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From the Chief Editor

'Insight' Journal has entered 15th year of its publication. During all these years an effort has been made to publish abstracts of applied researches carried out mostly in the important fields of Educational research. The volumes published so far have been highly appreciated throughout the country.

I am thankful to Prof. Reyaz Punjabi, Vice-Chancellor, Kashmir University for his patronage and administrative support. I also acknowledge the help and support of Prof. S. Fayaz Ahmad, Registrar of the University.

I appreciate the efforts of the members of the Editorial Board who worked as a team to see that the final script of the Journal is ready well in time. For technical support, I acknowledge the contribution of Mohammad Ashraf and Showkat Ahmad who worked very hard for preparation of the manuscript for final publication.

Prof. N. A. Nadeem
Chief Editor

AN EVALUATIVE STUDY OF CONTINUOUS AND COMPREHENSIVE EVALUATION SCHEME (CCE)

*Prof. Nadeem, N.A

**Wagi, M. A

Introduction

Education is a dynamic process. However, in the field of education, a number of problems arise at every moment. Persons involved in education have to make a number of decisions at every step. Some of these persons such as Educators, Administrators and Principals, are connected with policy-making bodies. There are some who are in-charge of the actual teaching learning processes. Even parents are connected with the process of education. All these persons face educational problems of a quite varying nature.

The innovative concepts of evaluation emerged in early thirties as a step to broaden the relatively narrow information and skill oriented educational measurement. The tests in the field of education developed in the first quarter of the present century that tended to focus on easily measuring the various fields of knowledge and skills of the learners. However, the emphasis was given on educational philosophy to achieve the goals of education. But much could not be achieved with the help of standardized achievement tests as there were specific yardsticks for measuring students progress and the quality of educational programme. A *moment of objective based* evaluation was started by the experts such as, Eurich, Raths, Tylor and Wrightstone, to broaden the appraisal and included attributes such as attitudes, interests, ideals, ways of thinking, work habits, personal and social adoptability. A number of evaluation projects were carried out by the investigators and the progressive association of USA, which collected useful information from many schools and colleges, also formulated a number of innovative instruments and techniques that stand as a land mark of thoughtful planning, inventive development of techniques, and thoroughness in gathering information about studies to judge their performance level in the learning process.

Peng, W. G. (2006) conducted study on Effectiveness and Evaluation in one regional education authority in China. The results reveal that significant differences in 'value added' measures of school effectiveness appear to exist between senior secondary schools in China, and also that some schools are differentially effective (i.e., more effective in one academic subject than another). Recommendations are outlined in terms of how the results could be used to enhance school self-evaluation and the findings are also discussed in relation to the future quality in education

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research agenda in China. Mishra, S. (2003) conducted study on effects of competency based evaluation of students attainment at primary level. The results reveals: (1) Attainment of the concepts and development of multiple abilities/ mastery of competencies can be possible through competency passed evaluation techniques at primary level. (2) Competency based performance tests and oral test provide maximum exposure to children and motivate them to concentrate on the required competencies which help them to reach the mastery level. (3) Competency based evaluation approach creates interest, attention and learning attitudes among students and this evaluation technique helps in the acquisition of different performance skills and enhance the level of listening, reading and comprehension abilities among children. Aggarwal (2000) studied the role of teachers and administrators for effective implementation of continuous and comprehensive evaluation scheme. Panday (2000) in his study discussed certain concerns and issues, in student evaluation with respect to identification, selection and preparation of tools, techniques & modes. John. A.R (2002) found in his study that children became more sophisticated evaluation consumers as they grew older. Females processed evaluation data more productively than males, and found few cultural differences in responses to evaluation. Students responded to traditional and alternate evaluation in very similar ways. Panda, B.N (1997) have conducted study on the effect of systematic activity-based teaching-cum evaluation strategy on attainment of learning and the gains from the method as against the traditional method. The results indicated that achievement of the experimental group with activity based teaching was much higher, and more than 85 percent children attained mastery. This strategy was better than traditional method and let to better retention. Clin (1997) conducted study on the impact of gender on primary teachers, evaluation of children's difficulties in school. The results reveals that when the experimental task was contextualized in the way the gender of child effect disappeared and the gender of teacher did not influence the result.

In the light of the above studies, the present investigator felt the need to undertake an objective based & process evaluation of CCE Scheme.

Objectives

1. To undertake an objective based evaluation of CCE Scheme.
2. To conduct process evaluation of how the scheme is being implemented in two types of schools (Govt. & Private).

Method & Design

The details about sample, tools & statistical analysis are reported as under:

A. Sample

For this purpose 320 Heads of the Institutions from 24 educational zones of district Srinagar and Pulwama were selected randomly.

District	GOVERNMENT SCHOOL				PRIVATE SCHOOL				Total
	Primary	Middle	High	Hr. Sec.	Primary	Middle	High	Hr. Sec.	
Srinagar	24	24	24	12	24	24	24	04	160
Pulwama	24	24	24	12	24	24	24	04	160
Total	48	48	48	24	48	48	48	08	320

The break-up of the sample schools is given as under:

B) Tools

For the purpose of data collection the following tools were used.

1. Principal/ Head Masters Questionnaire (PHQ)
2. Process Evaluation Questionnaire (PEQ)

C) Statistical Analysis and Interpretation

The data obtained through the Administration of Questionnaires was put to statistical treatment by way of computing percentage statistics under the following headings.

1. Objective based evaluation.
2. Process evaluation.

OBJECTIVE BASED EVALUATION

TABLE 1.0

Showing response of Principals/Headmasters on the issue that "CCE Scheme has made evaluation an integral part of teaching learning process"

Type of School	Primary		Middle		High		Hr. Sec.		Average %	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	33.33 N=16	66.66 N=32	41.66 N=20	58.33 N=28	37.50 N=18	62.50 N=30	45.83 N=11	54.16 N=13	39.63	60.37
Pvt.	45.83 N=22	54.17 N=26	52.08 N=25	47.92 N=23	56.25 N=27	43.75 N=21	62.50 N=06	37.50 N=03	54.16	45.84

**Govt. = Government; * Pvt. = Private

The perusal of table 1.0 clearly reflects the pooled response of Principals/Headmasters of the institution obtained from Primary, Middle, High and Hr. Secondary Institutions. 39.63% of the Govt. school Principals/ Headmasters believe that CCE Scheme has made evaluation an integral part of teaching learning process,

while as 60.37% Principals/Headmasters of the institution have a negative perception in this regard. On the other hand, 54.16% of Principals/Headmasters of private schools have shown a favourable response, while as 45.84% Principals/Headmasters expressed a negative response on the above mentioned issue. The results reflect that Heads of the private institutions have somewhat favourable opinion than Principals/Headmasters of the institution working in Government schools.

TABLE 1.1

Showing response of Principals/Headmasters on the issue that "CCE Scheme had a significant role for providing feedback to the learners in the form of remedial teaching"

Type of School	Primary		Middle		High		Hr. Sec		Average %	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	20.83 N=10	79.16 N=38	31.25 N=15	68.75 N=33	22.91 N=11	77.08 N=37	25.00 N=08	75.00 N=18	37.49	62.51
Pvt.	33.33 N=18	66.66 N=32	37.50 N=18	62.50 N=30	29.16 N=14	70.83 N=34	37.50 N=03	62.50 N=05	34.37	65.63

A quick glance at table 1.1 shows that on an average, 37.49% of Principals/Headmasters working in Govt. schools expressed a favourable response, where as 62.51% had a negative perception. On the other hand, 34.37% of private school Principals/Headmasters expressed positive response while as 65.63% did not show favourable response.

TABLE 1.2

Showing response of Principals/Headmasters on the issue that "operational scheme provided the scope for self evaluation by teachers and students"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	18.75 N=9	81.25 N=39	22.91 N=11	77.09 N=37	25.00 N=12	75.00 N=36	37.50 N=9	62.50 N=15	32.29	67.71
Pvt.	29.16 N=14	70.84 N=34	25.00 N=12	75.00 N=36	37.50 N=18	62.50 N=30	25.00 N=2	75.00 N=6	30.16	69.84

Data in the table 1.2 reflects that Govt. and Private school Principals/Headmasters have shown somewhat unfavourable response towards the issue "scope for self evaluation by teachers and students". On an Average 32.29%

Principals/Headmasters share favourable perception, while as 67.71% of Govt. School Principals/Headmasters expressed unfavourable response on the issue. On the other hand, 30.16% of private school Principals/Headmasters had favourable perception, while as 69.41% had negative perception.

TABLE 1.3

Showing response of Principals/Headmasters on the issue that *"the present scheme has helped in identifying learning in-adequacies of the students"*

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	18.75 N=9	81.25 N=39	20.83 N=10	79.17 N=38	25.00 N=12	75.00 N=36	58.33 N=14	41.67 N=10	30.72	59.28
Pvt.	33.33 N=16	66.67 N=32	29.16 N=14	70.84 N=34	39.58 N=19	60.41 N=29	37.50 N=3	62.50 N=5	34.89	65.11

The analysis of table 1.3 depicts the response expressed in percentage statistics, drawn from Principals/Headmasters of the Institutions on the issue that "the present scheme has helped in identifying the learning in adequacies of the students". The response was obtained from Govt. and Private Principals/Headmasters from Primary, Middle, High and Hr. Sec. Institutions. On an average 30.72% of Govt. Principals/Headmasters have shown favourable perception, while as 59.28% of Govt. school Principals/Headmasters expressed unfavourable response towards the above mentioned issue, when we move to Private school Principals/Headmasters the average favourable response percentage was found as 34.89%, while as 65.11% of private school Principals/Headmasters showed a negative response.

TABLE 1.4

Showing response of Principals/Headmasters on the issue that *"the present operational scheme maintained the desired standard of performance by using evaluation as a quality control device"*

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	14.58 N=7	85.42 N=41	12.50 N=8	87.50 N=42	18.75 N=9	81.25 N=39	45.83 N=11	54.17 N=13	22.91	77.09
Pvt.	25.00 N=12	75.00 N=36	20.83 N=10	79.17 N=38	27.08 N=13	72.92 N=35	25.00 N=2	75.00 N=6	24.47	75.53

A quick glance at table 1.4 reveals the response percentage of Principals/Headmasters of the Institutions regarding the issue that "scheme maintained the desired standard of performance by using evaluation as a quality control device". Principals/Headmasters working in Govt. and Private schools at Primary, Middle, High and Hr. Sec. level expressed their response and after applying percentage statistics, 22.91% of Govt. school Principals/ Headmasters respond as favourable, while as 77.09% have expressed unfavourable response. On the other hand, 24.47% private school Principals/ Headmasters believe that "scheme maintained the desired standard of performance by using evaluation as a quality control device", while as 75.53% did not express favourable response.

TABLE 1.5

Showing response of Principals/Headmasters on the issue that "the implemented scheme included both scholastic and non-scholastic areas to assess growth and development of the learners"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	18.75 N=9	81.25 N=39	14.58 N=7	85.41 N=41	20.63 N=10	79.17 N=38	50.00 N=12	50.00 N=12	26.04	73.96
Pvt.	29.16 N=14	70.84 N=34	31.25 N=15	68.75 N=33	22.91 N=11	77.09 N=37	37.50 N=3	62.50 N=5	30.20	69.80

A quick glance at table 1.5 reveals that on an average 26.04% Principals/Headmasters working in Govt. schools have shown positive response regarding the issue that "implemented scheme included both scholastic and non-scholastic areas to assess growth and development of the learners" while as majority of 73.96% Govt. school Principals/Headmasters expressed negative perception. On the other hand, 30.20% of Principals/ Headmasters working in Private schools favoured the issue, while as 69.80% of Principals/Headmasters negated the issue.

TABLE 1.6

Showing response of Principals/Headmasters on the issue that "the scheme helped to de-emphasize memorization"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	8.33 N=4	91.67 N=44	6.25 N=3	93.75 N=45	10.41 N=5	89.59 N=43	37.50 N=9	62.50 N=15	15.62	84.38
Pvt.	20.83 N=10	79.17 N=38	16.18 N=6	83.84 N=40	18.75 N=9	81.25 N=38	25.00 N=2	75.00 N=6	20.18	79.82

The analysis of above table clearly shows the response percentage of Principals/Headmasters on the issue, "scheme has helped to de-emphasize memorization". The response was pooled from Govt. and Private school Principals/Headmasters working in Primary, Middle, High and Hr. Sec. Institutions. On an average 15.62% of Govt. school Principals/Headmasters have expressed positive response towards the above mentioned issue, while as 84.38% negated the perception. On the other hand, 20.18% of Private school Principals/Headmasters respond positively to the issue, while as 79.82% did not show favourable response.

TABLE 1.7
Showing response of Headmasters/Principals on the issue that *"the scheme is child centric, activity based and joyful"*

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	29.16 N=14	70.84 N=34	25.00 N=12	75.00 N=36	20.83 N=10	79.17 N=36	25.00 N=2	75.00 N=8	24.99	75.01
Pvt.	20.83 N=10	79.16 N=38	18.75 N=9	81.25 N=36	22.91 N=11	77.09 N=37	54.16 N=13	45.84 N=11	29.16	70.84

Table 1.7 clearly reveals the response of Govt. and Private school Principals/Headmasters which on an average shows that 24.99% of Govt. school Principals/Headmasters have positive response towards the issue that "the scheme is child centric, activity based and joyful" while as 75.01% negated the perception. On the other hand, 29.16% of Private Hr. Sec. school Principals/Headmasters showed favourable response, while as 70.84% did not express favourable response towards the above raised issue.

PROCESS EVALUATION

TABLE 2.0

Showing response of Principals/Headmasters on the issue that *"feeling difficulty in using different techniques of evaluation for the assessment of pupils growth and development in the scholastic aspect"*

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	68.75 N=33	31.25 N=15	62.50 N=30	37.50 N=18	77.08 N=37	22.92 N=11	75.00 N=18	25.00 N=6	70.88	29.12
Pvt.	62.08 N=25	37.92 N=23	56.25 N=27	43.75 N=21	60.41 N=29	39.58 N=19	50.00 N=04	50.00 N=04	54.68	45.32

Table 2.0 shows response of Principals/Headmasters on the issue of "feeling difficulty in using different techniques of evaluation for the assessment of pupils growth and development in the scholastic aspect" on an average 70.88% of Govt. school Principals/Headmasters have expressed a positive response about the above mentioned issue, while as 29.12% of the respondent had a negative perception in this regard. When we move to private school Principals/Headmasters, it has been found that 54.68% of the respondents on an average responded positively, while as 44.32% had a negative perception in this regard.

TABLE 2.1

Showing response of Principals/Headmasters on the issue that "feeling difficulty in using different techniques of evaluation for the assessment of pupils growth and development in the non-scholastic aspect"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	60.41 N=29	39.59 N=19	56.75 N=33	31.25 N=15	77.08 N=37	22.92 N=11	75.00 N=18	25.00 N=6	70.31	29.69
Pvt.	31.25 N=15	68.75 N=33	22.91 N=11	77.09 N=37	22.91 N=11	77.09 N=37	25.00 N=2	75.00 N=6	25.51	74.49

Table 2.1 reflects the response of Principals/Headmasters on the issue that "difficulty is being experienced in using different techniques of evaluation for the assessment of pupils growth and development in the non-scholastic areas" on an average 70.31% Govt. school Principals/Headmasters responded favourably to the above mentioned issue, while as 29.69% respond negatively. On the other hand, 25.51% Private school Principals/Headmasters respond positively, while as 74.49% expressed negative response.

TABLE 2.2

Showing response of Principals/Headmasters on the issue that "Being fed up with the continuous evaluation of the pupils"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	60.41 N=25	39.59 N=19	45.83 N=22	54.17 N=26	37.50 N=18	62.50 N=30	12.50 N=3	87.50 N=21	38.06	61.94
Pvt.	25.00 N=12	75.00 N=36	16.66 N=9	83.34 N=40	14.58 N=7	85.42 N=41	12.50 N=1	87.50 N=7	17.18	82.82

The analysis of table 2.2 shows the response percentage of Principals/Headmasters on the issue, that 'being fed up with the continuous evaluation of the pupils'. The average response percentage was obtained on higher side in case of Govt. School 39.06% than Private School Principals/Headmasters, which was found as 17.18%. The unfavourable response was calculated as 60.94% Govt. school Principals/Headmasters and 82.82% Private school Principals/Headmasters.

TABLE 2.3

Showing response of Principals/Headmasters on the issue that "For evaluation 3 Unit tests and 2 term tests are necessary"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	47.91 N=22	52.09 N=25	56.25 N=27	43.75 N=21	52.08 N=25	47.92 N=23	54.38 N=13	45.64 N=11	52.60	47.40
Pvt.	68.66 N=32	31.34 N=16	72.91 N=35	27.09 N=12	79.16 N=38	20.84 N=10	62.50 N=5	37.50 N=3	70.30	29.70

Table 2.3 clearly reflects the response percentage of Headmasters/Principals on the issue that "For evaluation 3 Unit tests and 2 term tests are necessary" on an average 52.60% of Govt. school Headmasters/Principals respond favourably, while as 47.40% did not express positive response. On the other hand, majority of 70.3% Private school Headmasters/Principals have shown favourable response with only 29.70% negated the perception.

TABLE 2.4

Showing response of Principals/Headmasters on the issue that "Art, Health and Physical education had been given due weight age in the Scheme"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	60.41 N=29	39.59 N=19	45.83 N=22	54.17 N=25	58.33 N=28	41.67 N=20	75.00 N=18	25.00 N=6	59.89	40.11
Pvt.	72.91 N=35	27.09 N=13	60.41 N=29	39.59 N=19	65.96 N=32	34.04 N=16	75.00 N=8	25.00 N=2	68.74	31.26

A quick glance at table 2.4 reveals the response % of Headmasters/Principals on the issue that "Art, Health, and Physical education had been given due weight age in the scheme". The statistical information in terms of percentage, bring this fact to light that on an average 59.89% Govt. school Headmasters/Principals respond positively, while as 40.11% negated the perception. On the other hand, 68.74% of private school Headmasters/Principals have shown favourable response,

while as 31.26% did not express favourable response.

TABLE 2.5

Showing response of Principals/Headmasters on the issue that "With the help of present operational scheme learners became more interested in studies"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	45.63 N=22	54.17 N=20	52.08 N=25	47.92 N=23	47.91 N=23	52.08 N=25	54.16 N=13	45.84 N=11	49.99	50.01
Pvt.	62.50 N=30	37.50 N=18	66.66 N=32	33.34 N=16	72.91 N=35	27.08 N=13	75.00 N=6	25.00 N=2	69.20	30.74

The analysis of above table reflects that on an average 49.99% Govt. Primary, Middle, High and Hr. Sec. Headmasters/Principals believe that "with the help of present operational scheme learners become more interested in studies", while as 50.01% have shown negative perception towards the issue. On the other hand, 69.26% Private Primary, Middle, High and Hr. Sec. school Headmasters/Principals respond positively to the issue raised above by the investigator, while as 30.74% have shown negative perception in this regard.

TABLE 2.6

Showing response of Principals/Headmasters on the issue that "present operational scheme motivated the students to be regular and punctual in the class"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	31.25 N=15	68.75 N=33	35.41 N=17	64.59 N=31	37.50 N=16	62.50 N=30	37.50 N=9	62.50 N=15	37.16	62.84
Pvt.	83.33 N=40	16.67 N=8	81.25 N=39	18.75 N=9	87.50 N=42	12.50 N=6	75.00 N=6	25.00 N=2	81.77	18.23

A perusal of table 2.6 shows the response % of Govt. and Private School Headmasters/Principals regarding the issue, "scheme motivated students to be regular and punctual in the class". On an average 37.16% Govt. school Headmasters/Principals respond positively, while as 62.84% did not express positive response. On the other hand, 81.77% Private schools Headmasters/Principals respond positively, whereas only 18.23% respond negatively.

TABLE 2.7

Showing response of Principals/Headmasters on the issue that "CCE helped in maintaining discipline in the classroom"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	41.66 N=20	58.34 N=28	47.91 N=23	52.09 N=25	41.88 N=20	58.12 N=28	45.83 N=11	54.17 N=13	44.26	55.73
Pvt.	79.16 N=36	20.84 N=10	75.00 N=36	25.00 N=12	81.50 N=30	18.50 N=18	62.50 N=8	37.50 N=8	69.79	30.21

A quick look at the above mentioned table shows response percentage of Headmasters/Principals of Govt. and Private Schools on the issue that "CCE helped in maintaining discipline in the classroom. On an average 44.26% Govt. school Headmasters/Principals respond positively, while as 55.73% respond negatively. On the other hand, Private School Headmasters/Principals have shown positive response which is clear by the statistical information given in the table as 69.79% while as 30.21% have expressed negative response.

TABLE 2.8

Showing response of Principals/Headmasters on the issue that "CCE scheme enabled to know the strengths and weaknesses of pupils"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	33.33 N=15	66.67 N=32	41.66 N=20	58.34 N=28	37.50 N=18	62.50 N=30	41.66 N=10	58.34 N=14	38.53	61.47
Pvt.	50.00 N=24	50.00 N=24	54.16 N=26	45.83 N=22	41.66 N=20	58.34 N=28	50.00 N=4	50.00 N=4	48.95	51.05

Table 2.8 clearly reveals the response % of Headmasters/Principals and Govt. and Private Schools regarding the issue, that "scheme has enabled to know the strengths and weaknesses of pupils" the statistical information provided in the table bring this fact to light that on an average 38.53% of Govt. School Headmasters/Principals responded positively to the above mentioned issue, while as 61.47% responded negatively. On the other hand, 48.95% of Private school Headmasters/Principals responded positively, while as 51.05% have shown negative perception.

TABLE - 2.9

Showing response of Principals/Headmaster on the issue that "CCE scheme lessened scope for chance and subjectivity"

Type of school	Primary		Middle		High		Hr. Sec		Average	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Govt.	18.88 N=8	81.14 N=40	20.83 N=10	79.17 N=38	20.18 N=14	79.84 N=54	20.83 N=5	79.17 N=19	21.87	78.13
Pvt.	37.5 N=15	62.50 N=25	45.83 N=22	54.17 N=26	54.17 N=26	45.83 N=22	37.50 N=15	62.50 N=25	43.75	56.25

Table 2.9 shows the response % of Headmasters/Principals regarding the issue, that scheme lessened scope for chance and subjectivity on an average, 21.87% of Headmasters/Principals, from Govt. Schools, responded positively, whereas 78.13% respond negatively on the above mentioned issue. On the other hand, 43.75% Private School Headmasters/Principals responded positively, whereas 56.25% did not express favourable response.

Findings/Conclusions

The present study has lead to the formulation of very important and interesting findings which are concluded as under:

1. Regarding Objective based evaluation, the analysis showed that the Govt. school Heads of the Institutions were fairly convinced that Continuous and Comprehensive Evaluation Scheme (CCE) has:
 - i. a significant role for providing feedback in the form of remedial teaching; and
 - ii. it provided the scope for self-evaluation by teachers and students.

On only 2 dimensions out of 8 dimensions, Govt. school Heads of the Institutions have shown agreement, while as private school Heads of the institutions have shown disagreement to the above mentioned two dimensions.

Further, it was observed that the private school Heads of the Institutions were fairly convinced that Continuous and Comprehensive Evaluation Scheme (CCE) has:

- i. helped in identifying learning in-adequacies of the students;
- ii. maintained the desired standard of performance by using evaluation as a quality control device;
- iii. included both scholastic and non-scholastic areas to assess growth and development of learners;
- iv. helped to de-emphasized memorization;
- v. made teaching learning child centric, activity based and joyful; and
- vi. made evaluation an integral part of teaching-learning process.

Out of 8 dimensions, private school Heads of the institutions have shown agreement on 6 dimensions, while as on the above 6 dimension Govt. school Heads of the institutions have shown total disagreement.

Regarding process evaluation, the analysis showed that the Govt. school Heads of the Institutions have expressed:

- i. difficulty in using different techniques of evaluation for the assessment of pupils growth and development in the scholastic;
- ii. difficulty in using different techniques of evaluation for the assessment of pupils growth and development in the non-scholastic aspect; and
- iii. were fed up with the continuous and comprehensive evaluation.

On the above three mentioned dimensions of CCE scheme Private school Heads of the institutions have shown disagreement.

Based on the analysis of process evaluation, it has been revealed that Private school Heads of the Institutions are fairly convinced that:

- i. for evaluation, 3 unit tests and 2 term tests are necessary;
- ii. art, health and physical education had been given due weightage in the scheme;
- iii. with the help of present scheme, learners have become more interested in studies;
- iv. present scheme motivated students to be regular and punctual in the class;
- v. it helped them in maintaining discipline in the classroom;
- vi. it has lessened the scope for chance and subjectivity; and
- vii. it has enabled to know the strengths and weaknesses of pupils.

It is interesting to note that the above mentioned seven (07) dimensions have been favoured by Private Heads of the institutions, whereas the Govt. school heads of the institutions have shown total disagreement with these dimensions.

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EDUCATION OF GUJJARS AND BAKARWALS IN DISTRICT KUPWARA

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Any one looking at the map of the vast Himalayan region is sure to find many delightful valleys and picturesque spots. These are set among the high mountainous ranges having salubrious climate, serene atmosphere, freshwater reserves, charming environs and soul enchanting views.

The Valley of Kashmir is one of those regions of India which comparatively is at the higher altitude covered by mountains which are not easily negotiable. Despite various barriers the people of this state have born all types of climatic and geographical hazards and have measured the most valuable peaks and turn them into small pockets of communions.

Kashmir is one of the most beautiful and fertile valleys in the world. Kalhana in his *Raj Trangni* has said about the Valley of Kashmir:

"It is the country where the sun shines mildly, being place created by Kashyapa as if for his glory. Learning, lofty houses, the Saffron, iced water and grapes, which are rare even in heaven, are common here... Kailasa is the best place in three worlds, Himalaya the best part of Kailasa and Kashmir the best place in Himalaya."

Irregularly oval in shape, the valley has almost a uniform height of over 5000 feet above the sea level. Kashmir is encircled by the high mountainous ranges of Kara-kuram and the Himalayas which have hardly any inter-rupting or intersecting ridges anywhere and has been capable of maintaining a homogeneous people in one vast stretch of land in the valley and in the side-valleys. Though the surrounding hilly regions are inhabited by people of different ethnic groups. Gujjars and Bakarwals which comprise a special race and community and third largest ethnic group in the state of Jammu and Kashmir has since long time adopted to live on these envious peaks.

Kupwara, the frontier District of Kashmir Valley is full of scenic beauty with dense forests. The District which is situated at an average altitude of 5300 feet from the sea level and can be located between 34.21 east Longitude and 73.10 to 72.16 north Longitude is in the extreme North - West of Kashmir valley. Its northern and western borders form the Line of Control between India and Pakistan and eastern and southern borders touch Sopore and Baramulla Tehsils of District Baramulla on one side and District Bandipora on the other side. The geographical area of the District is 2379 square kilometers with almost 69.40% 1651 square

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kilometers under the forest in which 54162 Gujjars and Bakarwals with approximately 40% below the 15 years of age are residing. There are three administrative pocket areas of the District namely, Machil, Karan and Karnah located near L.O.C. which remains land locked for more than six months in a year. There are some other areas at barbed distances and remain cut off from District Headquarter for a considerable time like Kumkadi, Lashdat, Jungund, Kethanwali and Budnambal.

Profile of Gujjars:

There are two types of Gujjars in Jammu and Kashmir, Zamindar Gujjars and Dodhi Gujjars. Zamindar Gujjars are those whose primary occupation is agriculture and animal husbandry. But Dodhi Gujjars are exclusively pastoral, and they still move from low to high and high to low altitude hills in search of pastures for their cattle on which their whole economy is based. They live mainly on the sale of milk and its products. Agriculture is taken up by them as a secondary occupation and is done only in winter when they stay in their original habitat. During other seasons, they give the land to the share croppers. Most of the milk and milk products are sold in the cities, but during their summer pasturage the products are sometimes exchanged with other essential commodities. The Zamindar Gujjars possess considerable size of land than the Dodhi Gujjars. The life of these Gujjars is very hard and busy right from morning till evening and each and every member of the family, irrespective of sex and age has to contribute substantially to the smooth running of the family. There is no bounded labour system among them but child labour of the family is sometimes engaged for paddy and maize cultivation. They also work as grazers and domestic servants in cities as well. Pastoralism is still considered their traditional occupation, but they are now taking up other occupations such as business, government and private jobs and even defence services. While discussing the various tribes of Kashmir Walter Lawrence, in his book "*The Valley of Kashmir*" refers to Gujjars as follows:

"They are all Musalman by religion; they are a fine tall race of man, with rather stupid faces and large prominent teeth. Their one thought is the welfare of the buffaloes. They are an ignorant, inoffensive and in their relation with the state are indefinitely very honest".

Bakarwals:

Bakarwal is a pastoral nomadic community of Jammu and Kashmir. The term Bakarwal is derived from the word Bakriwala, meaning goat and sheep holders and rearers. It is said that they originally belonged to the Gujjar stock, which are divided into three groups, namely settled Gujjar, Dodhi Gujjar and Bakarwal. Though they have permanent settlements, they often move from one altitude to another in search of pasture for their flock. The Jammu region is considered to be their original homeland and they are concentrated in Doda, Rajouri, Poonch and parts of Udhampur. Their mother tongue is Gojri but they are also conversant in Kashmiri, Pahadi, Urdu and others. The Bakarwal males can be

identified by their turban called (dastar) and by their long beards. The females wear a special type of (topi) cap. They are non-vegetarians, maize, wheat and rice is their staple cereals as P N K Banzia in his book "A History of Kashmir" says, "Another interesting hill people are the Gujjars. The climate and pastures of the altitudes are favourable for rearing cattle and sheep and from ancient times the Gujjars have been breeders. They lead semi-nomadic lives moving in summer with their herds and flocks from the warm region of Jammu. They are then to be found in parts of Kashmir building their flat-topped houses on seemingly inaccessible height and being everywhere perfectly at home with animals. They are said to be Rajputs who migrated from Rajasthan and adopted the Muslim faith. Their language, Gojri is now definitely recognized to be a form of Rajasthani, their outdoor life spent in some of the healthiest parts of the country and their nourishing diet of bread made from corn with milk and butter as other constituents, result in their being a long lived people. They are a fine tall race with a decidedly Jewish cast of features. Their good faith is proverbial and they are generally disposed. Fairly well represented in most parts of the Jammu and Kashmir, they muster strong in the Poonch, Reasi and Muzaffarabad Districts".

Gujjar and Bakarwal, the ancient tribe of India have their roots within the country. They are patriotic, faithful and sincere. Due to locational disadvantages this community remained economically and educationally backward. Their Kabilas still have the ancient Aryan traditions and cultural heritage. According to a survey conducted by a *Tribal Research and Cultural Foundation (TRCF)*, 2006: "The Gujjar Bakarwal of the Himalayan ranges are living a very difficult life that of the 'Stone Age' as they lack basic facilities like education, health care and drinking water". Their linguistic affinity to the Gujjar tribes of Northern India is the binding factor with the mainstream. Gujjars are scattered throughout the Northern India. They are inhabited in Himachal Pradesh, Punjab, Haryana, Rajasthan and Gujrat. Mostly they are Hindu Gujjars but in Jammu and Kashmir they are Muslims by faith and inhabit in the foot hills and upper reaches of Peer Panchal range.

Gujjar and Bakarwals are mostly residing in Peer Panchal belt from Banihal to Muzaffarabad a 240 Kilometer track. Their main concentration is along the old Mughal road in Rajouri and Poonch Districts. About 40% of population of these twin districts is represented by the Gujjar and Bakarwal tribe. In Jammu and Kathua Districts, Doodi Gujjars are scattered in the villages. In Udhampur District, Gujjar Basties are located in Gool, Gulab Ghar, Reasi and Ram-Nagar area. These tribes are also found in the mountains of Kashtwar, while in Kashmir valley small Gujjar Patties and Basties are scattered throughout the valley especially in mountain belt starting from Qazigund to Yusmarg, Khilonmarg, Gulmarg, Tangmarg, a part of Uri, Kupwara, Karnah, Bandipora, Dardpora, Sonamarg, Lar, Wangat, Kangan etc. They also reside along side the Ledar River in Pahalgam area.

Need and importance of the present study

It is ironical that the poorest people of Jammu and Kashmir are living in the

areas of richest natural resources. Even after independence when the Gujjars and Bakarwals are exposed to important forces of change and social reconstruction, the grievances and protests are reflected through different uprisings.

Since independence, the problems of development of the tribal communities especially Gujjars and Bakarwals have been seriously taken into consideration for the upliftment and amelioration of their conditions. It is significant that Article 46 of the Constitution of India enjoins on the state not only to promote the educational and economic interests of the Scheduled Castes and Scheduled Tribes but also protect them from social injustice and all forms of exploitation. Likewise, as per Article 48A, the state should endeavor to protect and improve the environment and safeguard the forests and wildlife of the country. The Gujjars and Bakarwals mostly live in forested areas. Hence, the compliance with these two constitutional provisions is mutually reinforcing Nehru's approach, widely known as "Tribal Panch sheel" (the five principles for tribal development) in the foreward to Varrier Elwin's Philosophy of NEFA 1958, has been endorsed through all these years of planned development of the tribal areas. However, it was a little unfortunate that certain important considerations like developing Gujjars and Bakarwals along their own lines of genius and optimum utilization of available natural resources in the form of land and forest was not given due consideration. The emphasis was more on giving monetary help rather than using their traditional skills at available natural resources.

The Hari Singh Committee (1967) on tribal economy in forest areas suggested providing the tribals with employment in major and minor produces to save the forest from denudation. The committee also emphasized on tribal interest in forest management and welfare of the inhabitants of forests rather than revenue collection.

The Government seemed determined to do something concrete in the direction of Universalization of Primary Education (UPE). When we consider UPE, it implies education of every educable child. It is significant for the tribal communities, for among them the problem is more acute.

This emphasizes the equity in education; it must be accessible to every section of the community without any distinction. It may imply that hitherto educationally disadvantaged section, such as the Scheduled Tribes have an assurance that it would be available and accessible to them. The Education provided do not care to the specific needs of the Gujjars & Bakarwals similarly, there are many drawbacks in the educational system, such as alien medium of instruction, unsuitable working hours which do not attract the children. Single teacher schools, multiple classes teaching, unattractive environment of schools, distant location of the schools, multiple management, inadequate supervision, inadequately equipped personal i.e. the teachers etc, contributed to the slow progress in the field of Gujjar & Bakarwal education. National Policy on Education (NPE) suggested that content and curriculum should be modified according to the target groups with a core curriculum. It is also suggested that efforts should be made to adopt tribal dialect as medium of instruction.

The proposed study is considered to be necessary as it delineates with all aspects of access to education for Gujjars and Bakarwals of Kashmir and fills the research gap being found out while reviewing the various research studies on Gujjars and Bakarwals of Jammu and Kashmir.

Relevance of the present study:

The present study is considered relevant as it examined the access to education for Gujjars and Bakarwals and will serve as a sample study in understanding the educational structure with its problems and achievements among the Gujjars and Bakarwals of Jammu and Kashmir in general and of District Kupwara in particular.

Being the first modest attempt to study the educational scenario of this tribal community, this has analytically brought forth the role of different educational programmes and policies which had been introduced and implemented to get them at par with other stratas of the society.

Adequate number of ethno-geographical studies have been carried out on Gujjars and Bakarwals in India but very few are about the Gujjars and Bakarwals of Kashmir and no full length survey has so far been done with special reference to the educational aspects of their life. Therefore, in view of the paucity, the necessity of the present study is of great importance and relevance. In order to fill this vacuum the researcher investigated the area of inquiry to produce a comprehensive understanding of educational infrastructure for Gujjar and Bakarwal children in terms of their enrolment, distance and physical availability of schools. Apart from exploring the quantity, quality and experience of the teachers working in the sampling areas, the present study also surveyed the educational and occupational background of the parents of the Gujjar and Bakarwal students.

Objectives of the study:

1. To survey the total number of mobile schools and their enrollment in District Kupwara;
2. To examine the access to education for Gujjar and Bakarwal children in terms of distance of schools and infrastructure facilities in these schools in District Kupwara;
3. To explore the quantity, quality (number and qualification) and experience of the teachers working in those schools where Gujjar and Bakarwal students are enrolled;
4. To study the parental occupation and education of enrolled Gujjar and Bakarwal students in District Kupwara;

Sample:

All the 396 schools including 14 mobile ones in District Kupwara, where 10939 Gujjar and Bakarwal students were enrolled and 1389 teachers who were working in these schools and 5511 families (with 5511 fathers/guardians and 5475 mothers) who send their children to 396 schools were selected for the sample of the present study.

Tools:

Three self constructed Information Blanks were separately administered on students and teachers to get the relevant data pertaining to the subject of the study. The information regarding the physical availability in terms of infrastructure facilities were gathered from the official records of the schools with the necessary consultation of the heads of the institutions by applying the separate Information Blank. The data pertaining to the mobile schools was obtained by accessing these schools to physically verify the infrastructure, enrollment, strength of teaching staff and their status of mobility. Regarding the parental occupation and education, separate Information Blank was administered on students to get the relevant information.

Description of Tools:

Three self constructed (Information Blanks) tools were selected for the present study in such a way to achieve the maximum level of confidence while collecting the relevant data. Description of these is given below:

1. Information Blank I (for Schools):

The school Information Blank was so designed to reflect the infrastructural position and status of the schools. Apart from this, the 16 items of the Information Blank also addresses the questions related to location, enrollment, grade, land availability, periodical staff meetings and problems of the school. The construction of this Information Blank was holistically made to assess the above areas at the micro level.

2. Information Blank II (for students):

The Information Blank was chiefly meant to find the extent and quality of educational inputs, related to the pupil's and his family back-ground which was very significant, because, it is a joint responsibility of student and his family environment to utilize the available educational opportunities for their better academic achievement. The Information Blank consisted of 14 items including the areas related to the different spheres of interest in terms of distance, problems, interests, disliking and difficulties beings confronted by students in the school.

3. Information Blank III (for teachers):

This Information Blank has been so constructed to encompass the holistic information regarding the teachers who posses a pivotal role to play in pupil's achievement, thereby, determining the actual educational opportunity availed by them. The Information Blank comprised of 12 items covering the areas related to the status, employment status, experience, training, and attitude. Above all, the Information Blank included, the enquires regarding their expectations and satisfaction over the academic achievement of the Gujar

and Bakarwal students. Questions getting their opinions about the problems and teachings pedagogies were also incorporated in this Information Blank. The response was 100% and the data was supplemented by keen observation. The Information which was obtained from the respondents was spot checked to verify the accuracy for minimization of response errors. Percentage statistics was employed for the present study.

Table 01

Table showing the extent of mobile schools in District Kupwara

Education Zone	Name of the school.	Boys	Girls	Total	No. of Teachers working
Khumriyal	BMPS Narikote	74 (100)	Nil	74	01(RT)
	BMS Passadan	38 (100)	Nil	38	01(Tr.)
	PMS Chakla	Non Functional			
Sogam	MPS Kakad	32 (71.11)	13 (24.89)	45	01(RT)
Tangdar	MPS Badwah	26 (68.42)	12 (31.58)	38	01(Tr.)
	MPS Khaitan	28 (87.50)	04 (12.5)	32	01(Tr.)
	MPS Baghpayeen	19 (61.29)	12 (38.71)	31	01(Tr.)
Kralpora	MPS Tumina	32 (71.11)	13 (28.89)	45	Post Vacant
	MPS Farikin	24 (63.16)	14 (36.84)	38	Post Vacant
	MPS Satboin	32 (76.19)	10 (23.81)	42	01(RT)
Rajward	MPS Dardhaji	42 (84)	08 (16)	50	01(Tr.)
Chumkote	MPS Khodian	17 (77.27)	05 (22.73)	22	01(Tr.)
	MPS Riyalla	18 (72)	07 (28)	25	01(Tr.)
Mawar	MPS Manbul	32 (71.11)	13 (28.89)	45	01(Tr.)
Total	14 Mobile schools	436 (77.44)	127 (22.56)	563	11

(The percentage is given in parentheses)

The above table reveals that out of 14 mobile schools in the District, 03 are in Khumriyal Education Zone. BMPS Narikote has 74 (All Boys) children enrolled with only one teacher (RT). In BMS Passadan, 38 (All Male) students are enrolled with one teacher. MPS chakla is not functioning. MPS Kakad of Sogam Zone has enrolled 45 students with 32 (71.11%) male and 13 (24.89%) female with only one

teacher (RT). The table also depicts that 03 mobile schools MPS Badwah, MPS Khaitan and MPS Baghpayeen are in Tangdar Education Zone. The table shows that in MPS Badwah, 38 students are on rolls with 26, (68.42%) male and 12 (31.58%) female with one teacher. 32 children are enrolled in MPS Khaitan with 28 (87.5%) boys and 04 (12.5%) girls with only one teacher. In MPS Baghpayeen, 31 students are enrolled with 19 (61.29%) male and 12 (38.71%) female with one teacher. Out of three mobile schools in Kralpora Zone, MPS Tumina has 45 students on rolls with 32 (71.11%) male and 13 (28.89%) female, but no teacher is presently working there. MPS Farikin has 38 students on roll with 24 (63.16%) male and 14 (36.84%) female. But due to unavailability of teacher the school has been amalgamated in near by primary school. In Satboin mobile School, 42 students are on rolls with 32 (76.19%) boys and 10 (23.81%) girls and only one teacher (RT) is working there. In mobile school Dardhaji of Rajward Zone, 50 students are on rolls with 42 (84%) male and 08 (16%) female with only one teacher. 02 Mobile Schools are working in Chamkote Zone. In MPS Khodian, 22 students are enrolled with 17 (77.27%) male and 05 (22.73%) female with one teacher. In MPS Riyalla, 25 students are enrolled with 18 (72%) boys and 07 (28%) girls with one teacher. In MPS Manbal of Mawer Zone, 45 students are enrolled with 32 (77.11%) male and 13 (28.89) female with only one teacher. Overall in 14 mobile schools, 563 students are on rolls with 436 (77.44%) male and 127 (22.56%) female with 11 teachers.

Table 02

Showing the willingness of students and teachers to continue with their mobile schools

Category	Willing	Unwilling	Total
Students	174(30.91)	389(69.09)	563
Teachers	02(18.18)	09(81.82)	11

(The percentage is given in parentheses)

The above table shows the willingness and unwillingness to continue with mobile schools of the students and the teachers. The above table reflects that out of 563 students only 174(30.91%) are willing and 389(69.09%) unwilling to continue their education with these Mobile schools, where as 09 (81.82%) teachers are unwilling and only 02 (18.18%) willing to teach in these Mobile schools.

Table 03

Showing the physical availability of the schools in terms of distance

Distance of schools	No. of students	Percentage
Within one kilometer	5171	47.27%
Within one to two kilometers	3879	35.46%
More than two kilometers	1889	17.27%

The table 03 reveals that out of 10939 Gujjar and Bakarwal students, 5171 (42.27%) students have their schools with in one kilometer. 3879 (35.46%) students possess within one to two kilometers and 1889 (17.27%) students have to walk for their schools more than two kilometers.

Table 04
Showing the status of schools in terms of physical availability

Status	No of schools	Percentage
On plains	127	32.23%
On slopes	172	43.66%
On hills	95	24.11%
Grand Total	394	100%

The above table shows the status of 394 schools in the District. Out of 394 schools, 127 (32.23%) are situated on plains, 172 (43.66%) on slopes and 95 (24.11%) on hills.

Table 05
Showing the working hours of schools

Working hours	No. of schools	Percentage
3-4	310	78.68%
5-6	84	21.32%

The above table reflects the working hours of the Gujjar and Bakarwal schools in District Kupwara. Out of 394 schools, 310 (78.68%) are 3-4 working hours in a day, whereas, 84 (21.32%) have 5-6 hours of working in one day.

Table 06
Showing the status of 394 schools in terms of necessary school infrastructure

Infrastructure	No. of schools	Percentage
Mating	361	91.62%
Desk/chairs for students	12	3.05%
Chairs for teachers	359	91.12%
Tables	297	75.38%
Lockers /almaries /boxes	212	53.81%
Black boards	326	82.74%
Maps/ charts/other TLM	107	27.16%
Scientific equipments	39	9.90%
Sports equipments	59	14.97%
Rolling boards	68	17.26%
Proper ventilation	231	58.33%

The above table shows the status of 394 schools in terms of infrastructure. Out of 394 schools, 361 (91.62%) schools have matting facility. 12 (3.05%) schools possess desk or chairs for students. 359 (91.12%) schools have chairs for teachers whereas 297 (75.38%) possess table facility. 212 (53.81%) schools have locker facility and 326 (82.74%) schools are equipped with black board facility. 107 (27.16%) schools possess TLM, 39 (9.90%) schools have science equipment and only 59 (14.97%) schools have sports equipments and 68 (17.26%) schools have rolling boards. The table also shows that out of 394 schools only 231 (58.33%) schools have proper ventilation.

Table 07
Showing the qualification of teachers

Qualification	No. of Teachers	Percentage
10 th pass	111	(8.00%)
12 th pass	442	(31.82%)
Graduate	473	(34.05%)
B.Ed.	186	(13.39%)
P.G	98	(7.06%)
B.Ed with PG	75	(5.40%)
M.Ed.	01	(0.07%)
BUMS	01	(0.07%)
M.Phil	02	(0.14%)
Grand Total	1389	(100%)

The above table shows the qualification of 1389 teachers who are working in those 396 schools where Gujjar and Bakarwal students are enrolled. Out of these, 111 (8%) are matriculate, 442 (31.82%) are 12th pass, 473 (34.05%) graduate, 186 (13.39%) B.Ed, 98 (7.06%) post graduates, 75 (5.40%) PG with B.Ed, only one teacher (0.07%) is M.Ed, 01 (0.07%) BUMS and 02 (0.14%) are M.Phil.

Table 08
Showing the teaching experience of teachers

Experience	No. of Teachers	Percentage
01 year	192	(13.83%)
02 years	197	(14.18%)
03 years	67	(4.82%)
04 years	64	(4.61%)
05 years	196	(14.11%)
06 to 10 years	218	(15.69%)
11 to 15 years	194	(13.69%)
More than 15 years	261	(18.97%)
Grand Total	1389	(100%)

The above table shows that out of 1389 teachers, 192 (13.83%) have only one year teaching experience, 197 (14.18%) 2 years, 67 (4.82%) 03 years, 64 (4.61%) 4 years, 196 (14.11%) 5 years, 218 (15.69%) 6 to 10 years, 194 (13.97%) 11 to 15 years and 261 (18.79%) have more than 15 years of teaching experience.

Table 09
Showing the occupation of parents of Gujjar and Bakarwal students in District Kupwara

Male parents/Guardians/Fathers			Female parents/Mothers		
Occupation	Number	% age	Occupation	Number	% age
Animal Rearing	1092	19.82	House Keeping	4775	87.21
Labour Work	3083	55.94	Teacher	32	0.59
Government Job other than defence	351	6.37	Anganwadi Worker	51	0.94
Farming/ Agriculture	166	3.01	Government Job	37	0.68
Private Job	131	2.38	Private job	28	0.51
Teachers	116	2.11	Labour work (to bring and Sell wood)	272	4.98
Defence Job	287	5.21	Animal rearing and Dairy work	113	2.06
Wood work/ Timber work	59	1.07	Weaving / Spinning	167	3.05
Lecturer	10	0.18	-	-	-
Other gazetted job	3	0.05	-	-	-
Weaving / Craft	213	3.86	-	-	-
Total	5511	100	Total	5475	100

The above table shows the occupation of parents of Gujjar and Bakarwal students in District Kupwara. The table reveals that out of 5511 male parents/guardians of enrolled Gujjar and Bakarwal students, 1092(19.82%) were engaging themselves in animal rearing, 3083 (55.94%) were labours, 351(6.37%) are Govt. servants other than defence. 166(3.01%) are concerned with agriculture 131(2.38%) were doing private service. 116(2.11%) are teachers and 287(5.21%) were serving defence department. 59(1.07%) were concerned with wood work. 10 (0.18%) were lecturers and 03(0.05%) were possessing other gazetted posts and 213(3.86%) were concerned to different crafts and weaving. The table also gives entire information about the mothers of enrolled Gujjar and Bakarwal students. Out of 5475, 4775 were engaged in house keeping, 32(0.59%) were teachers, 51(0.94%) were concerned with aganwadi works. 37(0.68%) had possessed government jobs and 28(0.51%) had private job, 272 mothers (4.98%) were concerned with labour work and

113(2.06%) were engaged themselves with animal rearing and dairy work and 167 (3.05%) mothers engage themselves in crafts.

Table 10
Showing Parental Education of Gujjar and Bakarwal children in District Kupwara

Guardian / Father			Mother		
Educational achievement	Number	% age	Educational achievement	Number	% age
Illiterate	3796	68.88	Illiterate	4520	82.56
Can read and write	304	5.53	Can read and write	169	3.09
5th	695	12.61	5th	519	9.48
8th	264	4.79	8th	162	2.96
10th	262	4.75	10th	66	1.2
12th	74	1.34	12th	19	0.35
Under-Graduate	48	0.87	Under-Graduate	9	0.16
Graduate	35	0.64	Graduate	6	0.12
Postgraduate	14	0.25	Postgraduate	1	0.018
Professional	19	0.34	Professional	4	0.07
Grand Total	5511		Grand Total	5475	

The above table reflects the parental education of Gujjar and Bakarwal students of District Kupwara. The table shows that out of 5511 male parents / Guardians, 3796 (68.88%) are illiterate, 304 (5.53%) can only read and write, 695 (12.61%) has access to education up to 5th Primary, 264 (4.79%) 8th, 262 (4.75%) up to 10th, 74 (1.34%) has 12th, 48 (0.87%) were under-graduate, 35 (0.64%) were graduate, 14 (0.25%) postgraduate, and only 19 (0.34%) have received professional education.

The table also shows that there are 5475 female parents, among them 4520 (82.56%) are illiterate, 169 (3.09%) can read and write, 519 (9.48%) had their access to 5th class, 162 (2.96%) 8th class, 66(1.20%) 10th class, 19 (0.35%) 12th class, 09 (0.16%) were under-graduates and 06 (0.12%) graduates. Only 01 (0.018%) was post graduate and 4 mothers (0.07%) had accessed professional education.

Major Findings:

In 2001 census the literacy rate of District Kupwara is only 40.80% and among Gujjar and Bakarwal community it is only 17%. The above study have revealed that only 60.65% Gujjar and Bakarwal children (06 -15 years) are on roles in different schools in the District. The other major findings of the study are:

1. It was observed that there are 54162 Gujjar and Bakarwals in the District with more than 40% below the 15 years of age. For a huge chunk of Gujjar and Bakarwal population only 14 mobile schools are in the District, out of

which 02 are non functional. All the other mobile schools are mobile only on papers non migratory in nature. The conditions of these mobile schools are so poor that more than 69% students and 82% teachers of these schools are unwilling to continue with these schools.

2. More than 52% Gujjar and Bakarwal students of the District face difficulties while reaching to their respective schools as they have to cover more than one kilometer of distance to reach their schools. More than 67% schools are situated on hilly areas and it becomes more difficult for the students and teachers to reach their respective schools in time that is why most of the schools have only 3-4 working hours in a day. In rainy days, it becomes more difficult to reach these schools and there is less attendance for both teachers and students in the District.
3. There was lack of infrastructure of every type in these schools in the District. Even more than 8% schools are without matting.
4. More than 39% teachers working in the District were low qualified (upto 12th) and only 18.86% were trained.
5. More than 37% teachers of the District possess less teaching experience (below 05 years).
6. It was observed that most of the Gujjar and Bakarwal students of the District are living very poor and hard life as most of their parents are animal rearers and labourers.
7. The study also revealed that most of the Gujjar and Bakarwal students are First Generation Learners.

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A STUDY ON THE PERSONALITY ADJUSTMENT AND SCHOOL CLIMATE OF NINTH (9TH) GRADE FEMALE STUDENTS OF KASHMIR

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Introduction

Adolescence is widely accepted as a "Problem age". This label has a two-fold meaning. Firstly, it means that adolescents are a problem to their parents, teachers and society in general. Because the problems of the adolescents group are wider than that of childhood and affect more people, these problems seem proportionally more serious. Secondly, adolescents are even more of a problem to themselves than others. If they are not adjusted to their new role in life, then they are liable to be confused, uncertain and anxious.

Chronologically, adolescence ranges from age 12 to 18 years. Sociologically, adolescents are those who are trying to bridge the gap between dependent childhood and self-sufficient adulthood (Muss, 1962). Psychologically, it is a terminating of a prolonged period of infancy and processor to adult personality in which one witness changes in nearly all aspects of life - physical, mental, social, which requires lot of adjustment on past of adolescents, which lays foundation stone for adult personality traits.

Factors that influence the development of an adolescent's personality are the strong desires and needs that direct his or her goal and directly or indirectly, bring several changes in his or her personality pattern. Emotional reactions during adolescence differ in certain respects from the emotional experiences of his earlier stages. Among the factors that influence the emotional reactions of the adolescent can be included - health status, intelligence level, degree of school success, amount of social acceptance and kinds of vocational interests.

Schools are the chief determinants of what a person thinks of himself and of what his habitual patterns of behaviour will be. Solomon stressed this point when he said, "The schoolroom must be looked upon as a force secondary in importance only to home in the development of human personality".

The emotional climate of an institution affects the motivation. Students have to work upto capacity, their classroom behaviour and their general emotional reactions. It is through these behaviour patterns that the emotional climate of a school or college influences the personality by affecting the student's self-evaluation

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and the evaluation others make of him. The influence of the emotional climate is greatest during the early years when the self-concept is being formed.

Review of Related Literature: -

Koteshwar, M. N and Reddy, B. R (2001) attempted to explore the impact of personality characteristics on the reading achievements of high school students. The sample consisted of 1, 293 students of classes VIII, IX and X. The high school reading achievement test in Telgu developed by the investigator as well as Cattell's High School personality questionnaire (HSPQ) were administered. The results indicated that all the 14 factors of HSPQ had a significant impact on the reading achievement of the sample subjects.

Gerald, Leon Gdowski (1996) conducted a study on student activities and student satisfaction with school climate.

Pareek D. L. (1990) attempted to compare self-concept personality traits and aspirations of adolescents studying in central schools, state government schools and private schools in Rajasthan. The normative survey method was used. 750 students studying in different schools formed the sample. Swata Bodh Parikshan by Shery and Uma, Cattell's 16 PF questionnaire, level of Aspiration and inputs check-list and students aspiration test developed by the researcher were used to collect the data. It was found that 45.2% of the adolescents studying in central schools, 44.4% in private schools and 57.6% in government schools possessed average self-concept. Adolescents studying in private and central schools were more intelligent than the adolescents studying in government schools. Students in government schools were generally practical whereas the students in private and central schools were more imaginative. Adolescents in central and government schools preferred Arts stream. There existed no significant relationship between personality traits and level of aspiration among students from different types of schools.

Desales, M. (1978) conducted an investigation into the factors affecting the classroom climate in relation to Pupil's development.

Mitra, P. (1968) undertook a longitudinal study of educational, social and emotional development of the small group of children. The sample consisted of twenty children and the data were gathered through interview with the mothers, home visits by the investigator, observation of the children and school records.

Bhagia, N. M (1966), conducted a study of the problem of school adjustment and developed an adjustment inventory. In this study, the differences in the mean scores of various group and critical ratio indicated many significant comparisons. (i) Girls exceed boys significantly in their adjustment to general environment and organisational aspects of the school; (ii) Rural schools pupils exceed urban schools pupils significantly in adjustment to their teachers, mates and self, and (iii) Private school, pupils are significantly better than government school pupils in their adjustment to the teachers.

Ganguly, A. K (1965) undertook a study of intellectual development under different educational systems. He tested the hypothesis that the quality of schooling makes a difference for an individual in his/her intellectual performance. His subjects were 180 boys aged 13 to 15 studying in pre-matriculation classes under three different systems.

Sohoni, B. K. (1953), studied the temperament and character of children with special reference to those attending high schools.

Statement of the Problem:

The problem under study was "A study on the personality adjustment and school climate of Ninth grade female students of Kashmir"

Objectives:

1. To study, social, emotional and total school climate of 9th grade female students of Kashmir.
2. To study personality adjustment of 9th grade female students.
3. To compare 9th Grade high/low personality adjusted students on social, emotional and total school climate.
4. To study relationship between personality adjustments and school climate.

Hypotheses:

1. There will be no significant difference between high personality adjusted students and low personality adjusted students on social climate.
2. There will be no significant difference between high personality adjusted students and low personality adjusted students on emotional climate.
3. There will be no significant difference between high personality adjusted students and low personality adjusted students on total school climate.
4. Personality adjustment and school climate are positively related to each other.

Design of the Study:

The main focus of the present study was on investigating the difference between high personality adjusted students and low personality adjusted students on social, emotional and total school climate.

Sample:

A sample of 500 girl students studying in 9th grade ranging in the age group of 15-16 years was drawn out from all the six districts of Kashmir.

Description of Tools:

- Socio-emotional School Climate Inventory developed by Sinha and Bhargava was used to collect the data on social, emotional and total school climate of the subjects.
- Adjustment Inventory developed by Ojha was used for collecting the data

on the personality adjustment of subjects.

Analysis of the Data:

The data obtained was treated by using suitable statistical techniques. t-test was used to find out the significance of difference the mean scores of two groups. Product moment method of correlation was used to find out the relationship between personality and school climate.

Main Findings:

The data have been analysed and interpreted in the following tables: -

Table 1.0

Significance of difference between the mean scores of high/low personality adjustment on social climate.

Group	Mean	SD	SED	t-value	Level of significance
High personality adjusted students	22.69	5.39	0.64	1.95	Not-Significant
Low personality adjusted students	21.44	5.24			

The above table shows that t-value is 1.95, which is not significant at either .01 or .05 level of confidence. It means that there is no significant difference between the mean scores of high personality adjusted students and low personality adjusted students with respect to social climate. However, the table shows the higher mean score of high personality adjusted students.

Table 2.0

Significance of difference between the mean scores of high/low personality adjustment on emotional climate.

Group	Mean	SD	SED	t-value	Level of sig
High personality adjustment	25.27	4.40	0.5	2.76	.01
Low personality adjustment	23.89	3.78			

The above table shows that the t-value is 2.76, which is highly significant and goes beyond .01 level. It means that is a significant difference between the mean scores of high personality adjusted students and low personality adjusted students with respect to their emotional climate. However, the table shows the higher mean score of high personality adjusted students.

Table 3.0

Significance of difference between the mean scores of high/low personality adjustment on total school climate

Group	Mean	SD	SED	t-value	Level of sig
High personality adjustment	47.96	8.15	0.92	2.85	.01
Low personality adjustment	45.33	6.89			

The above table shows that t-value is 2.85 which is significant and goes beyond 0.01 level. It means that there is a significant difference between the mean scores of high personality adjusted students and low personality adjusted students on the basis of total school climate. Since the mean of students with high personality adjusted students is more, the mean difference favors students with high personality adjustment.

Table 4.0

Correlation between personality adjustment and school climate

Variables	r-value	Level of significance
Personality adjustment and school climate	0.35	.01

The above table shows that the r-value is 0.35, which is significant at 0.01 level. This means that there is a positive and significant relationship between personality adjustment and school climate.

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PERSONAL AND SOCIAL ADJUSTMENT OF OVERACHIEVERS AND UNDERACHIEVERS - A COMPARATIVE STUDY

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Introduction

Academic achievement of pupils is of paramount importance, particularly in the present socio-economic and cultural context. In the schools great emphasis is placed on academic achievement right from the beginning of formal education. The school has its own systematic hierarchy, which is largely based on achievement and performance. The school performs the function of selection and differentiation among students and opens avenues for advancement, again, primarily in terms of academic achievement. The effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve better. To maximize the academic achievement within a given setup is, therefore, the goal of every educationist, researcher, teacher or an educational administrator.

Stephen (1960) cites 111 investigations and Rao (1963) refers 835 studies in which empirically discovered positive relationship between intelligence and academic achievement has been reported to be ranging between 0.10 to 0.91. It becomes clear that there is no complete agreement among the researchers on this point of view". The fact becomes obvious that some non-cognitive factors intervene and (dis)agreement results. Besides, intelligence, one's aptitude, interest, adjustment, need achievement, study habits, system of examination, medium of instruction, condition of health, socio-economic status, self-concept contribute towards the academic achievement of a student. Thus the individual differences among the students regarding their performance in the examinations are not confined to the area of ability and aptitude alone. We find that the students having the same intelligence show significant variations in the examination.

George (1966), Soman (1977), Reddy (1978), Kolwadker (1980), Sharma (1982), Chopra (1982), Shanbmugasundaram (1983), Mehrotra (1986), Gupta (1990), Ramachandran (1990), Mukhopadhyaya (1991), have found a positive relationship between adjustment and academic achievement. After reviewing the studies, it seems that overachievers and underachievers may also differ on adjustment. Underachievers may exhibit poor adjustment and overachievers may possess better adjustment. Therefore, merits an attention on the part of

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the researcher.

Underachievement is wide spread and concerns the school population of all ages (Thczmas and Hargreave reports, 1984), it seems important to understand the factors within the school situation that are conducive to the onset of the problem (Tannenbaun 1962; Newsom, 1963; Rutter, et al, 1979; Whitemore, 1980; Pilling and Pringle, 1978). But keeping in view a number of studies addressed to the factors associated with under and overachievement, it is felt that underachievers must be taken well care before their potential is executed in wrong direction.

Studies have been conducted on achievers and underachievers, overachievers and underachievers by researchers like Cattell (1961-65), Tylor (1964), Entwistle and Cunningham (1968), Sinha (1970), Agarwal (1975), Iyer (1977), Patel and Joshi (1977), D'lima, C.D. (1979), Rai, P .N. (1980), Pacholi (1980), Sharma (1981), Singh (1983), Singh (1986), Sontakey (1986), Kapoor (1987), Haq (1988), Deb and Grewal (1990), Kotesware (1991), Reayaguru (1991), Mathur (1992), Khan (2000), on need achievement, socio economic status, self-concept, vocational preferences, study habits, but only a few studies have been conducted on adjustment in India. And in Kashmir no such study has yet been conducted and, therefore, merits exploration.

In the achievement related areas, need for achievement (need achievement) has been found to be a significant variable, which contributes to better performance of a person. (Deshpande, 1986); Sween, 1984; Rai, 1980; Shivappa, 1980; Pathek, 1974; Sinha, 1970; Mehta, 1969; Atkinson, 1958). McClland et alo, 1953 have found 1'1 significant correlation between academic performance and need achievement; Sotankay (1986), have found that high achievers were charged 'with a high level of motivation to realize their higher goals than lower achievers; Jain (1967), has found that bright achievers were characterized by better study habits and higher achievement motivation than dull achievers; Bhaduri, A (1971) and Rai, P. N. (1974) have found that high,level of anxiety was detrimental to achievement; Shivappa (1980) has found that study habits and educational aspirations are the positive correlates of academic achievement; Singh (1984) has found that high achieving adolescents had significantly better study habits than middle and low achievers; Patel (1986), has found that better the study habits, higher the achievement; Kapoor (1987) has found that high achievers had better study habits as compared to the average and the low achievers; Davanesan, Paul, P (1990) have found that there is significant and positive relationship between the achievement, motivation and scholastic achievement of higher secondary students; Lidhoo and Khan (1990) , have found that poor study habits and low need achievement is associated with underachievement among bright subjects; Badhri (1991), remarks the causes of poor achievement as low motivation, poor study habits, lack of parental involvement in education and poor teaching; Harikrishnan (1992) has found that academic achievement is positively related with the

achievement, motivation and socio-economic status of student .

From the above cited studies, it becomes obvious that the study habits, need achievement and low anxiety level are the most important factors which contribute to the academic achievement of a person. High achievers are characterized by the better study habits, low anxiety level and high level of need achievement and in contrast to it, underachievers are possessing poor study habits, high anxiety level and low level of need achievement. However, there had not been enough studies conducted on overachievers and underachievers on social and personal adjustment. In view of this, the present investigator has undertaken the present study with the same purpose to point out all the social and personal adjustment problems, if any, faced by underachievers.

Need and Importance

Balasubramaniam (1997) in the Trend Report on Correlates of Achievement highlights the importance of conducting studies at primary level. He points out that out of 132 studies reviewed only 7 studies have been conducted at primary level. He further asserts that with strong achievement foundation at the primary stage, achievement at higher stage would become manageable. The incidence of underachievement is very high 45% in urban schools of Kashmir (Amina 2001). It may be still higher in rural schools. This brings to the forefront, thereby an obligation on the part of the educators, social workers and researchers to provide due attention to the under utilization of this human resource. Educands not able to reach a level of competency commensurate with their ability create the impact on society yielding a resultant wastage that compels our attention. Therefore, a systematic investigation into the factors which stand in the way of under-utilization of human resources is most warranted and calls for an immediate attention more so in an under developed country like India.

Teachers, parents, counsellors can be very effective in helping underachieving children, if and only if, they are aware about the characteristic features that loom large in underachievers.

It is with this background that the present investigator has made a humble attempt to find out the personal and social adjustment of overachievers and underachievers of the most remotest area of District Pulwama viz. Shadimarg Education zone.

Objectives of the study

The study is designed to achieve the following objectives:

- a) To identify the overachievers and underachievers
- b) To find out the sex variation among overachievers on social, personal and total adjustment.
- c) To find out the sex variation among underachievers on social, personal

and total adjustment.

Hypotheses

- I. In comparison to overachiever boys, underachiever boys have poor personal, social and total adjustment.
- II. In comparison to underachiever girls, overachiever girls have better personal, social and total adjustment.

Null Hypotheses

- I. Overachiever Boys and Girls do not differ significantly so far as their personal, social and total adjustment is concerned.
- II. Underachiever Boys and Girls do not differ significantly so far as their personal, social and total adjustment is concerned.

Sample

Initial Sample

All the subjects (N=688) (Male 364, Female 324) studying in the class 8th with an age range of (13-14) were contacted from Middle and High schools of one education zone viz. Shadimarg of District Pulwama. A mental measurement test, Raven's Advanced Progressive Matrices 1962 (non verbal) was administered to the students in different groups. Mean of the two annual examination results (6th and 7th) was considered as a criterion for academic achievement, subjects whose academic achievement scores lie \pm 10 percentile of their intelligence percentile scores were considered as achievers and were dropped from the study (N=136).

Final Sample

The subjects whose academic achievement scores like plus 10 percentiles and above of their intelligence percentile scores were considered as overachievers (N=142) and the subjects whose academic achievement scores like 10 percentiles or more below their intelligence percentile scores were considered as Underachievers (N=348).

In the final analysis, the investigator was left with 490 subjects (overachievers = 142, underachievers = 348) who served as the sample for the study. The mean of the previous two annual examination results (6th and 7th) was considered as a criterion for academic achievement. The criterion model is in line with Gowan (1960) which has successfully be used by Mohan and Nehru (1972), Mohan and Khera (1978) and Khan (1995a).

Tools

The investigator selected following tools for the collection of required data:

1. Ravens Advanced Progressive Matrices (1962), for the measurement of intelligence.

2. Nadeem and Ahanger's (2001) Urdu Adaptation of California Test of Personality (CTP) for the measurement of personal and social adjustment. The test is spread over six areas of social adjustment viz, social standards, social skills, anti-social tendencies, family sections, school relations and community relations and six areas of personal adjustment viz, self self-reliance, sense of personal worth, sense of personal freedom, feeling of belonging, withdrawing tendencies and nervous symptoms.

Statistical Analysis

After the scoring of intelligence and adjustment tests was completed, the data was subjected to statistical analysis by applying 't' test in order to get an understanding of social and personal adjustment of overachievers (N=142) (Boys 70, Girls 72) and underachievers (N=347 (Boys 179, Girls 169).

Table 01
Significance of the mean difference between Overachiever Boys (OA Boys, N=67) and Overachiever Girls (OA Girls, N=75) on factor-wise and total personal adjustment.

Factors	Groups	\bar{x}	σ	't'
'IA' Self-reliance	OA Boys	4.39	2.51	1.5 N.S.
	OA Girls	5.05	2.86	
'IB' Sense of personal worth	OA Boys	5.07	2.28	0.27 N.S.
	OA Girls	4.96	2.71	
'IC' Sense of personal freedom	OA Boys	4.98	2.29	0.5 N.S.
	OA Girls	4.78	2.73	
'ID' Feeling of belongingness	OA Boys	4.98	2.26	0.15 NS
	OA Girls	4.92	2.65	
'IE' Withdrawing tendencies	OA Boys	5.39	2.86	2.25 *
	OA Girls	4.33	2.74	
'IF' Nervous symptoms	OA Boys	5.18	2.43	0.11 NS
	OA Girls	5.24	3.15	
Total Personal Adjustment	OA Boys	4.98	2.26	0.15 NS
	OA Girls	4.92	2.65	

N.B. * = Probability < 0.05 N.S. = Not significant

Table 02

Significance of the mean difference between Overachiever Boys (OA Boys, N=67) and Overachiever Girls (OA Girls, N=75) on factor-wise and total social adjustment.

Factors	Groups	\bar{x}	σ	't'
'2A' Social standards	OA Boys	5.13	2.73	1.48 N.S.
	OA Girls	4.48	2.52	
'2B' Social skills	OA Boys	5.64	2.17	3.77*
	OA Girls	4.13	2.70	
'1C' Anti-social tendencies	OA Boys	5.50	2.80	0.06 N.S.
	OA Girls	5.47	2.95	
'2D' Family relations	OA Boys	4.95	2.63	0.38 N.S.
	OA Girls	5.12	2.79	
'2E' School relations	OA Boys	5.59	2.73	0.23 N.S.
	OA Girls	4.59	2.46	
'2F' Community relations	OA Boys	4.59	2.60	0.23 N.S.
	OA Girls	4.69	2.55	
Total Social adjustment	OA Boys	30.28	7.19	1.09 N.S.
	OA Girls	29.00	6.98	

N.B. * = Probability < 0.05 N.S. = Not significant

Table 03

Significance of the mean difference between Overachiever Boys (OA Boys, N=67) and Overachiever Girls (OA Girls, N=75) on Total Adjustment.

Groups	\bar{x}	σ	't'
OA (Boys)	60.08	10.17	0.33 N.S.
OA (Girls)	59.49	11.19	

Table 04

Significance of the mean difference between Underachiever Boys (UA Boys, N=181) and Underachiever Girls (UA Girls, N=167) on factor-wise and total personal adjustment.

Factors	Groups	\bar{x}	σ	't'
'1A' Self-reliance	UA Boys	4.39	2.60	1.13 N.S.
	UA Girls	4.72	2.89	
'1B' Sense of personal worth	UA Boys	5.18	2.44	1.34 N.S.
	UA Girls	5.57	2.90	
'1C' Sense of personal freedom	UA Boys	4.88	2.74	0.92 N.S.
	UA Girls	4.63	2.42	
'1D' Feeling of belongingness	UA Boys	4.77	2.63	0.23 N.S.
	UA Girls	4.71	2.55	
'1E' Withdrawing tendencies	UA Boys	4.87	2.54	1.29 N.S.
	UA Girls	4.52	2.62	
'1F' Nervous symptoms	UA Boys	4.37	2.68	0.79 N.S.
	UA Girls	4.59	2.64	
Total Personal adjustment	UA Boys	28.42	5.82	0.44 N.S.
	UA Girls	28.73	7.09	

N.B. N.S. = Not significant

Table 05

Significance of the mean difference between Underachiever Boys (UA Boys, N=181) and Underachiever Girls (UA Girls, N=167) on factor-wise and total social adjustment.

Factors	Groups	\bar{x}	σ	't'
'2A' Social standards	UA Boys	4.88	3.02	1.23 N.S.
	UA Girls	5.27	2.92	
'2B' Social skills	UA Boys	5.12	2.62	0.56 N.S.
	UA Girls	4.98	2.47	
'2C' Anti-social tendencies	UA Boys	4.79	2.69	0.03 N.S.
	UA Girls	4.78	2.82	
'2D' Family relations	UA Boys	4.57	2.49	1.14 N.S.
	UA Girls	4.88	2.75	
'2E' School relations	UA Boys	4.80	2.74	0.1 N.S.
	UA Girls	4.52	2.60	
'2F' Community relations	UA Boys	4.68	2.64	0.61 N.S.
	UA Girls	4.52	2.64	
Total social adjustment	UA Boys	28.78	6.77	0.38 N.S.
	UA Girls	29.04	6.18	

N.B. N.S. = Not significant

Table 06

Significance of the mean difference between Underachiever Boys (UA Boys, N=181) and underachiever Girls (UA Girls, N=167) on Total Adjustment.

Groups	\bar{x}	σ	't'
UA (Boys)	57.40	9.52	0.29 N.S.
UA (Girls)	57.72	10.64	

N.B. N.S. = Not significant

Table 07

Significance of the mean difference between Overachiever Boys (OA Boys, N=67) and Underachiever Boys (OA Boys, N=181) on factor-wise and total personal adjustment.

Factors	Groups	\bar{x}	σ	't'
'1A' Self-reliance	OA Boys	4.39	2.60	1.13 N.S.
	UA Boys	4.72	2.89	
'1B' Sense of personal worth	OA Boys	5.18	2.44	1.34 N.S.
	UA Boys	5.57	2.90	
'1C' Sense of personal freedom	OA Boys	4.88	2.74	0.92 N.S.
	UA Boys	4.63	2.42	
'1D' Feeling of belongingness	OA Boys	4.77	2.63	0.23 N.S.
	UA Boys	4.71	2.55	

'1E'Withdrawing tendencies	OA Boys	4.87	2.54	1.29 N.S.
	UA Boys	4.52	2.62	
'1F'Nervous symptoms	OA Boys	4.37	2.68	0.79 N.S.
	UA Boys	4.59	2.64	
Total Personal adjustment	OA Boys	28.42	5.82	0.44 N.S.
	UA Boys	28.73	7.09	

N.B. * = Profitability < 0.05 N.S. = Not significant

Table 08

Significance of the mean difference between Overachiever Boys (OA Boys, N=67) with Underachiever Boys (OA Boys, N=181) on factor-wise and total social adjustment.

Factors	Groups	\bar{x}	σ	't'
'2A'Social standards	OA Boys	5.13	2.73	0.62 N.S.
	UA Boys	4.88	3.02	
'2B'Social skills	OA Boys	5.64	2.17	1.59 N.S.
	UA Boys	5.12	2.62	
'2C'Anti-social tendencies	OA Boys	5.50	2.80	1.9 N.S.
	UA Boys	4.79	2.69	
'2D'Family relations	OA Boys	4.95	2.63	1 N.S.
	UA Boys	4.57	2.49	
'2E'Social relations	OA Boys	5.59	2.63	2.80 *
	UA Boys	4.80	2.74	
'2F'Community relations	OA Boys	4.59	2.60	0.24 N.S.
	UA Boys	4.68	2.64	
Total social adjustment	OA Boys	30.28	7.19	1.49 N.S.
	UA Boys	28.78	6.77	

N.B. * = Profitability < 0.05 N.S. = Not significant

Table 09

Significance of the mean difference between Overachiever Boys (OA Boys, N=67) and Underachiever Boys (UA Boys, N=181) on Total Adjustment.

Groups	\bar{x}	σ	't'
OA (Boys)	60.08	10.17	1.89 N.S.
UA (Boys)	57.40	9.52	

N.S. = Not significant.

Table 10
Significance of the mean difference between Overachiever Girls (OA Girls, N=75) and Underachiever Girls (UA Girls, N=167) on factor-wise and total personal adjustment.

Factors	Groups	\bar{x}	σ	't'
'1A' Self-reliance	OA Girls	5.05	2.86	0.84 N.S.
	UA Girls	4.72	2.89	
'1B' Sense of personal worth	OA Girls	4.96	2.71	1.64 N.S.
	UA Girls	5.57	2.90	
'1C' Sense of personal freedom	OA Girls	4.78	2.73	0.44 N.S.
	UA Girls	4.63	2.42	
'1D' Feeling of belongingness	OA Girls	4.92	2.65	0.61 N.S.
	UA Girls	4.71	2.55	
'1E' Withdrawing tendencies	OA Girls	4.33	2.74	0.51 N.S.
	UA Girls	4.52	2.62	
'1F' Nervous symptoms	OA Girls	5.24	3.15	1.59 N.S.
	UA Girls	4.59	2.64	
Total Personal adjustment	OA Girls	30.08	8.27	1.22 N.S.
	UA Girls	28.73	7.09	

N.B: N.S. = Not significant.

Table 11
Significance of the mean difference between Overachiever Girls (OA Girls, N=75) with Underachiever Girls (OA Girls, N=167) on factor-wise and total social adjustment.

Factors	Groups	\bar{x}	σ	't'
'2A' Social standards	OA Girls	4.48	2.52	2.135*
	UA Girls	5.27	2.92	
'2B' Social skills	OA Girls	4.13	2.70	2.29 *
	UA Girls	4.98	2.47	
'2C' Anti-social tendencies	OA Girls	5.47	2.95	1.72 N.S.
	UA Girls	4.78	2.82	
'2D' Family relations	OA Girls	5.12	2.79	0.7 N.S.
	UA Girls	4.88	2.75	
'2E' Social relations	OA Girls	4.59	2.46	0.19 N.S.
	UA Girls	4.52	2.60	
'2F' Community relations	OA Girls	4.69	2.55	0.45 N.S.
	UA Girls	4.52	2.64	
Total social adjustment	OA Girls	29.00	6.98	0.04 N.S.
	UA Girls	29.04	6.18	

N.B.: * = Probability < 0.05, N.S. = Not significant.

Table 12

Significance of the mean difference between Overachiever Girls (OA Girls, N=75) and Underachiever Girls (UA Girls, N=167) on Total Adjustment.

Groups	\bar{x}	σ	't'
OA (Girls)	59.49	11.19	1.15 N.S.
UA (Girls)	57.72	10.64	

N.S. = Not significant.

Discussion and Interpretation

The perusal of table (01) makes it obvious that no significant difference was found statistically on the factors like 1A (self-reliance), 1B (sense of personal worth), 1C (sense of personal freedom), 1D (feeling of belongingness), 1E (Nervour symptoms) and on composite scores of personal adjustment. The calculated "t' values of these factors came to be: 1.5,0.27,0.5,0.15,0.11 and 0.10 respectively which stand insignificant at both the levels. All this justifies that overachiever boys and girls are on the same platform so far as their factor-wise and composite scores of personal adjustment is concerned. However, on factor 1E (withdrawing tendencies), Table 01 makes it evident that the mean scores of overachiever boys (5.39) is greater than that of overachiever girls (4.33) which figured significant at 0.05 level as its 't' value came to be (2.25). It justifies the fact that overachiever boys are well-adjusted on this account as compared to their counter-parts (overachiever girls) who exhibit withdrawing tendencies in their personal adjustment. Usually they don't find social environment of their choice. That is why they try to be off from others and opt for loneliness. They face social rejection in the sense that other people do not co-operate with them. The people show disinterest in their matters with the result they feel themselves all alone. They face inconvenience at their hands and feel that the people's behaviour towards them is always unfair. Under all these circumstances, they find their life tasteless and worthless. Hence, they get dejected by unfair and odd behaviour of the people around them. Consequently, their interest towards the life activities gets affected.

Virtually girls are not exposed to social situations in Kashmir because their movement is restricted to the four walls of their home and over-protectiveness on the part of their parents limits the boundaries of their liberty. In this way they enjoy less freedom and more parental control as compared to boys. Consequently they develop a modest and bashful nature. With the result overachiever girls show withdrawing tendencies in their personal adjustment as compared to overachiever boys.

Table 02 makes it evident that on factors like 2A (social standards), 2C (Anti-social tendencies), 2D (family relations), 2E (social relations), 2F (community relations) and on (the composite scores of social adjustment), the obtained 't' values came to be 1.48, 0.06, 0.38, 0.23, 0.23 and 1.09 respectively which are statistically insignificant at both the levels. All this justify the fact that overachiever boys and

girls are on the same line so far as their factor-wise and composite scores of social adjustment is concerned. However, on the factor 2B (social skills), the mean score of overachiever boys (5.64) is greater than that of overachiever girls (4.13). The obtained 't' value (3.77) is statistically significant at 0.01 level which justifies that overachiever boys are socially skillful and well-adjusted as compared to overachiever girls who are trailing behind in this sphere. In the sense that they do not possess qualities of getting easily mixed with the other people in their social environment because they lack sociability. They do not know how to express pleasure at the time of anger. They do not try to perform some unknown activity on the special occasions. Further, they do not put themselves at others disposal by altering their plans. They do not know to behave friendly with the people whom they do not like.

In addition to the above, it can be said that overachiever girls lag behind in all the activities of social life. Obviously the shy and modest nature among the women-folk is a natural phenomenon on account of which they do not get themselves exposed to social situations and cannot compete with men in the social life. Moreover in Kashmir the cultural ethos limits their social activities. Furthermore parental harsh control inconsonance with cultural traditions limits their freedom and they have to exercise restraint willingly or unwillingly in the social milieu, and they are constrained to choose a different life style from men to suit their life as per social norms. Consequently they differ from men when their social adjustment is compared.

The perusal of Table 03 makes it obvious that the mean score of overachiever boys (OAB = 60.08) is greater than that of overachiever girls (OAG=59.49) on composite scores of total adjustment. The obtained 't' value (0.33) has been found statistically insignificant at both the levels. Hence the result justifies that the overachiever boys and overachiever girls are on the same platform so far as their total adjustment is concerned.

After meticulous observation of table 04 becomes evident that the obtained "t' values for the factors like 1A (self-reliance), 1B (sense of personal worth), 1C (sense of personal freedom), 1D (feeling of belongingness), 1E (withdrawing tendencies), 1F (Nervous symptoms) and on the composite scores of personal adjustment figured as 1.13, 1.34, 0.92, 0.23, 1.29, 0.79 and 0.44 respectively. In these areas of personal adjustment, no significant difference was found between underachiever boys and girls. This clearly indicates that both groups of students are sailing in the same boat so far as their factor-wise and composite scores of personal adjustment is concerned. Therefore, nothing tangible against them can be said about their personal adjustment.

The perusal of Table 05 makes it clear that there is no significant difference statistically between underachiever boys and girls in the areas like 2A (social standards), 2B (social skills), 2C (Anti-social tendencies), 2D (family relations), 2E (social relations), 2F (community relations) and on the composite scores of social adjustment. As their obtained 't' values came be 1.23, 0.56, 0.03, 1.14, 0.1, 0.61 and

0.38 respectively which are statistically insignificant at both the levels of confidence. Therefore, no decisive decision can be taken so far as their factor-wise and composite scores of social adjustment is concerned. Therefore, it can be aptly said that both underachiever boys and girls are on the same line on this account.

The intensive observation of table 05 clarifies that the mean score of underachiever Boys (UAB=57.40) is slightly less than the mean score of underachiever girls (UAG = 57.72). This difference when calculated statistically, we obtained its *t'* value (0.29) which is insignificant at both the levels of confidence. Thus, we can claim that there is no difference on the composite scores of total adjustment of underachiever boys and girls. Both the girls exhibit their adjustment satisfactorily.

The perusal of Table 07 makes it obvious that "*t'* values for the factors IA (self-reliance), IB (sense of personal worth), IC (sense of personal freedom), ID (feeling of Belongingness), IE (withdrawing tendencies) and on the composite scores of personal adjustment came to be: 0, 0.33, 0.29, 0.68, 1.3 and 1.71 respectively. In these areas no significant difference was found statistically at both the levels of confidence. This clearly justifies that on these factors of personal adjustment, overachiever boys and underachiever boys are on the same platform. However, on the factor IF (nervous symptoms) of personal adjustment, the mean difference was found significant at 0.05 level as the calculated '*t'* value came to be (2.19) justifies that overachiever boys are well-adjusted as compared to underachiever boys who exhibit nervous symptoms. In the sense that they experience more bad dreams as compared to others, and feel heavy-ness in their head. They are found biting their nails. They easily catch cold. They feel inconvenience due to long restlessness and more headache than others. Their eyes are soaring and they often experience sneezing. Under all these conditions, their adjustment gets affected and they fail to strike a balance in their day-to-day life activities. With the result, they fail to contemplate. They are unable to compete with others in their academic activities due to their nervous breakdown which thereby becomes a cause for their underachievement.

The careful study of Table 08 makes it evident that the obtained "*t'* values for the factors like 2A (social standards), 2B (social skills), 2C (Anti- social tendencies), 2D (family relations), 2E (community relations) and on the composite scores of social adjustment figured to be 0.62, 1.59, 1.9, 1, 0.24 and 1.49 respectively. In these areas of social adjustment no significant difference was found between overachiever boys and underachiever boys at both the levels of confidence. All this justifies that they are on the same line so far as their factor-wise and composite scores of social adjustment is concerned. Therefore, no solid decision can be taken on this account. However, on the factor 2E (social relations), the mean score of overachiever boys (5.59) is greater than that of underachiever boys (4.80) and the "obtained "*t'* value 2.08 is significant statistically at 0.05 level of confidence. This reveals that overachiever boys are well-adjusted in this area of social adjustment and possess good social relations with their contemporary fellows, class-mates and with their

teachers and with all other pupils in the entire social setup as compared to underachiever boys who lack good social behaviour.

In addition to the above, it can be firmly said that underachiever boys are always afraid of their failure due to their feeling that their school task is difficult. They want to spend much of their time in their homes instead of schools. They do not find their school environment of their choice. They do not want to mingle with their school-mates on account of their rude behaviour, apathy and tough attitude towards them. They do not feel that they are being liked by other people as much as they should be. They feel themselves less benefited from their teachers as compared to other students. Consequently, their such feelings create disturbance in their minds on account of which they exhibit odd school behaviour and with the result they lag behind in their academic activities. Hence they show underachievement.

The perusal of table 09 makes it crystal clear that the mean score of overachiever boys (60.08) is greater than the mean score of underachiever boys (57.40) on the composite scores of total adjustment, and the obtained 't' value came to be 1.89 which has been found insignificant statistically at both the levels of confidence. In this way the result justifies that overachiever boys and underachiever boys are sailing in the same boat so far as their total adjustment is concerned, and nothing tangible can be said on this account.

The perusal of table 10 reveals that the obtained "t" values for the factors like 1A (self-reliance), 1B (sense of personal worth), 1C (sense of personal freedom), 1D (feeling of belongingness), 1E (withdrawing tendencies), 1F (nervous symptoms) and on the composite scores of personal adjustment figured 0.84, 1.64, 0.44, 0.61, 0.51, 1.59 and 1.22 respectively. In these areas of personal adjustment, no significant difference was found between overachiever girls and underachiever girls on both the levels of confidence. This justifies that they are sailing in the same boat in this area of personal adjustment. Therefore, no decisive decision can be taken about their personal adjustment.

Table 11 on the factor 2A (social standards) points out that the mean score of overachiever girls (OAG = 4.48) is less than that of underachiever girls (UAG = 5.27). The difference when calculated statistically appeared to be significant at 0.05 level of confidence. This reveals the fact that underachiever girls recognize desirable social standards as compared to their counterparts (overachiever girls). Consequently the social adjustment of overachiever girls is weaker on this account. Although underachiever girls recognize desirable social standards yet they lag behind in their academic field because of the reason that they attach less importance to their personal matters which perhaps are of secondary importance to them. They devote their life time in the activities which are detrimental to their personal welfare. In fact, they forget to do something good for their own well-being and on this account; their underachievement is a natural phenomenon.

On the factor 2B (social-skills), the obtained 't' value (2.29) has been found significant at 0.05 level. It supports the view that underach-

skillful talent as compared to overachiever girls who are not socially well-adjusted on this account. Although overachiever girls do not possess socially skillful talent yet they are marching ahead in their academic activities as compared to underachiever girls. Obviously because of the reason that they attach primary importance to their personal matters. They neglect all such activities as have secondary importance to them. They are more concerned and more interested in the matters which constitute their personal welfare. Contrary to this, underachiever girls indulge in the activities which are obviously of primary importance to them. They forget to do something good for their own well-being. Consequently their such a feeling appears to be detrimental to their personal welfare which constitutes their academic aspect of life, with the result they show underachievement.

However, on the factors 2C (anti-social tendencies), 2D (Family relations), 2E (school relations), 2F (Community relations) and on the (composite scores of social adjustment), the 't' values came to be: 1.72, 0.7, 0.19, 0.45 and 0.04 respectively. In these areas of social adjustment, no significant difference was found at both the levels of confidence. Therefore, it can be aptly stated that both overachiever girls and underachiever girls are on the same line on the factors 2C, 2D, 2E 2F and on the composite scores of social adjustment, and nothing can be said about their social adjustment.

The intensive and extensive study of Table 12 brings to light that the obtained 't' value (1.15) is statistically insignificant at both the levels of confidence, Although the mean score": of overachiever girls (59.49) is greater than that of underachiever girls (57.72), yet this clearly justifies the fact that there is no significant difference between them so far as their total adjustment is concerned, Therefore, nothing tangible can be said about them.

The results analysed and discussed in the foregoing paragraphs are in line with Agarwal, Archana 2002, Jimerson, et al. (1999), Swarup (1989), Kapoor (198-), Somasundram (1980), Saun (1980), Mathews (1976), Abraham (1974 and George (1966).

Agrawal, Archana, 2002 found a significant positive relationship between academic achievement and Intelligence for both boys and girls. Jimerson" et al. (1999) found that child behaviour problems were related to deflections in achievement. However, the results are partially in line with Swarup (1989) who found that overachievers were introverts, had great confidence on themselves and were comparatively less social. The underachievers were extroverts given to day dreaming and emotional upsets. They were also sociable and gregarious. Kapoor (1987) has found that the high achievers had better home, health, social, emotional and school adjustment. He further observed that overall adjustment scores of high achievers were also significantly higher than the overall adjustment scores of the other two groups. Somasundaran (1980) while summarizing certain personality variables related to over, normal and underachievement observed that the personality variables viz., social standards, introversion, family relations, social skills, self- reliance. freedom from anti-social tendencies, school relations,

freedom from nervous symptoms and community relations had a significant positive relationship with achievement. He further observed that personality variables of social standards, introversion, family relations, social skills, test anxiety, general anxiety, school relations, self-reliance, masculinity, freedom from anti-social tendencies and freedom from nervous symptoms discriminated between the unselected groups of overachievers and underachievers. Saun (1980) observed that the male high achievers were more adjusted than the low achievers in the areas of home and health. He found a significant difference between the high and low achieving females in health, social, emotional and educational areas of adjustment. He further observed that the rural high and low achievers differed significantly in their level of adjustment in three areas namely home, social and educational. Mathews (1976) found that the mean scores of overachievers significantly exceeded the mean scores of underachievers in case of self-sense of personal freedom, freedom from withdrawing tendencies; freedom from nervous symptoms, social standards, social skills, freedom from anti-social tendencies, family relations and community relations. Abraham (1974) observed that for underachievers, group adjustment, social personal adjustment and scholastic disposition were found to be the factors responsible for explaining total variance. George (1966) found that the pupils with high intelligence were identified as better adjusted and higher achievers in all the groups studied. The less neurotic were better adjusted in all areas.

Here, it is noteworthy to mention that the results mentioned above justify this fact that all the results and conclusions of the present study are in the expected direction. Therefore, after interpreting and analyzing the entire data with regard to personal, social and total adjustment of over-achievers and under-achievers and foregoing discussion, hypotheses -

- I. In comparison to Overachiever Boys, Underachiever Boys have poor personal, social and total adjustment.
- II. In comparison to underachiever Girls, Overachiever Girls have better personal, social and total adjustment stand partially accepted and 'null hypothesis:
 - I. 'Overachiever boys and girls don't differ significantly so far as their personal, social and total adjustment is concerned stands partially accepted while Null hypothesis:
 - II. 'Underachiever boys and girls don't differ significantly so far as their personal, social and total adjustment is concerned stands fully confirmed.

Conclusions and Suggestions

Conclusions:

The present investigator through different stages of investigation has deduced the following conclusions in the light of the objectives and hypotheses pertaining

to, the present study which were the result of systematic statistical method as well as qualitative analysis of data.

1. Overachiever boys are well-adjusted and are socially skillful as compared to overachiever girls who show withdrawing tendencies and are lacking social skills.
2. The present study reveals that overachiever boys are satisfactorily adjusted having good social relations and are showing no signs of nervous symptoms while underachiever boys are not adjusted well. They are lagging behind in desirable social relations and are showing nervous symptoms consequently their adjustment is affected.
3. The present study brings to light that both overachiever girls and underachiever girls are well-adjusted so far as their personal adjustment is concerned. However, it was found that underachiever girls exhibit desirable social standards and possess socially skillful character as compared to overachiever girls.

Suggestions:

1. In the absence of a guidance and counselling worker, the teacher should act as a 'go between' for the family and the school so as to bring about desired changes in the behaviour of underachievers.
2. Acceptance of the underachiever should be ascertained both through teachers and parents.
3. Precautions should be taken before hand by parents teachers and counselors so that the adjustment problems do not arise.
4. School should work towards the detection and prevention of underachievement.
5. The present study suggests that proper atmosphere should be provided to underachievers so that they can tackle the problems which they face in their social and personal adjustment.
6. The present study suggests that girls should be exposed to social situations and their freedom to mingle with the opposite sex should not be restricted so that they could compete with them in all the fields of life. Besides their pent-up energy could get proper direction.
7. Special classes in each subject should be conducted in every school for underachievers.
8. Mutual understanding and coordination between family and educational institutions can help to a large extent in tackling social and personal adjustment problems of underachievers and overachievers.

CONSTRUCTION & STANDARDISATION OF LITERACY ACHIEVEMENT TEST (LAT)

*Nighat Basu

Literacy is a package of educational programmes for adults, outside the formal system aiming at providing more information and better knowledge and skills for improving their life styles and also their earning capacities. This literacy programme for matured men and women comprises three components viz.

Reading

Writing

Numeracy (Arithmetic)

Reading - is considerable as a ability of the learner to read alphabets, two or three lettered combinations and is in a position to read his name and address.

Writing - means an ability when the learner is in a position to write alphabets two to three lettered combination.

Numeracy - when learner is able to read and write counting from 1 - 100 and is able to do small sums of addition, subtraction and fraction.

Steps for Construction:

The investigator has made a modest attempt to construct standardized tests for the measurement of all the three components of literacy viz - Reading, Writing & Numeracy. Recommended procedures have been employed for the purpose of the constructing the test. The details of the steps undertaken during the process of test construction are briefly reported as under:

i. Item Pool:

As a first step towards the construction of Literacy Achievement Test (LAT) an item pool was prepared keeping in view the following factors:

- a) Instructional Objectives;
- b) Prescribed Text Books;
- c) Other available texts & reference books.

The following objectives were kept in mind while collecting items for the item-pool:

1. To construct and standardize Literacy Achievement Test (LAT).
2. To develop an Interview Schedule for the assessment of level of awareness of adult education beneficiaries.
3. To develop an Interview Schedule for the assessment of the level of functionality of the adult education beneficiaries.
4. To compare male and female adult education beneficiaries on Literacy Component of Adult Education Programme.
5. To compare male and female adult education beneficiaries on Awareness component of Adult Education Programme.

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6. To compare male and female adult education beneficiaries on functionality component of Adult Education Programme.
7. To undertake district-wise comparison of Adult Education beneficiaries on the literacy component.
8. To undertake district-wise comparison of adult education beneficiaries on the awareness component.
9. To undertake district-wise comparison of adult education beneficiaries on the functionally component.

For the construction of Literacy Achievement Test related reference material developed by Jamia Millia Islamia, New Delhi, Faculty of Education, University of Jammu and State Resource Centre, University of Kashmir was also consulted.

After taken into consideration the instructional objectives, prescribed primer and the prototype tests, items were collected and pooled separately for the three sub-tests of Literacy Achievement Test (LAT). The number of items pooled for each sub-test of Literacy Achievement Test are reported as under:

Reading	18 Items
Writing	20 Items
Numeracy	23 Items
Total Items	51 Items

ii) Initial Format:

These 51 items (test content) was submitted to 12 experts along with course contents. The course contents were prepared on the basis of the instructional objectives and the prescribed text books. The panel of experts (judges) comprised of Dean Faculty of Formal and Non-formal Education, Directors of Adult and Continuing Education, Research Methodology and Measurement and Evaluation experts, selected college Principals, Joint Directors of Adult Education, Senior Project Officers, some professors in the Departments of Education and Non-formal Education etc. The experts were requested to judge whether the test contents represented the course contents or not? In the light of suggestions received from the experts, some items were deleted and some other items were redrafted. Thus, the initial format of the Achievement test, contained 48 items only. The break up of these items was:

Sub Test	No. of items
Reading	13
Writing	16
Numeracy	19
Total items	48

iii) Try Out:

The initial format was tried out on a sample of 120 beneficiaries of adult education programme. The Literacy Achievement Test was administered to only those beneficiaries who were in their advanced stage of learning in the

adult literacy centres.

iv) Item analysis:

This item analysis was carried out with the purpose of finding discrimination index and difficulty value of each test item. For this the following steps were taken:

- a) Scored tests were first arranged in order of score from high to low.
- b) The two sub groups such as upper group consisting of approximately 27 percent of the total group of (120 cases) (N = 32) who received highest scores and a lower group consisting of an equal number of case from those who received lowest scores. The correct response to each item was counted in case of upper group (N = 32) and the lower group (N = 32).
- c) Discrimination index of each item was calculated by applying the formula:

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

U = Number of subjects in the upper group giving correct response to each item.

L = Number of subjects in the lower group giving correct response to each item.

N = Total Number of respondents from both the groups.

v) Difficulty Value:

This was followed by the addition of the counts from the upper and lower groups of the keyed correct response, this sum was divided by the maximum possible, i.e., sum of the number of papers in the upper and lower groups, quotient was expressed as a percentage, i.e., decimal fraction was multiplied by 100. The result was an index of item difficulty.

The discrimination Index and difficulty value of the items of the three sub-tests is reported as under:

for D.I. 30 and above

for D.V. 40 - 70 per cent

Sub-test (I) Reading

Item No.	Discrimination Index	Difficulty Value	Retained/ deleted
1.	.59	40.3%	Retained
2.	.40	40.3%	Retained
3.	.43	69.4%	Retained
4.	.70	68.0%	Retained
5.	.37	68.0%	Retained
6.	.43	68.7%	Deleted
7.	.03	80.0%	Deleted

8.	.04	84.0%	
9.	.09	84.0%	Deleted
10.	.10	83.0%	Deleted
11.	.37	43.7%	Deleted
12.	.53	51.8%	Retained
13.	.50	51.5%	Retained

Sub-test (II) Writing

Item No.	Discrimination Index	Difficulty Value	Retained/ deleted
1.	.35	42.0%	Retained
2.	.56	64.0%	Retained
3.	.46	65.0%	Retained
4.	.40	65.0%	Retained
5.	.37	69.0%	Retained
6.	.16	80.0%	Deleted
7.	.09	84.0%	Deleted
8.	.46	65.0%	Retained
9.	.50	57.5%	Retained
10.	.62	62.5%	Retained
11.	.19	54.0%	Retained
12.	.50	40.0%	Retained
13.	.03	84.0%	Deleted
14.	.32	48.0%	Retained
15.	.50	46.0%	Retained
16.	.32	48.0%	Retained

Sub-test (III) Numeracy (Oral and Written)

Item No.	Discrimination Index	Difficulty Value	Retained/ deleted
a) 1.	.43	70.0%	Retained
2.	.65	67.7%	Retained
3.	.30	67.2%	Retained
4.	.30	67.2%	Retained
5.	.31	70.0%	Retained
6.	.10	80.0%	Deleted
7.	.65	68.0%	Retained
8.	.50	67.0%	Retained
9.	.31	70.0%	Retained
10.	.34	49.0%	Retained
11.	.50	70.0%	Retained
12.	.43	62.5%	Retained
b) 1.	.31	70.0%	Retained
2.	.34	39.0%	Retained
3.	.32	40.6%	Retained
4.	.18	70.0%	Deleted
5.	.32	44.0%	Retained
6.	.25	80.0%	Deleted
7.	.37	61.0%	Retained

iv) **Final Format**

As a result of item analysis, items were revised. The items with discrimination index as .30 and above and difficulty value in the range 40 - 70% were retained for the final format.

Thus the final format consisted of 30 items with the break up as under:

Sub Test	No. of Items
Reading	08 items
Writing	13 items
Numeracy	16 items
Total	37 items

vii) **Standardization**

The Literacy Achievement Test, (LAT) was standardized by way of working out into reliability and validity. The reliability and validity were estimated as per the following procedure:

a) **Reliability (Test Re-test method):**

The Literacy Achievement Test, was administered to only those beneficiaries of adult education programme who were in their advanced stage of learning of adult literacy centres. The responses were noted and the inferences were drawn one by one. The learners were selected randomly from the adult education centres. After a lapse of four weeks (28 days) the test was again administered on these 102 adult education learners and the coefficient of co-relation as calculated for the total raw scores on two occasions.

S.No.	N	Tests	Correlation	Interval Between Test
1.	102	Literacy	.80	28 days
a)	102	Reading	.89	--
b)	102	Writing	.68	--
c)	102	Numeracy	.69	--
2.	102	Awareness	.72	--
3.	102	Functionality	.90	--

b) **Validity**

The constructed Literacy Achievement Test (LAT) comprised of Dean's of Faculty of Formal and Non-Formal Education, Directors, Joint Directors of Adult Education, Research Methodology and Measurement and Evaluation experts, adult education functionaries, some College Principals and some Professors of Education Departments of University of Jammu and University of Kashmir etc. in order to establish the validity of the test. The experts were provided, the course contents (prescribed text-books with instructional objectives) and the test content in the form of newly constructed Literacy Achievement Test (LAT). The experts were requested to determine the content validity of each item. The results based on the rating of the experts are as

under:

Literacy Achievement Test:

Sub Test I (Reading)

Item No.	Agreement Percentage	Disagreement Percentage
1.	90%	10%
2.	86%	14%
3.	85%	15%
4.	89%	10%
5.	84%	10%
6.	88%	11%
7.	86%	14%
8.	84%	14%

Sub Test II (Writing)

Item No.	Agreement Percentage	Disagreement Percentage
1.	84%	16%
2.	89%	09%
3.	82%	16%
4.	84%	16%
5.	85%	15%
6.	82%	18%
7.	85%	15%
8.	86%	14%
9.	85%	15%
10.	86%	14%
11.	83%	17%
12.	86%	14%
13.	88%	12%

Sub Test III (Numeracy)

Item No.	Agreement Percentage	Disagreement Percentage
1.	88%	12%
2.	87%	13%
3.	85%	15%
4.	86%	14%
5.	83%	17%
6.	89%	11%
7.	90%	10%
8.	81%	19%
9.	88%	12%

10.	92%	08%
11.	90%	10%
12.	88%	12%
13.	87%	13%
14.	89%	11%
15.	84%	10%
16.	86%	14%

7. **Scoring of Literacy Achievement Test:**

The scoring of literacy achievement test was done as under:

i) Reading (Oral Part)	Items	Marks
	1	33
	2	10
	3	5
	4	8
	5	9
	6	6
	7	8
	8	9
	9	12
TOTAL	9	100

i) Writing	Items	Marks
	1	21
	2	6
	3	9
	4	9
	5	3
	6	6
	7	6
	8	8
	9	12
	10	6
	11	6
	12	8
TOTAL	12	100

iii) Numeracy Test	Items	Marks
a) Oral Numeracy	1	3
	2	10

	3	10
	4	5
	5	2
	6	5
	7	5
	8	5
	9	5
TOTAL	9	50

b) Written Numeracy	1	10
	2	10
	3	10
	4	10
	5	10
TOTAL	5	50

EFFECTIVENESS OF PEER-TUTORING ON READING COMPREHENSION OF SCHOOL STUDENTS IN HINDI LANGUAGE

*Manju Singh

Abstract

The Present investigation was indented to study the effectiveness of peer-tutoring strategy as against conventional method of teaching Hindi Language in terms of students reading comprehension. The quasi-experimental research design i.e. pre-test-Post-test control group design was used and the study was conducted on a representative sample of 168 standard VIII students drawn from two schools of Agra district of Uttar Pradesh. It is evident from the analysis that peer-tutoring strategy has a significant role in enhancing the level of reading comprehension of eight grade students in Hindi Language. Further, experimental group students have made significantly higher gains in reading comprehension in comparison to their counter parts i.e. conventional group students.

Introduction

Education is a goal-oriented process which continues through out human life. It is a potent force for the harmonious development of the personality of an individual. Various attributes of human personality like truth, goodness and beauty may be attained through Education. In this connection, Gandhiji rightly said, "Education is the preparation for complete living, adjustment to environment, perfection of one's nature, character building and harmonious development of personality". It has an implication that education has the responsibility to develop the qualities of hand, heart and head as well as training in 3R's i.e., reading, writing and arithmetic. Reading and writing are basic skills which are equally important for all the subjects taught to students. That is why, there should be more emphasis on reading comprehension, vocabulary development and writing skills of the students from the very beginning of schooling. This will not only strengthen the linguistic ability of the students but also enhance the academic achievement in all the subjects like mathematics, science, history, geography, etc. including languages taught to them. Therefore, due emphasis is being given on language development of the children from the primary stage of schooling. Teachers are doing their best to develop linguistic potential among the children by adopting various methods of teaching but they are not satisfied with the achievement of the students. Perhaps, our teachers stick to the textbook and stereotyped teaching methods till date. These teaching methods are not only ineffective but also fail to activate the minds of the pupils. These are not helping them fully to achieve their language potential. The National

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Policy on Education (1986) criticized the teaching methods adopted in Indian schools and colleges. According to it, by and large, "the methods of teaching are quite outmoded. Quite often, these encourage memorizing the contents of books and replication of the expected answers". This is unfortunate particularly when there is a knowledge explosion all round.

In the UNESCO Report (1972) it has been pointed out that "No doubt, the teacher has to inculcate knowledge, but the more important function is to encourage thinking on the part of the students. He has to devote more time and energy to productive and creative activities; interaction; discussion; stimulation; understanding and encouragement." Hence, there is a need to identify and try out such a method through which language potential like reading comprehension, verbal ability as well as total achievement in language could be enhanced. There may be various methods of teaching, viz., textbook method, lecture, project, narration, story telling, individualized instruction, peer tutoring etc. Out of these, a method is needed through which individual needs of the learner may be fulfilled at his own level or potential. A method known as peer tutoring fulfill the said criteria. In peer-tutoring students get full opportunity to satisfy their individual need without hesitation because teaching is done by his or her own classmate. It helps the students not only to expose with their mates and meet out the individual demand but also strengthen their confidence. This, free and fair atmosphere helps the individual to learn more with their classmate. Hence, there is a need to explain peer relations and learning as well as the method so as to know what it is, and how it applied in the classroom situation.

Peer Relations and Learning

Children's communication with their peers has qualities that differ from the qualities of adult-child communication. For example, peer dialogues are usually more equal than conversations between adult and child; children usually listen more respectfully to adults than to peers for information and guidance. Such differences have serious implications for learning. Educators have become aware of these differences and have begun to design classroom strategies that best exploit the learning opportunities provided by both peer and adult-child relations. This entry discusses contemporary methods for applying the special features of children's peer relations to their academic learning.

Piaget (1932) in his work on moral judgement, introduced the notion that children live within "two social worlds," one of unilateral adult-child commands, the other of mutual peer cooperation. Developmental psychologists have elaborated this distinction further (Youniss, 1980; Hartup, 1985). Whereas, adult-child interactions reflect a fundamental asymmetry of power and knowledge, peers interact on an equal footing. This means that adults usually direct and structure the agenda in their conversations with children, whereas children negotiate and "co-construct" the agendas of their peer encounters.

Hence, peer tutoring occupies an instructional ground somewhere between

adult-child and true peer communication. Like adult-child instruction, peer tutoring is based upon a transmission of knowledge model. This mode assumes that one party knows the answers and must communicate them to the other party. Knowledge is "passed down" from person to person in a linear fashion rather than co-constructed by persons who are both seeking answers. Unlike adult-child instruction, however, in peer tutoring the expert party is not very far removed from the novice party in authority or knowledge: nor has the expert any special claim to teaching competence. Such differences affect the nature of discourse between tutor and tutee because they place the tutee in less of a passive role than does the adult-child instructional relations. Being closer in knowledge and status, the tutee in a peer relation feels free to express opinions, ask questions, and risk untested solutions. The interaction between instructor and pupil is more balanced and more lively when the tutor is a peer (Damon and Phelps, 1989).

Further, Peer tutoring not only helps in making teaching effective but also good the students to trap their talent or abilities and bring out their leaving potentiality into full play. However, there is a dearth of empirical evidences concerning with the affectivity of peer tutoring in Hindi Language in Indian Classrooms setting. The present study answers the following basic questions:

- (1) Does Peer-tutoring in Hindi Language raises the level of reading comprehension of the Pupils?
- (2) Is Peer-tutoring more effective than traditional method of teaching?

So far peer tutoring is widely used as a teaching method for learners of all ages and all levels viz., elementary, secondary, higher education, adult education and vocational education. It is most often imparted during or after the regular school hours by someone other than the teacher.

Peer-tutoring Strategy: A overview:

Paolitto (1976) traced the historical roots of peer tutoring back to the first century A.D. when Quintilian noted the practice of having younger children taught by older children in his Institute at Qratoria. The method was subsequently employed on a limited basis in Germany and Spain in the sixteenth century. Establishment of peer tutoring on a formalized and widespread basis is generally credited to Andrew Bell, a Scotsman, who in the late eighteenth century established a school in Madras, India for orphans of British soldiers and Indian mothers. Bell modified the ancient Hindu tutoring system and in a 1797 report described the successful application of individual and group peer tutoring as a method of instruction and discipline. Bell's methods were enthusiastically adopted by an English educator, Joseph Lancaster, who strongly advocated "tutorial" or "monitorial" method of instruction. In what came to be called the Bell-Lancaster system, professional teachers instructed older students who in turn instructed younger ones, with the younger students teaching still younger ones. Although variations of the Bell-Lancaster system were adopted by other European countries in the early 1800's, popularity of the system was short-lived, since increasingly,

teaching was being viewed as a profession requiring training and talent and more money were being devoted to public education. Nevertheless, peer tutoring was an accepted practice in the "one-room school-houses" of the early colonial period in American history.

Renewed interest in peer-tutoring as a teaching method in the United States began to be taken in the early 1960s due to concern over shortages of teaching personnel and the belief that some children might learn more effectively from another child than from an adult. One of the first and the most extensive of the tutoring programmes was the High School Home work helpers programme started in 1962-63 in New York City. In this programme approximately one thousand 16-18 year-old students served as paid tutors to approximately six thousand ninth and tenth graders (age 11-15) from disadvantaged backgrounds and with reading problems.

Later on, various researchers studied the impact of peer tutoring on reading comprehension of children and found that participating children gained in reading ability or achievement or performance or attitude towards reading. (Nahem : 1978; Stern : 1978; Rogers : 1979; Jones : 1981; Limbrick, and Glynn : 1986; Brown : 1987; Tooping : 1988; Cinbula : 1991; Perry : 1991; Baland-Williams : 1992; Leach : 1993; Taliver : 1994; Fuchs and Others : 1995; Bulter : 1999; and Noell George, et.al. : 2000). However, researchers like Agris (1979), Bohac (1981), Nevi (1982), Reynolds (1987), and Vaughn, Klinger and Bryant (2001) could not observed significant gain in children reading scores or word recognition or improvement in their attitude towards reading.

Objectives of the study:

1. To organise and undertake the teaching of Hindi Language through Peer tutoring at the elementary stage.
2. To study the level of reading comprehension of students of experimental and control groups.
3. To compare the gains accrued in reading comprehension of experimental and control groups after the experimentation.

Hypotheses:

Ho1. Students who are taught through Peer tutoring method do not differ significantly in their reading comprehension from those taught through traditional method.

Ho2. Gains (accrued) which flow to the Peer-tutored students in their reading comprehension do not differ significantly from those tutored through traditional method.

Research Design:

In this study, one of the quasi-experimental designs, namely pre-test-

post-test-control group design was used. In this design, two parallel, equated groups are selected. To have two equated groups, randomized group technique is used in which both the groups are selected from a large population using random selection of subjects so that groups formed were equal in their composition. One of the groups was known as Experimental Group (E) and the other was Control Group (C). Both the groups were given pre-test comprising general intelligence, socio-economic status scale (SES) and reading comprehension test in Hindi Language. During the treatment phase, experimental group was taught through Peer tutoring while control group was taught through traditional method. After the experimental treatment, post-test was given on the same set of variable. A schematic brief is presented in table 1.

Table 1
Schematic representation of the experimental design

Sl. No.	Stage	Experimental Group N=84	Control Group N=84
1	Pre-test comprising of the following tests: 1. Raven's Progressive Matrics 2. Kuishreshtha's SES Scale 3. Reading Comprehension Test		
2	Treatment	Peer-tutoring	Traditional method of teaching
3	Post-test -Reading Comprehension Test		

Variables

Independent variables	:	Peer Tutoring Approach Traditional Method.
Dependent variables	:	Reading Comprehension in Hindi language
Controlled variables	:	General Intelligence SES Age Status and type of school (Public schools)

Sample

The study aimed at finding out the efficacy of the two methods, viz. peer-tutoring approach and traditional method. Hence, two sections of class VIII from each of the two schools were taken for the experimentation. The experimental and the control groups were decided by the draw of lots. The detail about two groups which were taken as the experimental and the control groups are given in Table 2.

Table 2
Number of students in the experimental and control groups

S.No.	Institution	Experimental Group	Control Group	Total
1	S.R.K. Inter College, Agra	40	40	80
2	R.B.S. Inter College, Agra	44	44	88
	Total	84	84	168

Tools Used

The tools employed in this study are listed below :

1. Raven's Progressive Matrices
2. Kulshreshtha's SES Scale
3. Reading Comprehension Test

Experimentation

The experiment was conducted under three phases. In the first phase, the students of both the treatment groups were administered reading comprehension test. After the administration of this test, the students were provided orientation and instruction about the treatment to be given to them.

In second phase, regular treatment was given to both the groups accordingly. Each of the treatment group was taught with a particular method of teaching. The experimental group was taught by adopting the lecture-cum-peer tutoring method while the control group was taught by using the traditional method, the method which is usually applied by their teachers in the class i.e. lecture-cum-book method.

Third phase was the evaluation phase, where the evaluation of reading comprehension ability was done. For this, the students of both the treatment groups were again tested on reading comprehension test. In this way, the students were tested on two occasions, that is, before the treatment and after the treatment on same test. This was done to see how much the students had gained as a result of teaching through peer tutoring and the traditional method.

Data Collection

The data for reading comprehension was collected on two occasions; one was pre-test occasion (before the treatment) called occasion I and the other was post-test occasion (after the treatment) called occasion II.

Statistical Techniques Used

Following statistical techniques were employed to analyze the data:

1. In order to know the nature of the data, the measure of central tendency and dispersion like mean and standard deviation (S.D.) were employed.
2. Two-tailed test was used to test the null hypotheses of no difference between means of two large and independent groups.

3. In order to find out the significant difference between two means, 't' ratio was calculated.
4. For deeper understanding, bar diagrams were plotted wherever necessary.

Results and Discussion

In order to study the effect of peer-tutoring and traditional method of teaching on reading comprehension, the relevant data were analysed in term of mean scores, S.D. and 't' value. The detailed analytical description is given in Table 3. The bar diagram for mean value of reading comprehension before and after the treatment is plotted in Figure 1.

Table 3
Mean scores, S.D. and 't' value for reading comprehension of students before and after the treatment

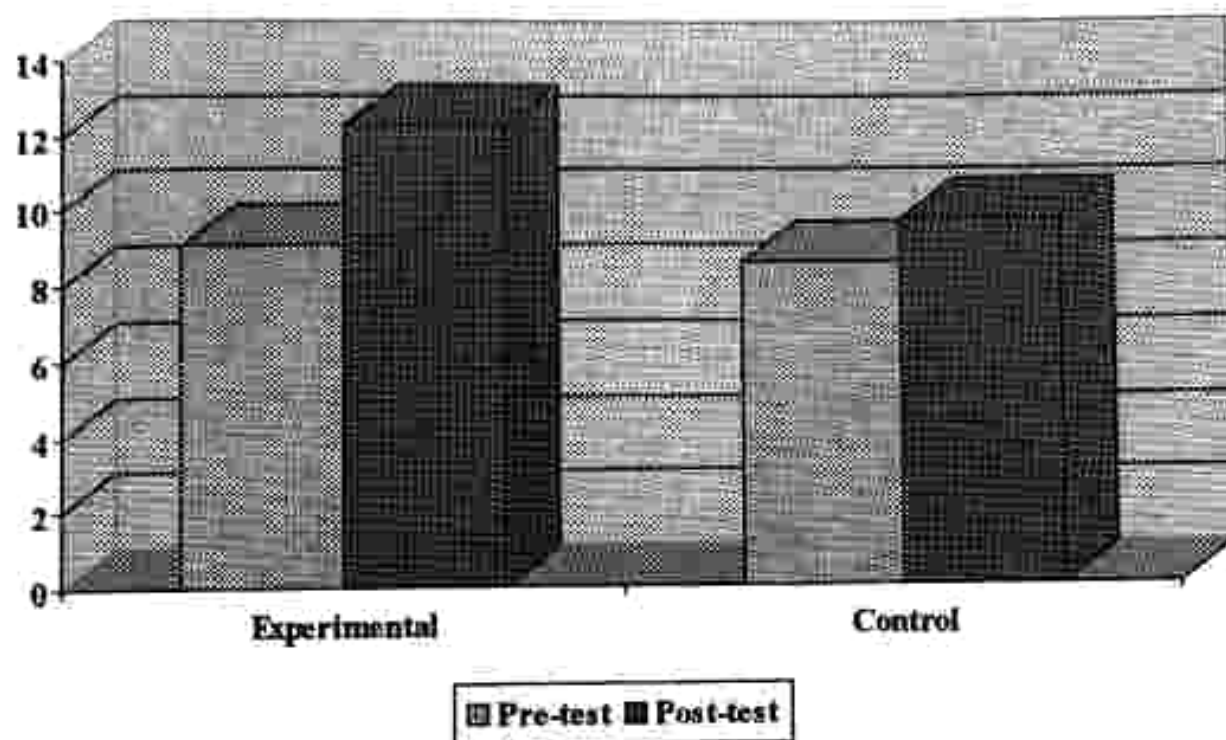
S.No.	Tests	Groups	N	Mean Scores	S.D.	t value	Significance
1	Pre-test	Experimental	84	9.07	2.24	1.30	Not significant
2	Pre-test	Control	84	8.64	1.99		
3	Post-test	Experimental	84	12.24	1.46	10.33	.01 level of confidence
4	Post-test	Control	84	9.76	1.70		

It is evident from Table 3 that before the treatment, experimental and control groups were obtaining nearly equal mean scores for reading comprehension. The calculated 't' value is 1.30, which is insignificant at acceptable level of confidence. It means, both groups were more or less same in their performance for level of reading comprehension. But after the treatment, it was observed that students of peer-tutoring group were achieving higher mean scores (M=12.24) than the students of control group (M=9.76). The calculated 't' value is 10.33, which is significant at .01 level of confidence. Hence, the hypothesis (H₀) that "students who are taught through traditional method do not differ significantly in their reading comprehension from those taught through traditional method" is rejected.

It means that students of peer-tutoring group were attaining significantly higher level of reading comprehension in comparison to traditional group students. In other words, experimental group performed better on reading comprehension test after treatment than their counterparts, i.e. control group. Probably, it is due to the classroom climate during peer tutoring where they interacted in free and fair environment which motivated the students to translate, interpret and extrapolate the learning material as per their potential. Moreover, students try to put his/her viewpoint with logic to convince others when they have healthy interaction and competition with their classmates. This situation helps them to improve their comprehension in Hindi Language. Similar findings have been reported by Tooping (1988), Cinbula (1991), Leach

(1993), Fuchs and Others (1996), and Noell et. al. (2000) in language other than Hindi. However, Agris (1979), Nevi (1982), Reynolds (1987) and Vaughn, Klinger and Bryant (2001) could not find the significant effect of peer tutoring on the reading improvement in their studies.

Figure 1
Mean scores for reading comprehension before and after the treatment



Comparison of Gains Achieved by the Experimental and Control Groups in Reading Comprehension

It is clear from the foregoing discussion that peer-tutoring strategy has a significant effect so far as improvement the reading comprehension of the students in Hindi language is concerned. But a careful observation of the results presented in the table 3 indicates that both the experimental and control group students are progressing on the variable under study. Here, the question arises that whether the progress shown by both the groups is due to the maturation of the subjects under study or it is because of the two teaching strategies. To get the above mentioned doubt resolved, the gains made by the subjects of experimental and control groups were compared variable-wise for both the schools as well as for total scores altogether and discussed as under.

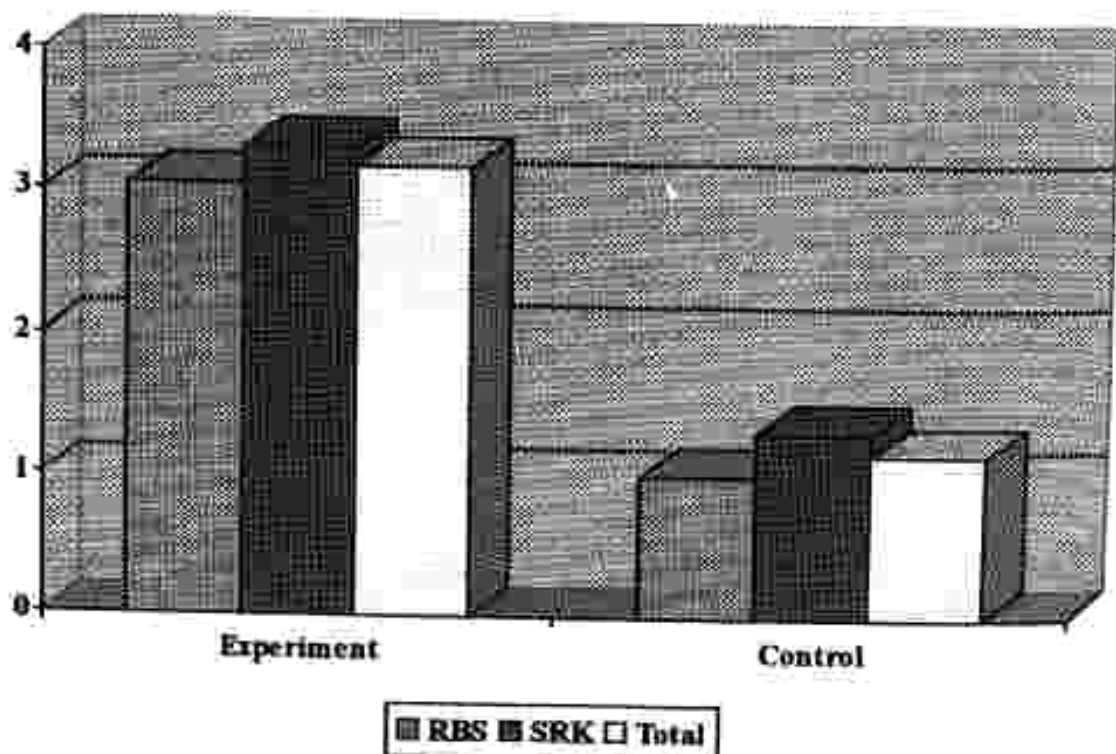
The gain scores made by the individuals of two groups in the pre-test and post-test on reading comprehension were compared. The results are presented in Table 4. The bar diagram for mean gain scores of reading comprehension of different groups i.e., experimental and control, has been plotted in Figure 2.

Table 4
Mean scores, S.D. and 't' value of gain scores for
reading comprehension

Schools	Experimental Group			Control Group			t value	Significance
	N	Mean	S.D.	N	Mean	S.D.		
R.B.S. Inter College, Agra	44	3.05	1.45	44	1.02	0.79	8.12	.01 level
S.R.K. Inter College, Agra	40	3.30	1.38	40	1.33	0.76	7.88	.01 level
Total Sample	84	3.17	1.41	84	1.17	0.79	11.11	.01 level

Table 4 reveals that both the experimental groups (experimental group of R.B.S. Inter College and S.R.K. Inter College as well as the total sample of experiment) made significantly higher gains in reading comprehension in comparison to the respective control groups, as the 't' values in Table 4 are found statistically significant. Hence, the hypothesis (H_0) that "gains (accrued) which flow to the peer-tutored students in their reading comprehension do not differ significantly from those tutored through the traditional method" is rejected. It connotes that students of peer-tutoring groups performed significantly better than conventional group students. Thus, after elimination of the individual maturation effects on the reading comprehension scores, it can be safe to conclude that peer-tutoring is an effective strategy in raising the level of reading comprehension of the students.

Figure 2
Mean gain scores for reading comprehension



Conclusion

The findings of the study lead to the conclusion that peer-tutoring strategy has a significant role in enhancing the level of reading comprehension of the children in Hindi language. Further, it may be generalized that the experimental groups have made significantly higher gains in reading comprehension in Hindi language in comparison to the control groups.

Educational Implications

The major educational implications of the study are as under:

1. Peer-tutoring is a desirable approach for forestalling student unrest and burgeoning indiscipline in the changed social milieu of the country, for giving a discipline-oriented direction to the students' behaviour patterns and for raising the level of education, for tackling the emerging social, political, educational and economic problems. Peer-tutoring can be considered as a highly desirable method for triggering the all-round development of the students' personality. It is due to the inbuilt structure and freedom to work in groups where the students get so many opportunities to carry out various types of activities as tutors and tutees. It helps them to develop their potentials because students in various situations identify the problems and issues involved in and take decisions at different occasions. Such exercises broaden the mental horizon of students and develop confidence in them.
2. The peer-tutoring method is eminently suitable for inspiring students, giving them personalized direction, for keeping them fruitfully occupied and creatively active, for inculcating in them the ethos of self-discipline, for installing a measure of self-confidence, for channelizing their activities into creative paths, for giving fillip to the regime of introspection, development of arguing and debating skills and for arriving at solutions on their own to the emerging problems in the teaching and learning situations.
3. It gives students a better understanding of their teachers' problems leading to the improvement of their own classroom behaviour as listed below:
 - The tutors are enabled to view the teaching-learning situation from the teachers' position and thus are led to make the classroom climate more psychological, congenial and less suppressive and authoritarian.
 - It permits student to put some of their own ideas into practice.
 - It increases their own knowledge by requiring them to master what they are teaching and to fill in gaps in their information.
 - As tutors, they enjoy an enhanced sense of competence and personal worth.

- It increases the cognitive abilities and raises the level of reading comprehension in Hindi Language.

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A STUDY OF DIETS' PHYSICAL FACILITIES

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Abstract

This paper presents different physical and academic facilities available in the DIETs. The sample of the study comprised of 10 DIETs and 10 principals. For knowing the status of physical facilities a checklist was developed by the investigator. For achieving the objectives of the study a two stage stratified random sampling technique was used. The results of the study revealed that principals were unhappy with the existing physical facilities of the DIETs.

Introduction

Education is a nation building activity and teachers are the pillars of the educational system. A good number of inputs like physical facilities are needed for a good educational system. But it is basically the teachers who occupy a pivotal and frontline position and all other inputs are only secondary. With the growth and development of science and technology our educational system has been modernised and even then the role of the teacher in the academic system can never be underestimated. The success of the school system especially in a country like India, which is rural and developing in its nature is basically determined by the level of the commitment and concern on the part of the teachers to contribute their mite to the cause of primary education. A teacher requires a wide range of skills like communicative skills, reasoning, questioning and especially the exploratory skill. This skill deserves its attention by the teachers due to the fact that amidst several deficiencies like lack of school buildings, lack of teaching-learning materials, hardware equipment, etc., the teacher is expected to perform his functions to perfection by the authorities and here comes the ability of the teacher to tap and utilise the resources for education at the grass-root levels.

Related Studies

Several researches have attempted to evaluate the teacher education at primary level in terms of infrastructure (SIE Gujarat, 1966; Mallaya, 1968; Arora et.al., 1974; Sinha, 1982; Reddy, 1991; Viswanathappa, 1992; and Chandrasekhar, 2000). The review relating to research studies conducted in the area discloses that research on physical facilities is sparse in Indian context.

The teacher training institutes of the primary level now modified as District Institutes of Education and Training (DIETs) play an important role in producing the required teachers for the primary and the upper primary schools. Great is the task and dynamic is their role indeed! What are the deficiencies in the DIETs? The

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study tried to answer with empirical evidence for the further improvement of the quality of teacher education at the primary level. It is, therefore, pertinent to collect data about the physical facilities of the DIETs. So the present study is an ardent effort in this direction.

Statement of the Problem

The title of the problem is precisely as follows: "A Study of DIETs' Physical Facilities".

Objectives of the Study

The objectives of the study are:

- To record the physical and academic facilities available in the DIETs.
- To observe and notice the specific deficiencies in the DIETs.
- To suggest remedial measures to nullify the deficiencies in the existing primary level teacher education programme.

Hypothesis

To realise the above objectives the following descriptive and statistical hypothesis was formulated for the purpose of testing. The hypothesis formulated was in 'null-form' as it is akin to statistical testing.

- The physical facilities available in the DIETs are not satisfactory.

Dependent Variable

- Availability of material and infrastructural facilities.

Methods of Investigation

The various procedures implemented in the construction and development of data gathering instrument to measure different variables which are included in the study and the methods adapted in selection of sample, collection of data, method of scoring and analysis are as follows:

Construction of Tool

Check-List

It has been widely accepted that physical and infrastructural facilities exert their influence in work situations as well as in areas associated with education and training. The higher the level of physical facilities the better will be its influence on training of the participants. An examination of the available literature indicated that there are no specific tools to assess the availability of different physical facilities in DIETs. Hence, the investigator has decided to design a tool for the purpose. To start with the investigator has collected the type of items that come under physical facilities, by visiting different DIETs and by having discussions with principals, teaching and non-teaching staff. In order to develop the tool first the broad areas that come under availability of physical facilities in DIETs have been identified.

The broad headings include DIET plant, furniture, teaching-aids, playground, equipment, sports, games facilities and others. Then a panel of experts has been contacted with a request (a) to suggest omissions and additions wherever necessary (b) to check the appropriateness of the items under particular broad area (c) to suggest the better way of presentation of items if any in order to elicit information. Their suggestions have been carried out. Almost all the items were rewritten incorporating the suggestions offered by the experts and again calculated for their scrutiny about clarity, simplicity and coverage of each item. The suggestions given by the experts have been incorporated wherever necessary.

Content validity has been established for the checklist. It refers to the establishment and evaluation of the significance of the test items individually and as a whole. In addition, items that collectively constitute representative sample of the variable that is measured as already described items for the checklist have been collected from different sources namely review of literature, direct observations of DIETs by the investigator, discussions with DIET principals, teaching and non-teaching staff members. In addition the items have been supplemented by noting the versions of academicians working at the university level to make sure that all the possible items have been covered. Thus, it can be reasonably assumed that the checklist meant for principals on DIETs physical facilities possess satisfactory content validity. The final format of the checklist is shown in the Table-1.

Selection of the Sample

The present investigation is essentially a survey type of research aimed at recording the existing physical facilities of the 23 DIETs situated in 23 districts of Andhra Pradesh. The investigator considered principals of DIETs and the sub samples were selected as explained below.

At the first stage the sampling unit was a DIET. The 23 DIETs were divided into three strata based on the three regions of the state of Andhra Pradesh, viz., Coastal Andhra, Telengana and Rayalaseema. 10 DIETs were selected in total from the three strata with not less than 3 DIETs in any stratum.

At the second stage 10 principals were consisted of sample from 10 DIETs. Thus, the sampling technique employed in the investigation may be called as a two stage stratified random sampling technique.

Collection of the Data

The investigator in person visited all the 10 DIETs and with the permission of the Head of the Institution the self-explanatory instrument developed was administered on 10 principals. The principals were given the instructions orally and were also asked to read the instructions given along with the instruments and motivated to respond genuinely to all the items in the data gathering tools.

Scoring

As the instrument used in this investigation was checklist, it was scored by giving the following weightages to the alternative responses.

As the items in the checklist are Yes/No type, the items available in the DIETs were coded as '1' and the items not available in the DIETs were coded as '0'.

Analysis of Data

As the data collected through different statements in the tools from different subjects are specific aspects statistics such as frequencies, percentages were employed to make the description more precise.

Major Findings

On the basis of principals' responses it was found that DIETs are not well equipped and inadequate in many aspects. Following conclusions were drawn on the basis of principals' responses (See Table-1).

- From the responses in the check list, it has been found that out of 179 items of physical facilities, 69 items are available in all the 10 DIETs.
- 42 items are available in about 70 per cent of the DIETs. It means out of 10 DIETs included in this study the above mentioned 70 per cent of the items are available in 7 DIETs.
- 13 items are available only in 4 out of the 10 DIETs.
- 21 items are available only in 3 out of the 10 DIETs.
- Out of 179 items of physical facilities, 34 items are not at all available in the DIETs covered under the investigation. Among them, the most important one is Closed-Circuit Television (CCTV).
- Thus, out of 179 items about one-third of the items are available in all the DIETs and the remaining two-third of the items are not available in many DIETs.

The major findings of the study described prompt that there are many things to be set right so as to make the teacher education programme at primary level much more effective so as to produce quality teachers.

Table-1. The Response Pattern of Principal's Check-List

S.No.	Items	KN	RC	KL	NL	RR	WL	MN	BP	MP	PP
1.	Own buildings	1	1	1	1	1	1	1	1	1	1
2.	Rented buildings	0	0	0	0	0	0	0	0	0	0
3.	Air and ventilation (Describe)	1	1	1	1	1	1	1	1	1	1
4.	Separate principal's room	1	1	1	1	4	5	3	4	3	4
5.	No. of classrooms	6	4	3	3	1	1	1	1	1	1
6.	Reading room	1	0	1	1	1	1	1	1	1	1
7.	Biological science laboratory	1	0	1	0	1	1	1	1	1	1
8.	Physical science laboratory	1	0	1	0	1	1	1	0	0	0
9.	Psychology laboratory	1	0	1	0	1	1	0	1	0	0
10.	Social studies laboratory	1	0	0	1	1	1	0	1	0	0

11.	Educational technology laboratory	1	0	0	0	0	0	0	0	0	1
12.	Separate staff rooms	1	1	1	1	1	1	1	1	1	1
13.	Staff quarters	0	0	1	0	0	1	0	0	0	0
14.	Separate non-teaching rooms	1	1	1	1	1	1	1	1	1	1
15.	Separate non-teaching quarters	0	0	1	0	0	1	0	0	0	0
16.	Store room	1	1	1	1	1	1	1	1	1	1
17.	Canteen building	0	0	1	0	1	1	0	0	0	0
18.	Seminar Hall	1	1	1	1	1	1	1	1	1	1
19.	Library building	1	0	1	1	1	1	1	1	1	1
20.	Computer room	0	0	0	0	1	1	0	1	0	1
21.	Gymnasium	0	0	0	0	0	0	0	0	0	0
22.	Sports training room	1	0	0	0	0	0	0	0	0	0
23.	Toilets for girls	1	0	1	1	1	1	1	1	0	1
24.	Toilets for boys	1	0	1	1	1	1	0	1	0	1
25.	Lavatories for girls	1	0	1	1	1	1	0	1	1	1
26.	Lavatory for boys	1	0	1	1	1	1	0	1	1	1
27.	Fire Extinguishers	1	1	1	1	1	1	1	1	1	1
28.	Fire buckets	1	0	0	1	1	1	1	1	1	1
29.	Hostel building	1	0	1	1	1	1	1	1	0	1
30.	Compound wall	1	1	1	1	1	1	1	0	0	1
31.	Foot-paths	1	1	1	1	1	1	1	1	1	1
32.	Approach roads	1	1	1	1	1	1	1	1	1	1
33.	Meadow	1	0	1	1	1	1	1	1	1	1
34.	Drinking water facility	1	0	1	0	1	1	0	1	0	1
35.	Beautiful garden	1	0	0	0	1	1	0	0	1	0
36.	Water facility to garden	1	0	0	0	1	1	0	0	1	1
37.	Garden care	1	0	0	0	1	1	0	0	1	0
38.	Electricity	1	1	1	1	1	1	1	1	1	1
39.	Electric Generator	0	0	0	0	0	0	0	0	0	0
40.	Journals	1	1	1	1	1	1	1	1	1	1
41.	Co-operative Book Bank	1	0	0	0	0	0	0	0	0	0
42.	Sufficient racks in the Library	1	0	1	0	1	1	0	1	1	0
43.	Sufficient tables in the Library	1	0	1	0	1	1	0	0	0	0
44.	Sufficient chairs in the Library	1	0	1	0	1	1	0	0	0	0
45.	Publish Newsletters	1	1	1	1	1	1	0	1	0	0
46.	Reports of Education Commissions	1	0	0	0	0	0	0	0	0	0
47.	Books on teaching methodology	1	1	1	1	1	1	1	1	1	0
48.	Sufficient text books	1	1	1	1	1	1	1	1	1	0
49.	Chairs with hands	1	1	1	1	1	1	1	1	1	1
50.	Tables with drawers	0	1	1	1	1	1	1	1	1	1
51.	Iron safes	1	1	1	1	1	1	1	1	1	1
52.	Benches in the classrooms	1	0	1	1	1	1	1	1	1	1
53.	Telephone facility	1	1	1	1	1	1	1	1	1	1
54.	Screw guage	1	1	1	1	1	1	1	1	1	1
55.	Vernier Calliperse	1	1	1	1	1	1	1	1	1	1
56.	Metre-scale	1	1	1	1	1	1	1	1	1	1
57.	Simple pendulum	1	1	1	1	1	1	1	1	1	1
58.	Micro balance	1	1	1	1	1	1	1	1	1	1
59.	Beakers	1	1	1	1	1	1	1	1	1	1

60.	Measuring jars	1	1	1	1	1	1	1	1	1	1
61.	Liquid measuring jars	1	1	1	1	1	1	1	1	1	1
62.	Microscope	1	1	1	1	1	1	1	1	1	1
63.	Electrodes	1	1	1	1	1	1	1	1	1	1
64.	Pipets	1	1	1	1	1	1	1	1	1	1
65.	Burettes	1	1	1	1	1	1	1	1	1	1
66.	Spirit lamps	1	1	1	1	1	1	1	1	1	1
67.	Spring balances	1	1	1	1	1	1	1	1	1	1
68.	Test tubes	1	1	1	1	1	1	1	1	1	1
69.	Vacuum tubes	1	1	1	1	1	1	1	1	1	1
70.	Rubber tubes	1	1	1	1	1	1	1	1	1	1
71.	Mirrors	1	1	1	1	1	1	1	1	1	1
72.	Lenses	1	1	1	1	1	1	1	1	1	1
73.	Dissection boxes	1	1	1	1	1	1	1	1	1	1
74.	Science blocks	1	1	1	1	1	1	1	1	1	1
75.	Kipps apparatus	1	1	1	1	0	1	0	1	1	1
76.	Chemicals	1	1	1	1	1	1	1	1	1	1
77.	Film-strip Projector	0	1	1	0	1	1	0	0	0	0
78.	16 m.m. Film Projector	0	0	0	0	1	0	0	0	0	0
79.	Slide Projector	1	1	1	1	1	1	1	1	1	1
80.	Overhead Projector	1	0	1	1	1	1	1	1	1	0
81.	Opaque Projector	0	0	0	0	1	0	0	0	0	0
82.	Epidiascope	0	0	0	0	0	0	0	0	0	0
83.	Micro-Projector	0	0	0	0	1	1	0	0	0	0
84.	Television	1	0	1	0	1	1	0	1	1	1
85.	Closed Circuit Television	0	0	0	0	0	0	0	0	0	0
86.	Video Tape Recorder	0	0	0	0	0	0	0	0	0	0
87.	Audio Tape Recorder	1	0	1	1	1	1	1	1	1	1
88.	Projection Screen	1	0	0	0	1	1	0	1	0	0
89.	Record Player	1	0	0	0	1	0	0	0	0	0
90.	Still Photograph Camera	1	0	0	0	0	0	0	0	0	0
91.	Photo darkroom equipment	0	0	0	0	1	0	0	0	0	0
92.	Letter press, offset and other printing equipment	0	0	0	0	0	0	0	0	0	0
93.	Slide and Filmstrip making equipment	0	0	0	0	0	0	0	0	0	0
94.	Slide and Filmstrip copying equipment	0	0	0	0	0	0	0	0	0	0
95.	Radio	1	1	1	1	1	1	1	1	1	1
96.	Gramophone Records	0	0	0	0	0	0	0	0	0	0
97.	Public Address System equipment:										
	(i) Microphone	1	1	1	1	1	1	1	1	1	1
	(ii) Amplifier	1	1	1	1	1	1	1	1	1	1
98.	16 m.m. Sound Films	0	0	0	0	0	0	0	0	0	0
99.	16 m.m. Silent Films	0	0	0	0	0	0	0	0	0	0
100.	Filmstrips	0	1	1	1	1	1	1	1	1	0
101.	Slides 1	1	1	1	1	1	1	1	1	1	
102.	Still Pictures	1	1	0	0	1	1	1	1	1	1
103.	Transparencies	1	1	1	1	1	1	1	1	1	1

104. Globes	1	1	1	1	1	1	1	1	1	1
105. Cartoons	1	1	1	1	1	1	1	1	1	1
106. Posters	1	1	1	1	1	1	1	1	0	1
107. Comics	1	1	1	0	1	1	0	1	1	1
108. Folding Cards	1	1	1	1	1	1	1	1	1	1
109. Diagrams	1	0	0	0	1	1	0	1	0	1
110. Flash Cards	1	1	1	1	1	1	1	1	1	1
111. Pictures of National Leaders and Scientists	1	1	1	1	1	1	1	1	1	1
112. Models	1	1	1	1	1	1	1	1	1	1
113. Objects	1	1	1	1	1	1	1	1	1	1
114. Specimens	1	1	1	1	1	1	0	1	1	1
115. Mock-Ups	0	0	0	0	0	0	0	0	0	0
116. Diorama	0	0	0	0	0	0	0	0	0	0
117. Puppets	0	0	0	0	1	0	0	0	0	1
118. Mobiles	0	0	0	0	1	0	0	0	0	1
119. Study Kits	1	1	1	1	1	1	1	1	1	1
120. Black Boards	1	1	1	1	1	1	1	1	1	1
121. Bulletin Boards	1	0	1	1	1	1	0	1	1	1
122. Magnetic Boards	0	0	0	0	1	1	0	0	0	0
123. Flannel Boards	1	1	1	0	1	0	1	1	0	1
124. Chalk Boards	1	1	1	1	1	1	1	1	1	1
125. Peg Boards	0	0	1	0	0	1	0	0	0	1
126. Museum	0	0	0	0	0	0	0	0	0	0
127. Micro-teaching facility	1	0	0	0	1	0	0	0	0	0
128. Flow Charts	1	1	1	1	1	1	1	1	1	1
129. Stream Charts	1	1	1	1	1	1	1	1	1	1
130. Time Line Charts	1	1	1	1	1	1	1	1	1	1
131. Strip Charts	1	1	1	1	1	1	1	1	1	1
132. Tree Charts	1	1	1	1	1	1	1	1	1	1
133. Line Graphs	1	1	1	1	1	1	1	1	1	1
134. Bar Graphs	1	1	1	1	1	1	1	1	1	1
135. Circle Graphs	1	1	1	1	1	1	1	1	1	1
136. Pictorial Graphs	1	1	1	1	1	1	1	0	0	1
137. Flannel Graphs	0	0	0	0	0	0	0	0	0	1
138. Contemporary Maps	1	0	1	0	1	1	1	1	0	1
139. Historical Maps	1	0	1	1	1	1	1	1	0	1
140. Survey Maps	1	1	1	0	1	1	0	0	1	1
141. Pictorial Maps	1	1	1	0	1	0	0	0	0	1
142. Topographical Maps	1	0	0	0	1	0	0	1	0	1
143. Outline Maps	1	0	0	0	1	0	0	0	0	1
144. Political Maps	1	1	1	1	1	1	0	1	1	1
145. Weather Maps	1	0	0	1	1	1	0	1	1	1
146. District Maps	1	1	1	1	1	1	1	1	1	1
147. State Maps	1	1	1	1	1	1	1	1	1	1
148. Country Maps	1	1	1	1	1	1	1	1	1	1
149. World Maps	1	1	1	1	1	1	1	1	1	1
150. Uniform	1	1	1	1	1	1	1	1	1	1
151. Badminton Court	1	0	1	1	1	1	1	1	1	1

152. Hockey Court	0	0	0	0	0	0	0	0	0	0
153. Basketball Court	0	0	0	0	0	0	0	0	0	0
154. Foot Ball Court	0	0	0	0	0	0	0	0	0	0
155. Throw Ball Court	1	1	1	1	1	1	1	1	1	0
156. Volley Ball Court	1	1	1	1	1	1	1	1	1	1
157. Cricket Court	0	0	0	0	0	0	0	0	0	0
158. Soft Ball Court	0	0	0	0	0	0	0	0	0	0
159. Baseball Court	0	0	0	0	0	0	0	0	0	0
160. Circle Game Court	0	0	0	0	0	0	0	0	0	0
161. Deep Frog Court	0	0	0	0	0	0	0	0	0	0
162. Kabaddi Court	1	1	1	1	1	1	1	1	1	1
163. Kho-Kho Court	1	1	1	1	1	1	1	1	1	0
164. Tennis Court	0	0	0	0	0	0	0	0	0	0
165. Badminton Equipment	1	0	1	1	1	1	1	1	1	1
166. Hockey Equipment	0	0	0	0	0	0	0	0	0	0
167. Basketball Equipment	1	0	0	0	0	0	0	0	0	1
168. Football Equipment	0	0	0	0	0	0	0	0	0	1
169. Ring tennis Equipment	1	1	0	1	1	1	0	1	1	0
170. Throw ball Equipment	1	1	1	1	1	1	1	1	1	1
171. Volleyball Equipment	1	1	1	1	1	1	1	1	1	1
172. Cricket Equipment	1	0	0	0	1	1	0	0	0	0
173. Softball Equipment	0	0	0	0	0	0	0	0	0	0
174. Baseball Equipment	0	0	0	0	0	0	0	0	0	0
175. Tennis Equipment	0	0	0	0	0	0	0	0	0	0
176. Gymnasium Equipment	1	1	1	1	1	1	1	1	1	0
177. Asanas	1	0	1	0	1	0	0	0	0	0
178. Yoga	1	0	1	0	1	1	0	0	0	0
179. First Aid Box	1	1	1	1	1	1	1	1	1	0

KN = Karvetnagar
 RC = Rayachoty
 KL = Kurnool
 NL = Nalgonda
 RR = Ranga Reddy

WL = Warangal
 MN = Mahaboob Nagar
 BP = Boyapalem
 MP = Mynampadu
 PP = Pallepadu

Educational Implications

The deficiencies in the physical and infrastructural facilities can be met over a period of time if the principal prepares institutional plan carefully every year and motivates the faculty to implement the different developmental activities effectively apart from requesting the government to provide necessary funds to meet the deficiencies. With constant and committed efforts of both the principal and the staff, the institution will certainly become a model and the beneficiaries will also offer their contribution to their Alma Mater.

It has been observed that majority of the DIETs do not have minimum physical and infrastructural facilities, laboratory equipment, furniture, necessary reference books and reports of various education commissions and committees but whether the available academic amenities are properly utilised is a fundamental question.

Thus, it is a two fold problem: non-availability and proper utilisation of the available amenities effectively. To satisfy the first aspect the management/governments should provide more funds to procure the needed equipment/books and reports. However, the second aspect is too serious to find easy solutions. It is here 'the commitment' on the part of the teacher educators and principals has to be revitalised to make use of the available facilities to the fullest extent possible and maximize the social returns of the public investment on these items. Of course, the NCTE and NCERT have been organizing a series of workshops and seminars to reorient the teachers and teacher educators to be committed at all levels.

Limitations of the Study

1. This investigation is limited to a small sample of 10 principals, selected from only ten DIETs. Future researchers may undertake studies with large sample covering all the DIETs of the state, so as to make generalisations with regard to the principals.
2. Similar studies may be undertaken on the DIETs in other states. A comparative assessment of the DIETs in different states may provide real insights into the problems in the field of teacher education.
3. The study has not included any institutional variables such as year of establishment, results produced, titles and awards obtained, etc. Such institutional variables may help us identify the variations between good and poor institutions. Studies in this direction may help us to improve the status of the teacher education further.

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ENROLMENT INFRA-STRUCTURE AND EDUCATIONAL FACILITIES - A CASE STUDY OF TEHSIL KULGAM

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Introduction

Education should not be regarded as a luxury. It is a necessity and rather a birth right of every human being. Education is very important for the progress of both individual and society and now it is regarded as a potent instrument for rapid and effective development through which the standard of living of people, their prosperity and security can be considerably improved. It furnishes the individual with basic knowledge and technical skills essential for work, productivity and economic survival. It attempts to bring the people out of false beliefs and superstitions. It does not only train people in the 3 R's but it is also helpful in developing health and favourable attitudes towards important issues in their lives. It serves as the base for the exercise of all rights and privileges of a citizen and also a pre-condition for the effective discharge of his duties. Children are the future generation of the nation. They are the beings on which a nation puts all of its hopes. Although in many countries they do not constitute a big portion of the population. Yet in many developing countries including India they constitute more than 40% of the population upto 14 years of age.

The holistic nature of child development viz; economic, social, moral, physical and emotional development. Primary education has received high priority and must be integrated with integrated child development service programmes. Universalization of elementary education has been one of the most important goals of educational development in India since independence "Article 45 of Indian constitution directly states that state shall endeavour to provide with a period of 10 years of the commencement of the constitution free and compulsory education to all children upto the age of 14 years. India which is a developing country can't afford to make education compulsory beyond first right years of schooling for its enormous population of 1000 million people. The elementary education in the formal stream, the non-formal education, correspondence education and national literacy mission all have the purpose of creating an awareness of rights, duties and responsibilities among the citizens of democratic India.

The most conspicuous failure of the Indian educational system has been the inability to implement the directive of article 45 of the constitution during the last five decades. India has also come late to its emphasis on elementary education

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compared with some countries, where focusing on elementary education has helped to achieve high economic growth with equity and sharply reduce poverty. Although a large share of school-age children in India enroll at the beginning of primary school, about 40 % drop-out before completing the cycle. Learning achievement is low. Despite progress in improving equity, gender and caste disparities persist in most education indicators. And as could be expected in a nation of India's size and diversity, there are wide variations between and within states in the efficiency and equity of elementary education.

The overall challenges for India is to sustain and deepen current reforms in elementary education in an era of fiscal adjustment and increasing administrative and political decentralization. Strategies for expanding and improving elementary education will need to be planned and managed locally to address the diverse constraints on primary education, with a sharper focus on cost-effectiveness. In India, elementary education is co-current responsibility of the central govt. and the states. In many states this responsibility is not adequately fulfilled, and elementary education is under-funded. To achieve national policy objectives in education, states will need to improve their fiscal performance and devote more resources to elementary education. And at least in the medium term, the central govt. will need to continue to support state efforts. An important challenge is to devise the most effective mechanism for this support. A lot of plans and projects have been and being implemented in our country with all hopes and aspirations which have not brought us to our expected destination. The quantitative aspect is still far from our reach & qualitative improvement is our desired dream. The national policy of education, 1986 and revised NPE, 1992 have laid stress on provision of elementary education for all children. This elementary education would not only compulsory but also be free and of reasonable standard. The ninth five plan envisaged Universalization of Elementary Education (UEE) or Universal Primary Education (UPE) for universalization of access, retention and achievement. In spite of all emphasis, we are not in a position to achieve our objectives by the end of 9th five year plan. Therefore, concerted efforts are being made towards goal of Universalization of Elementary Education. Access to schools is not longer a major problem, as at the primary stage 94% of our population are in schools within a distance of 1 km. Similarly, at the upper primary stage 84% of population have schools within a distance of 3 Kms. There are quite a few states where enrolment is not all satisfactory. These include Uttar Pradesh, Bihar, Rajasthan, Haryana, Jammu & Kashmir, Andhra Pradesh, Orissa and Sikkim. In these 9 states the gross enrolment ratio is still lower than the national average.

The hon'ble supreme court in its order in the Unnikrishnan case (1993) has declared education of children upto the age of 14 years to be a fundamental right. Significant strides have been made in this direction during the last decade and a survey conducted indicate that nearly 70 % of the 6-14 age-group children are attending schools.

1. Recruitment of teachers and provision of teaching learning material

- under the scheme of operation black board.
2. Construction of school buildings from rural development fund and also by DPEP to foreign assistance.
3. Provision of food grains under national programme for nutritional support for elementary education.
4. State-specific initiatives like Lok Jumbish, Shiksha Karmi, Amo school etc.
5. Experimental and innovative projects in the non-formal education sector for children out of school or dropped out of school.

Some area-specific externally-aided projects in the fields of primary education are also being implemented. Shiksha Karmi project (SKP) aims at universalization and qualitative improvement to elementary education in remote and socio-economically backward villages of Rajasthan with focus on girls. It identifies teacher absenteeism as a major problem in elementary schools and in inaccessible areas. Mobilization and participation of the community to improve elementary schools is an innovative people's movement for education. The census 2001 shows 65.38% literacy in the country. The goal of universal elementary education has not been realized by the end of present century. In India education upto 14 years of age is one of the most crucial concern. In the post independence era, a two pronged strategy has been started to combat ignorance, illiteracy and economic insecurity of the masses and also to ensure their increasing participation in their social and political life. The figures available on literacy rate indicates that there has been some success in an attempt of eradicating mass illiteracy but still a sizeable proportion of total population has not been benefited for the programme and as such dark clouds of illiteracy and ignorance are still existing over Indian humanity and posing a threat to the very social order which we had aspired to build after freeing ourselves from foreign occupations. In spite of this the conception of equal opportunities of education and education for all is turning in reality gradually particularly after the introduction of article 45 in the constitution of the country. The states of the country are engaged in the extra ordinary task of providing universalization of elementary education to all children in the age group of 6-14 years. An opportunity for promoting social justice through basic education. An effort at effectively involving the Panchayati Raj institutions, school management committees, village and urban Slum level education committees, parents' teachers' associations, mother teacher associations, tribal autonomous councils and other grass root level structures in the management of elementary schools. An expression of political will for universal elementary education across the country. A partnership between the central, state and the local government. An opportunity for states to develop their own vision of elementary education.

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6-14 age by 2010. there is also another goal to bridge social, regional and gender gaps, with the active participation of the

community in the management of schools. Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits. Sarva Shiksha Abhiyan (SSA) It provides a wide convergent framework for implementation of elementary education schemes. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

Need and Importance

The progress of education is an index of general, social and economic development of the country as a whole. Primary education plays an important role in laying the proper foundation of child's cultural, emotional, intellectual, moral, physical, social and spiritual development. Various studies have clearly demonstrated that countries which have made proper provision for elementary education are far ahead with those of inadequate provision. There has been a spectacular increase in elementary education during the post independence period. The number of primary schools increased from 476, 636 in 1978 to 529, 392 in 1986. the corresponding increase in upper primary schools was from 1,12,404 to 1,38,687. 94.6% of the rural population has schools within a walking distance of 1 km and 85.3 % of rural Population have an upper primary school within a walking distance of 3 km. out of total habitation 502,806 (51.36%) habitation covering (80.34%) rural population had primary schools. Elementary education is the most important stage of learning. It constitutes the bed rock supporting the whole edifice of education. It is absolutely essential that a strong foundation of education is given at this stage. Indian constitution promised to provide elementary education to all children. It still remains a distant dream due to dichotomy between concept exposition and implementation strategies. The NPE 1986 emphasized two aspects in this area namely i) universal provision, universal enrolment and universal retention of children upto 14 years and ii) substantial improvement in quality of education by making learning process as child based and activity centered. This document has for the first time talked about school facilities.

The NPE also provided a very alluring and useful scheme called Operation Black Board (OB) which was launched in 1987-88 with the aim of improving the human and physical resources in the primary schools. During the eighth five year plan the scheme was revised in 1993-94. as per the revised NPE, 1992 it sought to provide a 3rd class room and 3rd class teacher to primary schools where enrolment exceeds 100 students. It was also extended to cover teaching-learning equipment and additional teacher's to upper primary schools. The scheme was implemented through state governments with 100% assistance from the government of India towards payment of salary on additional teachers and provision of teaching-

learning materials.

Under the scheme of Operation Black Board (OB), construction of school buildings was the responsibility of state government. In consultation with the department of education, the ministry of rural areas and employment had worked out a formula to set aside funds for the construction of school buildings. According to this formula 48% of funds for construction was provided by the ministry of rural areas and employment under the Jawahar Rojgar Yojana (JRY) provided with the states raised 40% non-JRY and 12 % JRY state share. The JRY has been restructured by the ministry of rural development renaming the scheme as Jawahar gram Samridi Yojana (JGSY). Under the revised guidelines effective from April 1, 1999, the central assistance has been available on 75:25 basis for construction of school buildings under the Operation Black Board (OB).

The past experience on the adult and evaluation reports showed that the funds sanctioned for teaching-learning materials under the Operation Black Board (OB) scheme are laying unutilized in many schools. It was felt that to a large extent the above mentioned situation can be attributed to lack of sufficient flexibility and decentralized procurement and supply of teaching-learning materials. The state government's have been advised that the procurement of teaching-learning material should be decentralized as far as possible and quality control should be scrupulously followed. It was also suggested that the involvement of representatives of Panchayati Raj (PR) institutions, Village educational committees (VECs) and teachers in this process to ensure timely supply of quality materials. The scheme is expected to improve school environment, enhance retention and increase learning achievement of children by providing minimum essential facilities in all primary schools. The scheme seeks to bring both quantitative and qualitative improvement in primary education.

As the NPE 1986 and the revised NPE 1992 have envisaged universalisation of elementary education of a reasonable standard India took initiative in 1991 to lay down minimum level learning (MLL) for ensuring primary education of a good standard to be achieved at the primary stage. This new approach integrates different components of curriculum class-room transaction, evaluation and teacher orientation. The state governments have introduced MLL in most of their primary schools including local body and private schools. The district primary education programme (DPEP) has adopted MLL as a major strategy for improving quality of primary education. The national council of educational research and training (NCERT) has taken up an intensive curriculum review to meet the needs of excellence with equity. It is now been decided to upgrade MLL programme through institutional mechanisms in the whole country. State councils of research and training (SCERT) and district institutes of education and training (DIET) are now engaged in joint operation of the purpose. Curriculum revision, text book revision, teachers competency enhancement, training of teachers in the class room transaction are the major activities being undertaken most of the educationally backward states

have made their own need-based and local specific programmes by finding out their own resources for incurring loans from world bank or other lending agencies or getting financial assistance from various countries and agencies. The govt. of India has reviewed the existing elementary education schemes to provide flexibility of approach and for implementing UEE in a mission mode based on recommendations of the report of the committee of education ministers. All efforts are being made to implement a holistic and convergent approach like Sarva Shiksha Abhiyan (SSA) meaning education for all. Such a project would provide effective decentralized planning and community ownership of incentives in elementary education sector. It will also utilize cost-effective and local strategies for Universalization of Elementary Education. The SSA is to be launched for ensuring all children in the age group 6 – 14 years to be either in school or in an education guarantee centre or a 'Back to School Camp' by 2003. It has also been decided to ensure 5 years of primary schooling for every child in India by 2007 and 8 years of elementary schooling by 2010. In order to improve the quality of learning, curricular framework has been reviewed and recast to make it more relevant and to promote competency – based learning, work-education, value education and activity-based learning being facilitated through community ownership and effective monitoring by the elected Panchayati Raj and urban local body representatives of the municipality/corporation.

According to 2001 census the total population of India was 1,027, 105, 247 out of it 531, 227, 078 were males and 495, 738, 169 were females. Literacy rate among males was 75.85% and among females it was 54.28% thus the total literacy rate of India was 65.38%. The Jammu and Kashmir is one of the state of India. It lies in the North of India. The total population of the state was 10,069,917. out of this 5,300,574 were males and 4,769,343 were females out of this 65.75% males and 41.82% females were literate. Thus total literacy rate of Jammu & Kashmir is 54.46%. In the state of J&K District Anantnag has a total population of 1170013 and out of these figures 608,720 are males and 561,293 are females, literacy percentage among males is 55.56% and among females it is 31.51%. Thus the total literacy rate of district Anantnag is 44.10%. The literacy rate of rural areas in district Anantnag is 41.04% and those of urban areas is 61.50%.

In the light of above information the total literacy rate of Tehsil Kulgam is 42.33%. The literacy rate among males is 53.83% and among females is 30.09%. The rural literacy rate of Tehsil Kulgam is about 29.59% and that of urban is 59.01%. Thus in district Anantnag especially in Tehsil Kulgam major portion of the people are not in a position to read and write besides there are hundreds of children who have no access to primary education. The children are engaged in various child labour activities and there are thousands of children who are involved in various child labour centres. So it is the need to look into the grass root of district anantnag especially to Tehsil Kulgam to know the exact enrolment of the children at the age of 6 – 14 years respectively. Besides the investigator wants to know the

educational facilities of the schools. The data of the present investigation will be useful for policy makers and academicians of the country for making a concrete plan to provide the infrastructure and educational facilities to schools. Therefore, the investigator has formulated the topic for the present investigation.

Statement of the Problem:

The problem selected for the present investigation reads as under:

“Enrolment, Infra-structure and Educational Facilities - A case study of Tehsil Kulgam”.

Objectives of the Present Study:

The following objectives have been formulated for the present study:

1. To survey number of government and private elementary schools existing in Tehsil Kulgam.
2. To study extent of school going children in the age group of 6–14 years (sex wise and age wise) in elementary schools.
3. To study the infra-structure of elementary schools in terms of buildings, pucca, mixed, Kuchcha or rented buildings.
4. To study infrastructure in terms of equipments, teaching aids, chairs, matting, black-board, library and playground.
5. To study the number and qualification of teachers working in these schools.

Research is an activity directed towards the solution of a problem, characterized by systematic and logical enquiry aimed to develop generalizations, principles or theories that will be helpful in predicting future occurrences. Research is characterized by patient and unburied activity right from the identification of the problem to the last step of writing the research report. Research strives to be objective, unbiased, logical, applying every possible test to validate procedure employed, the data collected and the conclusions reached.

A research study is to be carried out as per a design formulated in anticipation. The present study is based on the survey method. The present investigator also formulated a data based information blanks to carry out the research. The details about the sample and tools employed for the purpose of data collection are as follows:-

Sample:

All the Elementary Schools functioning in Tehsil Kulgam and imparting education to the children between the age group of 6-14 years were taken as a sample for the present investigation. The total number of Elementary Schools were 113 and their enrolment was 26257.

The sample for the present study is shown as under:-

S. No.			Total enrolment		
			Male	Female	Total
1	Total Number of Elementary Schools	113	13132	13125	26257

Tools:

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

1. *Information Schedule:*

This was developed to find out the number of Elementary Schools existing in Tehsil Kulgam and their enrolment.

2. *Information Blanks:*

The information blank I was developed by the investigator and administered with the purpose to survey the number of Elementary School existing in Tehsil Kulgam and collect information with regard to school-going children (sex-wise, age wise and class-wise) in the age group of (6-14) years.

Information blank II was developed in order to get the right information about the infra-structure and number of teachers and their qualification in all elementary schools of Tehsil Kulgam.

Procedure

An information schedule was administered to the sample subject in order to find out the number of Elementary Schools existing in Tehsil Kulgam and also to find out their enrolment. Further the information blank I was developed and administered by the investigator to survey the number of Elementary schools existing in Tehsil Kulgam and collect information with regard to school going children sex wise and age wise in the age group of (6-14 years). Information blank II was administered to collect the information about the infra-structure and number of teachers and their qualification in all elementary schools of Tehsil Kulgam.

Statistical Analysis:

The data was analyzed by applying the percentage statistics. Graphic representation was also applied to the data. The details about statistical analysis is given in the chapter that follows.

Statistical Analysis and Interpretation Data:

In order to achieve the objectives formulated for the present study, the data collected was statistically analyzed by employing percentage statistics. The statistical analysis based on this technique has been presented in a tabular form as

per the following arrangements.

Table : 1

Showing the total no. and percentage of government and private elementary schools in Tehsil Kulgam.

Total No. of schools	No. of govt. schools	No. of private school
113	78	35
Percentage	69.02%	30.97%

The above table reveals the total no. of elementary schools existing in Tehsil Kulgam. It is evident from the table that total number of elementary schools is 113, among them 78 are government schools and 35 are private schools. The percentage of govt. schools is 69.02% and that of private schools is 30.97%.

Table : 2

Showing the number of children in age group of 6–14 years (sex wise & age wise) in elementary schools.

Total No. of children in elementary schools	Male	Female
26257	13132	13125
Percentage	50%	49.9%

Table: 4

Showing the number of elementary schools Tehsil Kulgam in terms of position of school buildings:

The above table reveals the total number of elementary schools in terms of their position. It is evident from the above table that the total number of elementary schools is 113 in which 5 are own kutchha, 22 are own mixed, 27 are own pucca, 90 are rented kutchha, 34 are rented mixed, 15 are rented pucca are 1 open air.

Total no. of schools	Position of school buildings						
	Own kutchha	Own mixed	Own pucca	Rented kutchha	Rented mixed	Rented pucca	Open air
113	05	22	27	09	34	15	01

Own kutcha	—	15.9 ^o
Own mixed	—	70 ^o
Own pucca	—	86 ^o
Rented kutcha	—	28.6 ^o
Rented mixed	—	108.3 ^o
Rented pucca	—	47.7 ^o
Open air	—	3.1 ^o

Table :- 5

Showing the infra-structure of elementary schools in terms of equipments:

No. of chairs	568
No. of black boards	806
No of play grounds	78
No. of libraries	82
Matting	21945 yards

The above table reveals the number of chairs, black-boards, play grounds, libraries and matting in all elementary schools existing in tehsil Kulgam. It is evident from the above table that the number of chairs is 568, no. of black-boards is 806, no. of play grounds is 78, no. of libraries is 82 and matting is 21945 yards.

Table: 6

Showing number and percentage of teacher's working in private & public elementary schools in Tehsil Kulgam.

Total number of teachers	No. of teachers in public schools	No. of teachers in private schools
711	524	187
Percentage	73.6%	26.3%

It is evident from the above table that the total number of teachers working in elementary schools is 711. among them 524 are working in public schools and 187 are working in private schools. The percentage of teachers working in public schools is 73.6% and those of working in private schools is 26.3%.

No. of teachers in public schools	—	265.3 ^o
No. of teachers in private schools	—	94.6 ^o

Table : 7
Showing the qualification of teachers working in elementary schools of Tehsil Kulgam.

Total no. of teachers	Qualification	No. of teachers	Percentage
711	Matric (10 th)	36	5%
	Twelth (12 th)	40	5.6%
	Under graduate	30	4.2%
	Graduate	249	35%
	Post graduate	52	7.3%
	B.Ed.	242	34%
	M.A/M.Sc./B.Ed.	62	8.7%

The above table reveals the total number of teachers working in private and public elementary schools in terms of their qualification. It is evident from the above table that the qualification of in terms of matric, twelth, under-graduate, graduate, post-graduate, b.ed and post graduate, B.Ed is 36, 40, 30, 249, 52, 242, 62 and their qualification percentage is 5%, 5.6%, 4.2%, 35%, 7.3%, 34% and 8.7.

Qualification of teachers		
Post-Graduate	—	26.3 ^o
Matric	—	18.2 ^o
Twelth (12 th)	—	20.2 ^o
Under-graduate	—	15.1 ^o
Graduate	—	126 ^o
B.Ed.	—	122.5 ^o
M.A/M.Sc./B.Ed.	—	31.3 ^o

Table
Showing total enrolment in zone Kulgam

No. of schools	Classes	Boys	Girls	Total
	1 st	289	176	465
	2 nd	276	195	471
	3 rd	280	177	457
	4 th	246	195	441
	5 th	310	201	511
	6 th	419	373	792

7 th	353	326	679
8 th	377	460	837
Total	2550	2103	4653
Percentage	54.8%	45.1%	

Table
Showing total enrolment in zone Dwosar:

No. of schools	Classes	Boys	Girls	Total
	1 st	332	299	631
	2 nd	330	285	615
	3 rd	296	287	583
	4 th	265	254	519
	5 th	281	208	489
	6 th	388	402	790
	7 th	365	410	775
	8 th	338	358	696
	Total	2595	2503	5098
	Percentage	50.9%	49%	

Table
Showing total enrolment in zone Qaimoh:

No. of schools	Classes	Boys	Girls	Total
	1 st	386	281	667
	2 nd	285	194	479
	3 rd	259	234	493
	4 th	264	226	490
	5 th	277	241	518
	6 th	417	450	867
	7 th	400	393	793
	8 th	326	342	668
	Total	2614	2361	4975
	Percentage	52.5%	47.4%	

Table
Showing total enrolment in zone Yaripora:

No. of schools	Classes	Boys	Girls	Total
	1 st	161	139	300
	2 nd	172	159	331
	3 rd	162	176	338

4 th	159	147	306
5 th	171	153	324
6 th	229	274	503
7 th	245	299	544
8 th	266	275	541
Total	1565	1622	3187
Percentage	49.1%	50.8%	

Table
Showing total enrolment in zone Chawal Gam:

No. of schools	Classes	Boys	Girls	Total
	1 st	125	175	282
	2 nd	125	226	351
	3 rd	131	185	316
	4 th	125	153	278
	5 th	107	136	243
	6 th	188	334	522
	7 th	191	269	460
	8 th	235	215	450
	Total	1227	1675	2902
	Percentage	42.2%	57.7%	

Table
Showing total enrolment in zone D.H.Pora.

No. of schools	Classes	Boys	Girls	Total
	1 st	300	291	591
	2 nd	290	370	660
	3 rd	387	378	765
	4 th	257	292	549
	5 th	310	265	575
	6 th	520	406	926
	7 th	331	350	681
	8 th	380	315	695
	Total	2775	2667	5442
	Percentage	50.9%	49%	

Table
Showing total enrolment in Tehsil Kulgam:

No. of schools	Classes	Boys	Girls	Total
	1 st	1593	1361	2954
	2 nd	1478	1429	2907
	3 rd	1515	1437	2952
	4 th	1316	1267	2583
	5 th	1456	1204	2660
	6 th	2161	2239	4400
	7 th	1885	2047	3932
	8 th	1922	1965	3887
	Total	13326	12931	26257
	Percentage	50.7%	49.2%	

In the light of the results discussed above, it has been found that the literacy rate of tehsil Kulgam is 42.33%. The literacy rate among males is 53.83% and among females it is 30.09%. The rural literacy rate of tehsil Kulgam is about 29.59% and that of urban is 59.01%. Thus the analysis and interpretation of results reported in proceeding pages indicate that in tehsil Kulgam the total number of private and public elementary schools is 113. Among them 78 are public schools and 35 are private schools. The percentage of public schools is 69.02% and that of private schools it is 30.97%.

Similarly, the analysis revealed that the extent of school going children in the age group of (6-14) is 26257. Among them 13132 are males and 13125 are females. The percentage of male students is 50% and that of female students is 49.9%.

In terms of position of school buildings it was found that only 5 schools have been kutcha buildings, 22 own mixed, 27 own pucca, 09 rented kutcha, 34 rented mixed, 15 rented pucca and only 01 open air.

In terms of equipment of elementary schools the infra-structure was revealed that there were 568 chairs, 806 black boards, 78 play grounds 82 libraries and 21945 yards of matting in all public and private elementary schools of tehsil Kulgam.

In terms of number and percentage of teachers working in elementary schools of tehsil Kulgam it was found that the total number of teachers was 711 among them 73.6% were working in public schools and 26.3% were working in private schools.

In terms of qualification of teachers it has been found that 5% teachers were matriculate, 5.6% were 12th pass, 4.2% were under-graduate, 35% were graduate, 7.3% were post-graduate, 34% were B.Ed. and 8.7% were M.A./MS.c./B.Ed.

Finally in terms of number of schools and their enrolment in tehsil Kulgam it has been found that the total number of elementary schools existing in tehsil Kulgam

is 711 and their enrolment is 26257 among them 50.7% were male students and 49.2% were female students.

Suggestion:

The following suggestions were recommended by the present investigator.

Suggestions for Improvement

1. More Primary Schools should be established to enroll more beneficiaries.
2. Vigorous efforts should be made to increase the enrolment of students at the primary and upper-primary levels of education.
3. Various incentives like scholarships, free-uniform, books etc. should be provided to school children to motivate them for education.
4. Quality of Education to all Elementary school students should be increased so that learning will be improved and transition rates from Primary Education to Upper Primary Education will increase.
5. Training Should be given to teacher's so that they will become able to motivate the students towards their studies.
6. The infra-structure and other school facilities should be provided to all Primary Schools so that the students will develop interest towards their studies.
7. There should be the availability of school buildings and well decorated class rooms for both teacher's as well as students.
8. There should be an interaction programme between the teacher's and parents of students so that the parents may develop keen attention towards the studies of their children.
9. The equipments like chairs, Black Boards, Models, Charts, Matting etc. should be provided to all Primary Schools for effective teaching and learning process.
10. recruitment of suitably qualified staff should be provided at Primary Education for effective teaching and learning process.

Suggestions for Further Research

1. The present study may be replicated on a large sample covering the entire district.
2. A study may be undertaken to analyze the problems of elementary education.
3. A survey may be conducted to analyze the scheme of primary education with reference to aims, objectives and curriculum.

An indepth study may be undertaken to analyze the problems of school-going and non-school-going children.

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VOCATIONAL INTERESTS OF RURAL AND URBAN SECONDARY SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT

*M. I. Mattoo

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Introduction

Since the beginning of time occupational knowledge and manual skill have, in one form or another, been transmitted from man to man and from generation to generation. This transmitting process, whatever is its form or organization, has developed into the educational process that has now given rise to expansions and developments of what may be termed as vocational education. In its broad sense, vocational education becomes that part of the total experience whereby man learns to carry on a gainful occupation proficiently and efficiently. The term "Vocational Education" is meant to cover both unorganized and organized methods of transmitting knowledge, skills and competence. A vocational selection is needed on account of individual differences in occupations. So we can say that vocational interests are nothing but the choice of decision making for a particular job and the final selection and preparation of it depends on many factors. These factors are: education, level of intelligence, interests, economic status and other factors. However, it has been observed that academic achievement is the most important determinant of vocational interest of student.

Academic Achievement has been defined by Trow (1956) as:

"Knowledge attained ability or degree of competence in school tasks usually measured by standardized tests and expressed in grade or unit based of pupil performance".

Attempts have been made to study career choices of students in relation to intelligence, scholastic achievement and creativity (Martin, 1975; Randhawa, 1977; Tulsi, 1985; Mattoo, 1994; Hmingthanzuala, 2001 and Tylor, 2004). Career choices of students in relation to locality, sex and personality factors have also been the interest of researchers (Bell, 1938; Pangotra, 1965; Pandey, 1975; Mohan, Sujata and Banath, 1986; Sujata, 1988). The findings of these research studies have been found to be of divergent nature, as some found that locality has no effect on the vocational preferences of the students (Bell, 1938; Mohan, 1986; Sujata, 1988). While

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some researchers have found that students, irrespective of their residential status, have similar preferences so far as their career choices are concerned.

Objective of the Study

The objectives of the study were as under:

- 1) To find and compare the vocational interests of the students on rural and urban background.
- 2) To find and compare the academic achievement of rural and urban secondary students.

Hypotheses of the study

In the light of the objectives given above, following hypotheses were framed:

- 1) Rural and urban students differ significantly in their vocational interests.
- 2) Rural and urban students differs significantly in their academic achievement.

Design of the Study

The study was conducted on a sample of 600 students (300 rural and 300 urban), selected randomly from 20 high and higher secondary schools of Srinagar district of Kashmir province. The age group of the subjects ranged from 16 to 17 years. The sample subjects were students of 10th grade.

Tools

The following research tools were used for the collection of data:

- 1) Non-language Preference Record by Chatterji (1966):

This test covers ten-interest areas viz.: -

- | | | |
|---------------|----------------|----------------|
| a) Fine arts, | b) Literacy, | c) Scientific, |
| d) Medical, | e) Agriculture | f) Technical, |
| g) Crafts, | h) Outdoor, | i) Sports and |
| j) Household. | | |

- 2) Academic achievement in the present investigation has been the mean considered as percentage of Annual examination marks of the sample students in two consecutive examinations.

Data Analysis:

The information obtained from the collected data was put to suitable statistical analysis by computing percentages. Besides, 't' was used to find out the significant mean differences on the basis of residence and academic achievement. This is shown in the table 1.1.

Table 1.1:
Comparison of Rural and Urban Students on fine Art (N = 300 each).

Group	\bar{X}	SD	SE _M	SE _D	't' value
Rural	24.14	5.40	0.31	0.38	5.65**
Urban	26.29	4.59	0.26		

**Significant at 0.01 level

Table 1.1 shows that students with (Rural & Urban) background differ significantly on fine art. The 't' value on fine art is came out to be 5.65 which is significant at 0.01 level of significance. It can be inferred that urban students are more interests in fine arts than rural students.

Table 1.2:
Comparison of Rural and Urban Students on literary Area (N = 300 each).

Group	\bar{X}	SD	SE _M	SE _D	't' value
Rural	30.7	9.76	0.56	0.75	0.44**
Urban	31.03	8.93	0.51		

** Not significant

Table 1.2 reveales that rural and urban students do not differ significantly in literary area. The 't' value came out to be 0.44 which is not significant. It can be inferred that both the groups have literary interests to an equal extent.

Table 1.3:
Comparison of Rural and Urban Students on Scientific Area (N = 300 each).

Group	\bar{X}	SD	SE _M	SE _D	't' value
Rural	33.63	4.89	0.28	0.47	8.21**
Urban	29.77	7.23	0.41		

** Significant at 0.01 level

A perusal of table 1.3 reveals that rural and urban students differ significantly on scientific area. The obtained 't' value on scientific area of interest cam out to be 8.21, which is significant at 0.01 level of confidence. It can be inferred that Rural students have aptitude towards scientific activities.

Table 1.4:

Comparison of Rural and Urban students on Medical area of vocational preferences (N = 300 each).

Group	\bar{X}	SD	SE _M	SE _D	't' value
Rural	26.21	4.09	0.23	0.60	8.65**
Urban	31.40	9.91	0.57		

** Significant at 0.01 level

Table 1.4 indicates that rural and urban group of subjects differ significantly on medical area of interest. The obtained 't' value on medical area came out to be 8.65 which is significant at 0.01 level of significance. It is inferred that urban subjects have mere inclination towards medicine interest.

Table 1.5:

Comparison of Rural and Urban students on Sports area (N = 300 each).

Group	\bar{X}	SD	SE _M	SE _D	't' value
Rural	22.46	6.14	0.35	0.52	6.48**
Urban	25.83	7.14	0.41		

** Significant at 0.01 level

It is evident from table 1.5 that students having different residential status (Rural / Urban) differ significantly on sports area of interest. The calculated 't' value in this area came out to be 6.48, which is significant at 0.01 level of significance. It is concluded that urban people have more inclination towards sports than rural subjects.

Table 2.1:

Comparison of rural and urban students on Academic Achievement (N = 300 each)

Group	\bar{X}	SD	SE _D	't' value
Rural	58.34	10.09	1.12	1.10**
Urban	57.10	16.37		

**Not significant

It is inferred from table 2.1 that rural and urban students do not differ with respect to academic achievement. The obtained 't' value came out to be 1.10, which is not significant. It can be inferred that both Rural & Urban subjects are more or less similar with regard to Academic Achievement.

Conclusions and Suggestions

A. Conclusions

1. Urban group of subjects as compared to rural ones have an inclination towards fine arts, literary, medical and sports activities. These findings

- are in line with the research findings with the research findings. (Ahmad, Raheem and Hassan, 2003; Hmingthanzuala, 2001; Sujata, 1988).
2. Rural group of subjects has been found to have the greater tendency in the preference areas like scientific profession. The results are in line with the findings of the researches in this field. Sharma, (1975); Reddu, (1974); Grewal, (1971).
 3. It is concluded that residential background does not differentiate the subjects with respect to their academic achievement.

B Suggestions

1. The present study be conducted on a large sample (at state level).
2. A study on gifted students in rural and urban settings can also be undertaken.

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JOB SATISFACTION AND MENTAL HEALTH OF TEACHER EDUCATORS IN DISTRICT SRINAGAR

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Introduction

Teaching has always been considered as indispensable for the preservation and development of the intellectual life and civilization of mankind. The accumulated knowledge and experience of human race is passed from one generation to another, largely through teaching. While commenting on the status of teacher, the education commission (1964-66) states, "of all the different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant. Nothing is important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully affective at the heart and core of educational process is the teacher." It has rightly been said that, "No nation can rise above the level of its teachers." The status of the teacher reflects the Socio-cultural ethos of a society. The very foundation of our social order rests upon the ideas, attitudes & actions of the citizens who are trained within the classroom

The person who is genuinely motivated towards teaching feels that he has a mission in life. He wants to contribute something to the betterment of humanity which ultimately gives him mental satisfaction. The truly motivated teacher knows that he can help accomplish this through the proper type of teaching. He considers teaching as an opportunity and as a challenge. A truly motivated teacher knows how to draw out the best in mind, body and spirit in the child. We envision teacher as a counselor and a mental health facilitator. For the development of society in the scientific competitive age, it is the teacher, who can inculcate mental hygiene traits among his students when he is himself mentally healthy.

Job satisfaction of teachers is very complex and comprehensive phenomena. It may be defined as how much a teacher is adjusted in his work because adjustment in his work which is directly related to mental health is more overt and more easily manipulated, while satisfaction is cover- and being less visible aspect of teacher's makeup. In their studies Kalaridhi (1965), Teigad (1966), Neid and etal (1967) , Yee (1968), Bhogle (1970) & Aron (1972) found that the teachers well satisfied to their profession

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and have favourable attitude towards their job were found to be more successful in teaching.

In the field of Education, a little research has been conducted on job satisfaction and mental health of teachers. Studies on the job satisfaction of various teachers reveal interesting contradictions. The present study has been conducted with the intention that job satisfaction of teacher-educators has an impact on mental health.

Statement of the problem

“A study of Job satisfaction and Mental health among Teacher Educators in District Srinagar”

Operational definition of variables

Job satisfaction :

Scores obtained by the administration of S.P. Anand's job satisfaction scale.

Mental Health:

Scores obtained and analyzed by the administration of Mental health scale prepared by Regional Institute of Education, Mysore.

Objectives:

The following objectives have been formulated for the purpose of study

- 1) To identify job satisfied/ Job- dissatisfied teacher educators.
- 2) To measure the mental health of Job- satisfied/ Job- dissatisfied teacher educators.
- 3) To compare Job- satisfied/Job- dissatisfied teacher educators on various dimensions of mental health.

Sample

All the teacher educators working in various teacher-education institutions in District Srinagar, were selected as a sample for the present study on the basis of purposive sampling.

Tools

- 1) Information Blank
- 2) Dr. S. P. Anand's Job-Satisfaction scale.
- 3) Mental health scale prepared by Regional Institute of Education (Ajmer).

Table I
Showing total number of Job- satisfied/Dissatisfied Teacher Educators

Number of Job- satisfied teacher educators	Number of Job-desatisfied teacher educators	Total
39	33	72

Table 1 clearly indicates that out of 72 teacher-educators, 39 were identified as satisfied and 33 were identified as Job-dissatisfied teacher educators, on the basis of scale prepared by Dr. S. P. Anand. As per the scale teacher educators scoring 80 and above are considered to be satisfied and those who score below 80 are considered as Job-dissatisfied.

Table-II
Shows significance of difference between Job- satisfied/dissatisfied Teacher Educators

Group	N	M	S.D	t.Value	Level of Significance
Job- satisfied Teacher Educators	39	87.38	6.34	13.89	Significant at 0.01 level
Job- dissatisfied Teacher Educators	33	71.82	6.38		

Table II clearly shows that job satisfied teacher educators differ significantly from job-dissatisfied teacher educators. The value of 't' obtained is 13.89 which is significant at 0.01 level.

Table-III
Shows significance of difference between Job- satisfied/dissatisfied Teacher Educators with regard to their mental health

Group	N	M	S.D	t.Value	Level of Significance
Job- satisfied Teacher Educators	39	172.45	27.39	7.53	Significant at 0.01 Level
Job-dissatisfied Teacher Educators	33	145.11	14.14		

Table III clearly shows that the teacher-educators who are highly

satisfied with their jobs differ significantly from those who are dissatisfied with their job with regard to their mental health. The value of 't' obtained is 7.53 which is significant at 0.01 level. It indicates that Job-satisfied teacher educators are mentally healthy than Job- satisfied Teacher Educators.

Table-IV

Shows significance of difference between Job- satisfied/dissatisfied Teacher Educators on the dimension of 'self concept'

Group	N	M	S.D	t.Value	Level of Significance
Job- satisfied Teacher Educators	39	19.67	6.42	8.27	Significant at 0.01 level
Job-dissatisfied Teacher Educators	33	14.21	3.70		

Table IV clearly shows that the teacher-educators who are highly satisfied with their jobs differ significantly from those who are dissatisfied with their job with regard to their 'self concept'. The value of 't' obtained is 8.27 which is significant at 0.01 level. It indicates that Job-satisfied teacher educators are having higher 'self concept' than Job- dissatisfied Teacher Educators.

Table-V

Shows significance of difference between Job- satisfied/dissatisfied Teacher Educators on the dimension of 'concept of life'

Group	N	M	S.D	t.Value	Level of Significance
Job- satisfied Teacher Educators	39	31.68	7.50	3.26	Significant at 0.01 level
Job-dissatisfied Teacher Educators	33	25.71	6.32		

Table V clearly shows that the teacher-educators who are highly satisfied with their jobs differ significantly from those who are dissatisfied with their job with regard to their 'concept of life'. The value of 't' obtained is 3.26 which is significant at 0.01 level. It indicates that Job-satisfied teacher educators have positive concept of life where as Job- dissatisfied Teacher Educators have negative concept of life and therefore, more frustrated/

Table-VI

Shows significance of difference between Job- satisfied/dissatisfied Teacher Educators on the dimension of 'perception of self amongst others'

Group	N	M	S.D	t.Value	Level of Significance
Job- satisfied Teacher Educators	39	45.01	6.38	4.16	Significant at 0.01 level
Job-dissatisfied Teacher Educators	33	39.73	7.18		

Table VI clearly shows that the teacher-educators who are highly satisfied with their jobs differ significantly from those who are dissatisfied with their job with regard to their 'perception of self amongst others'. The value of 't' obtained is 4.16 which is significant at 0.01 level. It indicates that Job-satisfied teacher educators have higher perception of self amongst others than Job- dissatisfied Teacher Educators.

Table-VII

Shows significance of difference between Job- satisfied/dissatisfied Teacher Educators on the dimension of 'perception of others'

Group	N	M	S.D	t.Value	Level of Significance
Job- satisfied Teacher Educators	39	25.21	5	5.63	Significant at 0.01 level
Job-dissatisfied Teacher Educators	33	22.45	3.56		

Table VII clearly shows that the Job-satisfied teacher-educators differ significantly from the Job-dissatisfied teacher educators with regard to their 'perception of others'. The value of 't' obtained is 5.63 which is significant at 0.01 level. It indicates that Job-satisfied teacher educators have higher 'perception of others' than Job- dissatisfied Teacher Educators.

Table-VIII

Shows significance of difference between Job- satisfied/dissatisfied Teacher Educators on the dimension of 'personal adjustment'

Group	N	M	S.D	t.Value	Level of Significance
Job- satisfied Teacher Educators	39	23.92	4.74	4.86	Significant at 0.01 level
Job-dissatisfied Teacher Educators	33	20.03	6.02		

Table VIII clearly shows that the teacher-educators who are job-satisfied differ significantly from the job-dissatisfied teacher educators with regard to their 'personal adjustment'. The value of 't' obtained is 4.86 which is significant at 0.01 level. It indicates that Job-satisfied teacher educators have higher personal adjustment than Job- dissatisfied Teacher Educators.

Table-IX

Shows significance of difference between Job- satisfied/dissatisfied Teacher Educators on the dimension of 'Record of achievement'

Group	N	M	S.D	t.Value	Level of Significance
Job- satisfied Teacher Educators	39	28.86	8.43	3.12	Significant at 0.01 level
Job-dissatisfied Teacher Educators	33	23.36	7.51		

Table IX clearly shows that the teacher-educators who are highly job-satisfied differ significantly from the job-dissatisfied teacher educators with regard to their 'Record of achievement'. The value of 't' obtained is 3.12 which is significant at 0.01 level. It indicates that Job-satisfied teacher educators have higher 'Record of achievement' than Job- dissatisfied Teacher Educators.

Conclusions and Suggestions

Conclusions:

The present study was designed to collect and analyze data on job satisfaction in relation to various dimensions like, mental health, self concept, concept of life, perception of self amongst others, perception of others, personal adjustment and

record of achievements of teacher educators in all teacher training institutions of District Srinagar.

Nearly 150 questionare were distributed among teacher educators and only 72 were collected back along with the responses.

The present study has been administered with the help of Dr., S. P. Anand's job satisfaction scale and mental health of teachers assessed by Regional Institute of Education, Ajmer (R.I.E), which were used as tools. The present investigation on job-satisfied in relation to mental health of teacher educators has led to the following conclusions and suggestions:-

- i) Job-satisfied teacher educators are mentally healthy than Job-dissatisfied teacher educators.
- ii) Job-satisfied teacher educators have been found significantly better than Job-dissatisfied teacher educators on the basis of different dimensions of mental health like:-
 - o Self-Concept
 - o Concept of Life
 - o Perception of Self Amongst Others
 - o Perception of Others
 - o Personal Adjustment
 - o Record of Achievements
- iii) Adjustment in job has an impact on Job-satisfaction.

The investigation reveals that if a person who is genuinely motivated towards teaching profession feels that he has a mission in life and wants to contribute something to the betterment of humanity which ultimately gives him mental satisfaction.

To conclude, it is the need of the day to uplift the standard of teacher education programme so that the students are motivated more and more towards teaching profession and they are not primarily interested in other professions or occupations and take courses in education as insurance or something to fall back on.

Suggestions:

- i) Job-satisfaction should be studied in relation to other factors like need achievement, vocational interest and level of aspiration.
- ii) A job-satisfaction scale should be constructed locally for better results.
- iii) Comparative research studies upon the status of Teacher education in various Divisions and Districts should be conducted at state level.
- iv) To conduct action research related to various problems existing in the field of teacher education programme.

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PHYSICAL DEVELOPMENT OF ELEMENTARY SCHOOL STUDENTS IN KASHMIR

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Abstract

The present study was carried out to assess the physical development of elementary students of the age 10+ and 13+ years & the availability of physical facilities. A sample of 1440 students from 66 schools were selected randomly from the six districts of Kashmir valley. The method adopted for assessment of physical growth was anthropometry and tools used were weighing machine and measuring tape. A checklist was used to examine the facilities available in sample schools. The Anthropometric Measurement Analysis of elementary school students depicted that the height, weight, chest circumference of boys & girls of the age 10+ & 13+ years was found to be lower than the AIIMS Norms which clearly shows that the boys and girls enrolled in Government Schools do not satisfy the prescribed criteria of physical fitness. The results also indicated that least attention is being given to physical activities in Government schools. The area-wise analysis have shown that the semi-urban students were having relatively good facilities with regard to physical activities followed by rural students while as urban students were having minimum facilities in their schools.

Key words: Elementary Students, Anthropometry, School, Physical facilities, Kashmir.

Introduction

The future of any nation depends upon the sound development of Children. As Wordsworth has also said 'Child is the Father of Man'. For construction of civilized, cultural and happy society, we have to educate and train our children properly because tomorrow they would take the nation towards prosperity. The Development of Child has emerged as an important area of scientific work. As children are by nature playful and happy. They are full of vigour and joy. They express and enjoy themselves through play. They reach out to the world in a constant act of discovery through play and activities making the environment a part of their life. That is why; play is regarded as a creative and developing process of the child and finds an important place in various educational systems for children. In group activities and friendly interactions they can learn many

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things which supplement the classroom teaching. Unfortunately, education to young children is becoming more imposing and constraining; consequently, the teaching-learning process is falling to achieve the desired objectives; there is more wastage and stagnation; there are more dropouts the truants. Therefore attempts should be made to do away with these short comings and deficiencies by utilising various media and materials in schools. It can be minimised by adopting play way method. Educational plays and games will help making school activities more meaningful and interesting. Effort should be made to locate talent among boys and girls and facilities should be provided to enable them to develop their capacities and attain national and international standards of excellence, in sports. Practical knowledge for maintaining one's health and physical fitness should be given at all stages. Teachers should prepare them with a view to developing in children concepts of number, colour and form, improving language and motor skills as well as health habits. Physical exercises, games and sports, recreative activities and other big muscle activities involving individual and group practices enable one to gain efficiency in action, a sound health, pleasing manners, pleasant character and such other desirable qualities that in turn aid to develop a sound mind.

Physical education is the sum of those experiences which come to the individual through movement. The modern concept of physical education is to provide physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership, obedience to rules, moderation in victory, and balance in defeat. It is a great factor in the mental hygiene of the students. According to Froebel, "If we wish to develop the whole being, we must exercise the whole human being."

Charles A. Bucher says, "Physical education is an integral part of the total education process and has its aim the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes". Physical education means to enable the child to have total physical growth and development to lead a happy and prosperous life as an adult member of the community. However, physical education is considered as that part of all education which proceeds by means of or predominantly through physical activities.

Research Overview

On Physical Education, various studies have been carried out (Griggs, 2007; Subramaniam & Silverman, 2007; Cale & Harris, 2006; Yu, et al., 2006; Ziang et al., 2006; Chen, 2005; Wilkins, 2003; Towers, 1997; Newman, 1996; Sidhu, 1992; Mahajan, 1987). Anthropometry has been carried out by (Lars Jerdén et al. 2007; Thurber et al. 2007; Culp, 2006; Mukudi, 2003; Shabnum, 2003; Parvaiza, 1986; Humaira, 1983) Some studies related to Physical

Teacher were (Hager & Beighle, 2006; Humphries & Ashy, 2006; Larson, 2006). Socially Useful Productive Work (SUPW) has been assessed by (Meier *et al.*, 2006; Kalani, 1995; Brahmhatt & Indira, 1994). Few studies deal with **Extracurricular Activities** (Dumais, 2006; Pellegrini & Davis, 1993). Two studies were on **Recess Time** (Tyler, 2000; Butcher, 1999) **Health Education** was discussed by (Verghese, 1991).

Griggs (2007) argued that to create a more successful model of physical education there needs to be a shifting of priorities & resources into the primary sector and the creation of a 'bottom-up' model, rather than continue to pursue policies that are 'top-down' in nature. The recent study by **Subramaniam & Silverman (2007)** reported that students had moderately positive attitudes toward physical education. **Cale & Harris (2006)** revealed that school-based physical activity interventions can be effective & achieve a range of positive outcomes, suggesting that teachers' efforts to promote physical activity through physical education programmes can indeed be worthwhile. **Yu *et al.* (2006)** have showed that physical activity level was quite an independent entity that was related neither to academic achievement nor school conduct. In the study of **Ziang *et al.* (2006)**, it was reported that teachers and students had different views of "good" students in primary physical education. **Chen (2005)** observed that professional development plays a paramount role in equipping teachers with the knowledge & skills necessary for implementing the Standards in practice. The findings of the study **Wilkins *et al.* (2003)** do not support the notion that a reduced time allocation to art, music, & physical education is related to higher test scores. **Towers (1997)** reviewed the literature and reported that the school play has gained serious recognition only in the last decade; that recognition generally falls into two camps, the romantic view (emphasizing what children learn & enjoy at playtime) and the problematic view (emphasizing issues such as bullying, disruptive behavior, & gender inequalities). **Newman (1996)** found that teachers from rural areas provided more play time than teachers from suburban areas, who in turn provided more play time than teachers in urban areas. **Sidhu (1992)**, found that intelligence, self-esteem & environmental facilities contribute towards the professional competence of physical education teachers, but not emotional maturity. **Mahajan (1987)** found that the physical education course in Nepal is an optional subject due to lack of sports facilities, classes are overcrowded, schools have inadequate playground facilities and there was a financial crunch. **Lars Jerdén *et al.* (2007)** concluded that implementation of a personal health document in junior school health education was feasible and well accepted. **Thurber *et al.* (2007)** highlighted the particular strengths of camp as an educational institution and social movement and suggested that different variations of summer camp can provide potent developmental experiences. **Culp, B. (2006)** examined similarities and differences between

classroom and the gymnasium. The comparisons demonstrated that management of the Physical Environment in the classroom and gymnasium share many of the same qualities. In the study of **Mukudi, E. (2003)**, education was found to have a direct effect on the weight dependent anthropometric measures and an indirect effect on the long-term measure of nutritional status. **Shabnum A. (2003)** concluded that due to lack of awareness among most of the parents, their children were suffering from various deficiency disorders. **Parvaiza (1986)** found that the mean height & weight of girls in all age groups (5-10 years) was less than the ICMR standard, except in the age of 6 & 7. **Humaira M. (1983)** found that the personal hygiene of 75% of girls studying in Govt. School was found to be unsatisfactory & the medical checkup was not held in Govt. schools. The study of **Hager & Beighle (2006)** led to the conclusion that with some creativity & hard work, physical educators can make parental involvement an integral part of a quality physical education program. **Humphries & Ashy (2006)** revealed that physical education specialist is needed for the implementation of physical education. The results of **Larson (2006)** have suggested that numerous opportunities for physical education teachers to exhibit caring exist, that students notice attention provided by teachers. **Meier, DiPerna & Oster (2006)** found that cooperation & self-control skills were viewed as being more important than assertion skills. **Kalani (1995)**, discussed that the teaching of the subject of Work Experience is not being implemented in accordance with the national guidelines due to lack of specially trained teachers ; lack of proper planning; non-availability of funds and not being considered as an essential subject. **Brahmbhatt & Indira (1994)**, critically evaluated the programme of SUPW & derived the conclusion that the main activities covered were craft/paper work, sewing, gardening, carpentry, spinning & weaving, agriculture, chalk, clock repairing, wire knitting, etc. In the study of **Dumais (2006)**, it was assessed that the number of activities in which students participate affects their gains in reading achievement test scores but does not affect gains in math achievement test scores. Dance lessons, athletic activities, & art lessons, in particular, affect one or more of the dependent variables. **Pellegrini & Davis (1993)** found that social behaviour at playtime & post-playtime attention to seat work was significantly related. **Tyler (2000)** has argued that recess has educational & social values and should not be eliminated from the school day. **Butcher (1999)** revealed that recess serves as a prime example for enhancing social work intervention opportunity in schools. **Verghese (1991)** found a significant association between health status, achievement & intelligence.

From the above cited studies, the investigator felt that there is a need to conduct a study on the availability of physical facilities and the anthropometric measurement of elementary school students in Kashmir

valley.

Objectives

The objectives of the presents study were framed as under:

1. To measure the physical growth of learners;
2. To compare the Anthropometric Measurement of boys and girls in relation to AIIMS Norms
3. To examine the availability of facilities for Physical exercise, Sports & Games, Work experience and Socially Useful Productive Work (SUPW) in the sample schools.
4. To compare the physical facilities available among rural, urban and semi-urban schools.

Sample

For the present study, 1440 elementary school students from 66 schools constituted the sample. Out of six districts of Kashmir Valley, 89 Educational Zones were identified from which 50% of the Educational Zones viz., 45 were selected randomly. From each zone, 32 students of the age 10+ and 13+ years (16 from each age group) were selected randomly making the total of 1440 students.

Method Used

Following checklists were used for the present study:

i. Checklist for Anthropometric Measurement

Anthropometry deals with comparative measurements of the body. These are the most frequently used for screening children since various body measurements made under controlled conditions can give important clues to nutritional status. In order to find out the anthropometric measurement of school going children at the age of 10+ and 13+ years enrolled in sample Govt. schools of Kashmir Valley, a checklist was developed. An attempt was made to measure the physical growth of the children e.g., body weight, height, chest circumference, mid-arm circumference and head circumference. The instrument used were weighing machine & measuring tape.

ii. Checklist for Availability of Physical Facilities

A checklist was developed to assess the availability of facilities for Physical Exercise, Sports & Games, Work experience & Socially Useful Productive Work (SUPW) in Schools.

Statistical Analysis & Interpretation

The physical development of elementary students and availability of facilities for physical education has been shown under the following sub-

heading:

1. Anthropometric Measurement of boys and girls in relation to AIIMS Norms;
2. Overall and Area-wise Percentage of Facilities available for Physical Activities

1. **Anthropometric Measurement of boys and girls in relation to AIIMS Norms:**

The following table shows physical development viz., Height, Weight, Chest Circumference, Mid-arm Circumference & Head Circumference of 5th & 8th Grade Students of the age 10+ & 13+ years of the sample schools of Kashmir Valley. The assessment of growth and development is based on the norms worked out by All India Institute of Medical Sciences (AIIMS). (Source: Essential Pediatrics - Third Edition by Ghai, O. P., Formerly Dean, All-India Institute of Medical Sciences, New Delhi at P.No.:5)

Table 1.1. Showing Anthropometric Measurement of boys & girls (10+ years) & its comparison with AIIMS Norms

Anthropometric Measurement	Boys	AIIMS Norms	Girls	AIIMS Norms
Height (cm)	128.75	134.00	130.26	135.30
Weight (kg)	25.75	27.50	25.58	27.50
Chest Circumference	60.06	62.00	59.47	60.70
Mid-Arm Circumference	17.19		17.29	
Head Circumference	52.00	-	51.47	-

The above table shows the physical development comparison of boys and girls with the AIIMS Norms. For boys (10+ years), the obtained mean values for height, weight, & chest circumference were 128.75, 25.75 & 60.06 as against AIIMS Norms of 134.00, 27.50 & 62.00 respectively. In case of girls (10+ years), mean values obtained for height, weight, & chest circumference were 130.26, 25.58 & 59.47 as against AIIMS Norms of 135.30, 27.50 & 60.70 respectively. It reveals that the height, weight and chest circumference of both groups of the age-group 10+ years is less than the AIIMS Norms. *The results confirm that the physical development of students of the age 10+ years is unsatisfactory.*

Table 1.2. Showing Anthropometric Measurement of boys & girls (13+ years) & its comparison with AIIMS Norms

Anthropometric Measurement	Boys	AIIMS Norms	Girls	AIIMS Norms
Height (cm)	147.09	153.00	145.31	152.80
Weight (kg)	34.36	41.50	34.42	42.50

Chest Circumference	66.73	70.50	67.08	68.70
Mid-Arm Circumference	20.38		19.62	
Head Circumference	52.70	-	57.38	-

The data of the Table 1.2 shows the physical development comparison of boys and girls with the AIIMS Norms. For the age-group 13+ years, it was found that the mean scores of boys for height, weight, chest circumference are 147.09, 34.36 & 66.73 as against AIIMS Norms of 153.00, 41.50 & 70.50 respectively. For girls (13+ years), the mean values obtained for height, weight, & chest circumference were 145.31, 34.42 & 67.08 as against AIIMS Norms of 152.80, 42.50 & 68.70 respectively. It reveals that the height, weight and chest circumference of both groups of the age-group 13+ years is less than the average value given in AIIMS Norms. *The results indicate that the personal hygiene of students of the age 13+ years is unsatisfactory.*

2. Overall and Area-wise Percentage of Facilities available for Physical Activities:

The following tables show the percentage of facilities available for physical activities like Physical Exercise, Sports and Games, Work Experience and Socially Useful Productive Work (SUPW) of Primary & Upper Primary sample Government schools of Kashmir Valley.

Table 2.1.

Showing overall facilities for Physical Exercise, Sports and Games, Work Experience and Socially Useful Productive Work (SUPW)

Description	Availability and Non-availability of Physical Facilities Percentage	
	Yes	No
Outdoor	35.80	66.20
Indoor	6.00	94.00
Athletics	9.55	90.45
SUPW/Work Exp.	31.60	68.40
Physical Teacher	36.66	63.34
Games Period	71.11	28.29
School Band	55.20	44.80
First-Aid Box	51.14	48.86
Mass P.T.	87.27	12.73

A look at the above mentioned table reveals that the availability of facilities observed in the schools were 87.27% (Mass P.T.); 71.11% (Games Period availability); 55.20% (school Band); 51.14% (First-Aid Box); 36.66% (Availability of Physical Teacher); 35.80% (Outdoor

(SUPW); 9.55% and 6.00% in Athletics and Indoor Games respectively. It is evident from the results that the most attention is given to Mass P.T. and least attention is paid to Indoor Games. The table further reveals that careful attention has not been given to physical facilities in schools. The schools lack the basic infrastructure for performing physical activities

Table 2.2.
Showing the area-wise Facilities for Physical Exercise, Sports and Games, Work Experience and Socially Useful Productive Work (SUPW)

Description	Availability of Facilities Percentage		
	Rural	Urban	Semi-Urban
Outdoor	33.75	35.72	37.94
Indoor	7.50	2.86	7.65
Athletics	6.25	4.76	17.65
SUPW/Work Experience	34.38	24.49	35.92
Physical Teacher	31.25	22.86	55.88
Games Period	62.50	71.43	79.41
School Band	43.75	57.14	64.71
First-Aid Box	43.75	71.43	38.24
Mass P.T.	93.75	85.71	82.35

The sub-table analysis as depicted in Table 2.2 shows the area-wise availability of physical facilities in sample schools at Primary & Upper Primary Level. While comparing the physical facilities of rural, urban and semi-urban schools, it is evident that the semi-urban students are having better availability of facilities in all components except for First-Aid and

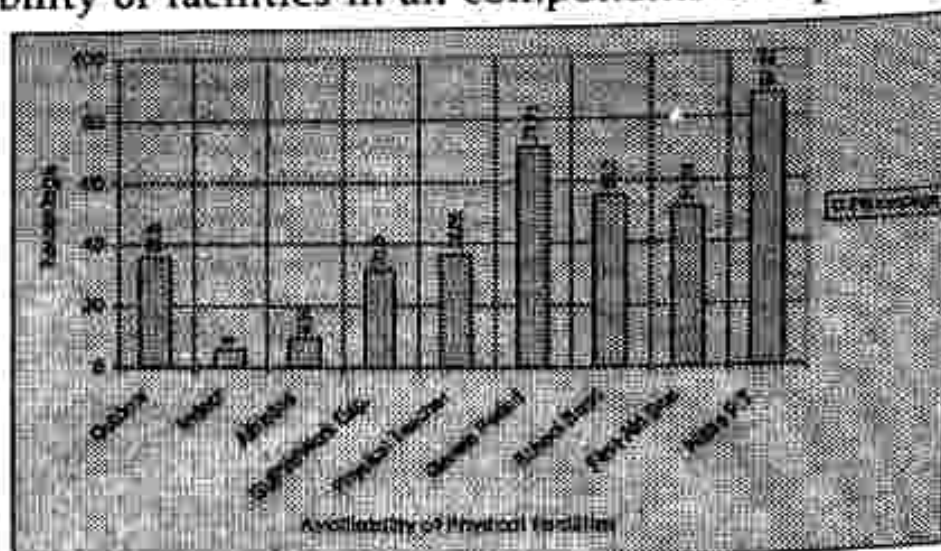


Figure 2.1. Showing overall Facilities for Physical Education at Primary & Upper Primary Level

Mass P.T. The Mass P.T. activity is higher in rural areas while as maximum first-aid facilities are available in urban schools. This clearly reveals that semi-urban students are having good facility with regard to physical activities followed by rural students while as urban students are having minimum facilities.

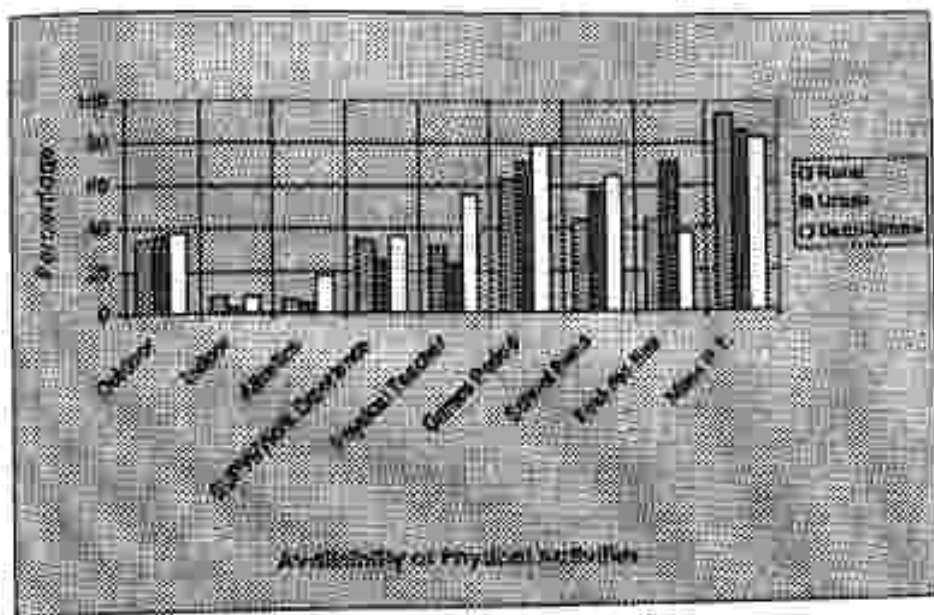


Figure 2.2. Showing the area-wise Facilities for Physical Education at Primary & Upper Primary Level

Discussion of Results

While checking the percentage of facilities available for physical activities like Physical Exercise, Sports and Games, Work Experience and Socially Useful Productive Work (SUPW) at Elementary Stage, it was observed that most attention is given to Mass P.T. and least attention is paid to Indoor Games. On the whole it was found that careful attention has not been given to physical facilities in schools. The schools lack the basic infrastructure for performing physical activities. On area-wise difference, semi-urban students are having good facilities with regard to physical activities followed by rural students while as urban students are having minimum facilities. Lack of literature on this aspect is sufficient to reflect that this field is being neglected in schools. Notwithstanding that schools have been acknowledged as the primary institution with responsibility for promoting activity in young. While comparing the physical development of boys and girls with the AIIMS Norms, it was found that the height, weight, chest circumference of boys & girls of the age 10+ & 13+ years is less than the AIIMS Norms which confirms that the personal development of students is unsatisfactory.

During the investigation it was observed that the present position of physical education is far from satisfactory, as it is not given equal status in the school time-table; there is a shortage of trained physical directors for the schools; most of the schools have no playgrounds particularly in urban schools; teachers do not show an active interest in the organization and

supervision of games and sports but consider these activities as impediment in the way of teaching and learning. Only few outstanding players and athletes are encouraged to participate in them with a view to win distinctions in competitions and tournaments.

Major Findings

1. The Anthropometric Measurement Analysis (AMA) of primary school students depicted that the height, weight, chest circumference of boys & girls of the age 10+ & 13+ years was found to be lower than the AIIMS Norms. For boys (10+ years), the mean values for height, weight & chest circumference were 128.75, 25.75 & 60.06 as against AIIMS norms of 134.00, 27.50 & 62.00 respectively. In case of girls (10+ years), mean values obtained for height, weight & chest circumference were 130.26, 25.58 & 59.47 as against AIIMS norms of 135.30, 27.50 & 60.70 respectively. For the age-group 13+ years, it was found that the mean scores of boys for height, weight & chest circumference were 147.09, 34.36 & 66.73 as against AIIMS norms of 153.00, 41.50 & 70.50 respectively. For girls (13+ years) the mean values obtained for height, weight & chest circumference were 145.31, 34.42 & 67.08 as against AIIMS Norms of 152.80, 42.50 & 68.70 respectively. The above readings clearly show that the boys and girls enrolled in Government Schools do not satisfy the prescribed criteria of physical fitness.
2. The results showed that in 87.27% of facilities in Govt. primary schools were available for Mass Drill, where as only in 6% schools, facilities were available for Indoor Games which indicates that least attention is being given to physical activities in Government schools.
3. The area-wise analysis have shown that the semi-urban students were having relatively good facilities with regard to physical activities followed by rural students while as urban students were having minimum facilities in their schools.

Educational Implications

- Children should be given ample opportunities of playing through which they can learn qualities of cooperation, leadership, fellow-feeling, confidence and self-reliance.
- The schools should give proper attention towards basic infrastructure for performing physical activities.
- The schools should provide nutritious diet in their mid-day meals.
- Regular conduct of Medical Checkup of school going children should be mandatory for the school authorities, as physical examination is

- an important part of the assessment for nutritional status.
- The teachers should be imaginative and resourceful in devising low cost and simple play materials and games for young children. Locally available raw materials ought to be used in preparing these aids like toys, games and puppets.
- Physical exercises, games and sports, recreative activities and other big muscle activities involving individual and group practices should enable the children to gain efficiency in action, a sound health, pleasing manners, pleasant character etc.
- Physical education needs proper attention as it provides physical efficiency, mental alertness and the development of certain qualities like perseverance, team spirit, leadership, obedience to rules, moderation in victory and balance in defeat; it is also great factor in the mental hygiene of the students.
- Physical Teacher/Instructor should compulsorily be on the faculty of every school in order to conduct the activities on regular basis.
- Health education related to balanced diet, hygienic conditions, communicable diseases, first aid etc. should be incorporated in the curriculum from the elementary level.

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A STUDY OF ATTITUDES OF RURAL AND URBAN SECONDARY SCHOOL TEACHERS

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Abstract

The study was undertaken to assess and compare the attitudes of Rural and Urban Secondary School Teachers. A sample of 200 teachers (N=100 rural and N=100 urban) was drawn randomly from 11 rural and 12 urban secondary schools of two districts of Jammu and Kashmir viz Budgam and Srinagar. The data was collected by administering Ahluwalia Teacher Attitude Inventory (1974). "t" test was used to find out significant differences on attitudes between rural and urban secondary school teachers. The results confirm that rural and urban secondary school teachers do not differ significantly on composite score of attitudes. However, on factor-wise analysis urban secondary school teachers have favorable attitude towards classroom teaching and pupils but on other factors their attitude is almost same.

Introduction

Traditionally teachers have enjoyed a position of great respect in our country. The religious leaders and social reformers have been addressed as the teachers of the people. The distinctive contribution made by teaching community to the development of standard of education has long been recognized world over. The quality of education in a society depends upon the teachers, and the quality of teachers in turn depends upon the training and education, the teachers themselves have/had. Attitudes determine to a great extent, the way that a teacher performs his role and fulfills his professional commitment. It has been seen that positive attitudes make the task of teacher more satisfying and rewarding. The behaviour of the student is to a great extent moulded by a teacher in the classroom. A teacher who is himself fearful, tense and above all hostile towards his students can create fear, worry and insecurity in the students. A negative/unfavourable attitude of the teacher have an impact on behaviour of the students as well.

Studies have been conducted on the attitude of teachers and several attempts have been made to know the impact of sex, age, professional training, teaching experience on the attitude of the teachers towards teaching as a profession and in its allied aspects. NCERT (1971), Ahluwalia (1974), Bhandarkar (1980), Dutt (1983), Ray (1990), Ramachandran (1991),

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Reddy (1994), Uma (1996), Kumar (2004). These studies have shown that sex, age, academic qualification influence the attitude of teachers. Ahluwalia (1974) has found that there were no difference in the attitude of teachers due to sex and age. Ramachandran (1991) has found that regular college teacher trainees had a more favourable attitude towards teaching than the correspondence course teacher trainees. Reddy (1994) has found that teachers working in residential schools had a favourable overall attitude towards teaching. They had a favourable attitude towards the profession. Uma et.al (1996) have found that majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as a challenging job. They further revealed that the rural elementary school teachers had average teacher efficiency attitude. Studies have also been conducted on attitudes in relation to teaching efficiency. Maurya (1990), Vasudev (1990), Dubey (1990), Venkataramaih (1996). These researches have found that successful and less successful teachers differed significantly in their attitudes. It was also found that effective teachers possessed more favourable attitude and were less authoritarian. Maurya (1990) has revealed that external surroundings contributed a great deal in formulating teaching attitude. Dubey (1993) compared the scientific attitude of college teachers with teachers of Saraswati Bal Mandir and found no difference among them, or between male and female science/humanities teachers.

Studies have been conducted on rural and urban Primary and Secondary School Teachers by authors like Kumar (1992), Bhatnagar (1969), Uma (1996), Singh (1991), Rohi (2005). Uma et.al (1996) have found that majority of male rural elementary school teachers had high and average attitude towards teaching and they assumed teaching as challenging job. Singh (1991) has found that rural and urban secondary school teachers donot differ significantly in their attitude towards teaching profession.

However, it is important to note that no study on the attitudes of secondary school teachers of rural and urban schools has been reported from Jammu and Kashmir State so far. With this background the present investigators made a humble attempt in this direction.

Objectives

- i. To compare rural and urban secondary school teachers on attitude (composite score).
- ii. To compare rural and urban secondary school teachers on attitude (factor wise).

Null Hypothesis

- I. There is no significant difference between rural and urban secondary school teachers on attitude (composite score).
- II. There is no significant difference between rural and urban secondary school teachers on attitude (factor-wise).

Operational Definition of Variables:

Attitudes :

In the present study the word attitude means the scores gained by sample subject on Ahluwalia's teacher Attitude Inventory (1974). The teacher Attitude Inventory comprises of six factors - teaching profession (TP), classroom teaching (CT), child centered practices (CCP), educational process (EP), pupils (P) and teachers (T).

Urban Secondary School Teachers :

For the present study Urban Secondary School Teachers are those who are residing in city or town.

Rural Secondary School Teachers :

For the present study Rural Secondary School Teachers are those who live in rural areas.

Procedure

Sample :

A sample of 200 secondary school teachers (100 rural and 100 urban) were collected randomly from 21 Secondary Schools of Srinagar and Budgam districts of Jammu and Kashmir

Tools

For the measurement of attitudes Ahluwalia's teacher Attitude Inventory (1974) was administered.

Analysis of the Data:

The following statistical techniques were finalized for the proposed study:

For comparison between rural and urban secondary school teachers on all six factors of attitudes and composite scores of attitudes, "t" test was employed. The information is presented in the tables 01 and 02.

TABLE 01.

Significance of mean difference between rural secondary school teachers (N=100) and urban secondary school teachers (N=100) on attitude (Composite Score).

GROUP	\bar{N}	\bar{X}	σ	t-value
Rural Secondary School Teacher	100	236.05	20	1.15
Urban Secondary School Teacher	100	239.86	19.54	NS

NS - Not significant.

TABLE 02.

Significance of mean difference between rural secondary school teachers (N=100) and urban secondary school teachers (N=100) on attitude (Factor-wise).

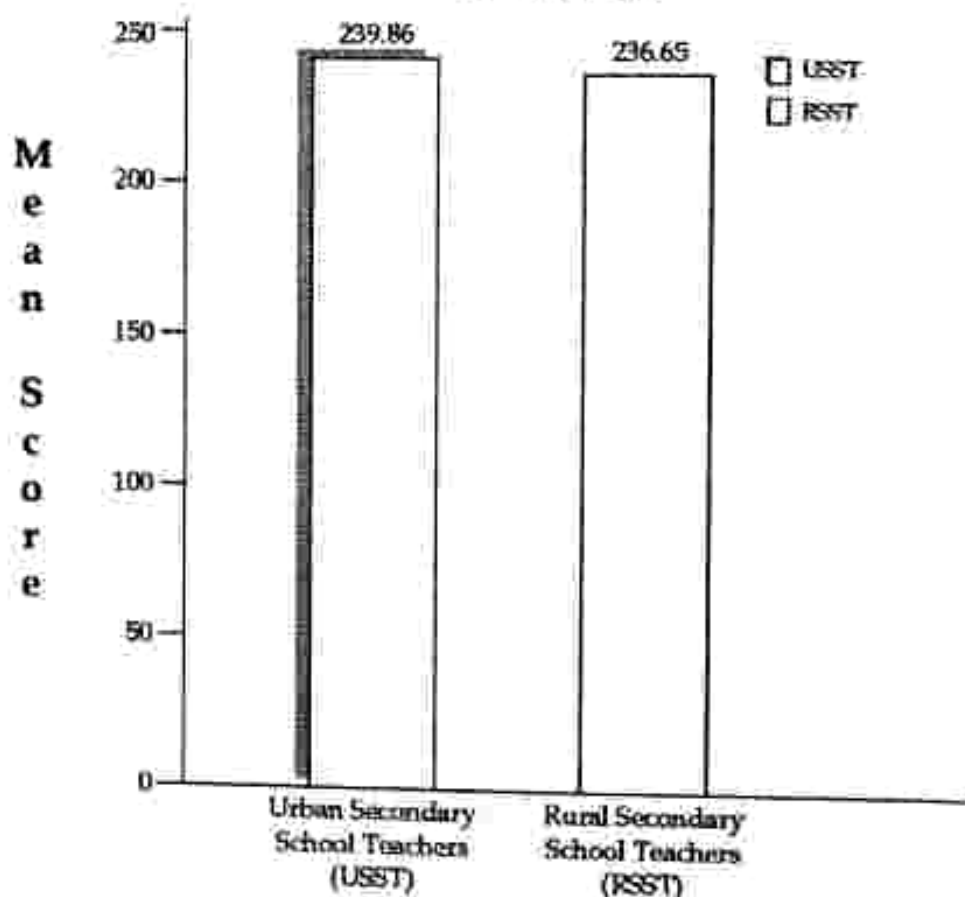
GROUP	N	\bar{X}	σ	t-value
Rural Secondary School Teacher	Teaching	37.6	6.55	1.66
Urban Secondary School Teacher	Profession	38.9	4.35	NS
Rural Secondary School Teacher	Classroom	37.33	6.58	2.74**
Urban Secondary School Teacher	Teaching	39.03	4.49	
Rural Secondary School Teacher	Child Cent- ered Practices	38.65	4.61	0.66
Urban Secondary School Teacher		39.05	4.2	NS
Rural Secondary School Teacher	Educational	40.63	5.95	1.65
Urban Secondary School Teacher	Process	42	5.84	NS
Rural Secondary School Teacher	Pupils	36.78	6.42	2.80**
Urban Secondary School Teacher		39.25	6.10	
Rural Secondary School Teacher	Teachers	38.49	6.12	0.96
Urban Secondary School Teacher		39.28	5.60	NS

NS - Not Significant

* - Significant at 0.05 level

** - Significant at 0.01 level

Comparison between Urban Secondary School Teachers (N=100) and Rural Secondary School Teachers (N=100) on composite score of attitudes:



Interpretation and Discussion

The perusal of table 01 makes is clear that the mean score of urban secondary school teachers (239.86) is slightly higher than the mean score of rural secondary school teachers (236.65). The difference between their mean score have not been found to be statistically significant on composite score. Therefore, no conclusive decision can be taken on the composite score of attitudes of rural and urban secondary school teachers.

The perusal of table 02 makes it clear that on factor 02 (attitude towards classroom teaching) the mean scores of urban secondary school teachers (39.03) is higher than the mean score of rural secondary school teachers (37.33). The mean difference have been found statistically significant at 0.1 level. This justifies that urban secondary school teachers have more favourable attitude towards classroom teaching than rural secondary school teachers. Urban secondary school teachers have reported that classroom should not be as quite as graveyard. Classroom teaching makes the students disciplined. Weak students gain a lot through the revision of the lesson by the teacher in the classroom. They further reported that classroom teaching makes students respect each other. Rural secondary school teachers have reported that bright and talented students often suffer in classroom teaching. There is a distance between teacher and students in

classroom teaching. They further reported that in classroom teaching the principle of "learning by doing" cannot be implemented. The result seems to be justified on the basis that most of the urban schools have good infrastructural facilities, furniture and well ventilated classrooms. The classrooms are often provided with good charts, maps, black boards and even audiovisual aids. But in rural areas the schools are very far and the classrooms are not properly furnished. They even do not have proper ventilations. In winter classrooms do not have good heating arrangements and in summers there is no arrangement of fans and drinking water. Due to these seasons students face problems in classrooms and make noise. With this background we opine that rural secondary school teachers have unfavourable attitude towards classroom teaching than urban secondary school teachers.

On factor 05 (attitude towards pupils) the urban secondary teachers have higher mean score (39.25) than rural secondary school teachers (36.78). The difference between their attitude towards pupils is statistically significant at 0.01 level. This justifies that urban secondary school teachers have favourable attitude towards pupils than rural secondary school teachers. Urban secondary school teachers have reported that students are generally sincere. Students should have the right to express disagreement to what the teacher says. They further reported that if a student does not understand an assignment, it is usually the fault of the teacher. Rural secondary school teachers have unfavourable attitude towards pupils and have reported that now a days students do not obey their teachers. Students should not be allowed to ask questions in the class. They further reported that most of the students do not respect teachers. The result seems to be justified on the basis that most of the students in rural areas belong to low socioeconomic status or middle socioeconomic status. Firstly, they do not have well facilities at home so they face various problems at school and at home. They may not be able to maintain discipline in the classrooms secondly; the classrooms in rural areas are over-crowded. With this background, the rural secondary school teachers have unfavourable attitude towards pupils than urban secondary school teachers.

On factor 01 (attitude towards teaching profession), 03 (attitude towards child centered practices), factor 04 (attitude towards educational process) and factor 06 (attitude towards teachers) no significant difference have been found between rural and urban secondary school teachers. Therefore, no conclusive decision can be taken on the attitude of rural and urban secondary school teachers on the said factors.

The results analysed and discussed on factor wise and composite score of attitudes of rural and urban secondary school teachers are in line with these studies. Bhatnagar (1969), Kumar (1992), Singh (1991) and Uma (1996). Singh (1991) has found that rural and urban secondary school teachers do not differ significantly in their attitude towards teaching profession. Kumar

(1992) has found that there was no significant difference in the attitude to teachers with respect to difference in area and sex. Therefore, the null hypotheses:

- i. "There is no significant difference between rural and urban secondary school teachers on attitude (composite score)" is accepted.
- ii. "There is no significant difference between rural and urban secondary school teachers on attitude (factor wise)" is partially accepted.

Conclusion

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

- Rural Secondary School Teachers (RSST) and Urban Secondary School Teachers (USST) do not differ significantly on composite score of attitude.
- Urban Secondary School Teachers (USST) have favourable attitudes on factor 02 (attitude towards classroom teaching) and factor 05 (attitude towards pupils) than Rural Secondary School Teachers (RSST). But on other factors their attitude is almost same

Educational Implications:

- At the time of appointment teachers with favourable attitude towards teaching profession and educational process must be appointed, so that they make best use of time and planning of lesson.
- In-service teacher training programmes, refresher courses, supplementary and advanced courses, single evening lectures should be arranged for rural and urban teachers in order to develop positive attitude towards teaching profession, educational process and child centered practice.
- Rural secondary schools should have well ventilated classrooms and should have good infrastructural facilities such as library, laboratories with equipment and playground.
- Classrooms should not be over crowded in rural and urban areas. Such schemes should be followed in order to deal with swelling enrolment.

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CAREER MOTIVATION AMONG TRIBAL WOMEN STUDENTS IN RELATION TO LEVEL OF EDUCATION AND ACHIEVEMENT ORIENTATION

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ABSTRACT

The present study has been undertaken to study the career motivation among college and university level tribal women students of Himachal Pradesh in relation to their level of education and achievement orientation. The final sample consisted of 140 tribal women students from different colleges and H.P. University pursuing different courses (namely arts, science and professional). The results revealed that level of education has a significant effect on the career motivation whereas achievement orientation does not have statistically any significant effect on the career motivation. As the level of education increases the career motivation also increases. This means that level of education and career motivation are significantly and positively correlated with each other. There is no significant interaction effect of level of education and achievement orientation on the career motivation of tribal women students.

Women education has assumed special significance in the context of the country's planned development as women constitute nearly half of the nation's population. Education enables women to acquire basic skills and abilities and fosters a value system which is conducive for raising their status in the society. The University Education Commission (1948-49) has rightly remarked, "There cannot be educated people without educated women. If general education had to be limited to men or to women, that opportunity should be given to women, for them it would be more surely be passed on to the next generations." The position that the women occupies in the society is so vital that educating women benefits the family in particular and the society in general. Margarate Safa (1993) reaffirms this when she said, "When a women learns everyone benefits." In the modern world the role of women goes much beyond the home and the bringing up of the children. She is now adopting a career for her own and sharing equally with men the responsibility for the development of the society in all its aspect.

According to Sidhu (2002), woman has adapted to this challenging task with aplomb. She harmonizes the duties of a wife, mother and a career woman. She participates in the social and community programmes as a responsible citizen. Recognizing the right of women, acknowledging the value of their work and

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contribution in all fields, at par with those of men, solely on merit without distinction, will pave way for increasing respectability of women as agents of change and development. Further equality and mutual respect will reaffirm the status of woman as ardhangni in the real sense of the term.

Kang (2000) observes that the emergence and growth of women activists as a reaction to socio-economic inequality, political magnetization and the practical structure, is a striking feature of our contemporary social reality. It is due to women's activists and their activities that the women's movement which would just be an abstract concept has become a living reality. If one analyses the role of women activists, it has been observed that they have tasted both successes and failures. Though there is no dramatic change in women's status, in loads have been made into the deeply entrenched inequalities.

The study by Kaur and Singh (2001) led to the conclusion that the level of participation among women was very low. Male dominance was the major obstacle faced by the respondents in discharging their duties. It can be said that though reservation for women in Panchayati Raj has helped the rural women to come out of the four walls of their houses but to achieve the desired goal i.e. the effective role of women in Panchayati Raj, some strong measures are required to be taken by the state.

International Career Motivation Report (2007-08) suggests that women globally make up less than 20% of company management positions within the sector. The survey highlights that in majority of the companies more than 70% of the workforce are male. The vast majority of participants feel that universities and the industry can do a lot more to encourage women to take up a career within the logistic sector. However, on a more positive note, participants from both genders highlight that opportunities for women to have a career within the sector have never been better.

Miyahira (1977) found that high career oriented seniors expected to attain higher educational levels, engaged in more intellectual activities than their less career minded classmates.

The sociologists usually state that the middle class is especially devoted to values stressing accomplishment striving, ambition to do better. Further more, it is thought that a small minority of the working class become committed to its value systems. Weber himself said that, once it is institutionalized, achievement can become a widespread value that need no special explanation; he was interested in the 'Protestant Ethic' as a factor of importance at the very beginning of modern capitalism when the weight of cultural tradition inhibited economic innovation.

Parson (1940) showed that achievement orientation is a global concept, not a single dimension, and that its separable components do not necessarily vary in the same way among different social class levels. Achievement orientation is defined by McClelland (1971) as an internalized tendency to strive for standard of excellence. It attempts to account for the determinants of the direction, magnitude and persistence of behaviour. It applies only when an

individual knows that his performance will be evaluated (either by himself or others) in terms of some standards of excellence and consequences of his actions will be either a favourable evaluation (success) or unfavourable (failure). Such performance is generally called achievement. When achievement motive is aroused, it is expressed in driving energy directed towards attaining excellence, getting ahead, doing things better, faster, more efficiently and finding solutions to difficult problems which require ingenuity and persistence. It also refers to the perception of how stable ability level is. Under task approach we can develop abilities, help them grow and improve. On the other hand, under ego approach we believe that all our abilities are a part of who we are and there is nothing we can do to change them.

Teglas (1978) found that high achievement oriented subjects were having high self-esteem in comparison to low achievement oriented counterparts.

Stein and Bailey (1975) found that some women explore achievement motivation through their husbands and children rather than in their own careers or academic areas. Mehta, et al., (1991) found that there were not much differences between tribal and non-tribal students in terms of background and vocational planning characteristics but on general mental ability, socio-economic status and academic achievements, tribal students were slightly low than their non-tribal counterparts. Tribal girls were found to be more independent in their job values as compared to non-tribal girls. Sachchidanand (1974) found scheduled tribe girls to be more conscious for education than the scheduled caste girls.

The scheduled tribe adolescents were found to be less intelligent and emotionally more unstable, expedient and tense than the urban students by Jain (1988).

Most of the above studies indicate that achievement has come to be regarded as one of the major domains of psychology and education. It constitutes an integral part of the scientific endeavor to interpret human and inhuman behaviour. A cursory look at the above studies shows that no attempt has been made to study the relationship of career motivation with levels of education and achievement orientation. An attempt has been made in the present study to find out the relationship of career motivation with levels of education and achievement orientation.

OBJECTIVES

Following were the objectives of the presents study:

1. To study the career motivation of tribal women students in relation to level of education.
2. To study the career motivation of tribal women students in relation to level of achievement orientation.
3. To study the interaction effect of level of education and achievement orientation on the career motivation of tribal women students.

METHOD

Survey method of research was used in the present study.

SAMPLE

A sample of 600 tribal women students was drawn from college and university level students pursuing different courses (namely arts, science and professional). The distribution of the sample is shown in Table -1.

Table- I
Distribution of the Sample

Level	Group	N
Graduation	Science	100
	Arts	200
	Professional	100
Post-graduation	Science	050
	Arts	100
	Professional	050

DESIGN OF THE STUDY

In the present investigation 2X2 factorial design, involving two levels of education i.e. college level tribal women students and university level tribal women students and two levels of achievement orientation i.e. high achievement oriented and low achievement oriented tribal women students, was used. The high and low levels on achievement orientation were determined by using formula $M \pm \frac{3}{4} \sigma$. There were 35 subjects in each cell. Thus the final sample comprised of 140 subjects. The scores on career motivation constituted the dependant variable.

TOOLS

The researchers have employed the following tools in order to measure the different variables of the present study:

1. Career Motivation Scale for female students of Himachal Pradesh pursuing higher education constructed and standardized by Sharma (2002) was used. The scale consisted of 40 items, to be scored on a five point scale from highly agree to highly disagree in order to get response pattern of the subjects with regard to a number of stimuli (in the form of statements), pertaining to the importance, to be attached to career or home-making during/ after the completion of the studies.
2. Achievement Orientation Scale (Kahl, 1965) was used which consisted of 20 items to be scored on a five point continuum from strongly agree to strongly disagree. This scale is composed of four scales: Occupation primacy, Trust, Activism and Integration.

ANALYSIS AND INTERPRETATION

Career motivation among tribal women students in relation to level of education and achievement orientation

In order to study the career motivation among tribal women student students 2X2 analysis of variance was employed with two levels of education i.e. college and university level and two levels of achievement orientation i.e. high and low. The means and standard deviations computed at different levels are given in Table-2

Table -2
Means and Standard Deviations at different levels of education and Achievement Orientation.

Achievement Orientation	Measures	Level of Education		
		College	University	Total
High	M	151.11	158.46	154.79
	σ	015.74	018.05	016.89
Low	M	143.86	153.94	148.90
	σ	018.09	022.43	020.26
Total	M	147.49	156.20	151.85
	σ	016.92	020.24	018.58

The complete summary of the 2X2 analysis of variance is given in Table-3

Table-3
Summary of the 2X2 Analysis of Variance

Source of Variation	SS	Df	MS	F
Level of Education (A)	2657.85	1	2657.85	7.36*
Achievement Orientation (B)	1212.45	1	1212.45	3.36
Interaction effect (AxB)	65.83	1	65.83	0.18
Within	49142.41	136	361.34	

*Significant at 0.01 level of significance

From the above Table-3, it may be observed that the F-value for the main effect of level of education on career motivation has come out to be 7.36 which is significant at 0.01 level of significance for 1/136 df. This means that there is a significant difference in the career motivation among college and university tribal women students.

The level of education (A) mean square corresponds to a comparison between college and university tribal women students for career motivation. From the Table-2 the mean for the university tribal students is 156.20 and the mean for the college

tribal women students is 147.49. The fact that the A mean square is significant, leads to conclude that these two means differ significantly. This means that university tribal women students have more career motivation than the college tribal women students.

Further Table-3 indicates that the F-value for the main effect of achievement orientation on the career motivation of college and university students has come out to be 3.36 which is not significant at .05 level of significance for 1/136 df. This indicates that there is not a significant difference between high achievement oriented tribal women students and low achievement oriented tribal women students on career motivation. This shows that both the groups of high achievement oriented and low achievement oriented tribal women students have almost equal level of career motivation.

Table-3 further indicates that the F-value for the interaction effect of level of education and achievement orientation has come out to be 0.18 which is not significant at .05 level of significance for 1/136 df. This means that both the level of education and achievement orientation have no significant interaction effect on the career motivation of tribal women students.

RESULTS AND DISCUSSION

The analysis and interpretation of the data leads to conclude that:

There is a significant difference in the career motivation among college and university tribal women students. The university tribal women students have more career motivation than the college tribal women students. This means that level of education has a significant effect on the career motivation of tribal women students. As the level of education increases the career motivation also increases and both are positively and significantly correlated. This is also in confirmation to the findings of Oberoi (1993), Sharma (2002) and Ohri (1999) who have also found significant differences in the career motivation among female university and college level students. Singh and Ohri (1993) have also found significant differences in the career motivation of the groups of rural and urban female students.

Further, it has been found that there is insignificant effect of level of achievement orientation on the career motivation of tribal women students. The tribal women students, having high level of achievement orientation, have about the same level of career motivation as compared to the tribal women students having low level of achievement orientation.

Both the levels of education and achievement orientation have no significant interaction effect on the career motivation of tribal women students. This means that the effect of level of education on career motivation is independent of the achievement orientation and vice versa.

EDUCATIONAL IMPLICATIONS

On the basis of the above discussion it may be said that the level of education

plays a significant role in determining career motivation among tribal women students at both college and university levels. Needless to mention the influence of education on changing orientation of women needs to be objectively identified and career commitment among tribal women students is to be encouraged, if education system is to have linkage with productivity and national development. The tribal groups of women should be given more orientation and training in other spheres of productive system with the help of new technologies.

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COMPARATIVE STUDY OF ADJUSTMENT OF RURAL AND URBAN WORKING WOMEN IN KASHMIR

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Women play a crucial role in the socio-economic development of a country. But in both the industrially developed and less developed countries, women are burdened with cumulative inequalities as a result of discriminatory economic practices. The situation is much worse particularly in the case of rural women. Unfortunately, a major and often overlooked features of 3rd world Agrarian system particularly in Africa and Asia, is the crucial role played by women in agricultural production still then society has not been able to acknowledge the role of women.

To eliminate or at least to reduce the gender bias to the minimum in the society, various commissions and committees have emphasized the role education can play in enhancing the parity of women with men. Writing in "Young India" in 1981, Gandhi while discussing the role of women has said that "woman is the companion of man gifted with equal mental capacities. She has the right to participate in the minutest details of the activities of man and she has the right to freedom and liberty as he." Women are much less likely than men to be literate. In South Asia, female literacy rates are only around 50 percent those of males. In May countries, the situation is even worse: in Bhutan it is 28.1%, Bangladesh 26.1%, Pakistan 24.1%, Afghanistan 15%, and Nepal 14%. In India, though the national literacy percentage is 52.21%, it is only 39.29 in respect of females and in rural areas it is only 30.62 percent. In respect of higher education, the situation is even more worse, women in developing countries lag far behind men. Even in industrial countries, women are very poorly represented in scientific and technical fields of study. Empowerment of women encompasses many other aspects in addition to their economic self sufficiency. It entails education, inculcating self-confidence, and ability to take decisions about their own lives. There are much broader issues involved in the empowerment of women like unequal opportunities, gender bias, lack of access to resources which impede the process of empowerment of women. Women's empowerment is possible only when these basic issues are addressed and people in general are educated about it, on the one hand and on the other, the women gain access and control over national information and knowledge, resources, challenges the ideologies of discrimination and subordination.

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The secondary Education Commission, 1952-53, in order to improve the quality and standards of education—a worthy medium of the balanced development of the student's personality have rightly observed, "we are, however, convinced that the most important factor in the contemplated educational reconstruction is the teacher—his personal qualities, his educational qualification, his professional training and the place that he occupied in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it. Priority of consideration must, therefore, be given to the various problems connected with the improvement of their status." The Education Commission, 1964-66, after reviewing the status and service conditions of teachers have pointed out, "of all the different factors which influence the quality of education and its contribution to national development, the quality, 'competence' personality and character of teachers are undoubtedly a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory condition of work in which they can be fully effective. In view of the rapid expansion of educational facilities expected during the plans, periods and specially in view of the urgent need to raise standards to the highest level and to keep them continually improving these problems have now acquired unprecedented importance and urgency." The commission has added that a programme of high priority in the proposed educational reconstruction is to feed back a significant proportion of the talented men and women from schools and colleges into the educational system. It is, therefore, necessary to make an intensive and continuous effort to raise the economic, social and professional status of teachers in order to attract young men and women of ability to the profession and to retain in it as dedicated, enthusiastic and contented workers.

Since adjustment has a profound effect on the overall behaviour of a teacher whether rural or urban. It was decided to study the adjustment problems of the rural and urban working women. Adjustment here has a special connotation representing its five aspects viz. home, health, social, emotional and occupational conditions as given in Bell's Adjustment Inventory. It is hoped that the study may answer some of the questions which are being increasingly raised today for the sake of public accountability and may subsequently provide guidance for meeting the needs of the changing society.

Need and Importance:

Adjustment process concerning human beings, have hand in glove relationship with human nature. It is adjustment which is responsible for the organization of behaviour to life situations at home and at school. We are deeply influenced by adjustable whether it is good or bad. However, the concept of adjustment has attracted the attention of working women of rural and urban areas. They agree that a well adjustment person is very much in need because

he is the one whose needs and satisfaction of life are integrated within the sense of social feelings and acceptance of social responsibility on the other side those who fail in adjustment process may be labelled as emotionally immature. The investigator has realized the urgency of studying the comparative study of adjustment problems of rural and urban working women. As far as the adjustment problems of the working women are concerned, it is difficult to establish one or other area of adjustment in directly or indirectly responsible for their adjustment. The heart of adjustment problem in working women is found either in home conditions, health situation, social position and emotional setup or occupational involvement. To fill this gap, the present study will endeavour to find the comparative study of adjustment problems of rural and urban working women in Kashmir.

For more than a decade, the term adjustment has been widely used in relation to women. Today, one hears this term much more often than terms like 'women' welfare; upliftment; development or awareness raising. However, in spite of the growing popularity and widespread usage of the term, there have been few conceptual explorations of what exactly adjustment means and even more what the adjustment of women implies in social economic and political terms. The rural women of low socio-economic status constitute 80% women population in India. They have always been working informally to help their husbands in the occupation. So far as the urban middle class women are concerned, drastic changes have been found in their role and status. They have begun to realize that as a member of society, their lives have a definite and a higher objective as well as greater responsibility. According to 1991 census the population of the country has swelled to 843.93 million. Out of which 406 million are women. The number of working women is improving for last two or three decades.

As the literacy rate grown further, the educated women will find more job opportunities in various fields. According to 2001 census of Jammu & Kashmir, total population of males is 65.75 and females are 41.82 total 54.46 and the total population of district Srinagar of males 68.85, females 47.97 total 59.18. The Kashmiri women in general developed an interest and motivation to come out of their homes for various purposes like education and employment. As a result, many women were accommodated in various employment sectors. These changes occurred in the city and subsequently spread fast in the towns and villages. Now in general, patterns emerged in urban as well as rural areas according to which all educated girls sought employment necessarily.

In the changing Kashmir society, a large number of women began working outside their homes regularly on remunerative basis. They worked in all fields, manual and non/manual, commercial and professional technical, governmental and non-governmental offices, public and private sectors, and on a part time and full time basis. They belonged to all classes, groups and communities. It was this group of the working women of rural and urban areas where we took

the sample for our study. No official figures are available about the exact number of these working women in Kashmir. However, expert estimate reveal that more than 50% of the educated women have adopted care as and have continued after their marriage to work. It is relevant to mention here that Jammu & Kashmir state in 1981 was 16% in comparison to the male literacy rate of 26%). Woman has been a subject on which hundreds of books have been written, seminars held and papers read but, unfortunately problems of rural and urban working women in Kashmir is not appreciated in our objective and comparative perspective. Some of the studies on working women have been conducted by Haveneous (1952) Micheli (1957) Detroit (1957) Laala (1968) Shouma (1986) Gosswami (1987) and Zadoo, S.A (1994), but to fill his gap a comparative study of adjustment problems of rural and urban working women in Kashmir is to be done.

Statement of the Problem

The problem for the proposed study reads as under:-

“Comparative study of adjustment of rural and urban working women in Kashmir.”

Objectives of the Studies

The following objectives have been formulated for the proposed investigation:-

1. To study the adjustment of rural and urban working women.
2. To compare rural and urban working women on home adjustment.
3. To compare rural and urban working women on health adjustment.
4. To compare rural and urban working women on social adjustment.
5. To compare rural and urban working women on emotional adjustment.
6. To compare rural and urban working women on occupational adjustment.
7. To compare rural and urban working women on over all adjustment.

Hypothesis

Following hypothesis have been formulated in the proposed study:-

1. Rural and Urban working women differ significantly on home adjustment.
2. Rural and Urban working women differ significantly on health adjustment.
3. Rural and Urban working women differ significantly on social adjustment.
4. Rural and Urban working women differ significantly on emotional adjustment.
5. Rural and Urban working women differ significantly on occupational adjustment.

6. Rural and Urban working women differ significantly on overall total adjustment.

Design of the Study

As mentioned earlier the main object of the present investigation was to study the adjustment problems of rural and urban working women in the areas of home, health, social, emotional and occupational adjustment. The details about the methodology viz sample, tools and procedure are given as under:

Sample:

Two hundred rural and two hundred urban Secondary School teachers was taken as a sample for the present investigation. The sample was taken on the basis of random sampling techniques from District Srinagar.

The sample from the rural areas was collected from Kangan and Ganderbal where as the urban sample from the same District was taken from Raj Bagh, Jawahar Nagar, Sanat Nagar and Lal Bazar.

Tools:

The data was collected with the help of Bell's adjustment inventory (adult form). The inventory has five areas; viz., home, health, social, emotional and occupational.

Procedure:

The sample have been collected on the bases of random sampling techniques Bells Adjustment Inventory (Adult form) have been applied to collect the information from rural and urban working women of District Srinagar. Only the teachers who have been working at Secondary School level have been involved in the present investigation. The investigations have visited various Secondary Schools of Kangan, Ganderbal, Rajbagh, Lal Bazar, Sant Nagar, Jawahar Nagar of district Srinagar. The investigator identified the sample subjects and administered the Bells Adjustment Inventory in their respective Institutions.

Statistical Treatment

The collect data was analyzed by applying means S.D's and "t" values in order to find the significance of differences in the mean scores of rural and urban working women on various areas of adjustment.

The data collected through the administration of Bell's Adjustment Inventory (Adult Form) was statistically analyzed by applying 't' test. The analysis and interpretation of data has been arranged in a tabular form in the following miner.

Discussion of the Results

Table No. 1

Showing the classification of rural working women on the norms of Home Adjustment.

N=200				
HOME AREA				
Norms	Remarks	Number	N	Percentage
0-1	Excellent		Nil	Nil
2-3	Good		42	21
4-12	Average		120	60
13-17	Unsatisfactory		38	19
Above -17	Very unsatisfactory		Nil	Nil

Shows the classification of rural working women on the norms of home area adjustment:

The table indicates that no rural working women fall in the category of excellent and very unsatisfactory categories whereas 42 (21%) 120 (60%) 38 (19%) fall in the categories of good, average and unsatisfactory.

Table No.1.1:

Showing the classification of rural working women on the norms of Health Adjustment.

N=200				
HOME AREA				
Norms	Remarks	Number	N	Percentage
0-1	Excellent		24	12
2-4	Good		38	19
5-9	Average		92	46
10-14	Unsatisfactory		38	19
Above -14	Very unsatisfactory		08	04

Shows the classification of rural working women on the norms of adjustment (health area). The table reveals that 24 working women (12%) fall in the category of excellent whereas 38 (19%), 92 (46%), 38(19%), 8(4%) fall in the categories of good average, unsatisfactory and very unsatisfactory.

Table No.1.2:
Showing the classification of rural working women on the norms of Social Area of Adjustment.

N=200				
SOCIAL ADJUSTMENT				
Norms	Remarks	Number	N	Percentage
0-4	Very Aggressive		58	29
5-8	Aggressive		76	38
9-19	Average		66	33
20-24	Retiring		Nil	Nil
Above -24	Very Retiring		Nil	Nils

Shows the classification of rural working women on the norms of social area of adjustment. It is evident from the table that 58 (29%) working women in social adjustment are very aggressive whereas 76 (38%), 66 (33%) are aggressive and average in their social adjustment. None of the working women fall in the category of retiring and very retiring so far as their adjustment is concern.

Table No.1.3:

Showing the classification of rural working women on the norms of emotional adjustment.

N=200				
EMOTIONAL AREA				
Norms	Remarks	Number	N	Percentage
0-2	Excellent		08	04
3-6	Good		34	17
7-15	Average		110	55
16-20	Unsatisfactory		28	14
Above -20	Very unsatisfactory		20	10

Shows the classification of rural working women on the norms of emotional adjustment. It is obvious from the table that 8 (4%) working women have been found to be excellent whereas 34 (17%), 110 (55%), 28 (14%), 20 (10%) have been found to be good, average, unsatisfactory and very unsatisfactory so far as their emotional adjustment is concern.

Table No.2.2

Showing the classification of Urban working women on the norms of Social Adjustment.

N=200				
SOCIAL AREA				
Norms	Remarks	Number	N	Percentage
0-2	Very Aggressive		34	17
3-6	Aggressive		56	28
7-15	Average		96	48
16-20	Retiring		14	07
Above -20	Very Retiring		Nil	Nil

Shows the classification of urban working women on the norms of social adjustment. It is obvious from the table that 34 (17%) urban working women have been found to be very aggressive on social adjustment whereas 56 (28%), 96 (48%) 14 (7%) have been found to be aggressive average and retiring on social adjustment. None of the urban working women have been found to be very retiring on social adjustment.

Table No.2.3

Showing the classification of Urban working women on the norms of Emotional Adjustment.

N=200				
EMOTIONAL AREA				
Norms	Remarks	Number	N	Percentage
0-1	Excellent		14	07
2-3	Good		28	14
4-11	Average		94	47
12-15	Unsatisfactory		38	19
Above -15	Very unsatisfactory		26	13

Shows the classification of urban working women on the norms of emotional adjustment. The table reveals that 14 (7%) have been found to be excellent on emotional adjustment whereas 28 (14%), 94 (47%) 38 (19%) 26 (13%) have been found to be good average unsatisfactory and very unsatisfactory.

Table No.3.0

Showing mean comparison of rural and urban working women on Home Adjustment.

HOME ADJUSTMENT						
S.No.	Group	N	Mean	SD	't' Values	Remarks
1	Rural Working Women(RWW)*	200	8.23	3.62	5.21	Significant at 0.01 level
2	Urban Working Women(UWW)**	200	6.26	3.96		

*Rural Working Women

**Urban Working Women

Shows the mean comparison of rural and urban working women on Home Adjustment.

A look at this table reveals that rural working women and urban working women differ significantly in their home adjustment. Rural working women tend to be mal-adjusted to their home surroundings. Urban working women on the other hand have been found to possess satisfactory home adjustment. The obtained 't' value (5.21) is significant at 0.01 level. In the light of these results the 1st hypothesis (refer chapter-I) which reads: "*Rural and urban working women differ significantly on home adjustment*", stands accepted.

Thus, it is revealed that rural working women in comparison to urban working women are mal adjusted in their home area of adjustment.

Table No.3.1

Showing mean comparison of rural and urban working women on Health Adjustment.

HEALTH ADJUSTMENT						
S.No.	Group	N	Mean	SD	't' Values	Remarks
1	Rural Working Women(RWW)	200	9.25	3.24	6.23	Significant at 0.01 level
2	Urban Working Women(UWW)	200	7.32	2.99		

Shows the mean comparison of rural and urban working women on Health Adjustment. A look at this table revealed that rural working women and urban working women differ significantly on their health adjustment. Urban working women have better health adjustment as compared to their counterparts, whereas rural working women have health problem then the urban working women. The obtained 't' value, have been found to be significant at 0.01 level. In the light of these results the second hypothesis refer chapter-I which reads.

"Rural and urban working women differ significantly on health adjustment" stands accepted.

Table No.3.2

Showing mean comparison of rural and urban working women on social Adjustment.

SOCIAL ADJUSTMENT						
S.No.	Group	N	Mean	SD	't' Values	Remarks
1	Rural Working Women(RWW)	200	8.23	3.22	4.95	Significant at 0.01 level
2	Urban Working Women(UWW)	200	9.86	3.34		

2 Shows the mean comparison of rural and urban working women on Social Adjustment. A look at this table reveals that rural working women in comparison to urban working women are well adjusted in their social area of adjustment. The obtained 't' value (4.95) is significant at 0.01 level. In the light of the results the third hypothesis refer chapter-I which reads as, *"Rural and urban working women differ significantly on social adjustment"* stands accepted the findings of the following studies are in agreement or disagreement with the present investigation.

Table No.3.3

Showing mean comparison of rural and urban working women on emotional Adjustment.

EMOTIONAL ADJUSTMENT						
S.No.	Group	N	Mean	SD	't' Values	Remarks
1	Rural Working Women (RWW)	200	8.25	2.86	5.33	Significant at 0.01 level
2	Urban Working Women(UWW)	200	9.78	2.93		

Indicated the mean comparison of rural and urban working women on Emotional Adjustment. A look at this table reveals that rural working women and urban working women differ significantly in their emotional adjustment. In emotional adjustment urban working women possess satisfactory adjustment where as rural working women possess unsatisfactory emotional adjustment. The obtained 't' value (5.33) is significant at 0.01 level.

In the light of these results the fourth hypothesis refer chapter-I which reads as *"rural and urban working women differ significant on emotional adjustment"*, stands accepted.

Table No.3.4

Showing mean comparison of rural and urban working women on occupational Adjustment.

OCCUPATIONAL ADJUSTMENT						
S.No.	Group	N	Mean	SD	't' Values	Remarks
1	Rural Working Women(RWW)	200	8.79	2.73	5.80	Significant at 0.01 level
2	Urban Working Women(UWW)	200	7.27	2.54		

Shows the mean comparison of rural and urban working women on Occupational Adjustment. A look at this table reveals that rural working women and urban working women differ significantly in their occupational adjustment. Rural working women tend to be mal-adjusted in occupational adjustment whereas urban working women possess satisfactory occupational adjustment. The obtained 't' value 5.80 is significant at 0.01 level. In the light of these results the 5th hypothesis refer chapter-I which reads as "rural and urban working women differ significantly on occupational adjustment", stand accepted.

Table No.3.5

Showing mean comparison of rural and urban working women on total scores of Adjustment.

TOTAL SCORES OF ADJUSTMENT						
S.No.	Group	N	Mean	SD	't' Values	Remarks
1	Rural Working Women(RWW)	200	42.75	15.67	1.44	Not Significant
2	Urban Working Women(UWW)	200	40.49	15.76		

Shows the mean comparison of rural and urban working women on Total sources of Adjustment. A look at this table reveals that rural working women in comparison to urban working women do not differ significantly on their total adjustment scores. The main difference fails to arrive at any significant level. So far as there mean scores are concern the rural working women have higher over all adjustment problems than the urban working women. The obtained 't' value (1.44) is not significant. In the light of the above results the sixth hypothesis refer chapter-I rural and urban working women differ significantly on over all total adjustment, "stands rejected".

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- M.Y.Ganie., 2004 revealed that the urban teachers have more problems on home health, social, emotional and occupational areas of adjustment than the rural teachers.
- Donda, N.S. 1987 revealed that female trainees were more adjusted than male trainees. Socially backward trainees were more adjusted than non-backward trainees.
- Bhamwari, V.T. 1986 found that the women teachers coming from urban areas had a better role perspective than those from rural areas.
- Rao, R.B. 1986 found in home adjustment the female pupil teachers of the total SES group were significantly better than male pupil teachers.
- Chadda, K.D. 1985, revealed that there is a significant difference between the self-concept scores of male and female teachers and also between rural and urban teachers. There is a significant difference between the emotional adjustment scores of the two sets of teachers viz. Male and female and rural and urban. Further the study revealed that there is a significant positive relationship between self-concept scores and emotional adjustment scores of two sets of teachers such as male and female and rural and urban teachers.
- Gary, N.K. 1983 found in her study that the level of sense of profession responsibility of teachers of urban schools was found to be significantly higher than of the teachers of rural schools.
- Rao, K.S. 1976 revealed that self was perceived higher by the urban than rural student teachers.

PERFORMANCE BUDGETING: IMPLEMENTATION IN HIGHER EDUCATION INSTITUTIONS (HEIS) WITH REFERENCE TO COLLEGE SECTOR IN J&K

*Dr. Nazir Ahmad Gilkar

Abstract

The present paper focuses on performance budgeting in HEIs. An attempt has been made to support conceptual understanding with empirical evidence. The objective is to sensitize stakeholders that every rupee spent should be correlated to the performance achieved. End results are the focus rather mere control of expenditure against budgeted expenditure.

Introduction:

The term "Performance Budgeting" was first used in the US in the Hoover Commission Report in 1949. In the context of development planning in India performance budgeting based on its relevance was suggested by the Estimates Committee in 1958. The Administrative Reforms Commission recommended for the implementation of performance budgeting in Government Departments by 1970-71 in India.

The traditional budgeting concentrates more on controlling actual expenditure with reference to budget targets. Traditional budgeting lays emphasis only on the amount of expenditure to be incurred.

The performance budgeting, conversely, lays emphasis on the performance achievement or the end-results; rather, merely the expenditure incurred. It is a budgeting system which involves the evaluation of performance of an organization. Thus, its emphasis is on the accomplishment of specific goals and overall objectives over a period of time. It is a system of budgeting which provides for appraisal of performance as well as follow-up measures.

The practice followed prior to the advent of performance budgeting; budget in the Government was prepared on the basis of financial account heads. Now budgets are sought to be made programme-wise also. This ensures more accurate estimation of expenditure. Thus, it helps in planning more realistically. Further, as the expenditure is to be related to physical targets, one is expected to exercise control over the expenditure per unit of target. In short, for proper planning and

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effective control performance budgeting is very important.

The success or otherwise of the performance budgeting would depend on the following pre-requisites:

- o the expenditure would have to result in certain activities;
- o the output of the activity should be measurable;
- o the cost per budget unit should be estimated, ascertained and compared for improved efficiency;
- o the standards should neither be too strict nor too liberal;
- o the standards used for budgeting should be attainable by an efficient performance;
- o the information and reporting should gear up to cover both financial and physical performance details;
- o The faculty should be involved in the preparation of budget and evaluation as human factor could not be ignored.

The Study

The structure of college sector in our state and different programmes and activities in which the colleges are engaged in is essential to highlight before an attempt is made as how performance budgeting could be implemented in higher education institutions (HEIs)

The colleges in our state can be categorized under four groups based on their age, faculties, accreditation and programmes. In accordance with age there are four types of colleges, viz. Parent colleges (20), adult colleges (14), child colleges (22) and 18 new colleges under conception which are being setup. There are multi-faculty colleges imparting instructions in different academic disciplines and some colleges run even single faculty. Again 22 colleges stand accredited by NAAC and these colleges are now preparing for re-accreditation. There are, however, colleges that are preparing for their first accreditation. It is encouraging that some colleges are also running PG programmes in one or more academic disciplines.

The steps initiated by the Government for opening of new colleges have highly been imperative. It is a matter of concern for all of us that against national average of 11 percent of gross enrolment ratio (GER) J&K state accounts for 5 percent only in respect of higher and technical education. The changing scenario lays stress on inclusive growth at all levels and higher education can not be an exception. It is true with every organization that capacities are built over a period of time.

Objectives

The present study in this backdrop has been attempted in pursuance of the following objectives:

- o to know about performance budgeting;
- o assess application of performance budgeting in college sector;
- o to ascertain response of different stakeholders.

Methodology

The budget in conventional context prepared by HEIs has been studied in respect of a college. However, confidentiality has been maintained in its identity. The budget expenditure has been apportioned to different NAAC criteria based on their respective weights. The optimal target for achievement fixed has been at 85%; whereas the performance achieved 70% (hypothetical). The budget expenditure accordingly has been assigned at these two levels of achievement to ascertain the amount of wastage for which responsibility has to be fixed. The budget expenditure has been absorbed in number of working days, number of teaching hours, number of students etc.

Analysis and Discussion

Table 1: Traditional Budgeting (Account Head Analysis)

Rs. In lakhs							
S. No.	Unit of Head	Budget estimates 2007-08	Revised Estimates 2007-08	Budget allotment ending 6/07	Expenditure ending 6/07	Expected expenditure from 6/07 to 3/08	Budget proposals for the year 2008-09
	1	3	4= (6+7)	5	6	7	8
1.	Salaries	252.94	225.56	210.00	103.32	122.24	253.40
2.	Office Expenditure	3.50	3.20	0.80	-	2.20	4.00
3.	Travelling Expenses	2.00	0.45	0.45	0.07	0.38	1.00
4.	Telephone	0.50	0.25	0.25	0.10	0.15	0.75
5.	Books	8.00	4.00	1.70	-	4.00	5.00
6.	Materials and supplies	8.00	4.00	2.30	-	4.00	4.00
7.	Petrol, oil & lubricants	0.75	0.30	-	-	0.30	0.30
8.	Motor vehicle	1.00	1.00	-	-	1.00	0.50
9.	Stationery & Printing	0.50	0.25	-	-	0.25	0.50
10.	Electric charges	4.00	4.00	-	-	4.00	2.50
11.	Med. Reimbursement	1.00	1.10	-	-	1.10	1.00
12.	Leave Encashment	-	2.25	-	-	2.25	2.00
13.	Rent rates, Taxes	0.50	0.25	-	-	0.25	0.20
14.	Education tour	1.50	1.00	-	-	1.00	1.00
15.	Subject tour	0.75	0.50	-	-	0.50	0.50
	Total	284.94	242.11	215.50	103.48	144.82	278.85
	Salaries to Total expenditure	88.78%	90.91%	87.45%	89.84%	85.5%	91.60%

Table 2: Performance Budgeting (Activity-wise Analysis)

S. No.	Criteria	Differential weightage		Budget Exp. - I (Rs.)	Budget Exp. - II (Rs.)	Achievement		Wastage (Responsibility fixing) Rs.
		Value	%age			Optimal 85% (Rs.)	Realised 70% (Rs.)	
1	Curricular Aspects	50	5	13.83	15.37	13.08	10.75	2.31
2	Teaching - Learning and Evaluation	450	45	124.49	138.32	117.58	96.82	20.76
3	Research, Consultancy and Extension	100	10	27.67	30.74	26.13	21.52	4.61
4	Infrastructure and learning process	100	10	27.67	=	=	=	=
5	Student support and progression	100	10	27.67	30.74	26.13	21.52	4.61
6	Governance and Leadership	150	15	41.50	46.11	39.19	32.28	6.91
7	Innovative Practices	50	5	13.82	15.37	13.88	10.76	3.10
	Total	1000	100	276.65	276.65	235.95	193.05	42.30

Table 3: Performance Budgeting (Unit-wise Analysis)

	Budget Expenditure (RSL)	No.	Cost/Unit Rs.
1. Cost per working day	276.65	180	153694
2. Cost per teacher working day	276.65	8000	3074
3. Cost per working hour	276.65	1080	25616
4. Cost for teaching working hour	276.65	54000	512
5. Cost per student	276.65	2000	13833
6. Cost for equivalent student	276.65	2100	13174

The analysis done in Table 1 highlights traditional budgeting and Table 2 reflects the performance budgeting based on the methodology discussed above. Table 3 exhibits cost per budget unit as the expenditure gets finally absorbed in the working days, working hours, and number of students declared successful. However equivalent number of students with due weightage to positions, distinctions, divisions obtained to make inter-college and intra-college cost comparison per student possible.

The analysis reveals:

1. That the budgeted expenditure for a particular year has been Rs 276.65 Lakhs in respect of the said college.

2. That faculty and staff salaries account for 91.60% of the budgeted expenditure
3. That the budget expenditure at 85% and at 70% respectively works out Rs 235.95 lakhs and Rs 193.65 lakhs respectively.
4. That an amount of Rs 42.30 lakhs at present level of performance and Rs 84.60 lakhs in aggregate has been wasted in this college on account of non-performance.

The quality education has been the primary concern of higher education sector. Efforts for sustenance and institutionalization of quality education got impetus with the establishment of NAAC to assess the performance of institutions of higher education through an inbuilt mechanism based on 07 core criteria comprising 36 core indicators (activities) integrated on a 1000 point scale (1) curricular Aspect (50/5%), (2) Teaching - learning and Evaluation (450/45%); (3) Research, Consultancy and Extension (100/10%); (4) Infrastructure and Learning Process (100/10%), (5) Student support and progression (100/10%), (6) Organization and Management (150/15%); (7) Healthy Practices (50/5%). Of course criterion No. 4 is more of input nature than that of output.

The faculty in the colleges are engaged in curriculum management viz; designing of new and revising of existing courses of study; regular transaction in the class room setting and evaluation. They are also engaged in activities like research, publications, participation in seminars, organizing debates, professional development, extension activities, counseling and career guidance, consultancy services and institutional governance through committee participation.

The college sector puts in efforts to develop students in their intellectual growth, change in their behavior and inculcation of ethical values to prove fruitful citizens to serve the society in different walks of life.

The discussions started with an introduction that performance budgeting focuses on end-results. A real performance budget gives a meaningful indication of how the dollars (Rupees in our context) are expected to turn into results. Functions, programmes and activities form the framework within which the performance budget is prepared and administered. Departments like Education, Health, and Forestry etc. can be separate functions in the Government. Under each function there are different programmes and activities and physical achievements of targets are assessed.

The programmes and activities in respect of a function like Education can be studied under two areas so far as their scope is concerned viz; macro-level and micro level. At former level it could be number of schools to be setup, number of schools to be promoted at different levels, number of colleges and universities to be setup and established etc. However, in the latter situation a study of HEIs - colleges could be made as is done in the

present study.

The funds earmarked on different heads of accounts like salary and travel form input costs. Performance budgeting serves as a control tool resulting in effective utilization of resources, proper monitoring of the progress of programmes carried out. For this purpose both physical progress and quantum of financial expenditure are monitored. Thus, an inventory of activities (NAAC criteria in the present context) forms targets and input costs are to be allocated and apportioned to each activity and then absorbed. Finally, highest achievement of physical targets would enable an institution to effect cost efficiency.

Conclusions

The performance budgeting would lead to hard work, innovation and competition on the part of all stakeholders. The vision, mission, goals and objectives are to be translated into action.

The need of hour is to change mindset at all levels to make efforts to implement performance budgeting. The Vice-Chancellor, University of Kashmir emphasizes on applied education to ensure employability of college pass outs. Deep insight of the course contents by students is to be ensured in this context.

The performance budgeting is normally attributed to the budgeting process. The estimated expenditure is presented in terms of programmes and performance units under each programme. The expenditure is related to the expected targets or each unit of activity at all levels of operations. Thus, periodic performance reports would be completed by every college. Inter college comparisons could be made based on the classification of colleges discussed earlier. Performance achievement per rupee of budgeted expenditure is the beauty of performance budgeting.

The sensitization of all concerned with regard to performance budgeting in higher education sector is urgently required.

- o that IQACs at each college level, QAC at Departmental level and SLQAC at state level should organize workshops to develop conceptual understanding and prepare stakeholders to perform accordingly during the ensuing academic session.
- o that UGC Academic Staff Colleges at Kashmir and Jammu Universities should also conduct some sessions during orientation programmes and refresher courses on this subject.

study further forsees:

That the moment tax payers become aware they would seek information under RTI, Act with regard to physical performance achieved and amount wasted as a sequel to non-performance.

That the NAAC grading is a reflection of student value added as well. The higher the institutional grading, higher the student value addition and vice-versa.

- 3 That responsibility has to be fixed with regard to wastage of public money consequent upon under-performance achievement.

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SRI AUROBINDO'S EDUCATIONAL THOUGHT

*Prof. G.M. Malik

**Rukhsana Akhter

Sri Aurobindo, The Master, the highest of mystics happily presents the rare phenomenon an exposition clear as a beautiful diamond, without the danger confounding the layman. This is possible because Sri Aurobindo is a unique synthesis of a scholar, theologian and one who is enlightened....¹

"Gabriela Mistral"

Sri Aurobindo has been considered one of the foremost philosophers of the 20th century, but he was far more than just a philosopher. He was a political activist, a mystic, a spiritual leader and a poet, a yogi and a teacher. Sri Aurobindo experienced the range of human activity and used that experience to communicate his insight in a way that we can appreciate and understand. Sri Aurobindo had disclosed "No one can write about my life because, it has been on the surface for man to see"² find echo in Rabindranath Tagore, the fellow Bengali Poet-artist and a Noble laureate with whom Aurobindo felt a deep mutuality, who too had warned that one should not look for the poet in his biography. Infact Mc Dermott felt that "interpreting the life of a great spiritual personality is always a treacherous enterprise and the life of Sri Aurobindo is peculiarly inscrutable."³

Born in Calcutta, then the capital of British India on 15th August 1872, Aurobindo Ackroyed Ghose - the Western middle name was given to him by his father at birth. Dr. Krishnadhan Ghose and Swarnalata Devi. The honorific 'Sri' was traditionally used as a mark of respect or worship forming an integral part of his name. In Sanskrit, the word Aurobindo means 'lotus'. Aurobindo's father chose this name for him, thinking that it was unique, but he little suspected that, in the language of occultism, the lotus is the symbol of divine consciousness.

Sri Aurobindo's writings provide the needed force for action, realization and transformation which is reflected in his philosophy arrived at through inner experience. He wrote "infact I was never satisfied till experience came and it was on this experience that later on I founded my philosophy"⁴ His integral philosophy grew out of his yoga not other way round. Two phrases that surge out of Sri Aurobindo's writings that sum

¹Prof. G. M. Malik, Department of Education, University of Kashmir, Srinagar.

²Rukhsana Akhter, M.Phil. scholar, P. G. Department of Education, University of Kashmir

up his message are: 'Integral perfection' and 'spiritual religion of humanity'. His call for integrality and synthesis is most distinctively reflected in his statements: "we of the coming day stand at the head of a new age of development which must lead to such a new and larger synthesis. We do not belong to the past dawns but to the noon's of the future."⁵ To attain integral perfection, Sri Aurobindo has founded education to be critical.

The True education:

To Sri Aurobindo, true education, "There are three things which have to be taken into account in true and living education, man, the individual in his commonness and his uniqueness, the nation or people and universal humanity. It follows that alone will be true and living education which helps to bring out to full advantage, makes ready for the full purpose and scope of human life all that is in the individual man and which at the same time helps him to enter into his right relation with the life, mind and soul of the people to which he belongs and with that great total life, mind and soul of humanity of which he himself is a unit and his people or nation a living, a separate and yet inseparable member."⁶ Thus the true education should take account not only the individual but also the nation and the humanity. It has to prepare the mind and soul of the individual and also of the nation to serve humanity. It has to unfold the individual potentialities, uniqueness and commonness. At the same time it has to develop a right relation of the individual with the life, mind and soul of the community and humanity.

Integral Education:

True education, according to Sri Aurobindo, is not only spiritual but also rational, vital and physical. In other words, it is an integral education. This integral education has been explained by Sri Aurobindo's closest collaborator the Mother, in these words, "Education to be completed must have five principal aspects relating to the five principal activities of the human beings: the physical, the vital, the mental, the psychic and the spiritual. Usually these phases of education succeed each other in a chronological order following the growth of the individual. This, however, does not mean that one should replace another but that all must continue, completing each other till the end of life"⁷. Sri Aurobindo's scheme of education is integral in two senses. Firstly it is integral in the sense of including all the aspects of the individual being, physical, mental and spiritual. Secondly, it is integral in the sense of being an education not only for the evolution of the individual alone but also of the nation and finally of the humanity. Thus each individual in nation and each nation in humanity has to develop a system of education according to its own Swabhav (inherent disposition) and fulfilling its Swadharma (inner nature).

An important characteristic of integral education is its insistence on simultaneous development of Knowledge, Will, Harmony, and Skills as also of all the parts of the being to the extent possible from the earliest stages of education. And since each individual child is unique in the composition of its qualities and characteristics, its capacities and propensities, integral education in its practice tends to become increasingly individualized. Again, for this very reason, the method of education become increasingly dynamic, involving active participation of the child in its own growth.

Aims and objectives, content of curriculum, methods of the teaching - learning process and evaluation are the four pillars on which the edifice of an educational system stands. According to the concept ascribed to integral education, it has its own structural basis.

The aim of integral education would not only at the integral development of personality, but it would also embrace all knowledge in its scope. It would (physical and psychical Science) not merely to know the world and Nature in her processes and to use them for material human needs, but to know through them the Spirit in the world and the ways of the Spirit in its appearances. It would study ethics not only to search for the good as the mind sees it, but also to perceive the supra-ethical Good. Similarly, it would pursue Art not merely to present images of the subjective and the objective world, but to see them with significant and creative vision that goes behind their appearance and to reveal the Suprarational Truth and Beauty. It would encourage the study of humanities, not in order to foster a society as a background for a few luminous spiritual figures so that the many necessarily remain forever on the lower ranges of life, but to inspire the regeneration of the total life of the earth and to encourage voluntary optimism for that regeneration inspite of all previous failures. Finally, it would encourage unity of knowledge and harmony of knowledge and it would strive to foster the sprit of universality and oneness.⁸

The curriculum of Integral Education can not be confined to a fixed syllabus, a few text books and work books and to some practical skills. It is as wide as life itself and all the life experience should contribute to form the curriculum for this new system. This includes the ideal of life long education.⁹

Similarly, the teaching learning process in the system includes the age old methods like analysis-synthesis, inductive-deductive, narration-discussion, generalization, inference, meditation, concentration etc. with a zeal for new application of the methods to facilitate self learning and self progress of the learner¹⁰.

Again, evaluation in the system is not confined to a few written tests. It is a continuous progress through self-evaluation which would include different techniques such as written and oral tests, interviews, cumulative

records etc.

A learner educated under the principles of integral education would be found to be useful not only to himself and his family but also for the society in which he lives and the humanity to which he belongs. Such individuals are not only great assets to humanity but also the fore-runners of the new race towards which humanity is evolving, through slowly but certainly.

Aurobindo's concept of Integral Education finds its full relevance in the context of what he has called an Evolutionary Crises, a crises that occurs in a species at a time when some kind of mutation is imminent.

Fortunately the ideas and ideals of Integral Education has largely been reflected in the report of the International Commission for Development of Education, Delors Report (1996). Secondary Education Commission (1952-53), Kothari Commission (1964-66) and also the National Curriculum Framework (2005) drawn on the basis of the National Policy of Education (NPE, 1968 and 1986).

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CONSTRUCTIVIST APPROACH TO EVALUATION

*Ms Anjum Ahmed

Introduction

Evaluation and assessment are two very important aspects in the process of teaching and learning. Dressel (1986) defines evaluation as "the collection and interpretation, through systematic and formal means, of relevant information which serves the basis for rational judgment in *learner's* decision situations". Assessment, on the other hand, is defined on what students and teachers consider important and meaningful and how they utilize their newly acquired knowledge and skills. Evaluation allows one to observe a learner's progress, as well as the success of educational programs in which they participate. He further indicate that "the purpose of student assessment, either through observable performance, product development, or traditional paper and pencil tests, is to provide data to the instructor indicating to what degree the performance objectives have been mastered". Evaluation is, therefore, very integral in the field of education.

Evaluation is an important social and cultural function. Lincoln and Guba (1989) have defined four phases of evaluation that demonstrate this importance. The first phase is defined as **measurement goal-driven**. To determine whether students had 'mastered' the content of the various courses or subjects to which they were exposed. The second phase, however, is defined as **description goal-driven**. To determine effectiveness in the attainment of program objectives with careful advance planning, student performance, or other appropriate results provide feedback for diagnosing deficiencies and improving programs. The third phase occurred in 1957, and was defined as **judgment goal-driven**. The call to include judgment in the act of evaluation marked the emergence of a third generation evaluation in which evaluation was characterized by the efforts to reach judgments, and in which the evaluator assumed the role of judge, while retaining the earlier technical and descriptive functions. The fourth phase which has appeared in the early 1980s is defined as an **alternative approach**, based on authentic assessments and context-based evaluations. This phase develops a constructivist approach to evaluation and assessment. (Lincoln & Guba, 1989,). This form of evaluation has therefore become a critical feature of distance learning.

There are two ways in which constructivist learning can be evaluated. They suggest that one method would evaluate how well students were able to function within a content domain, and whether they could use the tools and understandings of the domain to solve problems within that domain. If they are involved in an authentic task, then evaluation would assess whether the student successfully completed that task. The second method suggested would have students reflect

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on the processes whereby they came to their conclusions and document this process. Jonassen (1991) states that it is the process of knowledge acquisition which should be evaluated, not any product or observable behavior. According to Jonassen, evaluating how learners go about constructing their knowledge is more important than the resulting product, suggesting that evaluative procedures must become a part of the instructional process. Jonassen also feels that goal free evaluation could be an important part of constructivist assessment, since that would allow the evaluator to be unbiased by the goals of instruction. He also thinks that the evaluation of the constructive learning process can be improved by adding multiple evaluators who have a range of expertise in the area being studied and who represent multiple perspectives. This allows the teacher to play a facilitative coaching role while external sources would be responsible for summative decisions.

There are two major philosophical perspectives that support the theoretical and instrumental roots of evaluation – Positivism and Constructivism. They have very strong implications for the development and interpretation of evaluation procedures. Each perspective has its own conceptual definition, characteristics, and tools.

Title : Constructivist Approach to Evaluation

Positivism : The Objective Approach

Positivism is defined as the objective approach to evaluation within education. It also is identified as the scientific method that is based on reliable and objective data – which is the product of measurable experiments, tests, and statistical procedures. Its conceptual assumptions are as follows:

- The learner's goal is to gain knowledge, as educators provide it.
- Reality is analyzable and decomposable.
- Learning consists of assimilating the objective reality.
- The role of education is to help student learn about the real world.
- Role of teachers is to interpret events for them (Duffy & Jonassen, 1992).

The Objective approach employs criterion-reference (learning objectives) to process the product of learning, and measure its acquisition. This means that it is goal-oriented. The Positivist philosophy during the evaluation process, however, emphasizes the role of reliability, validity, and objectivity as a criterion-reference. It uses tests, norms, and standards as instruments to evaluate learning outcomes (Dressel, 1986). Objectivist evaluation methods are appropriate for non-subjective assessment. Objectivist assessment methods are therefore excellent for numerical and statistical interpretations of learning performance.

Constructivism: The Subjective Approach

Constructivism is defined as the subjective approach to evaluation. It is also identified as the qualitative method based on individual performances, such as context-based criterion-reference. Learning outcomes, therefore, are individual and personal constructions. Reality is a subjective construction, meaning that each

individual will construct his or her own interpretation about what is real and what is not. It is goal-free, meaning that there are not learning objectives pre-established by instructors without consulting with the learner's needs. Reliability and validity, however, are not important because the purpose of evaluation is not to measure learning outcomes in terms of statistical figures (Lincoln & Guba, 1989). This is so "because the constructivist paradigm perceives learners as interpreting what they learn individually and their learning outcomes being different from one another, instructors must learn to implement alternative evaluation methods with their students" (Bludau, Maddox, Pounds, 1998). Constructivist philosophy, therefore, has the following evaluation criteria: goal-free evaluation; authentic assessment; judgments based on knowledge, experience, and context; and, multiple and multimodal perspectives; and socially constructed meaning (Duffy & Jonassen, 1992). These criteria make the use of constructivism important in distance education.

Two categories of evaluation exist within elementary education: traditional and alternative assessment. Because these two types often prompt a discussion of what is right and wrong, it is necessary to understand why some people value and employ one form, but not the other. This judgement call often involves a person's or school's philosophy of education. Understanding the differing philosophies of education creates an objective context in which to examine traditional and alternative assessment. A philosophy of education must include: the stated purpose of education, an identity of the types of people who are worthy of an education, and examples of how teaching and learning behaviors best facilitate learning. Armstrong cites that four different types of philosophies exist: essentialist, perennialist, progressivist, and social reconstructionist. One or more of these philosophies prompt educators to choose either traditional or alternative assessment. Traditional evaluation methods include standardized tests and quizzes – usually multiple choice formats – which prompt the recall of factual knowledge. While people maintaining other educational philosophies might occasionally use this type of evaluation, it is more likely to be employed by those who have an essentialist or perennialist philosophy of education. Educators of these schools of thought want students to learn content as it is, without modification or application. For this reason, the uses of traditional testing tools are deemed to be the most appropriate.

In contrast, proponents of progressive and reconstructivist philosophies employ more modern, alternative forms of assessment. Alternative or authentic assessment takes a more student-centered approach to evaluation and includes both classroom-based assessment portfolios and student-designed assessments.

There are four principles of authentic assessment:

1. learner-centered
2. part of the learning experience
3. multiple forms of assessment
4. feedback

Listed below are three examples of this type of assessment. *Classroom-based*

assessment: This is an approach used to determine how well content is covered and to identify student's learning styles. Teachers consider student's prior knowledge and experiences, culture, and language differences, factors not usually considered in many traditional forms of evaluation. **Portfolio assessment:** Teachers design activities resulting in student-made products, which are collected to make a portfolio for each student. The portfolio of work is then used as the product by which the students are evaluated. **Student-designed assessment:** Here teachers implement evaluation activities designed by students. Positivism tends to be the dominant method of evaluation since several of the activities are either criterion referenced to national standards, or are modified versions of standard evaluation. (Riley, 1996). While methods of positivist evaluation design revolve around authentic evaluation, methods of constructivist evaluation are based around portfolio assessment. With portfolio assessment, students are allowed to explore the topic areas and create their own sense of the subject. Projects, essays, and other assignments are kept portfolios that are submitted and evaluated by the instructor as needed. Many of these portfolios are graded in a rubric method, to ensure that the projects and other assignments contained within them meet the either nationally recognized or instructor set standards. Portfolio based assessment is many times used in courses where the promotion of higher order thinking skills corresponds highly with the degree of difficulty of the course (Riley, 1996). For both positivist and constructivist evaluation, there are certain distinct advantages and disadvantages. Positivist evaluation, for instance, is easily implemented and graded. The use of criterion referenced testing allows assignments to be easily graded and rapid feedback given to the learner. The main disadvantage to this, however, is the fact that criterion-referenced tests and quizzes demonstrate not all of the learner's abilities. Constructivist evaluation, on the other hand, has the main advantage that it is demonstrative of the learner's abilities and knowledge of the subject. The main disadvantage, however, is the constant struggle to keep track of the large amount of data produced by the students. In higher education evaluation the type of evaluation used is formative and summative.

The two Phases of Constructivist Evaluation: Discovery and Assimilation

The discovery phase of constructivist evaluation represents the evaluator's effort to describe "what's going on here," the "here" being the evaluand and its context. The discovery phase may not be needed (or may be needed only minimally) if there is a preexisting construction or constructions relating to the evaluand on which to build (e.g., from a prior evaluation or from a project proposal), that is, some meanings (information) and some level of sophistication in their interpretation are already available. The assimilation phase of constructivist evaluation represents the evaluator's effort to incorporate new discoveries into the existing construction or constructions (or, if the new discovery is sufficiently different from or in conflict with the existing construction or constructions, replacing them) so that the "new" (more informed and sophisticated) construction will fit (subsume older and newer

meanings, work explain what happens), demonstrate relevance (enable the core problems to be resolved, ameliorated, or better defined), and exhibit modifiability (be itself open to change). Discovery and assimilation are not necessarily sequential processes, but may overlap or be carried out in parallel.

Conclusion

Evaluation is the key to any learning process. Evaluation allows for the assessment of skills and competencies that are used throughout life. The evaluation philosophies prevalent today – Positivism and Constructivism – which helps to clarify the process needed to understand how much information a person is actually retaining. Evaluation at the elementary level is the first step of the process. At this level learners are just starting to form their ideas about reality and what they have learned. The implementation of evaluation at the secondary level further helps the learner to sharpen his/her skills on how to retain, process, and give more elaborate feedback. Evaluation at this level becomes more complex as the learner matures. The use of Positivism and Constructivism is at its peak form at the higher education level. Here assessment is the most challenging and difficult to retain and process.

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COLLEGE AUTONOMY AND ACCOUNTABILITY – ITS CRITICAL ANALYSIS WITH SPECIAL REFERENCE TO THE COLLEGES OF J & K

*Dr Nahid Ruhee

**Showkat Rashid Wani

This paper has been written in response to the demands made by the Executive council of J&K College teacher's association in which they are demanding autonomy to the colleges and requesting the NAAC to impress upon the affiliating university to permit them to guide Mphil and PhD scholars in colleges. (Ref: Assessment and Accreditation: Role of Teachers by Z.A Chatt, published in a book 'Higher Education in India: problems and prospects, pp 119-131). After making an overview of the related literature, on autonomy and accountability in higher education with special reference to J&K the authors found that most of the studies in this direction has been conducted on University Autonomy and Accountability [Ref: (a) H.U Hamidi (1993), Mehrajuddin (1993), G.N Siddiqui (1993), S. Farooq (1993) published in a book 'Towards better understanding of Higher Education (b) Khurshid Ali (1992) published in a Communication journal Vol 4 No 4 (c) Abrar Hasan Khan (2001) published in a Communication journal Vol 11 No 1 (d) Nisar Ali (2000) published in a Communication journal Vol 10 No 1]. No study has been conducted on the issue of college autonomy. It is in this backdrop, the authors justifies the need to write on College Autonomy and Accountability – its critical Analysis, with special reference to the Colleges of J & K.

Genesis of Autonomy in Higher Education

Turning the pages of history the name University has been derived from the Latin word 'Universitas' meaning whole. The first institution which had all the essential features of modern university was the University of Paris which was consolidated in 1150 although its history goes back to 1100 A.D. The first college affiliated to the University of Paris was founded in 1180 A.D and was called the college of the eighteen, as it was meant for the stay of 18 poor scholars. Another interesting college that came up in Paris was college de France. It is not the part of the university but was founded as rival to it because the university was not strong to the scientific studies at that time. Now we will talk about the history of autonomy in Higher education in India. Bhabha, a scientist wrote to J.R.D Tata on 19 august 1943, that lack of proper conditions and intelligent financial support hamper the development of science in India at the pace which the talent in the country would warrant and suggested that the Tata trustees might take the initiative in setting up

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an institute of fundamental research . The scheme submitted by him was but an embryo from which he hoped to build up , in the course of time a school of physics comparable with the best anywhere .The Trustees of Dorabji Tata trust said O.K ,and accepted Bhabha proposal to set up Tata institute of fundamental research (TIFR) on 14 April 1944 , they said that responsibility of the institute should be shared right from the beginning with Bombay university and Bombay government -both in respect of finance and administration (Ref: R.M Lala , The heart beat of a trust : Tata McGraw Hill) .In his speech at the foundation stone laying ceremony of TIFR on 1 January 1954 Bhabha mentioned the closeness of the university as one of the factors that weighed with him in the selection of site and added that the contact with the students is a revitalizing factor for the researcher worker. The relationship however between Tata institute of fundamental research and Bombay University got strained. One reason was when the Bombay university had the hesitation in recognizing some of TIFR scientists as PhD guides in mid fifties. The attempts by Bhabha and his colleagues to modernize the syllabus of Msc physics was resisted by the university. These administrative rigidities on the part of the university set into motion a new wave called Autonomy in Higher education The self image of the universities with regard to research in frontier areas did not appear to inspire confidence. K.C Walia made the following remarks in this direction -- The atmosphere in India (in mid fifties) was not conducive to continue persistent scientific research .People who returned from abroad with foreign degrees and accomplishments were soon engulfed in the bureaucratic quagmires or in petty squabbles and personal rivalries . Walia adds that they were experiencing the stagnant atmosphere at the Banaras Hindu University, which was no different from the general situation in the other universities . A contentious faculty, constant disputes and legal battles ,regional favoritism and barriers across the path of those individuals who were keen on continuing research all served to create an atmosphere of lethargy with little stimulation for creative work . (Ref: A biography of S. Chandrasekhar: Viking, New York). Bhabha and Bhatnagar ,found that the university system severely restricted their freedom for experimentation and innovation and they demanded Autonomous laboratories to be build outside the universities. Since D. S Kothari was himself a professor of Physics and scientist and fortunately for them he chaired the Kothari education commission (1964-66) , and strongly recommended establishment of Autonomous institutions. The National policy on education (1986) in this direction writes "In view of mixed experiences with the system of affiliation ,autonomous colleges will be allowed to develop in large number until the affiliating system is replaced by a freer and a more creative association of universities and colleges. Similarly the creation of autonomous departments' within the university on selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability.' During the Tenth Plan period (2002-2007) the UGC has set itself the target of identifying and designating "at least" 25 "universities with potential for excellence" across the country. These high-potential universities will be "funded at a higher

level to enable them to attain excellence in teaching and research", says the UGC concept paper "Tenth Five-Year Plan in Higher Education" authored by Nigavekar. These universities and institutions as well as a "few hundred" colleges will be given full academic freedom to experiment with their curriculums, introduce innovations in teaching, conduct their own examinations and award joint degrees with affiliating universities. "The autonomous college concept would be pursued rigorously with a target of making 10 percent of existing colleges autonomous," within the Plan period. The only safe and better way to improve the quality of undergraduate education is to delink most colleges from the affiliating structure. Colleges with academic and operative freedom are doing better and have more credibility. Financial support to such colleges boosts the concept of autonomy. It is proposed to increase the number of autonomous colleges to spread the culture of autonomy, and the target is to make 10% of eligible colleges autonomous by the end of the Tenth Plan," says Dr. Arun Nigavekar chairman of the University Grants Commission. In effect this means that the number of colleges which will be conferred autonomy during the next three years will increase from 140 currently to 600 in 2007.

Argument against this view:

We will provide here a sound research argument to counter the view that autonomy should be given to colleges, facts and figures have shown that giving autonomy to colleges is based on mere opinions and pressure pockets which pose a threat to the very existence of the University system. Historical research in this direction has shown that the affiliated system is a better option than autonomous system provided the university administration is flexible and receptive to new ideas and innovation in the field of education. We fear that the curricular autonomy to colleges will end up with widely different curricula. Autonomy to colleges will lead to destandardization in examination system. And the system will no longer remain reliable and valid. This claim can be justified on the basis of research. Standardization and uniformity in college examinations can be maintained when colleges remain affiliated with some university. Financial autonomy to the colleges will result in serious cut in the teaching and nonteaching staff salaries. Some colleges will pay their lectures rupees thousand and the colleges will degrade to private schools. If colleges remain affiliated to the university of Kashmir, it has any benefits. A centralized system has many benefits. There will be certain amount of standardization in the courses of studies. Also in the examination system there will be a greater objectivity and uniformity of assessment. These features will be helpful to future employers. If teaching is done in 5 -10 small institutions like colleges each of which has its own syllabi and holds its own examination, the prospective employer will have to ascertain the standard of each or hold tests. So a centralized system is to be preferred on the condition that the prescribed university syllabi for undergraduate courses is adequate, course of study sufficiently diversified and the examination satisfactorily assess critical and creative

abilities. Under such conditions the system will be good and standard high. Such is the position at the University of Cambridge and University of Oxford. The University of Kashmir has to maintain a close interaction with its affiliated colleges like British universities. Central facilities like libraries and laboratories should be within the reach of every college by establishing university complexes in selected districts. Sir Maurice Gayer, attempted an arrangement somewhat like this when the University of Delhi was established in 1924. In the present situation this can be made possible by establishing cluster resource centers (CRC) with globally accessed information and communication technology facilities. The UGC began the process of implementing the scheme of autonomous colleges in 1973. After almost two decades, not a single autonomous college has had sufficient self confidence to introduce 100% internal assessment except for few practicals and projects. (Ref: Mathew Zachariah 'Examination Reformation in the traditional Universities' in a book Higher education reform in India by Philip G Altbach and Suma Chitinis - pp 191) The implementation of College autonomy is not a matter of smooth sailing in fair weather. We can perceive that as the colleges will leave the secure harbour of the affiliation system and venture into the uncertain waters of innovation and experimentation they are bound to encounter stormy seas. Autonomy to colleges will result in a great deal of clerical work in a college. There is a fear that the college teachers will get occupied with administrative matters and it will badly affect teaching. We will give here a research example by Krishnanraj titled 'Organization structure, leadership behavior and decision-making in autonomous and affiliated colleges (University of Madras). The finding of the analysis of the study revealed that the principals of the affiliated colleges take more steps in speaking and acting as representatives of the members of the organization when compared to the principals of autonomous colleges. Moreover principals of affiliated colleges take more efforts in maintaining a well knit organization by resolving inter-member conflict than principals of autonomous colleges. (Ref: Moonis Raza, 'Higher education in India - A comprehensive Bibliography pp-142). Autonomous colleges will need extra funds and also extra infrastructural facilities particularly by way of administrative and supporting staff to take care of the additional work and added responsibilities.

Need for Autonomy Debate:

Before we introduce Autonomy debate in our state there is a need to make a comprehensive review of the performance of higher education in our state It has been an uncalculated and unfortunate decision that we have started post graduate courses in our colleges. Justice needs to be done to our post graduates by giving them an opportunity to be trained by experts who can link post graduate teaching with research (Ref: S.C Jamir Chancellor of Goa university delivered the inaugural address on 'look east policy' at the conference of vice chancellors 8 December 2005). By a strong paradox the massive expansion of the system which from one point of view is something to be proud of is also a major problem. University is

accommodate a large flow of students that has been pouring
... The over production of post graduates will lead to the
degradation of the standard . Already there is a mismatch between demand and
supply, as is evident from massive unemployment and underemployment. I
speculate that the inability to deal with growth in higher education at this juncture
will result in the collapse of the university system in the near future and create
deeper problems. The expansion is obviously unwieldy and should be curbed
immediately as it is recognized that the standards are dropping dangerously. (Ref: Soon after the establishment of UGC in 1956 ,its first chairman C.D Deshmukh
had firmly recommended curtailment in university admissions.) Some argue that
the restrictions of admissions to higher education are contrary to the national
commitment to equality of educational opportunity. We strongly disagree with
this statement because researches have established that for higher education you
need gifted, serious and committed students who can explore higher mental
processes i.e. Analysis, synthesis and evaluation. (Ref: A.R.R 'Towards Multi talent
teaching approach ' Insight Research journal Vol 8 No 1 -pp 75-84) Those who
pursue higher education should have research aptitude, scientific temperament,
critical thinking ability, deep insight. (Ref: H. L Singh 'scientific temper and
education research monograph: common wealth publishers) . Every Tom ,Dick
and Harry cannot pursue higher education. For example in one of the research
study for the identification of gifted students, a non verbal mental measurement
test - Ravens progressive matrices test was administered to 1200 students in
different sittings. The students scoring (14.95= 15) on the intelligence test were
termed as gifted. Out of 1200 students only 228(i.e. 19%) students were identified
as gifted (Ref: Mahmood Ahmed Khan 'Gifted achievers and underachievers their
socio economic status 'Insight Research journal, Dec 2000 Vol7 No 1 pp-41)

Suggestion for reform:

The overwhelming majority of the students in our colleges are only looking
for a certificate to make them stand in a line of army of job hunters. At 10+2 level
there should be a rigorous qualifying test so that we can identify those (minority)
who are really aspiring for academic degrees and have a biophilic thirst to explore
the ocean of knowledge. For these students we have to conduct Bsc honors in
specialized branches. For those who do not qualify this test (majority) there should
be a general graduate level vocational and academic courses which will help them
to meet twin responsibility to earn bread (employment & self employment) and
fulfill their duties as educated human beings and responsible citizens. At the same
time University should take due care of policy of protective discrimination by
addressing to the education of the weaker sections of the society. Via reservation
policy. University should rekindle their academic will and purpose by expending
their energies for developing rigor and standard in under graduate courses in
colleges and post graduate and research in universities. (Ref Seminar held in
Kashmir university on 28th august 2004 on Quality assurance in higher education:

Assessment and Accreditation of colleges) The college teachers demand that colleges should be recognized as permanent research centers. I strongly disagree this view because it will create a confusion and chaos regarding objectives of college and university education. Tomorrow colleges will change their nomenclature to universities. From a common sense approach if post graduate teaching (unfortunately we have lost this battle) and research is conducted in colleges where lies the difference between a college and a university. The structural relationship between the colleges and universities needs to be flexible. The existing rigidity in the structure of the university needs to be made elastic and dynamic by giving due representation to college authorities in Board of studies and other decision making bodies in the universities. I agree that the existing centralized system needs some changes to make its affiliated system more flexible and receptive but at the same time university of Kashmir will not succumb to any pressure by granting autonomy to its affiliated colleges. At the University of Kashmir we have to establish center for professional development in Higher education (CPDHE). Here the college and university teachers will interact and discuss recent developments in education and jointly evolve a mechanism to cope with the changing syllabi. Short courses, seminars, workshops on examination reforms will be conducted jointly to sensitize teachers and administrators regarding reform and innovation in higher education. A permanent research unit will be established in the proposed center. (Ref Uberio, N.K (1995) Professional competency in higher education UGC & Delhi university) The University of Kashmir has to make a fresh relook or inquire into the conditions of affiliations laid down by it. There is a general perception that there is a non enforcement of conditions of affiliation laid down by university. This needs to be investigated. The conditions laid down by the university of Kashmir should be made comprehensive and specific. Research tools (valid and reliable) need to be evolved in this direction to make an objective based evaluation of higher education. The University should evolve an adequate machinery for proper enforcement of conditions of affiliation. Our university has a provision of granting temporary affiliation to the newly started colleges on condition that the colleges would comply with the requirements of affiliation but there is no strict enforcement of conditions later on. This needs a follow up research on the part of the university. If autonomy is granted to some selected colleges it will come in a big way of enforcing the conditions of affiliation. Inadequate and ineffective inspection, lack of interest on the part of the administration, social and political pressures are some of the additional factors for the non enforcement of the conditions of affiliation which need to be reviewed. There should be a provision of inspector of colleges who will look into the functioning of these colleges. University authority should make a fresh relook on rules, statues, procedures and techniques which have not been changed for so many years. The office oriented administration needs to be rebuild on scientific principles of administration. (Ref: Khurshid Ali ' Toward dynamic university administration 'the Badamwari Alumni special Vol 1 No 1 2005 pp-171-175) So there is a need to constitute a expert committee on autonomous

of the proposed following term of reference: To study the various aspects of the autonomous colleges in J & K and make recommendations to the government.

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ALIGARH EXPERIMENT - A HISTORICAL PERSPECTIVE

M Ashraf Wagi
Showkat Rashid Wani
Shabir Ahmad Bhat
Khalida Akhter

Prof Aga Ashraf Ali, Ex Dean Faculty Of Education Once wrote a thought provoking article based on historical facts, on the theme "*Sir Syed Ahmad Khan and the tradition of rationalism in Islam*" This paper was debated at national level and later published in a journal "*Islam and Modern Age*" (Vol 3 , No 3, August 1972) started in 1970 under the editorship of Dr Abid Hussain , an eminent Islamic scholars and one of the three intellectual pillars of jamia milia . Sir Syed Ahmad's mother, Aziz-un-Nisa, took a great deal of interest in the education and upbringing of her son. She imposed a rigid discipline on him and Sir Syed himself admitted that her supervision counted for much in the formation of his character. Sir Syed Ahmad Khan was a great historical researcher. In 1847 he published , the famous archaeological master piece ' *Asarus Sanadeed* ' -a book that provided a wealth of information on countless historical monuments in Delhi from the eight hundred year long Muslim era. Sir Syed Ahmad Khan published another book ' *Asbab-e-Baghawat-e-hind* , ' (The cause of Indian Revolt) . Where ever Sir Syed Ahmad Khan went or worked he did something for the advancement of education. He established Gulshan school at Muradabad in 1859, Victoria school at Ghazipur in 1864. On January 9 1864 Lt. Col. G.F.I Graham a close friend and later the biographer of Sir Syed Ahmad Khan said about the scientific society , its founder and its work : For the first time in the annals of Hindustan has the Mohammedan gentleman alone and unaided thought over and commenced a society in order to bring the knowledge and literature of the western world within reach of immense masses of the people of the east . Sir Syed Ahmad Khan wrote to Mr J.H Princep the collector of Aligarh : ' One of the chief objects aimed by the scientific society is the introduction of improved methods of agriculture into India by which the conditions of the people will be improved . Sir Syed Ahmad Khan instituted this scientific society to create a scientific temperament among the Muslims and to make the western knowledge available to the Indians in their own language. He got many scientific works translated from English to Urdu The Aligarh. Institute Gazette , an organ of the scientific society was started in March 1866 , and succeeded in igniting the scientific thinking among the Muslims. Sir Syed Ahmad Khan had to face a stiff opposition in his mission. Anyone with a poor level of commitment would have backed off in the face of stiff resistance but Sir Syed responded by bringing out a journal ' *Tehzibul Akhlaq* ' which was rightly named in English ' Mohammedan Research Scholars, Department of Education, University of Kashmir

Social Reform'. This journal helped in the cultivation of scientific habits among the Muslims. It also infused a new biophilic desire amongst Muslims to be receptive to modern education. Sir Syed got the opportunity to visit England in 1869-70. During his stay in England he went to different schools, colleges and universities. He studied the opinion of progressive educationists/ experimentalists. He studied the British curriculum, method/ strategy of teaching and decided to experiment on these ideas in Aligarh. On his return home he established Mohammedan Anglo Oriental (M.A.O) school (May 24, 1875) at Aligarh on the pattern of British boarding schools. The school took the shape of M.A.O college on 8 January 1877. The establishment of M.A.O college was described by Lord Lytton

(Viceroy) of India as an epoch in the social progress of India. Sir Hamilton Gibb characterized the college as the first modern institution in Islam. Sir Syed visualized "That this college may expand into a University, whose sons shall go forth throughout the length and breadth of the land to preach the gospel of free inquiry of large hearted toleration and of pure morality. (Ref; Graham 'Syed Ahmad Khan' p-274) Lord Ripon and W. Hunter (the author of *Indian Musalmans*, 1872) remarked about the M.A.O College that this institution effectively combines the secular with religious aspects of education. Sir Syed described his vision of the college / university he proposed to establish in a Urdu article, and reprinted in the *Institute Gazette* of April 5, 1911. He wrote "but we aim to turn this M.A.O college into a University similar to that of Oxford and Cambridge. Like the churches of Oxford and Cambridge, there will be mosques attached to each college. It will be mandatory on Muslim students in residence to join the congregational prayers (namaz) at all the five times. Students of other religions will be exempted from this religious observance. Smoking of cigarettes or hukka and the chewing of betel will be strictly prohibited. There will be thrust on co-curricular activities. No corporal punishment or any such punishment as is likely to injure the students self respect will not be permissible. In 1920 Aligarh Muslim University was established. The University generated an amazing range of talent like a great revolutionary Raja Mahendra Pratap Singh, Dr Zakir Hussain, K.G Saigyain, Sheikh Mohamad Abdullah, Ayub Khan, Dr Syed Mahmood; and other think tanks and scientists. In one of his lectures Sir Syed said 'There is no distinction what so ever between Hindus and Muslims. Only one who strives hard can lay claim to get the award. I regard both Hindus and Muslims as my two eyes.' The University he established is a visible embodiment of reason and progress. In 1889 he received an honour of Doctorate in literature from Edinburgh University. He was a man of substance with ingredients of scientific temper ingrained in him. Maluana Hali's biography of Sir Syed (Hayat-i-javed) is truly a monumental work. At the time of writing this book, Hali thought that Sir Syed alone could offer the lead to the confusing masses of people and especially the Muslims in a critical situation created by the failure of Indian revolt of 1857.

Maluana Abul Kalam Azad while delivering the convocation address on February 20, 1949 said "So far as Muslim of India are concerned, one can assert without fear

the man (Sir Syed) who played the most important role in this struggle is the presiding spirit of this university. The battle was fought here in Aligarh and Aligarh is the visible embodiment of the victory of the forces of progress. Here developed the new schools of research, interpretation and reconstruction of Muslim thought. You must remember that this glorious heritage is yours and it is for you to revive the past splendor of Aligarh. The inscriptions which have been carved on the walls of your Strachey Hall may fade with the passage of time but the inscriptions which Aligarh has written on the modern period of Indian history can never fade. Future historians will discover in Aligarh one of the main sources which has contributed to the evolution of modern India. Your duty is to regenerate those old traditions and to create in your University an atmosphere of research and enquiry into all the spheres of knowledge and preach the gospel of large hearted tolerance and of pure morality." We can derive/ evolve the following educational implications / interventionist strategies from educational philosophy of Sir Syed for present educational scenario : We have to be committed towards General Agreement on Trade in Services (GATS) a signatory body with WTO on Higher education. Privatization of education should be allowed on the condition that there is a missionary ingredient and quality inputs in all its programmes. Universities should cease to be examining and affiliating bodies only but make a visible shift from sterile research to potent research. Professional development of teachers should be redesigned to prepare globally competitive teachers. Information and Communication Technology (ICT) facilities should be utilized for yielding maximum academic productivity. We should teach regional history to the students . Science teaching should be reoriented to cultivate scientific habits in our children . University should be place where we can experiment with innovative ideas. University is the right place where critical discussion/ dialogue on educational, political, economical ,social issues can take place and strategies for peace building and conflict resolution can be evolved.

On the passing away of this great leader and a torch bearer Sir Thomas Arnold the author of the Preaching of Islam and the one who had been closely connected with Sir Syed Ahmad addressed a meeting of Anjuman Islamia, Lahore. He concluded his long and illuminating speech with the following inspiring remarks: " Only one thing remains for me to say to you who share the same faith as Sir Syed . If your tears are sincere and your grief genuine , surely you have something better to do than to weep and cry. Remember , the man you are mourning was so poor that he did not even posses a house to live or die in . Even so , he has left you a fortune . His legacy to you is the task of fighting the noble battle against prejudice and ignorance. Only you can arouse your fallen nation and lead your people to accept whatever their duty in life might be. This man has left you an example to follow and following it you and your children will become masters of the greatest treasures of all. (Ref: Maluana Hali Hayat-ijaved,pp233-38)" **In the memory of this great teacher University of Kashmir has named the main entry to the campus as Sir Syed Gate.**

Book Review*

Dr. Ram Nandan Singh's,

Buddhism: From Genesis to Decline

(New Bharatiya Book Corporation, Delhi, 2007). Pp. v + 187.
Price : Rs. 195.00

This book looks at a historical development of Buddhism right from origin to decay. Dr. Ram Nandan Singh has presented a concise, complete and authentic history of Buddhism in India.

The author has divided his work into eleven chapters. The first chapter deals with an introductory note of subject matter of the book. The second chapter mentions the origin and systematic survey of Primitive Buddhism. It analyses the Social, Philosophical, Political, Economic and other factors responsible for the origin of Buddhism in the sixth century BC. It further investigates whether Buddhism was a reaction to, a dissent from or a revolt against the existing philosophy of life and society. It presents a systematic survey of Primitive Buddhism right from the beginning to a great royal patronage provided by the Mauryan king Asoka who was one of the greatest promoters and saviours of the Buddhist faith. He restored the faith and spirit to the Buddhist Order from the corrupt practices that had crept into the Buddhist *Sangha*, and from the heretical doctrines preached by the sectarians of various descriptions by convening the Third Buddhist Council at Asokarama Vihara in Pataliputra modern Patna in Bihar, and by sending the Buddhist missionaries to foreign countries, viz. Sri Lanka (Ceylon), Suvarnabhumi (Myanmar), Yavana, and so on. Mention may be made of the introduction of Buddhism to Kashmir and it was Emperor Asoka himself who sent an old monk Majjhantika Thera to propagate Buddhism in the valley. And again, it was *Piyadassi* Asoka who made Buddhism a ruling religion of a large numbers of the world population.

The third chapter states about the early aspects of Mahayana Buddhism in relation to Hinayana Buddhism. Here, the traces of Mahayana Buddhism in early Buddhist literature are explained. The gradual evolution of differences in philosophy as well as in rituals, and eventual rejection of Hinayana Buddhism by Mahayana Buddhism has also been investigated at length. The fourth chapter deals with the rise and development of Mahayana Buddhism. For this great event, it enumerates contributions of the Buddhist writers, compilers and scholars of the transition period during about 200 BC to about 100 CE. During the period, many alien peoples,

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Scythians, Parthians, Kusanas, and so on came to India, and the sizeable majority of the foreigners who were semi-barbaric tribes having not any strong religious conviction or culture of their own were prone to adopt Buddhism rather than Hinduism.

The fifth chapter contains the socio-economic background of transition during the period about 200 BC to about 100 AD. This chapter points out the changes in production base, medium of exchange, role of collective enterprise, rise of mercantile class, growth of cities, role of expendable surpluses, social structure and the correlations of these events, circumstances and factors to the changes within the Buddhist Order, and its consequent expansion in Asia. The subject matter of the sixth chapter is the description of some later aspects of Buddhism. The discussion suggests that the Vijrayana version of Buddhism with *Tantra* as one of its basic tenets culminated out of Mahayana Buddhism. The importance of bodily pleasures was enunciated in this version of Buddhism. There is also a discussion about the role of womanhood in the esoteric Buddhist philosophy, which had been missing in its early phase of development. The Vijrayana sect accepted the ideas and intuitions present among the common people. The Vajrayana sect of Buddhism incorporated popular and indigenous deities in its *mandalas* as acolytes of the chief God.

The seventh chapter deals with the spread of Buddhism in ancient India especially in the north and north-west of India. It is very challenging and interesting to explore the introduction and propagation of Buddhism in these areas primarily because Buddhism was originated in Magadh, Mithala and Varanasi regions. The eighth chapter delineates the aesthetic aspects of Buddhism. It explains the nuances of Buddhist art, culture and jurisprudence. It is a living testimony of Buddhism. The ninth chapter gives the relationship of Buddhism with modern age. Buddhism was revived in the modern times from the standpoint of modern outlook. The modern era is a scientific epoch. Now-a-days, question marks are being put before religions. In this context, Buddhism is much more compatible with the scientific temper and thought. Buddhism and modern age can walk hand in hand. The Buddhist philosophy is based on in line with the scientific way of thinking. All these pertinent points have been discussed in this chapter.

The decline of Buddhism from the land of its origin has been explained in a critical way in the tenth chapter. Buddhism had been a reigning religion in India. But it almost evaporated from the hinterland, and remained in the Himalayas in some form or the other. The factors and causes which are responsible for decline of the *Saddharma* of Gautama Buddha are enumerated in an impartial manner. In the last chapter, the author has presented the sum up of all the conclusions arrived at different chapters of the book.

The language of the book is very simple, lucid and coherent. This work is sure to serve both the general readers as well as researchers to a significant extent. For researchers, there are several hypotheses, which have been substantiated. The credit goes to the author for giving Sanskrit terms used in the book in italics, which help understand the concepts in an uncomplicated way. Finally, there are a few minor typographical lapses, which distract attention while going through the book, and it should be avoided.