Can Values be Taught?

Mazamdar (1983) said, "Values can not be taught through formal and direct teaching. They can be inculcated only when the institutions provide activity for it and experiences inside and outside the school that promotes responsibility, cooperation, honesty, fair play and self-control. Education for values has to be based on the ideas of supremacy of reasoning over anything else and not only unintelligent conformity."

For inculcating values many experts in the field suggested different ideas, some of them are cited here :

- Provision of value-based education.
- Designing value-based curriculum.
- Designing special orientation programme for teachers.
- Values-based foundation courses.
- Publication of literature based on values.
- Necessity to develop code of conduct for teachers and students
- Inculcation of philosophical view towards life among teachers and students.
- Infusion of values in the teaching of subjects.

However, the teaching of values can not be taught but caught. There are various difficulties we face in developing the human values among students. It is due to the nature of human values. The following points are to be kept in mind while inculcating the human values among the students.

1.   Our first difficulty is about the very conception of moral education. It is believed that the first misconception ensues when we happen to relate moral education with religious education, while the fact remains that the two are distinct and separate without any essential linkage. And if there is any linkage it is only contingent.

2.   Our second problem is in regard to content and form of morality. Moral behaviour has in fact both a 'form' and a 'concept.' Our mistake in defining the moral worth of an action has been that we take cognizance of the content (such as speaking the truth, helping others, not killing, not stealing etc.) and not its form (the reason that led to the particular action). We mistakenly think that morality is a set of principles or virtues to be instilled in the child's mind by processes of reinforcement (reward and punishment). We take them as 'bag of virtues' to be followed unconditionally in all situations. But experience and analysis also show that there are no principles or virtues, which can be unconditionally followed always.

3.   The third difficulty is about the way the content of morality is to be taught. There is enough empirical evidence to show that all attempts at direct moral teaching resulted in failure in regard to development of moral behaviour. Moral traits like honesty, truthfulness, and consideration for others etc. can not be effectively inculcated by direct instructions.

4.   Then there are difficulties about treating moral education as a separate and distinct subject in the curriculum

5.   There are further problems that could arise in regard to the teachers teaching moral values.

6.   There are also considerations about educating the teachers in moral education before the same can be introduced in our schools.

Value - A Matter of Affective Domain

Actually the value education is related to the wffective domain of the education. E. Lyall has very rightly said that 'Morale or character is not ready made but it is created bit by bit and day by day.' Therefore, it is not sufficient to give only the knowledge of values but it is necessary that value system must be integrated into the personality of an individual so that it may be characterized. Hence, it is said that values are not taught but caught. It is required that a person should live in the atmosphere of desired value system. In fact, there is no need to use Word desirable. Value itself has an essence of desirability. To acquire a value, a person should go through the following five stages in the light of its affective domain. These stages are:

(a)   Receiving   - Getting aware of value.
(b)   Responding   - Responding value in appropriate
                        situation.

(c)   Valuing   -   Making judgement on preferences.
(d)   Organising   -   Organise it to make stable in value system of mind.

(e)   Characterization -   Making value as a part of character.

Role of Schools in Developing Value System :

The environment of the institution play a vital role in shaping the personalities of the students. When we consider education as a system, all the elements of the institution are equally responsible for the development of values among the students. All the elements whether teachers, administrators, parents of the students, pupils and the environment constitute the institutional climate where the students spends 6-8 hours per day. Further discussion reflects how do they affect the school climate? What should be their roles?

Role of Teachers

The teaching community today faces an endless and challenging task of imparting value education and value based education. The impact of inculcating values among students by the teachers is in fact colossal and quite lasting as A.P. Sharma has pointed out in the *University News of* 1 5 May 1995. Against many destructive non-values such as arrogance, domination, corruption and money-power in the society today, there is still the longing for ushering in and striving for a new society based on justice, equality and common fellowship. As teachers have always claimed a special capacity to influence conduct and to shape moral character, the society expects them to develop not only knowledge but also ethical values among students; thus creating an environment that would foster fraternity amongst mankind.

The teachers create the reputation of the institution. Main responsibility of shaping the behaviour of students is in the hands of teachers. Teachers in fact, are the designers of the future of their students. Directly or indirectly they influence their students. Hence teachers should present themselves as ideals. They should have a clear and clean image among students. They should be honest, sincere, and punctual and should follow the professional ethics. They must devote time for discussion with the students. Discussion should be made informal, outside the classrooms also, not only on contents but also on social problems, individual problems faced by the students and on

social values. Teachers should be sensitive, sympathetic and should have positive attitude towards students' emotions. It is the role of a teacher to realize the students about the depth, magnitude and significance of values.

Teaching Strategies

There are certain techniques suggested by the educationists. Almost all commissions and committees on value education recommend both formal and informal or direct and indirect approaches to education in values. The direct method aims at teaching values by setting apart one period or two periods in a week. It makes use of five major techniques such as : Prayer, Silent Sitting, Group Singing, Story Telling and Group Activities etc. The indirect method (integrating values with curricular subjects) must supplement the direct method, so that inculcation of values does not remain an isolated attempt. Rather, the entire school should be full of an atmosphere in which pupils can breathe in and imbibe values with natural ease. The other techniques are critical inquiry method, case study, role- playing, value clarification technique, value analysis model etc. The main purpose of these techniques is to develop rationality among the students. In all these techniques some issues are raised and with the help of discussion the students try to judge their values. To reach the generalization is not the aim of these techniques. Community extension work or community based projects are also useful, where students go to the people, discuss with them and see the reality of life. In this way these methods are useful in developing instructive awareness among students. Instructive awareness and consciousness is a sort of rapport between individual consciousness and social conditions of life.

School Climate

School climate is one of the most important factors, which directly influence the affective domain of the students. The following points may be taken into consideration while creating value-oriented environment in the institution:

1. School should provide the pleasant atmosphere. Cleanliness and aesthetic aspects should be incorporated. The principles of campus beautification should be followed.

2. Teacher should live in touch with students as maximum as possible. He should be affectionate and helpful to the students.

3. School should have democratic and transparent atmosphere where everyone can express himself or herself without any fear.

4. Teacher student relationship and all other relationships should be made friendly, respectable and should be based upon faith.

5. Administrators and other members of the school should have concern with each other and take care of others also.

6. Important National days and festivals should be organizsed in the school and the students should be allowed to take part freely in the celebration of the festivals etc.

Co-curricular Activities

School may organize extra co-curricular activities, which can help in developing human values among the students. These activities may be

- Discussion and talks on special events or problems
- Community participation
- Organizsing Debate Symposium and panel discussion etc.
- Organizsation of cultural programmes.
- Organizsation of different competitions.
- Activities for aesthetic values
- Educational tours and excursions etc.
- Organizsing social welfare activities etc.

MTA and PTA Conferences:

This is an alternative to develop instructive consciousness. In schools, we have MTA and PTA. These should be functional so that community comes closer to each other for exchange of ideas and the solution of common problems. Students can also take part in it.

Situational Analysis Approach:

In our daily life, we meet innumerable situations / encounter problems/dilemmas. These situations/dilemmas emanate from conflicts between individual needs and social values. Further, these conflicts among needs and values occur at various levels – intra personal, the family, workplace, community, groups etc. There are two approaches for presenting these situations/problems to learners. In the first case, situations / problems are presented with possible solutions/responses / behaviours. The situation is analyzsed highlighting the consequences / effects of each opinion. In the second approach, the situation is

presented with consequences following a particular approach. The situation is analyzsed psychologically and philosophically and leaves the learners to accept and own a particular option / behaviour or reject all of them. The approach should be suggestive it should not be prescriptive in any way.

These approaches are quite useful to inculcate the value service' to others. Similarly, teachers can develop suitable situations to promote requisite values among their learners. However, it is stressed that in value education, teachers should not search for ready-made tricks, prescriptions or recipes for application in teaching-learning, contexts. They must evolve their own strategies suiting their contexts.

Concluding Remarks

If the destiny of India is being shaped in the classrooms then teachers have, to play a vital role in inspiring and moulding the personal and national character of the learners. One of the major aims of education is to initiate the students into worthwhile ways of thinking and doing, and thereby foster an all-round growth of the learners. And this can be achieved to a great extent, if values are given due importance in educational institutions. Value-components / strategies, therefore, ought to be exercised, practicsed and appreciated by the teachers. It is the moral and axiological duty of the teachers to put values in day-to-day operations and transactions of the institution. If this happens, then academic complexes will succeed in their educational venture of man making.

In short, values can not be developed through teaching only. Value system is related with the affective domain of the person. Hence it is necessary that a person should live in the atmosphere of value-consciousness. The teachers should be responsible to create such atmosphere. Developing value consciousness is the major step towards value development.

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PERSONALITY HARDINESS & MENTAL HEALTH: A THEORETICAL, PERSPECTIVE.

Jagpreet Kaur *

&

Kulwinder Singh **

The emphasis now a days is on the study of the characteristics of people who behave with unusual effectiveness. The "human potential movement" is clearly one factor that has drawn attention to the study of well-functioning persons, the objective of which is to identify and define the healthy personality. The emphasis is not only on healing childhood-related conflicts and past emotional wounds, but on releasing hidden reservoirs of talent, creativity, energy, and motivation. The focus is on what a person can become, not what she or he has been in the past or is now in the present. The quest for personal growth will depend upon our ability to create a future society in which each individual has maximal opportunities for realizing his or her potentialities and living a meaningful and fulfilling life. Accordingly it seems reasonable to predict that personologists have started devoting attention to the "sociology" of self- actualization, emphasizing the relationship between what constitutes healthy personality and the cultural context which may contribute to lunar fulfillment, (Hjelle and Ziegler, 1985).

Personality has been viewed as the dynamic organization of those internal psychophysical systems that determine a person's characteristic behaviour and thought (Allport, 1961). Within the individual, personality is real and it is "what a person really is". Bandura (1971) in his social-learning theory depicts psychological functioning in terms of the continuous reciprocal Interaction of behavioural, cognitive, and environmental influences. The reciprocal interplay of behavioural and environmental forces is highlighted as a fluid, dynamic

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process in which cognitive factors play a central role in the organization and regulation of human activity-. Self-regulation is an important feature of social-learning theory. In self-regulation, the major processes of "self-observation", "judgment", and "self-evaluation" are highlighted. In describing self-regulation, Bandura discusses the issues such as "how behaviour is monitored through self-produced consequences", "the conditions which sustain self-reward systems", and "why people punish themselves", and the role of self-evaluation and self-concept in the process of self-regulation.

Along with these developments to understand personality, hardiness as a combination of adaptive personality traits that allows one to overcome stressful life-events has emerged as an important variable in psychological researches in the previous two decades. Kobasa (1979) proposed the hardiness personality style as source of positive resistance to the debilitating effects of stressful life events on health. The hardy personality is a constellation of three important personality is a commitment, conceal, and challenge. Hardy persons tend to have dedication to a purpose, and tend to perceive events as opportunities and challenges rather than stressers and have a sense of control over events. Kobasa presented hardiness as "facilitating not only survival in the face of stress but also the enrichment of life". Kobasa et al. (1982) presented hardy persons "as having considerable curiosity and tending to find their experiences interesting and meaningful.

They believe they can be influential through what they imagine, say and do. They accept change to be the norm, and regard it as the key to development". Specifically hardy and non-hardy individuals were distinguished as:

- Hardy individuals were high in commitment. That is, they showed a tendency to involve themselves in, rather than experience alienation from, whatever they were doing or encountering:
- Hardy individuals were high in challenge. They believed that change rather than stability was normal in life. They appraised change as an interesting incentive to personal growth, not as a threat to security; and
- Hardy individuals were also high in perceived control over their lives. They felt and behaved as though they were influential rather than helpless in facing the various rewards and punishments of life. Psychologically hardy people tend to

have an internal locus of control.

Hardiness is thus considered as the measure of one's tendency to make relationship with oneself and one's outside world. It is not a mere rigidness or stress "endurance", but a power to cultivate one's own way under difficult conditions and go through stressful events. It is not like a reckless attack, but an ability to understand conditions around oneself and ability to self-decision. In implicit words, hardiness is a feature of mental health that constitutes "positively and resiliency in meeting life changes" and is a positive expression of mental health. People who have courage (hardiness) to simultaneously favour involvement with others and events (commitment, keep trying influence the outcomes going on around them learning from their experiences, whether positive or negative (challenge), have more fulfil satisfying, resilient, and remark-ble lives (Maddi et al., 2002).

Maddi et al. (2002) opine that "hardiness appears to be a pervasive aspect of personality reflecting a general tendency towards psychological health (the opposite of neuroticism), extroversion, openness, and to a lesser extent agreeableness and conscientiousness". Hardiness is reported to be greater among people who experienced stressful early years but were designated by their parents as the ones who would succeed and accepted the role of being the family's hope (Khoshaba & Maddi, 1999). In Indian context, high hardy old people have been found to exhibit more life satisfaction, with "more positive affect" and "less negative affect and hopelessness" than their low hardy counterparts (Nathawat and Rathore, 1996). A significant positive relationship has been reported between hardiness and Type-A Behaviour Pattern C.VABP). The locus of control is found to be an important variable relating the hardy and Type-A personalities revealing a possible overlap (Latha, 2001).

The researches on hardiness among general population mainly adolescents is on increase. Adolescent hardiness is found to be composed of 3 subscales - task engagement, goal directedness, and positive self and has been directly influential in the prediction of aberrant behaviour and affective reactions among adolescents. It has been found to act as a buffer to the effects of stress for drug use among adolescents (Collins, 1991). High hardy graduate students have been found to perceive stressors as less stressful that their low hardy counterparts. Further, hardiness is found to be related to more effective methods of coping and emerged as a significant predictor of stress among students (Gerson, 1998). Negative relationship between stress

and hardiness is reported among Type-A college students and hardiness emerged as a significant predictor of health status among Type-A college students (Parsons, 1994) and also in case of college students, having negative relationship with psychological symptoms (Skirka, 1996). Hardiness has also been found to be significantly, related to mental health, psychological well-being and psychological distress among college students.

Needless to mention that during the period of adolescent development, the individual is confronting different kinds of dilemma, which have their long lasting effects on personality formation. The major desirable and undesirable characteristics acquired by the adolescents may be listed as under:

Desirable Characterists

- Preference for variety of tasks to make life meaningful.
- Change proneness to adapt to new situations.
- Belief in life as an interesting and exciting opportunity for excellence.
- Enduring values.
- Work motivation
- Emphasis on planning
- Building trustworthiness as perceived by others.
- Looking for atypical careers / work-situations.
- Belief in human capabilities.
- Expectancy of reward seeking while working with people.
- Striving for creation of life conditions for security of various needs in human life.

Undesirable Characteristics

- Unwillingness. to make changes in life style,
- Lack of skills to handle the unexpected/unforeseen problems.
- Intolerance to ambiguities and obstacles.
- Feeling of unhappiness over results /performance not commensurating with hard work.
- Failure dominance or fear of failure.
- Confusion and lack of vision.
- Seeking of security in dependency
- Escapism and seeking unhealthy (false) and temporary support to achieve success.
- Fear of exploration.

- Unplanned and haphazard attempts to perform tasks.
- Failure to capitalize from new experience

All these characteristics, which constitute the personality of an adolescent, operate in unique combinations to be explained in terms of individual differences as measured by certain constellations in the personally pattern. The concept of hardiness explains these constellations in terms of challenge, control, and commitment to be present in an individual to cope with various fife situations in an effective manner. Moreover, the focus on adolescents and their personality development needs attention of researchers in the present highly industrialized, competitive, and challenging era, where school conditions and family life, too are undergoing a sea change.

It has also been empirically found that relevant training programmes can increase hardiness while simultaneously decreasing signs of stress and strain (Maddi, 1987). Studies demonstrate its effectiveness in strengthening one's ability to resist the stressful impact of personal and professional changes. Hardiness training enables people to cope effectively and develop social support skills to deal with stress in a comprehensive manner. Hardiness training has been found to have positive effect on hardiness, depression, hopelessness, and negative life events (Rice, 1997). Hardiness training has been used effectively with "at risk" students in college and university institutions. Studies have indicated that retention rates have increased substantially and grade point averages have also increased for those undergoing hardiness training, thus providing a benefit to both the individual and the institutions. Through the hardiness training, trainees become more adept at:

- Analyzing problems in a way that transforms these into opportunities for strengthening personality hardiness, and professional and personal satisfaction, health, stamina, and performance;
- Solving problems creatively and recognizing attitudes, feelings, and behaviours that undermine performance, vitality, and health;
- Taking decisive steps to manage daily challenges;
- Accepting things that can't be changed, while still finding ways to strengthen hardiness and personal effectiveness;
- Giving to and getting from others, social assistance and encouragement to advance work, familial, social, and spiritual

goals while strengthening hardiness; and

Using stressful changes as opportunities to learn, renew oneself, and to bolster a portfolio of resources, that make future problem-solving that much easier

Thus it may be summed by stating that psychological hardiness helps individuals resist stress by providing buffers between themselves and stressful life events, and to use successful coping mechanisms, such as controlling what they are doing in their life (may be at home, institution, or work place), along with the fact that, it is a salient feature of mental health that constitutes positivity and resiliency in meeting life challenges. Hence, it would be worthwhile to look into its concomitants and consequences of hardiness in life span of individuals to enable them to be better human beings and play their role in development.

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A Study of Teaching Learning Practices at the undergraduate level in a college

Mrs. Mahmooda Nazki *

The main purpose of education has been reduced to one goal i.e. getting a degree and thereby enabling a candidate to secure a government job. The present system has divorced the younger generation from the actual life. A person after having received a few degrees feels it below his dignity to work with his own hands. The concept of dignity of labour has disappeared and nobody is prepared to work for himself. The result is saturation in government jobs and a swelling number of unemployed youth. Educational institutions have become centres for getting diplomas and degrees. Students and teachers do not take any interest in education. Attendance in these institutions is not regular and satisfactory. Teaching has become a formality. Some of the teachers have established their private shops and all the students seem to be roaming on the roads to visit these stops. There is no Socrates to resist the action of present day 'Sophists'. Nobody seems to be conscious of the alarming effects of this practice.

Students who can afford are forced to join private tuitions resulting in wastage both of time and money. Children seem to be less motivated to attend the formal institutions regularly. This situation gives birth to many questions. Students who secure positions of merit do not find any place in the list of successful candidates in common entrance test. Something seems wrong somewhere. Is our examination system valid and reliable? Do our students have knowledge and skills to compete in these tests? Or teaching methods are responsible for such a catastrophy. No effort is perhaps been made to make the class room teaching interesting, effective and attractive.

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Teachers do not seem to have been successful in retaining the students in colleges and schools. With the result there is an enormous decrease in the daily attendance of students in these institutions. They do not take teaching in these institutions seriously. No one is able to give a definite answer to the poor and unfortunate state of affairs for which nobody is held responsible. Even the teacher can be absolved, as it is the political or bureaucratic machinery that makes the selection of teachers.

"Another factor could be faulty recruitment policy and the consequent lack of quality teachers. Some of the people put the blame on the faulty pedagogy because there is little commitment, the teachers make little effort to make the syllabi more interesting". A large number of students especially from commerce and science streams are found attending private coaching centres before and after or even during college hours. Examination results of students at the undergraduate level are still not also encouraging. This can be verified from the 1st year B.A./B.SC./B.Com. Results of the last academic session where the total pass percentage of science, arts and commerce faculties is 32.5,28.00 respectively. There could be various reasons for this phenomenon. There is a need to conduct many studies to identify the role of various factors for the present educational scenario.

Besides other factors much could be done if teaching methods are made interesting and effective stress could be laid on motivating the students for the subjects they are taught. Various studies have been conducted on improving the teaching strategies.

Perumal V. (1989) and Ramane M.V. (1989) took up comparative studies on the outcome of teaching some selected units in commerce and electronics respectively by different methods based teaching strategies at the senior secondary stage. Among the methods studied for teaching commerce, lecture discussion and assignment— the assignment method was found to be the most effective in teaching commerce and the lecture method as the least effective'. While for teaching of electronics out of (i) lecture (ii) discussion (iii) demonstration (iv) laboratory methods, the laboratory method was found to be the most effective followed by group discussion, demonstration and last of at the lecture method.

Mrs. Mahmooda Nazki

A similar kind of study was conducted by Gangopadhyay, T.K (1991) for the effectiveness of (i) lecture (ii) lecture and explanation (iii) lecture explanation and questioning Et using the feed back. The learners were class IX Students in the subject of history. Method-lecture, explanation and questioning was found to be the most effective followed by III and II respectively. Narrian A. (1992) studied the effect of large group lecture demonstration and small laboratory methods in the teaching of chemistry at secondary level. The study proved that neither of the methods is superior in teaching all aspects of science exclusively.

There were some studies which attempted to experiment and innovative strategies of teaching. Malhara S.B. (1988) compared the effectiveness of completion oriented and cooperation oriented methods of teaching and found that cooperative methods of teaching were more effective than methods of competitive teaching in developing various skills and creative faculties.

The present study is a survey of teaching learning practices available to college going students. It is based on the following objectives:

1. To study the methods and techniques used by the teachers at the college level.
2. To find the extent of help and guidance by the private tuition's.
3. Impact of private tuition's on the independent study habits of children.
4. To find the utility of college library.
5. To assess the rote of teachers in creating learning situations for students.
6. To find the reasons for the thin and irregular attendance at the college level.

Sample: -

The sample for the present study was drawn from a degree college in Srinagar. Three hundred students formed the sample. They were selected on random bases. 100 students were taken from the Arts stream, 120 from science and 80 from commerce. A questionnaire comprising 53 questions was administered on the sample.

Findings: -

It was observed by the investigator that majority of the students were not generally serious in attending the classes. The observation however was not confirmed by majority of the respondents, i.e. 75% of the sample, as they reported that they attended the college daily. This contradiction between the observation and the response of the respondents could be because of deliberate attempt of the respondents to conceal their non-seriousness.

As reported majority of the students did not seem to be attracted by the methods of teaching, used by the teachers in the college. One of the reasons of non-attending the college regularity was found in the defective methods of teaching. Tests are not a regular feature in colleges. It is not considered as an inbuilt aspect in the teaching teaming process. Maximum number of class tests in a session reported was not more than two. No respondent reported her script being discussed by teachers. The question of giving suggestions by teachers for improvements therefore did not arise. The teachers were reported to have recommended textbooks to the students but no teacher would recommend extra reading and inspire the students for learning more and more.

The practice of giving assignments to the students was not followed. Over crowding in the class rooms and unattractive methods of teaching are reported to be the main reason for being irregular.

Another reason for thin attendance in the colleges was found in private coaching. Students prefer to attend the coaching centres because teaching at these centres is found better than the teaching at the college situation. Coaching centres seem to conduct tests regularly and thus prepare the students for the exam. Here also the teachers depend upon the lecturing and dictating of notes. Teachers do make use of Black Board as teaching aids at these centres. It was reported that the teachers teach with commitment and seriousness at the coaching centres.

Present scenario of education in J&K is quite disgusting and frustrating. The purpose of education has been reduced to just one objective, i.e. the child should be able to mug up a few questions so

that he could perform well in examinations. We cannot deny the role and importance of examination and therefore cannot do away with it. The need is to make examination an integral part of the total process of education so that children do not develop morbid fear of examination. It should not be regarded something which lies outside the class room teaching. The system of education needs to be improved upon.

Education as we believe should not be divorced from life. The main aim of education should be to help an individual to lead a good, happy and healthier life. Thus examination should not be an end in itself rather it should be used as means to achieve the real end- better individuals and social life.

A teacher tries to devote his energies only to one aspect, i.e. passing examinations; thereby ignoring all the other dimensions of education. Thus education has become something which is unrelated to life. Children do not acquire real knowledge by interacting with teachers and books. Real knowledge becomes an integral part of their personality and is utilized in life. Knowledge becomes useful when it is used and applied. Children should be helped to acquire new ideas and concepts. But having ideas and concepts is so no use unless and until they understand their application in day to day life. At present different subjects are being taught to children. Let us teach only a few subjects; teach them thoroughly and relate them with actual life of the students. Children should be taught to discover knowledge for themselves. There is a need to shift from teaching to learning.

Teaching methods have received a set back during present times because children have become "examination conscious". Students are keen to memorize the important questions and nothing is done to make them understand a concept or a fact. Teaching has reduced them to mere passive listeners. All this is against pedagogical principles. The methods of teaching which are in vogue thwart the thinking process. A good teacher has to create teaching learning situations for his students so that they play an active role in this process. Children should be encouraged to develop independent study habits so that they can think for themselves. Intellectual activity is to be emphasized to a great extent. Prof. Dewey states, "All that the school can and needs to do for the pupils so far as the mind is concerned is to develop their ability to think". Children should be

encouraged to evaluate critically what is passed on to them by adult members of the society. Passive assimilation and understanding is harmful for the growth and development of the children.

Suggestions:

1.   Attention should be paid towards the pupil teacher ratio in colleges. Over crowding in classrooms should be reduced so that individual attention is possible and a rapport is created between teacher and the taught.

2.   Methods of teaching need to be improved and innovations to be introduced lecture method should be supplemented with other methods like assignment method, seminars, term papers, tutorial and discussion.

3.   Examination should not be made too formal. It should become an integral part of the total process of the education rather class room work. Students should not feel afraid and scared of it. It should become a continuous process and students should be promoted on the basis of continuous assessment.

4.   The system of discussing answer scripts with the teachers should be introduced so that students know their deficiencies.

A Brief history of Education in Kashmir
(From earliest times to 1947 A.D.)

Parveen Akhter Pandit*

The history of education is as old as the man's inhabitation of the earth. The pre-historic man studied the nature which became his first text-book; he adapted himself to nature which was his first attempt to learn; then he conquered the nature which made him to learn more skills over his tools. At first his teacher was the nature, then his elder taught him. All the great civilizations of the world have their own history of teaching-learning process. Kashmir, too, has a unique history of its education. The present study is an attempt to give a brief account of education in Kashmir during ancient, medieval and modern times. Besides it aims to analyse the fact that Kashmir has inherited a rich educational heritage from its past which deteriorated under the tyrannical rule of foreigners but had to get a revival of learning in the late 19th century AD by taking to modern education (western education through the medium of English).

In ancient times Kashmir has been rightly called the high school of Sanskrit learning and the scholars from all parts of India came to the valley to study from its great teachers[2]. George Grierson writes that "Kashmir has been the home of Sanskrit learning and from this small valley have issued master pieces of history, poetry, romance, fable and philosophy. Kashmiris are proud and justly proud of the literary glories of their land. For centuries it was the home of the greatest Sanskrit scholars and at least one great Indian religion, Saivism, has found some of its most eloquent teachers on the banks of the vitasta. Some of the greatest Sanskrit poets were born and wrote in the valley, and from it has issued in the Sanskrit language a world famous collection of folk-lore[3]

The Sanskrit learning and language came to Kashmir with the

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coming of Indo- Aryans who came from Iran to Afghanistan turned towards Punjab and from there moved to Kashmir. It became the language of religion and literature. A. A. Macdonald, the author of History of Sanskrit literature (p. 175) admits that the Kashmiris prepared the Kathaka Samhita of Yajurveda[4]. The Buddhist literature and texts, also were written in Sanskrit in the valley and not in Pali. It was written in both Kharoshti and the Brahmi script. In Kashmir, the scholars developed a script of their own known as Sarada. A large number of students used to come from India to Kashmir for higher studies and even a large number of scholars and pilgrims from central Asia and China came to Kashmir to study Sanskrit texts. The mention can be made of Huen Tsang, Ou-Kong, Che-mong, Fa- Yein who studied Sanskrit in Kashmir[5].

The material used for writing was the Birch-Bark (Bojpater or Burza). The special ink was prepared so as to save it from fading due to water. The reed pen was used for writing. The temples and the Viharas were the centres for learning and so were also the schools for transmitting knowledge to the students. We get the reference from George Buhler (1875 AD) that some private libraries were also found in possession of some Kashmiri Pandits, so must have been the centres for imparting education too[6]. The students and scholars developed the Sanskrit language as well as its grammar. A large number of works have come down from great scholars on vedic literature, grammar and philosophy[7].

In the medieval times, the muslims were the great patrons of learning who opened the world famous educational institutions and the universities of science and medicines. The most flourishing centres of learning were at Baghdad and Salerno, at Cairo and Candova[8]. On every direction educational institutions were established where Quran and the works of the great philosophers on different branches of knowledge were studied. In Kashmir the emergence of composite culture is seen with the coming of Muslims from Persia and central Asia. The Muslim rulers patronized the promotion of learning in Sanskrit and Persian. The educational institutions called Madrasas and Maktabas were founded. No doubt, Sanskrit remained the medium of official communications[9] for a long time after the end of Hindu rule and a large number of works have come down in this language[10] but the education was imparted mostly in Persian and

Arabic in the Madrasas because Sanskrit had ceased to be the language of the common masses. The Kashmiri students studied Persian which became the language of educated class and even most of the common masses learnt Persian

During the reign of Sultan Shihab-ud-Din (1359-79 AD) Madrasa-tul-Quran was established with the help of Shah Hamdaan Sultan Qutub-ud-Din (1373-1389 AD) established a college with a langar or boarding house for the pupils and teachers. As such residential system of education in Kashmir was established by Sultan Qutub-ud-Din where free association of the teachers and the taught after formal hours of institution were provided. The institution had a distinguished allumni to its credit[11]. Sultan Sikandar built a college of the Jamia Masjid in Srinagar with a hostel where Hadis, philosophy, Mathematics, logic and metaphysics were included in the curriculum[12]. Sultan Zain-ul-Abidin (1422-74 A.D.) is said to have founded a University or Dar-ul-Ulum, at Noushehra, Srinagar which flourished under the supervision of great scholars and teachers[13]. The Mughal rulers encouraged vocational training in handicrafts such as carpet weaving, shawl making, paper - machie and other handicrafts. The seventeenth century Kashmir presents a picture of enlightenment and progress which decayed during the subsequent years[14] of tyrannical rule of the Afghans, Sikhs and early Dogra Rulers. The educational system revolved round the Madrasas attached to mosques imparting Persian and Arabic learning and Patshalas attached to the temples imparting Sanskrit learning. The students to all these languages belonged to both the communities - Muslims and Hindus. The Moulvis and the Pandits were the hereditary teachers to teach them religious books. There were also Shathles[15] the private schools involved in teaching-learning process.

The teachers of these institutions got presents from the parents of the students on the eve of introduction to new book or at the time of investiture of their sacred thread or when they got married. The profession of teachers was hereditary[16]. The curriculum included the reading, writing and little arithmetic. The texts of Gulistan Bostan, Karima-Nami-Haq and Sikandar Nama were taught to the students[17]. On seeing the backwardness of the Kashmiris, the British Government sent the missionaries to Kashmir and in 1854 AD Colonel Martin and Rev. Robert Clark came to Kashmir. Maharaja

Gulab Singh (1846-1857 AD) received them cordially[18]. He was not in favour of any improvement in the medical and educational conditions of the subjects[19]. In 1873 AD the educational institutions supported by the government in the Srinagar city were the patshalas at Nawakadal, Maharaj Gung and Basant Bagh[20]. The report Majmua (1873-74 AD) gives the details of money spent on education as under[21]:

Total amount spent on education	Rs. 35, 372/-
Amount spent on salaries of teachers	Rs. 11, 875/-
Amount spent on maintenance of the institution	Rs. 1, 567/-
Amount spent on free Rations	Rs. 2, 268/-
Amount spent on scholars	Rs. 18, 661/-
Amount spent on rewards	Rs. 40/-
Amount spent on purchase of books	Rs. 1, 137/-

Though Maharaja Ranbir Singh (1857-1885 A.D.) was a great patron of Arabic, Persian and Sanskrit learning[22] but the common masses were educationally backward.

The first step taken by the Christian Missionaries was to administer the medical relief to the people of Srinagar against epidemics but their popularity among the people encouraged them to fight against illiteracy among the masses. In the year 1880 AD Rev. J. H. Knowles founded the C. M. S. school[23] to follow university syllabus with only five boys on roll and undertook ten years spade work in laying the foundation of the school. He was helped by Rev. C. L. E. Burges. The later taught the Brahmin students the skill of carpentry but the experiment resulted in a failure owing to the social set up of the Hindu Society[24].

People were not interested in modern education and the people got Persian learning (reading and writing) from "mosque schools"[25]. In 1883 AD the missionaries got a building at Sheikh Bagh in Srinagar and 1890 AD the government permitted them to shift from hospital premises to a large house at Fateh Kadal, Srinagar. Thus raised the number of students to 200[26]. In December 1891 AD Rev. Tyndale Biscoe joined the school when there were 250 students on its rolls who were mostly Kashmiri pandits an average of twenty five years age or more and married[27]. He had to work hard to make his mission successful. The punctuality, games, discipline, loyality, charity, manners, Cleanliness truth"[28] and social services were the motives to

be grown among the students. The academic curriculum included languages (English and oriental), Mathematics, History, Geography, Science and Art.

In 1894 AD girls school was opened in Fatch Kadal by lady missionaries Miss Churchill Taylor, Miss Stubbs. Miss Goodall - admist the suspicious atmosphere of ignorance, and doubts[29]. In 1912 AD Miss Fitze started a girls school with muslim majority students. Facing all the challenges the school was raised to middle standard in 1918 AD with a government grant of Rs. 700-. The school progressed a lot under the guidance of Miss Mallinson (Principal 1922-61 A.D.). Apart from academic curriculum, the extra curriculum activities-like mountaineering camping, swimming, dancing, drill with home science and crafts[30] were taught to the girls.

The government was not in a mood to impart education to the people to avoid the birth and growth of their political consciousness. In 1905 AD a Hindu college was established by Mrs. Anie Besant, later taken by the state and named as Sri Pratab College[13]. The Muslim community remained away from modern education. The main educational institution ran by them in the city was the Islamia High School and a few middle and primary schools. The contribution in the dissemination of modern education among the Muslims of Kashmir goes to the efforts of Anjuman-i-Nusratul Islam[32] (founded in 1905 AD). The efforts were also made by the Kashmiri muslim elite to work for the upliftment of Muslim society through the formation of Anjumans and associations. One of such associations was the "Reading Rome" party which was formed into all Jammu and Kashmir Muslim Conference in 1932 AD. An important feature of its programme was the educational welfare of the Muslims[33]. The government was compelled to take some steps for the improvement and promotion of education among the muslim community which resulted in increase in number of muslim students in public institutions[34]. Sir Henry Sharp made some recommendations (1916 AD) and the most important suggestions in the report were to provide one school for every village of 500 inhabitants; scholarships to the Muslim students in technical institutions, imparting of technical and vocational education, appointment of Muslim teachers in educational institutions and grant in aid to Islamic schools[35]. Mr. Sharp also made some recommendations for the female

education with various incentives to be given to them for getting education. However, the recommendations were not implemented[*]

In 1930 AD Maharja Hari Singh introduced the compulsory free primary education in all municipal areas, thereby raising the number of students in primary schools. The secondary education too saw a rapid growth and college education equally made a progress during the reign of Maharaja Hari Singh making an increase in the number of students. The scholarships were provided to backward classes including Muslims in addition to merit cum poverty scholarships. In 1939 AD Physical Director posts were created for physical education of the students. In 1942 AD Amar Singh Degree College was established in the city of srinagar, where both male and female students got education. The female students were also enrolled in S P College numbering 32 in the year 1943-44. The mention should be made of the Women's Welfare Trust which was founded in 1927 at Srinagar for the overall improvement and development of the women folk, particularly in education[*] The Trust worked a long way for the girls' education. In June 1938 AD the Educational Reorganization Committee was appointed with Mr. K. G. Saiyidian as its Chairman by Maharaja Hari Singh for the reorganization of primary and secondary education in the state. The committee's report was based on two principles, firstly to expand the educational facilities and secondly the consolidation of the existing facilities. Thus the committee suggeste! for the free compulsory and universal basic education above 7 years age. The most important recommendation of the committee has the starting of well-staffed and equipped basic school in Srinagar so that it could serve "as practising and demonstration centre for the provincial training school as well as a model school to demonstrate the possibilities of the extension of new scheme to other educational centres[*]." The government grant-in-aid were recommended to be also given to private institutions and the committee suggested to the government to take the steps for the establishment of secondary school with vocational training - including the school for the training of teachers[*] and the schools providing education in mechanical, electrical, civil engineering, agriculture and horticulture, medicine, arts and crafts, home craft and nursing (for girls)[*] The committee made a special suggestion for the female education and religious education in schools particularly for

muslim girls institution[41]. The recommendations of the committee were implemented by the newly appointed Director of Education, Mr. K. G. Saiyidein. Many steps were taken for the spread of education among the people but yet the goal of universalisation of education by the people is yet to be achieved.

Thus it appear from the above discussion that in earliest times Kashmir was a seat of knowledge and education, a place of attraction for outside scholars and students to get acquainted with the language, philosophy of different branches of knowledge in Sanskrit, Persian and Arabic. The valley of Kashmir produced a large number of scholars, poets and writers in its indigenous language, Kashur[42] (Kashmiri) but it was not included in the formal system of education till recent years.

The concept of modern education come to Kashmir as in other parts of India with the coming of Christian missionaries who faced many difficulties in the implementation and spread of education among the masses. The people were having a step-born attitude towards the new institution of education because they had groaned under succeeding generations of conjurers who always tried to suck their life-blood. However, after 1880 AD the demand for modern education increased, the pandit community was the first to take to education followed by the muslims. As regards the total population education on gender basis, the girls followed the boys and increase was witnessed in their number in various educational institutions. All the colleges in the valley were affiliated to the Punjab University of Lahore but on 1" of November 1948 the Jammu and Kashmir University came into existence, starting its career as an examination body but slowly transformed into teaching university with arts, science, medical and engineering faculties on the western bank of Dal Lake. The University has taken up many new fields of study and research in its programme and the most important step in this connection taken by the university under post graduate department of Education is the establishment of a school for training girls from rural areas for imparting primary education. It is a step towards universalisation of education and also can bring about the emancipation of women.

Khashi

Foot Notes:-

1. "Maculay Minutes", 1835 AD gave a solution for spending one lakh rupees set by Charter Act of India on Western Education through the medium of English. Thus laying the foundation of Modem Education in India.

2. Younghusband, Francis, *Kashmir Edinburg*, 1909 PP.115-116; The writer states that the "learning, lofty houses, saffron, grapes and icy water - things which are difficult to get in heaven, are common here".

3. George Grierson, Linguistic Survey of India, Vol. VIII, Part 2, P. 241

4. S.M. Iqbal, K. L. Nirash, *The Culture of Kashmir*, Delhi, 1978, PP. 65-66.

5. Kalhana, *Rajtarangni*, Vol.II, London, 1980, PP. 355-357 Eng. Translation, Stein, M. A.

6. Bamzai, P. N. K., Culture and political History of Kashmir Vol. 1, Delhi, 1974, P. 253.

7. Ibid. PP. 253-254.

8. Swain, J. E. *A History of World Civilization*, Muhlenberg College, August 1947, PP. 290-291.

9. Kalhana, *Rajtarangni*, Vol-11, P. 130.

10. Ibid; *Lokaprakasa*, official document in Sanskrit but a great mixer of persain and Arabic words is noticed. A number of chronicles by *Jonaraja*, Srivara, Prajyabhatta and Suka along with other literary works in Sanskrit were written during the Muslim rule in Kashmir.

11. Sufi G. M. D., *Islamic Culture in Kashmir*. Delhi, 1979, PP. 146-147.

12. Ibid. P. 148.

13. Ibid.

14. Holmes Brain, *Educational Policy and the Mission Schools*, London 1967, P. 1 5 1.

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16. Ibid. PP. 8-1 0.

17. Ibid

18. Neve, E. F., *Beyond the Pir Panjal*, London, 1912, P. 68.

19. Brinkman Arthur, *The Wrongs of Kashmir*, Berkley Square, 1867, P. 23.

20. Report *Majmua on the Administration of Jammu and Kashmir for* (S. 1929-30) 1873-74 AD, P. 1 14.

21. Ibid. PP. 63-64.

22. *Report Majmua*, op.cit., P. 64; Maharaja Ranbir Singh spent Rs. 17,737I- on the translation works.

23. Biscoe *Tyndale, Kashmir in Sunlight and shade*, London 1922, P. 260.

24. Biscoe, *Kashmir in Sunlight and Shade*, PP. 260-26 1.

25. Lawnwnce, the valley of Ksahmir, P 229 (Ist Edition 1890) Reprint 1967

26. Brain Holnes, of CT PP 160-161

27. Biscoe, Kashmir sunlight and shade PP 257-258

28. Neve, EF Beyond the Pir Panjal P 58

29. Biscoe Kashmir in Sunlight and shade P 265

30. Arrivial Report of C.M.S School, Srinagar, 1930-40 P16 cited Khan Mohammad Ishaq, History of Srinagar 1846-1947, Stinagar 1978 P 153

31. Imperial Gazette of India provisional sector of jammu 7 Kashmir, Calcutta 1909 P75, the census of 1901 records that only 2% of the population could read and write.

32. File No. J-88 of 1924, political Jammu and Kashmir Archives

33. Bazaz, Prem Nath; *The History of Struggle for Freedom in Kashmir*, Delhi, 1954, P. 148.

34. Sir Henry Sharp's report (Calcutta 1916) PP. 43-44 (Mr. Sharp, the then Educational Commissioner with the government of India visited Kashmir in 1916 to examine the Muslim demands for education and prepared a report with his recommendations for the guidance of the state).

35. Ibid. P.43.

36. Glancy Commission Report 2nd Edition, Jammu, 1933, P. 9. (report of the commission appointed under the orders of His Highness the Maharaja Babadur dated the 12th Nov., 1931 to enquire into the grievances and complaints of the people).

37. Bazaz, Prem Nath, *Daughters of vitasta*, New Deihi,1959, P. 222.

38. The report of the Educational Reorganization Committee,

Srinagar, 1939, PP. 1 & 3 1.

39 In 1940 AD, the teacher training school for male teachers was established in Srinagar, today named as DIET, Srinagar. Among the training schools for female elementary centres were estab lished in 1953 AD each at Srinagar, Anantnag in 1955 AD and Sopore in 1955 AD. In 1948 AD training of secondary teachers Delete training college was established in Kashmir by the Government now known as Govt. College of Educa tion, Srinagar.

40 Ibid. PP 84 - 86.

41 Lawrence, *The valley of Kashmir*, P. 54. The "Kashur is said to be a prakrit of the pure and original Sanskrit, and some say that it was in former times a written language in Sharada char acters, Sharada being a brother form of Devanagri." At present it employes persain letters for its writing form.

EDUCATIONAL DEVELOPMENT IN INDIA THROUGH THE NATIONAL FIVE YEAR PLANS

Tasleema Bano *

1. INTRODUCTION

Every country gears its system of education from time to time to maintain the socio-cultural identity and to meet the challenges of political and economic requirements of the times. History of education in India is full of eras and intermittent periods when Five Year Plans were launched to suggest new directions to the then existing system of education and infuse it with freshness. Every plan document had suggested educational reforms from primary to higher education in alignment with expectations and requirement of the concerned times.

A glance into the suggestions of the plan documents show that the effort has been made for aligning education with social expectations. Study of educational documents from independence of India to date shows the assent of school education and teacher education from simple to complex, lower order to higher order and a general character to individual-specific as per the nation's requirements. But when we look into the implementation of the proposed developments in education, it seems that these have been sporadic, discrete and waveward.

The policy indications given in National Five Year Plans show a panorama of innovative ideas in the form of recommendations for strengthening teacher education developmental aspects. Some of these ideas required huge financial inputs; some had relevance for capability building in teacher educators while some even suggested

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adjustment in the organizational patterns in the teacher educational structures.

The National Policy on Education (1986) resolves that the status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of their teachers. The government and the community should endeavor to create conditions, which will motivate and inspire teachers on constructive and creative lines. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes (paras 9.1,9.2). The policy lays down that " teacher education is a continuous process, and its preservance and in seryire components are inseparable . The policy recommends that the National Council of Teacher Education (NCTE) will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods of teaching. Networking arrangements will be created between institutions of teacher education and university departments of education (paras 9.4, 9.6).

The Programme of Action 1992, which aims at providing policy measures for actualizing the recommendations resolved in the National Policy on Education reaffirms "teacher performance as the most crucial input in the field of education. "atever policies may be laid down, in the Ultimate analysis, these have to be interpreted and implemented by teachers, as much through their personal example as through teaching leaning processes"(para22.1.1). The Programme of Action (1992) has further visualized that the existing Programme for teacher educators Will be suitably modified taking into consideration the present day training needs. it envisaged a statutory status for the NCTE, which has since been resolved by parliament of India as a statutory and autonomous organization. It also contains that the recommendations of the University Grants Commission (UGC) panel would be taken up for the appropriate implementation in the establishment and strengthening of departments of education in the universities (paras 22.2.10, 22.2.11).

A large number of recommendations have been made as measures to reform the state of teacher education development in the country. Most of the recommendations have been made by various committees and commissions on one hand and suggested as policy

indications in the National Five Year Plans at various points of time since 1947. A synoptic presentation of the policy measures suggested in various National Five Year Plans has been presented in this paper.

2.   The First National Five Year Plan

The First National Five Year Plan (1950-55) has endeavored to have a fairly comprehensive review of resources and needs in light of the then existing circumstances. A number of committees and commissions were suggested to have a review of new dimensions and policy measures (Report-First National Five Year Plan). The nation being in infancy, a basic infrastructure and programme of action was recommended to further the educational scenario of the country.

3.   The Second National Five Year Plan

The Second National Five Year Plan (1956-61) recommended measures for the implementation of the recommendations of the Secondary Education Commission (1953). The Secondary Education Commission had proposed for bringing about greater and comprehensive educational courses at secondary level. It had recommended for the establishment of Multipurpose Schools with the view that a sound system of secondary education is an essential foundation for economic development of India on modern lines. A budgetary outlet of 51 crores out of total allocation of 307 crores was made for secondary education so that the implementation of the recommendations of secondary education commission could be facilitated.

At the end of the first National Five Year Plan, only 60% of the staff of secondary schools consisted of trained teachers. The plan document provided for the reorientation of secondary school teachers, upgrading High Schools into Higher Secondary Schools, improving laboratories and library services, improving teaching standards and training of teachers etc. The plan document made special recommendation for accelerating the pace of Girls' education and opening up new carrier courses for them. It also proposed to establish teacher-training colleges so that the proportion of trained teachers could increase to 68%.

The Second National Five Year Plan strongly recognized that provision of satisfactory service conditions of teachers is an essential measure for attracting qualified personnel 'm teaching profession.

Matching grants were offered to the state Governments to the extent of 50% of additional expenditure involved in raising the scales of teachers. Stipends for vocational and industrial education were offered to students. At the secondary stage, a plan for awarding 12000 scholarships for students to the state government was announced.

4.   The Third National Five Year Plan

The Third National Five Year Plan (1 962-67) opens with a note that the development of economy and the vast expansion has brought into wake new demands on secondary education. New provisions such as development of Multipurpose schools, provision of a number of elective subjects, expansion and improvement of facilities to the teaching of science, improvement of the examination system, provision of educational and vocational guidance and several other measures required reconstruction of secondary teacher education and developing pre-service teacher education courses to subscribe to the changes that were taking place at the secondary level.

One of the key notes of Third National Five Year Plan is the announcement for an Integrated Teacher Training Programme for Multipurpose schools and the proposal for establishing four Regional Colleges of Education to prepare teachers for the Multipurpose schools through the in- service and pre-service training Programmes both in the practical and scientific subjects. The plan document also proposed to increase the number of training colleges. A comprehensive programme of in-service teacher education, established in the 2nd National Five Year Plan, to provide in-service training facilities were strengthened. It was decided to make extension service as integral part of the work of every training college.

5.   The Fourth National Five Year Plan

The Fourth National Five Year Plan (1968-73) document took a stock of the challenges in tackling the problem of teacher preparation and strongly recommended to take into account the recent advances in pedagogic techniques, the new curricula, the changing character of the school population, the role of teachers in promoting the national integration and the development of democratic practices.

There was an enormous progress in the additional enrolment at the secondary stage. To meet these additional needs, as also

clearing the backlog of untrained teachers, creation of more facilities for whole time teacher education were suggested. In addition, it was decided to institute a large scale of correspondence and short-term courses. The plan provided for correspondence training of about 17660 secondary teachers for short-term training courses, it was proposed to involve the universities, State Institutes of Education etc. The plan document suggested for setting up of large sized comprehensive pedagogic institute, where teachers of different disciplines would receive education so that the artificial barrier between different categories of teachers would be removed (pages 317-31 8).

6.   The Fifth National Five Year Plan

The Fifth National Five Year Plan (1874-79) conceived growth in the total expenditure on education from Rs. 1450 crores in 1974-75 to Rs. 2287 crores in 19'76-77 so that the expansion of educational facilities, curricular reorientation, work experience, and strengthening of educational institutions for teachers was adequately planned. No specific Action Plan for the training of teachers was suggested in the plan document.

7.   The Sixth National Five Year Plan

The Sixth National Five Year Plan (1 980-85) sounded a concern for the all-round development of children especially those from under privileged sections and poverty groups. It perceived education as a seamless quantinium of lifelong learning, essential for human resource development. In this regard, the plan document suggested a fourfold perspective as follows:

(i)   To prepare individuals for assuming their role as responsible citizens;

(ii)   To develop in them scientific outlook, awareness of their rights and responsibilities as well as a consciousness of the process of development;

(iii)   To sensitizes them to ethical, social and cultural values which go to make them enlightened nation;

(iv)   and to impart to them knowledge, skills and attitudes, which would enable them to contribute to the productive programmes in the national development.

While reviewing the progress of education at the secondary level, it was commented that intersectoral linkages were yet to be brought about and a co-ordination established between workplaces,

schools and development activities for fostering appropriate manpower development programmes.

The plan document emphasized that higher education being a terminal stage in the system of general education, should provide for linking education with the world of work. It expected to prepare manpower for economic development. To achieve that, it was suggested to extend facilities for secondary education in the rural and backward areas; to provide access to the weaker and more backward sections of people; to enhance the employability of products; to improve instructional material and methods; to create an awareness in the students of emerging developmental perspectives and associated technologies in fields such as energy conservation, population stabilization and environmental protection.

The plan document suggested for integrating culture and education, strengthening of teaching otence education, recognizing the needs of exceptionally talented children and increase in emphasis on vocationalisation of secondary education. Teacher preparation for all the above- suggested reforms was conceived in the form of development of professional skills in teachers on one hand and the need for evolving a good management practices to promote harmony among the participants in the academic community, on the other hand.

8. The Seventh National Five Year Plan

The Seventh National Five Year Plan (1985-90) opens with a note that the economy of the country had improved because of the successes in the implementation of the Sixth National Five Year Plan. The plan, therefore, seeks to maintain the momentum of growth by further pushing up the process of economic and technological modernization. The plan suggested that policies and programmes in education ought to be restructured to provide a fuller life to the people. In a review about the progress of secondary and higher secondary education in the sixth National Five Year Plan, it was stated that even though there was an increase by seven million children at this level but the progress in the area of vocationalisation of education at the higher secondary stage was not satisfactory. In view of the importance of linking education with productivity, it was suggested to give a measure impetus to vocationalisation of the higher secondary education during the seventh plan period. One of the essential conditions for the improvement of the quality of secondary

education was suggested as the planning and implementation of an effective system of in-service training of teachers. It suggested that education had to make a crucial contribution towards promoting national integration, understanding and a sense of togetherness and harmony. The training of teachers was to be looked into from this point of view.

9. The Eighth Five Year Plan

The Eighth Five Year Plan document stressed for universalisation of free and compulsory education up to the age of 14. A measure effort was to provide alternative channels for education to children of deprived sections and working children who, for various reasons, could not be enrolled for the entire period in full time schools. As a part of implementation of NPE, 1986, the new scheme of 'Operation Blackboard' (OB) was launched. Under this scheme, the expenditure on operation blackboard is likely to be Rs. 816.26 crore against the outlay of Rs. 279 crore. About 4.5 lac teachers have undergone special orientation for the use of teaching material provided under this scheme. This training programme was called the Special Orientation of Primary Teachers (SOPT) during plan period. A national programme of mid-day meals was started in August 1995, to promote access, retention and nutrition care to primary school children. Implementation in the quality of schooling and achievement levels of children enrolled in schools was attempted through the introduction of Minimum Level of Learning (NILL). Besides, the scheme of non-formal Education was revised and a number of schemes for teacher education were also taken up. The number of primary schools was also increased. Between 1992-93 and 1996-97, the number of primary schools increased from 5.73 lac to 5.98 lac indicating a percentage increase of 4.5%. There was an appreciable decline in the dropout rate from 42% to 34.5% in class I to V.

Regarding secondary education the plan document revealed that as a part of NPE, new CSSs were started for vocationalisation of secondary education, improvement in science education and environmental orientation in school education. The new Central Schemes of Navodaya Vidyalays (NVs) and National Open Schools (NOS) were also initiated. During the eighth plan, the number of secondary stage institutions (classes IX to Xn) increased from 84076 in 1992-93 to 1,02,183 in 1996-99. The scheme of computer literacy

in schools continued to be implemented.

The measure emphasis in higher education was on integrated approach to higher education, excellence, equity and strengthening of management system in university institutions. The document reveals that several programmes were initiated to improve the quality of higher education. These included faculty development through Academic Staff Colleges, prescribing minimum qualification for teachers, teacher fellowships, travel grants and carrier awards. Research facilities were upgraded through a special assistance programme for universities. The scheme of University Science Instrumentation Centers (USICS) was expanded.

With regard to literacy, the emphasis was on sustainability of literacy skills gained and on the achievement of goals of remediation, continuation and application of skills to actual living and working conditions.

In a review about the progress of teacher education, it was brought out that the Centrally Sponsored Scheme of reorganizing of teacher education continued in the eighth plan. The measure programmes for which assistance was given included establishment of DIETS, up- gradation of selected training colleges into colleges of teacher education/Institutes of Advanced Study and strengthening of State Councils for Educational Research and Training. During this plan project 425 DIETs have been established, 108 training colleges upgraded and 5 university departments selected for assistance. Use of state of the art Information Technology, including a satellite based interactive teacher orientation programme, was experimented out in Karnataka and Madya Pradesh.

During this plan NCTE, established in 1972, got a statutory status to promote planned and coordinated development of teacher education. The council has developed norms and criteria on the basis of which applications are processed. It has organized a number of programmes and brought out useful publications dealing with different aspects of teacher education.

10. The Ninth National Five Year Plan

The ninth Five-year Plan treats education as the most crucial investment in human resource development. Education strongly influences improvement in health, hygiene, demographic profile, proficiency, productivity and practically everything that is connected

with the quality of life.

The Prime Minister's Special Action Plan (SAP) has stressed the need for expansion and improvement of social infrastructure in the field of education. This goal has been elaborated in the National Agenda For Governance (NAG) which states "we are committed to a total eradication of illiteracy. We will formulate and implement plans to gradually increase the governmental and non-governmental spending on education up to 60% of GDP, to provide educationforall. We will implement the constitute on alprovision of making ptimary education free and compulsory up to 5th standard. We shall strive to improve the quality of education at all levels from primary schools to our universities".

Regarding elementary education, the plan document suggests that the problem of universal elementary education and literacy is tackled through a strong social movement with clearly perceived goals and involving the state and central governments, Panchayati Raj Institutions, Urban Local Bodies, Voluntary Agencies, Social Action Groups, the media and every supportive elements in the society.

The review of previous plans regarding secondary education shows that there are disparities in educational access as between the urban, rural and tribal areas. There also exist gender disparities. Secondary education curricula continue to be liberal and oriented to the first-degree courses; so the plan document lays emphasis on the revision of curricula so as to relate these to work opportunities.

A review of higher education in India reveals that there is deterioration in quality of higher education, and the resource crunch leading to poor infrastructure, although there has been a tremendous increase in the number of the higher educational institutions. The number of colleges for general education was 370 in 1950-51 while it increased to about 4000 in 1996-97 and the number of universities in 1950-Sl was 27 which increased to 228 in 1996-97. So the priority for Ninth Five year Plan is the updating of syllabi to enhance their relevance, improvement in internal resource generation and implementation of a model code of governance to reduce non-academic influence in the Higher education system. The plan document proposed the draft curriculum framework developed by the NCTE will be finalized and made the basis for curriculum change

in institutions for teacher education to improve the quality of teacher education programme.

Some states, which have a larger percentage of untrained teachers in elementary education, have been suggested to launch programmes to cover this gap by adopting the Diploma Programme and other short-term programmes for Primary Education developed by Indra Gandhi National Open University (IGNOU) and DIETS, and establishing Regional Committees to provide the necessary fillip to the teacher training institutions.

The plan document lays emphasis on up-gradation of infrastructure by upgrading the academic and physical infrastructure of various national bodies and institutions like NCTE, DIETS, SCERTS, CTEs etc. For remote areas Mobile Teams of Resource Persons will be used to provide on the spot counseling and guidance to teachers. Non-formal Education Centers for provl dropouts, working children, girls, migratory population and other several categories will be established upon a cultural approach to make the scheme cost effective.

Since India has the largest number of non-literate people in the world, practical programmes for adult education have assumed key-role to evade illiteracy in the country. Eradication of illiteracy is a top priority for National Agenda for Governance (NAG). A major dent is expected to be made by making ten crore adults literate in the Ninth and tenth plan periods. The Action Plan, as suggested, includes Total Literacy Campaign, Post Literacy Campaign and Continuing Education phase. It is proposed to strengthen further and revitalize the State Resource Centers and Shramik Vidhyapeeths, which will provide additional fillip in the areas of training, skill up gradation and preparation of material.

11. CONCLUSION

Education is a spiral and generic activity aiming at Human Resource Development in an ever- changing social order. It is, therefore, change-oriented, and one cannot quantify the Degree of reform. Most of the recommendations in education, whether for material development or for human resource development, require networking between central, state and district levels. The climate of co-operative partnership in the outward and onward extension of

educational reform has been conspicuously missing. The morale and expectations from the education development has been sky high, but the money constraint has kept it down to the earth.

A glance into the suggestions of the plan documents show that the effort has been made aligning education with social expectations. The policy indications given in National Five Year Plans show a pan-.atoma of innovative ideas in the form of recommendations for strengthening educational developments. Some of these ideas required huge financial inputs; some had relevance for capability building in teacher educators, while some even suggested adjustment in the organizational patterns in the teacher education structures.

Study of educational documents from independence of India to date shows the assent of school education and teacher education from simple to complex, lower order to higher and a general character to individual-specific as per the nation's requirements. But when we look into the implementation of the proposed developments in education, it seems that these have been sporadic, discrete and way ward. Generally, reforms suggested for the content and process of school education have their implications for renewal of training of teachers. Therefore most of the reports have simultaneously made recommendations on school education and teacher education.

Plan documents are given turns of reference requiring study and recommend educational reforms in various aspects, some of which are independent of each other such as, technical education and primary education while some have to be telescopic with each other, such as secondary education and teacher education. Implementation of suggestions in one sphere without consequent reform in the telescopic sphere causes lopsidedness and creates distortions in the system.

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EARLY CHILDHOOD CARE AND EDUCATION

*Tabasum Rafiq**

Early childhood care and education (ECCE) acquires critical importance as a major compensatory programme in India where more than half the children are born and live in dire poverty. The very concept of ECCE connotes early intervention in the "care" and "education" of the child for a holistic development-health, nutrition, physical, mental, social and emotional needs of a child are to be consciously catered for presently there are several programmes of ECCE (mainly state supported) to include ICDS. Creches. Balwadis. ECE centers. Pre-primary schools in state and private sector and many experimental and innovative projects like child to child programme, child media laboratory, mobile Creches and Vikaswadis.

Although the Indian constitution does not specifically mention preschool education, article 45 directs the state to provide free and compulsory education to all children upto the age of fourteen. By implication provision of formal schooling to 6 - 14 years age group through the programme of universalisation of elementary education (UEE), has been a major goal since 1950. The importance of pre school education and early childhood stimulation has been felt for a long time but has acquired a critical dimension as a necessary pre condition for improving children's school performance and progress.

Pre school education had its early beginnings in 1900 when a few nursery schools were set up by the missionaries. The adaptation of the western model to Indian conditions was done by the pioneering work of Gujubhai Badheka, Tarabai Modak, a tradition that lives strong

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at Vikaswadi with Anutai Wagh still providing creative and innovative leadership. The Post-War Development Plan (1944) saw preschool as a necessary adjunct to the national system of education. The pre school movement remained private elitist and urban till 1970s, with only a few Balwadis started by the government in 1953. The major fillip to pre school education came in the wake of the National Policy of the Child 1974, although Education Commission 1964-66 had recommended coverage of 2.5 million children in the age group 3-5 years and 10 million children between 5-6 years by 1986. Since 1974, although preschool education programmes in education and welfare section continue to expand on a small scale. ICDS has emerged as a major programme for children in the age group 0-6 years.

Starting with 33 experimental projects, ICDS has expanded to cover all community development blocks currently, covering over 18 million children in the age group 0-6 years, with pre school education as a component. The National Policy on Education 1986 places high priority on ECCE and recognizing the holistic nature of child development - health, nutrition, mental, physical, social, moral and emotional development, suggests its integration into ICDS programme. ECCE is to lay special emphasis on children belonging to underprivileged groups and first generation learners. In addition, it would serve as a school readiness programme and as a support service for girls in UEE as also for working women in low income groups.

Early Childhood years are crucial for development of a child for research evidence indicates that:-

a)   50% of the intellectual development takes place between conception to 4 years and about 30% between 4 - 8 years.

b)   About 50% of the level of vocabulary attained by 18 years of age takes place within the first 8 years.

c)   About 50% of a child's general educational attainment at 18 years is attained by 9 years of age.

d)   In the case of young birds and mammals there exist 'sensitive' and 'critical' periods during which there is heightened sensitivity to stimulation or deprivation which may have a lasting and irreversible effect. Similar sensitive periods are found to be there in human development too although they may not be as 'critical' as for example, the result of

'imprinting' is in birds.

Pre-school education is justified for its short term effects on educational performance and for reducing the drop out in the first years of primary education. It has long term impact on socialization of children and on educational performance when parents are involved. ECCE, importantly, helps release girls from sibling care so that they can attend school and also helps the working mothers to an extent. At the moment the only complete programme of ECCE or ICDS as it covers all three components of health, nutrition and education. The programme has the advantage of massive infrastructure, government support and finance, integrated concept and political and popular acceptability. It has possibility of outreach which no other programme has. The major problems of ICDS are inadequate training of workers. Lack of provision of basic minimum facilities and varying performance of centres on different parameters especially the educational' component. The health and nutrition component received major attention to the extent the community came to look upon these centres as mainly food distribution centres. The programme leads to increase enrolments but not necessarily higher retention rates. As it is a major national programme for disadvantaged children it is highly essential to strengthen the education component.

Women's Empowerment

For more than a decade, the term 'empowerment' has been widely used in relation to women. Today, one hears this term much more often than terms like 'women's welfare', 'upliftment', 'development', or 'awareness raising'. However, in spite of the growing popularity and widespread usage of the term, there is little conceptual clarity about what exactly empowerment means, and even less about what the empowerment of women implies in social, economic and political terms.

The most conspicuous feature of the term empowerment is that it contains within it the word power. So for our purpose, power can simply be defused as Control over material human and intellectual resources. These resources fall into four broad categories: physical resources (like land, water, forests); human resources (people, their bodies, their labour and skills); intellectual resources (knowledge, information, ideas); and financial resources (money, access to money). The control of one or more of these

resources becomes a source of individual and social power.

In every society, power is dynamic and relational, rather than absolute - it is exercised in the social, economic and political relations between individuals and groups. It is also unequally distributed - i.e., some individuals and groups are powerful (having greater control over the sources of power) and some are less powerful or powerless (having little or no control). The extent of power of an individual or group is in turn correlated to how many different kinds of resources they can access and control. This control confers decision-making power, which is exercised in three basic ways: to make decisions, make others implement one's decisions, and finally, influence others' decisions without any direct intervention - which in one sense is the greatest power of all. Decision-making of these kinds is used to increase access to and control over resources. Differential levels of control - viz. social power - are sustained and perpetuated through social divisions such as gender, age, caste, class, ethnicity, race, North-South; and through institutions such as the family, religion, education, media, the law, etc.

Empowerment may be defined as the process-and the result of the process – where by the powerless or less powerful member of a society gain greater access and control over material and knowledge resources, and challenge the ideologies of discrimination and subordination which justify this unequal distribution. Empowerment manifests as a changing balance of power in terms of resource distribution, and changes in ideology, or ways of thinking.

Women's empowerment, therefore, is the process by which women gain greater control over material and intellectual resources, and challenge the ideology of patriarchy and the gender- based discrimination against women in all institutions and structures of society.

Women's empowerment is the transformation of the structures of subordination, including changes in the law, civil codes, property and inheritance rights, control over women's bodies and labour, and the social and legal institutions that endorse male control. They call for 'resources (finance, knowledge, technology), skills training, and leadership on one side; and democratic process, dialogue, participation in policy and decision-making, and techniques for conflict resolution on the other" if women are to be empowered.

Empowerment is thus clearly a process, though the result of the process may also be termed empowerment. But more specifically, the outcome of empowerment should manifest itself as a redistribution of power, no matter how subtle or limited, between individuals, genders, groups, classes, castes, races, ethnic groups or nations.

The goal of empowerment, therefore, is to :-

i)   challenge and transform the ideology and practice of women's subordination;

ii)   transform the structures, systems and institutions which have upheld and reinforced this discrimination - such as the family, caste, class, ethnicity, and the social, economic and political structures and institutions including, education systems, the media, the law, top- down development models, etc. and

iii)   gain access and control over material and knowledge resources.

It is evident that improvements in physical status and access to basic resources like water, fuel, fodder, etc., have not enabled women to become equals - if that were so, then urban middle class women, with their own jobs gas stoves, piped water, private doctors, and domestic servants should enjoy relative equality with their middle class husbands, brothers, and fathers. But they are also subjugated in myriad ways, because they are women, albeit affluent ones.

Thus, women have always attempted, from their gender position as mothers, wives and workers, to not only expand their sphere of influence, but also their power. But the prevailing patriarchal ideology, which promotes the values of submissions, sacrifice, obedience, and silent suffering, often subverts even these attempts to assert them selves or demand greater control.

The question then arises: can women be empowered without disempowering men? There can be no denying the fact that if the women of any class, caste, or region are to gain greater control over resources, and hence decision-making power, then those who traditionally enjoyed such power will have to give up at least some of it. Does this mean that any process of women's empowerment is inevitably directed against men, as many activists' fear?

So let us be clear once and for all that women's empowerment, if it is a real success, does mean the loss of men's

traditional power and control over women both within and outside the family: control of her body and her physical mobility; the right to abdicate from all responsibility for housework and care of the children; the right to physically abuse or violate her; the right to spend family income on personal pleasures (and vices); the right to abandon her or take other wives; the right to take unilateral decisions which affect the whole family; and the countless other ways in which poor men - and indeed men of every class - have unjustly confined women. Women's empowerment is not against men, but against the system of patriarchy and all its manifestations.

EDUCATION STUDENTS ABOUT FACTS AND CONCERNS OF AIR POLLUTION

Nisar Ahmad Bhat *

&

Zeenat Yousuf **

Introduction

In the past, air pollution meant smoke pollution. Today air pollution has become more Subtle and recognizes no geographical or political boundaries. Air pollution is one of the Present day health problems throughout the world. The term air pollution signifies the presence in the ambient (surrounding) atmosphere of substances (e.g. gases, mixtures of gases and particulate matter) generated by the activities of man in concentrations that interfere with human health, safety or comfort, or injurious to vegetation and animals-and other environmental media resulting in chemicals entering the food chain or being present in drinking water and thereby constituting additional source of human exposure.

Since the very beginning of human civilization thousands of years ago and with the onset of industrialization, man has polluted the environment by cutting trees, devastating forests, emission of harmful gases, fumes, dust from vehicles and industries and contaminating rivers with toxic waters and chemicals.

The demand is great for clean air4. An average person breaths 50 pounds (22kg) of air a day. The amount of air breathed by a world population of 6 million is 300 billion pounds of air per day. Man consumes 1.5 kg (31b) of food per day. Thus man takes 15-20 times the amount of air as food. This explains why we require pollutant concentrations in air to be in order of magnitude far lower than the concentrations one would allow in food. Air pollutants also ultimately

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find their way to the water and food we consume.

Air Polution in India

In most of cities in India, air pollution levels exceed the WHO recommendations. Six of India's largest cities-Mumbai, Calcutta, Delhi, Ahmedabad, Kanpur and Nagpur face severe air pollution problem with the levels of total suspended particles (TSP) at least three times higher than WHO standard. City of Delhi is most affected by pollution.

Sources of Air Polution

Today about 90 percent of air pollution comes from man made sources. More than 200 million tones of aerial garbage are thrown in to atmosphere each year. The main sources of Air Pollution are:

(1)   Automobiles (Motor vehicles) emit hydrocarbons, carbomnonoxide, lead, nitrogen oxides and particulate matter. Certain hydrocarbons and oxides of nitrogen may be converted into photochemical' pollutants of oxidizing nature in the atmosphere in strong sunlight. Besides diesel engine also emit black smoke and   malodorous fumes.

(2)   **Industries:** Combustion of fuel to generate heat and power produce smoke, sulphur dioxide, nitrogen oxides. Petrochemical   industries generate hydrogen fluoride, hydrochloric acid and organic halides. Many industries discharge carbon monoxide, carbon dioxide, and hydrogen sulphide and sulphur dioxide.

(3)   **Domestic sources:** It is major source of smoke, dust, and sulphur dioxide and nitrogen oxides.

(4)   **Tobacco Smoke:** It is the most important and direct source of air pollution, effecting health of many people directly and indirectly.

(5)   **Miscellaneous:** It includes burning refuse, incinerator-pesticide spraying, natural sources (e.g. wind borne dust, fungi, molds, bacteria) and nuclear programmes.

Indoor Air Pollution

With modernization man started isolating himself from the environment, staying indoors and becoming more and more dependent on artificial atmosphere. Developing countries are facing the greatest threat from indoor pollution with 3-5 billion people relying on traditional fuel for cooking and heating, producing large

amounts of smoke and other pollutants, in the confined space of home resulting in high exposure. Besides urban population stay maximum time indoors (90%) and especially those who stay in over crowded conditions are more exposed to hazards of this population. For sources of indoor air pollutants, see table –1 [9].

Air Pollutants

More than 100 substances which pollute air have been identified. The important ones are carbon monoxide, hydrogen sulphide, sulphur dioxide, sulphur trioxide, nitrogen oxides, and fluorine compounds organic compounds (e.g. hydrocarbons, aldehydes, ketors, organic acids), metallic contants (e.g. arseruczinc iron resulting from smelting operation), radioactive compounds, photochemical oxidants (e.g. ozone). Others include asbestos, beryllium, mercury, benzene, fluorides, vinyl chloride, lead and radiation. Contaminants differ greatly from place to place depending upon the specific complex of contaminant source. Pollutants may be in the form of solids, liquids (vaporous) or gases.

Health Effects Ascribed To Indoor Air Pollution

Various health effects ascribed to indoor pollution include: Excess cardio respiratory mortality, Asthma exacerbations, increased respiratory symptoms and illness, Decreased lung function, increased air way reactivity, lung inflammation, altered host defense, increased health care utilization neurobehavioural effects, ca.rcinogenesis. US environmental agency has ranked indoor air pollution 4th in cancer risk among 13 top environmental problems analysed.

Green House Effect

Green house effect is the phenomenon attributed to the rise in global temperature consequent rise in sea level. Increase in world population, deforestation, exhaust gases of industries and erflission from vehicles in the carbon dioxide proportion in the atmosphere leading to increased global temperature. There is 25 percent more carbon dioxide in the atmosphere today than there was a century ago. Global warming will have different effects in different regions. A warmed world is expected to have more extreme weather, with more rain during wet periods, longer droughts and more powerful storms. Although the effects of future climate change are unknown, some predict that exaggerated weather conditions may translate in to better agricultural yield in areas such as the western United States, where

temperature and rainfall are expected to increase, while dramatic decreases in rainfall may lead to severe drought and plunging agricultural yields in parts of Africa. If temperature rise occurs in global surface temperature, source of the ice caps melt and there is a reduction of the ice caps and sea level may rise by several meters and wipe out many islands and invade sea shores and flood coastal cities. Projected sea levels rise 50 cm (20 inches) by the year 2050. If sea level rises at projected rates, the Florida Everglades will be completely under water in less than 50 years.

Effects of Air Pollution

Air pollution is a concern not only to the sick person but also to healthy who want to be physically active in work and play. About 1.3 billion urban residents worldwide are exposed to air pollution level above recommended limits. Air pollution is costly. It ruins vegetation, makes paint peel and disco lour, cracks types and deteriorates nylon, rusts iron, tarnishes silver, kills cattle adds to house and clothes cleaning bills and blocks out sun causing higher heating and lighting bills, and more automobile accidents due to reduced visibility. Death from lung cancer is twice as high in air polluted cities not to mention the incidence of bronchitis and emphysema, pneumonia, bronchial asthma and common cold. More than two million Americans are estimated to be sensitive to tobacco smoking and suffer smoke caused asthma attacks. There is an enormous increase in the incidence of cardiovascular disease and lung cancer which are directly related to smoking.

We get 400,000 cancer cases annually, 1300,000 cases of heart diseases in India. We are the world leaders in oral cancer and we spend 27,761 crores on treating tobacco related diseases. Tobacco consumption has reached epidemic proportions globally with 3.5 million deaths each year, of these one million are in developing countries and by 2020 more than 10 million people will die annually due to tobacco use. More than 25 tobacco related diseases are known to occure. Acute health risks include dyspnoea, tachycardia, hypertension, exacerbation of asthma, impotence infertility and increase in blood CO levels. Long term health risks include coronary heart disease, stroke, cancers of lung, lwym oral cavity, pharynx, esophagus, pancreas, bladder, cervix, leukemia, and COPD. Children by second hand smoke may get sudden infant deaths, respiratory

illnesses, middle ear disease, gum and tooth disease and asthma. In India 40,000 people are estimated to be dying annually by air pollution 6- The nitric acid and sulphuric acid in contact with moisture in the air precipitate as Acid Rain. Rain quickly erodes top soil of the earth and its nutrients and has devastating effect on aquatic life. It reduces productivity of microorganisms in nitrogen fixing and decomposition. It hinders photosynthesis in plants and ability of plants to resist pest attacks. When aquatic life like fish dies, their prey like beetles and larva become pests in the surroundings ". According to Dr Leroy Schieler mental depression (divorce rates, crime and admission to mental hospitals) is related to the levels of hydrogen sulphide pollution in the ambient air. Individuals in poor mental health are moved towards brink of self destruction when polluted surroundings add to their misery.

Some metals such as tin and arsenic are toxic and some metals like mercury and lead are highly toxic. All metals are probably toxic if ingested in sufficient large doses. At higher concentrations trace metals become toxic. Lead poisons many systems in the body and in particularly dangerous to children developing brain and nervous system. Elemental lead levels in children have been associated with impaired neuropsycologic development as measured by loss of IQ, poor school performance and behavioural difficulties. Epidemiological studies provide sufficient evidence of the role of PAH (Polynuclear aromatic hydrocarbons) in the induction of lung cancer and there are about 500 PAH in the air, owing to its carcinogenicity, no safe level of PAH can be recommended . Table11. Show major air pollutants, their source and adverse effects on health.

Remedy

Traditional lack of involvement and concern about environmental pollution has to change;, the shift should be from exploitation to recycling, from quantity to quality, from private client oriented law to public and environmental laws. On the one hand there is a need for prevention and control of air pollution through WHO recommended procedures like:

(1)   Containment (by a variety of engineering methods such as enclosure, ventilation, development of arresters for removal of containments)

(2)   Replacement (increased use of electricity, natural gas, central

heating in place of coal, reducing lead in petrol.)

(3)   Dilution(by green belts between industrial and residential areas).

(4)*   Legislation(clean air acts, which will cover height of chimneys, investigations, research, education, creation of smokeless zones and enforcement of standard for ambient air quality.)

And on the other hand a requisite for voluntary practice that will make control less necessary. Self help groups with satisfying relationship with professional have a large role to play in a green future to benefit all concerned.

Gree Future

(1)   One full grown tree neutralizes the carbon dioxide output of one person.

(2)   The oxygen produced from a vegetated area of 30-40 m^2 is sufficient for one person per day.

(3)   A full grown tree is able to absorb the pollution generated by a car running continuously for 25000 km.

(4)   If one hectare of land is not under green cover, 24 kg of fertile top soil is removed by wind and water every year.

(5)   Trees and plants are able to reduce the temperature of an area by as much as 10^0c.

(6)   Over 25% of our medicines are derived from plants.

(7)   Vegetation absorbs noise. Trees are able to reduce the noise level by about 6-8 decibels for every 30 m of tree cover.

(8)   Trees are the basis of many of our industries, for instance, the paper industry.

(9)   Greenery is aesthetically pleasing.

Message

The importance of greening goes beyond the planting of trees or plants or grass. The real success of such a programme lies in how much of what is planted actually survives and thrives. There are innumerable reasons to green. People may wonder how they could plant trees if they have no space, but greening is not about trees. One could plant shrubs, herbs, creepers, grass, a kitchen garden....... a variety of plants to combat air pollution. They will all, what ever their size or shape, offer the advantages mentioned above.

TABLE-I

Pollutant	Sources
Respirable particles	Tobacco smoke Stove Aerosol Sprays
Carbon Monoxide	Combustion equipment, Stove Gas heaters
Nitrogen dioxide	Gas cookers, cigarettes
Sulphur dioxide	Coal combustion
Carbon dioxide	Combustion. respiration
Formaldehyde	Particleboard, carpet adhesives, insulation
Other organic vapors	Solvents, adhesives, resin Product
(Benzene, toluene, etc.)	Aerosol sprays
Ozone	Electric arcing, UV light sources
Radon and "daughters"	Building material
Asbestos	Insulation, fireproofing
Mineral fibers	Appliances

Table II

Major Air Pollutants, their sources and adverse effects

Oxides of nitrogen	Automobile exhaust, Gas stoves and heaters, wood burning stoves, kerosene space heaters	Respiratory irritation bronchial hyperactivity impaired lung defenses bronchialitis obliterans
Hydrocarbons	Automobile exhaust, Cigarette smoke	Lung cancer
Ozone	Automobile exhaust, High altitude aircraft cabins	Cough, substernal discomfort, bronchoconstriction decreased exercise performance, respiratory tract irritation
Sulphur dioxide	Power plants, smelters, oil refineries, kerosene space heaters	Exacerbation of asthma and COPD, respiratory tract irritation, hospitalization may be necessary, and death may occur in severe exposure.
Lead	Automobile exhaust using leaded gasoline	Impaired neuropsychological development in children

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Television Violence and its Effects on Children and Teenagers - the Global Perspective.

Introduction

Shahid Rasool

Violence on television has been a stable formula to draw higher ratings for television programmes in terms of viewership, however "Diener and DeFour (1978) say that at present there is "little evidence indicating that violence enhances program popularity". While "does it" or "does it not" enhance the popularity of programmes, remains a question, the fact is television violence has been a topic of great debate for the last five decades.

Thousands of studies, experiments, surveys, and analyses have been done to determine the violent portrayals on television and there likely effect on society in general and children and teenagers in particular. While their seems to be almost a consensus that the television, day in and day out, is bombarding violent scenes on the audience and the violence on television has remained constant for the last five decades with a few ups and downs, researchers and social scientists are divided on the effect part of violence. The fact, however, remains that a relationship between viewing violent portrayals on television and aggressive behavior exists but what causes what, remains to be seen.

Jonathan Vos Post (1995) (www) summarizes the "Four Major theories of Television Violence and aggression". He quotes Tannebaum (1975) for Arousal hypothesis saying that "exposure to television violence increases aggression because violence increases excitation or arouses viewers". For "Social Learning Theory" he quotes Bandura (1973), which says that, "ways of behaving are learned by observing others, and that is a major means by which children acquire

unfamiliar behavior". He quotes Berkowitz (1962) for the "Disinhibition theory" stating that," television violence in certain circumstances will result in increased interpersonal aggression because it weakens inhibitions against such behavior". For the "Aggression Reduction Hypothesis" Post refers to Feshbach (1961) which states that, "under certain conditions exposure to television violence will reduce   subsequent aggression".

Barrie Gunter in an article, "The Questions of Media Violence" (Bryant & Zillman 1994) traces the research in media violence to 1920 in the United States when motion pictures were the only means of mass entertainment. In 1950s the attention first shifted to comics and then to television because of its "growth as a mass popular entertainment and information medium". He refers to Himmeltweit and associates and concludes that, "whereas regular viewing was associated with evidence of habituation to violence on screen, it was difficult to prove a causal connection between exposure to certain kinds of television content and aggressive behavior".

The U.S. Surgeon General's Scientific Advisory Committee report on Television and Social Behavior (Gunter 1994) concludes that:

"Television content is heavily saturated with violence. Children and adults are spending more and more time watching this content. There is some evidence that on balance viewing violent television entertainment increases the likelihood of aggressive behavior among viewers."

Feshbach (1955, 1961) and Feshbach and Singer (1971) found that the " boys who watched mainly non-violent material were found to exhibit higher levels of aggression against their peers than did boys who watched mainly violent programs", This however could not stand the replication and was therefore widely criticized. Tannenbaum and Zillmann (1975) while supporting the theory that the initial arousal by the television violence can result in an aggressive behavior if after watching the viewer is made angry by some one, but Doob and Climie (1972) suggested that the, "delay between.... arousal and an opportunity to respond aggressively can significantly reduce the aggression".

The reduction in aggressive behaviour due to delay in arousal

is termed as "disinhibition hypothesis" Berkowitz (1962,1965,1974). While supporting this hypothesis wrote "the dis-inhibition is more likely to occur if viewing takes place soon after the viewer is made angry".

Barrie Gunter argues, "that younger viewers may copy the behaviors of their heroes to become more like them" (imitation hypothesis). He cites the experiments of Bandura (1978,1979,1982,1985), which support the view that children can behave more aggressively if they are exposed to violence on media. The author also endorses the view that repeated exposure to violence on television leads to "desensitization of viewers response to violence in real life." This argument is supported by the research findings of Drabman & Thomas (1974), Thomas, Horton, Lippincott & Drabman, (1977) and Cline, Croft, & Courrier, (1973). Their experiments showed that those who watch violence on television or are heavy viewers of television are less likely to seek the help of elders or parents to stop a real life fight.

Albert Bandura's famous "Bobo Doll" experiment is a solid evidence of "imitation hypothesis". Bandura in this experiment used a bobo doll, which was put with various other toys in a room; the children were divided into three groups; one of the groups was shown a film with a character resembling the doll behaving violently. Other children were shown the same character behaving non-violently and the 3rd was not shown any film. The children who saw the violent behavior of the character behaved more violently then the other two groups.

In another experiment of Bandura, Ross and Ross (Comstock 1991) "children of nursery school age were exposed to film sequences involving young adults identified as Rockey and Johney. In one version Rockey successfully takes Johnny's toys away and is rewarded. In the other, Johnny successfully defends himself against Rockey, and Rockey in effect is punished. The first increased the imitation of Rockey's play with the toys and led to derogatory comments about Johnny."

The "electric shocks" experiment of Berkowitz and others points toward increase in violent behavior, if the viewers are angered prior to the viewing of aggressive portrayals on the screen. In this case two groups of viewers were provided an opportunity to give

electric shocks to a person after they watched a violent film clip. The members of the group angered by this person prior to watching the film showed more violence toward him than the other group.

Social scientists argue that when violence portrayed on the screen is justified it provides a chance to the viewers to behave aggressively when they are angered or "find themselves in intimidating situations". Günter says that " children and teenagers who view a diet of violent television exhibit more aggressive behavior than children who view non-violent television." Friedrich and Stein (1973) in a study exposed three groups of children to repeated viewing of violent, nonviolent, and pro-social, television for over four weeks and found that those already aggressive tend to show more aggression after they are exposed to aggressive portrayals.

Contrarily, rather surprisingly Freshbach and Singer in 1971 found that "boys who watch only non-violent programs behave more aggressively than the boys who watch violent programs." Greenberg (1975) has found among adolescent boys a "small positive correlation between the claimed viewing habits and attitudes toward aggressiveness." In another longitudinal study of children (8-year old) Lefkowitz, Eron, Huesmann & Walter (1973) reported "a strong correlation between watching of violent material at age 8 and the aggressive behavior 10 years later." However they could not find any correlation "between early aggression and later TV violence viewing."

In a survey sponsored by National Broadcasting Company (NBC), a premier television network of U.S.A., 3200 elementary school children were observed for about three years. (Milavsky, Kesseler, Stipp, & Rubens, 1982). The researchers reported that the influence of television on the aggressive behavior of the children as compared to other variables like "school performance, family background, and social environment" was almost negligible.

How Violent is Television ?

Ronald Milavsky in an article, "TV and Violence" (U.S. National Institute of Justice -document) wrote:

"According to public opinion surveys, a majority of people agrees that there is too much violence on television. In 1982 the Gallup organization found that nearly two thirds of the adult population thought that there was a relationship between violence on television

and the rising crime rate in the United States. Finally people think that television has a strong influence on children. In one survey by Yankelovich, Skelly, and White, 76% of the people questioned, agreed that television has more influence on most children than the parents have. In effect television's influence has become a socially accepted fact." "However, the scientific evidence does not support such definite conclusions."

The analysis of research done by Clark and Blankenberg (1972) and Gerbner and his associates by Barrie Gunter reveals that, "the overall picture of the world of television drama is that it is a violent one." Gerbner and his associates found that in U.S. from 1967-68 an average of 80% of the dramatic programs contain violence, 60% major characters were involved in some or the other form of violent acts. On average 7.5 violent acts per hour were shown, for weekends and children programs 18 acts per hour were reported. The violent acts were the highest in the children programs especially in Cartoons.

Greenberg in 1980, analyzed television drama series for three seasons and found violence occurring more than 9 times per hour between 8 & 9 p.m.; more than 12 times between 9 and 11 p.m.; and more than 21 times per hour on Saturday mornings in children's programs."

The analysis by Shelley and Askin (1981) reveals that television presents far higher amount of violence than is actually seen in real life. This leads to higher estimates of violence in real life by the people. Domnick (1973) found that "two third of all prime time television programs contained some violence- with assault, armed robbery and murder counting for 60% of this." Further Domnick in 1978 concluded that television presents violence in unrealistic manner, and does not provide enough information to justify its resemblance with the violence in real life. The year 1984-85 broke all the previous records of violence on television (Gerbner) when "8 out of every 10 prime time programs contained violence." Gerbner further states that, " children in 1984-85 were entertained with 27 violent incidents per hour." He further says, "comparative studies of television violence noted that programs imported from the United States are significantly more violent than programs produced in other countries with Japan an exception."

Van Evera (1998) deals in detail with television violence. Evera

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quotes Lamson(1995) that "prime time programs average 8 to 12 violent acts an hour.....32 acts of violence in children's programming- an all time high- and TV guide tallied 1845 violent acts in 18 hours of viewing, an average of 100 an hour or one every 36 seconds". He quotes Disney, (1995) that "cartoons had the most violent scenes (471 in one day) of programs monitored, and one in five of all scenes involved a life threatening assault, most involving guns".

In contrast, Leonard (1995) reported a decrease in network violence and concluded, "the impact of television violence has been exaggerated". Donerstein, Slaby, & Eron, (1994) who reported that the "level of television violence has remained fairly constant over the past two decades."

Most people attribute the increase in television violence to attract more and more audience. Centerwall (1995) hypothesized, "there is no formula more tried and true than violence for generating large audiences." Gerbener analyzes this hypothesis and rejects it stating that "there is no evidence to support the popular conception and the argument of the broadcasting industry that violence per se attracts many viewers". In support of this he quotes.

(a)   Comstock and associates "that violence is unrelated to popularity of a program or to the expression of approval by viewers".

(b)   " Diener and Defour found no correlation between violent content and Nielsen popularity ratings". (Nielson is a private limited company in USA, which provides ratings, based on viewership, of all the television programmes on day-to-day basis).

Effects on attitudes and behavior

Aronson, (1995) found enough evidence to suggest "that violence on television is a potential danger in that it serves as a model for behavior especially for children".

Atkin, Greenberg, Korzenny and McDermott (1979), in a two wave panel study of people with one year interval tried to determine the relationship if any between the "attitudes and TV viewing patterns over time." The study showed a little change in viewing patterns, and some evidence to suggest that those who had aggressive attitudes at the first interval viewed more violent programs. However the reverse relationship, viewing more television violence at stage first will lead to more aggression, could not find much

support.

Between 1949 and 1952 when television was under freeze in America, Hennigan and his associates conducted a study in cities with and without television. While they did not find any effect of television on homicides, crime, burglary, etc but did find some effect on small thefts. They attribute it to feeling of deprivation among poor rather than to feelings of aggression.

On the other hand the famous NOTEL (No Television Household), UNITEL (Single Television Household), and MULTITEL (Multiple Television Household) study of Williams (1986) in Canada reveals that children from NOTEL showed more increase in aggression as compared to children of other two groups. On the basis of this work Gunter concludes that, " the evidence in support of hypothesis, that viewing violence leads to an increase in aggressive behavior, is very strong".

Granzberg and Steinbring (1980) in a study found that the increased exposure to violence on television increases the aggressive behavior of the children when it is newly introduced. Huesmann and associates carried an intervention experiment on two groups of children. One group was made aware about the television violence and the other group was not. They found that those who were made aware about the reality of television violence behaved less violently afterwards as compared to the comparison group.

Van de Voort (1986) in a study of the perceptions of children regarding television violence at three schools in Holland, Gunter concludes that the perception of children and adults regarding television violence is alike, and "both classify program content differently from the descriptive analysis of research frameworks that employ narrow definitions of violence." Another important and comprehensive study reported by Van der Voot (1986) states that the children who watch more television perceive less violence on television and those who enjoy more violence on screen will tend to approve more violence on screen.

Milavsky differentiates between violence on television and real life by saying that the "violence in real life is rare, is generally discouraged, and is punished, which helps explain why it rarely occurs". He disputes the generalization of findings from the experiments to actual effects of television violence in that, "the acts

of violence seen in normal television viewing are less graphic than those seen in experiments and are shown in context; more over the viewers attention often is not fully focused on the screen. Thus the intensity of the experimental conditions may bear little resemblance to actual viewing conditions."

Bandura after the famous experiments (1963, 1979) on impact of television violence on pre school children found that "exposure to television violence decreases the inhibitions of children towards violence, increases their aggressive behavior, and teaches them how to behave aggressively." He supports this finding by the series of experiments conducted by Berkowitz (1962, 1965, 1974). Berkowitz found that exposure to television violence "stimulate the violent tendencies".

Contrarily, drawing inference from U.S. studies of Thomas & associates (1975, 77), Linz et al (1984) and Australian study of Thomson (1972), Gerbner writes that, " experiments show that repeated exposure diminishes the strength and changes the nature of responses to subsequent images of violence."

Tannenbaum and Zillman (1975) discovered that anger and aggressiveness might be aroused by elements of media content other than violence. Doob and Climie (1972) found that a 20 minute delay in measurement led to a significant decrease in the intensity of the emotion aroused and in the subsequent aggressive response."

Lefkowitz etc. al. (1973, 1977, 1982) and Eron, Heusmann and their associates (1972) on the other hand "found a strong positive relationship between televised violence and aggressive behavior in children." Singer and their associates (1980) also found that "both aggressive and speeded up action on television produces aggressive behavior patterns in children".

Donnerstein (1981) Drabman and Thomas (1974), Malamuth (1981, 1982), Linz and Penrold (1984), Thomas et al. (1975, 1977), state that," sensitivity and responsiveness decreases with the repeated exposure to violence."

McCarthy et al. in 1975 found that "television viewing among poor children in New York City is related to aggression and behavior disorders". Mayer (1971, 1972, 1973) writes Gerbener (1988), found that "justified violence legitimates aggressive responses. Much violence in the media is, of course, justified by the situation or the

cause."

Van Evera (1998) refers to Leifer, Gordon, & Graves, 1974; Murray 1984 whose findings from various resources " support a consensus that viewing violence does influence a child's values, attitudes, and behavior, and that it is associated with increased aggression under certain circumstances. "Evera concludes that. "television violence undoubtedly plays an important role in the aggressive behavior of children, and recent moves to reduce the level of violence in TV programming are laudatory indeed."

T. M. Williams (1886), found that "aggressiveness of children increased between the first and fourth grades in the community where television was introduced but not in the two communities where television was already present." McCarthy and colleagues in 1975 collected data from the mothers of teenagers and young adults between 11 and 23 in New York with five-year interval. The data revealed a positive relationship between the television violence viewing and "fighting & delinquency" and a negative relationship between violence viewing and "mental health and alertness".

The meta-analysis by Comstock and Paik (1994) confirmed the findings of Hearold (1986) " with clear positive relations between exposure to television violence and antisocial and aggressive behavior......and significant positive relations between exposure to television violence and seriously harmful and criminal acts." Comstock and Paik (1991) reject the findings of Eron, Lefkowitz, and their associates who on the basis of ten years of panel data found that "television violence viewing increased later teenage aggressive and antisocial behavior, as measured by the ratings of peers."

Belson (1978) found "evidences strongly supportive of the hypothesis that high exposure to television violence increases the degree to which boys engage in serious violence." While Belson found strong evidence for the heavy viewers of television violence indulging in more violence than the light viewers, he could not find evidence to support the "reverse form of this hypothesis." On the basis of evidence Belson concludes that 'five types of television violence appear to be more potent in releasing serious violence by boys: plays or films in which violence occurs in the context of close personal relations; violent programmes in which the violence appears to have been 'just thrown in for its own sake or is not necessary to the plot;

programmes presenting fictional violence of a realistic kind; programmes in which the violence is presented as being in a good cause; westerns of the violent kind.'

By contrast, says Belson, 'there was but little or no support for the hypothesis that the following kinds of program output increases serious violence by boys: sporting programs presenting violent behavior by competitors or spectators (excluding programs on boxing and wrestling); violent cartoons; science fiction violence; slapstick comedy presenting violence or verbal abuse.'

Turner, Hesse, and peterson-Lewis (1986) argue that "young viewers attracted to violent series at the beginning of a television season may be effected as the season progresses." Testing this hypothesis together with the data of Milvasky and colleagues (1982a, 1982b) and data from other surveys Comstock et al. draw the following conclusions:

a)   "that data consistently support "the proposition that greater exposure to violent television entertainment heightens subsequent aggressive and antisocial behavior."

b)   " that the positive association between some measures of involvement with violent entertainment and aggressive behavior travels well".

G Comstock and H. Paik have drawn a "catalog of contingencies" from various works done by number of researchers over a long period of time, which have some, or the other "role in effects". These factors are responsible to determine the degree of effect of television violence viewing on the young audience. Some of them include:

Reward or lack of punishment for the portrayed perpetrator of violence;

(1)   Portrayal of the violence as justified;

(2)   Cues in the portrayal of violence that resemble those likely to be   encountered in real life, such as a victim in the portrayal with the same name or characters as some one toward whom the viewer holds animosity;

(3)   Portrayal of the perpetrator of violence as similar to the viewer;

(4)   Violence portrayed so that its consequences do not stir distaste or arouse inhibitions over such behavior, such as violence with out pain, suffering or prolonged hurt on the part of the victim,

sorrow among friends and lovers, or remorse by the perpetrator;

(5)   Violence that is depicted realistically or in a life like manner rather than a fantasy or made up or violence portrayed as representing real events rather than events concocted for a fictional film;

(6)   Portrayals of violence whose commission particularly pleases the viewer;

(7)   Portrayals, violent or otherwise, that leave the viewer in a state of unresolved excitement;

(8)   Viewers who are in a state of anger or provocation before seeing a violent portrayal;

(9)   Viewers who are in a state of frustration after viewing a violent portrayal, whether from an extraneous source or as a consequence of viewing the portrayal.

Conclusion

By the analysis of the above experiments, studies, surveys hypotheses and findings the conclusion can be drawn that the children and teenagers are exposed to a high dose of violence on entertainment television and a significant correlation exists between television violence viewing and aggressive behavior of the children and young viewers. Moreover children from the lower social strata; children of lower mental ability; children from families where television is more central; children who are more ritualistic and whose parents spend a lot of time in watching television, see more violent and action adventure oriented programs.

The fact however remains violence viewing does not affect every one exposed to violent portrayals on television but it depends on many other factors surrounding the viewer. The effects can be neutralized by the intervention of peers and elders by analyzing the violent behavior on television in terms of the real life. What appears rewarding on television may not be rewarding in real life and escaping punishment on television does not actually happen.

At the same time certain real life situations or factors can enhance the effect of violence on attitudes and behaviors. If children are exposed to a high level of violence on television and also experience a situation in real life where the violence is commonly encountered, the effect will be more ("Resonance Theory of

Violence"). The valley of Kashmir currently going through a spell of real life violence presents an opportunity to the social scientists to further investigate the "resonance theory". The children of the valley, day in and day out, are exposed to violent portrayals on television and at the same time they experience violence in their neighborhood.

The Research reveals those who are more aggressive tend to see more violence on television and those who see more aggression on television tend to behave more aggressively. This has created a situation where the social scientists are engaged in an unending debate about the cause and effect question. While aggressive children may see more violence on television the fact remains that violence viewing by children and teenagers results in some or the other form of violent behavior. The children who are already aggressive behave more violently after exposure to violence on television. Some scientists like George Gerbner and his associates believe that effects of violence may not be immediate, however the children exposed to violence for a long period of time may cultivate certain violent behaviors.

Quoting J. L. Freedman, Milavsky concludes: "though most people believe that television influences violent behavior, the scientific evidence is not conclusive." This he says, "does not mean that television has no effect on violent behavior, it says that we do not yet really know whether it has." Since nothing can be said with certainty regarding the "causal effect of television on the violent behavior", Milavsky cautions the program producers and viewers to remain "alert" to any such eventuality.

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AGRICULTURAL EDUCATION FOR THE NEXT MILLENNIUM

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&

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As the millennium approaches, it offers a time for reflection and recognition of those who during this past century have made a meaningful impact on one hundred years of change in society through technology, education, science research, humanitarian efforts and many other areas. For this reason the Dy. Director General (Education) ICAR alongwith the Indian Agricultural Universities Association proposed that for 25th (SILVER JUBILEE) convention we should discuss "Agricultural Education For the Next Millennium.

Agricultural education system has been facing crises of various kinds as that of other education system, from declining quality and development of inequalities to total irrelevance. To quote from a UGC paper, "Development Of Higher Education In India" published a decade ago, the system is in a state of crises due to uncontrolled and unplanned expansion, inadequate inputs in terms of money, material and talent, falling standards in large proportion of institutions, weakening of student motivation, increase in educated unemployment, weakening of discipline and dysfunction a lities created by the adverse effect of socio-economic problems, a lack- of relevance and significance and because of undue politic interference 'by subjecting the universities to political interference.

The critical reflection made here is intended to see in the next millennium agricultural education as relevant, systematic, cost effective and productive sector, integral to local, regional and national development.

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No real change will take place unless such steps are taken that effect the system as a whole, both now and in coming millennium. What is greatly missing is a considered intension, a clearly conceived objective, and sufficient firmness of purpose to bring about a profound and lasting improvement. In the next millennium, we would need:

(i)   Experiment with innovation;
(ii)   Searching for new and more varied means of financing agricultural education including research;
(iii)   Reducing the waste of financial and human resources;
(iv)   Less and less dependence of imported models; and
(v)   Highly decentralized administration and management with wide participation of teachers and students at all levels.

In the coming millennium we should pave the way for research and development based on agricultural sciences and technology that links, classroom, laboratory, farm to the production line with a total understanding of socio-economic imbalances. The length and breadth of agricultural education therefore should be recast in national perspective;

(i)   to reduce the stereotyped functions and situations for agriculture profession;
(ii)   to accelerate the development of indigenous agricultural technology;
(iii)   to break down bureaucratic aspects of educational activities; and
(iv)   to bring about a rapid decentralization of administration.

Rational changes

Though it has been all along acknowledged that curriculum planning, teaching, and research and development activities should not only aim at development of the students critical imagination and intellectual liberation but also keep pace with the socioeconomic growth in the country, in actual practice these have proved retrogressive, in that education of agricultural science and technology has been treated as merely knowledge and not as a method and attitude, a tool for changing perceptions. The future of state agricultural universities and other agricultural institutions lies in

democracy, humanistic development and rational change. The aim and standard of education need redefining, for development of students with dynamic, nonconformist and non-conservative frame of mind. The objectives of the 3rd Deans Committee, education policy and timely changes in education wing of ICAR cannot be realized unless the administrators in Agricultural Universities also visualize a holistic education based in the pluralistic reality of the country which will "Intensify the nationwide effort in human resource development, with agricultural education playing its multifacet role".

Dynamic Management in Agricultural Education

Though reformation of the system should be continuous process, change in the attitude is basic for any step towards overhauling. The existing bureaucratic and largely non-performing system needs to be replaced by an administrative system which is flexible, capable of self-correction, and promoting sustainable and growth intensive academic and agricultural technological functions at SAUs. In other words, there is a need for dynamic management which can generate agricultural education system which shall be built on technical knowledge on a self-reliant and sustained basis, and technological systems that can continuously research for new solutions. In essence, academic management should not be a static State of affairs but on-going process of changes and adoption in which the exploitation of resources, the direction of investments, the orientation of Agricultural technological developments and organizational changes are all in harmony and enhance both current and future potential to meet human needs and aspiration.

Qualitative Expansion

In the past decades most of the agricultural institutions have expanded quantitatively, i.e. building, equipment, teaching staff etc. but as it has been noted, quantitative expansion does not go hand in hand with quality and efficient education. Huge financial resources have been laid out to develop the agricultural institutions physically but results have fallen short of expectation. Now, their strategy of physical expansion must be modified and priorities reset according to the next millennium needs with continuous reappraisal of meaningful, qualitative achievement. Before further expansion is thought of quantitative development made in the past should be consolidated towards a qualitative development. In the coming millennium, it is

imperative that agricultural education, research and technological development are adopted to needs of over all educational planning to the anticipated requirements of the society. In the present scenario of globalization and changing economic spectrum of the country it is moral responsibility of SAUs to sense drawbacks in the system and take remedial measures from time to time by launching new and innovative scheme.

Sustainable Agricultural Education Development

While there is need for basic research of a much higher order in Agricultural education and technology, strategies are to be geared up to the problems of sustainable agricultural development, particularly rural development. Agricultural education curricula should be adopted to the local needs and resources. Education technology should be responsive to the farmers problems to the realities of Agricultural production and consumption; the benefits of agricultural education must be visible in the farmers economic standard, perhaps in the form of production, new plant varieties, new technologies, new improved sources of energy etc. In the next millennium attempts should be directed at getting rid of accumulated rigidities and impediments by combining traditional and modern expertise in the areas such as agriculture and food related research, live stock management, environmental protection, eco-development, surface and under ground water management, biotechnology etc., with a change in the perception of society, order of values, and approach to life.

Each Agricultural Institute of higher learning must visualize needs of the next millennium and undertake different application-oriented education research topics for undergraduate projects each in the areas of curriculum reforming, examination, improving the existing teaching methods, so that students could be sensitized to need for creativity, relevance and problem solving functions. SAUs should identify research areas of local / regional importance besides promoting interdisciplinary research, technological transformation through discovery and application and development of self supporting research units so that in due course of time relevant research and academic activities could also generate resources for further innovation and excellence of education.

Concern for Environment

In the next millennium agricultural education should convey

concern for environment. In a country like India, which has been experiencing natural resource depletion and pollution on large scale, there is an immense need for an academic redirection, particularly in sector like energy, forestry, agriculture, water etc. The technological novelties of recent years require a careful assessment vis-a-vis research priorities and resource mobilization to curb environmental degradation. Agricultural institutions of higher learning need to support researches, technologies and education that will integrate economy and ecology and conserves and enhances the resource base by finding out alternative means of agricultural production and consumption.

Networking of State Agricultural Universities

The SAUs and other agricultural institutions are generating knowledge through research. Availability of this knowledge and consultancy to all universities give an impetus to further generation of knowledge. This can be achieved by digital networking between SAUs and other institutions. These will also allow the academicians and students to share the library resource of each other. The research finding will be readily available to extension centres and industries who will accelerate the technology transfer process.

A joint project between SAUs and National Informatics Centre should be conceived for the quality upgradation programme of agricultural education and dissemination of knowledge.

Under the dynamic leadership of Dr. S.L. Mehta, Deputy Director General (Education), ICAR has already provided support for VSAT for SAU including SKUAST and through VSAT we have established connectivity through computer data network with terminals for each to enable sharing of information data bank.

Agriculture Education for Physically Handicapped Population

It is estimated that 2% of the population comprises disabled and physically handicapped persons. Not much has been done in agriculture sector for these persons. In the coming millennium agricultural education for physically handicapped requires training innovations suitable to Indian conditions. At ICAR level (Education wing) should conduct national seminar to analyse the needs for education pertaining to physically handicapped and evolve strategies

to provide innovative agriculture technology inputs. SAUs should design model programmes and establish a few centres in KVKs which will act pace-setters.

The task will have to be taken up as a mission mode project to impart training to physically handicapped by creating infrastructure facilities with special equipment and accessories and training teachers for training the handicapped personnel in agriculture technology.

Teachers and their training

Deputy Director General (Education), ICAR has organised one hundred training courses through summer institutes/winter schools/ short courses under the aegis of Centre of Advanced Studies in which more than 1700 scientists/teachers from SAUs and ICAR institutes have benefited and acquired new skills. In the next millennium the State Government, ICAR and Vice-Chancellors of SAUs should endeavour to create conditions which will help, motivate and inspire teachers on constructive and creative lines. The methods of recruiting teachers will be reorganized to ensure merit, objectivity and conformity with functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities. The recommendations of 5th Pay Commission notified during July, 1998 have not yet been implemented in many universities along with SAUs which has led teachers to take refuge of court and other trade union methods. Such type of situation create unpleasant academic atmosphere in the universities.

Teacher education is a continuous process and its pre-service and in-service components are inseparable. We have to organize specially designed orientation programmes in teaching methodologies, pedagogy, educational psychology etc. for all new entrants at the level of Assistant Professor. SAUs should lay down norms of accountability with incentives for good performance and disincentives for non-performance. ICAR has instituted Best Teacher Award but in many universities this has not been done.

International collaboration

To enlarge the professional activities, SAUs should involve in international cooperation for local development. SAUs may seek collaboration from agro-industries and agricultural institutions in countries with expertise and even financial assistance from various

international development agencies for their educational and research projects of mutual interest. Priority should also be given to inter-university collaboration. manpower transfer and introduction of new courses that could meet the challenges of new areas.

Making the system work

In the coming millennium agricultural education needs to be managed in an atmosphere of utmost intellectual rigour, seriousness of purpose and at the same time, of a freedom essential for innovation and creativity. The farming community in the country has placed boundless trust in the SAUs system. The farmers and other people have right to expect concrete results. The first task in next millennium is to make the system work. We are steadily shifting to fast track of agriculture and industrial development, which, inevitably leads to mounting demands on agricultural and technical education. Adoption of newer agricultural technologies constitutes a key strategy in the emerging global as well as national competitive environment. In the next millennium this calls for a highly diversified agriculture human resource, capable of acquiring. utilizing, adopting and improving agricultural technologies that ensure low cost but high quality agriculture production. Technically competent human resource, therefore, becomes absolutely vital to successful implementation of economic restructuring. At the same time, it ensures sustainable economic development. The onus of making available this resource lies clearly on our system of education.

Our goal in the coming millennium is to develop a sound system of agricultural education where excellence, relevance and participation are prime factors and that the agricultural education system is dedicated to match our aims of globalization and growth of national economy.