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**CONTENTS**

**Page No.**

<b>Editorial</b>	i
<b>ARTICLES:</b>	
<b>Primary School Children's learning Difficulties Questionnaire</b> <i>A. G. Madhosh</i>	1
<b>Collaborative Projects for Professional Development of Teachers in Distance Education</b> <i>B.K.Pasi &amp; Ajit Singh</i>	9
<b>Happiness in Mill's Theory</b> <i>G. Chattopadhyay</i>	23
<b>Al-Ghazali- A Versatile Genius</b> <i>A. H. Zargar</i>	29
<b>Impact of Adult Education Programme on the Beneficiaries</b> <i>N.A. Nadeem &amp; Nahid Ruhee</i>	33
<b>Literacy and Development</b> <i>G. M. Malik</i>	41
<b>Mass Media- Education and Culture</b> <i>A. R. Rather</i>	47
<b>Institutional Plan - An Ecological Approach</b> <i>G. A. Bhat</i>	53
<b>Computer Generated Works and the Doctrine of Originality- An Emerging Trend</b> <i>F. A. Rafique</i>	63
<b>Urdu Adaptation of Jr. Sr. High School Personality Questionnaire (14HSSPO)</b> <i>M. A. Khan</i>	71
<b>Population Explosion and Environmental Pollution in India</b> <i>M.Y. Ganie</i>	95
<b>Income Generation through Skill Development in Continuing Education</b> <i>Mrs Kusum Vir</i>	101
<b>The role of Social Sciences in Health Education</b> <i>Muzaffar Ahmad Khan</i>	113
<b>A Study of Girls Vocational Aspiration as in Agreement with or different from their Parental Expectation</b> <i>Yasmin Kawoosa</i>	119

<b>Creativity and Adjustment - A Study on Secondary School Students</b>	127
<i>M. I. Mattoo</i>	
<b>Education for Human Rights and Democracy</b>	141
<i>G. Q. Sheikh</i>	
<b>RESEARCH ABSTRACTS:</b>	
<b>An I.Q. and SES Study with reference to actual drop out incidence at elementary stage</b>	145
<i>Jamila Rather</i>	
<b>Enrolment in Higher Education: A Trend Analysis – 1990-95: A (Case Study of Kashmir University)</b>	147
<i>Syed Shafaq Naiema</i>	
<b>A Comparative Study of First Generation Learners with respect to their Learning Difficulties</b>	150
<i>Yaqoota Bagdadi</i>	
<b>A Study of Non-Formal Education Programme in Jammu and Kashmir</b>	151
<i>Remu Nanda</i>	

## Editorial

It is an occasion of pleasure for us to have received a country-wide appreciation for bringing to light most important areas of educational development. The present issue of the journal again carries a good number of the write-ups focussing on life related and socially relevant themes. However, our lead article this time focusses on professional development of teachers in distance education by Prof. B. K Passi and Dr. Ajit Singh of the Indira Gandhi National Open University. The emerging need for distance learning in this country can not be ignored and the way correspondence education is becoming popular is only reinforcing the need to strengthen the distance learning more intensively.


In our school education, the UEE is still a vital demand. Although the enrolment figures for both boys and girls have considerably gone up, yet the drop-out rate possess a big challenge. The District Primary Education Programme (DPEP 1994) has presented some handsome results and we hope that in near future Jammu Kashmir State shall launch this programme in some selected districts. It would be quite in the fitness of things to have new techniques developed for assessment of learning difficulties, social problems, parental acceptance and rejection, special needs, gender problems, social inequalities, developmental needs etc. I have made a small effort in this direction and hope more and more device shall follow in future.

Adult and Non formal education have occupied centre stage in our educational reconstruction of the country. Unless universities come forward with all possible help, the dream "Education For All" shall remain unrealised. It is heartening to learn that the state government has decided to have Sate Literacy Mission Authority constituted and take up the adult education on campaign bases in the state. I would not hesitate to suggest a separate ministry for adult continuing and non-formal education in the state with such an increasing importance of the adult education movement in the country.

In this connection we have at least two articles (one research study) and one research abstract on the subject. It is expected that in future more critical, evaluative, reflective comparative, case-based presentations shall receive a great deal of space.

A good number of articles are devoted to most important concerns like media, vocational preferences, institutional planning, population explosion and health education.

Like previous volumes, we have contributors from other disciplines and hope this cooperation to continue in future also. We would really look forward to receive more and more socially relevant, research based and presentation on emerging trends and concerns in education. We would be glad to receive your suggestions and other comments to bring this journal up to your expectations.



*Prof A. G. Madhosh*  
Chief Editor (JIESC)

# Primary School Children's Learning Difficulties Questionnaire

A.G. Madhosh\*

Learning at the primary stage is crucial in more than one ways. This is the stage when children pick up skills of writing, reading and counting. Children who are not properly guided at this stage may carry their mistakes to the following stage of their educational development and lay behind their classmates. Simple difficulties of joining alphabets to make words or writing in a legible manner restrain the child to take up more important assignments later in his life. There is, therefore, a need to have diagnostic tool available to identify such children quite early and plan a strategy to help them. The present questionnaire is an attempt to help teachers, parents and counsellors to identify children with learning difficulties at primary stage. The questionnaire can be used with the pre-primary children also.

Assessment of Learning Difficulties Questionnaire is a 40 item schedule. It has been arranged in four areas, viz., Reading Writing, Arithmetic and General. Each item shall be marked between 0-1. Yes will get a score of "zero" and "No". But for "general" dimension of the scale "yes" will get "one" and "No" zero, except for the item number 4, where "no" gets one mark. A high score will mean high level of difficulties. However, the score system will be reversed for the following items:

S.No.	Dimension	Item	Score
1.	Writing	9	"No" will get a score of one.
2.	Arithmetic	3	"No" will get score of zero.
3.	Arithmetic	5	"Yes" will get a score of one.
4.	General	4	"No" will get a score of one and for others "yes" will get a score of one and "No" zero.

---

\*Dean and Head, Faculty of Education, University of Kashmir, Srinagar.

The questionnaire is meant for 6-11 age groups. It is exclusively devised for primary class students. It can be used with pre-school children only in such schools where they are familiar with reading, writing and numeracy.

### Reliability and validity

The questionnaire is found to be dependable tool for making a quick assessment of learning difficulties. It may serve as an indicator to be followed by more detailed and comprehensive measures. Presently, the split half reliability has been worked out as 0.70 which is fairly dependable. For validity, teachers opinion has been taken as a criterion measure and a co-efficient of 0.85 has been found to be good index on its fairness or validity.

### Norms

For the purpose of explanation, the scores, have been put under the following explanatory categories:

Score	Explanation
30-39	Extreme difficulty levels
20-29	High difficulty levels
10-19	Medium difficulty levels
0-9	Low difficulty levels

### Stanine Norms

Score	Stanine
36-39	IX
32-34	VIII
28-31	VII
24-27	VI
20-23	V
16-19	IV
12-15	III
8-11	II
4-7	I



As mentioned, the scale has four dimensions. While as first three dimension, viz., reading, writing and arithmetic are closely related to the academic side of the problem, the 4th dimension (General) is purely a psychological phenomenon. The scores pooled for all the ten items in this dimension would indicate child's attitude towards his/her school. A qualitative explanation is presented in the table below:

Scores	Explanation	Attitude
8-10	Not inclined at all	(--) Highly negative
5-7	Not inclined	(-) negative
2-4	Moderately inclined	(+) Positive
2 and below	Fairly inclined	(++) Highly positive

Inclusion of this dimension in the scale is based on the argument that at primary stage of educational development children's psychological make up is more intensely related with his learning potential than at any other stage (Freud, 1939; Piaget, 1964; Erikson, 1973). The scores on this dimension can be subtracted from the total, in case the scores on other three dimensions are very low; this is because low scores on other dimensions would show absence of learning difficulties, and high marks on psychological dimension may unnecessarily boost the scores and Jeopardize the results. This precaution is essential although sufficiently high correlation was found between school performance of the children and their scores on psychological dimensions ( $r=0.76$ ).

The following explanatory table represents the scores excluding the scores of the general or psychological dimensions.

Score	Explanation
2-8	Low difficulty level
9-15	Medium difficulty level
16-22	High difficulty level
23-29	Extreme difficulty level

As mentioned, the scale has four dimensions. While as first three dimension, viz., reading, writing and arithmetic are closely related to the academic side of the problem, the 4th dimension (General) is purely a psychological phenomenon. The scores pooled for all the ten items in this dimension would indicate child's attitude towards his/her school. A qualitative explanation is presented in the table below:

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The following explanatory table represents the scores excluding the scores of the general or psychological dimensions.

Score	Explanation
2-8	Low difficulty level
9-15	Medium difficulty level
16-22	High difficulty level
23-29	Extreme difficulty level

**Stanine Norms: (Excluding general dimension)**

Score	Stanine
28-30	IX
25-27	VIII
22-24	VII
19-21	VI
16-18	V
13-15	IV
10-12	III
7-9	II
4-6	I

**Utility**

The test has been used by the author with fairly dependable data. It has screened pupils with real learning difficulties. However, a comprehensive diagnostic tool is needed to know the exact nature of the learning difficulties. The present questionnaire shall nevertheless identify the children for further assistance or counseling.

**Format**

**Primary School Children's Learning Difficulties Questionnaire**

Prof. A.G. Madhosh

**The Scale**

**Bio- data**

Name \_\_\_\_\_ Class \_\_\_\_\_ Medium \_\_\_\_\_  
 Age \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_  
 Gender \_\_\_\_\_ School \_\_\_\_\_ Place \_\_\_\_\_

**Instructions**

This questionnaire of assessment of the learning difficulties of the primary school children is to be filled in by the researcher/teacher/guardian himself or by the students to be studied. The scale may assume the status of an interview schedule to be filled in consultation

with the children under study. All, one has to do is to ask questions as put in the scale and record answers accordingly.

### Now Begin

#### Reading

- |     |   |                    |
|-----|---|--------------------|
| 1.  | In which language do you receive instructions?                                | Urdu/Hindi/English |
| 2.  | Do you understand the language your teacher speaks?                           | Yes/No             |
| 3.  | Can you read the alphabets of your medium of instructions?                    | Yes/No             |
| 4.  | Can you recognize the alphabets if jumbled?                                   | Yes/No             |
| 5.  | Are you familiar with <u>Capital</u> and <u>Small</u> forms of alphabets?     |                    |
| 6.  | Can you read words?   | Yes/No             |
| 7.  | Can you read words in alphabetic order?                                       | Yes/No             |
| 8.  | Can you read words if not arranged in alphabetic order?                       | Yes/No             |
| 9.  | Can you read sentence clearly?  | Yes/No             |
| 10. | If the parts of a sentence are disarranged can you place them in right order? | Yes/No             |

#### Writing

- |    |  |        |
|----|--|--------|
| 1. | Can you write alphabets well?                                      | Yes/No |
| 2. | If letters (alphabets)are dictated to you do you write as desired? | Yes/No |
| 3. | Can you copy alphabets from your book?                             | Yes/No |
| 4. | Can you write words?   | Yes/No |
| 5. | Can you write sentences well?                                      | Yes/No |
| 6. | Can you fill in the blanks in an incomplete sentence?              | Yes/No |
| 7. | Can you write in hurry?  | Yes/No |

- |     |                                   |        |
|-----|-----------------------------------|--------|
| 8.  | Do you take much time to write?   | Yes/No |
| 9.  | Is your writing satisfactory?     | Yes/No |
| 10. | Can you write your name properly? | Yes/No |

### Arithmetic

- |     |  |        |
|-----|--|--------|
| 1.  | Can you recognize numbers?   | Yes/No |
| 2.  | Can you place unorganized number into order?                           | Yes/No |
| 3.  | Do you find any difficulty in writing numbers?                         | Yes/No |
| 4.  | Can you add numbers?   | Yes/No |
| 5.  | Do you find any difficulty in carrying over from one digit to another? | Yes/No |
| 6.  | Can you subtract numbers?  | Yes/No |
| 7.  | Do you find any difficulty in multiplication?                          | Yes/No |
| 8.  | Can you divide numbers properly?                                       | Yes/No |
| 9.  | Are you familiar with mathematical symbols?                            | Yes/No |
| 10. | Have you learnt all important tables?                                  | Yes/No |

### General

- |    |  |        |
|----|--|--------|
| 1. | Do you feel scared while going to school?          | Yes/No |
| 2. | Are you afraid of your teachers?                   | Yes/No |
| 3. | Do you feel no one loves you in the school?        | Yes/No |
| 4. | Do you complete your home assignments?             | Yes/No |
| 5. | Do you feel your school is just not good?          | Yes/No |
| 6. | Do you feel your teachers do not take care of you? | Yes/No |

- |     |  |        |
|-----|--|--------|
| 7.  | Do you feel that teachers like only those children who are good at studies?                                      | Yes/No |
| 8.  | Do you think that your school does not take care of your personal needs (water, excretion, rest, clean air etc.) | Yes/No |
| 9.  | Do you feel you don't like your school because of punishment it gives to you?                                    | Yes/No |
| 10. | Do you feel anxiety in answering teacher's questions in the class?   | Yes/No |





# Collaborative Projects for Professional Development of Teachers in Distance Education

*B.K. Passi\**  
*Ajit Singh\*\**

## Introduction

Existing in-service training programmes through institutions at National (NCERT, NIEPA), regional (RIE's) state (SCERT's, IASE's, CTE's), district (DIET's) and sub-district (BRC's, CRC's) levels are providing in-service education to teachers through face to face mode. Infrastructure facilities of these institutions are woefully inadequate to provide even 'one-shot' training of suitable duration to teachers, trainers supervisory staff and supporting staff through face to face mode. These institutions are, therefore, not able to meet demands of in-service training of said functionaries. Therefore, it is now being visualized that the task of providing in-service training on a continuous basis to different functionaries can only be accomplished through distance education mode. But the selected mode has to be effective failing which human and material resources invested into in-service education and training of functionaries will not yield desired dividends.

During the last one decade, about two dozen universities, such as Kota Open University, Kurukshetra University, MD University, Annamalai University has launched degree oriented programme of teachers education through distance mode. A feeling is growing amongst us that this has led to commercialization of the programme and consequently, its quality has declined substantially. Regarding short-term in-service teacher education, certain other programmes such as Programme of Mass Orientation of School Teachers (PMOST), Special Orientation of Primary Teachers (SOPT) were launched by the NCERT. Face to face modality has been/is being mainly used in this programme. Recently the NCERT has undertaken

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experiments of providing in-service teacher education to primary teachers and DIET faculty through distance mode using teleconferencing. All these need to be addressed by undertaking research.

IGNOU-UNESCO Chair, in the SOE, was established in 1997 with a view to improving the quality of training programmes through distance education mode. Large number of issues are involved. It is obvious that armchair thinking alone will not help in diagnosing the issues and improving the conditions. This is to be achieved by conducting research studies, developing policy papers, producing databases, developing materials of improving teaching learning processes, and so on. Further, the IGNOU-UNESCO Chair is to provide leadership in India and SAARC countries for the development of teacher education through distance mode. In pursuance of realization of its objectives, the IGNOU-UNESCO Chair organized many a brain storming sessions. Apart from such preparatory brainstorming sessions two national level research workshops at EMPC, IGNOU from 20 to 22 December 1997, and from 4 to 6 April 1998 were organized.

Main objectives of these two research workshops for teacher development were:

- Visualizing and analyzing problems, issues, threats in launching quality programmes for in-service education of teachers working at different levels through distance education mode.
- Developing [a] concept papers of theoretical understanding; [b] undertaking micro studies for empirical findings; [c] developing new research proposals for conducting macro-studies for formulating policy and improving quality processes of distance teacher education programme.

Reviewing the on-going programmes through any mode with a view to identifying the innovative inputs for improving the quality of Distance Teacher Education particularly in-service education.

## Areas For Research Workshops

In these workshops more than one hundred scholars from National State and Local Institutions participated. Representatives for NCERT, NIEPA, NCTE, IGNOU, NOS, DEC, IGNOU, Kota Open University, Kurukshetra University, Karnataka Open University, Delhi University, Aligarh Muslim University, Punjab University, SNDT University, Dr. B.R. Ambedkar Open University, Kakatiya University, MS University, Nagaland University and many more had participated. Many other participants from college, institutes and school systems also participated. Deliberations in the following areas were held. Ninety proposals from non different areas and three categories of the projects were identified. The distribution of the same is given below.

**Area-wise, category-wise distribution of proposals  
(N=91)**

Areas	PROJECTS							
	Concept Papers		Micro Studies		Macro-Project Proposals		Total	
	Dec	Apr	Dec	Apr	Dec	Apr		
1.0 Need Assessment	1	2	4	8	2	1	18	
2.0 Studies: Structures and components	0	4	8	2	0	6	17	
2.1 System								
2.2 Components (Materials)								
3.0 Preparing plans	0	1	0	3	1	0	5	
3.1 Preparing National/ State/Local Plans								
3.2 Capacity Building								
4.0 Process Studies	3	5	2	2	1	2	15	
4.1 Open Learning Pedagogy								
4.2 Pedagogy of ITV								
4.3 Evolving Paradigm Print Material to Multi-Media								
4.4 Formative Evaluation								
4.5 Process-Product Norms								

5.0	Media 5.1 Media 5.2 Interactively: Teleconferencing	3	2	1	0	0	4	10
6.0	Programming 6.1 Integrating Programs: Modes, Levels, sites 6.2 New vision of Progra- mming: Innovations	1	6	2	3	1	3	16
7.0	Collaboration and networking 7.1 Physical networking 7.2 SIG (Virtual)	0	1	2	0	0	1	4
8.0	Research 8.1 Areas and Process 8.2 Researchers	0	3	0	1	0	0	4
9.0	Financing	0	0	1	0	1	0	2
	Sub Total	8	21	20	19	6	17	91
	Grand Total	29		39		23		91

The first phase of December workshop produced 34 proposals where as, the second phase of April has produced 57 proposals. In all, we listed 91 proposal in the said areas and developed brief outline for same. These proposals are classified as proposals for concept papers, Micro-studies and for Macro-projects proposals., Number of concept papers is 29, number of Micro-Studies is 39, and number of Macro-Project proposals is 23. Concept papers are supposed be proposals is 23. Concept papers are supposed to be completed within three months to six months. Similarly, micro studies are to be completed within three to six months. Proposals for macro-studies are to be delivered within six months but the completion of these macro studies may take two to three years. It is hoped that completion of these three types of studies would provide new conceptual framework, knowledge base, database and working guidelines for improving the quality of training process. Titles of these Concept Papers, Micro and Macro Studies are reported below for reference.

### **Proposals for Concept Papers**

Concept papers identified the niche areas, such as process norms, information technologies, open learning pedagogy, development of physical education teachers through open learning, trends and

perspective in teacher education and strategies for developing researchers in distance teacher education. Area wise listing of the titles is given below:-

S. No.	Project Title of Concept Papers
1.	Emerging Horizons of Professional Development of Distance Educators.
2.	Developing process Norms for Distance Teacher Education
3.	Open Learning Pedagogy: The Emerging Concept - A Concept Paper
4.	Institutionalizing open Learning: A Concept Paper
5.	Issues of interactivity and Pedagogy in the Use of Tele-communication and Information Technologies for Distance Teacher Education
6.	Interactive Television in Teacher Education
7.	Development of Concept Paper on Managerial Issues in Interactive Television: A Concept Paper
8.	Development of Paradigm for Exploring New Possibilities for Designing Open Teacher Education
9.	Work Motivation of Researchers on Distance Teacher Education
10.	Study the Need of Developing and Upgrading In-service Teachers.
11.	Distance in-service Teacher Education Programme of South and South East Asian Countries: Some Reflections
12.	Developing Designs for Capacity Building of Trainers at the Block and the Cluster Resource Centres using Distance Education Mode.
13.	Professional Development of Teacher Educators and Researchers of Distance Education/Open Learning
14.	Open Learning System and professional development of teachers in alternative school systems: A Conceptual framework.
15.	Open Learning Based Teacher Education System: Futuristic Scenario
16.	Open Learning Modes for Development of Teachers in Physical Education
17.	Philosophical Foundation of Tele-Pedagogy
18.	Proposal to develop a concept paper on up-gradation of the interactive satellite communication facilities at IGNOU

19.	Teleconferencing Based Distance Education Programme - Indian Experience
20.	Development of Teaching Programmes for Teachers in the Field of Special Education through Open Learning
21.	Developing Strategies for Training of Teachers in the light of the Educational Ideas of Sri Aurobindo and the Mother
22.	Training of Trainers in Distance Teacher Education (DTE) - An Approach Paper
23.	Teacher Education from Distance: Ethnographic Approach for proving Access to Education to all and Marginalized Groups
24.	A national system of teacher Education: Integral way ahead
25.	Distance Education for working Teachers - A Theoretical Framework
26.	Professional Development of Teachers: Role of un-utilized Resources
27.	Research in Distance Education-Some Methodological Issues.
28.	Research in Distance Teacher Education: Trends and Perspectives.
29.	Need and Strategies for Developing Researchers in Distance Teacher Education.

### Proposals for Micro-Studies

Proposals of micro-studies are addressed to various aspects, such as, training needs of teachers and teacher educators, case study of B.Ed. programme of Open Universities, evolving criteria for evaluation of self-instructional material, financing of Distance Teacher Education. Area-wise listing of the titles is given below:-

S. No.	Project Title of Micro Studies
1.	Assessment of Training Needs of Primary Teachers in Ghaziabad District of Utter Pradesh - A Pilot Study
2.	Identification of Academic and Professional Needs of Teachers Practicing in Primary Schools
3.	SWOT Analysis of Teacher Education Programmes of a Selected Distance Education Institution
4.	Analysis Feedback of Teachers participated in the Distance Teacher Education Programme - A Case Study

5.	Academic and Professional Needs of Educators of Street Children towards Preparing a Training Module
6.	In-service Teachers Development Programme of Central Institute of English and Foreign Languages by Distance Mode
7.	Case Study of B.Ed. Programme for In-service Teachers in Kota Open University
8.	Evaluation of Distance Secondary Teachers Education Programme with respect to Quantity, Quality, Efficiency and Relevance
9.	Case study of an Elementary Distance Teacher Education Programme with Special reference to Quality, Quantity, Efficiency and Relevance
10.	Preparing a Handbook on "Criteria for Development and Evaluating Distance Learning Materials"
11.	Evaluating Selected Aspects of Self-Instructional Materials Developed for Distance Teacher Education Programs(s) - A Field Study
12.	Evolving Criteria for Evaluating Teaching - Learning Materials
13.	ITV for Working Teachers: Pedagogic, Practices, Concerns and Directions
14.	Pedagogical Explorations of Interactive Television (One way Video and Two Way Audio) for Distance Teacher Education
15.	Utilization of Media Products in Teacher Education
16.	Documenting Innovative Face-To-Face Teacher Education Programme and its Implications for a Distance Mode of Teacher Education
17.	Systems Design for Inservice Elementary Teacher Education through Open Learning Distance Education Mode
18.	Special Interest Groups - A Study
19.	A Formative Evaluation of a "Special Interest Group"
20.	Financing of distance teacher education - institutions and programmes - a policy paper study.
21.	Assessment of Training Needs of Secondary Teacher Educators in Maharashtra State
22.	Assessment of Training Needs of Primary Teacher Educators in Maharashtra State
23.	Continuing Professional Development Needs of Distance Teachers and Teacher Educators: A Study
24.	Assessment of Training Needs of the teachers Teaching in variety of Contexts

25.	Professional Needs of the Elementary School Teachers - A case study
26.	Assessment of training needs of special education teachers
27.	Identification of the academic, professional needs of working teachers in integrated schol situations.
28.	Identification of the Academic, Professional and Administrative Needs of Teacher Educators to Prepare Researchers of Distance Teachers Education Programme.
29.	Study of Planning, Development and Transaction of Effective and In-effective Instructional Material for the Distance Teacher Education Programme.
30.	Developing Self-Learning Distance Mode Package for Training of Teachers on utilization of Community Resources in Schools
31.	Preparation of a Regional Plan to Study the Feasibility of incorporating Distance Education Mode with the Inter-face Mode in the In-service Training of Primary School Teachers.
32.	Training Resources for Teacher Training used by DIETS and IASEs
33.	Institutional Climate for Professional Growth of Teachers of Private Schools of Adarsh Vidyamandir of Jodhpur
34.	Evaluation of M.Ed. (Distance Education) Programme offered by University of Mumbai
35.	A study of Reactions of M. Ed. (Distance Learners) towards the Teacher Training Programme of University of Mumbai
36.	Training of teachers in alternative systems: Case Study
37.	Development of Self-Learning Modules for DIETS Faculty and In-service Teachers in Teaching Science through Distance Education.
38.	Development of a Programme Design for Post- graduate Diploma in Educational Management through Open Learning
39.	Distance Teacher Education Needs, Problems and Prospects in SAARC Region.

### Proposals for Macro Studies

Proposals for macro studies pertain to aspects, such as, identification of training needs or teachers, financing policy of distance education, issues of pedagogy and interactively in the use of teleconferencing mode, integration of training resources, development of open-learning training materials, including computer learning

packages, teaching in multigrade and large size class teaching. Area-wise listing of the titles is given below:-

S. No.	Project Title of Macro Studies
1.	Identification of Academic and Professional needs of Teachers Practicing in Secondary Schools
2.	Qualitative and Quantitative Estimation of Counselling Needs of Working Teachers
3.	Database of Annotated Bibliography on Distance Teacher Education - A Database
4.	A study issues of Pedagogy and Interactively in the use of Two way Audio and One way Video Teleconferencing for Distance Teacher Education
5.	Development of Distance Education Programme to train +2 Vocational Teachers in the Area of Pedagogy
6.	Financing policy of Distance Teacher Education for Developing Institutions and Programmes - A Policy Study
7.	Developing a distance education programme by identification of training needs of distance teachers of Andhra Pradesh
8.	Comparative Study of the effectiveness of four different models of distance learning for the in-service training of primary teachers
9.	Development of Video Cassettes on relevant classroom teaching skills for Secondary school teachers training in Nagaland
10.	Development of multi-media instructional package for Post-graduate Diploma in Educational Management
11.	Developing Distance Education through self-learning material (printed, audio, video) for the DIETS
12.	Developing computer learning packages for training teachers to use computer aided instructions in school situation
13.	Curriculum outline for graded computer learning packages for Std 1 to Std. 12.
14.	Development of open learning training materials for Teachers to orient the parents for the special educational needs of their children.
15.	A proposal for DIET Faculty: Development of Open Learning Programme for developing competencies related to research in DIET faculty
16.	Feasibility study of teleconferencing facilities for the training of secondary teacher educators



17.	Feasibility study of teleconferencing facilities for the training of primary teacher educators
18.	An evaluative study of distance education for primary teachers through teleconferencing mode as bi-weekly programme.
19.	Effectiveness of IGNOU teleconferencing for distance learners
20.	Contextual INSET for multigrade and large scale class teaching through distance education mode.
21.	Development of teachers training programme for the local educators/youths (Yamuna Pustha) in Delhi through distance education
22.	Organizing training for computer based teaching through distance mode
23.	Integration of training resources with institutional program for the professional development of working elementary school teachers - a Presage, process and product study.

### Coverage

What type of target groups have been used in the above mentioned proposals for concept papers, micro studies and macro proposals? A careful analysis of about seven dozen titles from the points of view of target groups, geographical areas and the specific educational stage levels of these groups, has been made. Along with brief explorations for these aspects are given in the following paragraphs.

Different target groups have been used for studying various aspects of open education, such as community members, parents, students, school teachers, special education teachers, secondary teachers, computer teachers, physical education teachers, field trainers, educational researchers, faculty member of DIET, teacher educators of secondary sectors and so on. Above listed target groups cover many corners of the research canvas. Nevertheless, groups such as, evaluators, curriculum developers, managers of distance education and others stake holders may be identified and studied. We may study profiles of working teachers through which open distance education system is facilitated. In some other report, we have identified relational and supporting personnel, such as, para-teachers, curriculum developers, parents and community workers, developers,

parents and community workers, supporting supervisory staff and peer-teachers, headmaster and educational officials.

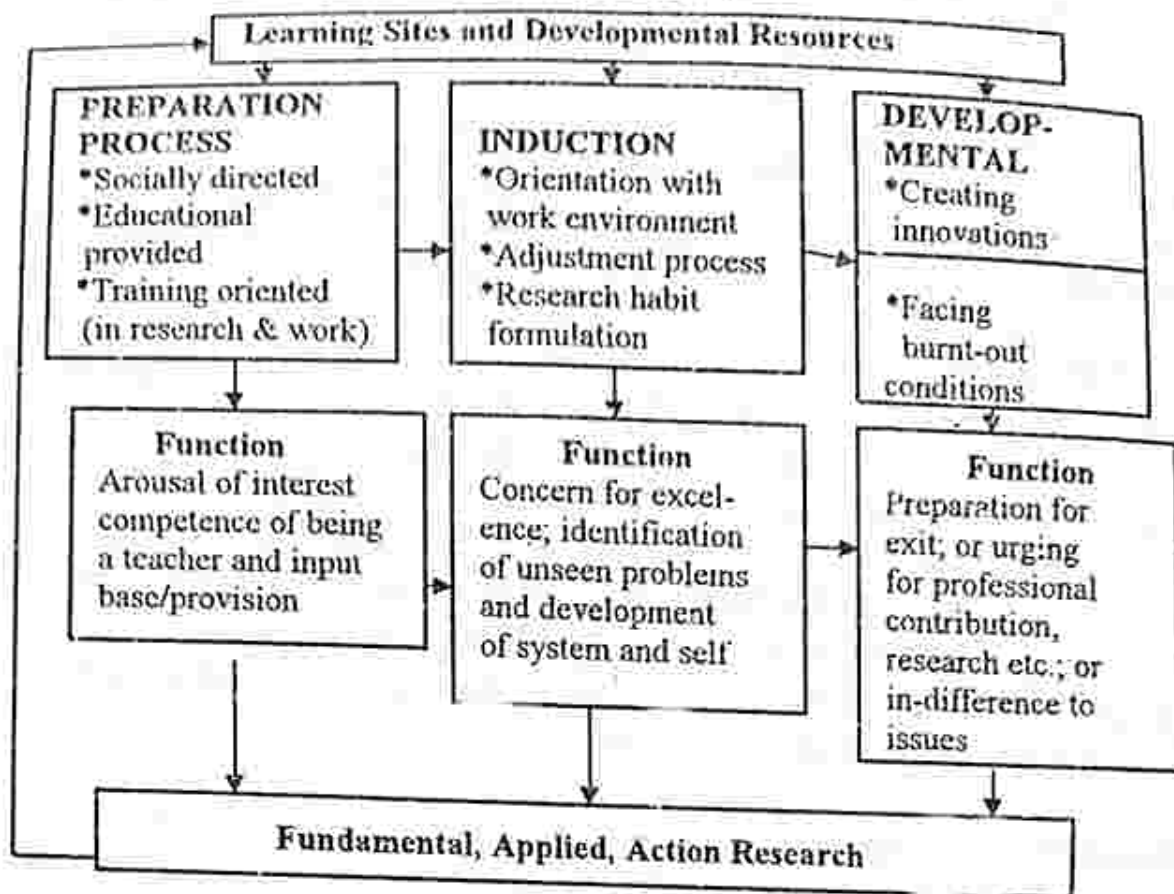
Target location of these proposals represent all parts of the geographical areas of India. We are aware of the fact that certain states and institutions are less active than others are. Nevertheless, proposals have represented North, South, West and East of India.

Different levels of the educational ladder have been introduced in the form of stages of the educational structures. Each of these stages has its specific objectives. Elementary education aims at providing mass facilities for learning life skills. Secondary education must cater for the vocational needs of the individual and the society. The higher education is supposed to create leaders in different walks of life, and also create new knowledge in front rank areas. Proposals of this seminar cover practically all the levels indulging the elementary, secondary, adult education, continuing education etc.

### **Additional Comments**

Conceptual detouring has been done to identify niche areas. We should study new aspects of the new dimensions of distance education. We worked out the implications of the assertion that the distance is dying. Lesser number of learners will attend face to face programmes. Future scenario will be characterized by lesser classroom, smaller and multiple campuses. Lesser number of teachers having expertise in oral lectures will be required. Issues of distance education related to different local learners are seeking our attention. The home room learners, work site learners, housed based women, prisoner learner in jails, mobile learners of unorganized groups and so on is living unknown or unfavourable learning and living environments. Such a position will create new issues and new definitions of distance learners. These new implicit locals are to be studied on priority.

The analysis further reveals that these proposals addressed to the area of professional development of teachers only. Initial, induction and developmental training of teachers have to be taken care of. The following diagrammatic representation explains the stages of professional development of teachers, the available training resources and learning sites and institutions:



Traditional wisdom has promoted a developmental perspective of a teacher, which is nurtured by initiated by the provisions of learning resources inclusive of formal training programmes whereas the modern concept emphasizes on the self help organized research as an essential component of development of teachers. In this process, each teacher goes through three main stages i.e. Preparation, induction and developmental. Preparation stage is socially directed, educationally provided and oriented for research and work through training. It caters for input base, creates interest in processes and produces new competence for teachers. In the induction stage teacher initially orients with the work requirement tries to apply the acquired knowledge into practice. Adjustment takes place between the potential, motivation of teachers in accordance with ascribed role of a teacher. This stage also provides for habit formulation for undertaking research.

It is natural for a living being for performing good, development excellence in work, besides insight to identifying the problems and find resolutions for development of the system and that of the self. By the next stage of development teacher becomes innovative, committed and pursue for the cause without withering away from the purpose, which

leaders towards greater interest in research and other professional contributions. Contrarily, this stage also poses potential threats of burnt out teachers on account of family problems, poor health, resource crunch, lack of facilities and support over crowded classes, attitudinal factors etc. Such a situation leads teachers to be indifferent to issues and concerns rather one starts preparing for the final exit.

All these stages of teacher development demand proper understanding through research. This research effort could be fundamental, applied and action in nature. In addition, this will provide a base for further development of teachers.

The whole perspective of teacher's development as presented above demands that UNESCO chair should provide acceptable forums for carrying on organized researches for the development of teachers so as to synergise the system. For alternative approaches to augment the in-service training resources.

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# Happiness in Mill's Theory

G. Chattopadhyay\*

John Stuart Mill defines happiness as pleasure and the absence of pain, while unhappiness or misery is pain and deprivation of pleasure. He says that actions are to be judged right or wrong according to their utility, i.e., their usefulness for the promotion of pleasure and prevention of pain.

However, Mill does not find that moral standard to be the agents own happiness; for him it is happiness in general. As he states it "..... happiness which forms the utilitarian standard of what is right in conduct, is not the agent's own happiness, but that of all concerned. As between his own happiness and that of others, utilitarianism requires him to be strictly impartial as a disinterested and benevolent spectator."<sup>\*</sup>

Mill points out that there is a class of objectors arguing that happiness, in any form, cannot be the rational purpose of human life and action because, in the first place, it is unattainable and they would contemptuously ask, "what right hast thou to be happy?"<sup>#</sup> It is alleged that happiness cannot be the rational purpose of human life because (i) it is unattainable and (ii) that man can do without happiness (i.e. happiness is not indispensable).

Mill answers these objections by saying that "happiness" is impossible if it means a continuity of highly pleasurable excitement, thus suggesting that a happiness does not obviously represent a sort of "feeling". I shall refer to the author's statement in order to prove that such explanation is plausible in the context of Mill's theory.

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\* Mill, J. S.; *Utilitarianism* Warnock (ed.), Fontana, U. K., 1972, p. 256.

# *Ibid.*, P. 263

While discussing the proof of the validity of his utilitarian principle as the supreme principle of conduct, Mill says that "No reason can be given why the general happiness is desirable, except that each person, so far as he believes it to be attainable, desires his own happiness. This, however, being a fact, we have not only all the proof which the case admits of, but all which it is possible to require, that happiness is a good: that each person's happiness is a good to that person and the general happiness, therefore, a good to the aggregate of all persons." Pp 288-89.

The above passage is one of the much disputed ones and one of those against which the critics' objections are most severe. But if happiness is the sole criterion of all moral judgments, a theory which we have reason to attribute to Mill, it is not itself capable of being proved in the ordinary sense, while as the primary criterion of principle of all our moral judgments, its validity depends on its being accepted, i.e., on being desired as Mill states in the above passages.

Furthermore, as one can understand from the passages quoted from his work, we can indeed desire nothing excepting happiness for the reason that happiness is to mean the fulfillment of one's desires and following Kant's thesis in his *Groundwork of the Metaphysics of Morals*<sup>1</sup>, it is true to say that one who desires cannot be conceived but to aim at happiness. Happiness is defined by Mill in relation to or by means of one utility of interest and thus there is an amount of contradiction in thinking that a further explanation for the pursuit of happiness, or the right to do so may be asked for.\*\*\*

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\*\*\* I am stating below some relevant passages from Mill's Utilitarianism

- i) "the utilitarian doctrine is, that happiness is desirable, and the only thing desirable, as an end; all other things being only desirable as means to that end." P 288.
- (ii) "..... if human nature is so constituted as to desire nothing which is not either a part of happiness or a means to happiness, we can have no other proof, and we require no other, that these are the only things desirable." P 292.
- (iii) ".... to think of an object as desirable (unless for the sake of its consequences), and to think of it as pleasant, are one and the same thing: and that to desire anything, except in proportion as that idea of it is pleasant, is a physical and metaphysical impossibility." p 293.

In this connection, I may refer to chapter IV of *Mill's Utilitarianism*, where the term 'general happiness' is taken in the distributive sense by Mill in that context which seems to answer the critic's charge."

Mill does not want to say that each of us seeks the "general happiness's. What he seems to mean is simply that since the pleasure of each is a good, the sum of these must be a good. In answer to a correspondent, Mill explains his position in the following way, "when I have said that the general happiness is a good to the aggregate of all person, I did not mean that every human being's happiness is a good to every other human being, though I think in a good state of society and education it would be so. I merely mean in this particular sentence to argue that since A's happiness is a good, B's a good, C's a good, etc., the sum of all these goods must be a good."

But as the passage stated below would show, efforts can be made towards co-ordinating the interest, i.e., the happiness of the private individuals with that of society at large, which certainly means the harmonisation of our interests, leading to a total welfare consisting of the welfare of each, co-existing and also contributing towards the welfare of every other person."

While reviewing Mill's conception of 'general happiness' it seems to us that the author refers to two opposite theses. These are (i) the idea of universal happiness which represents the conception of a common and social welfare and (ii) the other, idea that the general happiness is an aggregate of the welfare of individual men.

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" Mill points out that, "As the means of taking the nearest approach to this ideal, utility would enjoin, first the laws and social arrangements should place the happiness, or (as speaking practically it may be called) the interest, of every individual, as nearly as possible in harmony with the interest of the whole, and secondly, that education and opinion, which have so vast a power over human character, should so use that power as to establish in the mind of every individual I an indissoluble association between his own happiness and the good of the whole; ..... " p 268-69.

Mill, *Utilitarianism*, Mary Warnock (ed), Fontana, U.K., 1972.



In chapter II (p.268) of his Utilitarianism Mill expresses his conception of universal happiness by saying, "..... the happiness which forms the utilitarian standard of what is right in conduct, is not the agent's own happiness, but that of all concerned. As between his own happiness and that of others, utilitarianism requires him to be as strictly impartial as a disinterested and benevolent spectator". But in answer to a correspondence, dated June 1868, though expressing his intention to think of a general welfare by saying that in a good state of society and education it would be that every human being's happiness is a good to every other human being, he explicitly states that by general happiness he does not mean universal happiness but only the aggregate of the welfare for each of the persons of the community.

My own reading of Mill which agrees with Mackie's<sup>3</sup> line so far as the latter explains Mill's general happiness as expressing an aggregate of the good of the individuals. This aggregate idea is not identical with Mill's cherished conception of universal happiness which remains a utopian conception after all.

Finally, I shall refer to Prof. G.E. Moore, who, while examining Mill's statement that "happiness is good", brings against Mill the charge of committing "the naturalistic fallacy" in defining "good" in terms of "happiness".

"The naturalistic fallacy" is committed if any of the following positions is taken.

- i) Good is defined as general happiness.
- ii) General happiness is in fact conceived by all to be good.

Therefore, (for the reason), general happiness is good.

As I have mentioned above, though Mill appears to adhere to the latter position, his theory does not fall victim to the charge of 'naturalistic fallacy' for that reason. What he seems to mean is this that the rightness of the principles of general happiness is agreed to by all. No formal or logical proof for the rightness of the principle of general happiness is sought to be given. The agreement of all people in accepting the principles of happiness as the highest moral principle is not given as a logical ground for the goodness of the principle of

happiness, it is only an appeal, that since there is general agreement on this matter, this may be taken as a sufficient ground for believing that it is really so. V<sup>1</sup> Thus, when Mill says that general happiness is good, the statement is not meant to be a definition of good by means of general happiness. It may be treated as an approval of what people already believe that general happiness is the supreme end of human life.

Mill's line of approach, in this context and in several others may be sought to be understood as being very close to what is called 'prescriptivism' in modern ethics. His argument in the concluding passages of his *System of Logic*, we have seen, lends support to the idea that his thesis should be explained on this line. If this is kept in mind it can be seen why desirability of happiness cannot be proved in the ordinary way for the first principle of a moral or an evaluative judgement cannot be given such proof. That it is a principle of conduct, a criterion of one's moral judgement, is made true by the agent's acceptance of the principle. Nor is the first premise of our knowledge an object of proof in this sense, though the data, the starting points of our knowledge, are subject to a direct appeal to our senses or to our internal consciousness. But the first principle of conduct is subject to the agent's subscription to it and so the agent cannot accept it on the discovery of its validity.

#### Reference:

- |                         |   |
|-------------------------|---|
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| Hazlitt, H. (1964)      | <i>The Foundations of Morality</i> , P. Vam Nostrand Co., New York, USA.                          |

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The following two passages may be stated in support of what has been said:

"Happiness has made out its title as one of the ends of conduct, and consequently one of the criteria of morality". P.289, and

"To that, it would seem, by the same rule, necessary to show, not only that people desire happiness, but as they never declare anything else". (Ibid).

3. To evaluate the functionality of the beneficiaries prior and after the package of Adult Education Programme;
4. To make an assessment of the attitudinal change, if any, in the beneficiaries.

### Methodology and Procedure

#### a) Sample:

The sample for the present study consisted of 306 adult learners from Srinagar and equal number from Jammu. These learners were drawn randomly from Dal area, Saidakadal and Anchar Sar (Srinagar) and Purmandal, Janipur and Domana (Jammu). The adult education centres in these areas had been constituted specifically for socio-economic and educationally backward population. Besides this, 350 non-beneficiaries, out of which 150 were from Srinagar and 200 from Jammu also participated in the study.

#### b) Tools

In order to accomplish the aforesaid objectives, the following tools were developed by the investigators for the purpose of data collection:

- 1) **Literacy Achievement Test:** The test measures the level of literacy in terms of skills involved in reading, writing and numeracy. The test consists of 3 sub-tests namely reading test, writing test and numeracy test. Reading sub-test consist of 12 items with a weightage of 50 marks. Writing test consists of 16 items with the same weightage of marks and numeracy test consists of 22 items with 50 marks weightage respectively. The test has been standardized by way of finding out its reliability. The psychometric details are reported as under:

		N
a) Test re-test		
co-efficient of ( $r_{tt}$ )	.81	225
correlation		

b)	Split-half co-efficient of ( $r^{1/2}1/2$ ) correlation	(Upper) (Lower)	.62	225
c)	Split-half co-efficient of ( $r^{1/2}1/2$ ) correlation	(odd) (even)	.71	225

- 2) Interview schedule A: For assessing the level of Awareness with respect to its dimensions viz. health, hygiene and sanitation, social evils, Government schemes like primary health center, animal husbandry, cooperative society, post office, Police Stations, Block Development Officer, Agriculture/Horticulture, an interview schedule was employed.
- 3) Interview schedule B: For assessing the level of functionality with regard to the utilization of Government Departmental Schemes, benefits derived from Primary Health Centre, School Facilities, participation in Election, Modes of Communication etc. Another interview schedule was prepared and administered.
- 4) Attitude scale: For the measurement of Attitude towards different aspects of Adult Education Programme, an attitude scale was constructed and administered.

An Information Bank was also administered to collect the information regarding family background of the beneficiaries.

The above mentioned tools were constructed by the investigators in accordance with the standard procedure of test construction.

c) Procedure:

612 adult learners, 306 each from Srinagar and Jammu served as the subjects of the study. The learners who were attending various centres within a particular locality or area were given a pre-test at the very outset of the 9 month-long instructional

programme. After attending classes for three months in the adult education centre a post-test(I) was conducted on the same adult learner. These post-test scores served a pre-test score for the subsequent 3 months time interval. After the completion of 6 months, the second post -test (II) was conducted. At the end of 9 months instructional programme, the third post test (III) was conducted on the said learner. The pre-test and post-tests assessed the initial and final status of adult learners on literacy, awareness, functionality and attitude.

For the purpose of applying certain controls in order to increase the experimental validity, a group of non-beneficiaries was identified and tested. The beneficiaries and non-beneficiaries were compared on literacy (oral numeracy), awareness, functionality and attitude components.

### Findings:

The study has arrived at very interesting findings. Some of these major findings are reported here as under

1. The study has revealed that over the period of nine months instructional programme, the mean scores on 'reading' component in case of Srinagar and Jammu beneficiaries steadily and progressively increased from zero to 27.28 and 36.07 respectively. The mean achievement score on "reading" component worked out on the basis of the weightage given to the component in case of Srinagar and Jammu beneficiaries was found to be 54.56% and 72.14%. The net experimental gain in "reading" component for beneficiaries and non-beneficiaries from Srinagar was found to be 27.28% and zero and for the beneficiaries and non-beneficiaries from Jammu, it was found to be 36.07 and zero. On the basis of empirical evidence, it was concluded that the adult education programme was efficient in developing the skill of reading to a satisfactory level amongst the beneficiaries from both the places-- Srinagar and Jammu.
2. The mean score on 'writing' component in case of Srinagar beneficiaries significantly enhanced from zero at the pre-test stage to 34.38 at the post-test stage. In case of Jammu beneficiaries the

mean score steadily enhanced from zero at the pre-test to 33.80 by the end of 9 months long instructional programme. The mean achievement score on 'writing' component worked out on the basis of weightage given to the component in case of Srinagar and Jammu beneficiaries was worked out to be 68.76% and 67.60% respectively. The net experimental gains in 'writing' component for beneficiaries and non-beneficiaries from Srinagar (34.38 and zero) and for beneficiaries and non-beneficiaries from Jammu (33.80 and zero) clearly showed the impact of adult instructional programme in developing and writing skills in the beneficiaries.

3. The mean score on 'numeracy' including oral numeracy at the time of pre-test for beneficiaries of Srinagar and Jammu was reported to be 1.86 and 1.76 respectively. By the end of the adult education programme, these scores increased to 23.92 and 24.90 respectively. The mean achievement score on 'numeracy' component in case of Srinagar and Jammu beneficiaries was found to be 47.84% and 49.80% respectively.
4. The net experimental gains in 'numeracy' component for beneficiaries and non-beneficiaries from Srinagar(22.06 and 0.46) and for beneficiaries and non-beneficiaries from Jammu (23.14 and 0.53) lend enough support to maintain that the adult education programme has been effective in developing numeracy skills in the beneficiaries. On the basis of achievement scores, it has been found that for beneficiaries from Srinagar, the performance has been quite satisfactory in 'writing' followed by reading and lastly numeracy. In case of Jammu beneficiaries, however, the performance has been quite satisfactory in 'reading' followed by writing and lastly numeracy.
5. It has been found that at the time of pre-test, only 27% of the sample beneficiaries from Srinagar and 29% beneficiaries from Jammu were aware about the significance of breast feeding, small family norms, importance of vaccination, proper medical care and environmental cleanliness. At the post-test stage this percentage significantly increased to 71% and 68% respectively.
6. On "Social evils" it was found that a small percentage of beneficiaries from Srinagar(12%) and Jammu (13%) were aware

about the harmful effects of 'smoking' (hukka) 'gambling' disadvantages of early marriage, dowry superstitious beliefs". Towards the completion of the adult education programme, however, this percentage enhanced to 55% and 58% respectively.

7. The study revealed that the awareness regarding "Primary health centre" of Govt. Schemes at the time of pre-test may be assessed from the fact that only 28% of the beneficiaries from Srinagar and 27% beneficiaries from Jammu were aware. At the post test stage this percentage significantly increased to 83% and 84% respectively.
8. A negligible proportion of Srinagar beneficiaries (1%) and Jammu beneficiaries (3%) had some information regarding "Co-operative" movement. However, after the completion of adult instructional package, the percentage rose to 36% and 53% respectively.
9. In case of 'Agriculture' sector, it was found that only 8% (Srinagar beneficiaries) and 18% (Jammu beneficiaries) were aware of high yielding varieties of seeds, use of fertilizers, pest diseases and their control, improved agricultural implements and use of better seeds, vegetables etc. The instructional programme finally resulted in making 38% of Srinagar beneficiaries and 60% of Jammu beneficiaries aware.
10. It has been found that with the advancement of the adult education programme, the percentage regarding utilization of bank facilities enhanced from 8 to 46% (Srinagar beneficiaries) and in case of Jammu-beneficiaries from 10 to 50%.
11. The study has revealed that after attending adult education programme, the percentage of Srinagar beneficiaries practising family planning methods rose from 22 to 36% and in case of Jammu beneficiaries from 24 to 33% respectively.
12. Over the period of nine-months instructional programme, the mean scores on "Attitude component" in case of Srinagar and Jammu beneficiaries steadily increased from 22.44 to 26.08 and from 22.66 to 26.55 respectively. It was found that over the

period of adult education, the beneficiaries from Srinagar and Jammu got convinced that literacy is essential for developing good habits and manners, improvement in occupational skills, national development, freedom from exploitation, improvement in living conditions, independent thinking and action.

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# Literacy and Development

G.M. Malik\*

## Introduction

The problem of literacy is first and foremost one of inequality: between individuals, between specific population groups or categories, between areas within a given country, and between countries. It is these continuing inequalities and the subsequent frustrations which give rise to tensions, tensions which themselves gave rise to conflicts, and this is all the more so in that inequality of access to knowledge goes hand in hand with inequality of access to well being. Illiterates are rejected at the social, economic and political level. It is not surprising that impoverished areas are precisely those where illiteracy rates are highest. It is now recognized that illiteracy is closely tied in with a number of other interlocking factors which involve the inadequacy or even non-existence of income, and impoverished environment, hazardous sanitary and nutritional conditions, unhealthy housing etc. This situation results in the marginalization of a substantial proportion of the human race and is all the more frustrating, not to say intolerable, in that the achievements of science and technology and the resulting social and economic advances merely widen the gap between the privileged and the deprived. The tremendous progress in communications has made the inequalities between states and within states even more tangible and even more unsupportable. Hence there is no hope for peace and satiability while hundreds of millions of men and women are imprisoned in ignorance and want.

Illiteracy threatens the very principle of human equality. It raises a barrier between two categories of the population by reducing the illiterate to a marginal condition corresponding to an inferior position on the economic, social and political level. There is little purpose in asserting that all people are entitled to equal protection under law without distinction if it is obvious that an illiterate cannot call on that

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protection in the same way or with the same effectiveness as an educated person.

Continuing illiteracy among women reflects a form of defacto discrimination. As pointed out by the well known Algerian Muslim reformer, Ibn Badis, "when you educate a boy you are educating an individual, when you educate a girl you are educating a nation".

Numerous studies have revealed the close connection between female illiteracy and various other socio-cultural factors, more especially resistance to sound dietary habits, family planning and domestic hygiene along with other methods of improving family health and the quality of life. Through functional programmes, literacy work enables, women especially those who live in a rural area and are hence even more under-privileged:

- ◆ to improve the family's sanitary and dietary conditions;
- ◆ to improve production, particularly agricultural production, and their incomes with a consequent benefit to the well being of their children and families;
- ◆ to learn how to use the appropriate technologies, to manage co-operatives and utilize credit facilities;
- ◆ to follow up their children's school work more adequately;
- ◆ to exercise their responsibilities better, more especially in the case of the growing number of women who are becoming heads of families.

Nobody now contests the importance of education for economic and social development. Advances in respect of such development are largely dependent on the way in which educational programmes are adopted to the necessities and requirements, created by technological progress. It would seem self-evident that endogenous global development is more especially subordinate to the growth of scientific and technological potential which, in turn, is undoubtedly dependent to a significant extent on the quantitative and qualitative extension of the national educational system. It is impossible to imagine an increase in scientific and technical potential in an environment characterized by illiteracy or where there is a high proportion of illiterates. An educational structure based on systematic elitism can doubt less produce some high level personnel with varying qualifications and

even some high level researchers. But their "input" where national development is concerned with necessarily be limited in an intellectually uncultivated society whose potentialities have not been exploited.

It was only at the beginning of a Second Development Decade (1970-1980) that it was realized that important strata of the population has been unaffected by development programmes and plans. Greater attention was thereupon paid to individuals and to ways of enabling them to benefit from infrastructure already in place, to improve it and then to contribute to efforts underway.

The emphasis placed on the inter relation between literacy and development was the keynote of the World Congress of Ministers of Education on the Eradication of Illiteracy (Teheran, September 1965) which defined the concept of functional literacy, stating that, "Rather than an end in itself (functional) literacy should be regarded as a way of preparing man for a social, civic and economic role that goes far beyond the limits of rudimentary literacy training consisting merely in the teaching of reading and writing".

At its nineteenth session in 1976, UNESCO's General Conference adopted a "Recommendation on the Development of Adult Education" which considered "the universal concern for literacy as being a crucial factor in political and economic development; in technological progress and in social and cultural change..." stating also that "... adult education activities should be designed not only to enable them to acquire basic knowledge (reading, writing and arithmetic, basic understanding of natural and social phenomena), but also to make it easier for them to engage in productive work, to promote their self awareness and their grasp of the problems of hygiene, health, household management and the upbringing of children and to enhance their autonomy and increase their participation in community life...."

The average rate of illiteracy in the world (27.7 percent in 1985) which corresponds to a planetary scale connects disparities often important disparities, between different regions of the globe, between countries in a give region and, within the same country, between rural and urban areas. It must be added 98 percent to the 889 million adult

illiterates aged 15 and over live in third world countries where the average rate of illiteracy is 38.2 percent (48.9 percent of these being women). This rate rises to 67.6 per cent in the least advanced countries (78.4 percent of these being women) and is in excess of 70 percent in 14 of the poorest countries. The highest illiteracy rates, therefore, coincide with impoverished areas generally characterized by dietary and sanitary inadequacies and a lack of socio-cultural institutions and where economic hardship is keenest. The root cause of illiteracy, in other words, are typified by a situation of under-development.

Illiteracy is often no more than the expression of marginalization of a large part of the human race, of whole groups which are simultaneously the poorest, the least well fed and the least cared for, groups whose ignorance hinders the personal development of individuals as well as their participation in the tasks and advantages involved in the development of the societies to which they belong. Studies have also established that high illiteracy rates are accompanied by high fecundity and infant mortality rates. Similarly, a significant correlation has been revealed between the level of literacy and gross national product, the consumption of calories and proteins the ratio of doctors to population, grain yield per acre access to audio-visual media (Radio & TV), dissemination of newspaper, postal communications, etc.

The eradication of illiteracy, it is true, does not of itself eliminate poverty but, by suppressing the brake on development it may indirectly enable a start to be made towards improving living working conditions. It must be recognized that education is not the only factor influencing development nor is it certain that educational programmes alone ultimately lead to a better quality of life for individuals and groups. The fact is that while education exercises an influence on development and influenced by development, this dialectic relation is itself influenced by a certain number of other factors connected with the quality of life and its specific context. In the same way, the fact of being literate does not guarantee access to employment, more especially in the current difficult economic situation. But it is nonetheless true that illiteracy gravely compromises the insertion of reinsertion of young people seeking work or workers thrown into unemployment, above all in this present period of technological

changes which call for vocational recycling. And the evolution of technologies requires basic skills and knowledge which can be adapted to new situations.

It is clear that there is no solution to under-development situations exclusively through an educational approach with no regard to the intervention of other sectors. Illiteracy is one of the elements of under-development and cannot be dealt with in isolation as though it were independent of what in fact is a much more complex phenomenon. Literacy is a change, a transition from an oral to a written culture. But it is a change which only takes place in a given society following other changes resulting from forces both internal and external to the environment; national reconstruction, building of new society with the changes in structures and attitudes which this implies, transition from a subsistence to a market economy, development actions to eliminate existing inequalities etc. Literacy then becomes a significant and motivating activity whose essential goal is adaptability to the changes affecting society. Hence, change, literacy and development are interdependent within the framework of a sort of circular causality with each determining the other.

It is becoming clear that no development policy in the area of human resources, can possibly succeed unless it is backed by the dynamics of change. Adult literacy in itself constitutes a radical, difficult, and sometimes painful change which can only be affected within a society which is itself undergoing a mutation. A society characterized by profound socio-economic inequalities and static social structures may lack the conditions and motivations which render a vigorous effort possible.

The development process with a human focus is seen as permeated by, and inextricably bound up with, the education process. In developing countries, "development with a human focus" means nothing less than a development which is directly aimed at massive mitigation of poverty, deprivation and lack of work. When the development activity becomes an education activity, all sectors- Public administration, agriculture, industry etc.- and communities at all levels, local and national, become animators as well as participants in the education process in the mainstream of development. Such education activity does not end with any single phase of development,

but moves broadly forward defining the lineaments of a learning society. What UNESCO calls life-long education is not the state of educational bliss into which one steps when the per capita income covers around \$20,000. It is the first step in the education process, and not the end product; it is spatially distributed to reach out to all, and not limited to the curve of time. This means that an important task of 'development' is to promote the reclaiming of the fallow lands of education and reanimate the learning groups structures at the local community level.

The link-up of education and human focused development involves a new approach to the curriculum and the teaching and evaluation methods. Education has to address directly the learning needs and learning styles of the poor and those suffering deprivation.

In the spectrum of development with human focus, apart from education, special attention needs to be given to those activities which define human hope from human despair, these surely are food, nutrition, basic health, shelter, children's care, access to learning, population, work.

I should like to conclude with an exert from a Chinese classic written around 2500 years ago. It is the oldest educational treatise and the shortest. It is attributed to Confucius and the English translation of the title is *The Great Learning*:

"The great learning consists in manifesting the clear character, loving the people and abiding in the highest good. ....Those who wished to make their wills sincere would first extend their knowledge. The extension of knowledge consists in the investigation of things, when things are investigated, knowledge is extended; when knowledge is extended, the will becomes sincere; when the will is sincere, the mind is rectified, when the mind is rectified, the personal life is cultivated; when the personal life is cultivated, the family will be regulated, when the family is regulated, the state is in order, there will be peace. .... There is never a case when the root is in disorder and yet the branches are in order. There has never been a case when what is treated with great importance becomes a matter of slight importance, or what is treated with slight importance becomes a matter of great importance."

# Mass Media, Education, and Culture

*A. R. Rather*

No doubt, Mass Media, education, and culture are separate fields but they are dependent on each other and closely interrelated. Culture is a broad concept that serves as a general label for a society's entire design for living. No culture is possible without people and no people can survive without a culture. It is the social heritage of a people, representing their accumulated solutions to the problems of coping with nature as well as with each other. As a formal structure, education has such manifest goals as transmitting the cultural heritage both material and non-material from one generation to another. Thus, education functions as a sub-socio-cultural system of a social system. It is not only education that helps us in this regard, communication also plays a prominent role in the transmission of cultural patterns and dissemination of knowledge. Any media, folk or elite, traditional or electronic forms an integral part in this whole process.

## Mass Media

The mass communication system of a country is made up of the totality of the media through which relatively large audiences are quickly reached with a given message. Mass Media are those means of communication that reach large heterogeneous audiences without any personal interaction between the senders and receivers of messages. Radio, Television, Newspaper, Magazines, Movies, Records and Tapes; and Books and Journals are the major forms of mass communication media.

Each specific medium constitutes a separate sub-system but all of the media influence each other. Each sub-system is composed of a set of interlocking components, for example, the medium will operate very differently depending upon whether ownership is vested in a private corporation, a government bureau, a political party or some other social organization or individual. Much depends upon as

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who is responsible for the actual production of content, may it be some government institution or commercial sponsors. The components that distribute content to consumers are other aspects of the system. Finally, audiences are important components of the system.

Mass Media is said to be a social process. Behavioural scientists have viewed this in stimulus response terms, i.e., message content presented to an individual via a Mass Medium has been regarded as constituting particular kinds of stimulus events, and the activities of attending to, understanding, and responding to this content have been regarded as particular forms of responses.

### Mass Media and Education

The discovery and invention of new knowledge and its dissemination throughout society are major functions of the education system. The educational dissemination process is inextricably related to the mass communication system. Education at all levels is dedicated to the diffusion and dissemination of both old and new knowledge and the media-publications, radio, television, films are utilized in this process. As a disseminator, education is a part of the mass communication system. The discoverer or inventor of a new idea is not likely to initiate significant change unless relevant related ideas are available to him to combine it with. Again, new inventions are much more likely to occur if the inventor has access to a wide range of related knowledge which may be combined in new ways. The institutions producing scholarly lectures, discussions, journals, books and other mass communications contribute to the creation and diffusion of new ideas.

Educational institutions are expected to preserve the old by teaching it to new members of the society but they are also expected to communicate new ideas. In addition, the transmission of old ideas at times serves an innovative function. Also, old ideas in new combinations often produce new knowledge and thereby produce change. Either old or new knowledge communicated diffuses knowledge and widespread diffusion of knowledge results in changes in family, economic, political, religious and governing institutions. Both old and new knowledge are disseminated by various agencies of media.



Furthermore, the instantaneous communication through modern electronic media have facilitated the dissemination of knowledge enormously at international level. The continual communication between scholars and educators in various parts of the world has facilitated the development of new knowledge at a rapid pace. It is ultimately the media which helps in this process of diffusion and dissemination of knowledge.

### **Mass Media and Culture**

Mass Media have been considered as agents of social and cultural change. The development of television, for example, created a large new industry and many new jobs and it brought changes in other industries as well the decline of the theatre and subsequent changes in the film industry, the marked growth of advertising budgets and the increasing professionalization of sports. In many homes, television scheduling helps determine meal times and bed times and watching different games.

The media can also provide behaviour definitions for its members. By emphasizing certain topics, stressing particular interpretations, or overusing specific themes, the media may create the distorted impression that their "definition" or set of norms - is a reflection of the real society. For example, if violence is depicted repeatedly by movies, television, comics, etc., as a means of settling differences, this may provide the individual with norms for so defining his own behaviour when confronted with a situation where violence is one option to him. If any thing such as, use of alcohol, tobacco, drugs etc. is regularly portrayed as widely practised, the young viewer may accept such definitions as normative in the society.

Through media, most persons are exposed to many sources of norms who accept or reject such things as drug abuse and violence. No doubt, the media are only one source among many for defining norms but for individuals who lack counter associations, the media may play a decisive role in providing behaviour definitions.

One of the primary functions of the mass media is to introduce children to their culture. The mass media helps children to perform their roles in accordance with their statuses. The mass media

also display role models that children can imitate. Learning these role models helps to integrate the young into society. It has been reported that the models presented by the media wax and wane with the changing times, but certain of their qualities persist through their change of dress.

Several studies have demonstrated that watching aggressive behaviour on television significantly increases the expression of aggressive impulses in both children and adults. Television viewing takes up about one sixth of the waking hours of the statistically average child. Any medium that people spend so much time with must contribute significantly to the socialization process. The effects of mass media, of course, are usually more hidden, subtle and long term, the need is only to utilizing it for educative ends.

Mass media have also helped in the creation of new communication groups to play important roles in business, entertainment, government and even in belief systems. The nature of societal communication norms have also changed by the media. Large audiences have been created that expect the media to provide a continuous flow of news, entertainment, political commentary and other types of messages. Now the time has come when people depend upon the media for various forms of gratification based upon this content. If denied such communications, they feel deprived. Even in relatively underdeveloped societies, population quickly develop media-related habits, once mass communications become available to them in a form they understand. Thus, it can be concluded that the very course of human history is shaped by the form of information available in a given age as is clear from the role of the electronic media of today have a deep impact on the kinds of relationships that are developing among the entire population of our planet. Again, mass media helps in bringing about a change in the attitudes and opinions of people through a set of mediating factors and can lead to creative effects and reinforcement. The television makes any event more exciting and thrilling. By developing excitement and interest with close-ups, dramatic camera angles and a constant flow of suggestions from announcers, the medium had literally created opinions and impressions in the minds of its viewers that did not occur to eye-witnesses.

No doubt, minor changes in opinions and attitudes are relatively frequent as has been observed in experimental studies in which subjects are exposed to persuasive communications incorporating various types of appeals but though we tend to build up "mental callouses" that effectively screen out much of their influence. Yet it can be said that the mass media play a part in the formation of public opinion. Issues are brought to the attention of potential members of the public by the media, and the media help develop normative interpretations of unstructured situations. Resulting public opinion serves several significant functions for the society. It is a mechanism of cultural adaptation and a means of social control and under certain circumstances, the basis of social solidarity.

To conclude, presently we are concerned with all these in the context of technological revolution in communication as we are passing through a transitional phase. In this situation when we talk about education through mass media we feel a concern for mass education because our 48 percent population is illiterate. In view of this, the first and the foremost objective of mass media should be education, followed by information and entertainment. Education should also take cognizance of its cultural system in the process of its dissemination of knowledge, values and attitudes.

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# Institutional Plan - An Ecological Approach

*G.A. Bhat*

## Introduction

Inter-dependence of various components and an approximate equilibrium is characteristic of all natural biogeocoenosis and the same is true of our entire planetary eco-sphere. This interdependence and equilibrium, without any doubt, forms the foundation of our global environment and without it, the survival of life is impossible. We humans, however, with our modern technology and, no less, with our greed and conscientiouslessness, are responsible for disruption of this interdependence and equilibrium to a severe extent. Unless we accept our responsibility towards our living planets' ecosphere the process may really cross a stage of no return and might bring about the extinction of our own species besides other creatures. A warning statement related to anthropogenic interference of ecosphere by Robinson (1972), obviously of relevance over here, goes as under: "The modifications and destruction of natural ecosystems through human intervention can be demonstrated easily and convincingly by a mere catalogue of man's actions. He has cut, burned and destroyed millions of square miles of forest land; he has allowed overgrazing by his flocks and herds which has led to the deterioration and destruction of vast areas of natural pasture; he has instigated wide spread soil erosion by his disturbance or removal of natural vegetation cover; he has hunted many species of wildlife to the point of extinction and beyond he has overfished rivers, lakes and seas to a degree that makes natural replacement doubtful or even impossible; he has introduced alien species of plants and animals into foreign environments where they have become serious pests, squeezing out or destroying the native life; he has polluted the water by sewage, factory waste and agricultural chemicals so that aquatic life is destroyed and his water supplies threatened; he has polluted the air with smoke, fumes and

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radioactive fall out which is often damaging to plant life as well as human health; and in places he has eliminated the natural ecosystem altogether, replacing it with an artificial "urban ecosystem". It is only now that humanity has begun to understand both the scope of its activities, its dependence on the state of the ecosphere and the documentation's on the items of this catalogue of human activities have led to ecospheric concerns at every level. The need of the hour is to establish and educate ecological ethics in every social, cultural, scientific and technological institution.

## Discussion

A very old Indian folk tale on the west coast of South America, in the words of Forbes (1968) runs as follows:-

*"This has happened and it will happen again. Long, long ago the sun-disappeared and the world was shrouded in complete darkness for five long days. This was the signal for the things to mobilize. The stones began to grind, the mortars and pestles marched against their masters and even the Lamas attacked their keepers in the stables".*

In our time there is a tendency to catch sight of the same frightening vision - to blame our tools for showing malice because our world has gone wrong in many ways. It is tempting to sit in the midst of the strange and wonderful array, of our modern technology and cry out with sorcirers apprentice: "How can I get rid of the spirits I have called up myself". The question is whether we, who have dominion over the earth, shall act like Sisyphus and trust to our cunning only, becoming more and more self-reliant and self-involved, self-imprisoned and self-centered. Sisyphus became his own God and his own Satan, at war with heaven, embittered with earth, the contemptuous of hell. But this author, after completing three quarters of century of technology's marvels and horrors, has no doubt that Sisyphus has already been saved from himself".

Technology which is the product of human intellect and hands has, no doubt , brought comforts and the changes it has produced in the quality of our daily lives also covers most of the essentials. But the curses that have come through it outrun the blessings. One of the consequences of technology has been the rise of megalopolis which

everywhere now face the common list of horrors flowing from machine - dominated congestions of people, like traffic, slums, air pollution, water pollution, water shortages, industrial refuse and waste materials, noise pollution and radiation. Indeed some of these hazards can be checked either by adoption of newer sustainable technologies or by establishing regulations.

Capra (1997) comments on the global environmental problems as under:

*"As the century draws to a close, environmental concerns have become of paramount importance. We are faced with a whole series of global problems which are harming the biosphere and human life in alarming ways that may soon become irreversible. We have ample documentation about the extent and significance of these problems.*

*The more we study the major problems of our time, the more we come to realize that they can not be understood in isolation. They are systematic problems, which mean that they are interconnected and inter-dependent. For example, stabilizing world population will only be possible when poverty is reduced worldwide. The extinction of animal and plant species on a massive scale will continue as long as the southern hemisphere is burdened by massive debts. Scarcities of resources and environmental degradation combine with rapidly expanding populations to lead to the breakdown of local communities, and to the ethnic and tribal violence that has become the main characteristic of the post cold war era.*

*Ultimately, these problems must be seen as just different facets of one single crisis which is largely a crisis of perception. It derives from the fact that most of us, and especially our large social institutions, subscribe to the concepts of an outdated world view, a perception of reality inadequate for dealing with our overpopulated, globally inter-connected world.*

*There are solutions to the major problems of our time; some of them even simple. But they require a radical shift*

*In our perceptions, our thinking, our values. And, indeed, we are at the beginning of such a fundamental change of world view in science and society, a change of paradigms as radical as the Copernican Revolution. But this realization has not yet dawned on most of our political leaders. The recognition that a profound change of perception and thinking is needed if we are to survive has not yet reached most of our corporate leaders either, not the administrators and professors of our large universities.*

*Not only do our leaders fail to see how different problems are interrelated; they also refuse to recognize how their so-called solutions affect future generations. From the systemic point of view, the only viable solution, are those that are "sustainable". The concept of sustainability has become a key concept in the ecology movement and is indeed crucial. Lester Brown of the World Watch Institute has given a simple, clear and beautiful definition, "A sustainable society is one that satisfies its needs without diminishing the prospects of future generation". This, in a nutshell, is the great challenge of our time, to create sustainable communities, i.e. social and cultural environments in which we can satisfy our needs and aspirations without diminishing the changes of future generations".*

The clear warning signal by the American Association for the Advancement of Science reads as under, "the forces and powers now coming under human control are beginning to match in size and intensity those of nature itself, and our total environment is now subject to human influence. In this situation it becomes imperative to determine that these new powers shall be used for the maximum human good, for if the benefits to be derived from them are great, the possibility of harm is correspondingly serious". Such harm is often irreversible, and where it is not, it requires intense and costly labour to undo the mistakes that have been made.

The foregoing statements are clearly indicative of the fact that there is still time for us to mobilize our all social, cultural, scientific and technological institutions in order to protect, preserve, conserve



and manage our ecosphere. In this context our educational institutions can be of immense significance as expectedly it is in these that the future of entire human society is moulded, though every social institutions can be managed on ecological principles but as a precedence we begin with these and extend the following stepwise recommendations for planning an educational institution as an effective ecological model in the society.

**1. Teaching and Practicing ecology in Educational institutions:**

In the first instance an educational institution can effectively cope with environmental problems by imparting the teaching of the fundamentals of environmentally clean living to students by way of incorporating these in all areas of learning. In this behalf it is primarily the duty of the head, other officials and teachers of the institution to explore all possibilities to support effective environmental teaching through all media of the institution. In the second instance the officials of an institution must see to it that the institution is a model of good ecological practices.

This is an undeniable fact that every creature has a place in nature and most creatures can keep their places without hurting us. On board display of famous and worth mention conservation commandments, written by a great American Conservationist Dr. M. Graham Netting, in an educational institution could be highly useful for students in this regard. The commandments are:

- a) Study the land so that each acre may be used wisely according to its capabilities and treated according to its needs.
- b) Guard well the living soil, and it may continue to nurture man; clothe it lovingly with vegetation; hold on to it tenaciously; restore its fertility and organic content; improve it as a legacy for posterity.
- c) Revere water, the life blood of civilization; retard it on the surface; trap it in the soil; guard its purity zealously.

- d) Cherish forests that they may conserve water; shelter wildlife; provide for our needs; restore our tranquility.
- e) Respect all living things as having a role, however, humble, in the balance of nature.
- f) Provide living museums to be managed by nature alone, so that they may serve as reservoirs of wild species that may be needed tomorrow; provide control areas against which man's effects at management may be measured.
- g) Learn to living in harmony with nature in an ecological symphony, a mutually beneficial dependency.

## **2. Designing and installation of ecologically sound buildings;**

The architectural designs and installation of all new constructions in an educational institution must conform to the needs of a clean environment. At the time of planning new buildings all possible environmental considerations must be made, for example, land use, use of heat and light, plantation, waste disposal, rain water conservation practices, solar energy traps etc.

## **3. Managing Campus water**

It has been estimated that a paved acre sheds almost 30,000 gallons for each inch of rain. Instead of flooding drains this water should be channelled by way of soakage, to the ground. Paving with porous materials is helpful. For better management of water sunken pebble gardens, reverse wells, deep mulch, dense planting and suitably planned ponds help. Planning an institutional campus in this way is of help in attracting public to these parks during the periods when these are off and thus lessening human pressure on public parks.

## **4. Planting vegetation to conform to land use**

The plantings in the campus of an educational institution must be in harmony with those of its educational programmes. There

should not be only one type of cover in all the grounds of the campus. The plantation should be of heterogeneous nature. These grounds must represent field laboratories for biology and nature study for all students. Natural Wildlife Federation of America recommends the creation of a schoolyard Habitat as a project of National Wildlife Federation Backyard Wildlife Habitat Programme. This focuses specifically on the special needs of developing, using, mentioning habitat-based learning sites on the grounds of an educational institution. It is aimed at developing wildlife habitat on the grounds of an educational institution with the following scope:-

- a) It is an area that invites wildlife providing hands on learning opportunities for both students as well as teachers alike.
- b) It offers a chance for successive classes of students, teachers, administrators and parents to create and sustain a conservation project for the community.
- c) It restores local species diversity.
- d) It rewards the entire institutional community in the form of the a teaching area on the campus and thus widens the classroom walls.
- e) It enriches learning opportunities for students, teachers and the surrounding community.
- f) It acts as a model of handy on method of habitat conservation demonstration.
- g) It provides creative ways of learning mathematics, science, social studies, art and other subjects.

A backyard wildlife habitat in an educational institution must offer the following four basic elements of wildlife habitat:-

- a) Food: The plantation in a backyard must entirely be selected from the endemic flora so that it offers food for various forms. It must include annuals, biennials,

deciduous and evergreen perennials so that entire food attracts most of the native fauna.

- b) **Water:** The backyard must be provided with a shallow water dish, a bird bath, a stony watercourse or a brook must preferably be traversing the backyard. Besides, providing bathing and drinking facilities, these also provide aquatic niches for the dragon flies, fishes, frogs and other wildlife forms. A thermostatically controlled bird bath heater provides water during subzero temperature of winter.
- c) **Cover:** Deciduous and evergreen trees and shrubs provide year round protective cover from weather and predators. Besides, trees and shrubs, rocks and logs, mulch piles offer a very effective cover. A great variety of insects, small mammals, reptiles, amphibians and other small animals find homes in these structures which are easy to build.
- d) Places to raise young ones. Besides, trees, shrubs and ground nest boxes can be placed in the demonstration habitat. The variety of items of cover also provide excellent places for nest building and raising of young. Brooks and ponds of the backyard are the places into which aquatic and amphibious species deposit their eggs. Butterfly eggs and caterpillars find safety among the herbs, flowers, shrubs and trees of the habitats. However, use of pesticides in the backyard of the institution should be avoided. Instead biological control methods to be sought for.

## 5. Managing Waste of the Institution

Efficient waste management is highly important for an educational institution. Much of the trash can be reused or reduced to useful components on an institution ground. In this behalf establishment of institutional recycling centre is a highly

demanding project. Reuse of paper on both sides can also be of help in minimizing the trash.

#### **6. Elimination of Air Pollution**

Depending upon the topography and architectural design/system of an institution the ways of eliminating air pollution should be investigated. Installation of devices which reduce smoke and convert it into gas during winter season be resorted to.

#### **7. Teaching of institutional beautification**

The teaching of beautification of institution should be a part of the co-curricular activities., Organic gardening and pesticide-free yard grooming can reach quickly to homes if properly taught in educational institutions and thus there is no better place to make meaningful progress towards a litter free environment.

#### **8. Managing Waste of Institutional events**

Often large quantities of paper, plastic etc. are used on the occasions of institutional functions. Priority has to be given to environment while planning such functions. A statement of environmental consciousness has to be the managing committee's first consideration in planning such institutional events.

#### **9. Managing a paper conservation and recycling centre**

Paper, abundantly used in educational institutions in the form of newspapers, magazines, cardboards etc. can be recycled and many forest trees saved from felling. Writing and type paper can be used carefully and if only both sides of a sheet are used, waste can be reduced by 50%. No envelopes, bills or other items of stationery should be discarded until it is fully used.

#### **10. Managing scientific laboratories**

The scientific laboratories of an educational institution have to observe all the basic principles of conservation with regard to use of various items.

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# Computer Generated Works and the Doctrine of Originality: An Emergent Trend

F. A. Rafiquee\*

## Introduction

With the emergence of cybernetic phenomena in the arena of intellectual property law a pulsating scenario began to dawn in the otherwise, tranquil backwaters of copyright jurisprudence. Although there are many reasons for this metamorphosis, certainly one of them is the growing recognition since 1960's of the copyright implications of today's computer technologies<sup>1</sup>. In 1976, US Congress created the National Commission on New Technological Uses of Copyrighted Works (CONTU) to examine the implications of computer and other information technologies and to advise Congress on whether it would be wise to assimilate these new technologies into the existing copyright regime. The report recommended for treating computer programmes as a form of literary works and assimilating databases to the genre of compilations under the existing copyright principles<sup>2</sup>. The Whitford Committee in U.K., established for the same purpose found copyright arsenal as the most appropriate mechanism to deal with the burgeoning technology<sup>3</sup>. At present, many countries including India expressly provide for copyright protection to software by case or statutory law<sup>4</sup>. Although computer programmes have been accepted as a literary work but some critics believe that it does not satisfy the basic cannons of copyright jurisprudence, for example, there is no definite author of a work, generated by a computer. S2(d) of Indian copyright Act, 1957 defines an author as<sup>5</sup>:

*author means in relation to any literary, dramatic musical or artistic work which is computer generated, the person who causes the work to be created.*

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A computer is caused to perform a particular task or to achieve a particular result by a set of instructions expressed in words, codes, schemes, or in any other form, including a machine readable medium<sup>6</sup>. Thus in case of computer generated works the element of human author is conspicuous by its absence<sup>7</sup>. Once the domain of authorship of a computer generated work is not determined, the question of creativity or originality seems eluding. In this paper an endeavour will be made to probe into and explain the implications of a non-human author in the rubric of copyright scenario.

### **Authorship of Computer Works - An Overview**

The emergence of modern concept of authorship is considered as the privileged moment of individualization in the history of ideas, knowledge literature, philosophy and the sciences<sup>8</sup>. It is sometimes claimed that the concept of authorship in literature is intimately related to that which operates in law on the assumption that copyright law, romantic authorship and the overpowering significance of the author were born together<sup>9</sup>. In other words, the link established in law between an author and a work, and the romantic conceptualization of the work as the organic emanation from an individual author emerged simultaneously at the end of the eighteenth century<sup>10</sup>. The influence of romantic conceptions of the relationship between an author and his work can be seen to have operated in the actions of legislators and judges, in extending the duration of the copyright owners monopoly, the narrowing of fair use defence, as well as, the extension of the copyright owner's rights, to cover derivative works (such as translations) and other sources of remuneration<sup>11</sup>. Furthermore, romantic conceptions of creativity have operated to define the domain of creative works and thus to limit the scope of subject matter protectable by copyright. To quote streeter<sup>12</sup>:

*The conceptual system of copyright relies heavily on this construct. Although the individuality of the author seems obscured by the commercial concerns of Anglo American Copyright Law, the categories associated with this law, such as originality and the distinction between an idea and its expression are derived from the romantic image of authorship, as an act of original creation whose uniqueness springs from and is defined in terms of the irreducible individuality of the writer.*



The independence of copyright law from literature is less obvious in civil law jurisprudence, as compared to Anglo American Copyright Law. Under the Anglo American system, the concept of authorship is sometimes present and sometimes absent within the copyright discourse<sup>13</sup>. While copyright may be built on an image of creative authorship, copyright law uses that image as a point of attachment - a point at which to ascribe a property right and by which that right can be determined<sup>14</sup>. But the essence of that ascription is that it is divestible or alienable right. In law, authorship is a point of origination of a property right which, thereafter, like other property rights, will circulate in the market, ending up in the control of the person who can exploit it most profitably<sup>15</sup>. Since copyright serves paradoxically to vest authors with property only to enable them to divest that property, the author is a notion which needs only to be sustainable for an instant<sup>16</sup>.

In cases where the association between an individual or individuals and a finished work is so remote that it can fairly be said the work has been created without a human author, there is now the possibility that it will qualify for copyright as a computer generated work<sup>17</sup>. It is unlikely, however, that the present legal provisions will be dispositive of all doubts, as to the subsistence and ownership of copyright in computer output<sup>18</sup>. Prof. Nimmer has quoted an apt example to depict this phenomena as under:<sup>19</sup>

*We all have heard about the proverbial roomful of monkeys striking the keys of typewriters (or in this day and age, work processors) with one of the monkeys eventually "producing" Shakespeare's Hamlet. Those of us who teach copyright often ask our students. How should the law treat the work? Once the class accepts the proposition that independent creation is a defense to any infringement action the most interesting inquiry turns out to be whether the monkey's contribution constitutes sufficient "authorship" to make the primates Hamlet a copyrightable work".*

### **The Doctrine of originality and Artificial Intelligence**

Artificial intelligence, with its goal of simulating human intelligence, represents contemporary computer science in its most fascinating and advanced form. The ability to store, organize and

manipulate information about the outside world is a fundamental aspect of intelligence<sup>20</sup>. It may employ other symbolic or non-symbolic knowledge representation<sup>21</sup>. The former mechanism employs a specialized language to encode knowledge, much as a dictionary used a phonetic alphabet to encode information on pronunciation or as DNA encodes information on the functioning of living things. The non-symbolic mechanism attempts to emulate the working of human brain, in which knowledge is thought to be distributed across groups of neurons, no individual one of which can be said to "know" anything concrete<sup>22</sup>. Because they attempt to imitate the brain, these systems frequently are termed as "neural networks"<sup>23</sup>.

The conventional computer programming is systematic, structured and symbol oriented, it therefore, is comparable to other forms of literary authorship, such as, writing a text book. That analogy is less appropriate in the neural network context<sup>24</sup>. The same probably is true of yet another computer based art form, virtual reality, which allows the user to participate in and experience an artificial environment<sup>25</sup>. However, copyrightable implications are less discernible at this stage when neural networks are not in a very advanced stage of development. CONTU in order to depict this situation remarked.<sup>26</sup>

*The many ways in which programs are now used and the new applications which advancing technology will supply may make drawing the line of demarcation [between what is and is not copyrightable] more and more difficult.*

To determine whether works created by computers are works of authorship, a distinction must be made between computer aided works and computer generated works. Computer aided works, are entitled to the same copyright treatment as other works created with the more traditional implements of human authorship<sup>27</sup>. However, if and when artificial intelligence makes it possible for new works to be generated by a computer alone and not merely with its assistance new questions will be presented. For the present, there is no reasonable basis for considering that a computer in any way contributes authorship to a work produced through its use<sup>28</sup>. Accordingly to the Whitford committee<sup>29</sup>: "The author of the output can be none other than the person, or persons who devised the

instructions and originated the data used to control and condition the computer to produce the particular result'. In many cases it will be a matter of joint authorship<sup>30</sup>. CONTU compared a computer to a camera in its ability to extend human power rather than substitute for it. A computer aided work's is no less a work of human authorship, than a work created by the aid of a camera, a type writer or any other 'inert instrument' which is capable of functioning only when activated either directly or indirectly by a human<sup>31</sup>.

'Authoring is a technical term used in the process of constructing works in hyper text. In this case the author is the one who turns a lot of different objects (words, paragraphs, pictures, sounds) into hyper-text by establishing a link among them<sup>32</sup>. This 'author' may or may not be the same as the one who actually wrote the words that appear in the screen. Copyright law being attached to 'original works of authorship' might ordinarily deny such authorship. However, original does not mean novel but that it must have been created independently without being plagiarized<sup>33</sup>.

The traditional low threshold of protectability of originality has been regarded by the U.S. Supreme Court in *Feist publications, Inc V. Rural Telephone Service Co.* as under.<sup>34</sup>

*For a work to qualify as original, it must contain some minimal quantum of creativity; thus the mere aggregation of existing material in an obvious fashion, is not sufficient to meet the originality requirement, no matter how much sweat of brow' is involved.....the originality requirement remains the touchstone of copyright protection.*

The technology has not yet produced a world of copyright without human authors. Computer generated works do not make the computer the author of opus and there is no reason to believe that we are en route to that world where ingenuity and creativity will be lost for ever

#### **iv. Conclusions and Suggestions**

Computer technology has shaken the traditional contours of copyright attire. The concept of works created by an author and the domain of authership have undergone a sea change, especially under

the spell of artificial intelligence phenomena. The emergence of neural networks and virtual reality are constantly eroding the arsenal of originality, otherwise, considered as a sine qua non for copyright protection. Computer-generated works are presently dealt as computer aided works which give rise to an intelligible expression, amenable to copyright protection as a literary work. The world Intellectual property organization (WIPO) has concluded that original owner of a computer produced work may be either the person by whom the arrangements necessary for the creation of the work are undertaken' or the person or entity 'at the initiative and under the responsibility of whom the work is created and disclosed'. Therefore, the present trend seems to be in favour of copyright protection for computer generated works, despite some obvious shortcomings.

The copyright law will have to be, in tune, with the burgeoning technological thrust to attune the computer generated works within its threshold. The sui generis approach alongwith the traditional copyright apparatus may be employed to answer the on-slaught of technological change. The touchstone of protection under the changing scenario should not be away from the concept of creativity, ingenuity and originality which provide the basic spring bolts to an author to soar higher and higher. Intellectual endeavour needs thus to be propelled by acceding some sort of protection to the creators of original works of whatever nature and specie.

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2. See National Commission on New Technological uses of copyright works, Final Report on New Technological uses of copyrighted works. 82(1979); The CONTU was assigned the task of studying and compiling data on the creation of new works by the application or intervention of computers, as well as, recommending any changes in copyright law or the procedures necessary to preserve public access to these works or to recognize the rights of copyright owners; see supra note 1 at 1044.
3. A committee set up in 1973 under the chairmanship of Mr. Justice Whitford who reported in 1977 that the time had come for a general revision of law to assimilate computer generated works leading to enactment of new copyright and Design Law in U.K.: Report of the

- committee to consider the law on copyright and Design. London 1977), See Reed Chris, Computer Law 2d(1993) at 89.
4. Sonia Baldia and Dheeraj Sanghi, Software protection under Intellectual property Regime Is Fine tuning of copyright law necessary? Vol (Xvi) 1994 Delhi law Review at 110.
  5. In India amendments were made in the copyright Act, 1957 in 1983 to pave way for computer generated works to be treated as literary works (vide Act 23 of 1983 w.e.f. 9/8/1984) further amended by Act 38 of 1994 (w.e.f. 10/5/1995).
  6. See Section 2 (d) (ffc) of the Act, 1957 substituted by Act 38 of 1994.
  7. Supra note 1 at 983
  8. Lionel Bently, Copyright and the Death of the Author in Literature and Law, Review Article, the Modern Law Review (1994) Cambridge at 973 note 1
  9. Ibid at 975
  10. Heath (edition) Image, Music Text(London: Fontana, 1977) pp 142 - 148.
  11. Wood-mansee. The Genius and the Copyright: Economic and Legal Conditions of the Emergence of the Author (1984) 17 Eighteenth Century Studies, 425.
  12. Streeter, "Broadcast Copyright and the Bureaucratization of property in woodmansee and Jaszi (eds.) The construction of authorship (Durham, NC Duke up, 1994), 361, P. 371.
  13. Goldstein, Derivative Rights and Derivative works in Copyright (1982) 30J Copyright Soc'y USA 209, 213 see. also supra note 8 at 979.
  14. Ibid at 980
  15. It can be argued that copyright as a whole serves the interests of publishers and distributors more closely than it serves the interests of either authors or users of Copyrighted works., see Supra note 8 at 981 note 38.
  16. Id.
  17. Reed Chris, Computer Law 2d (1993) p. 101
  18. Ibid at 102.
  19. Melville B. Nimmer and David Nimmer, Nimmer on Copyright 2.04-2.04(B) at 7-10 (1988)cf. Supra note 1 at 1042.
  20. Supra note 1 at 1036.
  21. Andy Johnson \_Laird, Main Categories of Artificial Intelligence and their intellectual property Aspects, in WIPO World wide Symposium 101,. 113-15(1991) at 45.
  22. US Congress, Office of Technology Assessment, Finding a Balance, Computer Software, Intellectual Property and the Challenge of Technological Change, OTA-TCT-527 (1992) P.152.
  23. Id at 153.
  24. Supra note 17 at 102.
  25. Supra note 1 at 1037.

26. *Supra* note 22 at 150.
27. CONTU Final Report, *Supra* note 2 at 44.
28. International Bureau of Wipo, Preparatory Document Draft Model Law on Copyright, at 258-59 (1990).
29. *Supra* note 3 at 6371.
30. Berne Convention for the Protection of Literary and Artistic Works (Paris, 1971).
31. Goldstein, Copyrights and Author's Rights in the 21st Century, Paper delivered at the WIPO world wide Symposium on the Future of Copyright and Neighbouring Rights, Paris June 1994.
32. Finding the Balance, *Supra* note 22 at 174.
33. *Ibid* at 173.
34. *Feist Publications Inc V. Rural Telephone Service Co. Inc* (1991) U.S-113 Sup. Ct. at 358.

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# Urdu Adaptation of Jr. Sr. High School Personality Questionnaire (14 HSSPQ)

*Mahmood Ahmad Khan*

Though there is no paucity of tests in personality, developed in India and abroad, yet no other test covers all the major dimensions of personality to describe individual differences comprehensively. It deals with psychologically meaningful and predictively important traits that have demonstrable functional unity, and are central to any discussion in general psychological theory. Cattell and Cattell (1976, p.05) observes that it is the characteristic feature of H.S.P.Q. that by adding measures on this comprehensive series of personality measurement, the psychologist is able to increase infact' ( just about the double) the accuracy of predictions of school achievement obtained from the intelligence scores. It is the test which gives the teacher an insightful understanding and qualitative evaluation of those aspects of a particular pupils personality, contributing to, or distracting from, his performance in school and his social adjustment inside and outside the classroom. The complete profile of fourteen personality factors are equally relevant to child guidance, counselling and classroom purposes.

Keeping the above given facts in view Jr. Sr. HSPQ is considered an appropriate tool for the measurement of personality dimensions. As the test is devised in English, it is not possible to use the test in the same language in Kashmir. The Kashmiri people have command on Urdu and Kashmiri laugagues only. Therefore, the test is translated into urdu language in order to achieve logical and objective conclusions. The scheme of translating the test is mentioned as follows:

- i. Firstly, the test was translated from English to Urdu by the present investigator:

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- ii. Secondly, the translated version was redrafted after consultation with another fellow Lecturer in Urdu Deptt. (Dr. Gulzar Ahmad)
- iii. Thirdly, a panel of 10 judges was selected by the present investigator, in consultation with Dean and Head Faculty of Education (Prof. A. G. Madhosh) and Prof. M. L. Lidhoo. Ex. Dean and Head Faculty of Education, to make it sure that each item of the translated version conveys the same meaning as the items in the original scale. The judges were requested to rate their opinion either perfectly Agree (PA) or perfectly Disagreed (PD) or Not Agree (NA). In case a judge did not agree with the feasibility of any translated item, he was requested to suggest the change. The name with designation of each person of the jury is presented in the Appendix No. I. A jury of ten experts was conversant with both English and Urdu languages, besides were selected on the basis.
  - a) Dr. Madhosh, Dr. Tantray, Dr. Zargar and Dr. Malik from the field of Education and Psychology;
  - b) Dr. Maliki, Dr. Andrabi and Dr. Muzamir from the field of Urdu language;
  - c) Dr. Malik, Dr. Tak and Dr. Hamida from the field of English language;
- iv. Fourthly, the items, on which there was the consensus of 08 judges and above, were retained as such and no change was inserted. The items, on which there was a consensus of seven or less No of judges, were changed in accordance with the suggested change of the judges. thus the translated test has 0.8 as the validity co-efficient. And it can be said with firmness that the items on translated version convey the same meaning as on original English one.
- v. In order to validate further that the Urdu translated version represents the original English one. The Urdu version was administered to a sample of 30 randomly selected subjects who were conversant with both the languages. It needs mention, that the sample subjects belonged to a private school situated in Srinagar, Namely CASET school Karannagar and were within the age range of 15.-16. After a laps of two months the English version was administered to the same subjects. Finally the



correlation by product moment was computed between first and second test results. The factor wise co-efficient of correlation is presented in the table No. 01 as follows:

**Table No.01**

A	B	C	D	E	F	G	H	I	J	O	Q <sup>2</sup>	Q <sup>3</sup>	Q <sup>4</sup>
.84	.83	.86	.83	.71	.78	.70	.81	.79	.89	.78	.67	.75	.72

All the correlation coefficients are significant beyond 0.01 level. Therefore, it substantiates that there is no need of changing the norms of the test.

### **Description of the Test:**

It is desirable in schools to screen out for individual attention and guidance those individuals who need help with emotional conflicts and behaviour disorders; or to locate individuals with unusual temperamental sensitivity, needing careful handling. By this early recognition, many behaviour difficulties can be avoided or handled before they harden into defensive habits and complications resistive to treatment. Psychologists like Cattell et al ( 1961) and Wright (1955) have observed that school achievement can be more exactly predicted and understood when appropriately weighted personality measures like HSPQ are used in addition to the usual ability measures. It is an instrument that gives an objective analysis of the Individual personality to supplement, the teacher's personal evaluation. The test is primarily intended for an age range of 12 through 18.

It is a trichotomised yes, uncertain, No response pattern measuring fourteen factors, ten items per factor plus two buffer items. Each of the fourteen personality dimensions measured by HSPQ has a professional, popular and alphabetic designation, besides universal index number. The HSPQ enjoys a high degree of reliability and validity fully described in the manual and the Handbook of the HSPQ. Table 02 presents a full factor by factor listing and description of the fourteen dimensions as measured by HSPQ. Each factor is presented as a bipolar continuum, with bipolar titles.

**Table 02: Titles and symbols for designating the fourteen dimension.**

	<b>Low sten score description (1-3)</b>	<b>Alphabetic Designation of factor</b>	<b>High sten score description (8-10)</b>
<b>Professional term</b> <b>Popular terms</b>	<b>(A-) Sizothymia</b>  Reserved detached, critical, aloof, stiff	<b>A</b>	<b>Affectothymia (A+)</b>  Warmhearted, outgoing, easygoing, participating
<b>Professional</b>  <b>Popular</b>	<b>(B-)Low intelligence (Crystallized, power measure)</b>  Dull	<b>B</b>	<b>High intelligence (B+)</b> <b>(Crystallized, power measure)</b>  Bright
<b>Professional</b> <b>Popular</b>	<b>(C-) Low ego- strength</b> Affected by feeling emotionally less stable, easily upset changeable	<b>C</b>	<b>Higher ego strength, (C+)</b> Emotionally stable mature, faces reality, calm
<b>Professional</b> <b>Popular</b>	<b>(D-)Phlegmatic Temperament</b> undemonstrative deliberate, inactive, stodgy	<b>D</b>	<b>Excitability (D+)</b> Excitable impatient, demanding overactive, unrestrained
<b>Professional</b>  <b>Popular</b>	<b>(E-)Submissive-ness</b> Obedient, Mild, Easily led, docile accommodating	<b>E</b>	<b>Dominance(E+)</b> Assertive, Aggressive Competitive stubborn
<b>Professional</b> <b>Popular</b>	<b>(F-)Desurgency</b> Sober, taciturn, serious	<b>F</b>	<b>Surgency(F+)</b> Enthusiastic heedless happy-go-lucky
<b>Professional</b>  <b>Popular</b>	<b>(G-) Weaker super-ego strength</b> Disregards rules expedient	<b>G</b>	<b>Stronger super- (G+) ego strength</b> Conscientious persistent moralistic staid

Professional Popular	(H-) Threctia Shy, timid threat-sensitive	H	Parmia (H+) Adventurous thick-skinned, socially bold
Professional Popular	(I-) Harria Tough-minded rejects illusions	I	I Premsia (I+) Tender-minded sensitive dependent, over protected
Professional Popular	(J-) Zeppia Zestful liking group action	J	Coasthenis (J+) Circumspect individualism reflective internally restrained
Professional Popular	(O-) Untroubled Self assured placid, secure, complacent, serene	O	Guilt proneness (O+) Apprehensive self reproaching insecure worrying, troubled
Professional Popular	(Q2-) Group dependency Sociably group dependent a joiner and sound follower	Q2	Self-sufficiency (Q2+) Self-sufficient resourceful prefers own decisions
Professional Popular	(Q3-) Low self-sentiment Integration, uncontrolled, lax, follows own urges, careless of social rules	Q3	High strength of (Q3+) Self-sentiment Controlled, exacting will power, socially precise, compulsive following self image
Professional Popular	(Q4-) Low ergic tension Relaxed, tranquil torpid, unfrustrated, composed	Q4	High ergic (Q4+) tension Tense driven, overwrought, fretful.

### Administration and Scoring:

Jr.Sr. HSPQ is planned for administration in groups as well as individually. The test is administered without a time limit and can be completed by all but the slowest readers in about 40-50 minutes per form. A copy of the booklet is put in the appendix No. II.

The answer sheet is scored either by (a) hand stencil key or (b) a machine. For the machine scoring, special answer sheets must be used. Hand stencil is distributed over two scoring keys: one covers factors- A,C,E,G,I,O, Q3, and the other covers B,D,F,H,J,Q2, and Q4 factors. Each answer scores '0', 01 and 02 points except factor "B" which scores 0' (correct) and 01 (incorrect). The 0 is rendered invisible by the key and the Visible 0; or 02 positions are marked and weighed on the holed stencil cardboard key itself. While administering the questionnaire or scoring the answer sheets, instructions given in the Handbook of HSPQ should be strictly followed.

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### Appendix - I

#### A jury of ten experts to validate the translation of HSPQ into Urdu.

S. No.	Name	Designation
1.	Dr. A. G. Madhosh	Head & Dean, Department of Education, University of Kashmir
2.	Dr. S.A. Maliki	The Then Director, Iqbal Institute, University of Kashmir
3.	Dr. G. N. Tantray	Director, Adult and Continuing Education, University of Kashmir
4.	Dr. G. R. Malik	Head, Department of English, University of Kashmir
5.	Dr.G.M. Malik	Reader, Department of Education, University of Kashmir
6.	Dr. A. H. Zargar	Reader, Department of Education, University of Kashmir
7.	Dr. A. H. Tak	Reader, Department of English, University of Kashmir
8.	Dr. A. M. Muzamir	Reader, Department of Urdu, University of Kashmir
9.	Dr. M. A. Andrabi	Director, Iqbal Institute, University of Kashmir
10.	Dr. Hamida	Senior Lecturer, Department of English, University of Kashmir

Appendix - II

Urdu Adaptation of Jr. Sr. High School Personality Questionnaire  
(14 HSSPQ)

فارم (اے)  
جونیر سنیر  
ایچ ایس پی کیو

شعبہ تعلیم - دی یونیورسٹی آف کشمیر - سرینگر - ۴

شخصیت کے متعلق

ایک سو النامہ  
آر۔ بی کٹیل

مترجم: محمود احمد خان ایم اے۔ ایم فل  
پی ایچ ڈی

کیا کرنا ہے؟

## ہدایات

آپ کے پاس ایک کتابچہ اور جوابی کاغذ ہے۔ جوابی پرچے پر اپنا نام، عمر وغیرہ لکھئے۔ اس کتابچہ میں آپ کی دل چسپی اور آپ کی پسند و ناپسند کے بارے میں سوالات درج ہیں۔ اگرچہ آپ کو سوالات اس کتابچہ سے پڑھنے ہیں، لیکن جوابات جوابی پرچہ پر دینے ہیں۔ یہ یقینی بنائے! کہ ساول کا نمبر جواب کے نمبر سے میل کھاتا ہو۔

پہلے ہم آپ کو دو مثالوں سے سمجھائیں گے کہ آپ کو کیا کرنا ہے۔ ہر سوال کے بعد تین جوابات درج ہیں۔ ذیل کی مثالوں کو پڑھیے اور صحیح خانے کو ہنڈ کریں جہاں جوابی پرچہ پر آپ کے نام نیچے مثال نمبر (۱) اور مثال نمبر (۲) لکھا ہوا ہے۔ اگر آپ کا انتخاب جواب نمبر "ا" ہے تو دائیں طرف کے خانے کو چکر کریں۔ اگر "ب" ہے تو درمیانی خانے کو اور اگر "ج" ہے تو بائیں طرف کے خانے کو پتہ کریں۔

مثالیں

- ۱- آپ کیا کرنا زیادہ پسند کریں گے؟  
(ا) چڑیا گھر کی سیر: (ب) دثوق کے ساتھ نہیں کہہ سکتا۔ (ج) ہوائی جہاز میں سیر
- ۲- کیا آپ کسی جھگڑے کے بعد دوبارہ جلدی سے دوستی کر لیتے ہیں؟  
(ا) ہاں (ب) دثوق کے ساتھ نہیں کہہ سکتا۔ (ج) نہیں

۱۱ مثالوں میں عام طور پر صبح یا غلط جواب نہیں ہے اگرچہ کبھی کبھی جواب کی توقع کی جاسکتی ہے۔ ہر شخص دوسرے سے مختلف ہے اس لئے آپ وہی کہیں جو آپ کے حق میں صحیح ہو۔ آپ کو ان جو جوابات

میں ایسا جواب ایسا ضرور ملے گا۔ جو آپ سے مناسبت رکھتا ہے۔ لہذا ہر سوال کا جواب دیں۔

اگلے صفحات پر مذکورہ بالا سوالوں کی طرح آپ کو بہت سارے سوالات ملیں گے جب آپ سے ورق الٹانے کو کہا جائے تو سوال نمبر سے شروع کریں جب تک کہ نہ آپ تمام سوالوں کے جواب دیں، جواب دیتے رہے۔ جواب دیتے ہوئے براہ کرم ذیل کی چار باتیں ذہن میں رکھیں۔

۱۔ سوالات کے جوابات بے باکی اور سچائی کے ساتھ دیں۔ اپنے بارے میں غلط جواب دینے سے آپ کو کوئی فائدہ نہیں کیونکہ آپ سوچتے ہیں کہ ”یہی کہنا صحیح ہے“

۲۔ جس قدر ممکن ہو جوابات جلدی سے دیں سوالات پر زیادہ سوچنے میں وقت صرف نہ کریں۔ پہلا اور فی البید یہ جواب دیں جو آپ کو آتا ہو۔ کچھ سوالات میں مماثلت محسوس ہو سکتی ہے۔ لیکن کوئی دو سوال ایک جیسے نہیں۔ اس لئے آپ کے جوابات بھی اکثر ایک دوسرے سے مختلف ہوں۔

۳۔ درمیانی جواب کو جب ہی استعمال کریں۔ جب آپ باقی ماندہ دو میں سے ایک کو منتخب کرنا قطعی ناممکن پائیں یعنی ”ا“ اور ”ج“ نمبر کے جوابات کو اکثر استعمال کریں۔

۴۔ کسی سوال کو نہ چھوڑیں ممکن ہے کوئی بیان آپ سے تعلق نہ رکھتا ہو لیکن کسی نہ کسی طرح ہر سوال کا جواب دیں۔

اگر آپ کو کوئی بات سمجھ میں نہ آتی ہو تو بتادیں۔ اگر اس وقت کوئی سوال ہیں ابھرتا لیکن بعد میں کوئی لفظ وضاحت طلب ہو تو تختن سے پوچھئے۔ ورق نہ الٹائیں جب تک کہ آپ سے نہ کہا جائے۔

۱۔ کیا آپ ہدایات سمجھ گئے ہیں؟

(ا) ہاں۔ (ب) دھوکے کے ساتھ کچھ نہیں کہہ سکتا۔ (ج) ا۔ نہیں۔

۲۔ ایکسکریشن پر جا کر آپ اپنا وقت کس طرح گزاریں گے؟

(ا) جنگلوں میں اکیلے گھوم کر (ب) کچھ نہیں کہہ سکتا۔ (ج) الاؤ کے سامنے

دوسروں کے ساتھ کھیلنے میں

۳۔ کسی جماعتی مباحثے میں کیا آپ وہی کچھ کہنا پسند کرتے ہیں جو آپ سوچتے ہیں؟

(ا) ہاں (ب) تبھی تبھی (ج) نہیں



۴۔ جب آپ سے کوئی احمقانہ کام سرزد ہوتا ہے تو کیا آپ کو اس حد تک پچھتاوا ہوتا ہے کہ زمین آپ کو نگل جاتی؟

(۱) ہاں (ب) شاید (ج) نہیں

۵۔ کیا آپ آسانی سے کسی تعجب خیز بات کو راز رکھ سکتے ہیں؟

(۱) ہاں (ب) کبھی کبھی (ج) نہیں

۶۔ جب آپ کوئی فیصلہ کرتے ہیں تو کیا آپ

(۱) فیصلہ بدلنے کی خواہش محسوس کرتے ہیں (ب) کچھ بھی نہیں کہہ سکتا

(ج) فیصلے سے پوری طرح مطمئن ہیں۔؟

۷۔ کیا آپ انتہائی شور کے باوجود بغیر کسی پریشانی کے کوئی کام کر سکتے ہیں؟

(۱) ہاں (ب) شاید (ج) نہیں

۸۔ اگر آپ کے دوستوں کو آپ سے اختلاف رائے ہو، کیا ان کے جذبات کی قدر کرنے کیلئے آپ

یہ کہنے سے پرہیز کرتے ہیں کہ آپ کے خیالات صحیح ہیں؟

(۱) ہاں (ب) کبھی کبھی (ج) نہیں

۹۔ کسی دشوار مسئلے میں کیا آپ عموماً کسی دوسرے کی مدد لیتے ہیں؟

(۱) بہت کم (ب) کبھی کبھی (ج) اکثر

۱۰۔ کیا آپ یہ کہہ سکتے ہیں کہ قواعد و ضوابط بیہودہ اور گئے گزرے ہیں؟

(۱) ہاں میں انہیں عموماً خاطر میں نہیں لاتا۔ (ب) کچھ نہیں کہہ سکتا (ج) نہیں

محض اصول لازمی ہیں اور انکی پیروی ضروری ہے

۱۱۔ آپ کے بارے میں کوئی بات درست ہے؟۔

(۱) ایک معجزہ رہنا۔ (ب) بین بین۔ (ج) خوبصورت اور دل پسند۔

۱۲۔ کیا کبھی آپ کسی پارٹی یا سیر سپاٹے پر جانے سے قبل محسوس کرتے ہیں کہ آپ جانا نہیں

چاہتے؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۱۳۔ جب آپ لوگوں سے ناراض ہونے پر حق بہ جانب ہوں تو کیا آپ ان پر برسنے کو ٹھیک تصور کرتے ہیں؟۔

(۱) ہاں (ب) شاید۔ (ج) نہیں۔

۱۴۔ جب آپ کے ہم جماعتی آپ سے ہلسی مذاق کرتے ہیں تو کیا آپ پریشان ہونے بغیر دوسروں کی طرح لطف اندوز ہوتے ہیں؟

(۱) ہاں (ب) شاید۔ (ج) نہیں۔

۱۵۔ کیا آپ کبھی یہ سوچتے ہیں کہ "لوگ اتنے نا فہم ہیں کہ ان پر بھروسہ نہیں کیا جاسکتا کہ وہ اپنی بہتری کا خیال رکھیں؟"

(۱) ج (ب) شاید (ج) جھوٹ

۱۶۔ کیا آپ مصیبت میں بھی خوش رہ سکتے ہیں؟

(۱) ہاں (ب) کچھ نہیں کہہ سکتا (ج) نہیں۔

۱۷۔ کیا آپ ہم جماعتوں کے خیالات کے ساتھ چلنے کی کوشش کرتے ہیں؟

(۱) ہاں (ب) کبھی کبھی (ج) نہیں۔

۱۸۔ کیا اکثر لوگوں کو آپ سے زیادہ دوست ہیں؟

(۱) ہاں (ب) کچھ نہیں کہہ سکتا (ج) نہیں۔

۱۹۔ آپ کیا بننا پسند کریں گے؟

(۱) ٹی وی ادارہ۔ (ب) کچھ نہیں کہہ سکتا (ج) ایک میڈیکل ڈاکٹر۔

۲۰۔ کیا آپ سمجھتے ہیں کہ آپ کی زندگی دوسروں کے مقابلے میں آرام اور تسلی بخش انداز سے گذر رہی ہے؟

(۱) ہاں (ب) شاید (ج) نہیں

۲۱۔ کیا آپ دوسروں کے لطفوں کو اتنا یاد رکھنے میں دقت محسوس کرتے ہیں کہ آپ انہیں دہرا سکیں؟

(۱) ہاں (ب) کبھی کبھی (ج) نہیں

۲۲۔ کیا آپ نے سکول ڈراموں میں شرکت کر کے خوشی محسوس کی ہے؟

(۱) ہاں (ب) کچھ نہیں کہہ سکتا۔ (ج) نہیں

۲۳۔ "درستی" کے معنی وہی ہیں جو

(۱) مرمت کرنے (ب) شفاء بخشنے (ج) پوندگانے، کے ہیں۔

۲۴۔ "ج" کس کی ضد ہے

(۱) خیالی بات (ب) جھوٹ (ج) انکار

۲۵۔ جو آپ سکول میں پڑھتے ہیں کیا آپ پوری طرح سمجھ پاتے ہیں۔؟  
(۱) ہاں (ب)۔ اکثر (ج) نہیں۔

۲۶۔ جب تختہ سیاح پر چاک کی رگڑھ سے آواز نکلتی ہے تو کیا آپ عجیب کیفیت محسوس کرتے ہیں؟

(۱) ہاں (ب) شاید (ج) نہیں

۲۷۔ جب کوئی کام بگڑ جاتا ہے تو یہ سوچنے سے قبل کہ اسکے بارے میں کیا کیا جائے آپ کو لوگوں پر غصہ آتا ہے؟

(۱) اکثر (ب) کبھی کبھی (ج) شاذ و نادر۔

۲۸۔ سکول چھوڑنے کے بعد کیا آپ چاہتے ہیں کہ

(۱) ایسا کام کیا جائے کہ غریبی کے باوجود آپ لوگوں میں ہر دل عزیز بنیں (ب) غیر یقینی (ج) بہت سارا پیسہ کمائیں۔؟

۲۹۔ کیا آپ تنگ غاروں میں جانے یا اونچی جگہوں پر چڑھنے سے پرہیز کرتے ہیں۔

(۱) ہاں (ب) کبھی کبھی (ج) نہیں۔

۳۰۔ کیا آپ دوسروں کے سامنے یہ دکھانا چاہتے ہیں کہ آپ کوئی بھی کام دوسروں کے مقابلے میں اچھی طرح انجام دے سکتے ہیں۔؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۳۱۔ کیا آپ اپنے والدین سے اس بات کی صلاح لیتے ہیں کہ سکول میں کس طرح کے اچھے کام کرنے چاہئے۔؟

(۱) اکثر (ب) کبھی کبھی (ج) شاذ و نادر۔

۳۲۔ کیا آپ غیروں کے سامنے اپنی بات بلا کسی دقت یا گھبراہٹ کہہ سکتے ہیں۔؟

(۱) ہاں (ب) شاید (ج) نہیں

۳۳۔ کیا کچھ فلمیں آپ کو پریشان کرتی ہیں۔؟

(۱) ہاں (ب) شاید (ج) نہیں

۳۴۔ کیا آپ خوبصورت ناچ کے بجائے باکسنگ (مکہ بازی) کے مقابلے سے زیادہ لطف اندوز ہوتے ہیں؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۳۵۔ اگر کوئی شخص آپ کے ساتھ زیادتی کرتا ہے۔ کیا آپ جلدی سے اس پر دوبارہ بھروسہ کر کے ایک اور موقع دیتے ہیں؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۳۶۔ کیا آپ کبھی یہ محسوس کرتے ہیں کہ آپ اچھے نہیں ہیں اور آپ کبھی کوئی اچھا کام نہیں کرتے؟

(۱) ہاں (ب) شاید (ج) نہیں

۳۷۔ جب لوگوں کی جماعت کوئی کام کرتی ہے تو کیا آپ

(۱) کام میں شرکت کرتے ہیں (ب) بین بین (ج) عام طور سے صرف دیکھتے ہیں؟

۳۸۔ کیا آپ دوستوں کی محفل میں خاموش رہنا پسند کرتے ہیں؟

(۱) ہاں (ب) کبھی کبھی (ج) نہیں

۳۹۔ کیا لوگوں کی نظر میں آپ ان آدمیوں میں سے ایک ہیں جس پر کسی کام کو اچھے اور مناسب

ڈھنگ سے کرنے میں اعتماد کیا جاسکتا ہے؟

(۱) ہاں (ب) شاید (ج) نہیں

۴۰۔ جب آپ کوئی مہمائی کہانی پڑھتے ہیں تو کیا آپ!

(۱) یونہی پڑھتے ہوئے لطف لیتے ہیں (ب) کچھ نہیں کہہ سکتے (ج) خوشگوار انجام

کے لئے فکر مند ہوتے ہیں؟

۴۱۔ کیا آپ بیکار بیٹھے ہوئے اور کسی کام کی شروعات کا انتظار کرتے ہوئے اکتا جاتے ہیں؟

(۱) ہاں (ب) کچھ کچھ (ج) نہیں

۴۲۔ کیا آپ کو تکلیف ہوتی ہے جب آپ سے لوگ پوچھے بغیر آپ کی چیزیں لے جاتے ہیں؟!

(۱) ہاں (ب) شاید (ج) نہیں

۴۳۔ "پختہ" کی ضد کیا ہے!

(ا) بہل (ب) نرم (ج) ڈھیلا

۴۴۔ دولت مند کا تعلق پیسے سے ہے، دکھ کا تعلق کس سے ہے؟

(ا) مصیبت (ب) دوست (ج) زمین

۴۵۔ کیا آپ کا تعلق والدین اور بھائی بہنوں سے واقعی ہمیشہ اچھا رہا ہے؟

(ا) ہاں (ب) کچھ کچھ (ج) نہیں

۴۶۔ جب آپ کے ہم جماعتی آپکو ہیل میں شریک نہیں کرتے تو کیا آپ

(ا) اسے محض ایک اتفاق سمجھتے ہیں (ب) کچھ نہیں کہہ سکتا (ج) دکھ اور ناراضگی

محسوس کرتے ہیں؟

۴۷۔ کیا لوگ کبھی کہتے ہیں کہ آپ جذباتی اور منتشر الذہن ہیں جبکہ وہ آپکو اچھا آدمی سمجھتے ہیں؟

(ا) ہاں (ب) شاید (ج) نہیں

۴۸۔ جب آپ بس یا ریل میں سفر کرتے ہیں تو آپ کس لہجے میں بات کرتے ہیں؟

(ا) عام آواز میں (ب) درمیانی آواز میں (ج) ممکنہ آہستگی سے

۴۹۔ آپ کیا بننا پسند کریں گے؟

(ا) سکول میں ہر دلعزیز شخص (ب) کچھ نہیں کہہ سکتا (ج) ایسا شخص جسکے سکول

گریڈس اچھے ہوں۔

۵۰۔ کیا آپ ان لوگوں میں سے ہیں جو محفلوں میں لطفے اور مزاحیہ کہانیاں سناتے ہیں؟

(ا) ہاں (ب) شاید (ج) نہیں

۵۱۔ کیا آپ لوگوں کو اصول و ضوابط پر کار بند ہونے کے لئے تلقین کرنا چاہتے ہیں؟

(ا) ہاں (ب) کبھی کبھی (ج) نہیں

۵۲۔ کیا آپ کے جذبات آسانی سے مجروح ہو جاتے ہیں؟

(ا) ہاں (ب) شاید (ج) نہیں

۵۳۔ اگر آپ کو ذرا سے میں کوئی رول ادا کرنا ہو تو کیا آپ آرٹ کے مشہور استاد کے رول کو سخت گیر

قدائق کے رول پر ترجیح دینگے؟

(ا) ہاں (ب) شاید (ج) نہیں

۵۴۔ آپ کون سا کورس لینا پسند کریں گے؟

(۱) عملی حساب (ب) کچھ نہیں کہہ سکتا (ج) کسی بیرونی ملک کی زبان یا ڈرامہ۔

۵۵۔ آپ فاضل وقت کس طرح گزارنا چاہیں گے؟

(۱) کسی کتاب پر یا ٹیلیویشن جمع کرنے کے مشغلے پر (ب) کچھ نہیں کہہ سکتا (ج) کسی

مشترکہ پروجیکٹ پر دوسروں کے ماتحت کام کرنے میں

۵۶۔ کیا آپ سمجھتے ہیں کہ آپ اچھی طرح سے آگے بڑھ رہے ہیں اور آپ وہ ہر کام کرتے ہیں جسکی آپ سے توقع کی جاسکتی ہے؟

(۱) ہاں (ب) شاید (ج) نہیں

۵۷۔ کیا آپ کو کسی نقش و قدم پر چلنے یا دوسروں کی مرضی کے مطابق بننے میں الجھن ہوتی ہے؟

(۱) ہاں (ب) کچھ نہیں کہہ سکتا (ج) نہیں

۵۸۔ اگر آپ کسی شام اپنے آپکو بیکار پائیں تو آپ کیا کریں گے؟

(۱) اپنے دوستوں کو بلا کر کچھ نہ کچھ انکے ساتھ کریں (ب) کچھ نہیں کہہ سکتا (ج)

کوئی کتاب پڑھیں گے یا اور کوئی مشغلہ،

۵۹۔ کیا آپ انتہائی خوبصورت بننا پسند کریں گے تاکہ آپ جہاں بھی جائیں لوگ آپکی طرف متوجہ ہوں؟

(۱) ہاں (ب) شاید (ج) نہیں،

۶۰۔ جب آپ کو کسی امتحان یا کھیل میں شرکت کرنا ہوتی ہے تو کیا آپ؟

(۱) آرام اور اطمینان سے رہتے ہیں (ب) کچھ نہیں کہہ سکتا (ج) پریشان ہوتے

ہیں اور گھبراتے ہیں،

۶۱۔ اگر آپکے کام کے دوران کوئی اونچی آواز میں موسیقی سنتا ہے تو کیا آپ کام چھوڑنا پسند کریں گے؟

(۱) ہاں (ب) شاید (ج) نہیں

۶۲۔ رقص و موسیقی میں کیا آپ آسانی سے نئی تال کو سمجھ سکتے ہیں؟

(۱) ہاں (ب) کبھی کبھی (ج) نہیں

۶۳۔ ”دوڑنے“ کا تعلق ”بانپنے“ سے ہے، ”کھانے“ کا تعلق کس سے ہے؟

(۱) ورزش (ب) بدبھنسی (ج) نیند

۶۳۔ اگر رشید کی ماں میرے باپ کی بہن ہے تو رشید کا باپ میرے بھائی کا کیا لگتا ہے؟

(۱) دوسرا میرا، موسیرا یا چچیرا بھائی (ب) دادا (ج) پھوپھا

۶۵۔ کیا آپ اکثر بڑے بڑے منصوبے بناتے ہیں اور صرف یہ سوچ کر پریشان ہو جاتے ہیں کہ یہ کبھی پورے نہیں ہوں گے؟

(۱) ہاں (ب) بسا اوقات (ج) نہیں۔

۶۶۔ جب آپ کا کوئی کام نہیں بنتا اور آپ پریشان ہوتے ہیں تو آپ کیسا کرتے ہیں؟

(۱) ہنسی میں ٹال دیتے ہیں۔ (ب) کچھ نہیں کہہ سکتا (ج) بوکھلا جاتے ہیں۔

۶۷۔ کیا آپ دوسروں کے مقابلے میں مختلف زاویے سے باتیں یاد رکھتے ہیں، کیونکہ آپ کو اصلی واقعات سے اتفاق نہیں کرنا ہوتا ہے؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۶۸۔ کیا آپ کبھی دنیا سے اتنے خوش ہو جاتے ہیں کہ آپ کا دل گانے یا خوشی سے چلانے کو کرتا ہے؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۶۹۔ آپ کس قسم کی نوکری پسند کریں گے؟ جب آپ نوکری کرنے کیلئے تیار ہوں۔

(۱) ایسی نوکری جو محفوظ ہو اگرچہ کام سخت ہو (ب) کچھ نہیں کہہ سکتا۔ (ج) جسمیں

زندہ دل لوگوں سے مننے کا موقع ہو۔

۷۰۔ کیا آپ لوگوں کی خاطر غیر یقینی اور چونکا دینے والے کام انجام دینا چاہتے ہیں؟

(۱) ہاں (ب) بہت کم (ج) نہیں۔

۷۱۔ اگر آپ کی نظر میں ہر کوئی غلط کام کرتا ہے۔ تو آپ کیا کریں گے؟

(۱) آپ بھی وہی کریں گے (ب) کچھ نہیں کہہ سکتا۔ (ج) وہی کریں گے جو آپ

صحیح سمجھیں گے۔

۷۲۔ کیا آپ بغیر ٹال کے لوگوں کی موجودگی میں کام کر سکتے ہیں؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۶۳۔ اگر رشید کی ماں میرے باپ کی بہن ہے تو رشید کا باپ میرے بھائی کا کیا لگتا ہے؟

(ا) دوسرا میرا، موسیرا یا چچیرا بھائی (ب) دادا (ج) پھوپھا

۶۵۔ کیا آپ اکثر بڑے بڑے منصوبے بناتے ہیں اور صرف یہ سوچ کر پریشان ہو جاتے ہیں کہ یہ کبھی پورے نہیں ہوں گے؟

(ا) ہاں (ب) بسا اوقات (ج) نہیں۔

۶۶۔ جب آپ کا کوئی کام نہیں بنتا اور آپ پریشان ہوتے ہیں تو آپ کیسا کرتے ہیں؟

(ا) ہنسی میں نال دیتے ہیں۔ (ب) کچھ نہیں کہہ سکتا (ج) بوکھلا جاتے ہیں۔

۶۷۔ کیا آپ دوسروں کے مقابلے میں مختلف زاویے سے باتیں یاد رکھتے ہیں، کیونکہ آپ کو اصلی واقعات سے اتفاق نہیں کرنا ہوتا ہے؟

(ا) ہاں (ب) شاید (ج) نہیں۔

۶۸۔ کیا آپ کبھی دنیا سے اتنے خوش ہو جاتے ہیں کہ آپ کا دل گانے یا خوشی سے چلانے کو کرتا ہے؟

(ا) ہاں (ب) شاید (ج) نہیں۔

۶۹۔ آپ کس قسم کی نوکری پسند کریں گے؟ جب آپ نوکری کرنے کیلئے تیار ہوں۔

(ا) ایسی نوکری جو محفوظ ہو اگرچہ کام سخت ہو (ب) کچھ نہیں کہہ سکتا۔ (ج) جسمیں

زندہ دل لوگوں سے ملنے کا موقع ہو۔

۷۰۔ کیا آپ لوگوں کی خاطر غیر یقینی اور چونکا دینے والے کام انجام دینا چاہتے ہیں؟

(ا) ہاں (ب) بہت کم (ج) نہیں۔

۷۱۔ اگر آپ کی نظر میں ہر کوئی غلط کام کرتا ہے۔ تو آپ کیا کریں گے؟

(ا) آپ بھی وہی کریں گے (ب) کچھ نہیں کہہ سکتا۔ (ج) وہی کریں گے جو آپ

صحیح سمجھیں گے۔

۷۲۔ کیا آپ بغیر نال کے لوگوں کی موجودگی میں کام کر سکتے ہیں؟

(ا) ہاں (ب) شاید (ج) نہیں۔



۷۳۔ سہ پہر کو جب آپ کام سے فارغ ہوتے ہیں آپ کیا کرنا پسند کریں گے؟  
(ا) باغوں کی سیر یا ایسی جگہ کی سیر جہاں خوبصورت تصویریں ہوں (ب) کچھ نہیں  
کہہ سکتا۔ (ج) شکار میں

۷۴۔ کسی سہ پہر کو آپ جھیل کے کنارے کیا کرنا پسند کریں گے؟  
(ا) کشتیوں کی بہت ہی تیز دوڑ دیکھیں گے۔ (ب) کچھ نہیں کہہ سکتا (ج) دوست  
کے ساتھ جھیل کے کنارے چلیں گے۔

۷۵۔ جسے آپ دوستوں کی محفل میں ہوں تو آپ زیادہ وقت کس میں صرف کرنا پسند کریں گے؟  
(ا) دوستوں میں کھل ل جانے میں (ب) کچھ نہیں کہہ سکتا (ج) صرف تماشہ  
دیکھنے میں۔

۷۶۔ کیا آپ وہی کہہ سکتے ہیں جو آپ محسوس کرتے ہیں مثلاً آپ تھک گئے یا اکتا گئے؟  
(ا) ہاں۔ (ب) شاید۔ (ج) نہیں۔

۷۷۔ جب سب کام تعجب انگیز طریقے سے چلتے ہیں تو کیا آپ۔  
(ا) خوشی سے کودنے لگتے ہیں۔ (ب) کچھ نہیں کہہ سکتا۔ (ج) اندر سے خوش  
ہوتے ہیں لیکن بظاہر خاموش رہتے ہیں۔

۷۸۔ آپ کیا بننا پسند کریں گے؟  
(ا) ایک ٹیل بنانے والا۔ (ب) کچھ نہیں کہہ سکتا (ج) گھومنے والے سرکس کا ممبر۔

۷۹۔ جب آپ کو کسی بات سے تکلیف ہوتی ہے تو آپ کیا بہتر سمجھتے ہیں۔  
(ا) اُسکی طرف دھیان نہیں دیتے۔ (ب) کچھ نہیں کہہ سکتا۔ (ج) غصے کو ٹھنڈا  
کرنے کی کوشش۔

۸۰۔ کیا آپ کبھی کبھی لوگوں کا رد عمل دیکھنے کے لئے بے ہودہ باتیں کرتے ہیں؟  
(ا) ہاں (ب) شاید (ج) نہیں

۸۱۔ جب کسی خاص کھیل میں آپ اچھا نہیں کرتے تو آپ کس رد عمل کیا ہوتا ہے؟  
(ا) یہ کہتے ہیں کہ یہ کھیل ہے۔ (ب) کچھ نہیں کہہ سکتا۔ (ج) اپنے آپ سے ناراض  
ہوتے ہیں۔

۸۲۔ کیا آپ بھیڑ والے کوچے سے یا بھیڑ بھاڑ والی بس سے بچ کر نکلنے کی کوشش کرتے ہیں؟

(۱) ہاں (ب) شاید (ج) نہیں

۸۳۔ ”عموماً کے معنی وہی ہیں جو

(۱) بعض اوقات (ب) ہمیشہ۔ (ج) اکثر کے ہیں۔

۸۴۔ میرے بھائی کے بہن کی بیٹی کی نانی میری کیا لگتی ہے؟

(۱) ماں (ب) ساس (ج) بھتیجی۔

۸۵۔ کیا آپ ہمیشہ مطمئن رہتے ہیں؟

(۱) ہاں (ب) کچھ نہیں کہہ سکتا۔ (ج) نہیں۔

۸۶۔ کام کرتے ہوئے اگر چیزیں ٹوٹی ہیں یا ضائع ہوتی ہیں تو کیا آپ پھر بھی مطمئن رہتے ہیں؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۸۷۔ کیا آپ کو کبھی بے اطمینانی ہوتی ہے اور اپنے آپ سے کہا ہو کہ میں شرط لگاتا ہوں کہ میں اس

سکول کو استادوں سے بہتر طور پر چلا سکتا ہوں؟

(۱) ہاں (ب) شاید (ج) نہیں۔

۸۸۔ آپ کیا بننا پسند کریں گے؟

(۱) وہ جو گھر اور پارکوں کے نقشے بنائیں۔ (ب) کچھ نہیں کہہ سکتا۔ (ج) ایک گانے

والا باقص پارٹی کا ممبر۔

۸۹۔ اگر آپ کو کوئی دلیرانہ لیکن خطرناک کام کرنے کا موقع ملے تو کیا آپ وہ کام

(۱) شاید نہیں کریں گے (ب) کچھ نہیں کہہ سکتا (ج) یقیناً کریں گے۔

۹۰۔ کیا آپ گھر پر اسکول کا کام کرتے ہیں؟

(۱) کبھی کبھی (ب) اکثر نہیں کرتا ہوں (ج) ہمیشہ وقت پر کرتا ہوں۔

۹۱۔ کیا آپ اپنے کاموں کا والدین سے ذکر کرتے ہیں؟

(۱) ہاں (ب) کبھی کبھی (ج) نہیں۔

۹۲۔ جب کلاس میں بحث ہوتی ہے کیا آپ اکثر کچھ کہتے ہیں؟

(۱) تقریباً کبھی نہیں۔ (ب) خال خال (ج) ہمیشہ۔

۹۳۔ کیا آپ اپنے کلاس میں گنہگار ہٹ کے بغیر اطمینان کے ساتھ کھڑے ہو سکتے ہیں؟  
(ا) ہاں (ب) شاید (ج) نہیں۔

۹۴۔ آپ ایک اچھی شام کو کیا دیکھنا پسند کریں گے؟

(ا) کارڈوز (ب) کچھ نہیں کہہ سکتا۔ (ج) کھلی ہوا میں موسیقی۔

۹۵۔ کیا آپ نے کبھی سوچا ہے کہ اگر دنیا میں آپ اکیلے ہی باقی بچیں تو آپ کیا کریں گے؟  
(ا) ہاں (ب) یقین کے ساتھ کچھ نہیں کہہ سکتا۔ (ج) نہیں۔

۹۶۔ کیا آپ کھیل کھیلتا جلدی سے سیکھتے ہیں؟

(ا) ہاں (ب) کچھ نہیں کہہ سکتا (ج) نہیں۔

۹۷۔ کیا آپ چاہتے ہیں کہ اسکول کے کاموں سے بے فکر ہوتے؟

(ا) ہاں (ب) شاید (ج) نہیں۔

۹۸۔ کیا آپ دوسرے بہت سارے لوگوں کی طرح آسمانی بجلی سے ڈرتے ہیں؟

(ا) ہاں (ب) شاید (ج) نہیں۔

۹۹۔ کیا آپ اپنی کلاس میں اپنے استاد کے سامنے کوئی نئی بات برائے بحث تجویز کرتے ہیں؟  
(ا) ہاں (ب) شاید (ج) نہیں۔

۱۰۰۔ صبح اور دوپہر کی کلاس کے درمیان آپ کو جو وقفہ ملتا ہے آپ اس میں کیا کرنا پسند کریں گے؟  
(ا) ناش کھیلتا (ب) کچھ نہیں کہہ سکتے (ج) سکول کا کام

۱۰۱۔ جب آپ کسی سنسن اور اندھیرے کوچے سے جا رہے ہوں تو کیا آپ یہ محسوس کرتے ہیں کہ  
کوئی آپ کا پیچھا کر رہا ہے؟

(ا) ہاں (ب) شاید (ج) نہیں

۱۰۲۔ اپنے ہم جماعتوں سے بات کرتے ہوئے کیا آپ اپنی ذاتی احساسات بیان کرنا پسند کرتے  
ہیں؟

(ا) ہاں (ب) کبھی کبھی (ج) نہیں

۱۰۳۔ جب آپ کسی نئی محفل میں جاتے ہیں تو کیا آپ

(ا) جلدی سے محسوس کرتے ہیں کہ آپ ہر ایک کو جانتے ہیں

(ب) کچھ نہیں کہہ سکتا (ج) دوسروں کا جاننے میں بہت وقت لیتے ہیں

۱۰۴۔ زیادہ تر، بخوشی، اکثر، بیشتر، نہایت۔ ان پانچ الفاظ کو دیکھے اور بتائے کہ ذیل میں کون لفظان

سے تعلق نہیں رکھتا

(۱) زیادہ تر (ب) بخوشی (ج) نہایت

۱۰۵۔ کیا آپ کبھی بلاوجہ خوش اور کبھی غمگین ہوتے ہیں؟

(۱) ہاں (ب) کچھ نہیں کہہ سکتا (ج) نہیں

۱۰۶۔ جب آپ ریڈیو یا ٹی وی سنتے ہیں اور آپ کے ارد گرد لوگ شور مچائیں تو آپ۔

(۱) غمگین رہتے ہیں (ب) کچھ نہیں کہہ سکتا (ج) ناراض ہوتے ہیں

۱۰۶۔ جب آپ سے کسی محفل میں کوئی غلطی سرزد ہو جاتی ہے تو کیا آپ بہت دیر تک بے چین رہتے ہیں اور اسے بھولنا مشکل محسوس کرتے ہیں؟

(۱) ہاں شاید ہیں

۱۰۸۔ آپ کس کے بارے میں پڑھنا پسند کریں گے؟

(۱) باسکٹ کیلئے کیسے جیتا جائے (ب) کچھ نہیں کہا جا سکتا (ج) ہر کسی سے کیسے اچھا

سلوک کیا جائے

۱۰۹۔ کیا آپ کو ایک ایسا شخص کہا جاتا ہے؟

(۱) جو سوچتا ہے (ب) کچھ نہیں کہہ سکتا (ج) جو عمل کرتا ہے۔

۱۱۰۔ کیا آپ اپنی ہفتہ وار الاؤنس (جیب خرچہ) کا زیادہ تر حصہ تفریح پر خرچ کرتے ہیں؟

(۱) ہاں (ب) شاید (ج) نہیں

۱۱۱۔ کیا دوسرے آپ کی راہ میں مائل ہوتے ہیں؟

(۱) ہاں (ب) کچھ نہیں کہہ سکتا (ج) نہیں

۱۱۲۔ آپ کو کس زمرے میں رکھیں گے؟

(۱) متلول المزاج (ب) کچھ نہیں کہہ سکتا (ج) کسی بھی صورت میں متلول المزاج نہیں

۱۱۳۔ آپ کتنی بار دوستوں کے ساتھ کسی جگہ جاتے ہیں یا دوستوں سے مل کر کام کرتے ہیں؟

(۱) اکثر (ب) کبھی کبھی (ج) شاید ہی کبھی

۱۱۴۔ آپ کسی قسم کی فلمیں زیادہ پسند کرتے ہیں؟

(۱) موسیقی دار (ب) کچھ نہیں (ج) جنگ نامے

۱۱۵۔ جب کوئی جماعت کچھ کرنا چاہتی ہے تو کیا آپ یہ کہنے میں مشکل محسوس کرتے ہیں۔

(۱) نہیں جانا چاہیے (ب) کچھ نہیں کہہ سکتا (ج) میں آپ کے ساتھ نہیں

۱۱۶۔ آپ بڑھتی عمر کے ساتھ دنیا سے کیا توقع رکھتے ہیں

(۱) آج سے زیادہ مہربان (ب) کچھ نہیں کہہ سکتا (ج) آج سے زیادہ مشکل

- ۱۱۷۔ کیا آپ اپنے آکو کسی اہم شخصیت سے متعارف کرنے میں آسانی محسوس کرتے ہیں  
(ا) ہاں (ب) شاید (ج) نہیں
- ۱۱۸۔ کیا آپ سمجھتے ہیں کہ آپ کے ہم جماعتوں کی کمیٹی کسی ایک فرد کے مقابلے میں کمزور فیصلے کرتی ہے اور زیادہ وقت لیتی ہے۔  
(ا) ہاں (ب) شاید (ج) نہیں۔
- ۱۱۹۔ کیا آپ محسوس کرتے ہیں کہ آپ اسی سے زیادہ کر رہے ہیں جو آپ کو زندگی میں رونا چاہیے۔  
(ا) ہاں (ب) کچھ نہیں کہہ سکتا۔ (ج) نہیں۔
- ۱۲۰۔ کیا آپ اتنا الجبا ہوا محسوس کرتے ہیں کہ آپ یہ نہیں سمجھ پاتے کہ آپ کیا کر رہے ہیں؟  
(ا) ہاں (ب) شاید (ج) نہیں
- ۱۲۱۔ جب کوئی آپ سے نا متفق ہے تو آپ کیا کرتے ہیں؟  
(ا) اُسے کہنے دیتے ہیں جو اسے کہنا ہے (ب) کچھ نہیں کہہ سکتا  
(ج) اُسے بیچ میں ہی ٹوکتے ہیں
- ۱۲۲۔ آپ کہاں رہنا پسند کریں گے؟  
(ا) گھنے جنگل میں جہاں پرندوں کی آوازیں سنائی دیں۔ (ب) کچھ نہیں کہہ سکتا۔ (ج) بہت مشغول جگہ جہاں بہت کچھ رونما ہوتا ہے۔
- ۱۲۳۔ اگر آپ کو ریلوے محکمے میں نوکری ملتی ہے تو آپ کیا بننا پسند کریں گے؟  
(ا) کنڈکٹر اور سوار یوں سے باتیں کریں (ب) کچھ نہیں کہہ سکتا  
(ج) لائبریری چلانے والا اٹھینیر
- ۱۲۴۔ نیچے، پاس اوپر اور پیچھے، درمیان۔ ان پانچ الفاظ کو دیکھئے اور لکھئے کہ ذیل میں سے کونسا لفظ ان مطابقت لبات نہیں رکھتا۔  
(ا) نیچے (ب) درمیان (ج) پاس
- ۱۲۵۔ اگر آپ کو دنیا اور مشکل کام کرنے کو دیا جائے تو  
(ا) خوشی سے کریں گے جو کر سکتے ہیں (ب) کچھ نہیں کہہ سکتا  
(ج) محسوس کرتے ہو کہ یہ کام مجھ سے بگڑ جائے گا۔
- ۱۲۶۔ جب آپ کلاس میں سوال کا جواب دین کیلئے ہات اٹھاتے ہیں اور دوسرے لڑکے بھی اٹھاتے ہیں تو کیا آپ بے قرار ہو جاتے ہیں؟  
(ا) کبھی کبھی (ب) اکثر نہیں (ج) کبھی نہیں
- ۱۲۷۔ آپ کیا بننا پسند کریں گے؟  
(ا) استاد (ب) کچھ نہیں کہہ سکتا (ج) سائنس دان

۱۲۸۔ آپ اپنے جنم دن پر کس چیز کو ترجیح دیں گے

(ا) آپ سے پہلے ہی کہا جانے کہ من پسند تحفہ چن لیں

(ب) کچھ نہیں کہہ سکتا (ج) ایسا تحفہ پسند کریں گے جو حیران کرے۔

۱۲۹۔ کیا آپ مذاق میں بھی کسی کے جذبات کو مجروح نہیں کرتے۔

(ا) ہاں (ب) شاید (ج) نہیں۔

۱۳۰۔ اگر آپ اپنی کلاس میں جماعت کے ساتھ کام کرتے ہیں آپ کیا پسند کریں گے؟

(ا) ایک چیز کو دوسرے تک پہنچادے (ب) کچھ نہیں کہہ سکتا

(ف) یہ دکھائیں کہ مشکل کام کیسے کیا جاتے

۱۳۱۔ کلاس میں کچھ کہنے سے قبل کیا آپ یہ یقین کرنے کے لئے کوشش کرتے ہیں کہ کیا آپ صحیح

ہیں۔

(ا) ہمیشہ (ب) عام طور سے (ج) اکثر نہیں۔

۱۳۲۔ کیا آپ نتائج سے ڈر کر فصلے ایک یا دو سے طریقے دیتے ہیں؟

(ا) اکثر (ب) کبھی کبھی (ج) کبھی نہیں

۱۳۳۔ کیا ایسا ہو سکتا ہے کہ آپ خوف کی حالت میں نہیں اور پروا نہ کریں۔

(ا) ہاں (ب) شاید (ج) نہیں

۱۳۴۔ کیا کچھ کتابیں یا ذرا مے پڑھ کر آپ رونے لگتے ہیں

(ا) ہاں اکثر (ب) کبھی کبھی (ج) نہیں کبھی نہیں

۱۳۵۔ دیس میں رہ کر کیا کرنا پسند کریں گے؟۔

(ا) کلاس پنک کا اہتمام (ب) کچھ نہیں کہہ سکتا (ج) جنگل میں مختلف درختوں کی

پہچان۔

۱۳۶۔ بحث و مباحثہ میں آپ کیا محسوس کرتے ہیں

(ا) آپ کا نظریہ دوسرے سے مختلف ہے (ب) کچھ نہیں کہہ سکتا

(ج) جماعت کے ساتھ متفق

۱۳۷۔ کیا آپ اپنے جذبات کو اس قدر دبا دیتے ہیں کہ لگتا ہے کہ آپ پھٹ پڑیں گے؟

(ا) اکثر (ب) کبھی کبھی (ج) بہت کم

۱۳۸۔ آپ کس طرح کے دوستوں کو پسند کرتے ہیں وہ جو

(ا) آوارہ گرد اور غیر سنجیدہ ہوں (ب) کچھ نہیں کہہ سکتا (ج) سنجیدہ ہوں

۱۳۹۔ اگر آپ انسان نہیں ہونے تو آپ کیا بننا پسند کرتے؟

(ا) کسی دور دراز پہاڑ پر عقاب۔ (ب) کچھ نہیں کہہ سکتا

(ج) سمندر کے کنارے سیل پھیلیوں کے قبیلے کی ایک سیل۔

۱۳۰۔ کیا آپ احتیاط پسند شخص ہیں؟

(ا) ہاں (ب) کچھ نہیں کہہ سکتا (ج) نہیں

۱۳۱۔ کیا ایک چھوٹی سے بات کو پریشان کرتی ہے جبکہ آپ جانتے ہیں کہ بات معمولی ہے۔

(ا) ہاں (ب) شاید (ج) نہیں

۱۳۲۔ کیا آپ یقین کہہ سکتے ہیں کہ آپ یقین سے کہہ سکتے ہیں کہ آپ نے تمام سوالات کا جواب

دیا ہے۔

(ا) ہاں (ب) شاید (ج) نہیں

# Population Explosion and Environmental Pollution in India

*M. Y. Ganaie\**

There is a hue and cry about population explosion, ecological imbalance and environmental pollution in all the circles these days. The phrases which were not known to many a few decades back, have become alarming important to most people these days. What is the relationship between all these? The population of the world is growing tremendously. In the last few decades there is a marked acceleration of population growth rate.

## Population Growth in the World

1925	2 billions
1962	3 billions
1977	4 billions
2000	Expected to be 6 billions

## Population Growth in India

1951	360 millions
1961	439 millions
1971	550 millions
1981	680 millions
1989	806 millions
1991	846 millions
2000	Estimated to be 990 millions

The current ecological crisis is due to the imbalance between the resources of the earth and the growing population. Don R. Arthus in his book "Survival" uses the term "Ecological death", which may be due to various factors like eco-alimental, eco-pathological, eco-physical, which are directly related to man in relation to the environment problems like resource utilization, slum dwelling, waste

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disposal, etc. Thus, the ecological system and the environment of a place are directly related. The problems of environmental pollution is catastrophic both in developed and developing countries, but the roots are different. In developing countries, this is mainly eco-alimental associated with starvation and malnutrition and eco-pathological related to diseases caused by pathogens due to bad drainage, sewage systems etc. In developed countries, it is mainly due to eco-metabolic aspects which include occupational diseases induced by affluent and modern living and eco-physical aspects related to physical damage due to heavy work or play that cause stress and strain on the body.

### **Our Country and the Eco-system**

In India, mainly, there are two types of threats to the eco-system - (1) based on the lack of development and (2) based on the process of development itself.

#### **Lack of Development**

The pollution due to the lack of development is very obvious. After independence, we have gained considerable good amount of development but most of it is nullified by the growth of population. Even today after more than 50 years of Independence, 40% of the people in India are either in the poverty line or below it. Even those who are above the poverty line, are comparatively poor when compared to developed countries. Added to this, there is an economic disparity among people at different levels resulting in a number of problems. 10% of Indian population own 56% of land, 2% of rural rich own the rural wealth. 80% of the high administrative cadre hail from top 10% of Indian society. Many programmes taken up by the Indian Government to bridge the gap between the haves and the have-nots create stress on government and limit development.

It has been observed that a large number of children do not reach adulthood, because of mal-nutrition and related disease's. This not only affects the economic aspects, but also the psychological aspects and leaves the parents reluctant towards controlling their family size. This has its direct effect on thesis of population and the development of the country.

## **Food Shortage**

The main problem of over population is supplying food to all. To produce more food, we start extensive cultivation by cutting down forests and trees, which helped man to bring more of cultivable land but resulted in monsoon failure, desert extension and soil erosion. To avert this, the government has taken up many a forestation programmes resulting in lot of expenditure. The second way of increasing production is by increasing intensive cultivation and the scientific methods. This resulted in the use of chemical fertilizers and pesticides; the residues of such have long term effects on man and eco-system by pollution of air and water. The problem of food is also intensified by man's selfish motives, like utilizing money and land to produce cash crops for commercial purposes.

Due to lack of food, approximately 60% of Indians are mal-nutrited. It is found that malnutrition in infants and children upto 15 years and nourishing mothers take many lives. Thus, India is in the grip of a vicious cycle of poverty which is difficult to break.

## **Development Process- Indian Scenario**

The second factor for pollution is the process of development itself. This is mainly due to the industrialization and urbanization. After independence, through five year plans, we have started massive programmes of industrialization which resulted in urbanization. Since 1961, urban population has increased rapidly and at present nearly 23% of total population live in cities. In the beginning of this decade, India had 216 cities with more than one lakh population. The migration from rural to urban areas is increasing, due to the fact that bigger families in rural areas means sub division of land holding which compels such people to leave their homes in search of jobs in cities. This, in turn, results in overcrowding in cities. Overcrowding creates many problems related to housing, water drainage, health, hygiene, etc.

## **Problem of Housing**

The first and foremost problem in urban areas is that of housing. It is generally considered that a space of 1000 to 1200 cft per person

is adequate if two or three air exchanges daily. The extent of floor space is calculated with a standard height of 10 to 12 feet only as our air exchange is more at this level. But, our housing is not planned this way and thus people suffer from lack of minimum facilities like ventilation etc., which lead to pollution of air and water.

Over-crowding, rampant illiteracy and ignorance lead to indiscriminate defecation, which lead to many pathogenic problems. The absence of adequate facilities for disposal of excreta accounts for the high prevalence of bacterial, protozoa and helmenthic diseases, dysentery, parasitic infections, diarrhea leading to debilitating conditions and anemia. Over-crowded houses with poor ventilation and lack of other amenities lead to many respiratory diseases like tuberculosis, pneumonia, bronchitis etc., which sometimes are even fatal. Malaria and filariasis are common where no good drainage and sewage facilities are available. These diseases and ill health result in reduction of work abilities by nearly 20% which has a long run effect on the development of the country itself.

### **Problem of Water Supply**

Sufficient water supply becomes a problem cities. The quality of water suffers due to insufficient filtration. Sometimes, the water is contaminated by getting mixed with drainage and sewage water. Disposal of human waste and industrial effluents also contaminate the water available.

The running water in the rivers itself is contaminated by our sociological and religious factors like melas and holy dips. The main fresh water supply is through rain water, but India becomes a victim to the vagaries of monsoons many a time. In highly industrial areas, even the rain water is polluted due to atmospheric pollution.

### **Problem of Fresh Air**

Man in cities suffers from lack of fresh air to breathe. Respiration of man and animals, smoking, vehicular fumes, smoking, industrial effluents belching into air, decomposition of organic matter, combustion of different fuels leave the air polluted. Under ordinary conditions, air has self-cleaning mechanism, through sunlight, rain

water and plant life. But in over-crowded cities, rain is not a guarantee, smoke, smog or fog block out the sunlight and plant life is reduced, resulting in the breakdown of this self-clearing mechanism. When air pollution becomes high, it constitutes a health hazard.

### **Lack of Industrial Planning**

Added to these problems of urbanization, our industrial planning itself is defective with lack of proper planning of industrial areas, their proximity to residential areas, lack of proper legislation's and its enforcement, inadequate safety measures, inadequate effluent management etc. All these lead to a number of occupational hazards like lead poisoning, silicosis, radiative diseases etc.

When man faces such health problems, naturally with his knowledge of science tries to overcome them. This has resulted in man's production of pharmaceuticals and exposed the man to medicines. Sometimes for non-medicare purposes. Thus, we are not very far from echo-metabolic results.

The process of development in the long run results in depletion of the resources. This depletion will have its own effects on the ecosystem. Thus without sufficient food to eat, air to breathe, place to live and air noises around, man becomes restless. There is always a "sound mind in a sound body". But, our industrial development left our cities disastrous and our spirits increasingly demorable leading to great mental, moral and aesthetic poverty. Now, Indian man is in the grip of psychological, sociological and spiritual crisis. This is affecting his internal environment and making him a slave to many bad habits like drinking, smoking and drug addiction.

Thus, we find that there is a direct relation between population growth and environmental pollution. All types of pollution increase with increasing population and its density. To have a sound ecological system, we should put a limit to the number of people and should never exceed the capacity of the land i.e. the "optimum population".

If our discussions, seminars, workshops on environmental pollution will not serve any useful purpose, unless it is related to the planning of decreasing population. The increase in the rate of economic growth of India should go hand in hand with the reduction in the rate of population growth.

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# Income Generation through Skill Development in Continuing Education

*Kusum Vir\**

## **Nature of Continuing Education**

Continuing Education is one which occurs beyond initial education. This is a life long process of further enhancing human empowerment for achievement of better and higher quality of life. In Continuing Education a mechanism is to be evolved to develop individualism and self-direction of learning through diverse variety of continuing education programmes, which will ultimately lead to self development and improvement in quality of life.

## **Policy Statement and Objectives of Continuing Education**

National Literacy Mission has launched a scheme of continuing education for neo-literates in December 1995 to cater to the continuing educational needs of millions of neo-literates emerging from the successful completion of literacy campaigns in several districts all over India. Continuing education programmes under the scheme are taken up only in the districts that have completed both the TLC and PLC phases and the external evaluation of the TLC has been conducted.

The scheme aims at providing an institutionalized mechanism for continuing education through Continuing Education Centers (CECs) to enable the neo-literates to retain, improve and apply their basic knowledge and skills in fulfilling their needs and aspirations. The objectives of the scheme of Continuing Education include the following:-

- i) Imparting of literacy skills to residual illiterates;

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- ii) Provisions of facilities for retention of literacy skills and continuing education to enable the learners to continue their learning beyond basic literacy;
- iii) Creating scope for application of functional literacy for improvement of living conditions and quality of life;
- iv) Dissemination of information on development programmes and widening and improving participation of traditionally deprived sections of the society;
- v) Creation of awareness about national concerns, such as national integration, health and hygiene, conservation and improvement of the environment, women's equality, observance of small family norms, etc. and sharing of common problems of the community.
- vi) Improvement of economic conditions and general well being as well as improvement of productivity by organising short duration training programmes, orientation courses and providing vocational skills and by establishing direct linkages between continuing education and development activities.
- vii) Facilities for library and reading room for creating an environment conducive to literacy efforts and a learning society.
- viii) Organisation of cultural and recreational activities with effective community participation.
- ix) Imparting basic literacy skills to drop outs, fragile literates and others.

### **Strategy**

The total literacy campaigns whereas provides a uniform educational content for all sections of the society, the continuing education programmes would contain diverse and alternative programmes which would be suitable for a wide cross section of the people, such as neo-literates seeking to further continue their education; school drop-outs/pass outs seeking to achieve equivalence with formal education; other persons in the community seeking to enhance their vocational functional skills, etc. Continuing Education programmes would be attuned to the felt needs and demands of

specific groups of learning taking into account local conditions and resources. Such programmes would be largely functional in the sense that these would focus on the development of functional knowledge with the aim of making learning relevant to their living and working conditions.

For these purposes the establishment of continuing education centers and launching of target specific, needs based and innovative programmes such as Equivalency Programme (EPs), Income Generating Programmes (IGOs), Quality of Life Improvement Programme (QLIPs) and Individual Interest Promotion Programmes (IIPPs) could be taken up.

The scheme of Continuing Education also provides the opportunities to undertake diverse activities involving alternative and innovative approaches to cater to the needs of the learners taking into account local conditions and the resources available. Under the scheme, Continuing Education programmes provide an opportunity to integrate learning, working and living. These three aspects of personal development must grow together, so that overall quality of life improves and society as a whole becomes a learning society.

### **Present Status of Continuing Education**

Presently, the scheme is in the initial stage of implementation. It provides a learning continuum to the efforts of the Total and Post Literacy Programmes.

Under the Scheme, the main thrust is given to seeking up of Continuing Education Centers (CECs) which will function as the focal point for providing learning opportunities such as library, reading room, learning center, training center, cultural center, sports center, information center and other programme centers. For a group of 8-10 CEEs, there is a nodal CEC which monitors and oversees the activities of CECs. Ideally there is one CEC to serve a population of 1500 to 2000 with a relaxation in population criteria in sparsely populated areas.

The Continuing Education Programme is being implemented under the aegis of Zilla Saksharata Samities, ZSSs along with District, Block and Gram Panchayat level committees are responsible for overseeing the Continuing Education programme in the entire district. The broad approaches on which CE programme is built



include the component of flexibility in implementation strategies., sustainability of the programme in the long run, community participation and integration of development activities through establishing linkages with other development agencies to facilities economic activities.

### **Income generation through Skill development in Continuing Education**

According to the APPEAL approach, IGPs are those vocational continuing education programmes which are delivered in a variety of contexts and directed particularly towards those people who are currently not self sufficient in modern world, that is those persons at or below the poverty line.

Continuing Education scheme enunciated by Government of India mainly aims at development of human resources ultimately to improve the quality of life of the people. Under the scheme the Continuing Education Centers will provide variety of learning opportunities to neo-literates as well as will assist them to undertake different kinds of skill development programmes for income generation taking into account local needs, local conditions and resources.

Earlier experiences indicate that not many people have shown adequate interest to participate in literacy programmes which focus on literacy alone. This is because literacy alone has not improved their income rising capacity. To obviate this difficulty skill development programmes have now been included in the revised scheme of continuing education on the assumption that the skills acquired would enable participants to engage in gainful employment. Even this may not help people as much as expected because most may find it difficult to become involved in income generating activities without follow-up support services for placement either in wage or self-employment. Income generation programmes are to be made successful, then functional literacy, skill development and follow-up services particularly credit facilities need to be arranged as integral parts of IGPs. Seed money, revolving funds, training funds and cooperative banks (with rural people as shareholders) are some of the ways for extension of credit facilities. This integrated approach has two benefits. Firstly, it encourages people to participate in literacy and post-literacy development programmes as wider scale, secondly, it ensures their absorption in appropriate income generating activities.

## **Components of Skill Development**

Learning needs of the people for IGP is development managerial, entrepreneurial skills and skills with respect to obtaining credit, processing of raw materials, organising production, maintaining quality, finding market outlets forming cooperatives and introduction of new and appropriate technology.

The major components of skill development need to be selected from among the following to meet the specific needs of the diverse target groups:

### **a) Functional Literacy:**

This comprises basic literacy, numeracy and social awareness with emphasis on health, nutrition, hygiene, sanitation, safety, first aid, ecosystems, community, technology and basic science in the context of the life of rural people, their problems and opportunities.

### **b) Application of Literacy:**

The emphasis is usually on village organisation, management, leadership, cooperatives, rural banking, technological change, would of work and employment opportunities.

### **c) Occupational theory:**

This covers input requirements, processes, products and related technology etc.

### **d) Basic Occupational Skills**

These focus on increasing capacity and skill to carry out income generating activities effectively.

### **e) Higher order occupational Skills:**

Higher order occupational skills will increase productivity and quality control using modern tools and processes at proficiency level.

### **f) Entrepreneurial Skills:**

These may include technical input, personnel management, marketing and finance, etc.

**g) Follow-up technical and support services**

These may include rural enterprise projects, credit facilities and cooperatives, etc.

On the basis of above, skill development programmes may be organized for the following clientele groups.

- Neo-literate groups: require functional literacy and basic occupational skills and follow-up support services.
- School dropouts: Need upgrading of literacy, occupational theory, basic occupational skills and follow-up support services.
- Traditional craftsmen: requires upgrading of literacy, higher order occupational skills, entrepreneurial skills and follow-up support services.

Skill development programmes may be understood basically from two angles:

- i) Development new skills for the target groups for undertaking specific Income Generation activities.
- ii) Upgradation of existing skills of the clientele group.

The former deals with an activity based on the locally available resources and which could be done as development of new skills for supplementary income generation for those persons who are downtrodden, undeserved, landless labour or poor people. The later emphasis the upgradation of existing skills of the people in their present occupation. This is indeed a challenging task for the people who would take up this issue in the CECs. It requires the experts of various trades based on the type of occupation people are generally involved in for their livelihood.

**Basic Steps**

To understand these two types of programmes under IGP, the following steps may be taken up before introducing them in the CECs. In case of supplementary income generation through providing new skills, the socio-economic conditions of the people are to be studied thoroughly. Under this, the following steps may be considered:

- 1) To study the occupations of the people and their income level.
- 2) To analyse the socio-economic and educational background of the people in their locality.
- 3) To select an Income Generation activity that meets manpower demands and the needs of the people in the best possible manner.
- 4) To select the dynamically changing market and employment trends in the given locality.
- 5) To derive policy support from on-going socio-economic and educational programmes and projects
- 6) To develop the curriculum methodically defining the objectives and content in action terms.
- 7) To develop appropriate learning strategies and ensure availability of physical, material and human resources.
- 8) To establish linkage with development departments and other local organizations.
- 9) Training of groups by the experts.
- 10) Monitoring and evaluation of activities at every stage of implementation.
- 11) To assess quality and relevance on the basis of applicability of skills to local conditions and situations for income generation.
- 12) Provide follow-up services and support towards inducting the participants into gainful wage or self-employment.

#### Steps for Development of IGPs

Steps	Approaches	Organisation	Implementation
Preparing the community for change and development	-By creating awareness and motivation -By providing functional literacy/upgrading of literacy	Through formation of occupation wise groups and subgroups	

	- By encouraging savings and fund formation		
Developing occupational skills	Through - Development of basic and higher order occupation skills, including entrepreneurial skills - Related occupational theory	At -Community based occupational training centers -Agriculture demonstration farms, -Livestock development farms	-Using local leadership facilities resources -Developing occupational related curriculum with community participation -Adopting learning by doing and demonstration approaches
Providing follow-up services	-For self-employment -For wage employment -For enlarging and enriching products/service s/businesses of those already employed	Through - Placement - Credit facilities - Cooperatives - Marketing outlets	

### Developing CEC for IGP

	Steps	Action
1	Needs Analysis	Assess present level of income of target group, Analyse socio-economic situation of identify potential income generating activity. Assess current level of skills and knowledge of the target people.
2	Objective Setting	List objectives of the IGP in terms of new skills to be acquired and levels of income to be attained.

3	Specifying Contents	Specify the knowledge, skills and attitudes to be acquired by the neo-literates/CEC participants in line with the set objectives. Arrange materials into a logical series of competency.
4	Delivery	Select appropriate organisation/person(s) for facilitating skills development of the target participants. Organise training programmes, learning workshops or courses suiting the needs and timing of CEC participants.
5	Learning and Follow-up Activities	Ensure smooth delivery of the courses and participation of the people. Follow-up qualitative achievement of the course(s). Establish linkage with the relevant local organisation(s) for technical and resource support.
6	Assessment	Arrange assessment of achievement of expected skills, knowledge and attitude to undertake IG activities. Final assessment could be based on goods/or services delivered.
7	Programme evaluation	Plan studies on the income levels of the target participation's in line with set objectives in their socio-economic context.

### Resource Needed

Resources may be required for providing skill development/vocational training, as following:

- 1) Products of IGPs
- 2) Facilities/tools/equipment
- 3) Raw materials
- 4) Expertise/resources
- 5) Training materials
- 6) Local case studies

7) Resources for managing income wisely.

### **Implementation Strategy**

In this regard, perhaps, a beginning could be made by training the master craftsman, master technicians and include them among our master trainers who could prepare the neo-literates for certain vocational trades about which they have already fairly good understanding. They could also be involved by the SRCs in preparing the need based curriculum and materials which could be vetted by experts in the trades concerned. This will enable them to improve their skills and optimally function in their own trades, vocations.

However, strategy of prioritization will have to be followed while deciding on the vocations and skill development programmes to be covered at CE stage and only those where skill of literacy also gets straightened may be taken up. Networking with agencies working at the district level for providing vocational courses/skills can thereafter help in designing need-based courses. This will also solve the problems associated with provision of equipment, tools and materials needed to practice trades. For this purpose SRCs/NGOs may prepare materials and modules of training and the Technical Institutions, agencies and other bodies could lend their support by providing equipment's like graters, prunes, etc. which may perhaps be difficult to arrange by educational institutions. But certainly, at the initial survey stage, need assessment work in respect of trade/vocation, profile of neo-literates could be prepared and this should be given a concrete shape during the post literacy phase itself, so that, by the time continuing education starts, modules and materials are ready and support departments/ agencies/institutions and their contributions are available at CE stage in providing vocational support for skill development programmes.

In the initial stage, it may be advised that the skill development/vocational courses for the neo-literates may contain more of practical and less of theory to enable the persons to be more perfect in their functional ability. One thing may be remembered here that we are not the first institution to develop curriculum for the vocational courses, and already many other institutions have prepared need base vocational curriculum which may be adopted in Continuing Education.

The neo-literates are large in number and it may not be possible to get as many number of instructions immediately for imparting skill development training. Hence, it is desirable to train adequate number of resource persons/master trainers for each of the vocation/trade identified through some vocational institutions, so that, they may act as resource pool to train the preraks who will, intern conduct the vocational training of neo-literates at continuing Education Centers. However, if possible, experts from identified vocational/trades may also collaborate in such training programmes.

In planning such activities, a cafeteria approach may provide a good option, so that only those who really wish to go to a vocational stream, duly supported by educational content, can join it. Thus, the learners/neo-literates remain at the focal point, and not, the training course. District literacy Units can provide technical support to neo-literates about the type of courses available and how to take advantage of these. They may be selective in identifying the neo-literates who really need such help through vocational courses.

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# The role of Social Sciences in Health Education

*Muzaffar Ahmad Khan\**

**H**ealth Education is concerned with understanding human behaviour and finding out how it may be altered for improvement and promotion of community health practices. It can be described as a process that aims at bringing about changes in the people's knowledge, attitudes and health behaviour towards a healthful living which is based upon scientific facts and is also in tune with the existing health care policy and programmes of the country. This healthful living comprises of the mental, social and physical aspects of health that constitute an equilibrium in the cultural context of a community - their life styles. For example, in the martial communities, a great emphasis is placed on physical strength, in the business communities a higher value is given to the economic standing while in certain orthodox religious groups a higher emphasis is given on the social and spiritual aspects of life. Therefore, a health educator needs to know the social science discipline that help in the study of these community aspects for identifying and solving community health problems for the promotion of health care programmes.

## The Role of Social Sciences

Social sciences contribute to the knowledge of human nature and behaviour. Social Sciences refer to a wide range of disciplines like economics, political science, education and history that are of interest to a health educator including sociology, social anthropology and social psychology that most directly deal with human behaviour and are, therefore, conventionally categorized under behavioural sciences to distinguish these from the wider group of social sciences. The behavioural sciences are the key academic disciplines that help a health educator in understanding and changing human behaviour. The contribution of social sciences has been amply demonstrated through the promotion of regional research-cum-action projects on

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environmental sanitation in Najafgarh in Delhi, at Poonamalee in Chennai and at Singur in Calcutta through the pilot projects on family planning and under ICMR projects for the control of mosquito borne diseases where community preparation was an essential element for their acceptance of release of sterilized mosquitoes to carry out the project activities.

The broad areas of contribution of social sciences in relation to community health and medical care programme can be categorized as (i) social etiology and ecology of disease (ii) societal factors in therapy and rehabilitation (iii) medical care as a social institution (both modern and indigenous system of medicine) and (iv) Sociology of community medicine/education.

Social anthropology refers to the science of man in relation to his environment and social relations. Traditionally, anthropologists have dealt with the study of tribal and rural communities with emphasis on normative patterns of behaviour (life styles), magic, superstitions, mythology and religion, traditions, values and norms; family, kinship, caste structure and leadership; culture change and evolution processes.

General psychology is a branch of science dealing with behaviour, acts, or mental processes; the social psychology deals with the activities of an individual as influenced by other individuals or by the group and is concerned with the process of social interaction. Social psychology thereby primarily deals with the mental processes of the individual in relation to the group and society in terms of social environment. Perception, attitudes, motivation, incentives and learning can be cited as the concepts that play an important role in health education for understanding and manipulating community health practices.

Sociology is concerned with evolution of society, functions of human groups, social interaction and social phenomena. Its subject matter covers society, institutions, family role, status, small group dynamics, social control, deviance, collective behaviour, social interaction and rural urban life styles.

Economics deals with the finance, production, exchange and consumption of goods/services. It aims at optimum utilization of

scarce economic resources for providing the people an effective health care system. However, the rationale for choosing between the alternatives in terms of cost benefit analysis is relaxed many a times for providing community health and welfare services to achieve the desired social goals and expected outcomes. Economic factors play an important role in the provision and utilization of public health care programme services in terms of adequacy, quality, feasibility and satisfaction, both from the agency and consumer's point of view.

Political Science deals with the structure and functions of government and law and more generally with political processes - the way men get governed and govern others. Health legislation is one of the prevalent measures of solving community health problems besides provision of health care services and community education. Therefore, education of the policy makers for framing necessary health legislation and of the administrators for an effective implementation of community health programmes is important for health education personnel as political backing and community will give the desired impetus to the success of a programme.

Education aims at optimal development of the person -his intellectual, mental, social, emotional and spiritual behaviour as a member of the community so that he becomes alive to the common interests that bind the members together. The central problem of education in a complex and changing society is to help people learn to cope up with their problems and improve their quality of life, that is, healthful way of living. Learning induces changes in an individual's ideas, attitudes and practices, while education is a process of change within a person himself affecting his knowledge, beliefs, attitudes and behaviour. A health educator makes use of the relevant education theories, principles of learning and methods of teaching so as to provide optimal learning situations to the individual, family and community and tries to initiate health behaviour changes and sustain them through continued educational motivational efforts.

History is concerned with human activities and events. History of various epidemics, research on disease etiology, health legislation in the field of industry, maternal and child welfare, child marriage act are examples that throw light on the events and causes of the social phenomena with health implications and subsequent actions taken to

overcome them. The reports of Bhore, Mudaliar, Mukherjee, and Kartar Singh Committees deal with the growth and development of public health services in India.

Physical topography and environment (ecology) also influence human health behaviour. Certain micro organisms like fungi that cause skin infections get a hospitable environment to grow under humid conditions. Goitre is prevalent in areas where water is deficient in iodine. Dental caries is prevalent in populations where water is deficient in fluorine content. Nutritional deficiency diseases occur due to lack of nutrients in food products of a given area where population mostly uses local foods. Snow-blindness, sea sickness, sun burnt skin patches, heat stroke are important ailments/conditions that develop in persons when they get exposed to extreme climatic conditions.

The relevance of social sciences in community health problem-solving process can be illustrated in the light of the steps that a worker follows in planning and implementing a community health education programme.

- **Problem identification:** Study of relevant secondary literature, getting opinion from programme experts, finding out community felt needs and formulation of the specific problems.
- **Fixing priorities:** Fixing priorities based on the felt needs of the community, importance of the problem from the point of view of health, feasibility of success as per resources and support from the agency and relating the selected problem to the felt needs/values of the community.
- **Community diagnosis:** Epidemiological study of the magnitude of the problem; beliefs, values, practices, social organization, channels of communication, leadership, and community resources or the cultural diagnosis.
- **Planning the programme:** Knowledge of organizational, management and behaviour change processes; selection/preparation of educational media based on community diagnosis findings and their use in the various phases of the programme in the context of desired behaviour changes; incorporation of

evaluation as a part of the planning process; process evaluation to improve upon the subsequent activities in the programme and terminal evaluation for assessing the results.

- **Implementation and evaluation:** Trying out the plan of operations; review of the planned programmes; finding out efficacy of educational methods and media; evaluation of the programme's progress and achievement, both quantitative and qualitative (factors responsible for success/failure).
  
- **Follow-up, feedback and theory-building:** Critical review of the programme's progress and achievement; drawing inferences and building up generalities; documenting case studies indicating the factors that accounted for success or the barriers that caused bottlenecks for review with the programme administrators and for subsequent material by the community health education personnel.

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# A Study of Girls Vocational Aspiration as in Agreement with or different From Their Parental Expectations

*Yasmin Kawoosa\**

## Introduction

With the advent of society, especially the women emancipation, careers for girls have become most important if not compulsory. Modern education has been offering multitudes of career opportunities or job streams to girls. Like boys, girls have been found to make vocational planning quite early in their educational and training periods. A random educational planning has given way to most selective career planning.

With a sufficient amount of intelligence and other personality factors associated with career planning, girls make their own decisions about the jobs. Studies have shown that intelligence plays a great role in directing girls towards some vocations. For instance, Super (1957) has mentioned in "Role of Intelligence in Career Development" ..... that less intelligent children aspired for low vocations, whereas more intelligent children preferred high vocations. Prenter and Steward (1972) also found that there existed positive relationship between high I.Q. and high Vocational aspiration.

Eleanor (1979) concluded on the basis of his study that the women who were studying in Engineering College were intellectually capable.

Joshi, (1963) studied the relationship between intelligence and level of vocational aspiration of the undergraduate students. He found that those students who scored high on intelligence test wanted to go for university teaching jobs, next to it in intelligence have aspired for military services (Commissioned ranks) and next to them have aspired

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for administrative services. So it was concluded that with higher intelligence, the levels of vocational aspiration also rise.

Gaur and Mathur, (1978) also found that for girls the level of occupational aspiration correlated with intelligence an outgoing personality and seriousness.

Thus, it seems clear from these studies that intelligence plays a great role in determining the vocational interests of girls. Besides intelligence, parent's desires and expectations about their children (daughters) have been shown as other important factor in the girls' career-formation. For instance, Prenter and Steward (1972) found that vocational plans of average and below average intelligent subjects were positively influenced by the mother's occupational status.

Johnston (1973) concluded that there existed relationship between working mothers, the expectation that daughters would also plan to combine family and career and the daughter's accurate perception of such parental expectations.

Tehzer (1977) suggested that parental influence on women vocational choice and development may be more closely linked to the type of parental role models. Maisner (1980) conducted a study on 14 females and 3 males. The purpose of the study was to determine the influencing factors for the students choice of non-traditional sex-role occupations. He found that parental influence was present and positive for all of the students in the study. Nair and Brown (1983) concluded on the basis of their findings that parental influence was the primary significant predictor of occupational expectations of 10th grade students.

Mehta, (1960) suggested that father's occupational class and fathers ambition for the pupils life's work emerged out to be significant.

From these studies, it can be inferred that parents serve as potential influence in vocational choice behaviour of the children. So parental expectations about their daughters have a definite role to play. But, if great disparity is found between parents and their daughters with regard to the latter's career, this must be explained on some reasonable ground.

## **Purpose of the Present Study**

The present study is designed to find out the extent to which girls are or not influenced by their parental expectation while they are trying to plan their careers.

## **Design and Procedure**

A questionnaire was constructed for seeking information on the subject's expressed interests and another questionnaire called parent-comment checklist sought information on parents (both father and mother) vocational expectations of their daughters.

A prestige rating scale was also constructed to rank the status or position of each job title suggested by either parents or their daughters.

R. P. Singh's Interest-Record (1979) was used to make an inventory of the vocational interests of the subjects.

## **Sample of the study**

300 girls were taken as the major study group. These girls were randomly selected from different high schools of the Srinagar city. Educationally, the girls belonged to 9th and 10th class where vocational planning seems desirable. These 300 girls were, however, equated in terms of their expressed and inventoried interests. It was also checked that all possible socio-economic status levels are represented. Even educationally, the subjects could be normally distributed in the light of their parental education.

## **Results**

On the basis of the expressed interest and their matching with inventoried interests and also their prestige ranking, the subjects by their own choice of occupation were placed as under:

**Table 1: Placement of Subjects into Occupational Categories by Prestige Ranking**

Status of the occupation	Number	Percentage
High	160	53.3
Average	75	25.0
Low	65	21.7
<b>Total</b>	<b>300</b>	<b>100.00</b>

It is obvious from the above table that most of the subjects fall in the category labeled as "High". Their choices are for the jobs like Doctor, Engineer, Professor, IAS Officer, etc.

Parents were contacted to find out their expectation of their daughters and it was found that education of parents and also their socio-economic status was a major consideration in influencing their expectations about their daughters.

**High Occupations included** - Engineer, Doctor, Scientist, Biologist, Creative Job, Artist, Head of Professional Department, Professor in Art Department, Gazetted Officer, IAS Officer, Professor and Journalist.

**Average Occupations comprised of** - Mechanic, Medical Representative, Business Administrator, Business Manager, Painter, Producer, Film Actress, Executive Job, Lecturer, Physical Director, Social Worker Secretary, Air Hostess, Housewife, Taxation Officer, Sportsmen and Agricultural Officer.

**Low Occupation consisted of** - Technical Hand, Compounder, Knitting Master, Teacher, Nurse, Accountant, Clerk, Physical Teacher, Forester and Hockey Coach.

The table 2 below arranges the vocational expectations of the parents for their daughters in terms of the parent's educational status.

**Table 2: Parents Expectation about their Daughters as Classified by Educational Status.**

Educational Status	Vocational Expectations			Total
	High	Average	Low	
High	99 (27)	13 (5)	2 (1)	114 (33)
Average	110 (124)	27 (26)	23 (18)	160 (168)
Low	9 (44)	5 (22)	12 (33)	26 (99)

Also, a frequency distribution of parental expectation was set by socio-economic status of the parents.

**Table 3: Parents Expectation about their Daughters careers as Classified by Socio-economic status.**

Levels of Socio Economic status	Vocational Expectations			Total
	High	Average	Low	
High	49 (41)	5 (9)	1 (5)	55 (55)
Average	143 (131)	25 (29)	12 (20)	180 (180)
Low	24 (23)	15 (15)	26 (27)	65 (65)

In table 4 information is placed about the vocational aspirations by the daughters in terms of the educational status of their parents.

**Table 4: Subject's vocational interests as classified by their parents educational status.**

Parents educational status	Vocational Expectations			Total
	High	Average	Low	
High	77 (29)	24 (8)	13 (5)	114 (33)
Average	81 (116)	39 (32)	40 (20)	160 (168)
Low	2 (25)	12 (27)	12 (47)	26 (99)

Table 5 is representative of the information of vocational preference of the daughters according to their parental socio-economic level.

**Table 5: Subject's vocational interests as classified by their parents socio-economic status.**

Parents educational status	Vocational Expectations			Total
	High	Average	Low	
High	43	7	5	55
Average	101	47	32	180
Low	16	21	28	65
				<b>300</b>

From a casual observation of the table from 1 to 5 it can be seen that there is a great consonance between the daughters parental expectations and the mother's or fathers desires for them.

In the light of these results, it can be concluded:

1. That there is high agreement between parents' educational status and their vocational expectations i.e., those parents who are educationally high, want their daughters to enter into prestigious jobs & those who have less educational status like their daughters to go for jobs which stand low like compounders clerks, etc.
2. That there exists relationship between parents' socio-economic status and their vocational expectations about their daughters.
3. The daughters of those parents who are highly educated generally aspire for high-ranking occupation whereas less educated parent's children come for low occupations.
4. The level of socio-economic status of parent is significantly related to the vocational aspirations of girls.

So, we can sum up, that there is agreement between the vocational expectations expressed by the parents about their daughters and daughter's own aspirations. For instance, highly educated parents want their daughters to go for high-ranking jobs and their daughters

also want to choose same type of jobs whereas those parents who were educationally low expressed their expectations about their daughters for low jobs and their daughters also had the same choice about their vocational career.

Similarly, those parents who had high socio-economic status want that their daughters should become doctors, engineers, etc. (High jobs) and the daughters accurate perception of such parental expectation. The girls who had low socio-economic status of their parents and low parental expectations about their career also had similar choice.

### Discussion

On the basis of the results, it is clear that parents play a great role in directing their daughters towards some vocations. This result is in line with the studies conducted by Churchill (1970), Johnston (1973), Nair and Brown (1983). Even some Indian studies confirm this result.

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# Creativity and Adjustment: A Study on Secondary School Students

M. I. Mattoo\*

## Abstract

*The study aimed at exploring the adjustment patterns of high and low creative students. A sample of 20 students were randomly drawn from fifteen higher secondary schools of Anantnag district (J&K). The students were studying in the 10th class and were in the age group of 16+. Data were collected with the help of adjustment inventory by J. Qadri (Urdu translated). High and low creative students were identified by administering Baquer Mehdi's verbal test on creative thinking ability. The students who were above the 75th perceptual and below the 25th percentile were labelled as high and low creatives respectively. The study yielded significant differences on some areas of adjustment between the two groups.*

## Introduction

All human beings to a certain extent, are creative. To quote Andrews (1961), "All individuals are creative in diverse ways and to different degrees. The nature of creativity remains the same whether one is producing a new game or a symphony... creativity is within the reach of each individual depending upon the area of expression and capability of the individual". Creativity is the basic weapon in the acquisition of knowledge and the corner stone of human endeavour. It is also responsible for human survival. Bruner (1962) argues that "man's creative faculties restore his dignity in the computer dominated age" Tonybee (1962) considers human creativity as man's greatest asset. Getzel's and Jackson (1962) point out that human creativity is one of the most highly valued quality.

Maslow (1962) is of the opinion that the creative personality is spontaneous, expressive, effortless, innocent, unfrightened by the

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unknown or the ambiguous, able to accept tentativeness and uncertainty. Kneller (1965) believes that the creative person is naturally independent and unconventional, but the highly creative is less "adjusted" to his fellows than the average pupil. He seems to be set a little apart, not only from his peers but also from his teachers. Therefore, those individuals who are endowed with the gift of creativity, are likely to face certain adjustment problems.

While reviewing the literature pertaining to the relationship between creativity index and different areas of adjustment viz., home, school, health, social, emotional etc. One does not find sufficient research evidence regarding the exact nature of the relationship between the two variables. However, there have been some studies in related fields which lend tacit support to the dimensions under study in the present investigation. Drevdhal (1954), Cattell (1959), Mackinnon (1962), Foster (1968), Misra (1969), Gupta (1975), Dharmangadan (1976), Nairand Banu (1977), Singh (1980), Ashia (1984) and Sumangala (1988), have studied the relationship between creativity with adjustment. Similarly, Roe (1953), Cattell (1964), Guest (1964), Terman (1964), Wallach and Kogan (1965), Pandit (1976), Gupta (1979) and Singh (1980), have found that high creatives are better adjusted than low creatives; on the other hand, Greenacre (1958), Goertzal (1962), Foster (1968), Sharma (1978), Sinha (1979), and Dhar (1988) have found that high creatives are less adjusted in comparison to low creatives. The inconsistent and inconclusive results of the above mentioned studies motivated the investigator to carry out a further study with the following objectives:

1. To find out the mean differences between high and low creative students in their social adjustment.
2. To find out the mean differences between high and low creative students in their emotional adjustment.
3. To find out the mean differences between high and low creative students in their home adjustment.
4. To find out the mean differences between high and low creative students in their health adjustment.

5. To find out the mean differences between high and low creative students in their total adjustment
6. To find out the mean differences between high and low creative students in their financial adjustment.
7. To find out the mean differences between high and low creative students in their total adjustment.
8. To find out the degree of relationship between creativity and adjustment.

### Null Hypotheses

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

- H<sub>1</sub> There is no significant difference between high and low creative students in their social adjustment.
- H<sub>2</sub> There is no significant difference between high and low creative students in their emotional adjustment.
- H<sub>3</sub> There is no significant difference between high and low creative students in their home adjustment.
- H<sub>4</sub> There is no significant difference between high and low creative students in their health adjustment
- H<sub>5</sub> There is no significant difference between high and low creative students in their financial adjustment
- H<sub>6</sub> There is no significant difference between high and low creative students in their total adjustment
- H<sub>7</sub> There is no significant correlation between creativity and adjustment

## Design of the study

### Sample

The study was conducted on a sample of 200 students, selected randomly from 15 Higher Secondary Schools of Anantnag District of Kashmir Province. The age group of the subjects ranged from 16 to 17 years (mean age 16.5 years). The sample subjects were students of 10th grade.

### Tools

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

- i) Verbal Test of Creative Thinking Ability developed by Baqir Mehdi (1973).
- ii) Urdu version of Bell's Adjustment Inventory (1962).

### Scoring and Identification of High and Low Creative Students

The investigator administered tests according to the instructions provided in the respective manuals. Raw scores of the creativity test were converted into standard scores with a mean of 50 and S.D. of 10 to get the composite creativity scores for each student.

High and low creative students were identified on the basis of quartiles. Students falling below the first quartile ( $Q_1$ ) were labelled as low creatives and students falling above the third quartile ( $Q_3$ ) were labelled as high creatives. In this way the number of high and low creative students came to 40 each.

### Statistical Analysis of the Data:

The information obtained from the collected data was put to suitable statistical analysis in order to arrive at definite conclusions in the light of proposed objectives. Hence, mean, S.D "t" values and Pearson's 'r' were computed. This is shown in the table 1.

Table 1 makes it clear that the high creative group differs significantly from the low creative group in the social, emotional and

**Table 1: Significance of difference between the mean scores of high and low creative students on Adjustment Areas (N=40 each)**

Area	High Creative Group			Low Creative Group			SED	't' value
	Mean	SD	SEM	Mean	SD	SEM		
Social Adjustment	10.77	2.88	0.46	6.90	2.70	0.43	0.63	6.14**
Emotional Adjustment	9.12	3.01	0.48	5.11	3.06	0.48	0.68	5.90**
Health Adjustment	3.94	2.30	0.36	4.14	2.30	0.36	0.51	0.39
Home Adjustment	4.72	2.76	0.44	3.49	2.24	0.35	0.56	2.20*
Financial Adjustment	3.11	1.77	0.28	3.00	1.75	0.28	0.44	0.28
Total Adjustment	31.63	6.77	1.07	23.42	7.25	1.15	1.57	5.23**

\*\* Significant at 0.01 level

\* Significant at 0.05 level

home adjustment areas. This means that high creative students have more adjustment problems than low creative students. In health and financial areas 't' values are not significant and it can safely be stated that both the groups are similar in these two areas. Finally, in overall adjustment the low creatives students are better than the high creatives.

**Table 2: Correlation between Creativity and Adjustment (N=200)**

Dimensions of Adjustment	'r'
Social Adjustment	0.064
Emotional Adjustment	0.072
Health Adjustment	- 0.420 **
Home Adjustment	0.052
Financial Adjustment	- 0.431 **
Total Adjustment	0.093

\*\*Significant at 0.01 level

From Table 2 it is quite obvious that the relationship between creativity and four areas of adjustment viz; social, emotional, health, home and total adjustment is positive but low and insignificant. While the relationship between creativity and health as well as financial adjustment is negative but significant.

In addition to the above facts, data was transformed into percentages to find out the extent of adjustment. The results obtained are given in Table 3.

Table 3 makes it clear that in social adjustment only 5% students are highly adjusted among the high creatives and 7.5% are adjusted, while 25% students are moderately adjusted and the rest i.e. majority of the students are mal-adjusted (50%) as well as highly maladjusted (12.5%). This also supports the finding of the investigator that high creatives are almost maladjusted as is evident from Table 1.

In emotional adjustment 27.5% are mal-adjusted while 25% are highly mal-adjusted, 20% are moderately adjusted, 50% adjusted while 12.5% are highly adjusted. It can safely be stated that high creative students have emotional problems.

Table 3: Classification of High Creative Students on Various Areas of Adjustment (in percentages)

Extent Adjustment	Social		Emotional		Health		Home		Financial		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly adjusted	2	5	5	12.5	8	20	6	15	8	20	6	15
Adjusted	3	7.5	2	5	19	47.5	4	10	12	30	5	12.5
Moderately Adjusted	10	25	8	20	8	20	5	12.5	5	12.5	7	17.5
Mal-Adjusted	20	50	15	3.75	2	5	15	37.5	8	20	12	30
Highly Adjusted Mal-	5	12.5	10	25	3	7.5	10	25	7	17.5	10	25
<b>Total</b>	<b>40</b>	<b>100</b>	<b>44</b>	<b>100</b>	<b>40</b>	<b>100</b>	<b>40</b>	<b>100</b>	<b>40</b>	<b>100</b>	<b>40</b>	<b>100</b>

From the same table it is clear that in the health area, large number of the high creative students are adjusted (45.5%) while 20% are highly adjusted and the rest are moderately adjusted (20%), mal-adjusted (5%) and highly mal-adjusted (7.5%). This also reveals that the high creative students have no health problems.

Table 3 also reveals that creative students face many problems in their home adjustment. A meagre proportion i.e. (10%) has been found to be adjusted while 37.5% have been found to be mal-adjusted.

In financial adjustment, almost all the high creatives are adjusted. The extent of adjustment in this area is: highly adjusted (20%), adjusted (30%); moderately adjusted (12.5%); mal-adjusted (20%) and highly mal-adjusted (17.5%).

Taking total adjustment into consideration high creatives are almost mal-adjusted. Table 3 reveals that 30% creatives are mal-adjusted, 25%; highly mal-adjusted; 17.5%; moderately adjusted; 12.5% are adjusted; and 15% highly adjusted.

Table 4 reveals that in social adjustment 30% students from the low creative groups are highly adjusted; 35% students are adjusted; 15% are moderately adjusted; 12.5% students are mal-adjusted, and 7.5% are highly mal-adjusted. This means that low creative students are almost adjusted.

In emotional area most of the low creative students are highly adjusted (20%) and adjusted (42.5%) but in the same area only a meagre percentage of students have emotional problems as they are mal-adjusted (15%) and highly mal-adjusted (10%).

From the same table it is also inferred that in health area a large number of low creative students are highly adjusted (25%) and adjusted (40%) whereas the rest are mal-adjusted (7.5%) and highly mal-adjusted (10%). In addition to this, a small percentage of students are moderately adjusted (17.5). It is accordingly deduced that low creative students have no health problems and are at par with high creative students in this regard.

Table 4: Classification of Low Creative Students on Various Areas of Adjustment (in percentages)

Extent of Adjustment	Social		Emotional		Health		Home		Financial		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Highly adjusted	12	30	8	20	10	25	11	27.5	8	20	11	27.5
Adjusted	14	35	17	42.5	16	40	13	32.5	11	27.5	10	25
Moderately Adjusted	6	15	5	12.5	7	17.5	6	15	8	20	9	22.5
Mal-Adjusted	5	12.5	6	15	3	7.5	7	17.5	6	15	4	10
Highly Adjusted Mal-	3	7.5	4	10	4	10	3	7.5	7	17.5	6	15
Total	40	100	40	100	40	100	40	100	40	100	40	100



In the home adjustment almost all the low creative students have no problems as compared to the high creative students. Table 4 gives the picture; highly adjusted (27.5%), adjusted (32.5%), moderately adjusted (15%); mal-adjusted (17.5%) and highly mal-adjusted (7.5%).

In the financial adjustment the low creative students are to some extent adjusted, as 20% students are highly adjusted, 27.5% are adjusted, 20% are moderately adjusted, 15% are mal-adjusted and 17.5% are highly mal-adjusted.

From the same table total adjustment of low creative students is found to be 27.5% are highly adjusted, 25% are adjusted, 22.5% students are moderately adjusted, 10% are mal-adjusted and 15% are highly mal-adjusted.

## Conclusions and Suggestions

### A. Conclusions

1. Highly creative students face many problems with regard to their home, emotional, social and total adjustment. These findings are in line with the research findings of Zargar, (1988); Dhar, (1988); Ashia, (1980); Singh (1980); Sinha, (1979); Sharma and Foster, (1978).
2. Highly creative students have no problems with regard to financial and health adjustment. This is supported by the findings of Sharma (1987) and Mittal (1980).
3. Low creative students do not work under greater nervous tension as is done by the high creative students. This is supported by Kneller (1965).

### B. Suggestions

1. The study be replicated on a large sample to generalize the results.

- 2 Both males and females be included in the study for finding the influence of gender on creativity and adjustment.

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# Education for Human rights and Democracy

G. Q. Sheikh\*

**E**ducation is seen as a crucial rudiment in edifying respect for human rights. It elevated understanding, tolerance, concord and friendly, relations between the nations and ethnic or religious groups.

Education for human rights and democracy is a viable component to achieve goals and objectives of Education through national curriculum. The national curriculum formulated in 1975 states that the awakening of social consciousness, the development of democratic values and a feeling for social justice and national integration are extremely important. National integration can be achieved only through a proper understanding and appreciation of the different subcultures of India and the common bonds that hold them together. Discrimination of any kind based on sex, caste, religion, language or region is to be looked at with aversion because it is irrational, unnatural and harmful to the growth of modern India. All subjects should be taught in such a manner as to foster the spirit of scientific humanism.

The NPE (1986) lays stress for strengthening human rights education by adopting national system of education based on common core which include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. The policy further envisages that such elements will not across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers and inculcation of the scientific temper. All educational programmes as suggested by the NPE will be carried on strict conformity with secular values.

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To promote equality, "it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth". The National policy on education through the core curriculum is purposeful in this direction. To remove obscurantism, fanaticism, violence and fatalism is also the concern of NPE (1986).

Human rights education according to Jaswal, P.S. and Jaswal, N (1995) is a priority in that it contributes to a concept of development consistent with the dignity of the human person. The authors observe that it is a comprehensive life long process by which people at all levels of development and in all strata of society learn respect in all societies. The individuals must know human rights as a comprehensive concept encompassing their civil, cultural, economic, political and social rights.

Article 26(1) of the universal Declaration of human rights states: "every one has right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."

The international Convention on Economic, Social and cultural rights under Article 13(1) provided that "education shall be directed to the full development of the human personality and the sense of its dignity, and shall strength the respect for human rights and fundamental freedoms."

### **Human Rights in Islam**

Mawdudi, Abul A'la (1976) while discussing human rights in Islam has said, " although an Islamic state may be set up in any part of the earth, Islam does not seek to restrict human rights or privileges to the geographical limits of its own state. The author has further exhibited that Islam has laid down some universal fundamental rights for humanities as a whole, which are to be observed and respected under as all circumstances whether such a person is resident within the territory of the Islamic state or outside it, whether he is at peace with

the state or at war. Human blood is sacred in any case and can not be spilled without justification.”

Islam never allows to oppress or repress women, young or old, ill or wounded. On the rights of non Muslims, Islam declares that their life, property and honour is to be protected and respected and should form part of the Islamic constitution with respect to the right of education, the Islamic state shall not interfere with their belief and they will be at liberty to propagate their religion and have an access to education at all levels as according to the criteria laid down without distinction of race, colour or class.

Education is a means to foster the basic rights “to live and respect for human life” among the students at all levels through the subject courses and teaching materials. In this direction the holy Quran declares that “whosoever kills a human being (without any reason like manslaughter, or corruption on earth, it is thought he has killed all mankind” (5:32).

The rights of equality has been justified in a manner that no individual is superior over the other on the grounds of case, colour, language or nationality. Thus, the class rooms are the real source to promote racial harmony (classless society in which white and black are equal) to imbibe the idea of world citizenship (world is ours and world belongs us) and to infuse rational and universal approach (no narrow thinking and no prejudices). The issues of human rights and democracy may be inter alia connected with the school curriculum in various school subjects so that the bonds of socialism, secularism and democracy are strengthened.

### **Plan of Action**

“UNESCO in its three day national workshop on October 1997 in Indian Institute of Advanced Study Shimla, India (IIAS) as a plan of action for the United Nations decade on human rights education (1995-2005) uncovered programmes to assure awareness about human rights violations. The need to pass special laws, the creation of special courts and calling out the armed forces to up hold law and order were scanned as signs of fraying our system. The speakers in the seminar opined that the current state of affairs is due to non-implementation of various laws and constitutional provisions, but equally because of the complex nature of our society violations of



rights after all occur within the family, kinship groups and communities. The broad state of affairs the growing civil strife, riots, the, growth of violent protest movements, minorities and human rights groups, is the national concern to cope with the tensions and demands in a satisfactory manner. The awakening of social consciousness, the development of democratic values and the feeling of social justice and unity can only be achieved through a proper understanding and appreciation of the different sub cultures. Discrimination of any kind based on religion, language or region is irrational and harmful to the growth and development of the nations. Incorporation of the subject of human rights and democracy in the curriculum is a right signal against the violations of human rights and democratic principles" (Sheikh G.Q. in Radiance weekly, 1997).

### Conclusion

Education alone can not suffice the purpose unless we as individuals, as member of different socio-religious groupings have marked out norms of co-living that would satisfy both our mortal universe as also the International consensus on what constitutes the civilized behaviour. The policy makers and curriculum designers should create new source materials to existing courses, and devise new teacher training programmes to update the system with the in-depth knowledge of rights and democracy.

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# *Research Abstracts*



- INVESTIGATOR** : RATHER, JAMILA
- TITLE OF THE STUDY** : "An I.Q. and SES Study with reference to actual drop out incidence at elementary stage"
- ORGANIZATION** : Post-graduate Department of Education, University of Kashmir
- TYPE OF DOCUMENT** : M.Phil.
- DISCIPLINE** : Education
- DATE OF SUBMISSION AND AWARD** : 16.1.1996 & 1997
- LANGUAGE OF DOCUMENT** : English
- NAME OF THE GUIDE** : Prof. A. G. Madhosh
- STATEMENT OF THE PROBLEM** : "An I.Q. and SES Study with reference to actual drop-out incidence at elementary stage"
- OBJECTIVES** :
- To ascertain drop-out rate as related to intelligence
  - To ascertain drop-out rate as related to socio-economic status (SES)
  - To study the interest and home school proximity of DOS and NDOS
- HYPOTHESIS** : Nil
- METHOD AND PROCEDURE** : The entire study is based on survey method, the tools used for the collection of data are:
- Weschsler's Intelligence Scale for Children (WISC)
  - Socio-economic Status Scale
  - Questionnaire
- STATISTICAL TECHNIQUES** : The data was adequately analyzed by using skewness and Kurtosis. X, S.D., t-test and line graphs were used.

**FINDINGS**

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

- i) Intelligence does not seem to have a significant role in retaining or sending away the children
- ii) Socio-economic status of drop-outs does not significantly differ from that of non-drop-outs. So there is no logic in saying that wastage in Elementary Education is due to low social and economic status of the parents
- iii) Drop-outs and Non-drop-outs differ significantly so far as interest and home, school proximity is concerned. Non-drop-outs have better interest in studies and school are nearer to their homes. Conversely, drop-outs have less interest in going to school and schools are far away from their homes. They feel school activities as tiresome, due to these reasons they drop-out from the school.



- INVESTIGATOR** : SYED SHAFIQ NAIEMA
- TITLE OF THE STUDY** : "Enrollment in Higher Education: A trend Analysis - 1990-95. (A Case Study of Kashmir University)"
- ORGANIZATION** : Post-graduate Department of Education, University of Kashmir
- TYPE OF DOCUMENT** : M.Phil.
- DISCIPLINE** : Education
- DATE OF SUBMISSION AND AWARD** : 1997
- LANGUAGE OF DOCUMENT** : English
- NAME OF THE GUIDE** : Dr. G. M. Malik (Reader)
- STATEMENT OF THE PROBLEM** : "Enrollment of Higher Education: A Trend analysis 1990-95. (A case study of Kashmir University)"
- OBJECTIVES** :
- To find out the disparity, if any, existing between men and women in the field of higher education with regard to their enrollment.
  - To find out the trends of subject choice by women students which may also reflect their preferences and possibilities of future occupational career.
  - To ascertain from women students their occupational aspirations, i.e., the kind of job/career/profession they would like to enter after completing higher education.
- METHOD AND PROCEDURE**
- DESIGN OF THE STUDY** : The main focus of the study was to ascertain the existing trends in the enrollment of males and females of both rural and urban areas to higher education.

**SAMPLE**

The method employed survey method.

- : Two stage sampling was used to collect the data: the first stage sample was 4085. It comprised of both males and females in the age group of 22-24 years. The whole sample was drawn from of the various Departments of the University of Kashmir, Srinagar (from the session 1990-91 to 1995-1996).

The second stage sample was taken out from the students of the session 1995-96. Out of 1995 session, 260 female students constituted the final sample of the present study. The purposive method of sampling was used for the final treatment.

**DESCRIPTION OF TOOL**

- : The investigator developed the tool on her own. The areas on which the information was sought is as follows.

1. Objectives that motivated the students to pursue higher education.
2. Factors that led the students to join higher education.
3. Occupational aspirations that prompted the students to go on in for higher education.
4. Liking of students for their subjects
5. Basis on which selection for admission to post-graduate courses required.
6. The role that women should play outside home.
7. Advisability for women to seek job and work.
8. Present system of imparting education to the post-graduate students.

**PROCEDURE OF DATA COLLECTION**

- : The various post-graduate departments of the University of Kashmir were contacted to collect data regarding enrollment of students, faculty wise/department wise and also year wise Further, the data were

- STATISTICAL TREATMENT OF THE DATA** : collected sex wise, location wise and religion wise, (Male and female).  
: The data thus collected have been put to suitable statistical treatment. Among other techniques percentage statistics was used to analyze and interpret the data.
- MAJOR FINDINGS** : • The present study revealed that Muslim students had higher percentage of enrollment as compared to non Muslim students in all the faculties of the university of Kashmir.
- Rural students registered higher percentage of enrollment as compared to urban students in the faculties of Arts, Education, Law, Science, Social Sciences, while as higher percentage of urban students was corresponded in the faculties of Commerce and Management Studies.
  - Higher percentage of males in enrollment was found in faculties of Arts, Commerce and Management Studies, Law, Science and Social Sciences while as female students were found exceeding in enrollment in the Faculty of Education.
  - To sum up, in all the faculties of the University, 32 percent female students: (Rural 9%, urban 23%) pursuing higher education just to obtain degree; 29% (rural 17%, urban 12%) wished to join teaching profession; 29% (rural 13%, urban, 16%) and research; 4% (rural 26%, urban 2%) exhibited to become scientists.



- INVESTIGATOR** : YAQOOTA BAGDADI
- TITLE OF THE STUDY** : "A Comparative Study of First Generation Learners with Respect to their learning Difficulties"
- TYPE OF DOCUMENT** : M.Phil
- YEAR OF STUDY** : 1997
- OBJECTIVES** :
- To find out if there is any difference in the reading abilities of FGLS and NFGLS (Boys and girls)
  - To find out if there is any difference in the writing abilities of FGLS and NFGLS (Boys and Girls).
  - To find out if there is any difference in the numerical abilities of FGLS & NFGLS (Boys and Girls).
- METHODOLOGY** : Survey Method used identification techniques and Dr. A.G. Madhosh's learning Difficulty Questionnaire used.
- FINDINGS** :
- There is no significant difference in the reading ability/achievement of FGLS and NFGLS (boys) at primary level;
  - There is no significant difference in the writing ability/achievement of FGLS and NFGLS (boys) at primary level;
  - There is no significant difference in the arithmetic ability/achievement of FGLS and FGLS(boys) at primary level;
  - There is no significant difference in the reading ability/achievement of FGLS and NFGLS(girls) at primary level;
  - There is no significant difference in the writing ability/achievement of FGLS and NFGLS (girls) at primary level;
  - There is no significant difference in the arithmetic ability/achievement of FGLS and NFGLS (girls) at primary level.



#### IV

- INVESTIGATOR** : RENU NANDA<sup>\*</sup>
- TITLE OF THE STUDY** : "A Study of Non-formal Education programme in Jammu and Kashmir"
- TYPE OF DOCUMENT** : Ph.D.
- YEAR OF STUDY** : 1997
- OBJECTIVES** :
- To have a complete picture of the prevailing position of non-formal Education programme in Jammu Division with special reference to enrollment. Number of centres, infrastructure, role of Instructors, Supervisors etc.
  - To identify the factors which create hindrances in the promotion of non-formal education programmes in the Jammu Division.
  - To identify the factors which are helpful in promoting non-formal education programme.
  - To have a comparative study of academic achievement of students of formal and non-formal sectors of education.
- METHODOLOGY** : Survey method used. Questionnaire and Interview used as major techniques of data-collection.
- MAJOR FINDINGS** :
- Physical Facilities Less salary of Instructors, lack of proper farming and improper teaching material. Shortage of school buildings were the views of supervisors. The Instructors viewed lack of good building, non-payment of rent house owners, lack of play ground and other facilities to run cultural

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programmes. Parents viewed that non formal education centres were located close to their houses.

- Reasons for Drop-outs. The persons for drop-outs were by and large similar as viewed by supervisors, instructors and parents, untrained instructors, early marriage of girls, non-availability of study materials etc.
- Promotion and effective implementation of non-formal education programmes: Training programme of instructors be strengthened, Inspection and Supervision of centres at regular intervals, involvement of village level agencies;
- Retention and enrollment; instructors supervisors and parents viewed:
- Provisions of game materials; Provision of teaching materials; Launching of awareness drive; Introduction of vocational training increase of instructors salary; boys are given more importance than girls in education etc.
- The curriculum was found to be similar for non formal education and formal education students.
- Incentives; supervisors, instructors, parents conceived: No special incentives for girls, No provision for mid-day meals remedial coaching and residential schools for non-formal education students, non-provision of books and scholarships etc.
- The academic achievement of non formal education students was better than formal education students.