

INSIGHT

Vol: 2

No: 2

1995

Chief Editor : Prof A. G. Madhosh
Asstt. Editor : Dr. M. I. Mattoo

**Faculty Of Education
University of Kashmir
Srinagar**

Chief Editor : Prof. A.G.Madhosh
Asstt. Editor : Dr. M.I.Mattoo

Editorial Board : Dr. A.H. Zargar
Dr. N.A.Nadeem
Dr. G.M. Malik
Dr. A. R. Rather
Dr. M.A. Khan
Dr. M.Y. Ganaie

Printed by :
INDIAN PRINTING PRESS
Dalgate, Srinagar

Published by
BOOK MEDIA



Through
DEPARTMENT OF EDUCATION
University of Kashmir

From Chief Editors Desk

Our faculty Journal "INSIGHT" has to undergo a series of changes before it reaches a credible maturity. Initially, like a normal baby, mother-care has to be there. Because of this reason the journal may look like a guarded baby exclusively in the hands of domestic caretakers. Most of our contributors are the members on our staff and their sincere efforts are full vindicated through their research articles.

We want to see this journal devoted to the actual problems confronting our educational scenario in the country particularly in the State of Jammu and Kashmir. Problems like universalization of Elementary Education, (UEE), early childhood Care and Education (ECCE), Non-formal Education (NFE), Secondary Education, Higher Education and Adult Education must receive topmost priority. The Education of disadvantaged classes, Education of women and special children must also receive considerable treatment.

The present collection of articles is a significant contribution to both theory and research in education. A profile of effective teachers, characteristic features of accepted and rejected children's, creativity in teaching and learning are some areas of pedagogical concern. Over the years the scope of education has widened enough to cover areas like Population education, Distance Education, Media Education, Medical Education, Engineering Education, Environmental Education, Legal Education, Computer Education and many more. An educationist can not sit back to cling to his pedagogical and feel satisfied with his ignorance about all that is happening in the contemporary society. We would be glad to provide space to such articles written as the areas mentioned as above. Presently, we have two important essays on legal side of examinations and agriculture education. We would encourage more and more interdisciplinary treatments to the concept of education and welcome such contributions to be highlighted through this journal.

In the end I would like to express my gratefulness to Prof. M.Y. Qadri, the Vice- Chancellor, Kashmir University, who inspite of financial constraints, permitted the issuance of this Journal on time. I am also thankful to all authors, researchers and other who have made their significant contributions to make this Journal a reality.



(Prof. A.G. Madhosh)
Dean & Head

INSIGHT

VOLUME 2

NUMBER 2

1995-96

CONTENTS

	PAGE No
EDITORIAL	i
ARTICLES	
A Nation in Haste	
A Comment on The Yeshpal Committee Report	1
<i>A. G. Madhosh</i>	
Agricultural Education in the Light of Changing Agricultural Scenario	4
<i>G. M. Khan</i>	
Personality Profiles Associated with Effective Teaching in Rural and Urban Secondary Schools	12
<i>A. H. Zargar & Mohammad Iqbal Matto</i>	
Self-Concept, Personal and Social Adjustment of Physically Handicapped and Normal Adolescents	17
<i>N. A. Nadeem & M. S. Malik</i>	
Education For Women's Empowerment	20
<i>G. M. Malik</i>	
Creatively in Teaching and Learning	23
<i>A. R. Rather</i>	
Kashmiri Adoption of Pareek and Trivedi's Socio-Economic Status Scale	28
<i>Mahmood Ahmad Khan</i>	
Iqbal's Educational Philosophy	37
<i>Mohammad Yousf Ganaie</i>	
Examination Process in the Schools of Learning Some Legal Sidelights	42
<i>Farooq Ahmad</i>	
Prentally Accepted and Rejected Girls Children in Relation to their Adjustment	53
<i>Ruhi Jan Kanth</i>	
Personality Dispositions of Accepted and Rejected Kashmiri Children	59
<i>Roohi Maqbool Syed & A. G. Madhosh</i>	
Research Abstract	65

A NATION IN HASTE

A Comment on the Yeshpal Committee Report

* A.G.Madhosh

Post independence education in India has been a big hope and a shocking disappointment as well. On one hand there has been a meaningful political will, a constitutional commitment, an increased monetary base, increased size and number of buildings, speedy recruitment of teachers, increased enrollment and retention of children and above all a well formulated monitoring system & a periodic assessment strategy. On the otherhand universalization of elementary education is yet a dream, wastage and stagnation are still looming large on our system, financial support to our educational institutions is yet not ideal. It is only now that the government has decided to set a side 6% of our GNP for Education about 70,000 crore rupees by 2000 AD.

In this atmosphere of hope and despair, an interesting phenomenon has come to our educational forefront. A sense of educational lag has become more acute. India has shown its deepest concern on its educational backwardness in comparison to most of the developed nations. Prof. D.S. Kolhar (1966) advised the country to be guided in bringing a revolution in science and technology, to deepen the sense of future in a classroom, to hasten progress and to plan manpower as earnestly as possible. This emphasis was further reinforced by Educational Policy 1968. It was, however, only in the year 1986 when the new policy of education came as an answer to most important challenges facing the indian Education scenario. By now we had realized the pressure and heaviness of the burden our system of education was experiencing, The new policy of education, therefore, announced that this country needs learning without burden.

In the year 1992, a committee was set up under the chairmanship of Prof. Yashpal the then Chairman of University Grants Commission to "*advise the ways and means to reduce the load on school students at all levels, particularly the young students, while improving quality of learning, including capability for life long learning, self learning and skill formation*". The reference was clear, the committee had to suggest ways in which burden on students could be reduced without compromising quality of education. And also promote an environment of self learning leading to skill formulation for satisfactory adjustment in the society. To achieve its objectives the committee collected a huge data based on 'perception surveys' wide ranging consultation with concerned persons and above all a close scrutiny and analysis of next books at levels of education. Well, it was a Hurrulain task to have a countrywide ad empirically based data which the committee did within its targetted time, the entire set of observations and recommendations have come to us in the shape of a report consisting of three brief chapters. The major observations made are:

* *Dean & Head, Faculty of Education, University of Kashmir, Srinagar.*

1.00 Joyless learning :

Learning in a school does not offer any joy to the students. An initiation in schooling is done with a sense of load when children are harassed with a school bag weighing 5 Kgs in case of Private Schools and about one Kg in case of government schools. Teachers, Parents and Students all are in haste to cover the syllabus. There is no need to comprehend or understand but to commit to memory as much as possible. A school is a miserable experience for children. Students are categorised in huge numbers. Even a private school howsoever prestigious it may be, admits more than 60 students in a section which encourages private coaching and tuition because of lack of attention in the school.

2.00 Examination System :

For one thing, education offers nothing except an awful sense of examinations. It is the market reality that the students would really need more marks than a sense of ethics or higher moral code. Your admission to higher courses of learning, appointment for jobs and further chances of promotion will depend upon your performance in the prescribed examinations. In fact no one needs knowledge or education to pass examinations what is essential is the "skill" to solve riddles and score more.

3.00 Text Book :

Objective being to pass the examination, the text book written shows how do it handsomely. So most of the text books sell information and facts rather than prepare students to think or explore. Therefore, there, really, seems no need to explain things properly because there are no takers for explanation and comprehension. The students do not go beyond the cognitive level of their understanding. And here again only recognition and memory is functional. Evaluation, synthesis or creative responding is hardly available in the student community. It is because of no need for practical demonstration of education or academic strength that a "guide book" is taken as the real the only real text book by the students. In some exceptional cases, text books are good but lack proper orientation. Books may supply information through illustrations and pictures but hardly motivate a student to go to nature and find for himself the living examples of learned facts. Text books present all the more complicacies when they are written in a language less understood or least liked by the masses. "An artificial sophisticated style dominates text book lessons, reinforcing the tradition of distancing knowledge from life. The language used in text books, thus, deepens the sense of burden attached to all school related knowledge."

4.00 Structure of syllabus :

Nowhere in the prescribed syllabus do we find children's' view point reflected. Syllabi are generally unorganised. There are wider gaps between the lower and higher secondary stages. The gaps are more acute in the science syllabus for all classes. In other cases there is boring and taxing repetition the informative material.

It is apparent from the stuff packed in the text books that the experts are to teach everything to the students. Book on science, social science and art show density with which subjects have been loaded. Unfortunately the length and breadth of the subjects is in no way proportional to the size and amount of material on these subjects put in the text books. The task becomes all the more difficult when the students are required to learn and know most of the concepts much early in the life. They have a start with a preschool age (about 3+). A concrete example is that of mathematics. Here the children are required to "handle arithmetical operations on a very large number" quite early in their educational career.

Recommendations :

The report presents no systematic set of recommendations. It is, however, obvious from its treatment of the problem, its analysis and implications, that one can arrange some important suggestions:

1. That there is no need for a formal system of education for preschoolers. It is needed small children be taken to nature and guided to explore things for themselves. Play extensively and enjoy school as an interesting experience;
2. That a co-ordinated effort be made to construct syllabi for various classes. It is imperative to make it a participatory experience rather than confirming it to the isolated experts. Teachers concerned should be involved in the construction of curriculum and formulation of the syllabi ;
3. The text books need to be written with the children's point of view duly emphasized. This will make the learning effort enjoyable. Infact learning if not enjoyed it can not be effective. In this connection not only the text should be enjoyable, but even teachers should handle the material in an interesting manner. So both content and communication need to be enjoyable.

5.00 System of Examination :

Most boring aspect of current system of education is the examination system. It is suggested that a comprehensive continuous and multi dimensional system of examination be established. Examination should not cause fear and scare in the students but promote self evaluation and quality control both with reference to student performances and relevance of knowledge.

And finally, the nation shall not feel urgency in imitating of others to catch up with something not matching with the ground realities in our country. It is better to develop and pursue our own model.

AGRICULTURAL EDUCATION IN THE LIGHT OF CHANGING AGRICULTURAL SCENARIO

*G. M. Khan

1. INTRODUCTION

In a rapidly changing universe, the educational system across the globe are passing through unprecedented pulls and pressures exerted by new developmental models, new political alignments, proliferations of knowledge and the emerging concepts of global and market economy. To meet the challenges of competitive world, development in every sector is essential, so is true with agricultural sector. Agricultural scenario is changing fast, recently, GATT has added new dimensions to Indian agriculture.

Living in an independent yet interdependent world, it would be useful to identify the points of strength as well as of weaknesses of the present agricultural educational system that are operating in varied socio-economic and cultural settings. Such an effort will help in the process of building a viable system of Agricultural education in the light of presently changing agricultural scenario. It is extremely difficult to recommend a uniform system of education for all the states of India, but what is needed is to set guide-lines and alternative policy frame-work that could be meaningfully used for working out a coherent system of agricultural education for various societies. While formulating the policy frame-work, we must follow certain basic concepts in regard to the aims, processes, purposes and goals of education. Education must produce curiosity and quest for truth in the student; it must lead us to the path of wisdom and meaning and included in us the sense of responsibility and self-reliance.

2. PRESENT EDUCATIONAL SCENARIO

The Indian system of higher education is one of the largest in the world. It has undergone rapid development in the post-independence era. When the first five year plan was launched in the year 1950-51 there were in India only 28 Universities, 695 colleges and 174000 students. Today we have more than 200 Universities including 27 agricultural universities, more than 7000 colleges and nearly 5 million students.

Development of agricultural education in India through SAU (s) and ICAR institutions was mainly with the view to supply necessary manpower to agricultural economy and also to help create equalitarian, equitable and just society but now far it has succeeded in real sense needs to be examined.

* Director, Resident Instruction-cum-Dean, Post-Graduate Studies, SKUAST, Shalimar Campus.

2.1 WEAKNESSES IN HIGHER EDUCATION:

i) University and Student

Higher education including agricultural education is rapidly and alarmingly deteriorating in our country. The areas of excellence are threatening, the quality of education and teaching has declined, the universities are getting reduced to academic slums, the students and academicians are frustrated and feel insecure, the campuses are politicalised, the curricular, research laboratories, practical classes are starving for want of petty equipments, the fountain head of knowledge the libraries are starved and building dilapidated. The consequence could be disastrous and beyond imagination if the drift is not stopped.

In the sphere of higher education not even 10 percent of the students get vocational or job oriented education, even these do not find avenue for employment suited to their qualifications. In the absence of clear cut objectives the students joining the colleges and universities do not have any genuine interest in the studies. The educational institutions have thus become sick units. Without remedying this malady any efforts to reform examinations, reorganising the courses etc. would be in vain.

Dr G Ram Reddy, Ex-Chairman, UGC has remarked "the main problems of our educational system that I have identified are three - quality, access and relevance". The main challenge is how to make education more relevant.

Increasing students inflow is becoming unmanageable for the universities, the unemployment of educated youths is causing great concern. The parents are also not satisfied with the present educational scenario. The disharmony in the social order, is adversely affecting the family life and also academic institutions of higher learning. The university being a sub-system of social order, is exhibiting all the inner strengths and weakness of our society. In relating higher education to the needs of our society we have drifted apart in all aspects e.g. in framing educational policy relevant to our social needs and also as relevant to the new emerging ecological view life, in main power planning, in the matters of centre-state relationships, in national integration, in rural and regional development. Our research and teaching have not moved fast enough to check the malaise in our society for reasons beyond our control. It is now felt that there is a strong need for introspection and pooling our views and experiences to evolve a commonly agreed strategy for reversing the known unhealthy trends in society.

It is unfortunate that there has been a mushroom growth of institutions since independence which has resulted in the creation of universities/colleges with poor facilities including man-power. Such institutions are contributing towards the production of poor man-power in the country. Hence, there is need to carry out effective accreditation of the educational institutions in the country and the accredited institutions should be adequately supported and funded.

2.2 PROLIFICATION OF TEACHING FACULTY:

The teaching body also expanded phenomenally. While proliferation of uncontrolled teaching faculty provided opportunity for employment, establishment of areas of excellence and country

could boost of oasis of intellectual etc, yet this proliferation began witnessing decline in academic standards after healthy growth.

The promotional policies of the university and college teachers have become so deep rooted in seniority and number of years expanded in teaching that it tended to erode incentives for acquisition of knowledge and often faculty members were promoted to highest academic position ignoring merit and academic excellence.

The teachers now a days are lacking in accumulated knowledge which he is required to impart to the student in a continuous flux, growing exponentially with time. Self study by the teacher on continuous basis is, therefore, a necessary condition for updating one's intellectual base and keeping pace with advancements not only in the field of one's special interest but in proximate areas as well. This calls for intellectual effort of a high order and make considerable demands on a teacher's time. It can not be denied that some teachers take to the easy way out of dictating from mouth-eaten notes, dictated by their own teachers. The function of the teacher has often mistakenly identified with one way transmission of knowledge from the teacher to the students through as few lectures as possible for the sole purpose of enabling the student "to do well" as the examination in terms of reproducing knowledge so transmitted. This is an extremely limited as well s distorted view of this crucial function. Teaching at the higher education level is required not only to impart in depth, up-to-date and relevant knowledge of the subject concerned to the student but also to develop in him critical and analytical abilities as well as the capability to relate knowledge so received to real life situations. Besides, having an impact on the students cognitive domain of learning, the teacher plays a significant role in influencing the students effective domain of attitudes, character, values and social as well as developmental concerns.

2.3 RESOURCE CRUNCH:

Universities are in the throes of serious resource crunch. There is drastic reduction of maintenance grants by the government. They are not free to raise overdrafts, enter into collaborative arrangement with foreign universities. Library system in many universities virtually gathered dust over the years. Cost of chemicals, equipments, repair of equipments, tractors and other farm machinery, seeds, fertilizers, pesticides, teaching aids etc., has gone up subsequently and science departments are not in a position to impart routine practical training to students. This has adversely affected the quality of our graduate and post-graduate students. The woes of higher education have added financial crisis to many institutions of higher learning in the country. In SKUAST, J&K Government releases grants on quarterly basis, often less than the actual amount needed for disbursement of salaries and wages to the employees. For release of grant, Comptroller and Vice-Chancellor have to run from pillar to post in the Secretariat for release of grants and waste their energy and time in arranging salaries. They don't find time to put their soul in academic attainment. Delayed payment to the teachers, employees, labourers results in unrest at the campuses and Vice-Chancellor and other officers of university; most of the time are busy in settling their issues. Prof. Upendra Baxi, former vice-Chancellor, University of Delhi said "the universities today exist pre-eminently as salary disbursing institutions".

Expenditure on education in India is low compared to other developed countries and certainly far below the actual requirement. Whenever there has been economical crisis in the country, financial axe has always fallen on education. Increased financial dependence on the state Government whose finances are also not sound is telling upon the autonomous characters of the universities. The pattern of land grant universities of U.S.A. introduced in India under which it was envisaged to provide independent source of revenue in the form of sizable land to be used as perpetual source of income for any agriculture university. Presently the revenue with universities could not ensure desired level of financial autonomy due to non-availability of sufficient land. The main object behind starting such universities was to develop programme that could ultimately derive maximum contribution from the efforts of the research, increase the quantity and quality of agricultural production and elevate the economic status of the cultivators.

3. CHANGING AGRICULTURAL SCENARIO AND EDUCATION:

Agricultural universities are vested with the responsibility of making available the professional man power required to meet various demands of the society through appropriate educational programmes and advancing the frontiers of knowledge by pursuing both basic and applied research. Of late, the role of SAU is being viewed from the perspective of how for agricultural university's educational system is powerful enough to shoulder the responsibility of human resources, research and extension development and thereby to become catalyst for national development.

Dr. Bal Ram Jakhar, Union Minister of Agriculture in his address in the Vice-Chancellor's meeting held in April, 1994 mentioned that economics of agricultural education, research and extension need to be studied. He further emphasised the importance of changing agricultural scenario and emerging challenges calls for greater contributions and effective role on the part of Agricultural Universities and its teachers/scientists. He appreciated to bring changes in curriculum to meet the challenges and future requirements. He suggested several steps to be taken to improve quality and relevance of agricultural education when nation has signed world trade agreement.

3.1 THE INDIAN CHALLENGES:

Continued growth of the world economy is as sure as the continued growth of the global population. By mid-21st century, the world population is expected to be ten billion and the out-put of the global economy, which is now about US \$ 16 trillion could be five times larger. Given the population trends, the overall national income will have to grow around 5 percent a year the developing countries of Asia in order to have any significant impact on poverty.

India possesses a sizable science and technology infrastructure spread across the country. With over 200 universities, 1300 research institutions and 4000 Ph.D's being turned out every year, India is in an enviable position as regards S&T man-power. Government have made S & T intervention in several individual sectors such as agriculture, environment, biotechnology in several conventional energy sources etc. The use of radio isotopes in agriculture have catalysed agriculture products. India is a nation in transition today. There is strong move towards market driven economy and integration with the global economy. Restructuring of the educational system has become important on order to have access to new technology and serious steps are to be taken in educational programmes to achieve this goal.

3.2 INTERNATIONALISATION OF CURRICULUM

In context to the change in Agricultural Scenario, it is very essential to update and develop present curriculum and courses to suit the needs of farmers, agrobased private and public sectors, it is observed that old and outdated courses are still continued with the result Agricultural graduates, are never tuned to present requirements. Internationalisation of curriculum without disturbing their localized and need based character needs to be thought of because our graduates have to face internationally in near future. It is also evident that agricultural scenario is undergoing structural changes, for example new dimensions like ecology and environment, biotechnology, agriculture, export oriented horticulture, agroforestry and so forth are getting added to existing dimensions.

3.3 CURRICULUM BUILDING:

According to Cunningham "curriculum is a tool in the hands of artist (Teachers) to mould his material (Pupil) according to his ideals (objectives) in his studio (School)." A syllabus serves blue print both for the teachers and the students, supplying information about the training to be imparted. While considering changing scenario in agriculture curricula in agricultural education in the university should have the following objectives.

- i) To prepare students to meet new challenges, pertaining to agricultural development and welfare of the society i.e, need based and production orientation.
- ii) To prepare students either for self-employment or for jobs in public service and within industries producers, manufactures and processors or for higher specialized training for teaching, research extension education.
- iii) To guarantee general competence of students through academic qualifications and skills gained.
- iv) To create in the minds of both students and faculty attitude towards problems of state and country - a desire for knowledge in breadth and depth, an appreciation of the part which the university is expected to play in the socio-economic development of the state and country.
- v) To produce students equipped with knowledge, self-discipline, initiative, dedication spirit to serve, poise and good manners.
- vi) To bring farmers and those living in rural areas close to university through service like plantclinics, plant doctors etc.

3.4 CURRICULUM AND CHANGING AGRICULTURAL SCENARIO

Throughout the world, there has been a conviction that the university curriculum should provide relevant training for a variety of increasingly complex jobs. The traditional notion that higher education should be liberal education for elites or that it should provide a broad but unfocussed curriculum has been widely criticised for lacking "relevance" to the needs of contemporary students. Students, worried about obtaining remunerative employment, have pressed the universities to be more focussed. Employers have also demanded that the curriculum be more directly relevant to their needs. Industrial firms have sought to ensure that the skills that they need are incorporated

into the curriculum. The agricultural curriculum that will be pertinent to changing agricultural scenario will be related to environment, energy, biotechnology and information technology.

i) Environment

We have witnessed three economic revolutions Agriculture, Industrial and Informatics. The emerging one is linked to the environment, the key principles being "conserve, reduce, recycle." Environment regulation in many of the prime export market, in regard to content packing and inputs into production, will be compelling producers to change to new technologies and production techniques.

ii) Energy

Energy technologies will include energy capture, its storage and end uses. Increasing energy-efficiency in production will have to assume priority in India. Reduced cost for energy in production will lower the cost of products as well as reduce energy usage and pollution levels. Harness non-conventional energy sources for (such as solar, wind, ocean etc) for agricultural production through the use of high technology at economical costs will be major challenge.

iii) Biotechnology

Biotechnology could well provide answers to many mind-bogling problems that agricultural production faces today. It will help our country in increasing the agricultural productivity through hybrid seeds, biofertilizers, bio-pesticides, genetically engineered, disease resistant plants etc. This is crucial, since India will not only have to meet its own demands of food but it also has the vision to become an exporter of agriculture produce.

Biotechnology will also make invaluable contributions to the disposal and control of toxic effluents and wastes in a land. This will not only help improve environment quality, reduce health risks, prevent water pollution, but also save inputs which may be heavily import-dependent. There is no doubt that our chem-present will evolve into a bio-feature.

iv) Information Technology

Information technology will have a crucial role not only in improving productivity by optimally utilising scarce and expensive resources and infrastructure but at the same time improve quality of life by reducing human drudgery.

Computer technology, which is the basic tool behind informatics, is making major inroads through its application in data processing information retrieval, decision support systems, planning and monitoring, etc. Meteorological data and weather predictions worked out as far in advance as possible with corresponding agricultural support systems would result in significant tailoring of agricultural strategies to weather conditions as they arises, this enabling the maximum return for a given set weather conditions. Similar impact is conceivable in several other sectors such as education, industry, health, public sector, etc. In order to produce efficient human resource to meet the present challenges in agriculture sector we have to acquaint agricultural students with powerful high technology tools.

4. GENERATION OF RESOURCES:

1. Changing agricultural scenario demands generation of own resources in Agricultural Universities for providing modern teaching and research facilities to the students. After the initiation of the policy of economic liberalization both central and state governments have been impressing on the universities the need to augment their resources through their own efforts. Universities have no choice but make serious efforts to raise additional resources otherwise due to starved resources, quality of their teaching and research, already not too good in many cases, will deteriorate further.

Various avenues can be explored for generation of additional resources such as (i) development of special intensive courses (ii) transfer of technology developed by agricultural universities to agro-based industry and farm business where 20-30% surplus can be produced above the cost of cultivation. For this purpose, the programmes, have to be well-defined any truly intensive and useful for application so as to be salable in the market. This, in turn, will be reflected in the improvement of teaching even in the regular courses of studies and the benefits will finally reach the students in the graduate stream.

2. Special seminars and workshops under the supervision and guidance of eminent scholars and professionals in certain fields can be organised by the universities on commercial basis. The earnings from this source will help in augmenting university's resource.
3. With India wanting to play a bigger international role having entered globalization era, it will have to make efforts to maintain high academic levels to attract students from abroad who can be charged fee at higher rates. This is being done by many universities in developed countries, like, U.K and U.S.A, Australia views the export of education as Industry. Through internationalization of our campuses, Indian students could also have rich educational experience about the world with reducing international barriers, hopefully providing global leaders from our educational system. Together with the "Study Abroad Programme" of several foreign universities, this can provide additional resources for the development of infrastructural facilities.
4. University-Industry interaction specially through consultancy and R&D projects with the involvement of the faculty, can fetch considerable amount. This can be achieved only when the research output are relevant to the industrial needs and the industry, in turn assimilates the research outputs. Now-a-days university-industry interaction is being developed vigorously and likely to give the university a good support for carrying out other meaningful programme as well as for enhancing industrial facilities.
5. Support for Alumni Association can become major and permanent source of additional resource, if properly organised. Indian Universities should make energetic efforts to motivate their alumni to contribute generously to improve teaching and research facilities and standards of living and working on the campus. Alumni Association can develop its corpus and part of the returns on the corpus can be utilized by the Vice-Chancellor to plan for the generation of additional resources.

CONCLUSION:

In context to the present changing competitive global environment and multi-lateral agro-business future, change in agricultural education is necessary with changing agricultural scenario. However, change is never popular, it is often resisted. This educators, administrators and policy makers in agricultural education must accept the role and responsibility to be in the fore-front of efforts to build understanding and acceptance of rapid agricultural revolution.

Agricultural Universities are, required to provide higher education in efficient production and processing, biotechnology, agro-business orientation, food system integration and so on to make graduate complete in knowledge and agricultural technology both nationally and internationally

REFERENCES

- Mehta, V.R., Mane, V.D. and Patel, R.J. (1977) Teaching Curriculum in agricultural Education J.Higher Education 3.
- Moonis Raza and Marjorie Fernades. Function of Teachers in Higher Education (1987-88). J.Higher Education 13.
- Philip, G. Altabach (1989-90) Patterns in Higher Education Development towards the year 2000 J.Higher Education 15.
- Proceedings of sixty-Ninth Conference of the Association of Indian Universities (11-13 November, 1994).

PERSONALITY PROFILES ASSOCIATED WITH EFFECTIVE TEACHING IN RURAL AND URBAN SECONDARY SCHOOLS

* A.H.Zargar

** Mohammad Iqbal Mattoo

INTRODUCTION:

No discussion of the present educational scenario can be complete unless we focus upon the teacher-the central figure in the whole process of education. He occupies a key position in any programme of educational reconstruction. The role of the teacher at present is changing in view of various pressures. The efficiency of an educational system is surely determined by the efficiency of teachers. Therefore, the able and effective teaching personnel constitutes one of the most important of all educational concerns. It is the teacher around whom the whole gamut of educational process rotates and without a good teacher, even the best system is bound to fail.

If the teacher is weak the whole edifice of the process of development shall remain shaky. Teacher's cognitive, affective and other characteristics are the essential postulates for constituting effective and skillful instructions. Various attempts have been made to explore the host of dimensions of effective teaching but hitherto divergent results have come out both in rural and urban settings.

A considerable amount of research has been conducted in the area of teacher effectiveness on various variables like cognitive, affective and demographic. These researchers have very minutely analysed the characteristics of effective teachers (Sexena, 1969; Koul, 1972; Chaya, 1974; Arora, 1975; Gupta, 1976; Grewal, 1976; Sharma, 1978; Misra, 1980; Singh, 1981; Wangoo, 1986; Bhogliwal, 1988 and Mattoo, 1988). Besides, the volumes prepared by Gage (1963), Biddle and Ellina (1969) and Travers (1973) have also stressed and explored about the personality profiles of the effective teachers. The results of these researchers have not been found to be univocal and unidirectional. It is against this background that the present investigator became interested to look into the personality factors of effective and ineffective teaching personnel with urban and rural background.

OBJECTIVES:

1. To identify effective and ineffective teachers;
2. To study and compare the responses of the two groups (effective and ineffective) on Cattells 16 PF., &
3. To study and compare the response of the effective group of teachers on Cattells 16 PF with rural and urban background.

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

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

HYPOTHESES:

1. Effective and ineffective teachers do not differ in their personality profiles;
2. Rural and urban background doesnot differentiate the effective group of teachers on 16 PF.

RESEARCH DESIGN:

Sample:

The sample for the study was drawn from twenty four high schools of Anantnag and Srinagar Districts. It consisted of 380 teachers (210 from rural Anantnag and 170 from urban Srinagar). The teachers were in the age group of 28-35 years. It needs to be mentioned that only those teachers were considered who had been teaching the same subject in their respective schools for the past three years.

Tools Used:

The research instruments used were:

- 1) Headmasters comment Check List (HCCL) prepared by the investigator for the identification of effective and ineffective teachers;
- 2) Cattell's 16 PF questionnaire (adult form for the assessment of personality profiles).

IDENTIFICATION CRITERIA:

Effective and inefective teachers were identified an the basis is of deviation from the average point (+SD). Teachers who obtained a score of 21 and above on HCCL were treated as effective ones and the teachers who were below the above referred score were considered as ineffective group.

ANALYSIS OF THE DATA:

The data obtained was put to suitable satistical treatment by computing mean, S.D and finally 't' values. The information is shown in the following tables:

Table .1.00

Significance of difference between the mean scores of effective and ineffective teachers on 16 Factors.

Variable	(N=100)		(N=280)		S E D	't' values
	Effective \bar{X}	Group SD	Ineffective \bar{X}	Group SD		
A	5.927	1.349	4.469	1.613	0.161	9.055 *
B	6.177	1.720	3.168	1.614	0.194	15.510 *
C	6.117	1.658	5.266	2.105	0.204	4.465 *
E	5.831	1.321	5.656	2.021	0.176	0.994
F	3.391	1.149	2.389	1.382	0.134	7.477 *
G	6.831	1.651	3.856	1.370	0.181	16.447 *
H	5.975	1.206	3.250	0.795	0.126	21.626 *
I	6.445	1.640	4.777	1.631	0.187	8.919 *
L	6.030	1.975	4.873	1.594	0.216	5.356 *
M	4.760	1.529	4.860	1.724	0.181	0.552
N	8.444	2.189	5.443	1.831	0.240	12.304 *
O	4.988	1.913	5.126	1.631	0.212	0.657
Q ₁	5.231	1.262	5.178	1.769	0.161	0.329
Q ₂	6.341	1.642	4.971	1.645	0.187	7.326 *
Q ₃	6.644	2.102	4.508	1.775	0.234	9.128 *
Q ₄	3.864	1.438	5.599	1.802	0.176	9.857 *

* Significant at 0.01 level.

Table 1.00 reveals that effective teachers have a significant superiority on 16PF as compared to ineffective teachers. These factors are outgoing (A+), brightness (B+) emotional stability (C+) enthusiastic (F+), moralistic (G+) Venturesome (H+), Tenderminded (I+), Suspicious (L+), Polished and Socially aware (N+), Self-sufficient and preference for own decisions (Q+), and relaxedness(Q1+). On the otherhand, the ineffective group of teachers were found to be reserved (A-), less intelligent (B-), affected by feelings (L-) Sober (F-), expedient (G-), Shy (H-), Tough minded (I-), trusting (L-), forthright (N-), Group dependent (Q₂-),undisciplined (Q₃-) and prone to tensions (Q₄-).

Effective and ineffective teachers were found to have similar personality profiles in the factors like E, M, O, Q₁. This implies that effective and ineffective teachers are humble, practical, imaginative, placid and conscientious.

Table 2.00

Significance of difference between the mean scores of effective teachers on rural urban background in 16 P Factors.

Variable	(N=48)		(N=52)		S E D	't' values
	Effective Group		Effective Group			
	Rural	Urban	Rural	Urban		
	\bar{X}	SD	\bar{X}	SD		
A	5.625	1.110	6.230	1.588	0.270	2.440 *
B	7.125	1.855	5.230	1.586	0.344	5.508 *
C	5.854	2.362	6.500	0.950	0.364	1.770
E	5.666	0.772	5.966	1.852	0.270	1.222
F	2.937	0.921	3.846	1.377	0.230	3.952 *
G	7.375	1.589	6.288	1.713	0.328	3.314 *
H	6.625	1.147	5.326	1.266	0.238	5.457 *
I	6.083	1.309	6.907	1.971	0.330	2.193 **
L	5.541	1.755	6.519	2.196	0.394	2.482 **
M	4.458	1.321	4.980	1.737	0.306	1.705
N	8.485	2.287	8.403	2.092	0.438	0.187
O	4.458	1.870	5.519	1.956	0.145	7.317 *
Q ₁	5.270	1.716	5.192	0.808	0.073	1.068
Q ₂	5.645	1.520	7.038	1.764	0.327	4.259 *
Q ₃	6.750	1.626	6.538	2.365	0.902	0.527
Q ₄	3.729	1.409	4.000	1.467	0.286	0.947

* Significant at 0.01 level.

** Significant at 0.05 level.

A quick look at table 2.00 reveals that there are significant mean differences between the effective group of teachers on the basis of rural and urban background. These differences are significant at 0.01 level of confidence. It is inferred that rural effective teachers are reserved (A-), more Intelligent (B+), Sober (F-), Shy (H-), tough minded (I-), Trusting (L-), Placed (Q-), group dependent (Q₁-), whereas urban effective teachers have been found to be outgoing (A+), less intelligent (B-), happy (F+), conscientious (G+), venturesome (H+), tenderminded (I+), suspicious (L+), apprehensive (O+) and self sufficient (Q₂+). In the same table, rural and urban effective teachers could not be differentiated on factors like C, E, M, N, Q₁, Q₃ and Q₄. This implies that both the groups of teachers have the profile similarity to an equal extent.

CONCLUSIONS:

Following conclusions have been drawn:

- 1) Effective teachers are bright, outgoing, self-sufficient, relaxed and tenderminded.
- 2) Effective teachers irrespective of rural and urban background are emotionally stable, socially aware and disciplined.
- 3) Urban teachers are enthusiastic, suspicious and apprehensive.

REFERENCES

- Arora, K. (1975) *Differences between effective and Ineffective teachers*. New Delhi: S. Chand and Comp.Ltd.
- Bhagoliwal, S. (1987) **Personality Characteristics Associated with Teacher effectiveness as seen through the Rorshack technique**. *Indian Education Review*. Vol 22, No. 30.
- Biddle, B.J (1964) *Contemporary Research on Teacher & Effectiveness*: New York, Ellena, W.J. Halt,Rinehart and Winston.
- Chayya, (1974) *An Investigation into certain PSY.Characteristics of an effective School Teacher*. Ph.D. Thesis, University of Kanpur.
- Gage, N.L(Ed) (1963) *Handbook of Research on Teaching*.Chicage; Rand Mc Nally & Company.
- Grewel, S.S. (1976) *Intellectual and Personality Correlates of Teacher Effectiveness at the Higher School Stage*. Ph.D. Thesis, Punjab University Chandigarh.
- Gupta, R.C. (1976) *Prediction of Teacher Effectiveness Through personaitiy Test*: Unpublished Ph.D. Thesis, University of Banaras.
- Kaul, L. (1972) *Factorial Study of Certain Personality Variables of Popular Teachers in Secondary Schools*. Ph.D.Thesis, Univ. of Kurukshitra.
- Mattoo, M.I. (1988) **Personality Characteristics Associated with teacher effectiveness as seen through Cattells 16 PF**.*The Educational Review*. Madrass. S. Street Vol XCIVI No.9.
- Mishra, S.P. (1980) **Correlates of Effective Teaching as Measured by Student Ratings**. *The Journal of Exp.Edu*. Vol.49 No.1.
- Sexena,P.C. (1969) **Attitudes,Intelligence and Personality Correlates of Competent Teachers**. *Indian Psy. Review*. Vol 5, No.02.
- Sharma, M.L (1978) *Success in Teaching in Relation to Self Concept. Intell. Experience and N.Achievement of Trs*. Ph.D. Thesis, University of Punjab.
- Singh, S (1981) **Relationship between Teachers Personality teaching success and Behav. Changes in students**. *Indian Ed. Review* Vol. XVI, No.1 PP 78-80.
- Travers, R.M.W. (1973) *Second Handbook of Research on Teaching* . Chicage; Rand Mc Nally. (Ed.)
- Wangoo, M.L. (1986) **Teacher Personality correlated and Scholastic competence as related to effective teaching**. *Indian Edu. Review*. Vol XXI, No.03.

SELF-CONCEPT, PERSONAL AND SOCIAL ADJUSTMENT OF PHYSICALLY HANDICAPPED AND NORMAL ADOLESCENTS

* N.A. Nadeem

** M.S. Malik

In a civilized society all children need to be given opportunity to learn, irrespective of their status being average, bright, dull, retarded, blind, deaf, crippled, emotionally disturbed and others similarly deformed in one way or the other. In a legitimate effort to achieve this goal, different types of schools - normal schools, special schools etc. have come into being over a period of time. It is commonly believed that education of normal child is a joint venture of school & home. Much greater is the need in the case of education of the handicapped. It should be a shared responsibility of school, teacher, resources, teacher, Clinical psychologist, Counsellor, other para school workers and parents.

Children having special learning needs arising out of their intellectual, psychological, sensory and physical deficits are required to be in special schools for special care. In India although some remarkable progress has been done by way of creating an awareness regarding educability of children with varying nature and degree of handicaps, yet enrolling all the handicapped children in special Schools appears a distant goal. In Kashmir, handicapped children as a segment of child population has to a great extent been neglected by the society. No Government or voluntary agencies have so far done any commendable job in identification, treatment and rehabilitation of this category of children. There is hardly one school where visually and hearing impaired children are admitted. However, arrangements made in terms of special inputs are quite inadequate and can cater to the needs of a small group of 10-20 children at the most (Nadeem and Khazanchi, 1989). In the absence of special schools, handicapped children with the requisite level of educability are admitted in the 'integrated schools' along with normal children.

The present study was designed with the purpose of identification of certain categories of handicapped children viz., physically handicapped (orthopaedic), visually impaired excluding blind and students with minor hearing impairments at secondary stage and compare them with a group of normal adolescents. The comparison has been made with reference to dimension of concept viz, real-self, ideal-self, reflected-self, (friends, parents, teachers), personal and social adjustment.

Nadeem's self-perception inventory (SPI) and California test of Personality (CPT) were administered on 75 physically handicapped and 75 physically normal adolescent boys reading in 11th and 12th grades in Government Higher Secondary Schools of District Anantnag and Pulwama. The physically normal were, however, drawn randomly. The number of physically normal adolescents selected from each sampling unit was proportionate to the number of physically handicapped adolescent available in that Unit. For the purpose of present study each Higher Secondary School served as a unit of sampling. The data was subjected to statistical analysis for testing the hypotheses, 't' test was employed.

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

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

The study has arrived at very interesting findings. Some of these findings are presented as under:-

1. Physically handicapped and normal adolescent boys have been found to exhibit significant differences in their 'Perceived-self'. The physically normal adolescent boys have shown a tendency to rate themselves higher on self-evaluation as compared to physically handicapped adolescent boys.
2. The two groups of students i.e. physically handicapped and normal were found to be significantly different on 'ideal-self'. The mean difference favoured the physically normal group of students.
3. It has been found that two groups of students, viz. physically handicapped and normal differed significantly on 'self-ideal' discrepancy.
4. The study has revealed that the two groups of students viz. physically handicapped and normal significantly differed on 'Reflected-self' (Friends, Parents, and Teachers). The normal students rated themselves higher on Reflected-self (Friends, Parents and Teachers) as compared to physically handicapped students.
5. Physically handicapped and normal adolescent boys have been found to differ significantly in 'Self-reliance' as an indicator of personal adjustment. The normal group of students, in comparison to physically handicapped group of students were found to be emotionally stable and responsible in their behaviour.
6. It has also been found that there exists a significant difference between the two groups of students on 'Personal-Worth'. Since the mean difference, favours the normal group of students, it means that they possess a sense of being worthy capable reasonably attractive.
7. Physically handicapped and normal adolescent boys have been found to be significantly different on 'Personal-freedom'. The normal group of students have been found to enjoy a greater sense of freedom.
8. The two groups of students viz. physically handicapped and normal have not shown any significant difference on 'Feeling of belongingness'. This indicates that the two groups of students enjoy the love of their family, the well wishes of good friends and cordial relationships with people in general in a similar fashion.
9. It has been found that physically handicapped and normal students differ significantly on 'Withdrawing tendencies'. The normal students were found higher on withdrawing tendencies as compared to physically handicapped students.
10. It has also been found that normal students are higher on 'Nervous symptoms' as compared to handicapped students. Normal group of students have been found to exhibit more emotional conflicts than physically handicapped.

11. Physically normal group of students have been found to be higher on 'Personal adjustment' as compared to physically handicapped students.
12. Physically handicapped students in comparison to normal students have been found to be higher on 'Social-standard'.
13. Physically handicapped and normal students have been found to exhibit significant difference in 'Social skills'. The normal group of students have been found to be socially more skillful and effective in comparison to physically handicapped students.
14. The two groups of students i.e. physically handicapped and normal differ significantly in 'Anti-social tendencies'. Normal group of students have been found to be higher on Anti-social tendencies. This implies that normal group of students is given to bullying, frequent quarreling and disobedience.
15. Physically normal group of students have been found to be higher on 'Family Relations'. This clearly indicates that the normal group of students exhibits desirable family relationships and that they are loved and well treated at home, have a higher sense of security and self-respect within in the family.
16. There exists a significant difference between physically handicapped and normal students in "School Relations". The results have shown that the normal group of students is satisfactorily adjusted to their school. They feel that they are liked by teachers and also find the school work adapted to their level of interest and maturity.
17. It has been found that there is no significant difference between physically handicapped and normal students on 'Community relation'.
18. There is a significant difference between physically handicapped and normal students on social adjustment. Physically normal students have been found to be socially more adjusted as compared to physically handicapped students.

EDUCATION FOR WOMEN'S EMPOWERMENT

* G. M. Malik

Culture disguises power. Around the world, cultural practices surround the unequal distribution of power in societies, class and caste have assigned individuals and groups to specific roles justified by reference to traditional power relationships. For women especially, cultural practices have always been ascriptive. They define a society's view of women and the limits within which they may express their sexuality, their reproductive forces and their productive potential as well. In the same way, access to and benefit from education has been rather narrowly defined for girls and women world-wide until surprisingly recent times.

The measure of a woman's life today is more than half empty, less than half full. Admittedly, the woman in the present day world is not completely invisible. Women are being given a space in cultures of human kind and place in human history. Institutions of politics, economy and of civil society are giving women accommodations, though often with built-in "glass ceilings".

However, the discourse of women's reality and knowledge; the space created for women in culture history and social institutions; the prick of human consciousness and the affront to human sensibilities; the sharing of the women's burdens and pains; and the liberation of the women's soul or body all have been limited and insufficient. The fruit of the feminist struggle have been available to a small number of women in the middle and upper classes and mostly in western cultures.

The Continuing Darkness- In our real world, the social conditions of women remain downright miserable. Several of the human rights reports issued on International Women's Day, March 7, 1994, offered a bleak outlook for women. Violence against women is common and wife-beating is accepted in many cultures; women working as domestic servants are abused, rape of women has been used as an instrument of terror in the Bosnian War; and in Peru, rape has been used as a tool of interrogation of women; thousands of women around the world have been sold and forced into prostitution; dowry-murders occur in India when the dowry brought by a woman is considered insufficient. Reports of female infanticide and the abortion of female fetus after amniocentesis tests are becoming frighteningly frequent.

Development people-theorists, policy makers and practitioners- have worked hard for women's development. The world conference of women put women's development needs on the agenda of all the world nations. Two development approaches are today competing with each other: Women in Development (WID) and the more recent entrant on the scene, Gender and Development (GAD). The premise of WID is that women play a key role in the "economic" process of developing countries, yet women have been neglected in the overall international development enterprises. The solution is seen in mobilizing women as a potential resource in development by gaining access to credit employment and income generation. GAD, on the other hand, works on the premise that the

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

problems of women's poverty and sub-ordination do not lie in gender relations; but in social relations. Thus WID's conservative, GAD is confrontational. For both approaches the legitimization of women's issues has been less than successful.

Finally, women's education was pursued as an endeavour of development in the hope that education would play an important role in the liberation of women from the cultural devaluation of their very being, and at the same time improve the conditions of their daily lives.

Perspectives on Empowerment:

Use of the term empowerment is often confusing and can mean different things in diverse spheres ranging from labour unions to management who have co-opted the concept for increasing productivity. Among movement activists, empowerment theory and practice are related to radical adult education, grassroots organising action, community psychology, feminist theory and participatory action research. At the macro-structural level, empowerment is often depicted as institutional or political power. At the micro-level it is conceived of as the development of personal feelings without effecting any change in structural arrangements.

The interface and inclusion of these two approaches are now recognized as essential; how individual empowerment can contribute to group empowerment and how an increase in a group's power can enhance the functioning of its individual members and their structural location in society. At the same time individual and group empowerment has to be directed at making a difference in the world around us. (Rappaport)1985).

Empowerment is therefore, a way of feeling, conceiving and relating with oneself and with the world. It is intertetricably linked with ideas about agency, relationships and action. It is a process to change the hegemony and distribution of power at the personal level, in interpersonal relations and in institutions and structures throughout the society. It is a socio-political concept that extends beyond "awareness and consciousness raising" and a formal political representation." It encompasses multiple dimensions including cognitive, affective, & socio-political aspects. As a goal, it is both a personal and political position, as it challenges the status quo and attempts to change existing power relationships and structures. Empowerment has to occur at the individual, interpersonal and institutional levels, where the person develops a sense of herself as confident, effective and capable (personal power), an ability to affect others (interpersonal power), and ability to work with others to take action (individually and collectively) to improve their lives and change soical institutions (political power) (Guitierrez 1991).

Personal power is the basis of all other kinds of empowerment. It is power in connection: "the motivation, freedom and capacity to act purposefully, with the mobilization of the energies, resources, strengths, or powers of each person through a mutual, relational process, that is through the establishment of mutually empathic and mutually empowering relationships". (Surrey 1991).

The loss of the sense of personal power or powerlessness of most oppressed persons stems from injurious experiences of demonstration/ subordination, oppression and explotation. The way we feel, think and relate with ourselves influence the ways we perceive and interact with the world.

Feelings and images about ourselves are known to affect our self-esteem and self agency. (Steinum 1992). The way in which many oppressed people think and feel and construct themselves are based on an internalization of others (negative) definition of them.

Stromquist (1993) explains empowerment as "a process to change distribution of power, both in interpersonal relations and in institutions throughout society". Her main thesis is that empowerment is a four dimensional process, and that to act as equal participants in development, women have to be empowered in these four dimensions: cognitive, psychological, economic and political.

Cognitive empowerment involves understanding of the subordinate conditions and their causes at both the micro and macro levels of life. It also centres on the ability to critically review one's experiences in order to notice or identify patterns of behaviour which lead to dependence and hence reinforce subordination. Cognitive empowerment therefore calls for the knowledge and understanding of the self and the need to make choices that may go against cultural and social expectations. Knowledge about patriarchal control of the female body including sexuality and abuse, and knowledge and understanding of women's legal rights are key concerns.

Psychological empowerment is concerned with women's feelings and the belief that they can change their situation themselves. Women are normally socialised to be submissive, to serve and to let the men in their lives take command of all decision affecting them. Psychological empowerment involves the reverse in this patriarchal order of doing things. This dimension calls for competence in making decisions at personal and societal levels to improve one's situation. It, therefore, represents the development of self-confidence and self-system.

Economic empowerment involves the ability for women to engage in income-generating activities that will enable them to have access to independent income. Experience has shown that financial dependence is one of the key sources of subordination for women. Although involvement in income-generating activities increases the work burden that the women already shoulder, the economic independence they gain is motivation for them to participate. It is, therefore, important that these women receive the necessary support in order to make their activities a success. Part of the support could be easing of constraints that they encounter including lack of credit facilities, lack of physical space to operate from, lack of business management skills and lack of information. (Lephoto 1989; McDonnel et al. 1993).

Political empowerment entails the ability to analyze situation politically and to mobilize for social change. Collective action has been identified as an important pre-requisite to any meaningful political and social change. (Friere 1972; Friedman 1992).

Though engaging in collective action women would be able to raise cultural awareness among men and other women and therefore influence change at the social level while the dimensions of cognitive, psychological and economic empowerment involve critical awareness, action and change at the personal level, political empowerment necessarily demands extending action and change at a macro level.

Creativity in Teaching and Learning

*A.R. Rather

INTRODUCTION

Today if our education is to give something to our future nation-builders, it is not stereotyped knowledge or information which we give them in classrooms, nor the degrees or diplomas which they get at the end of their school and college education as a written guarantee for some kind of employment but a trained intellect which would enable them to deal with the situations in divergent ways. This is possible only when in classrooms creative education is imparted to them so as to enable them to meet efficiently and economically their individual needs on the one hand and societal aspirations on the other.

Creativity is as old as the history of man. The thoughts that now people have about creativity, however are not essentially old, they are new. They represent a different perspective on natural phenomena and human behaviour that in themselves also are as old as our history records. The transition from the story of creation to the perspectives on creativity of today speaks volumes about the evolution and the development of human thought. In the olden days, man had not discovered himself as an 'individual'. Today, thousands of years later, man is only beginning to discover the profound meanings of the individual person. For the religiously-oriented people, man was not creative; only God was creative. Until three centuries ago, to think any man creative in thought or in action was regarded as blasphemy.

For centuries, the Greek Philosophers held the view about creation as the absolute, the fixed, the final and the unchangeable. As against to this historical background, it took so long for Darwin to appear with a concept of movement..... a concept of something that was not absolute, something that was not fixed, something that could emerge, evolve and yet still have infinity as a goal. Five hundred years ago, the world was regarded flat. People lived and died accepting the world so. However, to a few observers such as, Leonardo Da vinci and Cristoforo, Colombo, the world was not flat. The phenomena that today are used by a ten-year-old child to explain the roundness of the earth were available for observation five hundred years ago but at the time it was difficult to observe exactly or to integrate such observations into a consistent hypothesis regarding the shape of the earth. The gradually emerging discovery, demonstration and acceptance of this one fact-the roundness of earth, has taken a matter of centuries.

There are still many ways in which we behave according to the misconceptions of the past. There are many ways in which we do not know the shape of things before our very eyes. Today the phenomena of human behaviour are before us, most people continue to be bewildered by the apparent inconsistencies and contradictions in human motives. Individuality is found in every living cell. Now we are beginning to think of individual differences in a moving, changing, progressing, interacting way, and this flow and interweaving of individual differences is by definition as well as by discovery the process of emerging originals-creativity which is in each one of us (Anderson, 1959).

* Reader, Department of Education, University of Kashmir Srinagar

Creative Teaching and Learning:

There are as many definitions of creativity as authors on creativity. However, there is one thing on which there seems to be a consensus, i.e. creativity is the development of something that is unique. Unique is mostly associated with the terms such as new, distinct, unpredictable, unusual, uncommon and lastly with which the beholders are psychologically affected. Nevertheless, Guilford has analyzed the concept of creativity in a scientific way in his, 'Structure of intellect'. Besides discovering at least 100 abilities of mind, he points out two main mental operations- convergent thinking and divergent thinking. In convergent thinking, one is caught up by logical necessities and in divergent thinking, emphasis is not on logical necessities but on logical possibilities. Creativity in brief, is the result of interaction between the person, the act, the process, the environment, the object and the aptitude and non-aptitude factors.

Since the medicare system has changed from folklore to science, from hunches to judgments based on observation and experimentation, the education system cannot afford but to change in the same direction. The schooling at present is largely taken as a wastage of time and effort as it is detrimental to the development of children's capacities. There is stress on the learning of a few skills or simple information. Hardly, the individual child's personality is taken into account, not to talk of his individual needs, achievements and weaknesses. Creativity through its divergent mental operation has opened the new vistas in teaching and learning. It has made the modern classroom teacher aware of the concept of individuality and emphasis is shifting from memorization of simple facts to wide searching-about and concept formation and teaching to learning.

This new emphasis calls for making efforts for improving the current curriculum and methods of teaching. It necessitates the inclusion of such courses in our curriculum as would help both teachers and pupil think and act creatively. The teachers who are involved in teaching-learning process need to update their knowledge, skills and expertise. They need having a well grounding in psychology and sociology and most preferentially in differential psychology and social psychology so as to enable themselves in devising such learning opportunities as would help pupils to become both creative and productive.

Razik says that creative learning requires creative teaching and there is no substitute or short-cut. In this process, the role of the teacher is most significant. To play his role effectively the teacher needs knowledge and expertise to guide his pupils through a whole range of decisions he has to make, whether these are concerned with groupings, use of aids, forms of organisation or ways to implement his curriculum.

For creative teaching, the teacher is required to have well defined aims and objectives. These aims and objectives can be achieved through curriculum. As such, creative teaching involves scientific curriculum construction. It should be a joint effort of school organisation between the teachers having different specialisations. An important point in this joint effort is that the curriculum so constructed be flexible enough to allow insertion of any change at any time, and methods so devised will involve each teacher's experience, insight and individuality.

It is not only with the curriculum change the things may happen in a desired direction but more important is the personality of the teacher to create situations in such a manner that may assist pupils to use their intellect on varied and different directions in order to come up with a large number of solutions for a particular problem. How he does this depends largely on the teacher's knowledge of inner and outer conditions that foster creative learning in students. What are the social and psychological aspects that are to be taken into account during the teaching learning process mainly rests with the teacher.

SOCIAL ASPECT

Learning is a continuous process and as such many agencies exert their influence on it. It is an established fact that most learning of pupils occurs outside the school. This outside learning impinges on what the teacher is trying to teach his pupils so that aims and objectives, the approach and the evaluation need to be created in such a way as to take this fact into account. For this reason, through knowledge of his pupils as social beings in contact with and learning from groups and individuals outside the school, the teacher needs to sensitize himself to their individual and group needs.

Because of the importance of seeing a child as a social being as well as in terms of intellectual potential and accomplishments, the teacher is required to know fully about the child, his parents and family back ground. He needs to know child's health records, his attendance or absence in school and other related matters. The idea behind this is to help the child in an effective way as to what he is and what he ought to be. A caring school community, in which teachers, pupils and ancillary staff work together and accept and respect one another, results in a good socio-emotional climate with its relaxed social relationships which aid in the achievement of objectives. It makes for greater freedom from social conflict and freedom to experiment. In regard to this, teachers, in general and certainly older pupils will need to exchange views in an effort to get a measure of agreement about educational matters. Students should be invited and encouraged to express their feelings regarding problems and the solutions. If education becomes more open to a range of influence and if the role of the teacher increasingly involves the giving of advice instead of directing, so the social communication will play a large part in school life.

A teacher is expected to make groups in accordance with stipulated objectives and to the practicality of the learning situation. At times, during the same day, the teacher will have to make readjustment of groups. He is required to break up the whole class into small groups for conducting discussions. Another method he can use by allocating cards to the students according to the assignments assigned to them to work in adhoc groups and later in a class group. Sometimes groups may be formed to do certain tasks either Cooperatively or individually. At other times, groups exist only in the mind of the teacher as he mentally classifies them. It is felt that selective ability grouping does more overall harm than good. However, the teacher can make groups according to the established pattern with in a school, in consonance with the modern trends and taking into account the ability, achievement and social position of each pupil in the classroom group. One precaution however, should be taken that what is logical, reasonable, practically desirable, and possible as well in the formation of groups should be taken into consideration.

PSYCHOLOGICAL ASPECT

Differential psychological enables a teacher to observe that no two pupils are alike in learning things even in identical situations. Indeed there will be large learning differences existing between different pupils and uneven learning within individual pupils. In order to help his pupils, the teacher needs to diagnose accurately not only the differences that exist but also the potential of the pupils. By acquiring such knowledge, the teacher can then achieve his objectives in a better way to lead from where they are to and where he wants them to go. Psychological influence can help him to create successful opportunities and devise assessment techniques.

Unless there is depth study of the interrelated considerations of psychology, such matters as the stereotyping of pupils on the basis of their father's occupations and the judgement of the potential solely on the basis of what is assessed by intelligence test, is a strong possibility.

Psychological aspect needs to be considered if the teachers wish any curriculum improvement as it is psychology which tells a teacher as who are the actual pupils to be taught. Such a content will help all pupils achieve success according to their pace of development in their school life. Therein pupils expect from their teachers that their individuality may be respected on the one hand and equal chance of going along other students is offered on the other. Psychological aspect thus prepares a teacher for recognizing the place of guidance and counselling in the development of potential of the pupils who are under his care.

In order to make teaching-learning process more effective, the different and modern aids to learning have been stressed to make use of. The days when a teacher had only his voice, blackboard, Chalk and a set of books in his working have long since passed. In modern times he is faced with what can seem a bewildering range of aids of many kinds. The super abundance of aids offers teacher considerable opportunities to make his work more effective and creative, to release him from some tasks and to provide variety and flexibility. The selection and usability of aids to learning depend more on the learning situation which calls for the imagination, ingenuity and resourcefulness of a teacher-what to select and when to use.

When the pupils are ready for learning, a resourceful creative teacher is necessary to promote creative teaching. The curriculum should be as flexible to insert any change at any time. The strategies of teaching should be varied enough to challenge any type of creativity. The teacher should provide for psychological safety and freedom in the classroom. He should make it a point that each individual child is accepted as of unconditional worth, no matter what his present condition is. The child in turn apprehends that he is being accepted and feels secure. This atmosphere induces the child in undertaking new and challenging tasks and gradually tries to actualize himself in new ways. In brief, the teacher should be able to provide the atmosphere of understanding and affection in the classroom in which no external or internal pressures are present. He should provide for self-initiated learning, permissive learning environment, stimulates creative thought processes, imbibes self-discipline, sensitivity to problem, curiosity, self-evaluation on the part of pupils.

A teacher who has analyzed carefully a given situation, predetermined aims and objectives is said to have created proper learning opportunities for his pupils. Thus, a teacher has succeeded in creating a model for his own curriculum in action wherein he coordinates the activities of the pupils and the use of time, space, and materials in order to achieve maximum efficiency and continuous progress.

EVALUATION

Whenever objectives are selected for achievement, problems arise concerning measurement of progress and success. The pupils and the teachers are the main personnel involved in this process. If records are kept for individual pupils, not only do they help in providing an explanation why a pupil has made little progress towards the objectives but they also provide information which enables the teacher to modify the approach under scrutiny to suit more appropriately to the needs of particular pupils.

Evaluation here precisely connotes as to what extent, the stipulated aims and objectives in the light of cognitive, affective and psychomotor domains have been achieved through planning of the curriculum, devising of learning materials and the approach adopted by the teacher. It is to be assessed whether pupils have learnt the required knowledge, skills and information that enable them to adjust and readjust in the society as good learners, as good persons, as good citizens, and as good workers.

CONCLUSION

To conclude, the concept of creative teaching and learning points towards the teacher as to what extent he has gained appropriate knowledge, skills and expertise to prove himself as an effective participant in decision making process; in the formation of policies of education; in planning and developing changes in the curriculum so as to cover the needs and aspirations of the society; to recognise the individuality of the student irrespective of his present worth, class and status; to help every child to make progress in accordance with his mental capacity, to build creative interpersonal relationships with students, teachers and to those who are superior to him; to make efficient use of time and space according to the demand of a given situation; to help his pupils grow without any fear or shame; making his pupils free from any outward threat of evaluation, and not to press them for becoming stereotypes and conformists.

Kashmiri Adaptation of Pareek and Trivedi's Socio-economic status Scale

* Mahmood Ahamd Khan

Though there are various standardized scales of Socio-economic Status (SES) available in India, on rural population like Lewis and Dillon (1955), Freeman (1961), yet the Scale devised by Pareek and Trivedi (1964) is most appropriate for the measurement of SES on the rural sample. The present investigator thoroughly analyzed the scale of Pareek and Trivedi and there were many limitations in it. The limitations are cited as under:-

- i. The scale is very old devised in 1964 and the SES of the people has considerably risen;
- ii. the most important component of SES- Income is missing in the scale;
- iii) The item of vital importance now-a-days in order to determine ones SES-like education and occupation of the mother are again missing;
- iv. Horticulture land which is the back-bone of Kashmiri economy and has a vital role to play so as to determine ones SES is conspicuous by its absence.
- v. The people of Kashmir are also rich enough to possess many more material things that provide a distinctive status to people. It becomes more pertinent as the facilities of life have changed from 1964 to date enormously. Therefore, restricting the Material possession to only a few things, as in the scale is not justified.
- vi. The scale has a different cultural bias and has not been standardized on Kashmir population;
- vii. The sixth sub-head of the item of occupation -service, has not been categorized;
- viii. As the facilities of higher education have increased and an awareness for education has achieved a momentum in the rural areas either, leaving the item of education on 9th sub-head (graduation) is not justified now-a-days.

Keeping the above given limitations in view the present investigator, thought it advisable to make the Kashmiri adaptation of the scale. The item wise adaptation is cited as under:

- i) **Caste:** The second sub-head of the caste item represented by lower caste, is appropriate for the Hindus only. But so far as the Muslims are concerned, we cannot attribute a person to be of a caste which is lower, therefore, sub-head lower caste was rewritten as lower caste/social caste, so as to make it meaningful for the Muslims.

* Lecturer, Department of Education, Kashmir University.

- ii. **Occupation:** So far as the occupation item is concerned it is attributed to the head of the family-father, or guardian in favour of those whose father is dead. But so far as the present scenario is concerned the occupation of the mother adds to family income and provides a better socioeconomic status to the family, therefore, the occupation Mother item was added. The item of occupation of Father was made more clear by categorizing the service sub-head.
- iii. **Education:** The education of the head of the family is ascertained for the component of education, in order to represent educational status. But education of the mother is equally determining the status of the family. Therefore, the education mother item was included in the adapted form. The item of education father was changed.
- iv. The item of Monthly income is added in the adapted version, that is not represented in the original scale.
- v. **Social Participation:** The item was placed in the adapted version as such.
- vi. **Land:** In the original scale there was not the categorization of land agriculture and Horticulture. Therefore, it was categorized so as to represent Agricultural and Horticultural land separately in two items. After the land reform act was implemented in Kashmir, the land possession has shrunk to the minimum level. Therefore, the range of land as placed in the original scale was sub-divided into two halves Agriculture and Horticulture.
- vii. In rural Kashmir the Gujars live in far flung areas in hutments commonly termed as Kothas. Therefore, the second sub-item-Hut was rewritten as Hut/Kotha.
- viii. **Farm power:** This item was replaced farm power and animal possession as in the rural area of Kashmir, people not only possess drought and prestige animals but also gercy cows and sheep. It certainly adds to the status of a family. Therefore, animal possession was also included in this item.
- ix. **Material possession :** As the people throughout India are materially more sound than in 1964. Therefore, some new additions were made in this item. As in Kashmir there is not an existence of Bullock cart, therefore, the sub-item was rephrased as Bullock cart/Horse cart. The sub-head of improved agricultural implements was rewritten as improved agricultural implements/ spray machine.
- x. **Family:** The family item was placed as such, no change was inserted.

Content Validity:

After the additions and alternations of the original scale were worked out, a jury of ten experts was selected to act as judges in order to validate the Kashmiri adaptation of socioeconomic status scale. The judges were provided with the original scale and adapted one and a form to record their agreement or disagreement on any of the items or sub-head of items changed or added. Judges were requested to examine the changed version critically and suggest changes wherever necessary. They were also requested that while evaluating the adapted scale and comparing it with

the original one, the weightage assigned to each item and sub-head should also be considered. They were also requested to show their disagreement, if they did not agree with the feasibility of an added item or sub-head of an item in the changed version.

Where the judges had felt a necessity, they had recorded their disagreement and suggested the change. In the same vein, wherever, it was felt that weightage given is more or less, the change was suggested by the experts. Thus, as a matter of fact the additions and alternations were made in the adapted scale in the following manner:

- i) If there was the consensus of eight or nine No. of judges, on the addition of an item or sub-head of an item, the item or sub-head of an item was retained.
- ii) If there was the agreement of eight or more No. of judges on the change of an item or sub-head of an item, the change in the changed version was retained.
- iii) If there was the consensus of seven or less No. of judges on the addition of an item or sub-head of an item, the idea of addition was dropped.
- iv) If there was only agreement of seven or less No. of judges on the change of an item or sub-head of an item, the idea of changing the item or sub-head of an item (in the original scale) was dropped.
- v) The weightage of an item or sub-head of an item was retained as such when eight or more No. of judges expressed their agreement. The weightage was changed when there was the agreement of only 07 or less No. Judges.

The perusal of the above description makes it clear that the adapted version has a co-efficient of 0.08 as its content validity.

Item analysis:

The changed version of SES scale was administered to 120 subjects, randomly selected from the Tehsil Pahalgam and Bijbehara. The scripts were scored and arranged in ascending order based on the total score obtained by the sample-subjects. Thirty scripts getting the highest score (top 25%) and 30 script getting lowest score (lowest 25%) were taken to from the upper and lower groups. For the purpose of item analysis these two groups served as criterion groups. The criterion model is in line with Madhosh and Rafiqul (1990). The discriminatory power of each item was detected by the score obtained for each item by these two groups. X and SD was computed for each item in both the groups (high and low). Finally 't' test was used to select the item for the final draft of this scale. The item analysis was done only for the items which were included a fresh-Mother's education, Mother's occupation, income, land Horticulture, and the items where there was marked change-land agriculture, occupation Father, education Father, Farm power and animal possession, Material possession. After computing item analysis of these items all were retained as the 't' value was significant beyond 0.05 level, on each of the item as shown in table No.01.

Table No. 01

Item analysis of the composite score of SES, the items added afresh and the item schanged (High and Low group N= 30 each)

Variables	Groups	\bar{X}	S.D.	't' value
"01" Composite score SES	High Low	40.17 23.60	4.71 2.37	17.19**
"02" Occupation Father	High Low	5.67 4.03	1.69 1.38	4.09**
"03" Occupation Mother	High Low	2.20 1.60	1.22 0.61	2.41*
"04" Education Father	High Low	3.73 0.43	1.82 1.15	8.39**
"05" Education Mother	High Low	1.07 0.03	1.89 1.79	2.97**
"06" Monthly Income	High Low	4.43 2.70	0.88 1.13	6.62**
"08" Land Agriculture	High Low	2.77 1.53	1.31 0.92	4.22**
"09" Land Horticulture	High Low	1.80 0.57	1.83 0.75	3.43**
"11" Farm power and Animal possession	High Low	3.87 2.47	1.99 1.52	3.06**
"12" Material Possession	High Low	4.10 1.87	2.76 1.12	4.11**

** Probability less than 0.01

* Probability less than 0.05

Reliability:

The co-efficient of stability was calculated for the present scale by the test-retest method. The co-efficient of correlation of the scale scores, by product moment method, taken at two different times, within a time duration of two months, on thirty persons selected randomly from different villages, indicated quite a high co-efficient of stability 0.91. The selection of the sample subjects was done randomly from 10 high and higher secondary schools reading in 9th class (three subjects from each institution). The original scale devised by Pareek and Trivedi and the Kashmiri adaptation by the present investigator is presented in appendix No.1 for perusal and comparison of the reader.

Norms:

The researchers are free to make use to raw scores for comparison purposes in groups. But for more precise interpretation, comparison and for research purposes the use of norms is recommended. The norms given here were developed on the data collected from the villages of District Anantnag (N=950).

The norms can used in comparable areas of the state. For the present scale (Kashmiri Adaptation), percentile norms have been worked out. A percentile indicates an individual's relative position in the standardized sample. Percentiles serve as ranks in a group of 100 when we begin from the bottom so that the lower the percetile, the lower the individuals status. Following the principle of proportionate division, a raw score falling in between the cut off points can suitably be converted into percentile scores.

Table No 02

Percentile norms of Kashmiri Adaptation of socioeconomic status scale N = 950

Percentile points

Score

High Score =61

P90	42.32
P80	37.42
P70	35.10
P60	32.79
P50	30.91
P40	29.15
P30	27.25
P20	25.45
P10	23.42

 Lowest Score= 14

The investigator has also made an arbitrary classification of the scores for identifying some explanatory categories. For this purpose three point scale has been used. The first High socioeconomic group (Upper Class) Second average socioeconomic group (middle class) and third low socioeconomic group (lower class). These groups were obtained by taking P_{25} , P_{75} for upper and lower class (extreme groups), and the score ranging between P_{25} and P_{75} for Middle class. The data is given in the table No. 03 as under.

Table No. 03

Representation of scores and respective classes on socioeconomic status (N=950).

Class	Scores
Upper	36.18 and above
Middle	26.36 to 36.17
Lower	26.35 and below

Administration and scoring:

The Subject should be seated comfortably apart from each other and the Kashmiri Adaptation of socioeconomic status scale be administered. It should be explained to the subjects that the information is needed only for research purposes. It takes 15 minutes to the subjects to respond the scale.

The composite score of the scale can be determined by adding, the corresponding scores against only one box marked on the items-1, 2,3,4,5,6,7,8,9, 10 and 11, corresponding scores against each sub-items marked under items 12 and 13.

References

Freeman, C. (1961) Economic status and adoption of new agricultural and home practices cit. in Sexena, R.N.(Ed.) *Sociology, Social research & Problems in India*: Bombay: Asia Publishing House.

Social

Lewis, D.and (1955) *Leadership and Groups in a South Indian Village*.
Dhillon, D.S. Delhi: P.E.O. Publication No: 9, PP. 146-148.

Madhosh, A.G and (1990) *Manual of the socio-economic status scale (Rural and Urban)*,
Rafiqi, K.P. Srinagar: Crown Press, Batamaloo.

Pareek, U.and (1964) *Manual of the socio-economic status scale, (Rural)*, New Delhi:
Trivedi, G Manasayan.

APPENDIX - I

SOCIO-ECONOMIC STATUS SCALE (RURAL)

By Pareek, U. & Trivedi, G.

Total Score	<input type="text"/>
Category	<input type="text"/>

Respondent..... Village.....
Age..... Date..... Investigator.....

INSTRUCTIONS

Please read the instructions in the manual carefully before checking on this form. Check the relevant categories by putting an 'X' in the appropriate circle on the left of a sub-item. Note that only one box is to be checked under each of the major items 1,2,3,4,5,6 and 7. Encircle the corresponding scores given against the sub-item. Check for sub-items under item 8 and 9. Encircle the corresponding scores. Add all scores and enter the total scores in the box on the right hand top corner. Consult the manual and enter the corresponding category in the same box.

1. *Caste:*

- 0 Scheduled Caste .1
 0 Lower Caste .2
 0 Artisan Caste .3
 0 Agricultural Caste .4
 0 Prestige Caste .5
 0 Dominant Caste .6

2. *Occupation :*

- 0 Labour .1
 0 Caste occupation .2
 0 Business .3
 0 Independent .4
 0 Profession .5
 0 Cultivation .5
 0 Service .6

3. *Education:*

- 0 Illiterate .0
 0 Can read only .1
 0 Can read & write .2
 0 Primary .3
 0 Middle .4
 0 High School .5
 0 Graduate .6

4. *Social participation:*

- 0 Member of one Organisation .1
 0 Member of more than one organisation .2
 0 Office holder .3
 0 Wider public leader .6

5. *Land:*

- 0 No Land .0
 0 Less than 1 acre .1
 0 1-5 acres .2
 0 5-10 acres .3
 0 10-15 acres .4
 0 15-20 acres .5
 0 more than 20 acres .6

6. *House:*

- 0 No home .0
 0 Hut .1
 0 Kacha house .2
 0 Mixed house .3
 0 Pucca house .4
 0 Mansion .6

7. *Farm power:*

- 0 No drought animal .0
 0 1-2 drought animal .2
 0 3-4 drought animal or 1 or more prestige animal .4
 0 5-6 drought animal or Tractor .6

8. *Material possession:*

- 0 Bull-cart .1
 0 Cycle .1
 0 Radio .1
 0 Chairs .1
 0 Improved agricultural implements .2

9. *Family: Type*

- 0 Single .1
 0 Joint, Size .2
 0 Up to 5 .1
 0 Above 5 .2
 0 Distinctive Features .2

MAHMOOD'S KASHMIRI ADAPTATION OF PAREEK AND TRIVEDI'S SOCIO-ECONOMIC STATUS SCALE (RURAL)

Total score	
Category	

Respondent..... Village Age

Date..... Roll No..... Class.....
School.....

INSTRUCTIONS

Please read the instruction in the manual carefully before checking this form. Check the relevant categories by putting an 'X' in the appropriate circle on the left of sub-item. Note that only one box is to be checked under each of the major items 01 to 11. Encircle the corresponding scores given against the sub-item. Check for sub-items under item 12 and 13. Encircle the corresponding scores. Add all scores and enter the total scores in the box on the right hand top corner. Consult manual and enter the corresponding category in the same box.

- | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------------------------|-----------------|----|---|------------------------------|----|---|---------------|----|---|-----------------------|----|---|----------------|----|---|----------------|----|---|---------------|----|---|--------------|------------|----|------------------|---------------|--|---------------|------------------|--|---|---------|----|---|------------------|----|---|-------------|----|---|---------------------------|----|---|---------------|----|---|--------|----|---|-----------|----|
| <p>1. Caste:</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">0</td><td style="width: 85%;">Scheduled caste</td><td style="width: 10%; text-align: center;">.1</td></tr> <tr><td style="text-align: center;">0</td><td>Lower caste/
Social caste</td><td style="text-align: center;">.2</td></tr> <tr><td style="text-align: center;">0</td><td>Aristan Caste</td><td style="text-align: center;">.3</td></tr> <tr><td style="text-align: center;">0</td><td>Agricultural
caste</td><td style="text-align: center;">.4</td></tr> <tr><td style="text-align: center;">0</td><td>Prestige caste</td><td style="text-align: center;">.5</td></tr> <tr><td style="text-align: center;">0</td><td>Dominant caste</td><td style="text-align: center;">.6</td></tr> <tr><td style="text-align: center;">0</td><td>Service</td><td></td></tr> <tr><td></td><td> i) 4th Class</td><td style="text-align: center;">.6</td></tr> <tr><td></td><td> ii) Average type</td><td style="text-align: center;">.7</td></tr> <tr><td></td><td> iii) Gazetted</td><td style="text-align: center;">.8</td></tr> </table> | 0 | Scheduled caste | .1 | 0 | Lower caste/
Social caste | .2 | 0 | Aristan Caste | .3 | 0 | Agricultural
caste | .4 | 0 | Prestige caste | .5 | 0 | Dominant caste | .6 | 0 | Service | | | i) 4th Class | .6 | | ii) Average type | .7 | | iii) Gazetted | .8 | <p>2. Occupation (F)</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">0</td><td style="width: 85%;">Labour</td><td style="width: 10%; text-align: center;">.1</td></tr> <tr><td style="text-align: center;">0</td><td>Caste occupation</td><td style="text-align: center;">.2</td></tr> <tr><td style="text-align: center;">0</td><td>Business</td><td style="text-align: center;">.3</td></tr> <tr><td style="text-align: center;">0</td><td>Independent
Profession</td><td style="text-align: center;">.4</td></tr> <tr><td style="text-align: center;">0</td><td>Cultivation</td><td style="text-align: center;">.5</td></tr> </table> | 0 | Labour | .1 | 0 | Caste occupation | .2 | 0 | Business | .3 | 0 | Independent
Profession | .4 | 0 | Cultivation | .5 | | | | | | |
| 0 | Scheduled caste | .1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Lower caste/
Social caste | .2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Aristan Caste | .3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Agricultural
caste | .4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Prestige caste | .5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Dominant caste | .6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Service | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | i) 4th Class | .6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ii) Average type | .7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | iii) Gazetted | .8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Labour | .1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Caste occupation | .2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Business | .3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Independent
Profession | .4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Cultivation | .5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>3. Occupation (M)</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">0</td><td style="width: 85%;">House wife</td><td style="width: 10%; text-align: center;">.1</td></tr> <tr><td style="text-align: center;">0</td><td>Cultivation</td><td></td></tr> <tr><td style="text-align: center;">0</td><td>Handicrafts</td><td style="text-align: center;">.3</td></tr> <tr><td style="text-align: center;">0</td><td>Service</td><td></td></tr> <tr><td></td><td> i) 4th Class</td><td style="text-align: center;">.6</td></tr> <tr><td></td><td> ii) Average</td><td style="text-align: center;">.7</td></tr> <tr><td></td><td> iii) Gazetted</td><td style="text-align: center;">.8</td></tr> </table> | 0 | House wife | .1 | 0 | Cultivation | | 0 | Handicrafts | .3 | 0 | Service | | | i) 4th Class | .6 | | ii) Average | .7 | | iii) Gazetted | .8 | <p>4. Education (F)</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 5%; text-align: center;">0</td><td style="width: 85%;">Illiterate</td><td style="width: 10%; text-align: center;">.0</td></tr> <tr><td style="text-align: center;">0</td><td>Can read only</td><td></td></tr> <tr><td style="text-align: center;">0</td><td>Can read & write</td><td style="text-align: center;">.2</td></tr> <tr><td style="text-align: center;">0</td><td>Primary</td><td style="text-align: center;">.3</td></tr> <tr><td style="text-align: center;">0</td><td>Middle</td><td style="text-align: center;">.4</td></tr> <tr><td style="text-align: center;">0</td><td>High School</td><td style="text-align: center;">.5</td></tr> <tr><td style="text-align: center;">0</td><td>Graduate</td><td style="text-align: center;">.6</td></tr> <tr><td style="text-align: center;">0</td><td>Post graduate</td><td style="text-align: center;">.7</td></tr> <tr><td style="text-align: center;">0</td><td>M.Phil</td><td style="text-align: center;">.8</td></tr> <tr><td style="text-align: center;">0</td><td>Doctorate</td><td style="text-align: center;">.9</td></tr> </table> | 0 | Illiterate | .0 | 0 | Can read only | | 0 | Can read & write | .2 | 0 | Primary | .3 | 0 | Middle | .4 | 0 | High School | .5 | 0 | Graduate | .6 | 0 | Post graduate | .7 | 0 | M.Phil | .8 | 0 | Doctorate | .9 |
| 0 | House wife | .1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Cultivation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Handicrafts | .3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Service | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | i) 4th Class | .6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ii) Average | .7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | iii) Gazetted | .8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Illiterate | .0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Can read only | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Can read & write | .2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Primary | .3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Middle | .4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | High School | .5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Graduate | .6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Post graduate | .7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | M.Phil | .8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | Doctorate | .9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

5. *Education: (M)*

0	Illiterate	.0
0	Can read only	.1
0	Can read & write	.2
0	Primary	.3
0	Middle	.4
0	High School	.5
0	Graduate	.6
0	Post-graduate	.7
0	M.Phil	.8
0	Doctorate	.9

7. *Social participation:*

0	Member of one Organisation	.1
0	Member of more than one organisation	.2
0	Office holder	.3
0	Wider public Leader	.6

9. *Land Horticulture:*

0	No Land	.0
0	Less than 1.5 acre	.1
0	1.5-2.4 acres	.2
0	2.5- 4.9 acres	.3
0	5-7.4 acres	.4
0	7.5 -10 acres	.5
0	Above 10 acres	.6

11. *Farm Power and Animal Possession:*

0	No drought animal	.0
0	1-2 drought animal	
	Gercy Cows/10 to 20	
	Sheep	.2
0	3-4 drought animals	
	Gercy Cows/20 to 40	
	Sheet	.4
0	5-6 drought animals	
	Gercy Cows/More than 40 Sheets/ Tractor	.6

12. *Family Type*

0	Single/Joint	
	Size	
0	Upto 5	.1
0	Above 5	.2
0	Distinctive features	.2

6. *Monthly Income:*

0	Rs.500 and less	.1
0	Rs. 501-1500	.2
0	1501-2500	.3
0	2501-3500	.4
0	3501-4500	.5
0	Above Rs. 4500	.6

8. *Land Agriculture:*

0	No Land	
0	Less than 1.5 acre	.1
0	1.5 -2.4 acres	.2
0	2.4- 4.9 acres	.3
0	5.0 -7.4 acres	.4
0	7.5 -10 acres	.5
0	Above 10 acres	.6

10. *House:*

0	No home	.0
0	Hut/Kotha	.1
0	Kacha house	.2
0	Mixed house	.3
0	Pucca house	.4
0	Mansion	.6

12. *Material possession:*

0	Cycle	.1
0	Bull-cart/Horse cart	.1
0	Scooter	.2
0	Auto	.3
0	Taxi	.4
0	Maruti Van	.5
0	Heavy Vehicle	.6
0	Radio	.1
0	Taperecorder	.1
0	Drageets	.1
0	Chairs	.2
0	Sofa	.3
0	V.C.P.	.1
0	V.C.R.	.2
0	T.V.	.1
0	Spary Machine	.1

IQBAL'S EDUCATIONAL PHILOSOPHY

* Mohammad Yousf Ganaie

BACK GROUND:

Dr. Mohammad Iqbal was one of the most significant figures in the history of modern india because, both as a poet and thinker, he exercised considerable influence on the minds of millions living in India and Pakistan. Mohammad Iqbal was born on November 9, 1877 to a highly religious Kashmiri tailor in Sialkot. The mystic temperament of his father, caressing sentiments of his mother and keen solicitude of his first teacher (Maulvi Mir Hassan) find an echo on his philosophy, poetry and career.

ROOTS OF HIS EDUCATIONAL THOUGHT:

Without being an educationist Iqbal had an educational philosophy. In fact his thought on education can be understood well by making a brief analysis of his ideas on the nature of man, mind, value, knowledge and philosophy. It will be quite appropriate to take these points one by one.

HIS PHILOSOPHY :

Dr. Iqbal as a philosopher believes in the happy amalgam of the REAL and the IDEAL. He does not consider the two as mutually exclusive and "takes the real to be the starting point to reach the ideal. As an idealist he wishes the individual to attain the highest richness of mind not in vacuum but in the social milieu, but acting, interacting and reacting in the realities of the environment. He does not wish man to withdraw from the material world but to face the facts and forces of this and to strive for the heights of mind. He wants man to play the human drama to its perfect expectation on the stage of the social environment. His advice is "to use the great resources of the material world to attain the highest spiritual world". He wants man "look for the secrets of life in the bud but keep the gaze towards the rays of sun". Dr. Iqbal wants the educator to take note (while formulating his policy and process of education) that "the ultimate REALITY is spiritual and its life consists in its temporal activity. The spirit finds its opportunity in the natural, in material and secular". He does not, therefore, wish to see "that the purpose of education should be to see that man does not subordinate the mental to the physical, concentrating only on the effort to gain the whole world even though he may lose his soul in the process". Philosophically Dr. Iqbal is concerned both with immutable and unchangeable world of 'spirit' as well as with the world of changing phenomena "and wanted his "developed individual to conquer the two worlds with his intellectual and creative activity.

Dr. Iqbal is Humanist to the core. His entire philosophy converges on the man, his nature and the development of individuality in the social milieu. He was able to expand his concept of "momin" to make it co-equal with that of man itself. Dr Iqbal's concept regarding Man, Mind, Knowledge and values is as under:

* Lecturer, Department of Education, Kashmir University, Srinagar

NATURE OF MAN :

Being a deep rooted humanist, Dr. Iqbal stood "for the preservation of human personality" whose nature and function was elaborated by him in his persian Masnavi 'Asrar-i-Khudi' (The Secrets of the Self). Recognising Khudi (self-hood, individuality) as real and significant basis of life, he says that the negative of the self, or its absorption into some Eternal Self is not man's moral religious ideal. Man should strive to retain his precious individuality and should strengthen it by developing greater originality and uniqueness in it". Dr. Iqbal is emphatic in saying that the self or individuality or personality develops through 'constant strenuous effort and struggle against two things: (1) the forces of environment and (2) disruptive forces within man himself". There is give and take relationship between the individual and the multidimensional environment. The individual, therefore, instead of remaining aloof from the environmental influences and this becoming ego-centric, should have "intensive and fruitful contacts" with the environment and this enrich his mind with the "emergising currents of social life".

MIND :

The wealth of mind once secured, is never lost. In Dr. Saiyidain's words, "Dr. Iqbal considered the goods of mind and the riches of the spirit, always aspiring upward in man, far too valuable". Man's creativity should not only be confined to the reshaping of the material world alone, but should also build a much vaster world in the depth of his own inner being wherein he discovers sources of infinite joy and inspiration in art, poetry, literature, science, philosophy and religion". He wanted an open mind, talking, analysing and synthesing the impressions gathered through interaction with other minds as well as the environment and the society. Dr. Iqbal pleaded "that the schools should attempt to elicit the intellectual, aesthetic and moral significance of the occupations and interests of life and to find the growing points of the mind in its effort to handle the every day concrete problems".

KNOWLEDGE :

Dr. Iqbal has given a place of pre-eminence to knowledge which is experimentally acquired. "In view of the present growing and fast changing environment, he thinks that the awakening and cultivation of intelligence is essential and that can be done through knowledge, he says, "the life of (finite) ego self in an obstructing environment depends on the perpetual expansion of knowledge based on actual experience, which expand by the method of trial and error. It is through a spirit of intellectual adventure, through trial and error, through a fearless exploration into new realms of thought that can be made our original and valuable contribution to the enrichment of knowledge and consequently of life". He, therefore, "exhorts the learners not to be intellectually timid but to boldly conquer new domains of knowledge".

VALUES :

Dr. Iqbal wanted man to pursue cultural values and motifs of purely Indian origin. He was as much influenced by Indian Vedantism as by teaching of Islam and the visions of Quran. These, he said would strengthen the upward movement of the human spirit. Like the idealists, he does not

believe in any once-for-all fixed values. His values remain in progressive formation. Since he is anxious to build a social order on the broadest humanistic lines, he welcomes the social values, which according to him provide a hope of society based on the principles of equality, social justice and human brotherhood.

The entire treatment meted out to the salient feature of the *Iqbalian Point of View*, leads us to his precise thinking on education and training. Let us now see how he looks at education.

EDUCATION MEANING AND SCOPE :

Iqbal had an unflinching faith that man's individuality or personality is something real, has creative impulse to grow, wishes to enjoy freedom and attained highest perfection. Iqbal's ambition to convert "Man into 'Mumin'" (true believer, the good man). He says, "the aim of education is purification of intellect and wisdom". He stressed that education should "strengthen the individuality of the educands so that they may realise their potentialities to the highest perfection, the fullest development of 'self' or 'individuality' or 'personality' was considered by Dr. Iqbal as the greatest reward of man. He viewed "the cultivation of the individuality as the highest goal of all social and educational efforts".

Education should therefore, aim not only at the individual development but also at the social development of the educands, which implies that they must learn to adjust well and in a creative way in the society. Dr Iqbal put-forth, "it is the lot of man of share in the deeper aspirations of the universe around him and to shape his own destiny as well as that of the universe by adjusting himself to its forces as well by putting the whole of his energy to mould the forces to his own end and purpose. It is education which ignites the creative process of man and constantly goads him to "play an active role by purposefully, acting, interaction or reacting to his environment."

The aim of the education was that educands must recognise the "value of community's culture", which implies that the educands should not only critically appreciate the cultural achievements of the community but must also "adhere to the highest of its cultural values and traditions. Any form of education which ignores this fundamental task is utterly superficial and futile". Dr. Iqbal resented the Slavish imitation of the ideas and culture of other people which weaken the "self". The individuals as well as the community should develop self-reliance and inner richness of their own. This is where education should help. Iqbal said:

"Look into thy own clay for the fire that is lacking. The light of another is not worth striving for."

He deplored the slavish imitation of the western culture and practices by the Indians and advised his own son Javid as the representative of the rising generation, that:

"Do not take the obligation of the glass shop of Firangi"

"Create your cups own of wine from the earth of India."

Morality was a 'must' for Dr. Iqbal, but not the morality, which is rigid and superimposed "Education cannot produce genuine moral behaviour by teaching a set of ready made moral maxims, which students may carry out mechanically". He wanted the moral code, which "arises out of a willing co-operation of free egos", For him "goodness is not a matter of compulsion." Effective morality results from choice, freedom and experience gained through social inter-course. It implies that schools should provide opportunities for social experience.

CURRICULUM :

Dr. Iqbal wanted a life centred curriculum realistic and related to the needs and demands of the developing individual and also reflecting the norms, values and aspirations of the society. He wanted subjects which should help the educands to have all round development physical, social, economic, political, cultural, moral and spiritual. Recognising sciences as "instrument for the preservation of the life, he wanted these to be taught but controlled by faith in ethical principles, because he saw that uncontrolled by ethical principles, "Science had given to Europe an inhuman economic system, an unjust social organisation a bitter conflict among groups and classes, a craze armaments, a perpetual threat impending wars, a life of hurry, strain frustration, conflict and distaste for quiet enjoyment of the fruits of culture

Science does not give man a complete idea of Reality, Dr Iqbal advocated the imparting of religious education, as he firmly believed that science and religion instead of opposing each other, complemented each other. To him, "religious in its higher manifestations is neither dogma nor priesthood nor ritual. It prepares man for the burden of the great responsibility." Education should therefore impart religious education, which helps man to "understand and appreciate modern, social, political, scientific or philosophical problem".

METHODOLOGY :

"Freedom" was Dr. Iqbal's watchword in the educative and learning process. In this way he wanted the schools "to bring up free, daring and creative individuals, not emaciated not house plants, not youths who have been kept in leading strings" He said:

"Imprisoned life is reduced to a small river.
Free, it like the boundless ocean".

"The freedom of choice" Iqbal said, "is distinctive gift to man alone. This gift helps him to develop his personality and participate in the creative life of his maker". He visualised the risk of freedom of choice, which man may use in choosing good or opposite of good but Iqbal said, "that God has taken this risk shows His immense faith in man, how must justify this faith by a wise and constructive use of this gift".

For teaching he approved of only those methods, which involved self activity, learning by doing, problem solving purposeful work experience where the student utilize the resources of their environment, adopt appropriate means to realise the goals and "reply on their own groping with intelligent efforts and overcome their difficulties".

Dr. Iqbal lays down how to educate children on sound principles of psychology. An appropriately educated child shows through his behaviour as to how he can lead an honest life. A child's intellectual horizon should be widened so as to cultivate his mind to its full richness. Benefit of any moral strings, they grow selfish. A man should be aware of his obligations and conscious of the fact that he is like a branch of a big tree, the roots of which are in the earth and its twigs touch the sky. One should know the educational principles of educating the children and help them to discover their potentialities, thus formulating their education and training in conformity with their potentialities. He said, "if the mason lays his first brick wrongly the entire wall will remain infirm."

EXAMINATION AND EVALUATION:

The theory of education based on Iqbal's point of views, suggests two-point-evaluation programme :

- (1) Self-evaluation, (2) Other evaluation.

Self Evaluation:

This type of evaluations puts premium on assessment of one's achievements by his own appraisal of himself. The reference points for such evaluation are one's test of knowledge, understanding, comprehension and application of knowledge to the reality of life.

Other Evaluation:

Other evaluation compares well with modern system of formal examination and also more supplementary assessment by those who know the educand more closely. This group will include teachers, peers and parents. The assessment information sought from these sources will substantiate, confirm, or verify the assessment results obtained through formal evaluation techniques.

BIBLIOGRAPHY

- | | | |
|-----------------|--------|---|
| Abduhu, G.R. | (1973) | <i>The educational Ideas of Maulana Ablul Kalam Azad.</i> Sterling Publishers (P) Ltd. New Delhi Jullundur. |
| Ali, S.Amer | (1946) | <i>The Spirit of Islam</i> London: Christophers. |
| Arnold, T. (Ed) | (1952) | <i>The Legacy of Islam</i> , London Oxford University Press. |
| Dar, A.H. | (1962) | <i>Introduction to the Thought of Iqbal.</i> Iqbal Academy Pakistan, Karachi. |
| Iqbal. S.M. | (1944) | <i>The Reconstruction of Religious Thought Islam.</i> London Oxford University Press |
| Jaffar. S.M. | (1936) | <i>Education in Muslim India.</i> Lahore, Ripon Printing Press. |
| Jamila. K. | (1963) | <i>The place of God, Man and Universe in the Philosophic System of Iqbal.</i> Iqbal Academy Pakistan. |
| Lini, S.M. | (1974) | <i>Iqbal His life and Times</i> , Kashmiri Bazar Lahore. |
| Riffat, H. | (1979) | <i>An Iqbal Primer. An Introduction to Iqbal's philosophy</i> , Aziz Pub. Lahore Pakistan. |
| Saiyidain, K.G. | (1938) | <i>Iqbal's Educational Philosophy.</i> Irfaat Publications. Pakistan, Lahore. |
| Saiyidain, K.G. | (1966) | <i>The Humanist Tradition in Indian Educational Thought.</i> Asia Publishers House New Delhi. |
| Syed, A.H. | (1977) | <i>Glory of Iqbal.</i> Progressive Books 40-B Urdu Bazar Lahore Pakistan. |
| Taneja, V.R. | (1980) | <i>Educational Thinkers</i> , Atlantic Publishers and Distributers. New Delhi. |
| Vahid, S.A. | (1974) | <i>Glimpses of Iqbal.</i> Iqbal Academy Pakistan Karachi. |

Examination Process in the Schools of Learning Some legal Sidelights

* Farooq Ahmad

Education is sine qua non for the development of mind and personality. It reflects the progress of a society and inturn of the nation. It cultivates sense of responsibility, Ushers fellow feeling. Culminates in the national cohesion, develops scientific temper and accompolishes the independence of mind and spirit. In the present age of automation, the very survival of a nation is dependent on Education. In the words of D.S. Kothari:

Education has always been important but perhaps never more so in man's history than today. In a science based world, education and research are crucial to the entire development process of a country, its welfare, progress and security. It has characteristic of a world permeated by science that in some essential ways the future shape of things is unpredictable¹.

Keeping in view the importance of Education, the supreme court declared² that "right to education is a concomitant to the fundamental right enshrined in part III of the constitution. Although right to education is not expressly mentioned in part III of the constitution, it is not necessary. Art 41³ which enshrines right to education and is covered under the head of Directive Principles have to be read into the fundamental rights. It is part and parcel of Art 21."

Since the adoption of 1968 Education Policy, admittedly there has been vast expansion in educational facilities in all branches of education all over the country. In order to equip the education system to cope-up with the present day demands, National policy on Education was announced in May, 1986. This new education policy however, has not suggested any change in the existing mechanism of examination.

Due to deterioration of moral values, nepotism and corruption infecting the temples of learning, students began to feel that there is perhaps short cut to success also. They therefore, employ nefarious means either for sitting in the examination without completing prescribed formalities or resorted to mal-practices in order to get through the examination. Result is the conflict between the authorities and students. Not only this alone, authorities have found themselves involved with the students in so many issues relating to examination process. Students feeling aggrieved by the decision of authorities have knocked the doors of courts, so in this paper an attempt is made to delineate the judicial approach vis-a-vis examination process in the schools of learning.

Judicial Restraint: Prior to independence, Courts pursued the policy of non interference in the academic matters of the institutions. Allahabad High Court in *Ugrah Singh, V. Banaras Hindu University*⁴, made it clear that no court of law can possibly entertain a claim on his part that the plaintiff has passed certain examination when the authorities of the University conducting the examination and Lawfully empowered to adjudicate upon its results declared him to have failed.

* Lecturer, Department of Law, University of Kashmir, Srinagar.

After Independence when the Supreme Court and High Courts were armed with the writ jurisdiction under Arts. 32 and 226 respectively, the Assam High Court enjoys the distinction of first interfering with the academic institution by issuing a writ of mandamus against the Gauhati University in *Humendra Chandra Das, v Gauhati University*⁵, to declare and announce appropriately that the petitioner is Bachelor of Science of the said University with second class.

Criticising this approach, Calcutta High Court in *State Medical Faculty, v. K. Shiti Bhushan*⁶ held that the Court cannot act as a kind of shadow University to confer medical degrees and diplomas. It seems that Courts in India have started conferring degrees on disappointed Scholars and students, Judicial decrees granting academic degrees are certainly an innovation. In the opinion of the Court correct approach was adopted by other Benches of the same High Court in *Dipa Pal v. University of Calcutta*⁷ and *Smarendra Prasad v. University of Calcutta*⁸ and Orissa High Court in *S.K Ghose v. Vice Chancellor, Utkal University*⁹, that when Universities go wrong in their decisions the Court can set aside their illegal decisions and ask them to act according to law but cannot go to the length of usurping their statutory authority and obligation to confer degrees.

This veneration showed by the Court shortly after coming into the force of constitution to the academic Institutions, was repeated and remained by the Judges whenever they found occasion, Justice Krishna Iyer in his own style quips

*Courts "fear to tread" and decline "to rush in" to quash decisions of responsible academic bodies*¹⁰.

Same echo was found in the judgment of Justice Khalid in *P.M. Unni Raja and Ors. v Principal Medical College and Ors.*¹¹ when it was laid down:

*Courts have generally set certain limitations and self imposed restrictions on them while exercising their discretionary power under Art. 226 in dealing with the decisions of academic bodies.*¹²

However, this does not mean that the Schools of learning enjoy any kind of sovereign immunity. It has been made clear that, where any fundamental right of a student has been infringed¹³, or any malafides or animus on the part of authorities was made out, or it is shown that the enquiry held was not fair or candidate had no opportunity of making defence¹⁴ or decision is biased unlawful, irregular or without jurisdiction¹⁵ or glaring perverse decision¹⁶ or system of evaluation is bad or unfair¹⁷, court can quash the decision of the institution in question.

Promissory Estoppel: Section 115¹⁸ of the India Evidence Act, 1872 lays down the principle of estoppel which in fact is founded upon the ruling enunciated in *Pichard v. Sears*.¹⁹ While expounding this doctrine it was laid down that where a person by his words or by conduct willfully causes another to believe the existence of a certain State of things and induces him to act on that belief, so as to alter his previous position, the former is concluded from averring against the latter a different state of things as existing at the same time.²⁰

To press in aid this principle, Subba Rao in *Gyarsi bai v. Dhansukh Lal*²¹ held that the following three conditions must be satisfied :

1. representation by one person to another; 2. the other shall have acted upon the representation; and 3. such action shall have been detrimental to the interest of the person to whom the representation has been made.

Candidates aggrieved by the decision of institutions have invoked this doctrine in a variety of cases and in the process courts have formulated following rules through their verdicts.

The Court are unanimous on the point that there is no estoppel against the statute²². Thus where a student without passing B.A has applied for M.A. examination, Examining body will be within its rights to cancel the examination on discovering the ineligibility of the candidate, even though admit card has been issued or candidate has appeared in the examination.

However, where permission to appear in the examination is dependent on the discretion so vested in the authorities, for example, condonation of shortage, the authorities cannot cancel the examination of the examinee once he has appeared in the examination as it shall be presumed that the authorities have condoned the deficiency²³, but situation will be different where candidate before writing examination was informed about the ineligibility.

Where permission to sit in the examination was given subject to the recouping of the shortage by attending the extra classes, authorities can cancel his examination even if he has appeared in all papers²⁴.

Where authorities were negligent in rectifying result within a reasonable time and candidate has no knowledge of incorrect marks sheet, the authorities will be estopped from changing the result²⁵. However, where the candidate is aware of the true state of things or has means of knowledge of it, there is no estoppel²⁶.

Where the candidate:

- a. plays fraud on the authorities, or b. was guilty of misstatement or suppression of facts in his application on the basis of which admission to examination was granted. Therefrom is no estoppel against the authorities²⁸.

Unfair Means And Natural Justice: The menace of copying has already reached at an alarming stage and infact is a disgrace to our education system. There is no end to the ingenuity in discovering new techniques and methods of copying in the examination halls²⁹. The students found involved in unfair means knocked the doors of the Courts on being aggrieved by the decision of the authorities at the helm. The main issue involved in such proceedings is as to what extent the principle of natural justice enshrined in the maxim *audi alteram partem* (No one should be condemned unheard) should be imported. MP High Court in *Pyare Lal Sharma v. University of Sagar*³⁰, held that the function of examination was of an administrative nature and therefore, it was not obligatory for the University concerned to give a hearing to an examinee found to have used unfair means. Later on same High Court in *Rajendra Kumar v. Vice Chancellor Vikram University*³¹, held otherwise. Calcutta High Court in *Dipa pal v. University of Calcutta*³² tried to draw distinction between (i) cases where the misconduct was discovered in the examination hall itself by the invigilators, and (ii) cases where it was detected while checking of answers submitted by the examinee. In the

opinion of the Court, the examinee submitted must be heard in latter, but not in the former situation. However, Bombay High Court in *Naik Dharmandas Viazirani v. Maharaja Sayyajirao University Boroda*³³, did not endorse the opinion expressed in *Dipa Pal's* case (Supra) but held that the opinion expressed in *Payarelal's* case (Supra) is the sound proposition of Law, The Supreme Court finally resolved the conflict in *Intermediate Examination v. Ghanshyamdas Gupta*³⁴ by stating that when an examinee has used unfair means, the Principle of natural justice require that the delinquent examinee should not be condemned unheard. This opinion was reiterated by the apex court in a number cases³⁵ and in *Hira Nath Mishra v. Principal Rajendra Medical College Ranchi*³⁶, it was explained that the doctrine of natural justice cannot be imprisoned within the strait jacket of a rigid formula and its application depends upon several factors. While adopting the opinion of an English case, *Byrne v. Kinematograph Renters Society Ltd.*³⁷, the Supreme Court laid the requirements of natural justice in the following words:

First the person accused should know the nature of an accusation made; secondly, that he should be given an opportunity to state his case and thirdly, of course the tribunal should act in good faith.

Carrying further, the Principle laid down by the apex Court in *Hira Nath's* case (Supra), two High Courts namely, P&H in *Chandhari v. Punjab University, Chandigarh*³⁸, and MP in *Abdul Haque Naseem v. Board of Secondary Education Bhopal*³⁹, held that in absence of any prescribed statutory procedure for holding investigation, authorities are at liberty to determine the procedure to be followed as it thinks best suited to discharge its duty efficiently.

Last decade or so witnessed surge in the unfair means adopted by the examinees. Courts which are not only watchdogs but also blood hounds have to ensure that this shield of natural justice principle should not turn sword for excellence and talent. This might be the reason that the judgments handed down after 1980 by various High courts show conflicting trends and thus two schools of thought developed.

Karnataka⁴⁰, Calcutta⁴¹, Orissa⁴², and Madras⁴³, High Courts quashed the orders against examinees on the ground of non observance of principles of natural justice and held that the authorities must give the erring student a real opportunity to defend himself which would include right of examination and cross examination of the witness.

Allahabad⁴⁴ and Madras⁴⁵ High Courts on the other hand did not apply rigidly the principles of natural justice and MP High Court⁴⁶ took a bolshevik stand by holding that in matters concerning academic standards of the University, we cannot allow principles of natural justice to have long rope to make loops and hoops encouraging them to escape the consequences of using unfair means. It was further held:

Art 51-A (vide CI j,) of the constitution speaks of citizens duty to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement. We ask ourselves in what sphere if not of education, the relevance of this mandate must weigh with the court at a time when the nation can illafford to absorb mass turn out of dummy degree holders..... we hold therefore, that unless University decision is malafide, so arbitrary

or discriminatory as is voided by Art. 14 of the constitution, a candidate adopting unfair means be rendered defenceless by the University ordinances by excluding expressly the right of personal hearing.

Mass copying is more reprehensible than individual case of unfair means. The Supreme Court in case of mass copying has taken a tough stand in *Bihar School Examination Board v. Subhash Chandra*⁴⁷ which was followed by the various High Courts⁴⁸ that in case of the mass copying, individual hearing before cancellation of the examination is neither practicable nor feasible. However, Allahabad High Court in *Renu Tiaqi v. State*⁴⁹ held that the decision of cancellation of examination in case of mass copying must be applied uniformly and not discriminately⁵⁰.

In order to protect the interest of bonafide students, Madras High Court in *T. Khleeq v. Director of Govt. of Examination Madras*⁵¹, held that there must be a clear cut proof of the fact that the candidate in dock has used unfair means and mere suspicion will not suffice. It must be proved that the incriminating material was recovered from the petitioner⁵². The investigation must be carried out in accordance with the prescribed procedure⁵³ and reasons must be assigned for cancelling examination⁵⁴. The Supreme Court in a recent verdict of *Central Board of Secondary Education v. Ms Vineeta Mahajan*⁵⁵ while overruling the decision of Allahabad High Court⁵⁶ held that the mere possession of incriminating material in the examination hall can by itself amount to using of unfair means in the examination.

The saying of the American CJ. Cardozo that it is the subjective prejudices and predilections of an individual judge that finally determines the fate of the case, came to witness on the question of quantum of punishment to the students found involved in unfair means. In *G.B. Somkar v. Shri Venkateswara University*⁵⁷, AP High Court held that such cases must be dealt with severely and rustication in such cases cannot be called excess. P & H High Court toed the line of strict action in unfair means cases in *Pyare Lal v. Punjab University*⁵⁸. But Karnataka High Court in *Shiv Shankar Tallur v. Mysore University*⁵⁹, reduced five years disqualification to two years by holding that the quantum of punishment was arbitrary, unreasonable and excessive.

Re-evaluation: The Supreme Court has frowned the interference of Courts in the examination process of academic institutions⁶⁰ and in particular has deprecated the appointment of examiners by the Courts⁶¹. However,, this does not mean that the examinees are left at the mercy of the examining authorities. The apex Court has stressed on the desirability of taking every possible precaution and necessary safeguards to ensure that the answer books inclusive of supplements are kept in safe custody, and evaluation must be done by examiners applying uniform standards with checks and cross checks at different stages.

Divergent views have been expressed by the courts on the point of revaluation. Rajasthan High Court in *Mc Khandewal v. Chairman Secondary Board*⁶², held that a student has no right to demand revaluation in absence of statutory provisions or rules. Bombay High Court on the other hand *Avadhani Meena v. MBBS & Higher Secondary Education, Pune*⁶³, set aside the provision which restricted the right of revaluation. The Orissa High Court in *Rajkishore Mohanty v. Council of Higher Secondary Education, Orissa*⁶⁴, in view of the large complaints against the valuation of the papers did not direct revaluation of the papers as it was not permissible under rules

but directed the constitution of Committee to look into the allegations.

Reevaluation is a part of the examination and is a fresh appraisal of the performance of a student by the other examiner. In case marks increase as a result of reevaluation, the increase is binding on the University which is obliged to vary result on that basis. In case there is decrease in the marks it is binding on the student⁶⁵. Any decrease or increase will have to reflect in ranking in the merit list⁶⁶. An interesting situation came to notice by virtue of reevaluation in *Raj Kumar v. Punjab University*⁶⁷. The petitioner got 448 marks in Physical Education whereas respondent No.4 got 475 and he being the first ranker, was awarded the University gold medal. The petitioner through reevaluation got 484 marks and claimed gold medal. The Punjab University took the stand that the marks obtained in reevaluation would not entitle a student to gold medal, but the Punjab High Court overruled the decision of the University and also directed not to disposses the original recipient of the gold medal.

Award of Grace Marks: Grace marks as the name itself indicates is a matter of grace and not of right. The Supreme Court in *Punjab University Chandigarh v. Shri Sunder Singh*⁶⁸, stated that the rationale of granting grace marks is to remove the real hardship to a candidate who has otherwise shown good performance in the academic field but is some how losing one year of his scholastic career for the deficiency of a mark or so in one or two subjects, while on the basis of his overall performance in other subjects he deserves to be successful.

The High Courts while deliberating on the issue of grace marks over-looked the spirit of the apex Court's dictum and thus came with the conflicting observations. The P & H High Court in *Naresh Shoshi v. Punjab School Education Board*⁶⁹, held that the Punjab Board is performing functions of Punjab University by express delegation of Powers. Since Punjab University Regulations Provide grant of grace marks, same should be read in the Board's Regulations even though they (Board's Regulations) are silent on this point. Following this ruling, Division Bench of the Supreme Court in *Anil Kumar v. Board of School Education, Haryana*⁷⁰, directed the Board to award grace marks so as to earn a compartment inspite of the express provisions to the contrary.

Later on Full Bench of P & H High Court in *Anita Devi v. State of Haryana*⁷¹, agreed with the earlier Full Bench decision of the same court in *Raj Kumar v. State Board of Technical Education, Punjab Chandigarh*⁷², and clarified that the view taken in Naresh Shoshi case (Supra) as well as Anil Kumar's case (Supra) is not correct. The echo of the spirit of awarding grace marks enunciated by the Supreme Court in Punjab University, Chandigarh case (Supra) is found in the full Bench's ruling when it was laid down:

The academic standards laid down by the authorities postulate the minimum marks that a candidate has to secure before he becomes eligible for the award of the diploma. The award of grace marks is a concession. It results in diluting academic Standards. A rule for the award of grace marks has to be construed strictly so as to ensure that the minimum standards are not allowed to be diluted beyond the limit specially laid down by the appropriate authorities. It is only in a case where the language of the statute is absolutely clear that the claim for the award of grace marks can be sustained. Normally Courts shall be slow to extend the concession of grace marks and grant a benefit where none is intended to be given by the appropriate authority⁷³.

The above observation found approval of the Supreme Court in its ruling in *Board of School Education, Haryana v. Arun Rathi*⁷⁴ and set all the controversy at rest.

Allocation of Marks for Viva Voce: While giving thought to the validity of selection made in the Regional Engineering College Srinagar, the Supreme Court in *Ajay Hasia v. Khilaid Mujab Sehrevadi*⁷⁵, laid down that the marks allocated to oral interview should not exceed 15 percent of the total marks. However, Madras High Court in *R Kuruppa v. Min. of External Affairs*⁷⁶, came to the conclusion that 15 percent rule of Ajay Hasia's case is not applicable to all cases and upheld the allocation of 45 marks out of 345 marks for Viva Voce. The Supreme in a later ruling in *State of UP v. Rafiquddin*⁷⁷, held that the Courts cannot or should not interfere in such matters and thus the Kerala High Court in a recent decision in *A. U. Pradeep v. University of Calicut*⁷⁸, following the advice of the apex Court, did not interfere with the minimum marks prescribed by the authorities.

Mass Promotion: Bleak job prospectus for duffer students in view of the stiff competition brought hooliganism in the schools of learning. The authorities either to streamline the delayed session or to appease the rowdy students do resort to mass promotion. One such instance of Gujarat University came before the Gujarat High Court in *Sonal Shah v. Gujarat University*⁷⁹. The High Court passed strictures against the University in the following words:

The University has abdicated its necessary and compulsory functions. The power to hold examination is not a matter of its sweet will or discretion or caprice but it is a matter of its duty to be discharged within its frame work⁸⁰.

Refuting the argument of University that the decision of mass promotion has been taken by academicians of high repute, the Court lamented and said:

When even reputed academicians were remiss in their statutory duties, it would be presumed, that they have fallen from their high standards and have become time servers for the time being⁸¹.

Conclusion and Suggestions: The post independence era witnessed the abdication of judicial approach to treat academic Institutions a forbidden territory. The circumstances under which a Court can tread in the affairs of the centres of learning have been almost spelt out. A reasonable balance has been maintained by declaring that the Institutions will not enjoy absolute immunity but at the sametime Courts will not probe in the cases involving academic Institutions all and sundry.

There is no coherent judicial policy about the application of principle of natural justice *audi altram partem*. In order to ensure that an innocent should not suffer, this principle of natural justice should be adhered to. But in case of mass coping this principle can be dispensed with. The punishment for adopting unfair means should be prescribed in the regulations of the Institutions and should not be subject to the whim of the authorities.

To prevent any kind of malpractice, there must be an express provision for reevaluation. However, this revaluation should not entitle the examinee of any medal or prize. Only individual merit of the student through revaluation should be changed but his ranking in the merit vis-a-vis other students should not be disturbed. There is a reason for this, as the examiner while evaluating answer books in bulk adopts a uniform standard. This cannot be maintained when a single answer

book is given to the examiner who may be fascinated by one or other attribute of the examinee without checking the answer books of his competitors.

The allocation of 15 percent marks for Viva Voce propounded by the apex Court in *Ajay Hasia's* case should be made a binding rule without any reservation as nepotism, favouritism and corruption have plagued the temples of learning.

The judicial disapproval of mass promotion without taking examination of the students is a good for the health of the education system and should be strictly followed by the academic institutions.

In order to resolve disputes of all nature including examination, law commission has suggested establishment of three tier fora at grass root level⁸², State level and national level. This suggestion needs immediate implementation so that disputes involving students will be resolved expeditiously.

References

1. Report of the Education Commission (Kothari Commission) 1966, forwarding letter of Shri. D.S.Kothari dated June 29, 1966.
2. See *Unnikrishnan v. State of AP* (1993) 1 Sc.645; *Mohini Jain v. State of Karnataka* (1992) 3 Sc.666; *Cherryakoya v. Union of India*, AIR. 1994 Ker.27; *Ananad Vardhan Chandel v. University of Delhi*, AIR, 1978 Delhi 308 and *Gayhadher Prasad Misra v. The Vice Chancellor of the University of Allahabad* AIR 1966 All 477.
3. Art. 41 reads as:
The State shall within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in case of unemployment, old age, sickness and disablement, and in other cases of underserved want.
Since this Art. falls under the head of Directive Principles, these are non-justiciable rights. The earlier approach of the apex Court pronounced in *Champakam Dorairajan* case AIR 1951 Sc. 226 that the Directive Principles must run Sub-servient to Fundamental rights was rejected by the latter rulings by holding that they are supplementary to each other. See *Minerva Mills Ltd. v. Union of India* AIR 1980 Sc. 1978. See also *Woman Rao v. Union of India*, AIR 1981 Sc. 271.
4. AIR 1925 ALL 253 (2) See also *In re. G.A. Natesan* AIR 1915 Mad. 763; *Leslie Williams v. Haines Thomas Giddy*; 15 Cal WN 669 (PC); *Taj Ahmad v. University of Punjab* AIR 1922 Leh 2052.
5. AIR 1954 Assam 65. In the same year Simlar writ was also issued by the Calcutta High Court against Calcutta University in *Tapendra Nath Roy v. University of Calcutta* AIR 1954 Cal.141.
6. A.F.O D No. 51 of 1958 decided on 5 May, 1960.
7. AIR 1952 Cal. 592.
8. AIR 1953 Cal. 172.
9. AIR 1952 Orissa 1.
10. AIR 1970 Kerala 142.
11. AIR 1983 Kerala 200.

12. Id at 207-8 See also *Rajendra Prasad v. Karnataka University* AIR 1986 Sc. 1448; *Javid Rasool Bhat v. State of Jammu and Kashmir*, AIR 1984 Sc. 8731 *K.P. Ganguly v. University of Lucknow* AIR 1984 Sc. 186; *Maharashtra State Board of Secondary and Higher Secondary Education v. Paritosh Bhupesh Kurmar Sheth* AIR 1984 Sc. 1543; *Lakashman Gonda v. Karnataka University* AIR 1986 Kant.239; *Neelima Misra v. Harinder Kaur Paintal*, AIR 1990 Sc. 1402; *A.U. Pradeep v. University of Calicut* AIR 1994 Ker.58.
13. *Wasim Ahmad v. Secretary H.H.S. & I.E, UP*, Civil Misc Writ No.2970 of 1958, decided on March 25, 1960.
14. *Board of High School and International Education v. Bageshwar Prasad* AIR 1966 Sc. 875.
15. *Supra* note 6.
16. *T. Khaleeq Ahmad v. Director Government Examination* AIR, 1994 Mad. 188 at 191.
17. *Punjab University v. Shri Sunder Singh* AIR 1984 Sc.919.
18. Section 115 of the Indian Evidence Act runs as follows: Where one person has, by his declaration, act or omission, intentionally caused or permitted another person to believe a thing to be true and to act upon such belief neither he nor his representative shall be allowed, in any suit or proceeding between himself and such person or his representative, to deny the truth of that thing.
19. (1837) 6 Ad & E 469 See also *Corimer and ors. v. Cornimer* (1863) 4 H L C 829.
20. See also *Dhyam Singh v. Jugal Kishore* (1952) SCR 478 at 483; *Chaganlal Keshavlal Mehta v. Patel Narandas Haribhai* AIR 1982 Sc. 121.
21. AIR 1965 Sc. 1055.
22. See *Chaganlal Keshavlal Mehta v. Patal Narandas Haribhai* AIR 1982 Sc. 121; *M/ S. Mathra Prasad and Sons v. State of Punjab* AIR (1962) Sc. 745; *Noobala Setharamiah v. Kotaish Naidu* AIR 1970 Sc. 1354 and *Thukar Amar Singhji v. State of Rajasthan* AIR (1955) Sc.504 and *Haripadi Das v. Utkal University* AIR 1978 Ori.68.
23. *Shri Krishna v. The Kurukshetra University*, AIR 1976 Sc.376; *Nilam Adhaba v. Orissa University of Agriculture and Training* AIR 1983 Ori.17.
24. *Anand Mishra v. Bihar School Examination Board* AIR 1972 Pat. 239.
25. See *IP Reveendra v. Banglore University* AIR 1986 Kant 234; *Registrar of University of Madras v. Sundare Shatti*, AIR, 1956 234; Mad.309 and *Raj Kishore Senapati v. University of Orissa* AIR 1982 Ori. 188 For a comment on latter ruling see *K K Nagaria, Reversal of Favourable Result By University: A Comment*, *The Indian Bar Review* Vol XI (4) 1984 at 480.
26. *Suresh Choudhury v. Berhamopur University*, original jurisdiction case No.1403 of 1982 decided on August 25th.1986.
27. *Jai Prasad Sinha v. Chairman Bihar School Examinatin Board* AIR 1976 Pat. 30 (SJ); *Kederlal Vereva v. See. Board of High School and Intermediate Education* AIR 1980 All.32.

28. Bal Krishna Tiwari v. Registrar of Awadhesh Partap Singh University of Reva, AIR 1978 MP 86; Haradi Raghavendra Pai v. University of Mysore AIR 1989 Kant. 176.
29. Guru Nanak Dev. University v. Harjider Singh. AIR 1994 Sc.2594.
30. AIR 1961 MP 356.
31. AIR 1952 MP 136.
32. AIR 1952 Cal. 594.
33. AIR 1957 Bom.246.
34. AIR 1962 Sc.1110.
35. See Prem Prakash Kaluniva v. Panjab University, AIR 1972 Sc. 1408. Board of High School and Intermediate Education v. Bageshwar Prasad AIR, 1966 Sc. 875.
36. AIR 1973 Sc. 1266.
37. (1958) 2 All ER 579.
38. AIR 1968 P&H 555.
39. AIR 1966 MP 228.
40. B.Durgappi v. Principal B E College AIR 1982. NOC 203 Kant.101.
41. Ram Naryan Keshori v. University of Calcutta, AIR 1982 Cal.1.
42. Prashanta Kumar v. Council of Higher Secondary Education AIR 1989 Ori. 179 See also ShareBejum v. Board of Secondary Education AIR 1988 Ori.240.
43. S. Rajendran v. Madurai Kamaraj University AIR 1989 NOC 75 Mad.
44. Narendra Nath v. H.S.&I Board, AIR All 123 See also Ram Dhari Ram v. C S A University of Agriculture and Technology Kanpur AIR 1992 All. 363. it was held that there is no scope for importing the principles of criminal trial. The education justice demands that full opportunity should be interpreted as an oral or written opportunity which should not be avoided before the unfair means Committee.
45. Bright Sonjose v. M.K.University AIR 1982 Mad. 79.
46. Kiran Sisodia v. Jiwai University Gawlair Air 1989 M P 18.
47. AIR 1970 Sc. 1269.
48. Satayajit Roy CHoudhory v. Utkal University, AIR 1982 Ori.266; Rajive Ratna Shukla v. University of Allahabad AIR 1987 All 208. Piara Singh v. Punjab University Air 1991 P&H 242 and Paramdeep Singh Gill v. Punjab School Education Board AIR 1993 P&H 130.
49. AIR 1991 All 126.
50. See also Ravinder Roy v. Bhopal University, AIR 1988 MP 261.
51. AIR 1994 Mad.188.
52. Raj Kumar Singh v. University of Allahabad AIR 1991 All.307.
53. Shri Bhairan Nath v. Central Board of Education AIR 1991 Del. 232.
54. Madhusuden Paswan v. Stae of Bihar, AIR 1989 Pat. 106.
55. AIR 1994 Sc.733.

56. Ram Janam Ram v. Kulsachiv Parikshan Allahabad University 1993 (2) UPLBEC 624.
57. AIR 1981 AP 163. 58. AIR 1981 P & H 177.
59. AIR 1991 Kant. 169.
60. Maharashtra State Board of Secondary and Higher Secondary Education v. Parthosh Bhupesh Kumar Sheth, AIR 1984 Sc.1543. See also Pooja Uppal v. H.P. Board of School Education AIR 1989 HP.72; G. Raghavendra Basu v. Karnataka Sec. Education Examination Board AIR 1995 Kant. 207; UPL Patel v. Vice Chancellor Sardar Patel University, AIR 1994 Guy 141, held norms for evaluating performance cannot be fixed by the Court.
61. Council of Higher Secondary Education Orissa v. Jashodhave Padhi (1990) Civil Appeal No 1362 of 1990 D/28.2.1990 (Sc).
62. AIR 1983 Raj. 16 at 17.
63. AIR 1981 Bom. 126. See also Subrat Gosh v. Council of H.S.C., AIR 1993 Ori.140
64. AIR 1994 Ori. 33.
65. Tiori v. Nagpur University AIR 1986 Bom.257.
66. Manoj Kumar v. Ravishankar University AIR 1989 MP 1.
67. AIR 1992 P & H 95. 68. (1984) 3 SCR 31.
69. CWP No. 9760 if 1989 decided on Sept.. 15,1989.
70. Civil Mis No. 6963 of 1990 decided on August 18, 1990.
71. AIR 1993 P & H 322. 72. AIR 1991 P&H 1.
73. Supra note 71 at 325. 74. AIR 1994 Sc. 2339.
75. (1981) 1 Sc. 722. 76. AIR 1982 Mad. 316.
77. AIR 1988 Sc. 162.
78. AIR 1994 Kar.56 See also Suraina Subhash Rane v. University of Bombay, AIR 1991 Bom.40.
79. AIR 1982 Guj. 37. 80. Id at 51.
81. Id at 48.
82. 123rd Report of Law Commission on Decentralization of Administration of justice: Disputes involving Centres of Higher Education, (1988) at 21.-

PARENTALLY ACCEPTED AND REJECTED GIRL CHILDREN IN RELATION TO THEIR ADJUSTMENT

* Ruhi Jan Kanth

Among the various interpersonal & Socio-cultural influences that make up the socialization process, the family is the most important one. The entire commerce of life depends on the quality of transactions executed by each one of us within the family. The quality question is however, rooted in the quality of nurture a child receives during his early years of life. Parental attitudes if arranged on a continuum would vary from extreme acceptance of a child to his extreme rejection. Parental acceptance- rejection being a significant psychological dimension, largely determines the children's attitude towards life. Parental behaviour happens to be an important correlate of child's success in the world, be it education, job or simple adjustment to society. The question what type of personality characteristics are formed under negative modes like rejection and under positive modes like acceptance have been answered empirically by various investigators (Anthony, 1970, Kitahara, 1987; Sandhu & Bhargava, 1988; Crook et al, 1981; Maqbool, 1988; Senger & Srivastava, 1990) above all by Rohner (1980) whose commendable work on "Parental Acceptance-Rejection" Should form the bases for any kind of work on parental behaviour & child personality. But very little has been reported about the impact of parental acceptance-rejection on the adjustment of children related to home, social, emotional & school. The present piece of research addressed itself to this question.

OBJECTIVES:

The study was undertaken with the following objectives in view

01. To identify parentally accepted & rejected girls.
02. To find out the home adjustment of accepted & rejected girls.
03. To study the school adjustment of accepted & rejected girls.
04. To find out the social adjustment of accepted & rejected girls.
05. To assess the emotional adjustment of parentally accepted & rejected girls.

Hypotheses:

01. Accepted-rejected girls differ significantly in their home adjustment.
02. Accepted-rejected girls differ significantly in their school adjustment.
03. In comparison to parentally rejected girls, accepted girls have significantly better social adjustment.
04. Accepted-rejected girls differ significantly in their emotional adjustment.

Methodology & Procedure:

Initial Sample:

Three hundred & twenty female subjects studying in class 8th were contacted from ten English

* Lecturer, Degree College, Pulwama.

Medium Schools of Srinagar City. These sample subjects were in the age range of 12-14 years. The govt-Schools were dropped because the medium of instruction in these schools happens to be Urdu. Since the medium of instruction in English medium schools happens to be English, it is assumed that our tests with English version will be meaningful & will get data as required by the investigator. In the present study certain controls were employed. These included the factors like age, sex, rural-urban background & school system. This has helped in checking certain extraneous factors to a greater extent.

Final Sample

For the identification of parentally accepted & rejected girlchildren, Parental Acceptance-Rejection Questionnaire (PARQ) was administered to 320 subjects. This Questionnaire consists four areas-warmth/ Affection, Aggression/Hostility, Neglect/ Indifference & undifferentiated /Rejection. In order to make the meaning of the warmth/ affection score consistent with the rejection, warmth/ affection scores were reverse scored so that a high score revealed minimum warmth/ Affection (i.e. maximum rejection). Each of the four scale scores were converted to z scores before summing the score to form a total (composite) test score.

The first 27% subjects who had lower scores on PARQ were labelled as parentally accepted girls & the 27% subjects who had higher scores on PARQ were termed as parentally rejected girls. The number of accepted & rejected group came out to be 86 each case.

TOOLS:

The following tools were used to collect the required data

- (i) Parental Acceptance-Rejection Questionnaire (1978) by R.P.Rohner for identification of parentally accepted & rejected subjects.
- ii) For the measurement of Adjustment, HESS Adjustment Inventory by the present investigator.

Statistical Analysis :

The data was subjected to statistical analysis by employing t test. As per the objectives of the present investigation, HESS Adjustment Inventory was administered. This inventory consisted four areas-home adjustment, school adjustment, social adjustment & emotional adjustment. Table 1.00 presents the significance of mean differences of both the groups-accepted & rejected on adjustment.

Table 1.00

**Significance of Mean Differences (Accepted Vs Rejected Subjects)
on Home Adjustment (N=86)**

Parentally	\bar{X}	t	Remarks
Accepted Subjects	2.80	1.84	Significant at 0.1 level
Rejected Subjects	7.83	4.71	

The perusal of Table No. 1.00 makes it clear that parental acceptance is more influential in determining one's level of home adjustment. Parentally accepted girls are always happy & well

adjusted in their home. They find their home a source of enjoyment for themselves. On the other hand, parentally rejected children exhibit more aggression & maladjustment in home. They feel themselves inferior & disturbed in home. They find lack of freedom, lack of attention & lot of interference in their personal affairs at home.

It has been observed that parentally accepted children show higher adjustment in school as compared to rejected girls. Table 1.10 provides this information.

Table 1.10
Significance of Mean Difference (Accepted Vs Rejected Subject)
on School Adjustment (N=86)

Parentally	\bar{X}		t	Remarks
Accepted Subjects	4.37	3.07	4.48	Significant at .01 level
Rejected Subjects	6.56	3.34		

A 't' value of 4.488 which is significant at .01 level reveals that accepted group of girls are highly adjusted and comfortable in school while as rejected girls find their school a place of fear and anxiety. It has also been observed that parentally accepted girls are regular and take an active part in the activities of the school. They find their teachers humble, polite, efficient & helpful. They feel themselves comfortable and relaxed in their school. On the other hand, parentally rejected girls remain irregular and lag behind in their studies. They find their school subjects dry & difficult. They think that going to school regularly is boring exercise.

Table 1.20

Parentally	\bar{X}		t	Remarks
Accepted Subjects	4.75	2.38	3.53	Significant at 0.1 level
Rejected Subjects	6.06	2.48		

It can be seen from Table 1.20 that parentally rejected girls scored higher on social adjustment inventory which is the indication of social maladjustment whereas, parentally accepted girls had lower scores on social adjustment which show that they are socially well adjusted. Accepted girls enjoy chatting with their friends, are co-operative & like to participate in social gatherings. On the other hand, rejected girls are always shy and anti-social. They feel uneasy & unwarranted in a group, always hesitate while taking help from others & feel themselves inferior to others.

Another factor that is influenced by parental acceptance-rejection is emotional adjustment. Table 1.30 below shows that parental acceptance & emotional adjustment are positively related.

Table 1.30

**Significance of Mean Difference (Accepted Vs Rejected Subject)
on Emotional Adjustment (N=86)**

Parentally	\bar{X}	t	Remarks
Accepted Subjects	7.23	3.09	Significant at .01 level
Rejected Subjects	8.54	3.16	

From these results it is inferred that parentally accepted girls are emotionally well adjusted. They feel secure & undisturbed. Rejected girls are always tense, restless, upset, & depressed. They feel insecure. They are easily hurt by others & get embarrassed easily.

Table 2.00

**Significance of Mean Difference (Accepted Vs Rejected Subject)
on Total Adjustment (N=86)**

Parentally	\bar{X}	t	Remarks
Accepted Subjects	19.16	7.86	Significant at .01 level
Rejected Subjects	29.02	9.39	

The obtained 't' value which is significant at .01 level reveals that role of parents in shaping prospective adjustment is next to none. If in a family a child is constantly deprived of the need of love, he may develop maladjusted tendencies, whereas, the secure atmosphere helps a child to come out as pushing & well adjusted person.

All these results are in line with Orlansky (1949), mains (1958), Kent (1976), Reidy (1977), Martin & Beezley (1977), Adamson (1979), Mash et al (1983), Anshu (1988) and Shah (1989).

Discussion:

Parenting embraces a variety of styles almost as wide as the range of human behaviour itself. Infact no other relationship happens to be so decisive as that of a parent-child. Any number of individual variations may yield different influences (Positive, permissive, submissive, co-operative, aggressive, neurotic & rebellious) throughout the entire fabric of life within a society. Freud (1938) the father of child psychology was probably the first psychological theorist to emphasize the developmental aspects of personality & in particular to stress the decisive role of early years of infancy and childhood. he believed that adult anxieties are rooted in childhood experiences. These are the periods of major emotional transformation & they leave an indelible imprint on the adult personality. While Freud emphasized the negative & pathological aspects of emotional growth, Erikson (1950) directed the theory towards more generalized & normal form. Erikson speaks of necessity for a child to develop a sense of basic trust in this relationship with his parents. From this

basic trust in parents, stems a basic trust in the world, in the Universe, in other people & most of all in one's self. With this there comes a sense of security of self-acceptance and it all goes back to early acceptance of parents. Erikson's views were further confirmed by Horney (1950) who states that a neurotic personality develops primarily from mishandling by parents during the person's childhood. Sears et al (1953) have shown that maternal child rearing practices are significantly related to the development of both dependency & aggressiveness in young children. Trapp & Kausler (1958) found that either high or low parental dominance produce more avoidance behaviour among nursery school children than did moderate amount. Manis (1958) found that the adjusted students felt that they were more highly esteemed by their parents than did the maladjusted students.

Parentally acceptance- rejection plays a versatile role in the adjustment of children. A child depends almost exclusively on his parents for emotional security. It is the attitude of the parents towards child which is going to determine in large part whether a child will feel emotionally secure. Stott (1941) found a marked tendency to be well adjusted & socially successful among those who had homes in which parents welcomed the friends & shared their joys & troubles. The children from such homes were described as possessing "Personal adequacy" as well as a sense of "Personal responsibility" Radke (1946) found that the children from homes in which an autocratic discipline prevailed were rated by their teachers as more unpopular with associates, more quarrelsome, more unstable emotionally, more daring, more uninhibited, more sensitive to praise & blame & less considerate of others, than children from "democratic" homes. Kent (1976) rated abused children as more aggressive, more disobedient & had more problems in peer relationships. Reidy (1977) found that abused children are more aggressive & have greater school & academic difficulties than controls. Martin & Beezley (1977) observed poor school adjustment & poor academic performance among abused children. Adamson (1979) found that hours spent at home contributed to children's adjustment than did any form of substitute care. Mash et al (1983) states that physically abused children were rated by their mothers as more problematic & less socially involved than non-abused children. Anshu (1988), while finding out the effects of home climate states that home climate is highly responsible for one's emotional adjustment, home adjustment & realistic aspirations. Shah (1989) while summarizing the effects of home climate found family climate affects one's level of home adjustment.

On the basis of the research studies conducted in the field, it can be said that parents who deprive their children of their love & affection are not only likely to sow seeds of tension, anxiety & repression but also cause maladjustment among them. The key to healthy development of personality is a sense of security. Parents most important contribution is to help their children to feel that they are genuinely loved & wanted. The young person who can count on his parents love has greater freedom to venture, to be himself, to find himself, to test his powers, to cultivate his own judgement in making choices & in weighing one possibility against another in planning his future.

REFERENCES

- Adamson, A.G. (1979) "Children Adjustment to School & its Relationship with Pre-School Care" *Child Abuse & Neglect*, Vol.3 PP 1043-1050.
- Anshu (1988) "Level of Aspiration, Achievement Motivation & Adjustment of Adolescents: Effect of Family Climate" *Indian Educational Review* Vol.23 No.4 PP 97-104.
- Anthony, E.J. (1970) *Manual of Child Psychology*, Carmicheal, 3rd ed. New York, Wiley, PP 667-764.
- Crook, T. "Parent-Child Relationship & Adult Depression" *Child Development*. Vol.52 No. 3. PP 950-957.
- Raskin, A. (1981) *Childhood & Society* New York: Norton.
- Eliot, J. (1950) *The Basic Writings of Sigmund Freud*. Brill, A.A. New York: Modern Library.
- Erikson, E.H. (1938) *Neurosis & Human Growth*, New York : Norton.
- Freud, S. (1976) "A Follow-up study of Abused Children" *Jr. of Pediatric Psychology*, Vol.1, PP 25-31.
- Horney, K. (1950) "Perception of Parental Acceptance & Rejection Among Swedish University Students" *Child Abuse & Neglect* Vol. II, PP 223-227.
- Kent, J. (1988) "A Study of Personality Disposition of Accepted & Rejected Kashmiri Children," Unpublished M.Phil. Dissertation, Department of Education University of Saugar (M.P).
- Kitahara, M. (1958) "Personal Adjustment assumed similarity to parents & Inferred Parental Evaluations of the self". *Jr. of Consulting Psychology*, 22, pp. 481-485.
- Maqbool, R. (1977) "Behavioural Observations of abused Beezley, P. Children" *Developmental Medicine & Child Neurology*, 19, pp.373-387.
- Manis, M. (1983) "A Comparison of the Mother-Child Interactions of Physically Abused Non-Abused Children During Play & Task Situation" *Jr. Clinical of Psychology*, 12, pp.337-346.
- Martin, H.P. (1949) "Infant Care & Personality" *Psychological Bulletin*. 46 pp.1-48.
- Mash, E.J. (1946) "The Relation of Parental Authority to Children's Behaviour & Attitudes" *University of Minnesota Child Welfare Monography No.22*.
- Johnston, C. & Kovitz, K. (1977) "The Aggressive Characteristics of Abused & Neglected Children" *Jr. of Clinical Psychology*, 33 pp.1140-1145.
- Orlansky, M.H. (1980) "Handbook for the Study of Parental Acceptance & Rejection, University of Connecticut Stores, CT.
- Radke, M.J. (1988) "Personality Profile of Self Perceived Bhargara, M. Parentally & Rejected Children" *Indian Jr. of psychomerty & Education*, 19, pp. 97-104.
- Reidy, T.J. (1988) "Some Child Rearing Antecedents of Aggression & Dependency in Young Children" *Genetic Psychological Monograph* 47, pp.135-136.
- Rohner, R.P. (1990) "Perceived parental Acceptance & Rejection & Value System of School & Adolescents". *Perceptives in Psychological Research*. Vol.13 No.2, pp.43-46.
- Sandhu, R. (1989) Home Adjustment of Adolescent Student: Effect of Family Climate. *Indian Educational Review*, Vol.,24, No.3, pp.125-133.
- Sears, R.R. (1941) "Parent-adolescents-its Meaning & Significance" *Characre & Personality*, 42 pp.140-150.
- Sears, P.S. (1958) "Dominance Attitude in Parents & Adult Kausler, D.H. Avoidance behaviour in Young Children" *Child Development* 29, pp.507-513.
- Whiting, I.W.M. (1990) "Perceived parental Acceptance & Rejection & Value System of School & Adolescents". *Perceptives in Psychological Research*. Vol.13 No.2, pp.43-46.
- Sengar, S.R. Singh (1989) Home Adjustment of Adolescent Student: Effect of Family Climate. *Indian Educational Review*, Vol.,24, No.3, pp.125-133.
- Srirasthara, D.S. (1941) "Parent-adolescents-its Meaning & Significance" *Characre & Personality*, 42 pp.140-150.
- Shah, B. (1958) "Dominance Attitude in Parents & Adult Kausler, D.H. Avoidance behaviour in Young Children" *Child Development* 29, pp.507-513.
- Stott, L.H. (1941) "Parent-adolescents-its Meaning & Significance" *Characre & Personality*, 42 pp.140-150.
- Trapp, E.P. (1958) "Dominance Attitude in Parents & Adult Kausler, D.H. Avoidance behaviour in Young Children" *Child Development* 29, pp.507-513.

PERSONALITY DISPOSITIONS OF ACCEPTED AND REJECTED KASHMIRI CHILDREN

* Roohi Maqbool Syed

** A.G. Madhosh

The blue print of human personality is prepared in the family. Parental behaviour happens to be an important correlate of children's success in the world. The type of personality formed under varying parental modes of behaviour has to be permanent in certain ways, changes, if any, must be taken as exceptions.

Every individual needs affection and acceptance for his emotional Welfare. He aspires to be wanted and likes to be of value to others and to belong. The importance of early family relationship has been greatly emphasised by psychologists for many years. Peek and Havinghurst (1962) have stated that, " Each adolescent would be predicted from the Knowledge of the way his parents treated him, indeed it seems reasonable to say, each child learns to feel and act psychologically and morally as just a person, his father and mother have been in their relationship with him."

A home is a place where psychological and physical needs are cared for. Understandably home atmosphere imposes a barrier to acceptance and causes a strain in interpersonal relations. On the basis of parent-child relations, the children may be broadly classified into two groups; One, feeling accepted by their parents and other feeling rejected. Being two real modes of parental behaviour,, acceptance and rejection formulate two basic concepts of Rohner's (1980) theory. Rohner believed that child personality is most susceptible to parental influence and such dealing with children will communicate to them a feeling that is either positive or negative. Accepted children will have positive feeling towards themselves and rejected ones will develop negative feelings.

Behaviourally speaking, accepted children are those who are loved either physically or verbally. Verbal affection may be shown by saying words of encouragements, appreciation and complimentation. All these behavioural patterns are likely to instil in child a feeling that he is loved an accepted.

Rejected children are those who are disliked or disapproved of without any valid reason by their parents. Rejection is manifested in two principal ways i.e. parental hostility/ aggression and parental indifference. Hostility/ aggression is expressed by hitting, kicking, pushing, biting and even burning a child. Indifference is the lack of concern or interest in the child. These behavioural patterns are likely to make a child feel unloved and rejected.

It is the contention of " parental Acceptance/ Rejection theory," Rohner (1980), that acceptance/ rejection are conducive to specific behaviour response or personality dispositions of children.

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

** *Dean, Faculty of Education, University of Kashmir, Srinagar.*

A major thrust area in the parentally accepted/ parentally rejected children has been their personality (Rohner 1980). Research carried here shows how these two modes of contact viz. acceptance and rejection of children affect personality. The present study is one such humble effort to find out how this theory works in India particularly in a state where many social cultural barriers are already hindering the natural personality growth of children.

Objectives:

1. To identify accepted and rejected children.
2. To find out the personality dispositions of accepted and rejected children.
3. To find out whether SES has any relationship with parentally accepted/ parentally rejected individuals.
4. To find out rural/urban differentiation in the results if any.

Null Hypotheses:

- HO-1. Children coming from accepting or rejecting parents do not significantly differ in personality.
HO-2. No significant difference in the results would be found because of the differences in SES.
HO-3. Rural/ Urban background too bears no significant impact on the results.

Sample:

A total sample of 450 boys and girls was initially taken. And finally 162 children (81 from each group) were put to further analysis.

Tools:**Parental Acceptance Rejection Questionnaire (PARQ)**

This Questionnaire as constructed by Rohner helps in identifying parentally accepted and rejected children. The questions here pertain to the way mother treats her children. The children are supposed to record their feelings accordingly.

Personality Assessment Questionnaire (PAQ)

The questionnaire differentiates subjects on personality characteristics. And this too was originally constructed by Rohner. In the present study the test helped in assessment of the personality characteristics of parentally accepted and rejected groups.

Socio-Economic Status (SES)

Dr. S.D. Kapoor's socio-economic status scale was used to ascertain the socio-economic status of the subjects.

Procedure

To identify self-perceived parentally accepted and rejected children the PARQ child form was administered to 450 children.

On the basis of PARQ scores of the entire sample, two groups of children were formulated.

A median scale was used to divide the subjects into two groups. Thus children falling above Median were taken as " Accepted and those falling below were taken as the Rejected." In all 162 subjects were indentified as either accepted or rejected wholes. Out of this 81 accepted and an equal number of rejected children were drawn for final analysis.

Results

A score distribution on PARQ in two social settings(rural/urban) brings various groups closer (table 1) so that accepted pupils (rural/urban) and rejected pupils (rural/urban) bear no significant difference in their personality when subjected to similar behavioural situations (parental acceptance or rejection).

Table I
't' MATRIX OF GROUPS

S.No	Categories	Mean	S.D	't'	Remarks
1.	Accepted (urban girls) Rejected (urban girls)	37.56 30.22	5.99 6.86	6.79	Significant at .01 level
2.	Accepted (urban girls) Rejected (urban girls)	39.26 33.00	6.17 6.08	6.69	—
3.	Accepted (rural girls) Rejected (rural girls)	38.99 34.34	6.10 5.59	7.19	—
4.	Accepted (rural girls) Rejected (rural girls)	35.99 30.67	7.30 6.82	7.50	—

A close study of table reveals one important result; accepted children are distinctly separated from the rejected ones. A rural/ urban difference does not seem to have any important effect whatsoever.

To check another important source of variance (socio-economic background) it was found (table 2.00) that

Table -2
SES and Acceptance Rejection
(Chi-square Analysis)

	Rejected	Accepted
High	55	45
Low	26	36

$$\begin{aligned}
 X^2 &= \frac{N (AXD) - (BXC) - N^2}{(A+B) (C+D) (A+C) (B+D)} \\
 &= \frac{531441}{40678200} \\
 &= 0.130 \text{ (not significant)}
 \end{aligned}$$

The table above shows that the SES does not make any significant difference. It is perhaps here that one can safely say the 'Rejection' and 'Acceptance' seen as parental modes of treatment, have more or less an independent status with no regard for factors like place of living (rural/urban) or rank and position of (SES). These conclusions lead to the rejection of the hypothesis envisaged of no difference between the rejected and accepted groups of children personalities, contrary to this, we have two distinct personality profiles of the children, accepted or rejected by their parents. An examination of Fig. A clearly presents two distinct type of personalities of the parentally accepted and rejected children. As the data suggests the graph presents a close proximity between the groups. Rejected girls and Rejected boys and also Accepted girls and Accepted boys, and on the other hand two groups (Accepted and Rejected) seem poles apart from each other.

The accepted child seems to be less hostile, much less dependent, having a positive self esteem, being confident about his personal adequacy, emotionally responsive, stable and possessing a positive world-view. Against this, parentally rejected children are generally hostile, dependent and have a negative self-concept. They are emotionally unstable and have a negative world-view.

Discussion:

Rohner (1980) and others have shown that hostility, dependence negative self-esteem, emotional instability, emotional unresponsiveness and negative world-view are characteristic personality features of rejected personality. Potuin (1977) confirmed these results. On the other hand, parental acceptance has been connected with totally different set of personality traits.

On these traits, Hartap and Yonus (1971) have concluded that, "Parental warmth and nurturance produce an affiliative person oriented disposition in children".

Most remarkable traits characterizing acceptance group are: emotional stability, positive world-view, positive self evaluation and autonomy. The present project has sufficiently brought forth similar data and obviously can be placed in line with the studies mentioned above. No socio-cultural differences have been located. The project taken-up by Rohner (1980) has indicated that the data of the intra cultural samples show that self reported behavioural dispositions of American children between the ages of 8 and 12 vary directly with perceived parental acceptance and rejection, in the same way as do cultural samples. In relation to the children who perceived themselves to be accepted, the rejected children reported being significantly more hostile, aggressive or passively aggressive, having more feelings of negative self-esteem and negative self adequacy and being more dependent. The results of the present study have also shown no significant differences on account of differences in the socio-cultural milieu. Freud (1960) has discovered children experiences as the most important sources of adult anxieties children psycho-sexual development and handling by parents causes major frustrations in the developing child. This is true, especially, as it showed how parental neglect can develop feelings of mistrust, shame, inferiority guilt etc. All such negative aspects will lead to identity crisis in adolescence.

Erik-Erikson (1959) has taken a more firm stand to explain precisely the influence of early childhood experiences upon the developing individuals, while Freud had emphasised the negative

and pathological aspects of emotional growth. Erikson directed theory into a broader canvas. He saw development continuing throughout one's entire life and yet gave a special significance to childhood (birth to 7 years). The stage of "trust and mistrust" is especially significant for emotional growth. The quality of nurturance..... The quality of care and affection that go into feeding, cuddling, bathing and clothing..... will develop feelings of trust or mistrust. The extent to which a baby's first experience of the world as a dependable, warm place will create a general outlook that ranges from positive and trusting to negative and distrusting.

Erikson's view were further confirmed by Harlow's (1962) experimentation with the baby monkeys. These experiments have emphasized the importance of early mothering patterns. He raised monkeys under two conditions of mothering one warm soft cloth mother and the other a cold harsh wire mother. Both were capable of providing milk, but the wire mother babies manifested substantial bizarre behaviour as adults; they were unable to relate to strange or novel objects and in fact showed many behaviour patterns reminiscent of schizophrenia. The cloth mother's babies, on the other hand, were able to explore strange and terrifying situations and demonstrated an ability to master environment.

White (1959) talks of four types of mothers.... the 'smothering mother', who over protects 'the overwhelmed mother' who is frantic and out of control most of the time, the 'zoo keeper mother' her responses are robot like and finally there is the 'super mother' who happens to be the natural educator. Thus, 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.

There is a most profound theory of parental acceptance and rejection presented by Rohner (1980). This theory takes on itself to explain and predict major consequences of parental acceptance and rejection for behavioural, cognitive and emotional development of children. Rejecting parents are those who dislike, disapprove of or resent their children. This rejection is indexed in two ways, one is through parental hostility and aggression and other through parental indifference and neglect (Rohner 1980). Parental rejection theory predicts rejected children as hostile, aggressive, and having impaired self-esteem and self-adequacy. They are emotionally unstable, unresponsive and have a negative world-view. The central theme of the parental acceptance and rejection theory is that personality dimensions mentioned above are significantly present in the behaviour of rejected children.

The theory of parental acceptance and rejection, however does not support an immediate relationship with one's social status. It appears that rejecting or accepting parents promote predictable personality disposition in their children and this has nothing to do with their class, status or place of residence. Also in the investigations conducted by Rohner and his associates (1984), no such differences were reported when studied against the available social classes and sex differences too are not significant, both girls and boys subjected to rejectancy or acceptance have more or less predictable forms of personality.

A broader conclusion, therefore, would be that the human personality receives a very strong stamping from its immediate parents and is very likely to go on to grow with the quality of this stamping throughout one's life.

- Erikson, E.H. (1959) Identity and the life cycle, *Psychological issues* Monograph
- Harlow, H.F. and Harlow, M.K. (1962) Social deprivation in Monkeys *Scientific American*, 207, 126-146.
- Hartap, W. and Yonus, A Weig (1971) Developmental Psychology, P.H. Mussena and M.R.Rosen- (eds). *Annual Reviews*.
- Kapoor, S.D. and H.C.Kochar Park. (1977) Socio-economic Status Scale, New Delhi, Psycho Centre Green Park.
- Peek, R.F. and Havinghurst, R.J. (1962) *The Psychology of Character Development*, New York, Wiley.
- Rohner R.P. (1980) *They love me, they Love me not world study of the effects of Parental Acceptance and Rejection*, New Haven, HRAF Press.

RESEARCH ABSTRACT

I

1. Investigator :- G.N.Khan

2. Title:-

“A Study of School Aged Children in Exploitative Conditions”

3. Organisation where Document Originated:- Post Graduate Deptt. of Education.

4. Type of Document:- M. Phil Dissertation

5. Discipline:- Education

6. Date of Submission and Award :-5.5.1994- Oct-1994

7. Language of Document:- English

8. Name of the Guide :- Dr. A.G. Madhosh

9. Statement of the problem:-

“ A Study of School Aged Children in Exploitative Conditions.”

10. Objectives :-

- i. To explain the Conditions in which such children (Male- Female) are forced to work.
- ii. To find the major causes leading to the child labour.
- iii. To suggest the ways to approach these children (Male-Female) educationally.
- iv. To asses the socio-Economic status of each child (Male-Female) in the sample group.

11. Hypotheses:- Nil

12. Method and Procedure:-

The entire study is based on survey method, the tools used for the collection of data are :-

- i. Socio- Economic Status Scale
- ii. Interview Schedule
- iii. Questionnaire

13. Statistical Techniques :-

- i. Test-retest method
- ii. Equivelent or parallel form method.

14. Findings:-

- i. The present study reveals that poverty is the main reason for child labour.
- ii. Socio-Economic status has much to do with the employment of the children in the labour market.
- iii. The study shows that educational level of the parents of the working children directly encourages the child labour.
- iv. Mostly the working children are dropped out from the school. Their desire is to become earning hands in early stages of life and
- v. Though small in number, girl children are also found in labour market with the same characterability as concern male children.

II

1. Investigator: Jabeen, Samia

2. Title :

Effect of Problem Solving & Traditional Methods of Teaching Mathematics on Creativity.
(A Comparative Study)

3. Organization where document originated: P.G.D of Education, University of Kashmir.

4. Type of Document : M.Phil.

5. Discipline: Education.

6. Date of submission and Award:- Sept. 1993; May 1994

7. Language:- English

8. Name of the Guide:- Prof. C.L. Vishen

9. A brief Statement:-

Effect of Problem Solving and Traditional Methods of Teaching Mathematics on creativity.
(A Comparative Study)

10. Objectives:

The objectives of the study are as :-

- i) To make a comparative study of the effect of problem solving & traditional method of teaching mathematics on creativity of learners at class 6th and
- ii) To find out, whether traditional approach or problem solving approach of teaching proves significantly more effective in development of creativity.

11. Hypothesis:-

The problem solving approach to teaching of mathematics is significantly better than the traditional approach to teaching with respect to development of creativity of learners.

12. Method and procedure:

- a) Sample: The study was conducted on 100 children, between the age group of 13+ to 14-years. The sample was of random nature.
- b) Tools used: The tool used for the study was a teacher made test for the purpose of learning gains. Creativity was measured through Baker Mehdi's test.
- c) Statistical Technique: Mean, SD, and 't' test were used.

13. Findings :-

After conducting the extensive experimentation the investigator concluded as under:-

1. That when children were taught through problem solving approach, their concepts become clear and learning became confirmed & resistant to forgetting. Under problem solving approach learning was based on insight formed through keen observation & creative thinking.
2. That through problem solving approach, the students did not only score better but also became more inquisitive & creative.
3. That the A-grade students developed negative attitude towards the traditional approach of learning & that the problem solving approach of learning significantly became more popular with A-graders.
4. That the problem solving approach took more time at first for completing, a lesson unit, but as the experimentation proceeded ahead there was quick fall in time consumed per lesson by the group working under problem solving approach.
5. That as the learners got training in problem solving approach of learning; their integral capacity of the brain improved & the time taken to grasp a lesson fell very quickly which in earlier stage was greater than the time consumer under traditional approach.
6. That in the beginning the problem solving approach consumed more R/T than the traditional approach which later on dropped significantly.
7. That the traditional approach group was trying to answer on the basis of cramming, the problem

solving group was trying to answer on the basis of understanding. Cramed answers more quicker & consumed small amount of R/T. Where as responses based in integration of observation took more R/T. This was more pronounced in the earlier experimentation.

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

III

- 1 Investigator : Tabasum, Tahira.
2 Title : Familial Characteristics and Intelligence of drop-outs.
3 Organization where : P.G.Department of Education, Document originated University of Kashmir.
4 Type of Document : M. Phill
5 Discipline : Education.
6 Date of Submission and Award : 1993-oct: 1994-Dec.

- 7 Language of Document : English.
8 Name of the Guide : Rather, Dr. A. R.
9 Statement of the problem : Familial Characteristics and Intelligence of drop-outs.
10 Objectives :

- Major
1) To study the family inter relations of drop-out and non-drop-outs.
2) To find out the difference if any, between drop-outs and non-drop-outs in their scores on intelligence test.

Minor

- 1) To study the extent of sensitivity to acceptance and rejection in the families of nuclear/joint drop-outs parents and non-drop-outs parents.
2) To study the extent of dominance and submission in the families of drop-outs parents and non-drop-outs parents.
3) To study the extent of cohesiveness in the families of drop-outs and non-drop-outs.
4) To study the family interrelations of urban/rural drop-outs and drop-outs.

11. Hypotheses

- : Major
1) Drop-outs and non-drop-outs do not differ in their family inter-relations.
2) Drop-outs and non-drop-outs do not differ in their scores on an intelligent test.

Minor

- 1) Nuclear/joint drop-out parents and non-drop out parents do not differ in their sensitivity to acceptance and rejection.
- 2) Drop-out's parents and non drop-out parents do not differ in their extent of dominance sub-mission.
- 3) the families of drop-out children and non-drop out children do not differ in their co-hensiveness.
- 4) Rural urban drop-outs do not differ in their family inter-relations.

12. Method and Procedure

Design of the study: The present study was based on normative design. Since the main focus of the study was upon those variables which remain operating at the family level, Comparisons were made through family to family with respect to its structure and functions i.e. parents nuclear relations as husbands and wives, and parent child relations. The drop-out behaviour of boys in school remained its dependent variable and family interrelations as independent variables.

DESCRIPTION OF VARIABLES:

The following variables have been included in the present study:

- | | |
|---|---|
| <p>A) Independent variables:</p> <ol style="list-style-type: none">i) Familial Characteristics,ii) Intelligence. | <p>B) Dependent variables:</p> <ol style="list-style-type: none">i) Drop-out-incidence. |
|---|---|

Sample

The sample of the present study comprised of 280 boys, out of whom 140 were studying in 6th grade and 140 had left their schools during the current academic session. 140 non-drop-outs studying in the grade-vi, ranging in the age group of 11-12 years belonged to Govt. Schools of Srinagar and Budgam district.

1) Tools Used

The following tools were used to collect the data for the present study.

- i) Mixed type group Test of intelligence (verbal and non-verbal) developed by P.N. Mehrotra was used to collect the information on intelligence. The present test includes ten sub. Test, five each in verbal and non-verbal test.

STATISTICAL ANALYSIS

The data, collected have been put to statistical techniques. In order to find out the mean difference between various groups on familial inter-relations and intelligence, t-test was used.

14. Findings:

- i) The drop-out's parents and non-drop-out's differ significantly in their Acceptance-Rejection Dimension. (ii) Non-Drop-out's parents are more sensitive towards acceptance than Drop-out's Parents. (iii) Nuclear Families and joint families parents of Drop-outs have no

difference in their sensitivity towards acceptance.(iv) The joint Drop-out's parents and joint Non-Drop-out's parents differ significantly in their sensitivity towards rejections.

IV

1. Investigator : Allaie M.S.

2. Title:

An Evaluative-Cum-Case Study of Kashmir University, Model School.

3. Organization where document originated: P.G. Deptt. of Education

4. Type of document : M.Phil.

5. Discipline: Education.

6. Date of submission and award: May 1994.

7. Language : English.

8. Name of the Guide : Malik, Dr. G.M.

9. Problem :

"An Evaluative Cum Case Study of Kashmir University Model School."

10. Objectives:

1) To make a comprehensive study of Kashmir University model school in relation to various factors:

- i. Enrollment.
- ii. Appointment procedure.
- iii. Finance (income/Expenditure).
- iv. Management.
- v. Physical Facilities.
- vi. Parental motivation and
- vii. Academic achievement.

2) To find out the Academic achievement of grade 3rd, 4th and 5th in subjects like science, maths and language.

11. Method and procedure :

- a) Sample: The sample is represented by all the students in the classes 3rd, 4th and 5th, teachers in the school, employees of the university who send their wards to this model school, and employees of the university who do not send their wards to this school. Besides members of the executive body.
- b) Tools and techniques:
 - i) Self constructed academic achievement tests.
 - ii) Self constructed questionnaires

12. Results:

- i) Most of the university employees do not send their wards to this school. (ii) The appointment procedure of the teacher's is not proper. (iii) The financial position is very poor. (iv) Management is not good. (v) Curriculum is good and physical facilities are not proper. (vi) Academic achievement is satisfactory. (vii) Infrastructure of the school is not feasible. (viii) Functioning the head of the institution was not proper.

**All enquires and communications should be addressed to
The Dean, Faculty of Education University of Kashmir Srinagar**

INSIGHT is published by Prof. A.G.Madhosh for the Faculty of Education,
University of Kashmir, Srinagar