

JOURNAL OF EDUCATION AND DEVELOPMENT
Multi-disciplinary, Peer Reviewed Journal

JAKIR HOSSAIN B. ED. COLLEGE
P. O. –Miapur, Ghorsala,
Dist. – Murshidabad, West Bengal,
India, Pin – 742225

JOURNAL OF EDUCATION AND DEVELOPMENT

Multi-disciplinary, Peer Reviewed Journal

Editor-in-Chief

Dr. Jayanta Mete,

Dept. of Education, University of Kalyani, Kalyani, Nadia, West Bengal, India-741235

Asst. Editors

Dr.Rajkishore Jena & Dr.Amiya Mukherjee

Jakir Hossain B. Ed. College, Miapur, P.O-Ghorsala, Dist. – Murshidabad,
West Bengal, India

Board of Advisors

Prof.Amarendra Behera,Head, Training and ICT Division, CIET,NCERT, New Delhi
Prof.Abdul Gafoor.K.,Associate Professor,Dept.of Education,University of Calicut ,Kerala
Prof.D.Mukhapadhyaya, Dept. of Education,University of Kalyani,Kalyani,West Bengal
Prof.G V Gopal, Department of Botany, DESM,RIE, Mysore
Prof.G.C.Bhattacharya,Dept. of Education, BHU,Banaras,U.P
Prof.J.Sharma,SGKTC,Jodhpur ,Rajasthan
Prof.K.C. Vashishtha ,Faculty of Education, Dayalbagh Educational Institute, Dayalbagh,Agra
Prof.Kartar Singh,Dept. of Education,Aligarh Muslim University,Aligarh,U.P
Prof.Madhumita Bandyopadhyay , NUEPA, New Delhi-
Prof.Manas Ranjan Panigrahi,Dept.of Educational Planning and Management, Haramaya
University,Dire Dawa, Ethiopia, Africa
Prof.Prof.N.B.Biswas,Dept. of Education,Assam University,Silchar,Assam
Prof.Narain Sinha ,Department of Economics ,University of Botswana , Southern Africa
Prof.Nupur Sen Dept. of Education,University of Lucknow,Lucknow,U.P
Prof.P.C.Biswas,Dept. of Education, University of Kalyani,Kalyani,West Bengal
Prof.Prabhakar Chavan,Dept.of Continuing Education,SNDT Women's University,Mumbai
Prof.Prof.R.G.Kothari,Dept. of Education,,CASE,M.S.University,Baroda
Prof.Rita Chopra,Dept. of Education,Kurukshetra Univeristy,Kurukshetra,Harayana
Prof.Rakesh Rai ,Dept. of Education,Nagaland University
Prof.S.R.Pandey,Dept. of Education,University of Mumbai,Mumbai
Prof.Swarnalata Das,Dept. of Education,Gauhati University,Gauhati,Assam
Prof. Subrata Saha,Dept. of Education,Rabindra Bharati University,Kolkata,West Bengal
Prof.Sudeshna Lahari Roy,Dept. of Eduation,University of Calcutta,Kolkata,West Bengal
Prof. Sunil Kr. Dey, Dept. of Geography,NEHU,Shillong,Meghalaya
Prof.T.N.Pan,Dept. of Education,Vidya Bhavana,Visva- Bharati,Santiniketan,West Bengal
Prof.Tarun Kumar Mondal,Dept. of Geography,University of Kalyani,kalyani,West Bengal

From the Desk of Editor-in-Chief

T

he undersigned takes pleasure in bringing out the seventh issue of 'JOURNAL OF EDUCATION AND DEVELOPMENT'. This issue contains articles on various aspects of different subjects of the changing world. To keep the length of the issue within reasonable bounds, it has been necessary to be very selective in the incorporation of articles. Some of the articles still remain in the queue to get appropriate place in the next issue of the journal. The editor acknowledges his debit and gratitude to all members of the editorial board and to all contributors.

Suggestions for further improving the journal are earnestly solicited and will be cordially received.

**Kalyani, West Bengal
30, June, 2014**

Editor-in-Chief

JOURNAL OF EDUCATION AND DEVELOPMENT

JOURNAL OF EDUCATION AND DEVELOPMENT

CONTENTS	Page No
DR. AMBEDKAR ON WOMEN EDUCATION - Prof. Archana Malik-Goure	7
INTERNAL QUALITY ASSURANCE CELL- CONCEPT, OBJECTIVES & STRATEGIES - Gaurav Sachar	13
ATTITUDE OF PARENTS AND TEACHERS TOWARDS EDUCATION OF DIFFERENTLY ABLE CHILDREN: AN EMPIRICAL PERSPECTIVE - Dr. Shazli Hasan Khan	18
WOMEN EMPOWERMENT AND ROLE OF SCHOOLS IN RURAL WEST BENGAL - Kanak Pramanik & Arjun Chandra Das	31
A STUDY OF ACHIEVEMENT MOTIVATION AND ITS RELATION TO ACADEMIC ACHIEVEMENT - Jonaki Bhattacharya	36
ROLE OF LEARNING AND TEACHING STYLES IN TEACHING –LEARNING PROCESS AT ELEMENTARY LEVEL - Dr. Neeti Dutta & Indrajeet Dutta	44
INTERNATIONALIZATION OF HIGHER EDUCATION IN INDIA: PROBLEMS AND SOLUTIONS - Dr Saima Siddiqi	54
21ST CENTURY CLASSROOM – GOALS AND CHARACTERISTICS - Prabhakar Chavan	59
VALUE-BASED HOLISTIC PROGRAMME : A FRAME WORK FOR ELEMENTARY TEACHERS - Dheeraj Kumar Pandey	70
ELECTRONIC BANKING IN INDIA – AN OVERVIEW - Dr. Sanghamitra Adhya	79
SOME ELEMENTS OF HEALTH AND FITNESS AMONG SOCCER PLAYERS IN NORTH 24 PARGANAS, WESTBENGAL - Poulami Ghosh & Dr. A.N.Dey	88
A STUDY ON EMPOWERING WOMEN THROUGH EDUCATION Deepanjana Khan	93
PROBLEMS OF SUSTAINABLE ECONOMIC AND EDUCATIONAL DEVELOPMENT OF SCHEDULED TRIBES IN INDIA - Dr Arun Kumar Mandal & Jayanta Mete	97
A BRIEF REVIEW ON INDIAN ENVIRONMENTAL POLICIES, LAWS AND IMPROVEMENT - Dr. Arjun Chandra Das	102

JOURNAL OF EDUCATION AND DEVELOPMENT

CONTENTS	Page No
LET'S TEACH THE TEACHER HOW TO TEACH - Dr Nabanita Deka	108
A STUDY OF ATTITUDE TOWARDS LIFE STYLE AMONG STUDENTS STUDYING IN OF PRIVATE AND GOVERNMENT UNIVERSITIES - Dr. Rakesh Rai	113
EFFECT OF MADELINE HUNTER METHOD ON ACHIEVEMENT IN PHYSICS AND SCIENCE REASONING ABILITY OF STUDENTS AT SECONDARY SCHOOL LEVEL - Mrs. Rakhy Radhakrishnan	123
SECONDARY SCHOOL CURRICULUM DURING POST INDEPENDENCE PERIOD: A REFLECTIVE ANALYSIS ON PAST TO MODERN TRENDS - Srutirupa Panda	131
EDUCATION AND WOMEN EMPOWERMENT- Dr. Munmun Chatterjee	140
A STUDY ON THE IMPACT OF TAIS ON ASSAMESE LANGUAGE AND CULTURE - Pranab Jyoti Gogoi	148
EFFECT OF HATHA YOGA AND AEROBIC DANCE PRACTICE ON SELECTED INTEREST OF ADOLESCENT BOYS - Dr.Sanjoy Mitra	155
PRAGMATIC APPROACH TO SATYABADI SYSTEM OF EDUCATION IN RELATION TO AIMS AND CURRICULUM - Dr. Narayan Barik & Latarani Mohanty	161
A COMPARATIVE ANALYSIS OF STRESS CONTROL AND INTELLECTUAL WELLNESS ASSESSMENT AMONG ACTIVE COLLEGE MEN AND WOMEN - Dr. Susanta Jana	166
COMPARATIVE STUDY OF DIURNAL VARIATION ON SELECTED PHYSIOLOGICAL VARIABLES BETWEEN TRAINED AND UNTRAINED FEMALES - Karuna Sana, Biswajit Das & Dr Krishna Banerjee (Biswas)	169
KHAP PANCHAYATS AND MODERN INDIA: A PARADOXICAL NATURE OF SOCIETAL EVOLUTION - Biswajit Roy	176
SCHOLASTIC EXCELLENCE OF NALANDA IN THE CONTEXT OF NALANDA-CONTEMPORARY (415 A.D. – 1200 A.D.) INDIAN HIGHER EDUCATION IN SPECIAL REFERENCE TO MITHILA Shilpa Bhattacharyya & Dr. Debjani Guha	183
ROLE OF VOCATIONAL SKILL DEVELOPMENT TRAINING INSTITUTIONS IN LIFELONG LEARNING - Dr.TandraBandyopadhyay	192

The purpose of the journal is to foster inter-cultural communication among educators, teachers, academicians, administrators, researchers. nationwide coverage transactional collaborative effort in research and development and to promote critical understanding of educational problems in a global perspective.

Copyright © of

JOURNAL OF EDUCATION AND DEVELOPMENT

All articles protected by copyright act and any article can not be used in any manner without the permission of the Editor-in-Chief of Journal of Education And Development. The Editor-in-Chief may use the articles published in this journal for its various other publications.

DR. AMBEDKAR ON WOMEN EDUCATION**Prof. Archana Malik-Goure****Assistant Professor, Department of Philosophy, University of Mumbai, Mumbai****archmalik@gmail.com**

My Final words of advice to you are educate, agitate and organize. Have faith in yourself. Ours is a battle not for wealth or power. It is a battle for freedom. It is the battle for reclamation of human personality. -- Dr B.R. Ambedkar

Dr. Ambedkar was political organizer, campaigner, philosopher, thinker, anthropologist, historian, orator, economist, and learned scholar, revolutionary and revivalist for Buddhism in India. He was also known as architect of the Indian Constitution. Dr. Ambedkar spent his whole life fighting against social discrimination, the system of Indian tradition. Dr Ambedkar, Constitution maker was the follower of Buddha and Jyotiba Phule. In his schema of new Indian culture was guided by the pillars of egalitarian social order.

Dr. B.R. Ambedkar was one of the very important political thinkers and social revolutionaries that modern India has produced. If we try to look into Dr. Ambedkar's sociological approach to abolish untouchability we find that he picked up the mahad water tank issue, temple entry, opening of educational institutions for Dalit and Backward castes as entry points to attack Brahmanical hegemonic theory for exploitation, control and manipulation of the Dalit masses in order to annihilate caste.

Ambedkar communal philosophy was motivated by intelligence of a democratic social classify. This work will eloquent Dr. Ambedkar as a contemporary socio-political philosophers whose works are relevant both from the perspective of gender and removal of caste-system. Through his life, Dr. Ambedkar fought for the liberation of the oppressed people and the great effort which he started on at a young age ended only when he died.

The endeavor of present work is to understand Dr. Ambedkar's philosophy of social improvement in the making of modern India. It also intends at indulgent the significance of condemned a caste based tradition in the creation of just society. It aims at understanding feminist thought in his philosophy and understanding of Dr. Ambedkar commitment and insightful of liberty, equality, and commonality in the course of critiquing women positions in Indian tradition, encouragement of women education in executing social reorganization.

I

Position of Women in Indian Society

The position of women below Hinduism is well famous. A few thought of this position could be collected from the Hindu classic *Dharmaśāstra* i.e. the *Manu-smṛiti*, which is known as the law of Manu. According to the Law of Manu, “By a girl, by a young woman, or even by an aged one, nothing must be done independently, even in her own house. In childhood a female must be subject to her father, in youth to her husband, when her lord is dead to her sons, women must never be independent”.

In ancient India the position of women does not appear to have been a very happy one. Usually women appear to have been looked upon as inferior to men. And, at times they were considered to be on the same level of the *śūdras*, the lowest of the four castes. Their freedom was extremely restricted. Right in the earliest portions of the canon women is looked upon as something evil that enticed innocent males into a snare of misery. They are described as “the greatest temptation,” “the cause of all sinful acts,” “the slough,” “demons” etc. We are very much aware that in previous time in India the position of women does not appear to have been very happy one. Generally women seem to have been looked upon as being inferior to men; basically the culture was *puruṣa-pradhāna*. And at that time they were considered as being on the same level as the *Śūdras*, the lowest of the four casts. The general view appears to be that they had to be under the care of parents in their childhood, under the protection of their husband in their youth, and in their old age they had to be under the control of their sons. Therefore, it was reflection that they do not deserve any freedom. Their main role was considered to be that of housewives, managing the dealings in the house according to the requests of their husbands. Generally our society sticks a label on women like- they are always tied with family, emotional bonds and mostly sexuality and the pleasures of the senses.

Women did not have educational freedom. Education was not considered as of any importance to women. Their religious freedom, too, was restricted. As they had only little freedom, their chances of performing meritorious rites, too, were very limited. Generally a woman was considered a burden on the family because the males had to bear the responsibility of looking after her.

So we can see that in the Indian vertical patriarchic social pyramid¹, till the establishment of the Constitution of India, Indian women were considered a commodity to be possessed by men without their distinct status as human beings, they were equal to Śūdras. That kind of culture was backed by so called caste, religions, religious codes and scriptures which made the life of Indian women unbearable and no better than a beast. It is ironical that in India on one hand women were worshipped as goddesses and are entitled to a high status in society but at the same time they are subject to several bonds and slavery and oppression.

According to Dr. Ambedkar the caste-varna culture is the root cause of the creation of caste he firmly held the view that the superimposition of endogamy on exogamy means the creations of caste.² According to him, to preserve the endogamy of caste, Hindus disposed woman by two methods, one by burning her on the funeral pyre of her deceased husband and getting rid of her and second by enforcing widowhood on her for the rest of

¹ Asha Bhandari-Rekha Mehta (Ed.), *Women Justice and The Rule of Law*, pp.23.

² *Dr. Ambedkar Writings and Speeches*, Vol. I pp. 9.

her life.³ Sati, widowhood are the evil practices of society. He proclaimed solution for this evil practices is only one and that is ‘make every man and woman free from the thralldom of the Dharmashastas, cleans their minds of the pernicious notions founded on Dharmashastras. He said society must be based on reason and not on fearful traditions of caste system.’⁴

II

Initial flourish of feminism in India

In Maharashtra the renowned social reformer Jyotiba Phule (1827-1890) fought for the fights of women and work for their emancipation. He worked towards the abolition of untouchability and started educational institutions for untouchables in the second half of the nineteenth century. The main inspiration to raise the women question in India during this period was form the ‘First wave feminism’, which was characterized by the demand that women should enjoy the same authorized and political rights as men.

Phule’s feminist movement has developed further by Dr. Ambedkar. Dr. Ambedkar perceived education as a means for a movement for self-respect and self help. **He said,** “We shall see better days soon and our progress will be greatly accelerated if male education is persuaded side by side with female education...” In the philosophy of Dr. Ambedkar the place of self-respect and human pride was the most important. He, to develop the qualities of justice, through education wanted equality, brotherhood, freedom and fearlessness. Ambedkar saw women as the victims of the oppressive, caste-based and rigid hierarchical social system. He believed that socio-cultural forces artificially construct gender relations, especially by Indian tradition. Dr Ambedkar believed in the strength of women and their role in the process of social reform.

In a letter written by him from New York in 1913 to a friend, of his father, he wrote; “we must now entirely give up the idea that parents give birth, *jnana* to a child and destiny, *karma*. They could mould the destiny of their children and if we follow this principle, we shall soon see better days and our progress will be greatly accelerated if male education is pursued side by side with female education”.

III

Feminist idea in Dr. Ambedkar’s Philosophy

Dr. Ambedkar completes a declaration of his philosophy in a screen on October 3rd 1954, he said, “Every man must have a philosophy of life, for everyone must have a standard by which to measure his conduct. And philosophy is nothing but a standard by which to measure. Negatively, I reject the Hindu social philosophy propounded by *BhagwatGita*, as it is , on the *Triguna* of *Samkhya* philosophy which is, in mu judgment, a cruel perversion of the philosophy of *Kapila*, and which and made the caste system and the system of graded inequality the law of Hindu social life. Positively, mu social philosophy may be said to be enshrined in three words: liberty, equality and fraternity. Let no one; however, say that I have borrowed my philosophy from the French Revolution. I derived them from the teachings of Master the Buddha.”

³ Ibid

⁴ Ibid

In the philosophy of Dr. Ambedkar the place of self-respect and human pride was the most important. He, to develop the qualities of justice, through education wanted equality, brotherhood, freedom and fearlessness. Dr. Ambedkar took education for the oppressed and backward class. It also essential, that it should create the feeling of unity. He experience that women have not got the self-dependence due to the lack of education. He was of the opinion that the development made in society is judged by the extent of education made available to women in society. He was in favor of giving compulsory education to women.

Dr. Ambedkar's writing is a testimony to his deep understanding about the inference between caste and gender. Though his important works like Rise and fall of Hindu women, Caste in India, Annihilation of Caste, The woman and the counter-revolution, he has clearly established the link between control and suppression of women's sexuality and maintained of caste purity. He saw Manu's laws as instrumental in keeping women in a subordinate position and drafted the Hindu Code Bill to counter them. Hindu Code Bill is an instrument used to bridge the gap between constitutional guarantees provided for women under the new Constitution and their lived in realities.

Ambedkar saw women as the victims of the oppressive, caste-based and rigid hierarchical social system. He believed that socio-cultural forces artificially construct gender relations, especially by Manusmriti and Hindu religion. As Simone De Beauvoir observed, "Women are made, they are not born", Ambedkar also raised the question, "Why Manu degraded her (woman)?" In his *The Riddle of the Woman, The Woman And the Counter Revolution, The Rise and Fall of Hindu Women, Castes in India: Their Mechanism Genesis and Development* and through the issues of his journals *Mooknayak* (1920) and *Bahishkrit Bharat* (1927), Ambedkar tries to show how the gender relations and differences are constructed by Hindu Brahmanical order, which conditions women to conform a stereotype feminine behavior, requiring them to be passive and submissive, suited only to a life of domestic and family responsibilities.

In the *Women and Counter Revolution* and *The Riddle of Women* Ambedkar portrays the way in which Manu treated women. He pointed out that the laws of Manu on the status of women are very important in molding the Hindu attitude and perspective towards women, perpetuated and maintained through Hindu personal laws based on *shastras*, caste and endogamy, i.e. the base of Indian patriarchy. He attacked *Manusmriti* as a major source, which legitimizes the denial of freedom, self respect, right to education, property, divorce etc., to women by attributing a very lofty ideal to them. He observes in the law book of *Manu* that the killing of a woman is like the drinking of liquor, a minor offence. He also suggests strategies for emancipation from domination. He found their emancipation in Buddhist values, which promotes equality, self-respect and education. Ambedkar believes that Buddha treated women with respect and love, and never tried to degrade them like Manu did. He taught women Buddha Dharma and religious philosophy.

Dr. Ambedkar argues that the Law of *Manu* which denied women the right of property and gave then a lower status was in keeping with the Brahmanical religion. He also claims that '*Manu* codified the position of the Brahmins on the status of women which had developed after the rise of Brahmanical religion. By the law of *Manu* social practices

assumed the form of religious injunction and came to be enforced by the king. Women and śūdras were the base of the *Aryan* (Brahmanical) religion and therefore all kinds of laws came to be enforced upon them. Thus Dr. Ambedkar explains how *Manu* comes to cause the downfall of womankind.

Dr. Ambedkar sought to change the Laws of *Manu* which were misogynistic and reduced a woman to a commodity. Thus in the post-independence period as the architect of the Indian constitution, he granted to women the basic rights to justice, equality and security. He was opposed to the prevailing Hindu Law because it denies women the right to property, it denies women the right of divorce while granting to men the right to several marriages and that he condemns these laws as patriarchal and seeks to amend this through the Hindu Code bill, he stressed that in the interest of Indian women.

In ancient India the position of women does not appear to have been a very happy one. Usually women appear to have been looked upon as inferior to men. And, at times they were considered to be on the same level of the *śūdras*, the lowest of the four castes. Their freedom was extremely restricted. Right in the earliest portions of the canon women is looked upon as something evil that enticed innocent males into a snare of misery. They are described as “the greatest temptation,”¹ “the cause of all sinful acts,”² “the slough,” “demons” etc. We are very much aware that in previous time in India the position of women does not appear to have been very happy one. Generally women seem to have been looked upon as being inferior to men; basically the culture was *puruṣa-pradhāna*. And at that time they were considered as being on the same level as the *Śūdras*, the lowest of the four casts. Their freedom was extremely limited as we saw in the law of *Manu*. The general view appears to be that they had to be under the care of parents in their childhood, under the protection of their husband in their youth, and in their old age they had to be under the control of their sons. Therefore, it was reflection that they do not deserve any freedom. Their main role was considered to be that of housewives, managing the dealings in the house according to the requests of their husbands. Generally our society sticks a label on women like- they are always tied with family, emotional bonds and mostly sexuality and the pleasures of the senses.

Dr. Ambedkar also raised the Women's issue as Member of Legislative Council during his debate in Bombay Legislative Assembly While drafting the constitution of India; Dr. Ambedkar was the prime movers of the provisions related to the welfare of women. Thus Dr. Ambedkar practiced what he preached. Dr. Ambedkar's influence on Women is still visible especially in the Maharashtrian Buddhist Women, who are not only empowered but often criticize mainstream Feminist movement as the Brahmin Women Movement.

That is why Dr. Ambedkar was of the firm opinion that until or unless, by applying dynamite, the Hindu *Dharma-shastras* are not blown up, nothing is going to happen. In the name *sanskaras*, the Hindu women are tied up with the bondage of superstitions, which they carry till their death. They are also responsible for inculcating these wrong notions learnt by them through baseless traditions and preaching of the *Shastras* in the budding minds of their offspring. Or else as well the women in India have remained a subject of enjoyment and a cause of fun as such she was used and misused by men just to serve their evil ends. She has been used just like a machine for procreation. It has also been mentioned in Hindu *Shastras* that the woman is the bond slave of her father when she was young, to her husband when she is middle aged and to her son when she is a

mother. Of course, all the epigrams, aphorisms, proverbs, platitudes and truisms bear necked truth about the stature of women in India.

IV

Conclusion

Edification for women, contribution in the social construction, and a center on enhanced position for women came up as insists by Ambedkar for classless society. Significant involvement made by him in his continuous attempts towards getting passed the Hindu Code Bill, as a essential necessity towards the fulfillment of new demands. He worked very hard to pursue the agenda of social change through the Hindu Code Bill in consonance with the constitutional spirit of equality. He dealt with the issue of gender equality as a part of total freedom and empowerment of women. Dr. Ambedkar was determined upon giving the base of liberty, equality and fraternity to newly liberated Indian was evident in his participation in Constitution making. The Constitution gave men and women, rich and poor equal rights. For women, for the first time individual identity was established. She became a civil entity in her own right, rather than as somebody's daughter or wife.

In the modern age, hierarchy between men and women has been explicitly questioned with rise of women's liberation movements all over the world. As a result women are quite confident of their ability to achieve their goals in this life. Today we find that women have proved to be quite otherwise and are holding highest positions in every field of life. Dr. Ambedkar's inheritance as socio-political reformer had a profound consequence on contemporary India. In post-independence India his socio-political thinking has obtained admiration across the political field His proposals have pressured a variety of areas of life and distorted the approach India today appears at socio-economic policies, education and positive accomplishment from beginning to end socio-economic and legal encouragements. The writings and dialogues of Dr. Ambedkar illustrate that what morals India should expand and how they would renovate its communal and political organizations.

References:

1. Dr. Ambedkar, B.R. "The Buddha and His Dhamma", Siddhartha College Publication, Mumbai, 1957.
2. Dr. Ambedkar, B.R. Writings and Speeches, Vol. I, Government of Maharashtra, 1989.
3. Jondhale, Surendra and Johannes Beltz, "Reconstructing the World: Ambedkar and Buddhism in India", Oxford University Press: Oxford, 2004.
4. Gore, M.S. "The Social Context to Ideology: Ambedkar's Political and Social Thought", Sage: New Delhi, 1993.
5. Keer, Dhanajay, "Dr. Ambedkar: Life and Mission", published by Popular Prakashan, Mumbai, 4th Edition 2009.

INTERNAL QUALITY ASSURANCE CELL- CONCEPT, OBJECTIVES & STRATEGIES

Gaurav Sachar

**Assistant Professor, Shree Birkha, Ram College of Education, Vill:-Khora ,
Ambala,Haryana**

Email:-gauravsachar2012@yahoo.in

Introduction:-

With a view to establish the standard of higher education in India the University Grants Commission (UGC) was set up in 1956 as a statutory body of the Government of India. The primary aim of UGC is to provide funds to the institutions and thus maintain the standard and quality of higher education in India. An autonomous body, NAAC-National Assessment and Accreditation Council has been established by the UGC to monitor the standards of higher education among the affiliated institutions. NAAC analyses the performance, standard and quality of education provided to the students by the concerned institution. The primary task of NAAC is to assess and accredit the institutions of higher education with an objective of helping them to work continuously and efficiently to improve the quality of education in India. NAAC plans to enforce the philosophy of corporate endeavor for promoting excellence and a culture of mutual support in the betterment of the quality of education. To have better future prospects in every field an institution must emulate or creatively adapt the best practices.

To fulfill the primary goal of NAAC many Higher Education Institutions (HEIs) have set up the IQAC- Internal Quality Assurance Cell, as a post accreditation quality sustenance activity. The aim of establishment of the IQAC is to maintain the momentum of quality consciousness in HEIs. The effective working of the IQAC depends on the goals set up by the Chairperson after deep discussions with the members of the committee. IQAC monitors and analyses the results by feedback and thus improving accordingly by modified mechanism.

As the name suggests the IQAC tries to ensure the internal quality of the institution in every aspect at regular time interval. It plans, guides and monitors the quality assurance and quality enhancement activities of the institution. Through extended activities IQAC should be made effective which will in turn help IQAC in proving it as a powerful tool for efficient and effective administration in the institution. Most of the institutions in India are located in rural and semi-urban areas and they have widened their horizons of providing higher education for economically weaker and under privileged students. So the IQAC must plan to incorporate and implement the best practices that contribute in promoting a research culture and thus provide best quality education to the students belonging to the different strata of the society.

Methodology:-

Every institution has to set up an IQAC cell under the active guidance of the Head of the Institution who is the Chairperson of the IQAC. The Chairperson is assisted by a Coordinator and other IQAC members. The Coordinator must be a senior faculty member. The members of the IQAC strategize the plans and work over them accordingly.

They systemize the efforts and measures of the institution towards the academic excellence. The task is divided by the Coordinator to the other members of the IQAC. They work for ushering in quality by working out strategies to remove deficiencies and thus enhance the quality. The coordinator regularly submits the reports to the Chairperson. The Chairperson analyses everything minutely and supports and guides the IQAC members in the best possible way. Different committees are setup by the Chairperson and the Coordinator with a perspective of having continuous and judicious involvement of the faculty. The task of every committee is predefined by the Coordinator of the IQAC. Special care is must be taken regarding the contribution of every member in one way or the other. Though there is a provision of horizontal mobility but the replacements in the committees should be made only after the completion of one academic calendar. The blueprint of the activities to be conducted throughout the academic year must be prepared before the commencement of the session and the role of every committee in terms of activities should be communicated properly all the members. The committees should aim at achieving the goals and thus meet up to the expectations of the IQAC.

Working of IQAC:-

- The IQAC works on the principle of predefining objectives and thus work accordingly.
- It evolves mechanism and procedure that involve responsible senior faculty members who play pivotal role in the establishment of the various committees.
- The role and activities are synthesized at the very beginning of the session.
- Every committee is assigned its duties and responsibilities are handed over to the committee members for further perusal.
- The students are also encouraged to participate in the concerned activities as per their requirements.
- The feedback collected from the stakeholders is analyzed and reviewed by the members of the IQAC and further discussions are made to bring in effective changes in the working of the institution.
- The progress of the committees is monitored by the Chairperson of the IQAC.
- Annual Quality Assurance Report – AQAR is prepared according to the development of the action plan set up by the IQAC.

IQAC Committees are setup keeping in view the following areas:-

- Committee dealing with academic programmes.
- Teaching and Evaluation programmes carried forward by the committee setup for the same.
- Committee dealing with co curricular activities.
- Research committees contribute towards the enhancement of the research skills.
- Extension activities are conducted by the concerned committee.

- Infrastructure development cell takes care of the infrastructural changes and improvement required.
- Management information system may also be setup for better collaboration between the management and the institution.
- A committee may be setup for looking at the working of the library and also fulfill in the requirements of the library according to the curriculum.
- The Discipline committee contributes towards maintaining discipline in the premises of the institution.
- IQAC may establish a committee to plan excursions and historical tours for the students.

SWOC Analysis:-

A SWOC analysis is a strategic planning mechanism that can be used during the curriculum assessment and review process. Within the context of curriculum development, a SWOC analysis can be used as a powerful framework to discuss and clearly identify the strengths, weaknesses, opportunities and challenges related to an existing degree program. The SWOC analysis of the college should be done regularly. It should be carried out with the help of selected people to identify the area where mutual contribution and assistance is required. It helps in developing key areas of focus for improvement in the curriculum during the session and also by considering it as a feedback for the upcoming session and thus take on desirable measures to improve the working in the next academic year. Overall SWOC analysis of the college is done by getting knowledge of the weaknesses and challenges and also by trying to overcome them by implementing effective measures. As a result of this the institution succeeds in achieving great results.

Prospects:-

The members of the IQAC hold regular meetings and discuss all the strategies that need to be chalked out before the commencement of the session. A plan of action is set up and the concerned authorities are guided to work out accordingly and thus put in their best efforts for the betterment of the quality of the institution. The following points are taken care of while preparing the blue print of the strategies:

1. To improve the quality of education the IQAC plans to motivate the students to attend the classes regularly and to penalize the absconders.
2. IQAC aims at an overall development of the students and therefore proposes to increase the student participation in the curricular and extra-curricular activities.
3. Keeping in view the demand of the society the IQAC strategizes to enhance communication skills among the students. IQAC plans to give exposure to the students through improved and technically well equipped language lab.
4. The IQAC plans to arrange historical tours and excursion for the students with a view to increase their mental horizon.
5. Feedback is the essential part of the Teaching-Learning Process as result of which the institution gets a chance to improve its quality of education. The IQAC

- strategizes to get regular feedback from the stakeholders and implement the plan and also fill in the gaps left out in the implementation of the plans.
6. It also generates knowledge for the need of quality education and also explores best possible teaching and learning methods in order to improve the quality of higher education.
 7. It analyses the possible horizons of higher education in terms of participation of students and improve their vocational skill for their better future.
 8. It underlines the role of higher education in motivating the society and nation for overall development and progress.
 9. IQAC is considered effective for the improvement of the quality of the college in every field and also inculcate the core values through continuous activities.
 10. It serves as a powerful and effective tool for an efficient administration in the institution.

Problems:-

The Primary task of the IQAC team is to find out the problems coming in the Teaching-Learning process and discusses in the meetings with the members of the IQAC in the presence of the Head of the Institution. The IQAC then comes to a common conclusion and tries to find out the best possible solution to rectify the obstacles coming in the way of teaching and learning. The basic need of any initiative is the availability of financial resources. IQAC also sometimes encounters with the problem of availability of monetary help. Sometimes the duty hours also create hurdle in the proper working of the IQAC as the activities to be conducted by different committees demand extra time that a faculty member cannot afford to contribute.

Conclusion:-

The IQAC- Internal Quality Assurance Cell is the peer team which focuses on the better development of the institution. The institution is totally surveyed by the IQAC in order to find out the challenges and the demand of the quality of the education. Every institution wants to facilitate its stakeholders with best possible quality of educations and the IQAC caters the need of the students very well. IQAC conducted meetings at regular interval in which every committee member gives their views about the betterment of the education and other services. They discuss the matter with the Chairperson of the IQAC and come to a common conclusion and then the final decision are made and implemented as soon as possible. IQAC explore the possible teaching and learning methodologies in order to enhance the quality in higher education. IQAC suggests the Head of the Institution about the role of the ICT- Information and Communication Technology in the higher education. This further increases the creativity and logical thinking of the students because ICT plays very important role in making the higher education better. Overall the effort of the Internal Quality Assurance Cell completely done the internal audit which timely aware the institution about the need of the quality of education in the institution.

References:-

1. "Effective IQAC for Efficient Administration": Prashant Shah and Savita Desai. Paper Presented in the State Level Seminar on "The Implementation of Healthy Practices and Effective use of IQAC for Quality Enhancement" at Ratnagiri(Mah.) 23-24th March, 2005.

2. “Innovative Programme experimented by IQAC: Academic Calander”: Savita Desai and Prashant Shah. Paper presented in the National Seminar on “The Role of IQAC in Quality Enhancement” at Nanded(Mah.) 28th -30th Dec., 2005.
3. Revised Guidelines for the Creation of Internal Quality Assurance Cell (IQAC) in accredited Institutions: NAAC- pub-149/IQAC(Revised)/ 1-2005/5000.

**ATTITUDE OF PARENTS AND TEACHERS TOWARDS EDUCATION OF
DIFFERENTLY ABLE CHILDREN:
AN EMPIRICAL PERSPECTIVE**

**Dr. Shazli Hasan Khan,
Assistant Professor, Dept. of Education & Training, MANUU, Hyderabad
Email: shazlikhan@gmail.com**

Abstract

Today, when the whole country is harnessing upon key issues like, 'Education for All' and 'Universalization of Elementary Education', there is felt a dire and an urgent need for inclusion of all differently able and special needs children in the mainstream of Indian education. For a long time it is seen that children with disabilities were educated in separate classes or in separate schools. People got used to the idea that special education meant separate education. But we now know that when children are educated together, positive academic and social outcomes occur for all children involved. Although there are several challenges and barriers in inclusion of special needs children in mainstream, which should be overcome. In this regard, parents and teachers of these children should be given training and counselling by government agencies, Non-Governmental Organizations and other special schools meant for special needs children on how to bring up and provide education to these differently able children, especially in about the precautions to be taken, while handling such type of children, so as to prevent them from enhancing their possible disabilities. Now it has been realized that a majority of children with disabilities, can lead a better quality of life, if they have equal and effective access and opportunities to various rehabilitation measures. In Indian scenario, 'inclusive education' has been provided mainly to children with mild disabilities and who are considered easy to include into regular school programs. Children with severe disabilities, in a majority of cases, do not attend school or in very rare cases attend a special school. In the present paper, the author tries to elaborate and focus upon the attitudes of parents and teachers towards education of differently able children. The present paper also highlights on the various barriers and challenges, which are impeding the progress of successful inclusion of all special needs children in the mainstream of Indian education system. Thus, in a nutshell, it can be said that it is the duty of every stakeholder in the society to provide a level playing field to differently able children along with the normal children, so that they too can make their valuable contribution in the progress and development of the society as well as nation at large.

Key words: *Inclusion, Inclusive Education, Special Needs Children, Higher Education, UEE*

Introduction

Education is a dynamic process and continuous process of reconstruction of human experiences. The Central Government has introduced Sarav Shiksha Abhiyan (SSA) in 2001 to achieve Universalization of Elementary Education (UEE) for 6-14 years age of all children. Right to Education (RTE) mandates free and compulsory education to

all children from 6-14 years of age. The key objective of RTE-SSA is Universalization of Elementary Education (UEE). The 86th constitutional amendment has been facilitated making free and compulsory elementary education a fundamental right, the amendment has given a new thrust to the education of Children With Special Needs (CWSN) inclusion. Inclusive education means welcoming all children, without discrimination regular or ordinary schools. it refers to the process of educating all children in their neighbourhood school, regardless of the nature of their disabilities. Students participating in an inclusion program follow the same schedule as their classmates and participate in age appropriate academic classes. They don't receive special education services in separate or isolated places. Students with disabilities are not required to be ready and don't have to earn their way into regular classroom based upon their academic skills. Inclusive education goes one step further by defining these children as 'children with special needs who needs special attention, rather than children who are *'impaired'*. Inclusive education is *'making the programme for disabled children as an integral part of the general educational system rather than a system within general education'*.

Inclusive education is not merely about providing access to mainstream school for pupils who have previously been excluded. It is not about closing down an unacceptable system of segregated provision and dumping those pupils in an unchanged mainstream system. Existing school system in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles have to change. This is because inclusive education is about the participation of all children and young people and the removal of all forms of exclusionary practices. Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalised groups, it seeks to develop the full potential of every individual. The ultimate goal of inclusive quality is to end all forms of discrimination and foster social cohesion.

Inclusive education stands for a process of fighting for the inclusion of people with disabilities in the mainstream education system. Education for all is closely connected to the work for equal rights of people with disabilities and against their social exclusion. Education is seen as key to a society that is ready to welcome a wide diversity of different abilities (Ainscow, 2000)¹. It has been now known that inclusive school system is the most effective tool for developing necessary skills and building solidarity among our youth with special needs and their peers. It also creates a path for being better prepared for all kinds of work opportunities. Inclusion of children with special needs has become a matter of priority in many countries around the world. The implementation of inclusive education requires dedication and willingness on part of all stakeholders especially educators. Every educator must be aware of the concept of 'inclusion'.

Need of Inclusive Education

Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) pre-school students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed. There are many positive effects of inclusion where both the students special needs along with the other students in the classroom both benefit. Research has shown positive effects for children with disabilities in area such as reaching Individualized Education Programme (IEP) goal, improving communication and

social skills, increasing positive peer interactions, many educational outcomes and post school adjustments. Positive effects on children with disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with non-disabled peers. The need of inclusive education is discussed below:

1. To fulfil constitutional responsibility

It is an attempt to maintain principles of equality by giving every child right to get education in the school of his choice regardless of his/her differences in physical, psychological and socio-cultural characteristics.

2. Universalization of Education

Inclusive education helps in achieving our motives of universalization of education. It could only be possible if expansion of education be made keeping in view the mental and physical health, needs and other strengths of the children.

3. All children learn by being together

It is a place which removes discrimination as everyone belongs, is accepted and supported by his or her peers and other members of the school community in the course of having his or her educational needs met. In inclusive settings, children learn at their own pace and style within a nurturing learning environment.

4. Development of Friendship

Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.

5. Children learn important academic skills

In inclusive class rooms, children with and without disabilities are expected to learn and read, write and do maths. With higher expectations and good instruction children with disabilities learn academic skills.

6. Children develop positive understanding of themselves and others

When the children attend the classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

7. Children experience more self esteem

Student with disabilities experience increased self-esteem by the mere fact that they are attending classes in a regular education setting rather than in a special education setting.

8. Improvement in their own self-concept.

Children without disabilities experiences growth in social recognition and gain a greater understanding and acceptance of students with disabilities and of diversity in general when they experience inclusive programming. Children without disabilities also experiences increased self-concept and overall improvement in their own self-concept.

Role of Teachers in Inclusive Education

Teachers in inclusive classrooms should welcome all children, without discrimination by making necessary arrangements for their education in the same school and class along with the non-disabled peers. To teach in inclusive settings, cooperation and understanding between regular, special and resource teacher is an essential condition. The teacher for teaching in inclusive classroom must be aware of 3 R's i.e., Rights, Roles and Responsibilities. The general role and responsibilities of a teacher in inclusive settings can be summarised as following:

- Providing equal opportunities to each child to participate in classroom activities and social programmes according to his/her capability.
- Making disabled child emotionally, physically, psychologically and educationally sound.
- Following the principle of '*zero rejection policy*' according to which everyone should be integrated in the normal classroom.
- Provide enhanced opportunities for overall development of child's physical, cognitive, emotional and social skills.
- Working closely with parents to inform them of their child's progress and suggest techniques to promote learning at home.
- Collaborate with regular education teachers and all related services personnel.
- Provide classrooms with disability awareness information, as requested.
- Suggest/ coordinate peer mediators, peer tutors, or peer buddies etc.
- Provide regular education teachers and Para-professionals with information on disabilities, medical concerns and equipment operations.
- Monitor and evaluate assigned students' progress in regular education curriculum.
- Develop in collaboration with the regular education teacher, a plan for supervising the paraprofessional's duties.
- Coordinate weekly scheduled collaboration with the regular education teachers to identify necessary accommodation.

Inclusive Education in Indian Context

There are some of the key observations regarding Inclusion in the Indian context, which are as following:

- a) Central and State governments have taken a number of initiatives to improve the enrolment, retention and achievement of children with disabilities. There is a need to establish interlinks and collaboration among various organizations to prevent overlapping, duplication and contradiction in program implementation.
- b) Most services for children with disabilities are concentrated in mega cities or close to district headquarters majority of children with disabilities who live in rural areas do not get benefit from these services.
- c) There is an absence of consistent data on the magnitude and educational status of children with disabilities and disparities between regions and types of disability. This makes it difficult to understand the nature of the problem and to make realistic interventions.
- d) Special schools and integrated practices for children with disabilities have developed over the years. Inclusive education has gained momentum over the last decade.
- e) Community involvement and partnership between government agencies and NGOs had been instrumental in promoting inclusive education.

f) Many regular schools have a large number of children in each classroom and a few teachers.

As a consequence of this, many teachers are reluctant to work with children with disabilities.

They consider it an additional workload.

g) Sensitization of masses towards disability and inclusion issues and how to cover efforts for the

effective implementation of programs, are important concerns.

h) Different disabilities require different supports. The number of skilled and trained personnel

for supporting inclusive practices is not adequate to meet the needs of different types of

disability.

i) The curriculum lacks the required flexibility to cater to the needs of children with disabilities.

There are limited developmentally appropriate teaching learning materials for children both

with and without disabilities. The teaching-learning process addresses the individual learning

needs of children in a limited way.

Barriers to Inclusion of Differently Able in Normal Schools

One of the greatest barriers to inclusion is the '*attitude*' of parents and especially teachers towards differently able children. If teachers hold unfavourable or negative attitude towards inclusion of children with special needs in the regular classroom and if they possess negative beliefs about the educability of such children in the regular schools, then inclusion would remain a distant dream and unsuccessful. It is seen that some parents of normal children are not in favour of sending their children to integrated schools where both disabled and normal children learn together, on the grounds that the education of their children would be affected by including disabled children in the regular class and that their normal children would imitate the undesirable behaviours and manners of disabled children. Such negative attitude of parents of normal children makes inclusion a failure one. Labeling is another barrier. In most cases it is seen that regular teachers tend to categorise and address such children by a label. But there are some negative effects of such labelling, which are: Labeling usually focuses on a child's negative aspects i.e. their inadequacies and defects. Teachers and parents tend to have low expectations about what a child can do; Teacher tend to explain a child's poor performance only in terms of his defects and not in terms of instructional failure; A labelled child develops a poor-self concept; Labels lead to rejections by the peers; Labels create sense of helplessness, inferiority and stigmatization among the disabled children.

Teachers must respect diversity among disabled children. Inclusion values diversity, not assimilation. Teachers should, therefore respect the diversity among children and provide programmes keeping in view their individuality. Lack of teachers respect for diversity is a serious barrier to inclusion. A multidisciplinary approach is essential for inclusion. Collaboration between parents, teachers, special education teachers, therapists, social worker, community people and doctor is an essential condition for the success of inclusion. Each and every teacher in inclusive setting irrespective of

special education teacher or regular teacher should take the responsibility and should be accountable for his education. Failure to be accountable leads to the exclusion of the child from inclusive settings. Another barrier is the traditional mode of teaching. Children with diverse abilities have unique needs and needs innovative practice teaching. Traditional way of teaching involves lecture method with a fixed timetable, a single textbook and rigid grouping. Curriculum is not adopted to meet their needs. Individual attention is not seen in traditional teaching which will be a barrier to providing quality education to children with special needs in inclusive settings. Effective inclusion requires that the school personnel and resources should be integrated. All teachers and resources of the school should be available for providing services to children with diverse abilities and disabilities. An unhealthy division between the professional will be a barrier to effective inclusion. Differently able children included in the regular classroom require support from teachers and peers to make satisfactory progress in learning. If they don't get the requisite support, they may experience failure and later drop out from school. There should be a linkage with their special schools. Special schools with their expert teachers and special aids and equipments should function as resource centres for inclusive schools. Children enrolled in inclusive school or who need specialised help must be referred to special schools or that specialist teachers working in special school may be requested to provide special assistance and services to such children. Lack of linkage between special schools and inclusive schools is a barrier to inclusion.

Significance of the Study

In India since a majority of children with special needs do not receive any formal education, in spite of the practice of inclusive education in some schools. This is because children with disabilities and learning defences are perhaps segregated from mainstream schools and other regular routines and social activities of normal children. It is the parents who are largely not aware of inclusive education. Even if they are aware, they doubt the setting of inclusive education. Parents of disabled children are contended with the special education settings as they think it is safe without considering the real interest and need of their children. The purpose of the study is just to find out the opinions of parents and teachers of both normal and disabled children towards inclusive education. The author in this study has tried to find out the significant differences if any are there in the attitudes of teachers and parents towards inclusive education. An attempt is made to analyse the opinions of teacher and parents towards inclusive education, by making use of a questionnaire on inclusive settings of education.

Objectives of the Present Study

The present study has the following objectives:

1. To study the attitude of the parents of normal children towards inclusive education.
2. To study the attitude of parents of differently able children towards inclusive education.
3. To study the attitude of teachers of normal school towards inclusive education.
4. To find out the difference in attitude between parents of differently able children and parents of normal school children towards inclusive education.
5. To find out the difference in attitude between parents of normal school children and teachers of normal school towards inclusive education.

Hypotheses of the Present Study

To analyze and study the present problem following hypotheses has been formed:

1. There is no significant difference in the attitude of parents of differently able children and parents of regular school children towards inclusive education.
2. There is no significant difference in the attitude of parents of normal school children and teachers of normal school children towards inclusive education.
3. There is no significance difference in the attitude of parents of differently able children and teacher of normal school children towards inclusive education.

Methodology of the Study

In order to carry out the present study, the investigator undertook a Survey Method of research study. The investigator himself went to the Government primary school located in Jamalpur area of Aligarh city and administered a questionnaire based on inclusive education.

Sample for the Study

To study the present problem, the investigator took a sample of 50 parents of normal school children, 50 parents of disabled children and 50 normal school teachers from the Government primary school in Jamalpur area of Aligarh city.

Tool Selected for the Study

To get the responses and to study the attitude of teachers and parents of both normal and differently able children towards inclusive education, the investigator used and collected data through a self-developed Likert-type questionnaire.

Statistical Techniques Used

The statistical techniques used to analyse the collected data are: Mean, Standard Deviation, and 't' test.

Analysis and Interpretation of Data

The data collected from teachers and parents was analysed with the help of Mean, SD, 't' test statistical techniques. The following tables from 1 to 3 shows the Mean value, SD and 't' values of each variable of the respondents towards inclusive education.

Table 1: Difference in Attitude of Parents of Differently able children and Parents of

Normal children towards Inclusive Education

S.No	Variable	N	Mean	SD	t-value*
1.	Parents of differently Able Children	50	17.56	0.194	15.06
2.	Parents of normal Children	50	14.79	1.694	

*Significant at 0.01 level of significance

From the table 1, it can be seen that the obtained 't'- value 15.06 is significant at 0.01 level of significance. Hence the stated null hypothesis that, "there is no difference in the attitude of parents of normal children and parents of differently able children towards inclusive education", **is rejected**. There is a difference in the attitude of parents of normal children and parents of differently able children towards inclusive education.

Table 2: Difference in Attitude of Parents of Normal children and Teachers of Normal children towards Inclusive Education

S.No.	Variable	N	Mean	SD	t-value*
1.	Parents of normal Children	50	14.79	1.694	7.62
2.	Teachers of normal children	50	16.76	1.784	

*Significant at 0.05 level of significance

From the table 2, it can be seen that the obtained 't'- value 7.62 is significant at 0.05 level of significance. Hence the stated null hypothesis that, "there is no difference in the attitude of parents of normal children and teachers of normal children towards inclusive education", is **rejected**. There is a difference in the attitude of parents of normal children and teachers of normal children towards inclusive education.

Table 3: Difference in Attitude of Parents of Differently able children and Teachers of**Normal children towards Inclusive Education**

S.No.	Variable	N	Mean	SD	t-value*
1.	Parents of differently able children	50	17.56	0.194	4.32
2.	Teachers of normal children	50	16.76	1.784	

*Significant at 0.05 level of significance

From the table 3, it can be seen that the obtained 't'- value 4.32 is significant at 0.05 level of significance. Hence the stated null hypothesis that, "there is no difference in the attitude of parents of differently able children and teachers of normal children towards inclusive education", is **rejected**. There is a difference in the attitude of parents of differently able children and teachers of normal children towards inclusive education.

Results and Findings of the Study

The study found that the parents of differently able children have real interest in inclusive education and they want their children to get education with normal children in inclusive settings. The parents of normal children are sometimes afraid of the adverse effects of differently able children on the natural development of their normal children. Teachers look forward to teach and mainstream these differently able children in the inclusive classroom settings and face the future challenges which are there in the integration of these differently able children along with the normal children.

The present study further found that there is a significant difference in the attitude of parents of normal children and parents of differently able children towards inclusive education. It was also found that there is a significant difference in the attitude of parents of normal children and teachers of normal children towards inclusive education. The investigator further found, as can be seen from the results of table 3, that there is a significant difference in the attitude of parents of differently able children and teachers of normal children towards inclusive education. The teachers who are giving instructions in the inclusive classroom settings, they have to be trained in specialized inclusive environment so as to remain effective in the inclusive classroom settings and face the future challenges lying ahead in the mainstreaming of differently able children. On the other hand, the parents of a few differently able children actually took up the challenge of

seriously sending their children to normal schools; but had to withdraw due to continuous complaints and harassment on part of teachers.

Achieving Inclusive Education for All: Road Ahead

The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. No government (or other provider such as an NGO) can realistically expect to switch overnight from special or integrated approaches to inclusive ones. 'Twin track' approaches may be adopted meaning that special or integrated initiatives and inclusive schools sit side-by-side as governments work towards the proper inclusion of all children within the mainstream education system over time. Ideally these twin approaches will inform one another, with learning gained from each informing the development of future strategies, rather than being parallel processes without links between them. There are particular challenges around negative attitudes and behaviour, on part of both educators and parents, in relation to the ability of disabled children to learn. These challenges can be overcome by raising awareness of human rights in communities and publicizing positive examples of disabled children succeeding in inclusive education and in life beyond school as a result. Other possible methods include supporting disabled children to express their aspirations and participate in planning processes, as well as promoting action research and critical pedagogy amongst teachers. Ensuring that oversight bodies such as parent-teacher associations exist, and that the parents of disabled children are adequately represented in such entities, is also crucial for addressing parents' concerns and, more broadly, ensuring just and democratic governance arrangements.

Other significant challenges relate to organizational structure and leadership. In some countries, official responsibilities for the education of disabled children do not even lie with the Ministry of Education. In other cases, the problem will be lack of joined-up thinking and practice within the Ministry of Education, where there will often be a Special Educational Needs (SEN) desk or department that is functionally unconnected with the rest of the Ministry's work. The political challenges in securing leadership, so that Ministries of Education develop, implement and monitor an inclusive education strategy that explicitly focus on the most marginalized, should not be underestimated. It is particularly important to ensure that disabled children are not just registered in mainstream schools but can and do actually attend and genuinely progress in a safe environment.

It is also worth noting that there are challenges in procuring and resourcing for assistive devices. For example, children who learn to read Braille alongside their sighted peers in an inclusive class need Braille writing equipment and curriculum materials in tactile form. Some of the other challenges in inclusive education are: The percentage of CWSN identified being only 1.50% of the total child population in comparison to Census 2001, wherein 2.1 % of the population has been found to have some disability. Hence, states should further streamline identification procedures; Monitoring mechanisms to assess both quantitative and qualitative progress in Inclusive Education to be constantly improved by states; Emphasis on classroom practices and teaching methods adopted by teachers for effective classroom management of CWSN; 58.01% schools have been made barrier-free, more schools need to be covered. Quality of ramps in most states is an area of concern; it must be ensured that each and every child with special needs receives continuing on site academic support in schools.

Suggestions

The following are the suggestions so as to make effective inclusion of special needs children:

1. To Re-orient the regular schooling

Systems should facilitate admission for children with disabilities. This would ensure application of zero rejection policy. Further, children with disabilities would be able to go to the neighbourhood schools which are closer to their residence, thus overcoming the problem of transportation. These efforts would also ensure non-discrimination and promote mainstreaming. In order to encourage this, it is advocated that such school admitting children with special needs be given support to meet the extra cost towards education such as learning aids, Braille books, low vision appliances, special assistive devices for locomotion, posturing, sitting, hearing aids etc. In addition, legislative measures such as reservation of three to five percent of seats in schools for children with special needs can also achieve quick results.

2. Training of teachers

Few attitudinal surveys indicate the receptivity from regular school teachers to take a child with special needs, if adequate training inputs are given to handle such children in class. Regular teachers will require two kinds of support, to get in service training on management of special needs children and support from a resource teacher in planning and teaching of children with special needs.

3. Modification in Existing Curriculum

In pre-schools, it is required to modify the existing curriculum without compromising on the quality of education and competency level expected to be achieved by all children in a given class. Children who have difficulty in seeing will not be able to read the map or complete geometrical problems. Instead, alternative add-on programmes for specific group of children with special needs will be more appropriate. Similar modifications are also required in the examination and evaluation system, so that children with disabilities are not at disadvantage. For example, a child who is blind would require the services of the writer, while a child who has cerebral palsy would require extra time in completing the theory examination as he writes slowly.

4. Peer Group Support

Peer group supports which constitute a significant part in the class and in the school for the children with special needs. Few studies have clearly reported the normal peers have positive attitudes. Teacher training and support: In addition to being re-trained in curriculum and evaluation, teachers need to be trained to change their attitude towards special needs of children. Teachers can be trained to view those who do not fit into existing arrangements as offering, '*surprises*'; that is opportunities that invite further inventiveness. This implies a more positive view of differences. Teachers must also be supported with appropriate materials. Lack of teaching/learning material may hamper the quality of education. Teachers need support for their work in terms of information and background materials so that they can prepare their lessons and update their own knowledge. Also locally made learning/teaching materials can enhance considerably the quality of the learning/teaching process.

5. Community involvement

Meaningful inclusion necessitates community participation. The community can adapt to the concepts of inclusive education to their specific station. In addition, if leaders

within the community demonstrate strong support for the change process, teachers, other staff and the community are more likely to devote the time and resources necessary for the process.

Conclusion

Inclusive education is a planned and systematic effort and it involves giving need-based support-counselling, evaluation, modifications in curriculum and remedial teaching. A small beginning has already been made but the goal will be achieved only when the word is spread across the country and there is pressure on the authorities concerned, to take notice and action. Inclusive education is a new approach towards educating children with disabilities and learning difficulties with that of normal ones within the same roof. Of late, a consensus has emerged among Indian intellectuals and pedagogues for adopting inclusive education mainstream schools. Inclusive education aims at integrated development of children with special needs and normal children through mainstream schooling. To develop curriculum for special education and its inclusion in general teacher preparation programmes, Rehabilitation Council of India (RCI) made a historic collaboration with National Council for Teacher Education (NCTE) on January 19th, 2005. In India, special education as a separate system of education for disabled children outside the mainstream education system, evolved way back in 1880s. Consequent on the success of international experiments in placing children with disabilities in regular schools, the Planning Commission in 1971 included in its plan a programme for integrated education. The government is committed to provide education through mainstream schools for children with disabilities in accordance with PWD (Persons with Disabilities) Act, 1995 and all the schools in the country will be made disabled friendly by 2020.

At present, all the educational schemes of inclusive education tend towards universalization of primary education. IE is not only the alternative measure for CWSN for want of separate schools for these children but it is a scientific well though strategy for their overall development; of course it is cost effective and doubly suitable for a developing country like India. Various initiative for teaching of CWSN along with normal children in main stream schools popularly known as IE are being taken at different levels but still 95% of CWSN are out of mainstream schools. Even the schools where IE is in operation, infrastructural facilities required for inclusive teaching learning processes are poor. Capability of teachers required to deal with CWSN along with normal children also appear to be poor reflecting the poor quality of training for IE. The only point of satisfaction is that importance of IE has been recognised and government is working hard to provide universal declaration to CWSN under IE.

The greatest challenge before the Central Government and the State Governments is the achievement of accessibility, inclusion and empowerment for persons with disabilities. The Government alone cannot accomplish this task of making the “*Right Real*”. Tasks to be accomplished are numerous which include: Changing the mindset and perception of the members of the society so as to have proper understanding of the problems of the persons with disabilities; Infusing self-esteem and self-confidence in the persons with disabilities themselves so that they know that their limitations can be overcome to a large extent by self-effort and better environment; Improving the knowledge and skills of persons with disabilities to make them capable of handling different tasks in the employment market; Motivating various employers within and

outside Government sector to employ the PWDs who can perform a number of jobs like other employees; Mobilizing the voluntary sector to actively participate in the capacity building and rehabilitation and empowerment for PWDs; Scaling the levels of training education and research for the benefit of PWDs; Providing social security systems and other arrangements for making PWDs live with dignity; Providing them with appropriate assistive devices and appliances at low cost to increase their accessibility; Including PWDs in the decision making process at various levels for better policy formulation, monitoring and implementation and making all out efforts to comply with all the general principles contained in the UNCRPD (UN Convention on Rights of Persons with Disabilities).

The general philosophy of inclusive education provides for good teaching practices, healthy relationships between teacher and student, to improve the quality of education for all children in different ways. All children do well when the regular classroom environment is adjusted to meet their individual needs. Thus, inclusion is an ideology and not a program. It is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information. The concept of child learning, co-operative learning by observation etc takes place in inclusive education. Inclusive education results in improved social development and academic outcomes for all learners. It leads to the development of social skills and better social interaction because learners are exposed to real environments in which they have to interact with other learners each one having unique characteristics, interests and abilities. The non-disabled peers adopt attitudes and actions towards learners with disabilities as a result of studying together in an inclusive classroom. Thus, to conclude we can say in a nutshell that inclusive education is one way to empower the differently able with some skills and given them a chance to explore their abilities and enhance their potentialities so that they can contribute to the advancement of the nation. We as teachers, parents, teacher educators have to facilitate the implementation of inclusive education not only as a program but also as an ideology.

References

1. Ainscow, M (2000). "The Next step for Special Education". *British Journal of Special Education*, 27(32), 76-80.
2. Ellins, J. & Porter, J (2005). "Departmental Differences in attitudes to Special Educational Need in the secondary school". *British Journal of Special Education*, 32 (40), 188-195.
3. Evans, J., and Lunt, I. (2002). Inclusive Education: Are there limits? *European Journal of Special Needs Education*, 17 (1), 1-14.
4. Farrell, P (2000). "The impact of research on developments in inclusive education", *International Journal of Inclusive Education*, 4, 153-162.
5. Forlin, C (2001). Inclusion: Identifying potential stressors for regular class teachers. *Educational Research*, 43 (3), 235-245.
6. Gay, L.R. et al (2009). *Educational Research: Competencies for Analysis and Applications*, Pearson Education Inc, New Jersey.
7. Gillies, M. and Carrington, S (2004). "Inclusion: Culture, Policy and Practice: A Queensland

- Perspective". *Asia Pacific Journal of Education*, 24 (20), 117-129.
8. Grover, U (2002). "Inclusive Education: - An overview", *Journal of Indian Education*, 28 (3), 5-12.
 9. Guido, D.L. (1990). "Educator's Attitude towards the Inclusion of Severely Profoundly Disabled Students in Regular Classrooms". *Dissertation Abstract International*, Vol 51, No.10.
 10. Hegarty. S., & Alur. M. "Education and Children with Special Needs, From segregation to inclusion". Sage Publications, New Delhi, 1-9.
 11. Kaushal Sharma., and Mahapatra, B.C. (2007). "Emerging trends in Inclusive Education". Ivy Publication, New Delhi.
 12. Mangal, S.K. (2007). *Educating Exceptional Children*, Prentice Hall of India Private Ltd, New Delhi.
 13. Sharma, Bharat (2011). *Inclusive Education Needs, Practices and Prospects*. Kanishka Publishers, New Delhi.
 14. Slee, R (2001). "Inclusion in practice: Does practice make perfect? *Educational Review*, 53, 113-123.
 15. Skritic, T.M., Sailor, W and Gee, K (1996). "Voice, collaboration and inclusion", *Journal Remedial and Special Education*, 17 (3), 142-157.

WOMEN EMPOWERMENT AND ROLE OF SCHOOLS IN RURAL WEST BENGAL

Kanak Pramanik, Student ,M.A in Education, University of Kalyani, Nadia, West Bengal

&

Arjun Chandra Das, Asstt. Professor ,Department of Education, University of Kalyani, West Bengal

Abstract

This paper examines the role of secondary education for empowering rural women in West Bengal. In the last two decades there has been a significant positive change in the consciousness among parents regarding the need of education for the well being of their daughters. However there is still to achieve more in regard to the literacy rate in comparison to the total population as well as their male counterparts. Doing away with the pre-schooling dropout rates a significant number of girls students get married after secondary or higher secondary education. Patriarchal influence significantly or partially affects their whole life and thus affects the desired result of women empowerment. Hence the general awareness programme especially on health, policies, national projects, politics, legal right etc, if linked with the schooling process may prove to be a beneficiary at the micro level with a proliferative implications.

Key words: Women empowerment, School, Rural, Role

Introduction

Empowering women to take part in the workforce is not a simple problem to solve. For many women, there are physical and psychological consequences for entering the workplace – harassment, discrimination, violence and shame. Moreover, women across the globe still require investment in basic health and education. A crucial part of the solution is getting resources for these working women to access, allowing them to thrive in their economic environments so that they may, in turn, foster the success of local communities.

In most of the cases women unlike their male counterpart are not well informed as well as well equipped to grab the minimum opportunities to navigate their career. The root lies in the basic stage of their socializing process, the schooling. There has been a huge enrolment in the primary and secondary education in rural Bengal in the last two decades. But in case of higher education, participation of women is significantly low. Only 7-8% of the total enrolment gets admission to colleges. Taking a cue from the recent policies framed by the government, it can be said that projects like Mid-Day-Meal, Kanyashri Prakalpa etc have become successful in restoring a little bit of nutrition and increasing attendance in schools respectively. The very idea of providing basic amenities and necessary information providing in school has worked a lot. Hence an approach has to be done to make the formal education more effective to achieve desired result in terms of women empowerment.

Objectives of the study:

This paper has tried to evaluate how much secondary and higher secondary education of West Bengal can contribute in paving path for women empowerment and gender inequality to enable them to be an agent of poverty reduction and sustainable development. This paper tries to investigate how far opportunities can be enhanced in providing information and exposure at the secondary or higher secondary level so that a huge number of mediocre students or the students who does not have access to higher studies may prove to be beneficiaries. More specifically the objectives are:

1. To identify the problems regarding women empowerment and gender equity in West Bengal.
2. To identify the role of schools regarding women empowerment and gender equity in West Bengal.

Research Methodology: -

Observation, Documentation and Analytical Research

The research work has followed the guideline with the help of discussions, seminars, sharing views, exchanges dialogue with common mass, rural and urban women, reports of Women Commission, Administration, Human Development, conversation with Women Activists, Social Workers and also with the help of opinion surveys. The project has interacted with different groups of people including students, house wives and non-government organizations.

Literature Review

Indicators of empowerment

Women empowerment is a complex issue with varying interpretations in different societal, national, and cultural contexts, the participants also came out with a tentative listing of indicators At the level of individual woman and her house-hold participation in crucial decision making processes extent of sharing domestic work by men extent to which women take control of her reproductive functions and decides of family size extent to which woman is able to decide where the income she has earned will be channelled to feeling and expression of pride and value in her work

self confidence and self esteem and ability to prevent violence. At social level increased number of women leaders at villages or micro-levels involvement of women in design development and application of technology participation of community program, productive enterprises, politics and art involvement of women in non-traditional tasks and exercising her legal right when necessary

Violence against women is rooted in discrimination and inequality, making it challenging to address. Men and women who have not had opportunities to question gender roles, attitudes and beliefs, cannot change them. Women who are unaware of their rights cannot claim them. Governments and organizations without access to standards, guidelines and tools cannot adequately address these issues. Once evidence accumulates and awareness grows, the potential for stopping all forms of violence does too. **Financial awareness:** Empirical evidence suggests financial literacy's positive impact on financial behaviour and financial status in a number of behavioural domains. Financially-literate individuals do better at budgeting, saving money, and controlling spending (Moore, 2003; Perry and Morris, 2005); handling mortgage and other debt (Campbell, 2006; Lusardi and Tufano, 2009); participating in financial markets (Van Rooij, Lusardi et al., 2011; Christelis, Jappelli et al., 2010; Yoong, 2010); and ultimately, successfully accumulating

wealth (Stango and Zinman, 2009). Other work has further demonstrated the link between financial status and other important aspects of household well-being, notably low financial status correlates with poorer physical, mental and emotional health outcomes for all household members. **Political awareness:** Empowerment of women as a concept is based on equal share of women in public life. They must be party to framing laws, policies and education and health plans. Social pressure and perceptions hold women back as their lives, all over the world, are centered on their families. In India, marriage continues to be the ultimate goal of girls. Unless their lives become more comfortable and more empowered within the institution of family, the chances of their reaching out to legal and constitutional provisions will remain negligible. But it is true that the percentage of women interested in political power has risen. However it does not appear that women vote necessarily for women's issues or women candidates. **Legal awareness :** In 2010 and 2011, the International Land Coalition (ILC) supported five community-based projects that aimed to promote the legal empowerment of rural women and address the issues hindering them. In West Bengal, the civil society organisation Swadhina (self reliant) worked to enhance legal awareness and a sense of gender justice among women from tribal and marginalised rural communities. Women in every walk of life need Legal Literacy. We also believe that men need these informations as much as women do in order to sensitize them. Legal Literacy should therefore be made part of the National Literacy Mission Programme. (Ms. Binamrata Rani is a Project Officer with Marg.) **Nutrition & Health awareness:** For women, from the stage of infancy and childhood to the stage of adolescent and reproductive phase the risk of malnutrition is the highest. There is a close link between the health of an adolescent girl who becomes a pregnant and lactating woman latter and the health of the infant child. The Infant Mortality Rate is 31 and Maternal Mortality Ratio is 145 (SRS 2007 - 2009). Macro and micro nutrients are needed for these special conditions but they are not available to the vast majority of women. These are very real issues of the very real world that we live in. Without addressing these basic needs we cannot think about any meaningful step towards social empowerment of women.

Gender discrimination

The problem of gender inequality and discrimination is interlinked with the differential rates of literacy of a particular locality, access to primary and basic education, health and nutrition indicators. The policy interventions of the West Bengal Government have had mixed effects in this regard. The beneficiaries of policy of land reform tended to aggravate gender discrimination. With respect to human security issues, women in West Bengal are in relatively better position than in other states of the country. Economic exclusion appears as one of the most significant problems for women in the state, which tends to have spill-over effects in other aspects of life. However, the trends in all of these variables are broadly in a positive direction, although the pace of change is not as rapid as could be desired.

Barriers to Empowerment in Rural West Bengal

In raising awareness of women's legal rights, Swadhina faced two major challenges. Firstly, women in the communities had very little participation in public spheres: Not only do they spend much time and energy responding to family needs, but they also face conditions such as rigid authoritarian spouse control, violence at home, social

expectations regarding motherhood, and unsafe community environments that limit their physical mobility. A second challenge was women's low levels of literacy, Ambitious expectations of quick and mass appeal have no basis in fact. How to make it possible for women to engage in empowering activities while they face a critical everyday survival is a real challenge.

The increased interest in empowerment comes at a time when structural adjustment policies are being implemented in many of the developing countries. There is strong evidence that these policies have had a negative impact on women in multiple dimensions of their lives, including education (Commonwealth Secretariat, 1989, and UNICEF, 1987).

Education and Empowerment

This collective learning, which draws upon the theory of social learning of Albert Bandura, has been argued to be one of the greatest benefits from participatory evaluations in education (Cousins and Earl, 1992). The rationale of learning that occurs in women's groups is the same. Empowerment can succeed only if it is a mode of learning close to the women's everyday experiences and if it builds upon the intellectual, emotional, and cultural resources the participants bring to their social space. The need for women to benefit from educational opportunities and considers that the "most urgent priority is to ensure access to, and improve the quality of, education for girls and women, and to remove every obstacle that hampers their active participation" (Inter-Agency Commission, WCEFA, p. 45). The importance of doing participatory and action research was underscored. It was considered important to organize workshops to train grassroots women to conduct participatory research where they could develop skills to critically analyze their existing conditions. The guiding principle, however, was to share the results with the women in a language and manner that was understandable to them. Interdisciplinary, multidisciplinary or cross disciplinary research is also a demand of the new era. Tools, strategy, data, information etc from the different disciplinary if combined correctly the desired outcome may be a step away.

Strategies

Formal education has substantial contributions to make to an improved gender, the fostering of positive gender identities through the curricula, the retraining of teachers to be gender sensitive, and the provision of nonsexist guidance and counseling. Community involvement through the arrangement of seminar and discussion in school premises may enhance the possibilities of spreading awareness. If the concept of empowerment is freely applied to changes that are only cognitive or psychological, empowerment would not necessarily have to be translated into a collective dimension. And in the case of women's transformation, it is imperative that social structures be rearranged

Conclusion

The cognitive component refers to women's understanding of their conditions of subordination and the causes of such conditions at both micro and macro levels of society. It involves understanding the self and the need to make choices that may go against cultural and social expectations, and understanding patterns of behavior that create dependence, interdependence, and autonomy within the family and in the society at large. School where more than 60% women of the total population spend sometime can be more informative to meet up their social and psychological need.

References

1. Bandopadhyay, Nripen (1995) ; Agrarian Reforms in West Bengal – An Enquiry into its Impact and Some Problems, Paper presented at Workshop on ‘Agricultural Growth and Agrarian Structure in Contemporary West Bengal and Bangladesh’, Calcutta, January, 1995.
2. Bureau of Applied Economics and Statistics (2002) ; Statistical Abstract, Kolkata.
3. Chatterjee, Biswajit and Dilip Kumar Ghosh (2001); In Search of a District Development Index, State Institute of Panchayats and Rural development, Kalyani, West Bengal.
4. Bhaumik, S.K. (2007) Diversification of employment and earnings by rural households in West Bengal. *Indian Journal of Agricultural Economics*, **62**(4): 585-606.
5. Department of School Education and Literacy, Ministry of Human Resource Development, Government of India, 2007
6. Hashemi, Syed M., Sidney Ruth Schuler, and Ann P. Riley, (1996), “Rural Credit Programs and Women’s Empowerment in Bangladesh.” *World Development* 24(4), pp. 635-653.
7. Kabeer, Naila, (2001), “Reflections on the Measurement of Women’s Empowerment”, in *Discussing Women’s Empowerment-Theory and Practice*, Sida Studies No. 3. Novum Grafiska AB, Stockholm.
8. Kumar, Prahlad and Paul, Tinku, (2004), “Informalization and Need for Gender Sensitive Statistics”, paper presented in a National Conference by Indian Political Economy Association on ‘Globalization, State and the Weaker Sections’ held at G.B Pant Social Science Institute on 11-12 June, 2004.
9. Women, Education and Empowerment: Pathways towards Autonomy edited by Carolyn Medel-Anonuevo Report of the International Seminar held at UIE, Hamburg, 27 January - 2 February 1993

A STUDY OF ACHIEVEMENT MOTIVATION AND ITS RELATION TO ACADEMIC ACHIEVEMENT

Jonaki Bhattacharya

**Assistant Professor, Department of Education, Rabindra Bharati
University, Kolkata, West Bengal**

ABSTRACT

In spite of an increased focus on education, a large proportion of people in many countries are still being denied its full benefits. In developing countries it is essential that all its resources are fully utilized because a large number of pupils suffer from poor achievement. It is the responsibility of every country to take the necessary steps to ensure their students maximize their academic potential. Mathematics is fundamental to national prosperity in providing tools for understanding Science, Engineering, technology and economics. Mathematics therefore is taught and constitutes important part of school curriculum till secondary stage Subject like Mathematics need more motivation to learn and understand the complexity of problem. It is much more important for parents and teachers to learn how to promote normal development than to master techniques for correcting distortions in the growth process Theinvestigator studied the relationship of academic achievement in mathematics of class X students in relation to achievement motivation. Researcher collected the information from randomly selected 75 students each from govt. and private schools .The obtained data were analysed following suitable statistical method. On analyzing the data positive and significant correlation was found between achievement in Mathematics and achievement motivation.

Keywords: academic achievement in Mathematics and achievement motivation

INTRODUCTION

Mathematics is a fundamental part of human thought and logic, and integral to attempts at understanding the world and ourselves. It provides an effective way of building mental discipline and encourages logical reasoning and mental rigor. In addition, mathematical knowledge plays a crucial role in understanding the contents of other school subjects such as science, social studies, and even music and art. Mathematics is a part of our human cultural heritage, and we have a responsibility to develop that heritage.

Mathematics is of central importance to modern society. It provides the vital underpinning of the knowledge economy. It is essential in the physical sciences, technology, business, financial services and many areas of ICT. It is also of growing importance in biology, medicine and many of the social sciences. Mathematics forms the basis of most scientific and industrial research and development. Increasingly, many complex systems and structures in the modern world can only be understood using mathematics and much of the design and control of high-technology systems depends on mathematical inputs and outputs(Smith,2004). Mathematical literacy is a crucial attribute of individuals living more effective lives as constructive, concerned and reflective citizens. Mathematical literacy is taken to include basic computational skills, quantitative

reasoning, spatial ability etc. These characteristics make mathematics an essential tool for the child and adult. The application of mathematics in a variety of contexts gives people the ability to explain, predict and record aspects of their physical environments and social interactions. It thus enriches their understanding of the world in which they live. Indeed the application of increasingly sophisticated mathematics in a growing range of economic, technical, scientific, social and other contexts has had a profound influence on the development of contemporary society. Mathematics education should seek, therefore, to enable the individual to think and communicate quantitatively and spatially, solve problems, recognize situations where mathematics can be applied, and use appropriate technology to support such applications. If the individual is to become an informed and confident member of society he/she must be enabled to deal effectively with the varied transactions of everyday life and make sense of the mass of information and data available through the media. It should be recognised that mathematics is an intellectual pursuit in its own right, a source of fascination, challenge, and enjoyment. The exploration of patterns and relationships, the satisfaction of solving problems, the appreciation of designs and shapes and an awareness of the historical and cultural influences that have shaped modern mathematics can contribute to the learner's enthusiasm for the subject.

In cognitive theory, motivation serves to create intentions and goal seeking acts (Ames,1989). Motivation is a pivotal concept in most theories of learning (Weiner, 1990). It is what makes students engage with different tasks and put more effort into understanding tasks and the ideas in them. Having a strong will to pursue a particular course calls for a strong reason as to why a student would spend time and effort on it (Covington, 1998).

Achievement motivation in particular is highly relevant to learning. Motivation to achieve is a function of the individual's desire for success, expectancy of success, and the incentives provided (Dornyei, 2001). Keller (1983), presents a strategy that encompasses four components of motivation: arousing interest, creating relevance, developing an

expectancy of success, and producing satisfaction through intrinsic/extrinsic rewards. Murray's concept of need for achievement was extended by McClelland and others who founded the classical achievement motive research (cf. McClelland et al., 1953). According to McClelland and colleagues need for achievement is the result of an emotional conflict between the hope to approach success and the desire to avoid failure. Hope for success, on the one hand, is associated with positive emotions and the belief to succeed. Fear of failure, on the other hand, is related to negative emotions and the fear that the achievement situation is out of one's depth. The balance of these two motives is thought to determine the direction, intensity, and quality of achievement-related behavior. Need for achievement according to McClelland's is measured by describing affective experiences or associations like fear or joy in achievement situations. Like Murray's need for achievement conception, hope for success and fear of failure are also thought to possess omnibus importance in achievement-related behaviors and are thus operationalized in a domain-general manner, i.e., referring to general achievement

situations such as problem solving. McClelland's and Murray's conceptions differ with regard to at least two points. First, McClelland's conception of need for achievement acknowledges that achievement situations are not only characterized by the need or the hope to achieve (as in Murray's conception) but also by the possibility to fail. Second, in contrast to Murray's conception of need for achievement McClelland strongly underlines the affective components of achievement situations. Therefore, need for achievement is to be assessed.

The Need to Achieve

All students are influenced by a need to achieve. It causes them to want to be successful at what they attempt. But each student is affected to different degrees. For some students, the desire to achieve overwhelms other factors that could cause failure, such as; lack of skills, lack of experience, lack of ability, or lack of time. The individual does whatever it takes to work through or eliminate these setbacks (Atkinson, 1974). Studies conducted by Atkinson (1999) showed a percentage of students will work hard to achieve a task they do not enjoy, solely to maintain their high grade point average or high class rank. This reflects back on the student's attitude toward success. Those students who hold a high attitude of success work hard to achieve success, regardless of the task. High achievement motivation and high achievement may be associated with normal perfectionism (Accordino et al, 2000). Haasen and Shea (1979) state, "If we accept the notion of intrinsic motivation, it implies that there is a powerful potential for self – actualization within each of us" (p. 94). This potential is based on the intensity of our need to achieve, as well as our enjoyment of achieving. Students who are intrinsically motivated participate in learning activities for their own sake; they desire the outcome. They do not need rewards or praise; they find satisfaction in knowing that what they are learning will be beneficial later. They want to master the task, and they believe it is under their control to achieve mastery. The work may reflect personal interest or be a new challenge. "Academic intrinsic motivation has been shown to be positively and significantly related to students' achievement and perception of their academic competence, and inversely related to their academic anxiety" (Eskeles-Gottfried, Fleming, Gottfried, 1998, p. 1448). Extrinsically motivated individuals are those who participate to receive a reward or avoid a punishment, they typically do not want to do the task and believe that it is out of their control on whether they succeed or not. If they do the task, they expect some sort of gain other than knowledge, such as praise, rewards, or avoiding punishment (Keefe and Jenkins, 1993). A person's expectations about their life are very powerful, and a person's attitude is determined by their expectations contends Tracy (1993). Expectations have a great influence on ones personality. Attitude is shown by the way one reacts when under pressure. A positive attitude allows a person to respond constructively. Individual expects the best from himself, expect to succeed. A negative attitude may contain self-limiting beliefs, which will reflect on how he handles, or feel she can handle certain situations. He may expect to do poorly or to even fail. . Our self – image determines how or if we do certain things states Murphy (1996,p. 69). Simon (1988) adds, "You need to believe in yourself. If you think that you can do no better, then that thinking will limit you. If you believe that you can, you will succeed, if you do not believe you can, you will fail (p. 44). Successful people are confident, enthusiastic, and remain positive and optimistic. They expect to succeed. "Individuals with strong self – efficacy are less likely to give up than are those who are paralyzed with doubt about their

capabilities” (Alderman, 1999, p. 60). Unsuccessful people often lack confidence and are negative and pessimistic, they rarely expect success. In fact, they expect to fail. “Everything that happens to you, everything you become and accomplish is determined by the way you think, by the way you use your mind” (Tracy, 1993, p. 59). Our self-esteem and how competent we feel is what causes certain behaviors and establishes certain goals. Some people like to try new experiences and set more challenging goals, others prefer to stay in their comfort zones and be happy with what they know they can accomplish. But it is all based on our view of ourself (Haasen and Shea, 1979)

LITERATURE REVIEW

Sinha, N.C.P. (1970) made a study on *Need for achievement and academic attainment*. It was found that need achievement as measured by Mc Clelland’s test of need achievement, was significantly and positively correlated with academic attainment.

□ In a comparative study of certain psychological characteristics of the over and under achievers in higher secondary schools. Bhaduri, A. (1971) found that (a) Overachieving students tended to be less anxious than the underachievers. (b) The group difference was in favour of the overachievers on social service and outdoor interest, while as musical interest and achievement motivation of this group were found to be lower than those of their underachieving peers. (c) The overachievers showed higher scores on study habits, attitude towards school, religion and cultural background. (d) The underachievers on the contrary tended to have a higher socio-economic status, a more congenial home condition and more of leisure time activities. (e) The over and underachievers within each subgroup sample differed on one or more of the twenty-six variables under study.

Some factors relating to underachievement in English of secondary school pupils. Abraham, M. (1974) found that (a) The achievement level was associated with attitude towards English, personal adjustment, social adjustment and socio-economic status. (b) There was greater proportion of normal achievers among girls as against boys. (c) Underachievement was more frequent in rural schools and over-achievement in urban schools. (d) Overachievers were proportionally more in private schools than in Govt. schools. (e) Underachievement was more in higher age group and over-achievement was more in lower age group. (f) The factor pattern of the total sample was significantly different from the factor pattern obtained for the underachievers and the overachievers, whereas it was highly comparable with the pattern obtained for the normal achievers.(g) The three factors obtained were scholastic disposition, general adjustment and social stimulation which counted for variance of both the general group and the normal achieving group. (h) For the achievers only linguistic disposition and general adjustment were needed to account for total variance. (i) For underachievers, group adjustment socio-personal adjustment and scholastic disposition were found to be the factors responsible for explaining total variance;

Seetha, B.C. (1975) in a study *An Inquiry into the psychological and social factors affecting academic achievement.* found that (a) High achievers possessed superior intelligence when compared with low and non-achievers. (b) Study habits had a positive relationship with academic achievement, in that high achievers possessed good study habits while as low achievers had poor study habits. But in case of achievers and non-achievers there was no significant relationship between academic achievement and study habits.(c) Greater need achievement was found in case of high achievers than low and

non-achievers. (d) Non significant relationship existed between interest and academic achievement, social adjustment and academic achievement. *The major findings of A study of Academic underachievement among Students* by Beedawat, S.S. (1976) are (a) The intensity of incidence of underachievement was more or less uniform in the urban and rural areas. (b) The incidence of underachievement was higher in science group. (c) The proportion of underachievement among girls was larger than that among boys. (d) Very few of the underachievement were found to be out going. Seventy five percent of the students among underachievers possessed average emotional stability. (e) About 40% of students were found to be possessing qualities like impulsively lively and gay enthusiastic. □ Krishnan (1977) conducted a study on non-intellectual factors and their influence on academic achievement. The results indicated that parents educational status had significant influence on the academic achievement of their children. *A comparison of high achievers' and low achievers' attitudes, perceptions and motivations* by D. Betsy McCoach (2001). It was found that (a) High achieving students exhibit more positive academic self-perceptions, motivation/self regulation, goal-valuation, attitude toward school, and attitude toward teachers than low achieving students. (b) However, academic self-perceptions and motivation/self-regulation appear to be stronger predictors of academic achievement. Ellekkakumar, B. and Elankathirselvan, N. (2001) in his study *Achievement Motivation of Higher Secondary Students and their Achievement in Physics* found that There was no significant difference between the students studying in Tamil medium and the students studying in English medium. The positive correlations were found between the achievement related motivation and achievement marks in Physics in respect of (a) girls, (b) students studying in Tamil medium. This study can be extended in other districts. *Academic Achievement in Relation to Socio-economic Status, Anxiety Level and Achievement Motivation: A Comparative Study of Muslim and non-Muslim School Children of Uttar Pradesh* by Alam, M.M (2006) it was found that Significant positive relationship has been witnessed between socio-economic status and academic achievement, negative relationship exists between anxiety and academic achievement, positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children. Ali Riasat, Akhtar A. *et al.* (2011) in a study *The impact of motivation on students' academic achievement in mathematics in problem based learning environment* found that there was a significant difference in achievement of mathematics students' taught and motivated using problem solving method and those taught with routine method. The investigator with this background of research reviewed all such studies, as have been conducted in the concerned field was made an attempt to find out the relation between achievement motivation and academic achievement in Mathematics.

TERMS DEFINED

Academic achievement –

Achievement is the ability of an individual to successfully apply learned skills in authentic situations, become a life-long learner, independent thinker and a productive member of the society in which we live, work and create.

Academic achievement or (academic) performance is the outcome of [education](#)— the extent to which a student, teacher or institution has achieved their educational goals.

Achievement motivation-

Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953, pp.76-77)

Intentional actions are usually considered the prototype of all acts of will. Theoretically, a complete intentional action is conceived of as follows: Its first phase is a motivation process, either a brief or a protracted vigorous struggle of motives; a second phase is an act of choice, decision, or intention, terminating this struggle; the third phase is the consummatory intentional action itself, following either immediately or after an interval short or long. (Lewin, 1926, reprinted in 1999, p. 83)

OBJECTIVES OF THE STUDY

The objectives of the study were as follows :-

- (i) To make a comparative analysis of achievement motivation of boys and girls of govt and private schools of secondary students .
- (ii) To find out the relationship between achievement motivation and academic achievement in Mathematics.

HYPOTHESES

H1 There is a significant gender difference in achievement motivation in Mathematics.

H2 There is a significant difference in achievement motivation in Mathematics. between the students of govt and private schools

H3 There is a significant relationship between achievement motivation and academic achievement in Mathematics.

DELEMITATION OF THE STUDY

- i) Area : The study was delimited to urban areas of North 24-Pargnas of West Bengal.
- ii) Sample : 150 students (boys and girls) of X standard of govt and private schools were taken as sample by random sampling

TOOLS

- i) Achievement Test in Mathematics prepared by the investigator was administered to collect the data of academic achievement in Mathematics.
- ii) Achievement motivation test by Prayag Mehta was used to obtain the scores of achievement motivation.

RESULTS AND ANALYSIS OF DATA

The results of the study are shown in following tables :

Table 1 : Comparison of achievement motivation (Boys and Girls, Students of govt. and private school)

Variables	N	Mean	SD	t-value	Significance
Boys Girls	88 62	98.72 97.95	7.31 6.07	0.69	Not Significant
Govt. school Private school	75 75	98.96 97.85	6.95 6.67	1.0	Not Significant

Table 1 clearly shows that boys and girls, students of govt. and private schools do not differ in their achievement motivation, significantly. But high mean score of boys shows that they are better in their achievement motivation score than girls. This might be due to more career consciousness of boys than girls. On the other hand govt. school students are better in achievement motivation mean score than students of private school. This may be due to the fact that the students belonging to govt. school mostly belong to economically weaker section and they might be considering academic success and vocational achievement as a source of improving their status in the society.

Table 2 : Correlation between achievement motivation and academic achievement in Mathematics

Types of school	variables	N	r	Significance
Govt.	Achievement in Mathematics Vs Achievement motivation	75	0.28	Significant
private	Achievement in Mathematics Vs Achievement motivation	75	0.44	Significant
Both govt and private	Achievement in Mathematics Vs Achievement motivation	150	0.32	Significant

Table 2 clearly shows that correlation between achievement in Mathematics and achievement motivation of overall (150) students found to be significant at 0.01 level. In case of govt and private school secondary students, there is a significant correlation between academic achievement in Mathematics and achievement motivation.

CONCLUSION

The results reveal that highly motivated students perform better academically than the lowly motivated students. This finding corroborates that of Bank and Finlapson's (1980) finding who stressed that successful students have significant higher motivation for achievement than unsuccessful students. Similarly, the report by John (1996) that academic achievement is highly correlated with student's motivation lends a good support to the present findings. Adolescents with high achievement

motivation exhibited enhanced achievement than their counterparts. Therefore, adolescents who belong to low achievement motivation group should be provided proper learning facilities and motivated by the teachers and parents so that they can excel in their studies. Such students should be given proper motivation by the school authorities and parents.

REFERENCES

- Alderman, M. K. (1999). *Motivation for achievement*. Mahwah, NJ: Lawrence Erlbaum.
- Ames, C. (1992). Classrooms: Goals, structures and student motivation. *Journal of Educational Psychology*, 82(3), 261-271.
- Atkinson, J. (1974). *Motivation and achievement*. Washington, D. C.: V. H. Winston and Sons.
- Atkinson, J. & Feather, N. (1966). *A theory of achievement motivation*. New York: Wiley and Sons.
- Bank, C. and Finlapson, W. (1980). *Successful Motivation of Students in Academic Activities in* McClelland, D.C. Appleton-Century-Crafts
- Bar-Tal, D., Frieze, I., and Greenberg, M. (1974). *Attributional analysis of achievement motivation, some applications to education*. Chicago, IL: American Educational Research Association Annual Meeting. (ERIC Document Reproduction Service Number ED 087 976)
- Covington, M. V. (1998). *The will to learn: A guide for motivating young people*. Cambridge, England; Cambridge University Press.
- Deci, E. L., & Ryan, R. M. (1987). The support of autonomy and the control of behaviour. *Journal of personality and Social Psychology*, 53, 1024-1037.
- Dornyei, Z. (2001). *Teaching and researching motivation*, (pp 18-41). New York, Longman.
- Hardre, P. L., & Reeve, J. (2003). A motivational model of rural students' intentions to persist in, versus drop out of, high school. *Journal of Educational Psychology*, 95(2), 347-356.
- Johnson, J. O. (1996). *Child Psychology*. Wusen Press Limited. Calabar, Nigeria
- Keller, J. (1983). *Motivational design of instruction*. In C. Reigeluth (Ed.), *Instructional design theories and models*. Hillside, NJ: Erlbaum.
- Mavropoulou, S., & Padelidou, S. (2002). Teachers' causal attributions for behaviour problems in relation to perceptions of control. *Educational Psychology*, 22(2), 191-201.
- McClelland, D. C., Atkinson, J., Clark, R., & Lowell, E. (1953). *The achievement motive*. New York: Appleton-Century-Crofts
- Murray, H. (1938). *Explorations in personality*. New York: Oxford University Press
- Oates, G. (1999). *The case for learning in tertiary mathematics*. Mathematics Education Units Reading, The University of Auckland.
- Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research, and applications*. NJ, USA: Pearson Education, Simon, S. (1988). *Getting unstuck*. New York: Warner Books.
- Slavin, R. E. (1990). Achievement effects of ability grouping in secondary schools: A best evidence synthesis. *Review of Educational Research*, 60(3), 471-499.
- Weiner, B. (1985) *An attributional theory of achievement motivation and emotion*. *Psychological Review*, 92, 548-573.

ROLE OF LEARNING AND TEACHING STYLES IN TEACHING –LEARNING PROCESS AT ELEMENTARY LEVEL

Dr. Neeti Dutta¹ & Indrajeet Dutta²

¹ & ² Assistant Professor, College of Teacher Education, Maulana Azad National Urdu University

MHK-IT campus Rafiquia School Road, Near Noor Mahal, Bhopal - 462001

Mail Id- indraneet@gmail.com, tanudutta37@gmail.com

Abstract:

In the last 30 or 40 years, a number of educators have proposed that teaching would be more effective if faculty members took account of differences in students' learning styles. A number of different conceptions of learning styles have been proposed, each with some plausibility. Probably the most widely accepted and best validated is deep processors vs. surface processors based upon the levels of processing theory developed by Craik and Lockhart (1972). Deep processors think about the author's purpose and relate a reading assignment to prior knowledge; surface processors read with little thought. Another well validated style is "field dependent" vs. "field independent" (Witkin and Goodenough, 1981). In addition to these, there are also ten or twelve less well validated attempts to describe differing styles of learning. Probably the most over-generalized and misused has been "right-brain dominant" vs. "left-brain dominant. Regardless of their validity, any of these methods may have heuristic value for faculty development by drawing attention to the fact that learners differ and that we need to take account of these differences in teaching. Too many teachers think of students as a featureless mass; too many rarely vary their teaching methods, thinking that the method by which they were taught is best for everyone. A method appropriate for most students may be ineffective for other students who could learn more easily with a different approach. Methods of teaching (e.g., graphic or verbal), ways of representing information, and personality characteristics of teachers- all affect learning and affect different learners differently. Thinking about learning styles can lead a teacher to think about different ways of teaching, and that is good. An effective teacher needs to vary techniques and to have an armamentarium of teaching methods and learning activities that can be drawn upon from moment to moment or from week to week to facilitate maximum learning for as many students as possible. Nonetheless, as in most things, there are potential undesirable side effects from the use of learning style concepts. Probably the most serious is that styles are often taken to be fixed, inherited characteristics that limit students' ability to learn in ways that do not fit their styles. Thus, some teachers draw the implication that they must match their teaching to the student's particular style, and some students who have been labeled as having a particular style feel that they can only learn from a certain kind of teaching. Learning about learning styles may be helpful to teachers who have not previously thought seriously about differences among students. Where they go awry is when teachers become so committed to a particular set of learning style categories that they miss individual differences and changes over time. The present paper discusses the various kinds of model and theories of learning style like diverger, assimilator, converger, or accommodator as described by Kolb, based on brain mode function, perceptual learning style as given by Reid and others. This paper will also discuss the learning style in references to language learning specially the English.

Introduction

Teaching and learning styles are the behaviors or actions that teachers and learners exhibit in the learning exchange. Teaching behaviors reflect the beliefs and values that teachers hold about the learner's role in the exchange (Heimlich and Norland 2002). Learners' behaviors provide insight into the ways learners perceive, interact with, and respond to the environment in which learning occurs (Ladd and Ruby 1999). Over the years, questions about the congruence of teaching and learning styles and the potential for flexibility in their use have surfaced: Do the teaching styles of teachers match students' learning styles? Can individuals learn effectively when instructional delivery does not match their preferred learning style? Can teaching and learning styles be adapted or modified?

Research supports the concept that most teachers teach the way they learn (Stitt-Gohdes 2001). Since a great many teachers have experienced academic success in learning environments that were instructor centered and relied heavily on lecture, it is understandable that their preferred style of teaching, at least initially, would be to repeat "what worked with them." Typically these teachers are field independent, that is, they are more content oriented and prefer to use more formal teaching methods, favoring less student involvement and more structured class activities (Hayes and Allinson 1997; Pithers 2001). This style works especially well for field-dependent students who want to be told what they should learn and given the resources to acquire the specified body of knowledge or skills. This may be why most training is provided through instructor-led classrooms in the corporate environment (Caudron 2000). This strategy can be effective when employees are highly motivated to learn specific content that is relevant to their careers. However, instructor-centered training is not as effective when training involves context—the "physical, emotional, and intellectual environment that surrounds an experience and gives it meaning" .

One reason instructors are led to teach the way they learn is that they are not skilled in adult learning theory. This is especially true for trainers who have little education about and understanding of adult learning principles. Classroom teachers who are skilled in adult learning principles and have experience with theories about student-centered learning and constructivism are more likely to adopt student-centered instruction (Stitt-Gohdes, Crews, and McCannon 1999), even if it is not the way they learned or prefer to learn. These teachers have broad views of how teaching can occur and strong beliefs about the need to engage learners in the learning process. They are aware of the changing demographics of classrooms and the influence of technology on students' ways of learning (Glenn 2000; Stitt-Gohdes 2003). They are more likely to substitute self-directed learning opportunities and interactive learning environments for the traditional lecture and make use of "varied resources to create personally meaningful educational experiences" (Glenn 2000).

What is Learning Style?

Learning styles refer to the different ways that different people are best able to learn new information. The idea of different learning styles has come from extensive psychological research, determining how people receive new information, code that information mentally for storage, and then recall that stored information at a later time. While traditional forms of [education](#) have only focused on one or two different learning styles, newer approaches to education have introduced a greater focus on utilizing multiple learning styles to ensure that different students can learn as effectively as possible. Learning emphasizes the fact that individuals perceive and process information in very different ways. The learning styles theory implies that how much individuals learn has more to do with whether the educational experience is

geared toward their particular style of learning than whether or not they are “smart.” In fact, educators should not ask, “Is this student smart?” but rather “How is this student smart?” As the learning style is related to individual characteristics and preferences, learning styles reflect the students’ preferences on how they perceive the environment, interact with this environment, react and experience learning in this process. When individual learning styles are determined, both the kind of the teaching environment they need to be in and the way to precisely determine the issues to be learned inside and outside of the class may be raised. When the lessons are taught by taking into consideration the individuals’ learning styles; their interests and successes increase considerably. What is important here is that learning styles are neither better nor worse than each other. If a teacher keeps this matter in mind, s/he can turn this difference into an advantage.

Different Learning Styles in Children

One of the primary considerations you have to deal with as a parent and a home schoolteacher is your child's learning style. Not all learning programs are suitable for all students because of their individual preferences and behavior. It is crucial for you to understand that each child has a unique learning style that should be the basis for an effective home education program. Different learning styles require different approaches and techniques. Unlike traditional educational approaches that make use general concepts, modern learning methods focus on a student's specific behavior, as well as his or her skills and weaknesses. Developing a comprehensive program based on your child's learning behavior will enable you to maximize your child's potentials while improving on other aspects that need your attention. **In a nutshell, there are three main learning styles:** Visual Auditory and Kinesthetic. These general categories exhibit unique features that can sometimes change depending on environmental factors like a child's upbringing and relationships with other people.

Visual Style: It is estimated that 80 percent of what we learn is through our vision. From an early age, a child acquires valuable information about his surroundings through his or her eyes. Because of this fact, normal schooling makes use of methods that favor visual learners. Children who are primarily visual learners tend to get information through reading books. They can also learn more from pictures and other visual materials. If you notice that your child is tidy and organized in their learning habits, then he might be a visual learner. Students of this style are drawn to paintings, crafts, and other arts. They also have a wonderful sense of imagination and are known to be very creative. If you have a child like this, you may want to keep him enrolled in a regular school. You can however, give your child a better chance at maximizing their inborn skills and enroll them in home schooling. A program can then be developed to cater to your child's forte and utilize their potential. Visuals are the most common way of identifying and learning things. A child who is a visual learner will enjoy reading or looking at books and pictures. Visual learners also like to solve puzzles. Such children struggle to remember information they can't picture in their mind. However, visual learners are also prone to get distracted, because they tend to lose focus the moment they see something more visually interesting, in their vicinity. It is important to minimize the visual distractions while teaching such children. If possible, write down or demonstrate things to draw the attention of a visual learner.

Auditory Style: For some children, their sense of sound allows them to gather large volumes of information and have them processed accordingly. A child is most probably an auditory learner if he or she is good at listening to instructions and is very sensitive to variations in spoken words. They excel in gaining knowledge from conversations and lectures. Because listening requires more concentration than seeing, students of this learning style can be more discerning. They are usually more attentive in class and

can distinguish different ideas just by listening to them. Because information revealed through speaking is not usually recorded accurately in class, the memory capacities of auditory learners exceed those of visual learners. Children of this type also enjoy studying with music in the background.

For them, sounds provide the best medium of instruction. Unlike other students, these kinds of learners do not get bored easily with teachers who are fond of lectures. If your child is an auditory learner, he or she can also be creative and have an imaginative mind. Without relying heavily on visual models, auditory learners become skilled at interpreting information and reproducing them using their own understanding. Students of this classification often stand out in college because they enjoy class lectures and find listening to teachers a rewarding activity.

However, because regular schools favor visual learning, auditory learners can find it hard to gain useful education from them. As a result, many students have to enroll in home schooling programs to enhance their skills. Home schooling can be programmed in such a way that it gives auditory learners the opportunity to learn using a medium they are familiar with and find no faults with. If you think that your child is of this learning style, then you may want to find a suitable program that will help you and your child develop his potential without sacrificing his listening skills.

Kinesthetic Style: A child who has a kinesthetic learning style cannot just sit still and wait for information to be given. They surpass in finding out things for themselves without any needs for guidance. Explorers at heart, kinesthetic learners are known to be quite active even before a lesson proper. Their natural curiosity drives them to make new discoveries, making it hard for regular schools to limit their movement. Children of this learning style are often mistaken to be rowdy and undisciplined. That however, is a grave misconception. Kinesthetic learners always seem to be moving around because they see their surroundings differently. For them, the world is just a huge playground full of wonderful things they want to discover and explore. Your child is probably a kinesthetic learner if he or she is fond of tinkering with toys, trying to find out how they work. They are also quick learners, especially when left alone to examine a particular object. These children can quickly put one and one together and have a great capacity to understand complex processes and procedures. A student who exhibits this particular learning behavior is always at the forefront of experimentation and exploration. They excel in discovering how machines operate and how a process works. Students of this particular behavior are more of doers than thinkers. If your child shows an extreme fondness of taking things apart to discover how they function, you should consider home schooling. They should be given the opportunity to excel in their studies using their natural skills.

Learning Outcomes Occur When Teaching Style Matches Learning Style

Much research supports the view that when students' learning preferences match their instructor's teaching styles, student motivation and achievement usually improve (Miller 2001; Stitt-Gohdes 2003). However, many of these studies look at the achievements of high school students, not adult learners. Other studies show that matching teaching and learning styles is not an effective determinant of the best arrangement for adult basic skill learners, primarily because learning style may differ according to age and situational factors such as the type of class or subject being studied (Spoon and Shell 1998). Hayes and Allinson (1997) found that the matching of teaching/learning styles is more beneficial to vocational students who are field independent--those who prefer more autonomy and less personal interaction, and that mismatching is more beneficial for field-dependent students—those who prefer more guidance and structure. "This may be because field-dependent students benefit from the structure that field-independent

teachers typically provide" (Hayes and Allinson 1997). However, because most vocational classes are composed of students who have different style preferences, teachers need to adopt a flexible approach to their instructional practice so that their ultimate approach is integrated (Nuckles 2000; Pithers 2001). David Kolb, who is credited with initiating the learning style movement, notes that "it is more effective to design curriculum so that there is some way for learners of every learning style to engage with the topic, so that every type of learner has an initial way to connect with the material, and then begin to stretch his or her learning capability in other learning modes" (Delahoussaye 2002).

Can an Individual's Approach to Learning Be Modified?

Because learning is an ongoing process, occurring over the span of one's lifetime and delivered by a variety of instructors with a variety of teaching styles in a variety of situations, learners need to be able to adjust their cognitive styles. They need to become better all-around learners by "investing extra effort in underdeveloped or underutilized styles" (Delahoussaye 2002). Pithers (2002) reports on studies by Rush and Moore that explore the feasibility of promoting learner adaptability through training. These researchers discovered that students whose cognitive styles were more field dependent were able to change the strength of their style through training, which suggests that cognitive style may be a flexible construct and malleable over the long term. These views were also noted by Hayes and Allinson (1997), who contend that "exposing learners to learning activities that are mismatched with their preferred learning style will help them develop the learning competencies necessary to cope with situations involving a range of different learning requirements".

Can a Teacher's Approach to Teaching Be Modified?

"How educators select their teaching strategies and implement techniques is a function of their beliefs and values regarding the methods and can be modified to fit within the unique belief system of the educator. The manner in which any method, whether lecture or game, discovery-based learning or discussion is used within a learning event is the choice of the educator and should be a reflection of his or her philosophy" (Heimlich and Norland, 2002). Thus, before teachers can attempt to develop more flexible teaching styles, they must be receptive to the idea of change, beginning with a change in their beliefs about the students' role in the learning environment. Being student centered engages teachers in a humanistic approach to education in which they function as facilitators of learning (Nuckles 2000). Teachers who desire to be more students centered must be aware of the kinds of learning experiences that students most value, as these may differ depending on the learners' particular stages of development, age, and gender (Spoon and Schell 1998). In studying a group of international students in a business administration program, Ladd and Ruby (1999) found that of primary interest to students was establishing warm personal relationships with their instructors. Their preferred style of learning was to have direct contact with materials, topics, or situations being studied. Knowing this type of information can help instructors develop course structures that provide a better fit between instructional goals and students' learning style preferences (Stitt-Gohdes 2001). Pratt (2002) presents five perspectives on teaching and urges teachers to use these perspectives to identify, articulate, and justify their teaching approaches rather than simply adopting one practice or another.

- **Transmission:** Teachers focus on content and determine what students should learn and how they should learn it. Feedback is directed to students' errors.

- **Developmental:** Teachers value students' prior knowledge and direct student learning to the development of increasingly complex ways of reasoning and problem solving.
- **Apprenticeship:** Teachers provide students with authentic tasks in real work settings.
- **Nurturing:** Teachers focus on the interpersonal elements of student learning-listening, getting to know students, and responding to students' emotional and intellectual needs.
- **Social Reform:** Teachers tend to relate ideas explicitly to the lives of the students.

How to teach children by using learning style?

Children cannot learn at once and teachers need to make study interesting so that playing and learning seems to be the same. Learning Style or test means learning in different ways by using preferable approaches to give new information to children. Many teachers apply methods of using pictures and stories in a natural way to attract children towards study. Children's mind is like "*tabula rasa*" that can receive everything the way you convey them. Some of them cannot get new concepts easily on the other hand few learn quickly without repetition of words. Students may face problems in listening, speaking, reading and writing (LSRW) skills of learning. Your teaching should include all types of methods provides a stimulus to the brain without burdening them. **Different learning style test for children:** **Story telling:** Teachers can teach through story telling by putting imaginary characters, real ideals in the history or can use students name to create more interest.

Diagnostic test: In diagnostic test the teacher knows about students' linguistic, phonological and grammar by either taking a test or giving them a paragraph to read loudly in the class. Like in medicine, doctors report symptoms of patient to make a diagnosis; here teacher analyzes major weaknesses of their students. Teachers also use drills methods like repetition and mugging up in the class.

Remedial teaching: One can go through Remedial teaching after completing diagnostic test. Here major defects of learning are detected and given an extra stroke of instruction between regular teachings. Students' rare and ignored faults are noticed and given a polished look. For e.g. the use of articles can be a part of remedial teaching if the students wrote words like – a sun (the sun), a university (a university), the John (John) etc.

Teaching through playing: Playing is a part of tactile learning process, as play becomes one of the mediums of learning, thus creating a social inclusive environment for learners. We have manipulative, block, sand and water plays to teach them develop their creativity. Role-playing is a psychotherapy method that generates live acting, establishment of situation, stopping and acting of characters ends. It gives a lot of fun and conveys morals to children.

Learning Styles and Teaching strategies

In today's world, it is important that in primary and secondary schools they develop skills and learn and master skills so that they have the necessary skills, personal development, communication and social skills to contribute to society. The teachers play a crucial role in developing their learning ability and to enhance learning outcomes so that they develop their full potential as well contribute to personal development. That is teachers must consider their impact on learning by examining their teaching strategies continually and professionally develop their teaching skills to improve learning outcomes of all students.

Learning styles of students play a crucial role with other factors, which determines to some extent the ability of teachers to improve students learning outcomes continually. In a class, students learn differently and they have their own styles of learning. For example, some learn by visual methods, some learn by verbal means, some students learn by doing hands on activities, as well some students use multiple methods of learning, some students learn by listening to music and some students learn by doing project

work and solving real world problems. So if teachers only use lecture method only a few students will be interested to lean and others may not be interested and motivated to learn and there fore may be involved in disruptive behavior in class. In effect, teachers must consider learning styles of students in developing teaching strategies and class room activities to motivate students to learn and use a variety of teaching strategies to enhance learning time. As well, teach students how to learn effectively as well as improve their thinking skills and problem solving skills. In addition teachers can improve social skills and collaborative learning in class.

They must continually get feedback from students so that they can continually change their teaching strategies and cater to students' prior knowledge in a subject and to cater to students' interests and learning style differences particularly students come from different socio-economic background and have different ability and they come from diverse cultural backgrounds. That is, they must be aware of the impact of culture on how students learn and must incorporate this knowledge in to their teaching strategies, assessment methods, activities in class and above all to watch for the cultural norms and give respect to their values and beliefs. That is, the teacher must consider the viability of student centered teaching methods rather than teacher centered teaching methods in such circumstances.

As discussed above, it is obvious that learning styles are an important variable, which affect how students learn and the teaching strategies must be in tune with the learning styles to improve learning outcomes and the teacher must be a facilitator and mentor for students learning rather than instructing students to learn and use lecture method and text book activities alone in teaching students to learn. In most classes, this method of teaching is in effective in improving learning outcome of all students. However, they may work in some circumstances. There fore, teachers must consider the role learning styles play on learning and its impact on learning outcomes and motivation of students and concentration in class activities as well as behavior. That is, they must develop teaching strategies to account for differences in learning styles and develop class activities, which relates to their interests and prior knowledge and cultural norms. In doing so, teachers can definitely succeed in their effort to improve students learning outcomes of all student as well teach them how to learn effectively.

The Learning Styles Discipline Wise

How many ways are there to learn about a subject? According to the latest findings by several leading psychologists, there are seven specific types of learning styles. This means that in order to maximize learning advantages, you must define the type of learner that you have, and cater the lesson to that particular learning style. For example, if your child is primarily a linguistic learner, you could incorporate several novels into your curriculum. You could encourage short stories to explain scientific developments, or allow the student to rewrite a difficult math problem into a story problem. If he/she is primarily logical, you will want to emphasize charts, tables, and diagrams. Venn diagrams work well with a logical learner.

1. **Linguistic:** This type of learner loves to read, write, and tell stories. They tend to memorize places, dates, names, and trivia very easily, and are always mesmerizing you with their incredible tales. They have a remarkable ability to repeat back everything you have ever told them, word for word. Encourage their creativity, and do your best to distinguish between the truth and exaggeration (it is all well intended). These students learn best by saying, hearing, and seeing words.

2. **Logical:** This child is very mathematically inclined. They enjoy solving problems, particularly if they are math related. They are similar to Dr. Spock, on Star Trek, in that they are very logical, straight-forward types of learners. They will plague you with questions on how things work, how things relate to one another, and why things are here. Their favorite toys as young children were likely building blocks,

and pattern puzzles. Answer their ongoing questions with as much patience as you can muster, and know that one day they may likely become an engineer. This type of student learns best by categorizing, classifying, and working with abstract patterns or relationships. Ask them to make a chart or to show relationships between different items. For example, "What kind of effect does the El Nino have on the stock market?". They will not only come up with an answer, but they will be able to explain the process and developmental stages of the relationship.

3. **Spatial:** These are the visualizers. They spend most of the day dreaming, watching movies, and staying as far away from reality as possible. If they seem particularly "down", asking them to draw a picture will get you much further into the nature of the problem, than asking them to tell you about it. Allow them to develop their senses and their natural artistic abilities. They are very good at working with colors and pictures, and using the "mind's eye". Allow them to play a couple of educational computer games, such as Civilization or the Oregon Trail, or to daydream under a tree. They could be hard at work thinking about a particular problem, but have yet to put it on paper. These types of learners are very artistic, although they often have problems expressing it. Encourage any type of creative endeavor. They may become the next developer of an international theme park.

4. **Musical:** If your child is always walking around the house humming a tune, or always needs music to study by, then he/she is likely a musical learner. This type of learner is best at noticing details, pitches, and rhythms that escape the normal listener. They are excellent at keeping tune, and are adept at turning the abstract into concrete objects. They learn best through rhythm, melody, and music. For memorization techniques, ask them to write a song about the lesson (rap works well as a narrative), or teach them a song. Encourage their natural love of music, and try to incorporate music into as many lessons as possible.

5. **Bodily:** This type of learner is always on the move. They constantly walk around, they have to touch everything, and they use body language to convey their feelings. They would rather play sports or do a craft than sit down and read a book. They need active education! Keep them moving. Play word games in the pool, have spelling lessons during tennis. Take them camping to learn about geography and nature. These are the learners who can do more than one thing at a time. Generally recognized as ADHD (Attention Deficit Hyperactivity Disorder), many are misdiagnosed. Allow them to use all of that extra energy to learn. Remember to incorporate sense development and interaction with space during their lessons. Attempt to keep the duration of each lesson down to a minimum (10-20 minutes depending on age), and change subjects frequently. Interdisciplinary lessons are very successful with these types of learners.

6. **Interpersonal:** These are the "social butterflies". They adapt easily to any type of social situation, have many friends and are excellent leaders. They are patient, understanding, and very empathetic, which makes them a favorite among their playmates. They generally make good leaders because of their ability to mediate conflict, and are often referred to as "the Peacemaker" of the family. Encourage their love of people, and allow them to be with many different types of people. They will likely bring home a number of different types of friends. Although this can be difficult at times, it is important to support and accept all of them. This type of learner will do best in a group situation as they compare, share, relate, and interview other people. If no group is available, don't be surprised to see them create one in their animals or toys!

7. **Intrapersonal:** These strong willed people work best alone. They pursue their one interest and have a deep understanding of themselves. They pride themselves on being independent and original, and they tend to stand out from the crowd without even trying. They are the "strong, silent type". They do best in self paced instruction, individualized projects, and working alone. Allow them to be by themselves, but continue to encourage their socialization skills. Create a number of situations for them to socialize, yet

allow them to maintain their own space. These children work best alone and often need to be encouraged to socialize.

How the Learning Styles Theory Impacts Education

Curriculum—Educators must place emphasis on intuition, feeling, sensing, and imagination, in addition to the traditional skills of analysis, reason, and sequential problem solving.

Instruction—Teachers should design their instruction methods to connect with all four learning styles, using various combinations of experience, reflection, conceptualization, and experimentation. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement, experience, and even talking.

Assessment—Teachers should employ a variety of assessment techniques, focusing on the development of “whole brain” capacity and each of the different learning styles.

Conclusion

Research has shown the uniqueness of different teaching and learning styles and identified the characteristics associated with each style. Although there are benefits to the matching of teaching style and learning style, it appears that this alone does not guarantee greater learner achievement. Age, educational level, and motivation influence each student's learning so that what was once preferred may no longer be the student's current preferred learning style. Teachers need to examine their belief structure regarding education and engage in an "ongoing process of diagnosis, with self and with learners, including observation, questioning, obtaining evaluative feedback, and critical reflection" (Nuckles 2000). "Each teacher is unique and can use his or her style to be as effective an educator as possible".

References

- Craik, F. I. M., & Lockhart, R. S. (1972) Levels of processing: A framework for memory research. *Journal of Verbal Learning and Verbal behavior*, 11, 671-684.
- Caudron, S. (2000) Learners Speak Out: What Actual Learners Actually Think of Actual Training. *Training and Development* 54, no. 4 (April 2000): 52-57.
- Delahoussaye, M. (2002) The Perfect Learner: An Expert Debate on Learning Styles." *Training* 39, no. 5 (May 2002): 28-36.
- Glenn, J. M.(2000) Teaching the Net Generation." *Business Education Forum* 54, no. 3 (February 2000): 6-8, 10, 12-14.
- Hayes, J., and Allinson, C. W.(1997) Learning Styles and Training and Development in Work Settings: Lessons from Educational Research." *Educational Psychology* 17, nos. 1-2 (March-June 1997): 185-193.
- Heimlich, J. E., and Norland, E. (2002) Teaching Style: Where Are We Now?" *New Directions for Adult and Continuing Education* no. 93 (Spring 2002): 17-25.

Ladd, P., and Ruby, R., Jr.(1999) Learning Style and Adjustment Issues of International Students." *Journal of Education for Business* 74, no. 6 (July-August 1999): 363-367.

Miller, P.(2001) Learning Styles: The Multimedia of the Mind. Research Report. 2001. (ED 451 140)

Nuckles, C. R.(2000) Student-Centered Teaching: Making It Work." *Adult Learning* 11, no. 4 (Summer 2000): 5-6.

Pithers, B. (2001) An Aspect of Vocational Teachers' Cognitive Style: Field Dependence-Field Independence. *Australian and New Zealand Journal of Vocational Education Research* 9, no. 2 (November 2001): 47-60.

Pithers, R. T. (2002) Cognitive Learning Style: A Review of the Field Dependent-Field Independent Approach." *Journal of Vocational Education & Training* 54, no. 1 (2002): 117-132.

Pratt, D. D.(2002) Good Teaching: One Size Fits All? *New Directions for Adult and Continuing Education* no. 93 (Spring 2002): 5-15.

Spoon, J. C., and Schell, J. W.(1998) Aligning Student Learning Styles with Instructor Teaching Styles." *Journal of Industrial Teacher Education* 35, no. 2 (Winter 1998): 41-56.

Stitt-Gohdes, W. L. (2001) Business Education Students' Preferred Learning Styles and Their Teachers' Preferred Instructional Styles: Do They Match?" *Delta Pi Epsilon Journal* 43, no. 3 (Summer 2001): 137-151.

Stitt-Gohdes, W. L. (2003) Student Teachers and Their Students: Do Their Instructional and Learning Preferences Match?" *Business Education Forum* 57, no. 4 (April 2003): 22-27.

Stitt-Gohdes, W. L.; Crews, T. B.; and McCannon, M (1999) Business Teachers' Learning and Instructional Styles. *Delta Pi Epsilon Journal* 41, no. 2 (Spring 1999): 71-88. Witkin, H.A., & Goodenough, D.R. (1981) *Cognitive styles: Essence and origin*. New York: Wiley.

Websites Refereed

<http://www.wisegeek.com/what-are-learning-styles.htm> retrieved on 12th January 2012

http://www.teach-nology.com/teachers/lesson_plans/interdisciplinary/learningstyles.html

[Teaching to Different Learning Styles: How to Make Learning Happen More Effectively](#)

<http://www.suite101.com/content/teaching-to-the-learning-styles-a46133#ixzz1HFepyktX> retrieved on 10th January 2012

<http://school.familyeducation.com/intelligence/teaching-methods/38519.html#ixzz1HFgdDBO4> retrieved on 28th December 2011

<http://www.learningandteaching.info/learning/experience.htm#ixzz1HFh411wz> retrieved on 30th December 2011

[Learning Styles and Strategies: The importance of learning styles for adult students](#)

<http://www.suite101.com/content/kdjfeifjes-a11733#ixzz1HLETyoPp> retrieved on 6th January 2012

INTERNATIONALIZATION OF HIGHER EDUCATION IN INDIA: PROBLEMS AND SOLUTIONS

Dr Saima Siddiqi

Department of Education, Aligarh Muslim University, Aligarh

India has been a major seat of learning for centuries and higher education has had a long history in this country. The core mission of higher education is to educate, to train, to undertake research and to provide service to the community. The Indian higher education system has witnessed a significant expansion in the recent years, especially in terms of the number of institutions and the student enrollment. According to the report on FICCI Higher Education Summit 2009, India have more than 400 universities and 20,000 colleges and out of these about 63% are privately held, unaided institutions.

India has heritage of internationalization of Indian Higher Education. Higher Education flourished in ancient Indian universities like Takshashila, Nalanda, Vikramshila, Vallabhi, Kanchi, Ujjain were globally known and used to attract international scholars. Increasing competition in higher education and the commercialization and cross border delivery of higher education have challenged the value traditionally attached to exchanges and partnerships. The international dimensions and the position of higher education in the global arena are given greater emphasis in international, national and institutional documents than ever before. In the context of globalization the scope and demand for higher education is increasing. The world of higher education and the world in which higher education plays a significant role are changing for many reasons. Key drivers include the development of advanced communication and technological services, increased international labor mobility, greater emphasis on the market economy and trade liberalization, the focus on the knowledge society, increased private investment and decreased public support for education, and the growing importance of lifelong learning. In spite of having more higher education institutions than any other country in the world, very few Indian higher education institutions feature in the list of leading institutions in the world. At the same time new paradigms in higher education involve creation of intellects, training of skilled human power at mass level without compromising on quality. Globalization has brought the world closer which has expanded the horizons of Indian students who are expecting a world class education from Indian higher education institutions.

World over, the higher education is passing through an interesting phase. The international activities of universities dramatically expanded in volume, scope, and complexity during the past two decades. These activities range from traditional study abroad programs, to change in its structure, in its curricula, allowing students to learn about other cultures, adapting itself to clever use of information and communication technologies, to providing access to higher education in countries where local institutions cannot meet the demand. Other activities stress upgrading the international perspectives and skills of students, to meet diametrically opposite demands of education with quality

and enhancement in number of students who desire to go for higher education, enhancing foreign language programs, and providing cross cultural understanding.

Internationalization is often confused with globalization (Altbach, 2004). Internationalization at the national, sectoral and institutional level is “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post secondary education” (Knight 2003, p.2). The term globalization represents the international system that is shaping most societies today. It is a process that is super charging the interaction and integration of cultures, politics, business and intellectual elements around world. Arum and Van de Water (1992), proposed defining internationalization as “the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation”. Soderquist (2002) defines the internationalization of a higher educational institution as “a change process from a national higher education institution to an international higher education institution leading to the inclusion of an international dimension in all aspects of its holistic management in order to enhance the quality of teaching and learning and to achieve the desired competencies”.

Driven by technology, information and finance a full spectrum of views exist, some praising, some disparaging, as to the value of globalization. However most observers believe that the ability to harness the good from globalization and avoid the bad lies in the cultivation of knowledge (see-Robertson 1992, Ali 2000, Friedman 2000, Newman, Couturier and Scurry 2005).

Globalization is impacting the institutional framework in both developing and industrial countries. Global capital has for the first time, heavily invested in knowledge industries worldwide, including higher education and advanced training.

According to Organization for Economic Cooperation and Development (OECD, 2005), it is “the complex of processes whose combined effect, whether planned or not is to enhance the institutional dimension of the experience of higher education in universities and similar educational institutions”.

The result of globalization include the integration of research, publishing in English-language journals comes to dominate over almost everything, English is used as the lingua franca for all communication, it promotes new tools and techniques in this area like E-learning, flexible learning, the growth of communication firms and of multinational and technology publishing, distance education programs and overseas training, the growing international labor market for scholars and scientists, emergence of knowledge as driving factor results in both challenges and opportunities, use of information technology, giving productivity dimension to education and emphasis on its research and development activities.

Problems on Internationalization of Higher Education

- **Low level of staff internationalization:** It is important that teachers should be sent abroad for training in order to improve the internationalization level of universities as well as to enlarge teacher’s horizon, and secondly long and short term experts should be invited to the country.
- **Relevance:** In the context of global skill requirements, the curricula need to be restructured to come up to the world standards. A detailed syllabi of various subjects based on world standards should be circulated to the universities for

- adoption research in the universities also needs to be focused on creating new knowledge rather than passively receiving it.
- **Responsibility for internationalization:** Another issue is who is responsible for internationalization-all major and academic units or alternatively, only a few specialist individuals and departments.
 - **Diversification of funding sources:** funding and support for higher education represent key changes and challenges for internationalization. Several trends are converging and have a major impact. The growing demands for higher education are making it difficult for governments to meet demand. At the global level private investment in education is rising more rapidly than public funding (Levy, 2003). This has resulted in several important trends including the diversification, privatization, and commercialization of higher education and its funding sources. Research universities have always been expensive but new demands for international competition raise the costs of research to levels unimaginable a decade ago. Even in the most affluent countries, maintaining high quality programs in many disciplines is challenging. It is more and more common and necessary for institutions both public and private to search for alternative sources of income. These sources include funding from social foundations and the private corporate sector, income from the commercialization of research findings, and income from fee based education, and from importing and exporting of education programs.
 - **Slow Progress in teachers' exchanges abroad:** In the global environment, higher education is open to external forces both nationally and internationally at the same time that university organization and the research enterprise have become more complicated. Inviting foreign experts is an important form to introduce foreign intelligence, to learn advanced foreign science and technology as well as their advanced culture and an important way to enhance disciplinary development, to improve staff quality and their abilities in research as well as to cultivate high level talents but these experts have low academic level, there is shortage of experts with higher academic level in science and technology. In addition the transnational character of the work also demands people with experience in and sensitivity to many cultures.
 - **Dissatisfying Enrollment of Overseas Students:** An increasing number of overseas students are one of the obvious characteristics of higher education internationalization. Terrorism may affect international higher education. Tightened visa requirements in the united states and other countries, security restrictions on the subjects that can be studied, and fear of terrorism expressed by potential international students may affect cross border student flows.
 - **Small scale of international exchanges of information:** the amount of international conferences is still insufficient compared with those advanced countries.
 - **Poor teaching quality and relevance:** the quality and relevance of human capital and knowledge generated by higher education institutions is critical to India's social and economic development. While high income countries are raising the stakes, India is dealing with long standing problems such as underdeveloped

curricula, lack of teaching materials, under qualified faculty, and labor market imbalances.

- **Increasing complexity of university organization:** the increasing mobility of the work force is resulting in more temporary and permanent migration. At the same time, growing number of students are moving for academic purposes the changing academic landscape contributes to the complexity of the internal organization of institutions, making campuses and classrooms more culturally and ethnically diverse.

Solutions/ Recommendations:

- . More international talents training bases will be built.
- Equal importance should be attached to the inflow and outflow of quality education resources.
- While quantity is important, quality is paramount. Higher education should continue to be subsidized by the government in an adequate manner. For improving the quality in education the role of public sector should be enhanced.
- There should be uniformity as far as possible in the standards of the courses, academic calendar and examination system of universities.
- The domestic and international competition will be intensified.
- With the internationalization of higher education the profit generation in education will be more obvious.
- We need to provide adequate facilities (academic and residential) to attract foreign students. We also need flexibility in choosing subjects combination for different courses and international dimension in course content.
- Vocational and continuing education will be the priority.
- Credits and certificates will be mutually authenticated.
- Transfer of higher education from affiliated colleges to university campuses to increase the number of institutions of higher learning.
- The admission strength of existing institutions and the research faculties in these institutions should also be improved.
- Deputing teachers of Indian institutions to different universities abroad on contractual basis with the built in condition of introducing and operating the Indian higher education system there, is also a likely mode of entry into the foreign market.

In recognition of the urgency to take positive actions, the international association of universities recommends that:

- Higher education institutions seize the initiative in the process of internationalization rather than reacting to external globalization forces, such as the market, in determining their actions.
- higher education leaders, with active support of all levels of the academic community, develop clear institutional internationalization policies and programs that are seen as integral to the life of the institution and as such enjoy adequate internal and external funding;

- This support is facilitated by the creation of a Forum on Internationalization Policy by the IAU and its Member Organizations for the exchange of ideas and experience;
- the curriculum of the university reflect the preparation of international citizens, through facilitating language competence; and understanding of global, international, and regional issues; preparation of experts in areas needed for such fields as information technology and science, peace and conflict resolution, and sustainable development, as well as the special curricular needs of international students;
- North-South cooperation in higher education, focusing as it does on human resource development, be recognized as a major instrument of the fight against inequality among nations, people adequate support and funding by national development agencies, intergovernmental organizations, and private foundations;
- The highly successful and valuable academic mobility programs developed within particular regions (Europe, Asia, and North America) continue to serve as catalysts and models to expand such flows more widely to ever-growing numbers of individuals and institutions on the global level. Efforts should be made to promote the growth of academic mobility programs in the other regions of the world (Africa, Middle East, Latin America) as well as expanding inter- regional programs of inter-university cooperation;
- institutions of higher education take pro-active measures to ensure the quality of the internationalization process by making use of existing quality review expertise developed by various organizations and that IAU make such projects known among its membership and contribute to the development of a roster of experts available to take part on peer review teams;
- The expansion of education export development be conducted within internationally ethical codes of good practice and be accompanied by research to evaluate its educational and economic impact and to sustain quality control;
- the expertise and experience of retired faculty members and scholars be mobilized and shared across the North-South divide in an Academics without Borders volunteer programmed to be facilitated by IAU and UNESCO;
- UNESCO, national governments, and educational i10. UNESCO, national governments, and educational institutions each demonstrate their commitment to international cooperation in higher education by implementing , within their respective purview, policies that remove obstacles to mobility, such as stringent visa requirements, restrictive recognition practices, and other regulations which impede the flow of students and academics; and
- All internationalization programmers be founded on the principle of partnership among equals and promote intercultural competence and a culture of peace among global citizens

Internationalization, an inevitable and irreversible process, has significantly affected different aspects, and has posed both challenges and opportunities for the country's higher education system. Higher education today is a complex, demanding and competitive reality, in depth study of each university is undertaken by some guidelines and the restructuring be done to suit the present day requirements. In efforts to optimize good performance in serving society in this age of globalization,

university administrators and leaders need to recognize key changes and develop good strategies to manage changes. A university in the new millennium will only succeed if it is able to manage major changes effectively.

References:

- Ali, Abbas, J. (2000), *Globalization of Business: Practice and Theory*, International Business Press, Binghamton, NY.
- Altbach, Philip (2005). A world class country without world class higher education: India's 21st century dilemma, *International Higher Education Summer 2005*.
- Friedman, Thomas L. (2005), *The World is flat: a Brief history of the Twenty First Century*, Farrar, Straus and Giroux, New York.
- Institute of International Education (2004), *Open Doors*, Retrieved from <http://www.iie.org/>
- Newman, Frank; Lara Couturier and Jamie Scurry (2005), *the Future of Higher Education: Rhetoric, Reality and the Risks of Markets*, John Wiley & Sons, San Francisco, Ca.
- Robertson, R. (1992), *Globalization: Social Theory and Global Culture*, London, Sage Publications.

21ST CENTURY CLASSROOM – GOALS AND CHARACTERISTICS

Dr. Prabhakar Chavan, Associate Professor, Department of Continuing and Adult Education and Extension Work, 1, Nathibai Thackersey Road, S. N. D. T. Women's University, Mumbai-400020, Maharashtra., Email: drpschavan@gmail.com

Abstract

This paper aims to give an insight into the significant features of the 21st century classroom which is characterized by the massive use of ICT. It discusses how changes in the classroom have taken place from 20th century to 21st century. The paper concludes that if students are to be productive members of the 21st Century workplace, they must move beyond the skills of the 20th Century and master those of the 21st Century.

As we move further into the new millennium, it becomes clear that the 21st Century classroom needs are very different from the 20th Century classroom needs. In the 21st Century classroom, teachers are facilitators of student learning and creators of productive classroom environments in which students can develop the skills they will need in the workplace. The focus of the 21st Century classroom is on students experiencing the environment they will enter as 21st Century workers. The collaborative project-based curriculum used in this classroom develops the higher order thinking skills, effective communication skills, and knowledge of technology that students will need in the 21st Century workplace. The interdisciplinary nature of the 21st Century classroom sets it apart from the 20th Century classroom. Lectures on a single subject at a time were the norm in the past and today collaboration is the thread for all students learning. 20th Century teaching strategies are no longer effective. Teachers must embrace new teaching strategies that are radically different from those employed in the 20th Century classroom. The curriculum must become more relevant to what students will experience in the 21st Century workplace.

Key Words: Strategies, 21st century, students, classroom, and instruction.

1. What is a Classroom?

A classroom is a room in which teaching or learning activities can take place. Classrooms are found in educational institutions of all kinds, including public and private schools, home schools, corporations, and religious and humanitarian organizations. The classroom attempts to provide a safe space where learning can take place uninterrupted by other distractions.

Most classrooms have a large writing surface where the instructor or students can share notes with other members of the class. Traditionally, this was in the form of a blackboard but these are becoming less common in well-equipped schools, and are replaced by flipcharts, whiteboards and interactive whiteboards. Many classrooms also have TVs, maps, charts, Pencils, books, monographs and LCD projectors for presenting information and images from a computer.

2. Need for Redesigning 21st Century Classroom:

- *Motivation* - Students today live, learn and play in a media-saturated society, in a world of “infotainment” and spectacle. For many students the curriculum is not relevant, and they become disengaged from learning.
- *Media Literacies* - Rapid developments in technology have brought many exciting changes to life in the new millennium, presenting new challenges for schools. Multiple new literacies are required to navigate the “forest of signs and symbols” of our globalized media culture.
- *Diversity* - Globalization and immigration have created a society of increased diversity. Old and new social issues demand an informed, concerned and empowered citizenry.
- *Standardized testing mania* has made meaningful curriculum an endangered species. Find out why it's not an "either-or" situation - you can still teach the way you know you should and your kids will excel on their standardized tests! Read the research!
- *Technologies and Multimedia* - utilize these 21st century tools as the vehicles to implement your curriculum! (Note: this is not a workshop that centers on educational technologies, but centers on curriculum design which incorporates, or utilizes as a vehicle, these technologies in order to achieve curriculum and instruction aligned to the realities of the 21st century.)

3. Changes in the Classroom:

The 21st Century classroom is student centered, not teacher centered. Teachers no longer function as lecturers but as facilitators of learning. The students are learning by doing, and the teacher acts as a coach, helping students as they work on projects. Students learn to use the inquiry method, and to collaborate with others--a microcosm of the real world they will experience once they leave the classroom. Students no longer study each subject in isolation. Instead, they work on interdisciplinary projects that use information and skills from a variety of subjects and address a number of essential academic standards. For example, books assigned in reading or English, may be set in a country that is also being explored in social studies. The final reading of an English book report may require that specific social studies standards be met as well. Textbooks are no longer the major source of information. Students use multiple sources, including technology, to find and gather the information they need. They might keep journals, interview experts, explore the Internet, or use computer software programs to apply what they have learned or to find information. Instead of being reserved only for special projects, technology is seamlessly integrated into daily instruction. In this new classroom, flexible student groupings, based on individual needs, are the norm. The teacher still uses whole group instruction, but it is no longer the primary instructional method used. Teachers assess student instructional needs and learning styles and then draw on a variety of instructional and learning methods to meet the needs of all the students in the classroom.

The focus of student learning in this classroom is different. The focus is no longer on learning by memorizing and recalling information but on learning how to learn. Now, students use the information they have learned and demonstrate their mastery of the content in the projects they work on. Students learn how to ask the right questions, how to conduct an appropriate investigation, how to find answers, and how to use information. The emphasis in this classroom is on creating lifelong learners. With this goal in mind, students move beyond the student role to learn through real world experiences. Just as student learning has changed so has assessment of that learning. Teachers use a variety of performance-based assessments to evaluate student learning. Tests that measure a student's ability to memorize and to recall facts are no longer the sole means of assessing student learning. Instead, teachers use student projects, presentations, and other performance-based assessments to determine students' achievement and their individual needs.

4. Changes in Teacher Behavior:

Just as the classroom is changing, so must the teacher adapt their roles and responsibilities. Teachers are no longer teaching in isolation. They now co-teach, team teach, and collaborate with other department members. Teachers are not the only ones responsible for student learning. Other stakeholders including administrators, board members, parents, and students all share responsibility with the teacher for educating the student.

Teachers know that they must engage their students in learning and provide effective instruction using a variety of instructional methods as well as technology. To do this, teachers keep abreast of what is happening in the field. As lifelong learners, they are active participants in their own learning. They seek out professional development that helps them to improve both student learning and their own performance. The new role of the teacher in the 21st Century classroom requires changes in teachers' knowledge and classroom behaviors. The teacher must know how to:

- *act* as a classroom facilitator. They use appropriate resources and opportunities to create a learning environment that allows each child to construct his or her own knowledge. The teacher is in tune with her students and knows how to pace lessons and provide meaningful work that actively engages students in their learning.
- *establish* a safe, supportive, and positive learning environment for all students. This requires planning on the part of the teacher to avoid safety risks, to create room arrangements that support learning, and to provide accessibility to students with special needs. The teacher is skilled in managing multiple learning experiences to create a positive and productive learning environment for all the students in the classroom. Classroom procedures and policies are an important part of creating a positive learning environment. The teacher evaluates and implements effective classroom management techniques in a consistent manner. She uses routines and procedures that maximize instructional time. Students know what is expected of them, and the teacher knows how to effectively handle disruptions so there is no adverse impact on students' instructional time.
- *plan* for the long-term and short-term.

- *foster* cooperation among students within the classroom. The teacher models and promotes democratic values and processes that are essential in the real world.
- *encourage* students' curiosity and intrinsic motivation to learn. The teacher helps students become independent, creative, and critical thinkers by providing experiences that develop his/her students' independent, critical and creative thinking and problem solving skills. The teacher provides enough time for students to complete tasks, and is clear about her expectations. Students are actively involved in their own learning within a climate that respects their unique developmental needs and fosters positive expectations and mutual respect.
- *make* students feel valued. The teacher emphasizes cooperative group effort rather than individual competitive effort through collaborative projects and a team spirit.
- *communicate* effectively with students, parents, colleagues, and other stakeholders. The teacher uses written, oral, and technological communication to establish a positive learning experience and to involve other stakeholders in student learning.
- *use* language to foster self-expression, identity development, and learning in her students.
- *listen* thoughtfully and responsively.
- *foster* cultural awareness and cultural sensitivity in her students. The teacher encourages students to learn about other cultures and instills in her students a respect for others and their differences.



The Traditional/Negative Approach

The Modern/Positive Approach

5. Salient Features:

Significant features of 21st century classroom can be understood from the description given in the table-1 below:

Table-1: Features of 21st Century Classroom

S. No.	Change From	Description	Change To	Description
1.	Teacher-centered	Teachers spend time disseminating information to students through direct instruction	Student-centered	Teachers act as facilitators, coaching students as they work on authentic projects
2.	Content Coverage	Teachers cover content through direct instruction and move at a pace to ensure that all material is presented, whether it is learned or not.	Learning and Doing	Teachers design projects to address essential academic standards. Student performance on projects demonstrates proficiency or deficiency with respect to standards. Intervention is done for students not meeting standards.
3.	Memorizing information	Teachers spend most time involved in direct instruction, with assessment occurring as a test at the end where recall of information is tested.	Using information	Teachers have students use information to develop authentic projects where mastery of information is demonstrated in the way information is used in the project.
4.	Lecturer	Teachers spend most of their time Involved in “stand and deliver”. Knowledge comes from the Teacher.	Facilitator	The teacher provides projects that involve students doing research and assimilating the knowledge themselves. Teachers act as coaches and provide support as needed by students. They take on the role of project manager.

5.	Whole Group Configuration	All students receive the same instruction. One size fits all.	Flexible Grouping Configuration Based on Individual Student Needs	Teachers group students based on needs. Instruction seldom is to the whole group. Rather, instruction occurs with individuals, pairs, or small groups as needed.
6.	Single Instructional and Learning Modality	Teacher uses single instructional modality	Multiple Instructional and Learning Modalities to Include All Students	Teacher uses multiple instructional modality
7.	Memorization and Recall	Tests are the primary means of assessment and focus on recall and lower level thinking.	Higher Order Thinking Skills	Teachers assign projects to the class that requires higher order thinking (synthesis, analysis, application, and evaluation).
8.	Single Discipline	The class is conducted in an isolated manner without connections to other classes or subjects.	Interdisciplinary	Teachers have students complete projects that are designed to use information and skills that cut across other subject areas. Some projects and assignments may be done collaboratively between two or more classes (e.g., history, science, and language arts)
9.	Isolated	Students are encouraged to work individually	Collaborative	Teachers allow students to work collaboratively on projects and network with others in the class, as well as experts

				outside of school.
10.	Quiz and Test Assessments	Students are assessed through tests only.	Performance-based Assessments	Teachers utilize projects as well as other products and performances as assessments to determine student achievement and needs. Assessments are tailored to the talents/needs of the students.
11.	Textbook Dependent	The teacher may follow the textbook chapter by chapter, page by page. The text book is the major source of information.	Multiple Sources of Information Including Technology	Teachers use the textbook as just another resource, which is used in conjunction with the internet, journals, interviews of experts, etc.
12.	Technology as a luxury	The teacher is the main user of technology, primarily as a means of presenting information.	Technology fully integrated into the classroom	Teachers have students regularly use technology to find information, network/communicate with each other and experts, and to produce and present their projects, assignments, and performances.
13.	Teachers teaching to the one learning style	Teachers teach to one learning style (nearly) all the time (e.g., always talking only, or always giving notes on the board only). Teachers also expect student submissions to always be the same most or all of the time (e.g.,	Teachers addressing the learning styles of all learners	Teachers use different means of presenting information. Methods are based on the preferences of individual students or groups. Students are able to convey information to the teacher via their projects/performances/assignments in a

		all work is submitted in written form).		variety of modalities, based on their preferences (written, spoken, music, acted out, etc.).
14.	Learning content	The focus is on covering content	Learner-directed Learning	Through projects, teachers have students learn how to ask the right questions, do an appropriate investigation, get answers, and use the information so they can continue to learn all their lives.
15.	Learning isolated skills and factoids	Facts and skills are learned out of context and for their own sakes.	Using a variety of types of information to complete authentic projects	Teachers devise projects that help students learn information and skills through using them in situations similar to the way they would in real life.
16.	Acting purely as a student	Students are involved in strictly academic endeavors (e.g., note taking, listening to lectures).	Students acting as a worker in the discipline	Teachers set up student assignments, projects, & performances to allow students to operate the way a person would working in the field in the real world (as a scientist, writer, mathematician, etc).
17.	Teaching in isolation	Closing the door and working alone with no contact or help from outside the classroom	Teaching in collaboration	Teachers take part in co- and team teaching, as well as working collaboratively with department members to improve learning for students
18.	Teaching in such a way as to disengage	Students become bored because school is not	Engaging the 21st Century student	Teachers consider how to utilize the unique

	students	engaging and they feel they have to power down.		characteristics of the 21st century brain and the habits of the 21st century digital native to provide engaging and effective instruction.
--	----------	---	--	--

6. Thrust Areas:

The 21st century classroom focuses on:

- **Information and communications skills:** Examples: Using communication, information processing, and research tools (such as word processing, e-mail, groupware, presentation software, and the Internet) to access, manage, integrate, evaluate, create, and communicate information). These skills include information and media literacy skills.
- **Thinking and problem-solving skills:** Examples: Using problem-solving tools (such as spreadsheets, decision support, and design tools) to:
 - (a) *manage complexity,*
 - (b) *solve problems, and*
 - (c) *think critically, creatively, and systematically.*
- **Interpersonal and self-directional skills:** Examples: Using personal development and productivity tools (such as e-learning, time managers, and collaboration tools) to enhance productivity and personal development. These skills include accountability and adaptability skills
- **Use 21st Century tools to develop learning skills**
- **Use digital technology and communication tools to** access, manage, integrate and evaluate information; construct new knowledge; and communicate with others effectively. Examples: Using 21st Century tools (such as word processing, e-mail, presentation software, the Internet, spreadsheets, decision support programs, design tools, e-learning, time management programs, and collaboration tools) combined with learning skills in core subjects equals 21st Century Skills (ICT Literacy).
- **Learn academic content through real-world examples:** Learning must expand beyond the four classroom walls
- **Teach and learn 21st century content (3 emerging content areas)** Global awareness, Financial, economic and business literacy, and Civic literacy.
- **Use 21st Century Assessments that measure 21st Century Skills:** High quality standardized tests Classroom assessments for teaching and learning

Above strategies identify skills as the ability to: (a) **Collect and/or retrieve information;** (b) **Organize and manage information;** (c) **Interpret and present information;** (d) **Evaluate the quality, relevance, and usefulness of information;** and (e) **Generate accurate information through the use of existing resources. These areas require special attention.**

7. Conclusions:

If students are to be productive members of the 21st Century workplace, they must move beyond the skills of the 20th Century and master those of the 21st Century. Teachers are entrusted with mastering these skills as well and with modeling these skills in the classroom. The characteristics of the 21st Century classroom will be very different from those of in the classrooms of the past because the focus is on producing students who are highly productive, effective communicators, inventive thinkers, and masters of technology. *To sum up*, the goal of the 21st Century classroom is to prepare students to become productive members of the workplace.

References:

1. <http://www.onu.edu/a+s/cte/knowledge/facilitator.shtml>, Accessed on March 20, 2014.
2. http://nsdcff.wikispaces.com/file/view/Characteristics+of+a+21st+Ce,+_+Accessed+on+February+27,+2014.ntury+Classroom+Sample.pdf
3. <http://en.wikipedia.org/wiki/Classroom>, Accessed on March 21, 2014.
4. <http://theconnectedclassroom.wikispaces.com/Classroom>, Accessed on February 27, 2014.
5. http://www.21stcenturyschools.com/Designing_21st_Century_Classroom.htm, Accessed on February 26, 2014.
6. Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. (2nd Ed.) Alexandria, VA: ASCD.
7. Rotherham, A. J., & Willingham, D. (2009). 21St Century Skills: The Challenges Ahead. *Educational Leadership*, 67 (1)
8. Sawchuk S. 21st century skills” focus shifts teachers’ role. *Education Week*. 2009 January 7

VALUE-BASED HOLISTIC PROGRAMME : A FRAME WORK FOR ELEMENTARY TEACHERS

Dheeraj Kumar Pandey

Research Scholar, Faculty of Education, Banaras Hindu University, Varanasi, U.P

Abstract

Value crisis is a global phenomenon of our times. Rapid scientific growth and technological advancements resulting in industrialisation have threatened our age-old moral standards. We must realise that this process of value deterioration will prove disastrous and lead to disintegration of the society. The crisis in human affairs and need to realise 'learning to live together' has been emphasised in this paper. In this task human values play a major role because human values aim at what is called 'humanisation', realising the higher reaches of man's potential, which presupposes freedom and imply a vision of good life. In this context, Vaidik Mantras (Gayatri Mantra) and the message that it conveys has been highlighted by the researcher. Further, he discusses in detail the meaning and nature of human values and identified some human values to be inculcated in the students on the basis of the guidelines of National Policy on Education (1986) and National Curriculum Framework for School Education (2000) and provides a holistic view about a value based programme for Elementary students and a frame work for the teachers at the same level as well. For implementation of the programme, the crucial role to be played by teachers is recognised and the need for their empowerment is stressed. It may help teachers to forego orthodox and conventional methodology of teaching and equip them to adopt interactive methodology of teaching that involves continuous dialogue between the teacher and the students. At last, it presents the strategies and methodologies of inculcating human values in elementary students earlier adopted by Swami Vivekanand Public School, Atarra, Banda, U.P., India.

Key Words : Human Values, Value Based Holistic Programme, Strategies and Methodologies of Value Inculcation in Elementary Students, A Frame Work for Elementary Teachers.

Introduction :

Education should lay a firm foundation in the child to stand upon a rock, a faith where he can say, "well, the winds of the world can blow upon me, but they cannot shake me off this pedestal (Cocking, (Eds.), 1999)." But unfortunately, today's education is only giving mere information to the children, which they learn by heart and reproduce in the examination, get 99% or even 100% and are called the cream of their schools. In this country, nowadays education means only preparing yourself for a job and people want to do something that will give them maximum money, comfort and good standard of living (Bishwal, and Dass, 1996). But education really means to draw out of the children their best in terms of their potentials; best in the physical way, that is to prepare them to be fit citizens who can serve society, serve their brothers and sisters; draw out of their mental and intellectual potential; not to cram facts into their heads (Cocking, (Eds.), 1999). According to *Vedas*, all knowledge is already in us. Only, it is covered by ignorance like the famous example of a mirror that is overlaid with dust. You clean away the dust and everything is clear. Therefore education is really the process of removing the ignorance

that is covering our inner knowledge, which is absolute, which is perfect, which is eternal, which is supreme.

The process of education involves four stages, viz. knowledge that is taught, knowledge gained through intuition, knowledge gained through revelation, and the ultimate knowledge that comes from within ourselves through meditation, through yogic practice. The modern curriculum does not provide opportunities for children to learn by intuition, revelation or meditation (as cited in Bishwal, and Dass, 1996). At this juncture, the need for bringing in the forgotten values and making children aware of them has become essential. It is of paramount importance that the teacher practises these values in his or her own life and then sets an example to the taught how they can learn these values (Fallon, 2003). The researcher believes that humanity will arise because there is no other way, otherwise it might perish". We have to take cognizance of the situation and equip our children with tools of love, affection, tolerance, brotherhood and compassion so that they can face the future with courage, fortitude and equanimity (Cocking, (Eds.),, 1999). The new millennium was ushered in with the concept of 'learning to live together', and to realise this dream there is greater urgency on the development and reform of school curriculum of value-based education (Value Education in Indian Schools: Experiences and Strategies of Implementation, 2003).

Asatoma Sadgamaya !

Tamasoma Jyotirgamaya !!

The most revered *Gayatri Mantra* sees the grace of the source of light to foster one's intelligence and imbibe the eternal message of these immortal lines. The researcher has developed a comprehensive value-based education programme at elementary level that is being implanted in *Swami Vivekanand Public School, Atarra, Banda U.P., India*. The focal point of the programme is the child, because we recognise that for a brighter and better future it is necessary to chisel and polish the child, who is like a diamond in the quarry. The words of Gandhiji reiterate our belief, "If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with children; if they will grow up in their natural innocence we won't have to pass fruitless resolutions, but we shall go from love to love and peace to peace (as cited in Bishwal, and Dass, 1996)."

The main aim of this programme is to unravel the innate potential of the child to flower his inner charisma, so that he / she not only adapts to the kaleidoscopic facets of modernity but at the same time his or her roots are firmly entrenched in tradition. Value education is not only taken up as a separate subject in our school but also integrated into the fabric of its curriculum so that the students are enabled to 'catch' values in addition to being taught.

What are Human Values? :

The term 'values' literally means 'to be of worth', something that has a price, or it can also be described as a criterion for judging the worth of the things or people as desirable or undesirable activities (Value Education in Indian Schools: Experiences and Strategies of Implementation, 2003). Money, property, land or other kind of wealth is value to humans. These may be called material values. Freedom, truth, love etc. are also of value to humans. These may be called moral or human values. *The Oxford Dictionary* defines 'value' as "to consider to be of great worth or importance," or "standards or

principles considered valuable or important in life (as quoted in Bishwal, and Dass, 1996).” While the first meaning denotes value in physical terms, the second meaning pertains to our behavioural patterns. Therefore what we value in life depends on our likes and dislikes, our attitude, our mentality and our behaviour. Values are abstract and multidimensional and present an ideal for the members of the society to shape their personalities (Leicester, Modgil, & Modgil, (eds.), 2003).

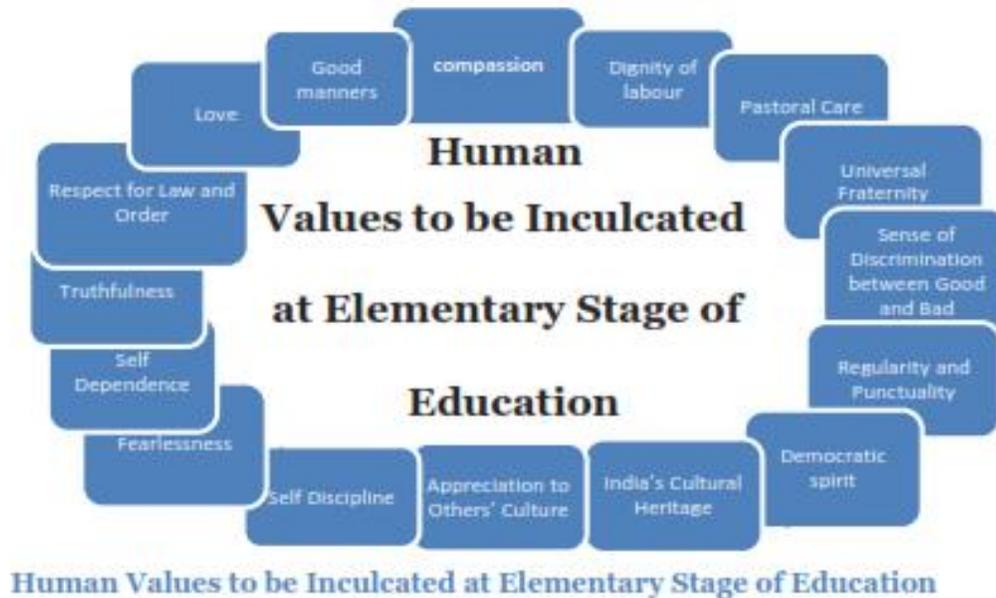
It is the business of education to develop certain desirable human values in the teacher educators. Values are abstract. Any value needs time to take root and grow. It also needs training and guidance. There is also a necessity for students to realise at some stage of their education that it is his/her duty to develop by consistent self-effort any value he or she desires to acquire.

Identification of Human Values :

According to the guidelines of National Policy on Education (1986) and National Curriculum Framework for School Education (2000), the following values need to be promoted in the school: (i) India’s Cultural Heritage; (ii) Appreciation to Others’ Culture (iii) Equality of Sexes; (iv) Protection of Environment; (V) Pastoral Care; (vi) Universal Fraternity; (vii) Sense of Discrimination between Good and Bad (viii) Dignity of Labour; (ix) Respect for Law and Order ; (x) Constitutional Obligations; (xi) Nurture of national identity; (xii) Sense of Social Responsibility; (xiii) Social Justice ; (xiv) Inculcation of Scientific Temper; (xv) Human Rights including Rights of the Child, especially of girl child; and (xvi) Inculcation of Personal and Social Values such as Cleanliness, Love, Fearlessness, Compassion, Truthfulness, Inner-Harmony, Integrity, Regularity and Punctuality, Self-dependence, Fellow-Feeling, Respect for others’ Point of View, Leadership, Courage and the Values Cherished for the Functioning of Democracy.

Which Human Values to be Inculcated :

The list of core values identified by the NCERT guides the teachers and helps them in designing the activities (Value Education in Indian Schools: Experiences and Strategies of Implementation, 2003). The list includes a group of values to be inculcated at elementary and secondary stages of education (*see* charts in Fig.1).



Programme Implementation :

The programme of the school was no doubt beset with teething problems (Campbell, 2003). The first step was to orient the teachers, as they are a great catalyst and trail blazers in any reform that occurs (Sultan, 1995). It is imperative for the success of the programme that they identify with the reform and consider its appropriateness and feasibility (Mangieri , & Block, (Eds.), 2011). Teachers had been so ingrained in the orthodox and conventional methodology of teaching value education through the didactic, stereotyped and monotonous lectures that they had 'much to unlearn before they learnt something anew' (Bishwal, and Dass, 1996). They were empowered by organising orientation programmes, workshops, discussions and seminars. Eminent and seasoned educationists and experts in value education conducted these programmes (NCF, 2005). Teachers were provided with educational materials and were given training to adopt interactive methodology of teaching, which involves continuous dialogue between the teacher and students that is more conducive for educational transaction (Education Commission, 1964-66).

Strategies and Methodologies of Inculcating Human Values in Elementary Students :

Teachers play a pivotal role in the implementation of this methodology, as they are the real custodians of values (Revell, & Arthur, 2007). They act as perfect role models for the students and unconsciously transmit values to the children (Teacher Education Curriculum : A Framework, 1978). One value for a class/year is taken up and is focussed on all the possible ways and means by providing value laden environment and by the teaching friendly. Teachers along with their Parents and the guardians should try in students till it is internalised into a habit. For instance, 'regularity and punctuality' was taken up as a value for the last semester and its positive effect was noted in each sphere. It was found that there was a considerable decline in the percentage of late comers, the attendance had improved in all the classes, teachers reported in time for their class, and students submitted their assignment as per the given schedule.

To meet the pluralities and diversities of Indian education system, *Swami*

Vivekanand Public School, Atarra, has adopted many innovative strategies to inculcate values. The programme has an in-built evaluation system that enables teachers to improve, modify and change their methodology. Some of the strategies of inculcating human values in elementary students, adopted by the school are discussed briefly here.

❖ **Class Assembly :**

The class assembly provides a healthy intellectual and physical environment, where by the students get ample opportunity to express themselves, display their creative skills and delve deep into deeper implications of life (Rdhakrishanan Commission, 1948-49). Each class gets an opportunity to conduct the class assembly. The following schedule is followed:

- (i) Gayatri mantra or Prayer;
- (ii) Inspirational thought / brief lecture by the guest person, teacher/student;
- (iii) News of the week (this comprises news of national, international and school interest);
- (iv) Thought of the week (elucidation of thought); (v) Talent hunt of the class;
- (vi) Inspection of general cleanliness and uniform; (vii) National anthem;

The student in-charge of the assembly awards the class assembly trophy to the section that conducts assembly most effectively.

❖ **Medal Chart :**

This system has been found to work very effectively at the elementary level. Students are divided into small groups and the teacher gives them a defined activity to perform. The goals of the task are clearly defined, e.g. cleanliness of the class or discipline of the class. A group leader is nominated, and he or she assigns the task to different members and guides them so that they can achieve the desired goal. The group leader coordinates and monitors the activity. After accomplishment of the goal, teachers award bronze, silver and gold Medals to the groups depending upon the level of their performance.

❖ **Value Tree :**

This methodology is very successful at the elementary stage of education. The teacher using NCERT guidelines as reference tool writes the value on a chart. Students along with the teacher just down the words or phrases associated with the value. They collect stories, anecdotes, parables, allegories and articles, which are displayed on the bulletin board.



❖ **'Just for Me' Folders :**

Each student prepares a personal folder 'Just for Me', in which they write about their innermost feelings, their creative efforts, file of information about their role models and their life histories, their career graph, interviews, photographs and other write-ups. At the upper primary levels, students are given

introspective worksheets and checklists that help them to reflect upon their 'self' and bring about desirable changes in their attitude and behaviour.

❖ **Prick the Conscience :**

This methodology has been inspired by the method described by **Paulo Freire** in his book '*Pedagogy of the Oppressed*'. The teacher makes an attempt to 'Prick' or 'Disturb' the conscience of the learner with issues like environmental concern, corruption, child labour, drug addiction etc. (as cited in Cocking, (Eds.), 1999). The methodology followed includes the following:

Activity- 1.

Teacher presents the issue to the class in a precise and clear manner.

Activity- 2.

Students collect facts, articles, reports and other information related to the issue.

Activity – 3.

A class discussion is held wherein students:

- (i) Identify the root causes of the problem, (ii) Enumerate the effects,
- (iii) Suggest corrective measures, (iv) Take follow-up action,

❖ **Warm Fuzzies :**

Students at elementary stage pin up 'Warm fuzzies' on the Bulletin Board, wherein they write any positive remark or observation about their classmates. For

Ritambhara had fractured her right arm and I saw Himanshu noting down the homework for Ritambhara everyday.

Supriya

instance,

This encourages students to perform good deeds. Teachers also pin-up their observations on the warm fuzzies Bulletin Board.

❖ **Yogic Exercises :**

Mind itself is the cause of diseases. It is also a cure. Yoga is no more and no less than a better way of living. Yoga balances the state of mind generating the right kind of attitude. Yoga contributes significantly, improving the condition of health. With the help of yoga many have come out of depression and negative attitude. Yoga is a bunch of physical exercise called Asanas. These Asanas help to calm the nerves which in turn gives us peace. It helps us to control our temper, anger. Yoga uses the techniques of relaxation of the body and mind. It is a technique of awareness, which makes an objective evaluation of life's problems.

❖ **Value-Orientation Camp (Adhyatmik Shivir) :**

A 3-day Value Orientation Camp is organised every year during the autumn break. It is an intensive experience interspersed with group games, discussions, role plays, organising an exhibition and meet to a resource person/great personality in the

concerned area etc. to engage students in focused activities around social issues (Rdhakrishanan Commission, 1948-49). The following schedule should be generally maintained:

Day- 1.

- | | |
|---|--|
| (i) Breakfast, | (ii) Prayer meeting and <i>hawan</i> , |
| (iii) 'Get acquainted' exercises, | (iv) Group discussion on moral or social issues, |
| (v) Nature -walk, | (vi) Yogic exercises, |
| (vii) Role play, | (viii) Diary writing, |
| (ix) Meditation, | (x) Self-analysis, |
| (xi) What role should I play in making our society just and harmonious, | |

Day- 2.

- | | |
|---|---|
| (i) Prayer meeting and <i>hawan</i> , | (ii) Discourse / lecture by resource Person, |
| (iii) Educational visit to famous historical place, fort, monuments, museums etc. | |
| (iv) Presentation of skit on any issue, | (v) Aerobics, |
| (vi) Group discussion on moral or social issues, | |
| (vii) Photo/ language session, | (viii) Yogic Exercise, Meditation and prayer, |

Day- 3.

- | | |
|--|----------------------------|
| (i) Prayer meeting and <i>hawan</i> , | (ii) 'Think tank' session, |
| (iii) Preparation of collages and montages , | (iv) Field trip, |
| (v) Physical Training drill, | (iv) Creative writing, |
| (vii) Self-introspection, | (viii) Vedic ceremony, |

Group activities are designed to engage in reflective exercises that focus on moral and social issues and are a mixture of fun and reflective work. The goal is to help students to begin the process of constructing integrative resolutions of social issues and to become sensitive to ethical content of multifaceted issues. Students learn to adjust and adapt to their environment, inculcate values of fellow-feeling, compassion to beings, love, concerns to others, self-discipline, dignity of labour, punctuality, dependability, cleanliness, open mindedness, spirit of inquiry and sense of responsibility etc. The camp has been rated very highly by students, teachers and parents of *Swami Vivekanand Public School, Atarra, Banda U.P., India.*

Exposure : A Project :

Under this project, the students interview eminent and famous personalities and learn about their success stories. It motivates and encourages students to imbibe their qualities. They also learn that there is no elevator to success and one has to climb a number of steps to achieve it.

Cumulative Records :

The school has developed a pastoral care system, whereby the teacher and students are given opportunities for a widest possible teacher-pupil contact (Habermas,1990). Each class teacher keeps a cumulative record of each pupil of his /

her class (Narvaez, & Rest, 1995). These records are factual and are descriptive of events rather than mere interpretations or judgments of events (Narvaez, & Rest, 2006). In the account, the teacher notes any aspect of the pupil that she notices or that is brought to his / her attention, e.g. the teacher observes that a particular student seems to be having difficulty in making friends and seems to be unhappy and lonely (Narvaez, & Rest, 2005). The teacher then takes the necessary remedial action like counselling, encouraging other students to talk to him, or making him to sit with an extrovert and friendly student (Fallon, 2003). The teacher jots down her observations, in the following kind of form:

	Setting	Date:
	Incident	
	Remarks	

The file contains information on the following aspects:

1. General information;
 2. Family Background;
 3. Physical development;
 4. Participation in Co-Curricular Activities
 5. Psychological factors;
 6. Interests;
 7. Social factors;
 8. Educational Achievement;
 9. Intellectual factors;
 10. Creative and imaginative skills;
 11. Work habits;
 12. Special difficulties and strengths
- etc.;

At the end of the year, this file is handed over to the next class teacher.

Student, Teacher and Parents/Guardian Mela :

The parents are subtly drawn into this programme through orientation programme, counselling, pupil assessment, parents' mela and interactions so that efforts of the school are harmonised with those of the parents, and all of them work in close coordination for a holistic development of the child.

The comprehensive value-based programme requires multi-pronged approach and concerted efforts of all the experts, teachers, parents and community at large to help children make the right choices. It is our humble effort to realise our dream of teaching our children not only 'to learn' but also to 'live', and develop not only 'a beautiful mind' but also 'a beautiful heart' so that it helps in making the world a suitable place for living together in peaceful co-existence and with cooperative spirit.

REFERENCES

- ❖ Bishwal, A., and Dass, j. (1996). Value Orientation in Teacher Education. *Progress of Education*. Retrieved, January 31, 2012, from <http://books.google.co.in>
- ❖ Campbell, E. (2003). *The Ethical Teacher*. New York: Open University Press.
- ❖ Cocking, R. R. (Eds.). (1999). *How people learn: Brain, mind, experience, and school*. Washington, D.C.: National Academy Press.

- ❖ Fallon, D. (2003). *Case study of a paradigm shift: The value of focussing on instruction*. Retrieved, January 10, 2012, from <http://www.ecs.org/clearinghouse/49/00/4900.htm>
- ❖ Habermas, J. (1990). *Moral consciousness and communicative action* (transl. C. Lenhardt & S.Nicholson). Cambridge, MASS: Massachusetts Institute of Technology Press.
- ❖ Leicester, C. Modgil, & S. Modgil (eds.). (2003). *Education, culture and values*, Vol. II. (pp. 99-107) London: Falmer.
- ❖ Mangieri , & C. Collins Block (Eds.), (2011). *Creating Powerful Thinking in Teachers and Students*. Fort Worth, TX : Holt, Rinehart & Winston.
- ❖ Narvaez, & Rest, (1995; 2005; 2006). The soul of teaching: Educating teachers of character. *Action in Teacher Education*, 26(4). 3-9.
- ❖ *National Curriculum Frame Work (2000)*. New Delhi, NCERT.
- ❖ *National Curriculum Frame Work (2005)*. New Delhi, NCERT.
- ❖ *Programme of Action : New Education Policy. (1986)*. MHRD: New Delhi, Govt. of India.
- ❖ Report Education Commission (1964-66). *Education for National Development* . MHRD: New Delhi, Govt. of India.
- ❖ Report of Rdhakrishanan Commission (1948-49). MHRD: New Delhi, Govt. of India.
- ❖ Revell, L., & Arthur, J. (2007). Character education in schools and the education of teachers. *Journal of Moral Education*, 36(1). 79-92.
- ❖ Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann.
- ❖ Sultan, R.G. (1995). Developing a Vision for Teacher Education Programme : A Value Based Approach . *European Journal of Teacher Education*, Vol.18, No.2.
- ❖ *Teacher Education Curriculum : A Framework. (1978)*.New Delhi : NCTE.
- ❖ *Value Education in Indian Schools: Experiences and Strategies of Implementation.* (2003). New Delhi : NCERT, pp.56,63, 79, 92, 132, 154,201.

ELECTRONIC BANKING IN INDIA – AN OVERVIEW**Dr. Sanghamitra Adhya****Assistant Professor, Department of Geography, Kalyani Mahavidyalaya, West Bengal****E-mail: dr.sanghamitraadhya@yahoo.in****Abstract**

As commercialization of the internet evolved in the early 1990s, traditional banks began to investigate ways of delivering limited online services to reduce operating costs. The success of these early efforts led many banks to expand their internet presence with improved websites that featured the ability to open new accounts, download forms and process loan applications. The next stage of development was the arrival of internet-only banks that offered online banking and other financial products and services without a network of branch offices. These virtual or direct banks were able to pass savings in labour and overhead costs on to their customers by offering higher interest rates on deposit accounts, lower loan costs and reduce service fees. User adoption of a technology has become a crucial or significant measure of the success or effectiveness of that technology. Revolutionary development in Information and Communication Technology (ICT) in the past 20 years has impacted individuals as well as businesses in a profound way. Internet banking (IB) is a radical technological innovation with potential to change the structure and nature of banking. To sustain business competitiveness, more and more banks are transforming from their traditional approach of “bricks and mortar” into a “clicks and mortar” one under the recent emergence of electronic commerce and business. Customer satisfaction and customer retention are increasingly developing into key success factors in ebanking. This paper on internet banking seeks to show an alternative to banking and provide an understanding of the pros and cons of going online. Many traditional banks offer some online services, but the very cheapest choices some will find are internet-only banks, which operate specifically online. Customers can get the same services online that are used to from traditional banks, such as checking and savings accounts, investments, other financial products and services. Those who are interested in paying lower fees for better customer service, they should investigate internet banking.

Key Words: Internet banking, E-commerce, Financial engineering, security, customer satisfaction.

Introduction

Internet Banking (IB) is the latest in the series of technological wonders of the recent past. ATMs, Tele-Banking, Internet Banking, Credit Cards and Debit Cards have emerged as effective delivery channels for traditional banking products. Banks know that the Internet opens up new horizons for them and moves them from local to global frontiers. IB refers to systems that enable bank customers to get access to their accounts and general information on bank products and services through the use of bank’s website, without the intervention or inconvenience of sending letters, faxes, original signatures

and telephone confirmations. It is the types of services through which bank customers can request information and carry out most retail banking services such as balance reporting, inter-account transfers, bill-payment, etc., via telecommunication network without leaving their home/organization. It provides universal connection from any location worldwide and is universally accessible from any internet linked computer. Information technology developments in the banking sector have sped up communication and transactions for clients. It is vital to extend this banking feature to clients for maximizing the advantages for both clients and service providers. Internet is the cheapest delivery channel for banking products as it allows the entity to reduce their branch networks and downsize the number of service staff. The navigability of the website is a very important part of IB because it can become one of the biggest competitive advantages of a financial entity. Bankers consider 'minimizes inconvenience', 'minimizes cost of transactions' and 'time saving' to be important benefits and 'chances of government access', 'chances of fraud' and 'lack of information security' to be vital risks associated with electronic banking. Due to increase in technology usage the banking sector's performance increases day by day. IB is becoming the indispensable part of modern day banking services.

International Scenario

World over, electronic banking is making rapid strides due to evolving communication technology. Penetration of Internet banking is increasing in most countries. Wireless Application Protocol (WAP) is an emerging service which banks worldwide are also offering. The stiff competition in this area exposes banks to substantial risks. The need is being felt overseas that transparency and disclosure requirements should be met by the e-banking community. While existing regulations and legislations applicable to traditional banking are being extended to banks' Internet banking and electronic banking services, it is recognized that Internet security, customer authentication and other issues such as technology outsourcing pose unique risks. Central Banks worldwide are addressing such issues with focused attention. Special legislations and regulations are being framed by the regulators and supervisors for proper management of the different types of risks posed by these services. The reliance on outsourcing is an area where overseas regulators and supervisors are focusing their attention, with banks having to regularly review and test business continuity, recovery and incidence response plans in order to maintain their reputation of trust. Consumer protection and data privacy are areas which assume great significance when banking transactions are carried over a medium as insecure as the Internet. Many countries are looking at special consumer protection/data privacy legislation for an e-commerce environment. The presence of 'virtual banks' or 'Internet only banks' and the licensing requirements required for such entities are also areas which are being looked into by overseas authorities. There has also been co-operation among the regulators and supervisors to meet the challenges of 'virtual' cross border e-banking, particularly in the light of the possibility of increased money laundering activities through the medium of Internet. Internet banking is universally seen as a welcome development, and efforts are being made to put in place systems to manage and control the risks involved without restricting this service.

Indian Scenario

Internet banking (both as a medium of delivery of banking services and as a strategic tool for business development) has gained wide acceptance internationally and is fast catching up in India with more and more banks entering the fray. India can be said to be on the threshold of a major banking revolution with net banking having already been unveiled. A recent study, to which 46 banks responded, has revealed that at present, 11 banks in India are providing Internet banking services at different levels, 22 banks propose to offer Internet banking in near future while the remaining 13 banks have no immediate plans to offer such facility.

According to Internet World Stats (IWS) market survey at present, the total Internet users in the country are estimated at 1.4 crore. Only about 1% of Internet users did banking online in 1998. This increased to 16.7% in March 2000. The growth potential is, therefore, immense. Further incentives provided by banks would dissuade customers from visiting physical branches, and thus get 'hooked' to the convenience of arm-chair banking. The facility of accessing their accounts from anywhere in the world by using a home computer with Internet connection, is particularly fascinating to Non-Resident Indians and High Network Individuals having multiple bank accounts. Mumbai city tops in online banking. With the internet now popular among all age groups, online banking has become a necessity. According to Internet and Mobile Association of India, 30% of respondents have a relationship with one bank, 60% with 2-3 banks, 8% with 4-5 banks and 2% with more than six banks.

Costs of banking service through the Internet form a fraction of costs in comparison to conventional methods. Rough estimates assume teller cost at Re.1 per transaction, ATM transaction cost at 45 paise, phone banking at 35 paise, debit cards at 20 paise and Internet banking at 10 paise per transaction. The cost-conscious banks in the country have therefore actively considered use of the Internet as a channel for providing services. Fully computerized banks, with better management of their customer base are in a stronger position to cross-sell their products through this channel.

The Reserve Bank of India constituted a working group on Internet Banking. The group divided the internet banking products in India into 3 types based on the levels of access granted. They are:

i. Information Only System - General purpose information like interest rates, branch location, bank products and their features, loan and deposit calculations are provided in the banks website. There exist facilities for downloading various types of application forms. The communication is normally done through e-mail. There is no interaction between the customer and bank's application system. No identification of the customer is done. In this system, there is no possibility of any unauthorized person getting into production systems of the bank through internet.

ii. Electronic Information Transfer System - The system provides customer-specific information in the form of account balances, transaction details, and statement of accounts. The information is still largely of the 'read only' format. Identification and authentication of the customer is through password. The information is fetched from the bank's application system either in batch mode or off-line. The application systems cannot directly access through the internet.

iii. Fully Electronic Transactional System - This system allows bi-directional capabilities. Transactions can be submitted by the customer for online update. This system requires high degree of security and control. In this environment, web server and application systems are linked over secure infrastructure. It comprises technology covering computerization, networking and security, inter-bank payment gateway and legal infrastructure.

Opportunities

The popular services covered under E-banking include:

1. ATM (Automated Teller Machine)
2. Credit Cards
3. Debit Cards
4. Smart Cards
5. Electronic Funds Transfer (EFT) System
6. Cheques Truncation Payment System
7. Mobile Banking
8. Internet Banking
9. Telephone Banking
10. Online shopping
11. Investment

These services are available only to those who have internet connection or are, at the very least, computer literate.

i Internet provides an ever-growing market both in terms of number of potential customers and geographical reach. Technological development has made access to Internet both cheaper and faster. More and more people across the globe are accessing the net either through PCs or other devices. The purchasing power and need for quality service of this segment of consumers are considerable. Anybody accessing Internet is a potential customer irrespective of his or her location. Thus, any business targeting final consumers cannot ignore the business potential of Internet.

ii. Internet offers a unique opportunity to register business presence in a global market. Its effectiveness in disseminating information about one's business at a relatively cost effective manner is tremendous. Time sensitive information can be updated faster than any other media. A properly designed website can convey a more accurate and focused image of a product or service than any other media. Use of multimedia capabilities, i.e., sound, picture, movies etc., has made Internet as an ideal medium for information dissemination. However, help of other media is necessary to draw the potential customers to the web site.

iii. The quality of service is a key feature of any e-commerce venture. The ability to sell one's product at anytime and anywhere to the satisfaction of customers is essential for e-business to succeed. Internet offers such opportunity, since the business presence is

not restricted by time zone and geographical limitations. Replying to customers' queries through e-mail, setting up FAQ (Frequently Asked Questions) pages for anticipated queries, offering interactive help line, accepting customers' complaints online 24 hours a day and attending to the same, etc. are some of the features of e-business which enhance the quality of service to the customers. It is of crucial importance for an e-venture to realize that just as it is easier to approach a customer through Internet; it is equally easy to lose him. The customer has the same facility to move over to another site.

iv. Cost is an important issue in an e-venture. It is generally accepted that the cost of overhead, servicing and distribution, etc. through Internet is less compared to the traditional way of doing business. Although the magnitude of difference varies depending on the type of business and the estimates made, but there is unanimity that Internet provides a substantial cost advantage and this, in fact, is one of the major driving forces for more number of traditional business adapting to e-commerce and pure e-commerce firms to sprout.

v. Cost of communication through WWW is the least compared to any other medium. Many a time one's presence in the web may bring in international enquiries, which the business might not have targeted. The business should have proper plans to address such opportunities.

Difficulties

i. There are a number of obstacles, which an e-commerce venture needs to overcome. Trust of customers in a web venture is an important concern. Many customers hesitate to deal with a web venture as they are not sure of the type of products and services they will receive. In the same manner as ATM services, the poor and low-income clients will not be able to fully enjoy the benefits of this service. This is particularly true in a bank to customer venture like e-shop, e-mall or e-auction site. Traditional business with well established brands and goodwill and having a physical presence face less resistance from customers in this regard than a pure e-venture.

ii. Many bank to customer ventures have ultimately to deliver a product or service in physical form to the customer for a deal contracted through Internet. This needs proper logistics, an efficient distribution network, and control over quality of product or service delivered. These issues are not technology related and any let off in this area can drive the customer away to the competitor or from e-commerce.

iii. The privacy of information on the customer's preferences, credit card and bank account details etc. and customers' faith in a system where such privacy is stated to be ensured are important issues to be addressed. These are mainly technological issues, but human factor is important both at the business and at the customers' end and also in building the trust in the system.

iv. Security of a transaction, authenticity of a deal, identification of a customer etc. are important technological and systems issues, which are major sources of concern to e-commerce. Equally important are questions of repudiation of a deal, applicability of law, jurisdiction of tax laws etc. These are important to all forms of e-commerce, whether

bank to customer or bank to bank and all segments of business, i.e. manufacturing, services and finance and are addressed in different chapters of this report.

v. Accessibility to Internet by the consumers is an important issue in bank to customer domain. This is particularly so in countries like India where penetration of PCs and other devices to households for access to Internet is minimal. Also important are availability of bandwidth and other infrastructure for faster and easier access. Considering that ecommerce aims at global market, deficiencies of these kinds in the developing world are no longer concerns confined to these areas, but are global e-commerce concerns.

vi. Malicious software installed on the target's computer is a very large category. Trojans, worms and viruses all fit in this category, the difference being the infection vector. The computers should be saved and it is not a very difficult task. Targeting specific individuals may be trickier, but the economy of scale due to the Internet and the laws of chance suggest that finding a susceptible target will not be hard, if the attacker is not concerned with targeting specific individuals.

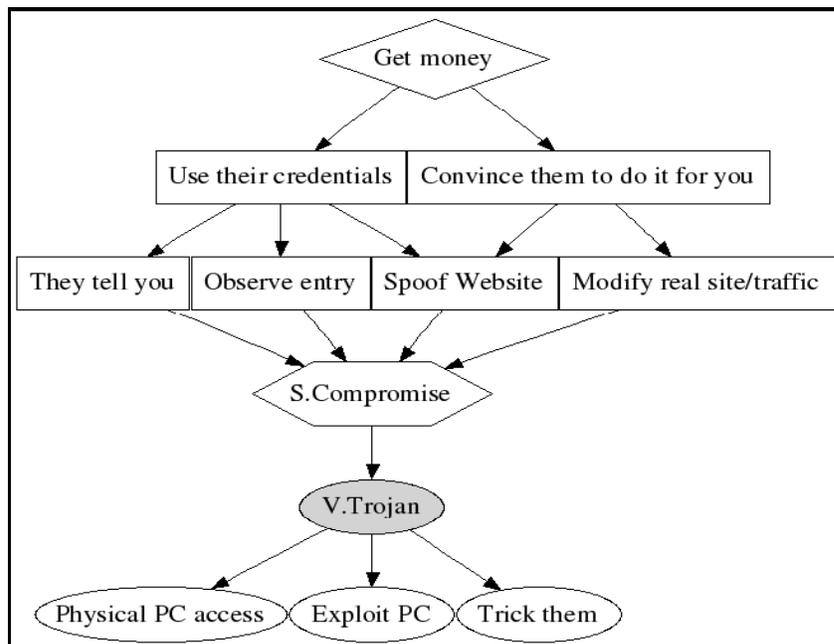


Fig. 1 Attack Graph for V. Trojan

The Trojan horse (or just Trojan) is the most powerful weapon in the attacker's collection. It can perform the tasks of many of the other attacks, such as keyboard logging, traffic interception and rerouting as well as many others. Improper installation may lead to degradation of services. Installation of pirated software is not only illegal and unethical, but may also contain trojans and viruses, which may compromise system security. In the case of installation of outsourced software, care should be taken to compare the source code and the executable code using appropriate tools as unscrupulous developers may leave backdoor traps in the software and for illegal access and update to

the data. In addition, while installing software care should be taken that only necessary services are enabled on a need to use basis.

Countermeasures

There exist several countermeasures which try to avoid attacks. Digital certificates are used against phishing and pharming, in signature based online banking variants (HBCI/Fin TS) the use of "Secoder" card readers is a measurement to uncover software side manipulations of the transaction data. To protect their systems against Trojan horses, users should use virus scanners and be careful with downloaded software or e-mail attachments. In 2001, the U.S. [Federal Financial Institutions Examination Council](#) issued guidance for [Multi Factor Authentication](#) (MFA) and then required to be in place by the end of 2006. In 2012 the European Union Agency for Network and Information Security advised all banks to consider the PC systems of their users being infected by [malware](#) by default and therefore use security processes where the user can cross check the transaction data against manipulations like for example (provided the security of the mobile phone holds up) [SMS TAN](#) where the transaction data is send along with the TAN number or standalone smartcard readers with an own screen including the transaction data into the TAN generation process while displaying it beforehand to the user to counter [man-in-the-middle attacks](#).

Internet banking comes with its share of flaws and it is essential to be aware of precautions that can help customers avoid landing in any undesired scenario:

- Shared computers should not be used while accessing personal accounts.
- Do not access your bank account using vital passwords at internet parlors or any other public places to avert the hazard of data being duplicated.
- Modify your password frequently.
- Contact your bank instantaneously if you doubt any changes in your banking password.
- Always log-off from your Internet banking account and close the internet browser after accessing the information.

In the present scenario, every Indian bank has this facility of internet banking. Currently most of the banks are extending their reach in rural areas to attract more customers. This gives the country's entire population to get benefited with the technology advancement. The initiation of banks to educate people the benefits of internet banking is in the new system. Having all above mentioned benefits, when it comes to the security of internet banking, it is the challenging problem to be faced by all the major banking portals. Every customer must aware of the security issues and protect their details from the hackers.

Conclusion

Internet banking has its own advantages and disadvantages. The main advantage of implementing e-banking is an increase in customer satisfaction. This is because customers do not have to go to the branches in order to access their accounts, make withdrawals and deposits. They can also check it any time of the day, a feature that physical branches do not offer thus creating a good relationship with the bank and the

customer. E-banking is also advantageous not only for customer but also for the bank because it reduces costs in setting up a branch and the resources to process transactions. They can also service more people than ever before. All these benefits are the reasons why many banks are already investing in e-banking. The main disadvantage of e-banking is the security problem that surrounds it. It's a fact that making transactions online poses a much bigger risk compared to making transactions in a physical branch. This is due to the hacking problems and identity theft. Addition to these risks, technical difficulties could also arise. Sometimes the bank's website goes down, and if this happens it will be a hassle for the customer because he/she has to go to a branch or make phone calls- which are usually busy due to other customers also making a call. Another case that has happened was an unpredicted rise in customer that the servers of the bank were not able to cope with.

In order to create a wider audience for the system the integration with other online financial transactions should be investigated. There already exist ways to hook the card issuer into the flow of the transaction at the merchant and while current schemes sometimes offer poor security it is a mechanism which could be used to provide a robust solution using the proposed device.

A further barrier to adoption is that while it has been shown that none of the existing systems which were reviewed are completely successful in either their stated goals or in combating all the threats to Internet banking, this may not prevent them being used in practice. Security is a trade-off based on risk. The banks should check the current security system to reduce their risk sufficiently and they may think to deploy a technically superior system at a lower cost.

References

1. Cronin, Mary J. (1997). *Banking and Finance on the Internet*, John Wiley and Sons. ISBN 0-471-29219-2 page 41 from *Banking and Finance on the Internet*.
2. *Computer Giants Giving a Major Boost to Increased Use of Corporate Videotex*. Communications News. 1984. Retrieved 2008-07-10.
3. ChipTAN (Sicherungsverfahren in Online-Banking) sparkasse-koelnbonn.de, Sparkasse KölnBonn (AöR), Retrieved on April 10, 2014.
4. Furst, Karen, William W. Lang, and Daniel E. Nolle. "Special Studies on Technology and Banking." *Office of the Comptroller of the Currency Quarterly Journal* 19, no. 2 (2000): 29–48.
5. 'High Roller' online bank robberies reveal security gaps European Union Agency for Network and Information Security, July 5, 2012
6. Kalakota, Ravi, and Andrew B. Whinston. *Electronic Commerce: A Manager's Guide*. Reading, MA: Addison-Wesley Longman, 1997.

7. Security Flaws in Online Banking Sites Found to be Widespread Newswise, Retrieved on July 23, 2008.

8. Tatanga Attack Exposes chipTAN Weaknesses trusteeer.com, September 4, 2012

9. Trojaner gaukelt Fehlüberweisung vor Heise Security, June 1, 2013

10. Secoder 2 die-signaturkarte.de, GAD Volksbanken and Raiffeisenbanken IT service provider, Retrieved on April 10, 2014.

11. Wenninger, John. 'The Emerging Role of Banks in E-Commerce.' Federal Reserve Bank of New York Current Issues 6, no. 3 (2000): 1-6.

SOME ELEMENTS OF HEALTH AND FITNESS AMONG SOCCER PLAYERS IN NORTH 24 PARGANAS, WESTBENGAL

POULAMI GHOSH^{[1][2]} & Dr. A.N.Dey^[3]
^[1]Asst. Professor, Dept. of Physical Education, U.C.T.C., Berhumpore
^[2]Sports Scientific Research Scholar (football), West Bengal State University, West Bengal
^[3]Director, School of Education, Netaji Subhas Open University, Kolkata, West Bengal

PREAMBLE:

Soccer (Association Football) is basically seen as a game of men. Since only last five decades women are also participated in the game spontaneously in all over the world. In respect of the world soccer, India is not appreciable. But in men dominated Indian society, the raising of women in soccer is blowing a little hope to Indian. We are the Bengalee. Soccer is our passion, the age-old heritage of our socio-culture milieu. Like men's soccer, West Bengal was the pioneer of women football too. Though in our society women football is not neglected one but not also passionately loved enough too.

Soccer is very fast game as well as body-contact game which needs both physical skill, powers and strategy. It is a game of constant action and requires continuous adaptation to changing situation by the team as a whole as well as by the individual players. It is a team game, though players has so many chances to exhibit their excellence .And these excellence completely depends upon health , physical fitness, psychological toughness, skill and strategies.

In our society the girls play football, has lots of social hindrances that make them poor physically and psychologically. Health and Fitness both are vital for professional athletes. Physical fitness is not only essential for a good performance, without proper psychological condition a player couldn't be a good performer. For proper fitness social and economical support is very important. But our soccer loving society does not provide any types of support to our girls to play or enjoy football; rather our social conservativeness just decreases our women's performance. These kinds of social hindrance damage women footballer psychologically. Health also depends upon the socio-economic condition of a player. The women footballers of our country generally come from unhealthy family that is the cause of their poor health also. They tremendously suffer lots of physiological problems due to their poor fiscal condition and scarcity of proper knowledge about sports and health. It's not only their problem it's a great problem of our sports. In sports arena we just try to ignore science. But a good performer is the combination of sports science, social and monetary support and the devotion of the player.

OBJECTIVES OF THE STUDY:

The present study aims to find out the status of health condition, physical fitness and mental fitness status of the soccer players of West Bengal with special emphasis on the District of North 24 Parganas.

UNITS OF OBSERVATION:

The present study is restrained to the following:
 i. 28 women soccer players are selected for the present study.
 ii. The age group of the subjects is varying between 14 to 19 years.
 iii. Only women who participated District level soccer regularly in School Games are finally selected for the present study.

SIGNIFICANCE OF THE STUDY:

The study mainly bears the significant scope for broader observation in future. The present preliminary study:
 i. shows the current fitness status of the players
 ii. indicates the present health condition of the girls'
 iii. helps coaches to make them perfectly.
 iv. has some social and cultural values.
 v. indicates the lacuna as well as drawbacks of the physical fitness training.
 vi. helps to improve the status of the women soccer players in West Bengal
 vii. finally make its significance for further study may related with the women's soccer, based upon the present study and also helps to planners and policy makers of the country's national sports.

METHODOLOGY USED:

The anthropometric variable, one physiological parameter, physical fitness variables and psychological variables are taken to measure the women players for the study. Here only BMI as anthropometric variables have been considered. Hemoglobin concentration in blood been taken for physiological parameter. To measure hemoglobin concentration, the present researcher taken used the help of pathology. Here VO₂ max, speed, agility and flexibility were consider as physical fitness variables that were measured by administrating the bib test, 30 matures flying test, semo agility test and sit and reach test respectively. NSAD questionnaires were used to measure their mental condition as stress, aggression and anger.

RESULTS AND OBSERVATIONS:**TABLE: I**

BMI & Hemoglobin level

VARIABLES	FINDING LEVEL	RANGES
BMI	19.2	Upto 18.5=>below 18.6 to 24.9 =>normal 25 to 29.9 =>above
HEMOGLOBIN	11.3	12.1 to 15.1

T

TABLE : I shows the nutritional status i.e. find from BMI is at accepted level and their hemoglobin level is less.

VARIABLES	FINDING LEVELS	RANGES
VO ₂ max	38.6	above 41.9=> superior 39 to 41.9=> excellent 35 to 38.9=> good 31 to 34.9=> fair
Speed	4.79	4.6 to 4.5=> above average 4.8 to 4.7=> average 5 to 4.9=> below average
Agility	14.22	12.19 to 12.99=> good 13 to 13.90=> average 13.91 to 14.49=> fair above14.50=> poor
Flexibility	27.68	33 to 36=> above average 29 to 32=> average 23 to 28=> below average

TABLE : II

Physical fitness components and these levels

TABLE : II depicts that endurance level of the subjects is good but not excellent; speed is at average; agility is poor and flexibility is in below average.

TABLE : III Psychological variables and these levels

VARIABLES	FINDING LEVELS	RANGES
Stress	15.57	below 13=> low stress above 13=> high stress
Physical aggression	16.57	28 to 44=> more aggressive 18 to 27=> aggressive 9 to 17=> below aggressive
Verbal aggression	27.92	25 to 30=> more aggressive 16 to 24=> aggressive 10 to 15=> below aggressive
Anger	22.39	35 to 42=> above average 22 to 34=> good 14 to 21=> below average

TABLE : III shows that subjects having high stress. Their physical aggressiveness is in below category but they are verbally aggressive. And the level of their anger is balanced.

DISCUSSION AND INTERPRETATIONS:

From the relative data it was found that:

- i. The BMI (i.e. the indicator of the nutritional status) of the subjects is found to be within normal range.
- ii. Subjects were found to be less in hemoglobin percentage. This component must be improved through dietary manipulation or iron supplements or both together. Less hemoglobin concentration also affect on endurance capacity.
- iii. Subjects are lacking in desirable endurance capacity which is very important for the game.
Systematic endurance training can improve the endurance capacity of the girls.
- iv. Football needs sprinting ability but speed ability of the subjects is average. To improve speed ability part method is good.
- v. the agility is also found to be poor, as which is one of the most important parameters to excel in football.
- vi. They are suffering from high stress. It obstructs their performance level and it's the cause of our social hinders.
- vii. They are verbally aggressive but not in physically it's happen due to our socio cultural influence.
- viii. The anger level of the girls is appreciable for the game of soccer.

CONCLUDING REMARKS:

The present study is a preliminary study. At a glance, the study is an incomplete one but it has the ability to complete future studies that may related with the women's soccer. It bears the significant opportunities for further advance studies. Also it must help to develop the health and fitness level of the women soccer players of our country that will finally increase our national sports status.

REFERENCES CITED:

1. Steation, Doncash. Et al., *Basic Book of Sports* (Englewood Cliffs, N.j. : Prentice-Hall, inc., 1956)
2. Christensen, I.P. *Instant Notes Psychology*, (Delhi : BIOS Scientific Publishers Ltd, 2001)
3. Cox, Richard H. *Sports Psychology Concepts and Application*, (USA : WBC / McGraw-Hill, 1994)
4. Johnson, B. L., Nelson, J. K. *Practical Measurements For Evaluation in Physical Education*, (Delhi : Surjeet Publication, 1983)
5. Shephard, Roy J. *Aerobic Fitness and Health*, (Canada: Human Kinetics Publishers, 1994)
6. Llewellyn Jack H. and Judy Bluker A., *Psychology of Coaching : Theory and Application*, (Delhi : Surjeet Publication, 1989)
7. Jain R., *Sports Sociology* , (Delhi : Khel Sahitya Kendra, 2002)
8. <http://www.brianmac.co.uk/vo2max.htm>
9. <http://www.speedendurance.com>
10. <http://www.rcampus.com/rubricshowc>

A STUDY ON EMPOWERING WOMEN THROUGH EDUCATION

Deepanjana Khan

M.A. (Education) 2nd Semester, Department of Education, University of Kalyani,
Kalyani, West Bengal, 741235

Abstract

From the history of human civilization the role of women in the development of human being's personality in particular and the growth and progress of the society in general can not be either denied or undervalued. But for centuries together their self development could not be achieved for lack of proper education. To overcome from this adverse condition women education is imperative. Acquiring education does not mean only bookish knowledge. It is the arousal of one's real self perception. This perception leads women to a prosperous, purposive and meaningful life where one can think as a self dependent, productive citizen of the society.

Key words: Women empowerment, education, self perception

Introduction

The history of human civilization is always marked by the glorious role of women in the field of social, cultural, political and economic life of a country. With proper respect women were treated as human being in the *Vedic* period and the attainment of knowledge reached the epitome during this period. The *Buddhist* period was also famous for origin of a separate organization to provide education to the women. The *Muslim* period was especially marked by non-importance of women in the society. Traditions like, *sati*, *devdasi*, *child marriage* was also prevalent during this period (Ravi, 2011). By the end of the 18th century progressive activities of Raja Ram Mohan Roy, Vidyasagar, Mahatma Gandhi Annie Besant and David Hare brought several changes in the society. This has lead women to become aware of education. Several educational institutions were set up to impart formal education to women folk in the society. This was the real beginning of women empowerment in the society. But the progress was very slow. Some times constraints by the vigorous public opinion. However the ways shown by them has gained momentum and women education is considered the most important aspect for social sector development. After independence various efforts are being made by the Planning Commission to empower women for social, cultural, political and economic activities of the country. As empowerment and education is closely interrelated it is imperative to properly educate the women folk in our society.

Objectives of the study

The objective of the present study is as follows:

- To promote universal women education

- To intervene in areas of policy planning for women education

Importance of Universal Women Education

Education has been regarded as a key to women's empowerment to raise awareness and open possibilities as well as its instrumental link to economic growth and children health. Hence universal primary education has been a goal in many developing countries including India. Education and training are powerful tools against poverty and hunger for women empowerment. Generally educated women are skilled labour as they are able to avail all sorts of facilities including financial assistance given by the government as compared to illiterate people. Educated women are more likely to have higher earnings and exercise greater decision-making power within the household (Biswas, 2013). As a result they are also more likely to ensure that their own children are educated. On the other hand the educated mother tries to raise the productivity of future generation with increased income and sustainable growth.

A mother is better than a teacher. This is because from birth to school stage the home environment and the association of other members of the family play a significant role in developing the proper attitude of a child. But there is a wide gap between the attainment of male and female education. Illiteracy, child marriage, purdah system, economic backwardness, traditional outlook and ignorance of parents are responsible for non attainment of proper women education. These factors also discriminate the provision of education between a boy and a girl in a society. During the last century several attempts were made to remove this discrimination. However the need and importance of education can not be ignored today.

Educational attainment of women

Today half of the total population of the state is women, thus they play a very important role in the development of the state. The female literacy rate is considered as educational attainment of women in the state. In this context female enrolment at different stages of education become very important. Data on enrolment at different stages indicate that there has been an increase in all level except primary school during 2001 to 2011 period. This is very encouraging. While the proportion of female enrolment decreases with the increase in the stages of level of education. It can not be denied that there is higher drop out of girl students in the state. This trend is more prevalent in the economically weaker section of the society.

The increased enrolment of female in both primary and upper primary level is an indicator of positive development. The government schemes and plans e.g. mid day meal, supply of free text books, uniforms and scholarship etc. have contributed in enhancing the enrolment of female students. The opening of large number of educational institutions and better road connectivity has also triggered the progress in this direction. It is further recognized that women literacy rate and empowerment is interrelated. Data on women literacy rate (66.57% in 2011) in the state reveal that it is far below the desired level and deterred the women empowerment.

Policy planning for women education

It is also recognized that national development is constrained by non inclusion of proper women education in the country. Hence women education is regarded as the priority sector in social development process. Post independence period particularly the Five Year Plans witnessed vigorous efforts by the Central Government, State Government and Non-governmental Organization for expansion and development of women's education. The Central Government appointed several Commission and Committees to look into the ways for expansion of women's education so that the existing gap between the education of boys and girls is minimized. In spite of government effort not much progress could be achieved in women's education due to lack of public support and participation particularly in rural areas. However the National policy on Women's Education play a positive role in order to provide powers to the women , wherein education is considered as an agent of basic change in the status of women.

Present status of women's education

Data on progress of women's education is satisfactory during the post independence period. Girls belonging to remote rural areas and the weaker sections of the society are being encouraged to receive education. The increased number of women's educational institutions and the enrolment of girl students from primary to university level indicate that the country is marching ahead towards the progress and development of women's education.

Women's participation in the total work force

Women's empowerment is also related to participation of women in the total work force. Data on women work force has always been lower than that of men both for rural and urban areas. Expansion of education has considerably increased the women's work force in the country. Women's work participation rate was only 19.67% during 1981 but it has increased to 26.68% during 2001. It is a noticeable fact that work participation is more in rural areas compared to urban areas.

Conclusion

It is imperative that women could be a part of developmental activities if they are empowered in right direction and this could be achieved through proper education. Proper education not only brings a reduction in inequalities but also functions as a means of improvement of their status in the society. The increased women literacy rate is a positive developmental aspect in women's empowerment. As the participation of women in governmental activities is a key factor in women empowerment it is noticed that women participation in such activities is very low compared to men. Today the women became aware of their social, economic, intellectual, mental and spiritual development. The role of women has become an important feature of both social and economic factor of the country and it will be more important in the coming years.

References

- Biswas, B. 2013. Empowerment of women: a study with reference to West Bengal. *Indian Journal of Landscape Systems and Ecological Studies*. 36(2). 110-113.
Government of India. Census Reports, 2001, 2011.

Ravi, S. S. 2011. *A comprehensive Study of Education*. PHI Learning Private Limited. New Delhi. pp 606-619.

**PROBLEMS OF SUSTAINABLE ECONOMIC AND EDUCATIONAL
DEVELOPMENT OF SCHEDULED TRIBES IN INDIA.**

**Dr Arun Kumar Mandal, Asst Prof., UCT College, Berhampore, West Bengal
&**

Dr Jayanta Mete, Dept. of Education, Kalyani University, Kalyani, West Bengal

Abstract

Sustainable economic and education development of the India would be achieved through the process of improving weaker section of the people who live either at the subsistence level or below the poverty line. So, the present study has tried to focus about problems sustainable economic and educational development of scheduled tribes. The study represents there is positive relation between promotion of education and economic development of scheduled tribes largely.

Introduction:

Sustainable development implies making equilibrium the economic, social and environmental objectives of society in order to maximize human welfare in the present without compromising the ability of future generations to meet their needs. UN conference on Environment and Development held in Rio in 1992 took Agenda 21 in order to “adopt national strategies for sustainable development [which should] build upon and harmonise the various sectoral, economic ,social and environmental policies and plan that are operating in the country. [...] Its goals should be to ensure socially responsible economic development for the benefit of future generations”. The Brundtland Report(1987) defined sustainable development as “ development which meets the needs of the present without compromising the ability of future generations to meet their own needs”. Sustainable development strategies ensure sustained beneficial impacts on disadvantaged and marginalized groups and future generations. For the greater sake the concepts of both ‘education’ and ‘sustainable development’ can be applied in order to make relationship between the issue of sustainability and the most underprivileged section of Indian society i.e tribals. Poverty is one of the obstacles of tribal development. According to Prof. Amartya Sen(1981) “ If one considers a case of reduction of real income and increase in the suffering of all the poor, it must be described as an increase of poverty , no matter whether this change is accompanied by a reduction in the adverse effects on the rich” .

Thus expansion of quality education is a prerequisite for sustainable tribal development Achieving sustainable development requires: Recognition of the challenge; Collective responsibility and constructive partnership; Acting with determination; the indivisibility of human dignity. Education not only provides scientific and technical skills, it also provides the motivation, justification, and social support for pursuing and applying them.

The Dakar 2000 framework of action focused on this disadvantaged group and the United Nations in its Millennium Development Goals interlinked basic education and poverty reduction. Tribal people suffer from development due to lack of proper education, income, employment, food and health conditions as compared to other social groups. As a result their development could not sustain at all. So education should be directed towards the progress of tribal society and development of tribals who can make a significant contribution for development of wider society as well as country. Tribals should be educated not only for themselves but also for the fact their association with socio-economy and political must occur in more egalitarian process. Tribal should be educated not only for themselves but also for the fact their correlation with socio-economic, political, and gender must take place in more egalitarian process. So, the present study has tried to focus about the problems of sustainable development of scheduled tribes.

Objectives of the Study:

- To find out literacy rate and gap of scheduled tribes as one of the components of tribal development as compared to their social groups in India and verify whether this part of development is sustainable or not.
- To estimate drop out of scheduled tribes as compared to their social groups.
- To compare the role of tribal women in the household economy as compared to female.
- To measure Gender Parity Index(GPI) as an indicator of tribal development in India.

Methodology: The study has been conducted on the basis of secondary data available from various official sources during different period. The collected secondary data have been arranged in the various tabular form and analysis has been done on the basis of secondary data arranged in tabular form.

Analysis and Results:

Table-1: Comparative Literacy Rates, 1991 to 2001

Item	Literacy Rates			Literacy gap of Sc/ST to others in percentage points	
	SC	ST	Other than SC/ST	SC	ST
1991					
Male	49.91	40.65	69.53	19.62	28.88
Female	23.76	18.19	44.81	21.05	26.62
Total	37.41	29.60	57.69	20.28	28.09
2001					
Male	66.64	59.17	78.7	12.06	19.53
Female	41.90	34.76	58.17	16.27	23.41
Total	54.69	47.10	68.81	14.12	21.71

Source: Educational Statistics, 2004-05(Govt. of India,MHRD)

Table-1 highlights that literacy rates of male and female increased from 40.65 % and 18.19 % in 1991 to 59.17 % and 34.76 in 2001 respectively. It is found that literacy rates

of ST estimate much lower as compared to other social groups i.e SC and other than SC. A wide literacy gap of ST is prevailed as compared to SC and other than SC.

Table-2: Dropout Rates by Social Composition, 2004-05.

Categories	Primary(I-V)			Elementary(1-VIII)		
	Boys	Girls	Totals	Boys	Girls	Total
SCs	32.7	36.1	34.2	55.2	60.0	57.3
STs	42.6	42.0	42.3	65.0	67.1	65.9
All	31.8	25.4	29.0	50.5	51.3	50.8

Source: Selected Educational Statistics, 2004-05.

Table-2 describes that the dropout rates at primary level for STs estimate substantially higher than the national average (29 %). The social gap in drop out rate is acute in respect of girls. Two –thirds of the tribals students just do not go beyond class VIII.

Table-3 : Distribution of Total, Main and Marginal Workers among STs

Total/ Male/ Female	Total Workers (% to total population)	Main Workers (% to total workers)	Marginal Workers (percentage to total workers)
Total	2,149,255 (48.8 %)	1,412,133 (65.7 %)	737,122 (34.3%)
Male	1,195,480 (53.80 %)	936,302 (78.30 %)	259,178 (21.7 %)
Female	953,775 (43.7 %)	475,831 (49.9 %)	477,944 (50.1 %)

Sources: Census-2001, office of the Registrar General, India

Table -3 describes about the distribution of total , main and marginal workers among STs. Total workers estimate 48.8 % having 65.7 % main workers(% to total workers) and 34.3 % marginal workers(% to total workers). Total male workers account for higher (53.89 %) as compared to total female workers (43.7 %). Male main workers estimate to be 78.30 % which is higher as compared to female main workers (49.9%) but higher marginal female workers are found to be 50.1 % as compared to 21.7 % marginal man workers. This result may arise due to most of the Minor Forest Produces (MFPs) are collected by the tribal women and children. They contribute more than 70% forest employment generation (Mandal, A.K. 2009). The result of the table indicates that tribal women contribute significantly in the household economy and their empowerment must be inevitable.

Table-4: Gender parity Index, 1986-87 to 2004-05

Year	Scheduled Caste Students			Scheduled Tribe Students		
	(I-V)/Primary	(VI-VII)/UP	(1-VIII)/Elementary	(I-V)/Primary	(VI-VII)/UP	(1-VIII)/Elementary
1	2	3	4	5	6	7
1986-87	0.62	0.50	0.60	0.61	0.48	0.59
1990-91	0.69	0.52	0.63	0.65	0.50	0.60
1995-96	0.76	0.62	0.72	0.70	0.61	0.71
1996-97	0.77	0.68	0.74	0.69	0.63	0.70
1997-98	0.82	0.67	0.75	0.73	0.64	0.73
1998-99	0.79	0.71	0.77	0.72	0.63	0.70
1999-2000*	0.78	0.68	0.76	0.73	0.63	0.71
2000-01*	0.80	0.70	0.78	0.73	0.66	0.72
2001-02*	0.80	0.72	0.78	0.80	0.70	0.77
2002-03*	0.81	0.69	0.78	0.84	0.68	0.81
2003-04*	0.89	0.80	0.87	0.93	0.79	0.90
2004-05*	0.86	0.79	0.85	0.93	0.71	0.88

*provisional

Selected Educational Statistics (2004-05, Govt, of India, MHRD)

Table- 4 measures Gender Parity Index (GPI) during 1986 to 2004-05. It is found that GPI of STs has improved during 1986-87 to 2004-05 steadily which indicates a positive change of tribal society towards education of ST girls and their socio- economic empowerment.

Conclusion:

According to OECD(1996) , a strategy for sustainable development should comprise “ A co-ordinated set of participatory and continuously improving processes of analysis, debate, capacity-strengthening, planning and investment, which seeks to integrate the short and long term economic, social and environmental objectives of society- through mutually supportive approaches wherever possible – and manages trade- offs where this is not possible”. Education widens opportunities leading to both individual and group entitlements. The state shall promote with special care the educational and economic interests of the weaker sections of the people and, in particular, of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation (Clause 46).

The education commission (1964-66) has stressed this point as the education of backward classes in general and of the tribal people in particular is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose. It presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid Inclusiveness in education will be achieved through the following. aspects: i)reduction of regional imbalances., ii)Support to institutions located in boarder, hilly, remote, small towns and educationally backward

areas, iii) support to institutions with larger students populations of , STs, iii) Support to the, STs boys and girls students with special scholarships/ fellowships, hostel facilities, remedial coaching, and other measure, iv) setting up of an 'Equal Opportunity Office' in all universities to bring all schemes relating to this group under one umbrella for effective implementation. The major findings of the study may be stated as:

- Literacy rates of ST estimate much lower as compared to other social groups i.e SC and other than SC. A wide literacy gap of ST is prevailed as compared to SC and other than SC. As a result sustainable development of STs could not be achieved at all until this literacy gap is reduced and minimised.
- The drop-out rates at secondary level estimates higher as compared to middle and primary level during the period 1990-91 to 2004-05. Drop-out rates of Tribal students at primary level are found to lower due to free and compulsory education system.
- The dropout rates at primary level for STs estimate substantially higher than the national average (29 %) which may be considered as an obstacle of sustainable development of STs.
- Tribal women contribute significantly in the household economy and their empowerment must be inevitable.
- Gender Parity Index GPI of STs has improved during 1996-87 to 2004-05 steadily which indicates a positive change of tribal society towards education of ST girls and their socio- economic empowerment.

References:

- Das, S.T.(1993). Tribal Development and Socio-Cultural Matrix. Delhi: Kanisha Publishers Distributers.
- Government of West Benga.(2012). Backward Class Welfare (BCW) Department- Govt of West Bengal, statistical data.
- Govt. of India. (2007). Ministry of Human Resource Development, Department of Higher Education, Statistics Division, New Delhi.
- Mandal, A.K.(2009). Poverty, Health And Tribal Development through Joint Forest Management: A Case Study in Tribal village of Birbhum. Book entitled Poverty, Health and Development by Sujit Kumar Paul. Commonwealth Publishers PVT.LTD, New Delhi-110002.
- Nikolopoulou, Anastasia, et.al.(2010). Education for Sustainable Development: Challenges, Strategies ,and Practices in a Globalizing World", Sage Publication India Pvt Ltd, New Delhi-110044.
- Roy Burman, B.K.(1989b). Tribal Development in Perspectives in Singh, J.P. and N.N. Vyas edited Tribal Development: Past and New Challenges. Udaipur: Himanshu Publications.
- Saravanan, Velayutham.(2006). Economic Decline of Tribes in Tamil Nadu: 1947-2000 in Govinda Chandra Rath edited Tribal Development in India. New Delhi. Sage.
- Sen , Amartya(1981). Poverty and famine: An Essay on Entitlement and Deprivation. Oxford University Press, P-10.

A BRIEF REVIEW ON INDIAN ENVIRONMENTAL POLICIES, LAWS AND IMPROVEMENT

Dr. Arjun Chandra Das

**Assistant Professor, Deptt. of Education, University of Kalyani, Kalyani,
Nadia, West Bengal**

ABSTRACT: Edmund Muskie once said that environmental laws are not ordinary laws, they are laws of survival. The protection of the global environment is in the interest of all of us living in this lonely planet. No doubt, various measures have been adopted in the past to correct a number of environmental problems at national and international levels. But not much success has been achieved in this regard. So, much remains to be done. Most countries do not respond to environmental problems unless they pose immediate risks and threats. Such environmental policies, however, will not adequately protect the environment in the future. Time has come to recognize that agencies and organizations whose activities affect the environment must begin to anticipate future environmental problems and then take steps to avoid them. The failure to think about the future environmental consequences of prospective social, economical and technological changes may impose very high and unavoidable economic and environmental costs on future generations. At present the environmental effects of changes in global economic activities are being felt by both nations and individuals. Examples are shortage of safe drinking water in Russia, severe air pollution in Mexico and loss of biodiversity in Africa.

Key Words: Environmental Laws, Policies, Planning, Biodiversity,

INTRODUCTION: For solving our present and emerging environmental problems we have to develop environmental awareness among people. Without the active participation and involvement of the people it is not possible to protect the environment. The environmental awareness can be developed only through proper education and propaganda. It is not enough to take note of our current environmental problems. We have to think about our future problems also. Such an approach goes beyond the immediate costs and benefits of environmental protection. Environmental awareness and foresight can preserve the environment for future generations. Only by anticipating environmental problems and by taking steps now, can we ensure sustainable development. This is indeed the need of the hour. Today more and more people are realizing that environmental protection is indeed essential to the long-term future. But they also recognize that environmental protection is not enough to achieve sustainability. Social and economic goals are also an essential component. Indian environmental laws began regionally and evolved to high levels of government. It is because local problems spread to other areas and required a higher political authority to address them. Environmental laws seek to protect health and environmental quality. In MDCs like the USA or the UK the national environmental policy requires all projects on government-owned land and all government subsidized projects to be examined for their environmental impact. This policy seeks to establish the environmental impact statement as a means of assessing potential effects and suggesting corrective actions or remedial measures. In the USA the National Environmental Policy Act has been passed in 1969.

This Act is a general statute with several key goals. First, it declares a national policy to use all practical means to minimize the environmental impact of government actions. More specifically the Act requiring that those who take decisions regarding government controlled or subsidized projects (such as dams, highways and airports) outline possible adverse impacts in an Environmental Impact statement (EIS).

OBJECTIVES OF THE PRESENT THEME: The objectives of the review are:

- To know about the Environmental Impact Statement.
- To examine the Environmental Planning and its impact assessment.
- To know about the Environmental Laws.
- To examine the key Environmental Acts of India..
- To overview the basic remedial measures for improvement of environment.

DISCUSSION THE OBJECTIVES:

ENVIRONMENTAL IMPACT STATEMENT: The Environmental Impact Statement (EIS) has been an effective way of getting business and governmental agencies to focus on the environmental impacts of their projects. Thus, it has helped promote vision in economic developmental strategies. The goal of the EIS is that those who become aware of potential impacts of their plans will act responsibility to avert them as much as possible. In this sense, the EIS is a political carrot (an inducement) rather than a political stick (a punishment). Since EIS is available early in the planning stage, it can help decision-makers determine whether they are implementing their policies, programmes and plans in compliance with the national environmental goals expressed in National Environment Protection Act and other legislations. In India, environmental policies are to be formulated keeping in view individual needs and society's interests. The preservation of natural and man-made environment is of paramount importance so far as environmental policy is concerned.

The environmentalist movement in India was limited in the 1970s and assumed much importance since the eighties. The essence of steady growth and sound development lies in a realistic compromise between the exploitation of environmental resources and meeting human needs and wants. Growth with social justice aims at providing the vast majority of people in India with the bare minimum of these necessities of life. Environmental policy in India has to take note of this grim reality. Quite some damage has already been done to our environment- water logging and salination of agricultural land due to continuous irrigation and fertilizer use, desertification, overgrazing of pasture land, denudation of forest areas leading to soil erosion and other ecological problems, pollution of rivers by industrial effluents, submergence of valuable forest lands by dams, the growth of slums and extinction of greenery due to over-urbanization. Yet environment was not giving high priority and sufficient recognition in the plans until 1968.

ENVIRONMENTAL PLANNING THROUGH ENVIRONMENTAL IMPACT ASSESSMENT: Environmental Impact Assessment (EIS) is "an exercise to evaluate the probable changes in the various socio-economic and bio-physical characteristics of the environment which may generally result from a proposed programme, project or legislation. EIA is widely regarded as the most comprehensive instrument for environmental planning. It is undertaken to minimize the possibility of an action causing

unanticipated changes in the environmental costs and benefits of the proposed projects.” The need to introduce EIA in India is evident from the alarming state of the nation’s environment. And this point has been noted by the Planning Commission.

Environmental Impact Assessment in India: Impact assessment is a pointer to the environmental compatibility of the projects in terms of their location, and so on. Impact assessment was introduced in India in 1978 and now covers projects such as:

(a)(i) river valley; (ii) Thermal power; (iii) mining; (iv) industries; (v) atomic power; (vi) rail, road, highway, bridges; (vii) ports and harbors; (viii) airports; (ix) new towns and (x) communication projects; (b) those which require the approval of the public Investment Board/ Planning Commission/ Central Electricity and by other ministries; (c) those which are sensitive and located in environmentally degraded areas; (d) public sector undertakings of the Central where the project cost is more than Rs 50 core.

The EIA Notification was emended in 1997 to provide for public hearings as well as for empowering State Governments for according environmental clearance in respect of certain Thermal Power Projects. As per the provisions of the EIA Notification, 1994, mining projects are subject to environmental clearance.

Present Procedure for Environmental Impact Assessment: The Department of Environment, Forests and Wildlife (DOE), is the Indian Government’s only agency responsible for environmental impact assessment. At present, any Central Government project involving investment of more than Rs. 5 cores and which needs clearance from the Planning Commission has to be sanctioned and cleared through the DOE. The National Council on Environmental impact assessment of such costly projects.

THE ENVIRONMENTAL LAWS: The Environmental laws are of two types- statutory law and common law.

(i) **Statutory Laws:** These laws describe broad goals. These laws are passed for environmental protection and resource management. These laws are written by and agreed upon by legislative bodies. Such laws generally establish broad goals such as protection of health and the environment by reducing air pollution, or the judicious use of natural resources. Technical details such as the setting of standards, pollution control requirements and resource management programmes are worked out by various government agencies, such as the Environmental Protection Agency (EPA) of the USA. Initially statutory laws set standards of acceptable behavior and call on agencies to determine regulations. Then, in the next stage, such laws provide authority for various enforcing agencies to take legal action-to fine polluters or to take polluters to the court to face criminal charges and possible jail sentences.

(ii) **Common Laws:** Many environmental cases are tried on the basis of common law. A common law is a body of unwritten rules and principles derived from thousands of years of legal decisions. Common law is based on proper or reasonable behavior.

Societal Interests: Common law is a rather flexible form of law that attempts to balance competing societal interests. For example, a company that generates noise may be brought to court by a nearby landowner who complains that the factory is a nuisance. The landowner may sue to have the action stopped through an injunction. In deciding the case, the court relies on common law principles. It weighs the legitimate interests of the company in doing business (and thus making noise) and the interest of society (which wants its citizens employed and wants to collect taxes from the company against the interests of the landowner (who is trying to protect the family's rest, health, and enjoyment of property).

THE KEY ENVIRONMENTAL ACTS OF INDIA: The court may favour the plaintiff (the one who files the law suit) if the damage (loss of sleep, health effects, and inconvenience) is greater than the cost of preventing the risk (cost of noise abatement, loss of jobs, and loss of tax revenues). However, the court might not issue an injunction, an order to cause the factory to shut down; instead, it may simply require the defendant (the one defending the case or whose actions are being contested) to reduce noise levels within a certain period, striking a balance between competing interests. Cases such as this one illustrate the balance principle.

It is against this background that I discuss Indian Laws related to environmental protection. The focus will be on some key environmental acts of India. From the early 1970s our government policy towards sustainable development is reflected in the passing of several environment-related acts. The Central and State Governments have passed various laws in order to deal with environmental issues and problems. These laws are:

- The Wildlife Protection Act, 1972.
- The Water (Prevention and Control of Pollution) Act, 1974, amended in 1978 and 1988.
- The Forest (Conservation) Act, 1980, amended in 1988.
- The Air (Prevention and Control of pollution) Act, 1981, amended in 1988.
- The Environment (Protection) Act, 1986.
- The National Environmental Tribunal Act, 1995.

The Central and State Water Boards are responsible for carrying out the legislative mandate contained in the Water Act. However, the most important administrative agency entrusted with powers and responsibilities to protect the environment is the Department of Environment (DOE). The functions of DOE include environmental appraisal of development projects, direct administrative responsibility for pollution monitoring and regulation, conservations of critical ecosystems designated as biosphere reserves and conservation of marine ecosystems. A National Committee on Environmental Planning (NCEP) was also set up. The object is to promote research in environmental problems and establish facilities for such research wherever necessary. The National Environment Policy, after all, envisages not only conservation, development and management but also equity amongst the people sharing the environment. The N.D. Tiwari Committee has also revealed that most of our laws were not in line with the national policy. If these laws protect or conserve, they get in the way of production and development; and where their aims are industrial or demographic development, they totally overlook and ignore the need for the conservation and protection of India's physical environment.

REMIDIAL MEASURES FOR IMPROVEMENT OF ENVIRONMENT: The West Bengal Pollution Control Board has adopted the following measures for improvement of environment in the State:

Industrial Pollution

- Air Act extended to the whole States
- Consent administration for small scale industries considerably decentralized through General Managers of District Industries Centre.
- 208 industries identified as gross polluters for priority attention to ensure regulatory compliance.
- Compliance ensured through negotiated agreements and technical guidance.

Automobile Pollution

- New private non-commercial vehicles in CMA made to conform to EURO-I (India200) norms with effect from 1.11.1999.
- All new vehicles in the State made to conform to EURO-I (India 2000) norms with effect from 1.4.2000.
- Unleaded petrol (containing 0.013% lead) made available from 1.2.2000 all over the state.
- Sulphur content in diesel reduced to 0.25% throughout the state by 1.2.2000.

Schemes environment improvement

- Millennium Park in Calcutta.
- Restoration of five parks in Howrah.
- Improvement of Jawaharlal Nehru Road- Maidan area of Calcutta.

Environmental monitoring

- Identification & mapping of industries in CMA.
- Ambient air quality at 25 stations in Calcutta.
- Ambient air quality at 9 stations in Howrah.
- Ambient air quality at 10 industrial areas and 9 major district towns in West Bengal.
- What quality of river Hooghly at 12 locations.
- Water quality of river Damodar, Barakar, Rupnarayan, Kalijani, Mahananda, Kansai, Tista, Karola, Jalangi, Churni and Dwarkeswar.
- Water quality of Subas Sarobar and rabindrana Sarobar and selected water bodies in Calcutta.
- Water quality of Tamila nullah, Khardah canal and Sewage channels of Calcutta.
- Bio-monitoring in a few rivers.
- Studies of noise characteristics in and around hospital and schools in CMA.
- Studies of noise characteristics of various sources and its impact on human health.

(Source: West Bengal Pollution control Board)

CONCLUSIONS: The world is becoming more and more environmentally conscious. Society has begun to realize that natural resources are not without end, that mankind must make an effort to preserve the environment if future generations are to have a chance for a healthy life or even survival. A number of firms have made environmental considerations a fundamental part of their business strategy. The terms environmentally responsible manufacturing and green manufacturing are sometimes used to describe the effort to reduce wastes, avoid contamination of the environment, and make environmentally sound products through environmentally efficient processes.

REFERENCES:

- Fulekar, M.H. (2005): *Chemical Pollution-A Threat to Human Life*. Indian J. of Environmental Protection, 19(6).
- Goyal, M.K. (2000): *Our environment*. Vinod, Meerut, UP.
- Mukherjee, S & Ghosh, A (2000): *Environmental Studies*. Books and Allied (Pvt. Ltd, Kolkata).
- Mukhopadhyay, S. (2000): *Chemical pollution and its alternates in Agriculture*. West Bengal State Book Board, Kolkata.
- Pal. G. (1998): *Environment and Pollution*. Das Gupta and Company Pvt. Ltd., Kolkata.
- Ram, Kumar, K.S (2010): *Meet Challenges of Climate Change for the Sake of Future Generations*. Tribune Business News, Washington, March 10.
- Rao, Mala (2010): *The Impact of Climate Change on Health in India, Perspectives in Public Health*.
- Singh, S.K. (2008): *Environmental Education and Ethics, Varanasi*. Amrit Prakashan.
- [Www. Globalwarming.org.in](http://www.Globalwarming.org.in)

LET'S TEACH THE TEACHER HOW TO TEACH.....

Dr Nabanita Deka

Assistant Professor of Education, Women's College, Tinsukia ,Assam, India

To teach students and assessing their performance afterwards is one of the most critical aspects of the job of a classroom teacher. It impacts nearly everything that teachers do. For example, aspects of teacher's job that are impacted by assessment include, but are not limited to, the following:

- Guiding decisions about large-group instructions;
- Developing individualized instructional programmes;
- Determining the extent to which instructional objectives have been met;
- Providing information for administrative decisions, such as promotion, retention or graduations and providing data for state or federal programmes.

With respect to classroom assessment, there exists a paradox in our educational system. Accurate assessment of achievement is being more urgently called for at the district, state and national levels. Various reform efforts are forcing the teachers to be held accountable for their assessment of students learning. However, teachers do not feel adequately prepared to meet this challenge. Classroom teachers are calling for more training due to their perceived lack of preparedness to assess their students, citing weakness in their undergraduate preparation programmes. Because of this in-service teacher education is often discussed and various remedies are suggested to make this effective. In the present situation when the emphasis on quality is increasing it has become even more urgent to reach teachers with good in-service education. Recently, a discussion on UNESCO managed site "Solution Exchange" was initiated on this very pertinent issue. The initiators of this discussion see pre-service teacher education a process that "prepared for the task ahead," and in-service programmes according to them are "to build on what pre-service programmes do". They also consider in-service teacher education as a major vehicle "to carry forward innovation and quality improvement in our school education system." This opening of the discussion captures the spirit of general thinking and perspective on in-service education. In the first sight it also seems to be just right. And still one gets a feeling of discomfort with it, a feeling that something serious is missing, some fact is not taken into account. To understand that sense of uneasiness one has to go a step back and say that both pre-service and in-service teacher education have to address the challenges of schooling in present day societies where the veracity of knowledge, desirability of values and reliability of practices have to be rediscovered by each one of us at personal level. This rediscovery involves freedom of challenging with responsibility, though is more often taken as a license to cast doubt on everything. The connecting piece that this rediscovery happens only through engagement in social practices is conveniently forgotten. In the present context where the pre-service Teacher Education(TE) has failed to prepare teachers for this arduous task, where the teacher cadre and capabilities are deliberately reduced to fragmented provenances in

“procedure following.” in teaching and where the teacher is reduced into a dumb-order-following creature. In-service Teacher Education (ISTE) offers the only hope of redemption for large numbers of teachers already in the system; however dim that hope might be. And, therefore, the assumption that ISTE has to sit on the pre-existing foundations of Pre-Service Teacher Education(PSTE) reduces the importance we should be giving to it. The real issue for in-service teacher education, thus, is not to become harbinger of innovation-----where are innovations any way? What are they?-----but to rediscover education and save it from the onslaught of wholesale “skillisation” and packaging for sale; preserving unity, meaning purpose and broader social concerns of the endeavour. The task is much bigger and much more difficult than we think, when we do think. Because than the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving likewise, no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Continuous professional development (CPD) is the process by which teachers (like other professionals) reflect upon their competencies , maintain them up to date and develop them further. The extent to which education authorities support this process varies, as does the effectiveness of the different approaches. A growing research base suggests that to be most effective, CPD activities should:

- be spread over time.
- Be collaborative
- Use active learning
- Be delivered to groups of teachers
- Include periods of practice, coaching and follow-up
- Promote reflective practice
- Encourage experimentation and
- Respond to teachers’ needs.

In this context it is worth mentioning that CPD is a largely neglected area in teachers’ education programme and policies in India. The efficacy and quality of our education predominantly depends on the way CPD is ensured. The current teachers’ education policies and programmes seem to take a very narrow view of CPD and underestimate the significance of CPD in education. It is therefore necessary to formulate clear policies for CPD including a workable definition of CPD to devise a standards-based model and framework of action for CPD. Besides the above mentioned suggestions to make CPD more effective in India it will need to address the following additional issues also on a priority basis:

- Lack of official sanction and systemic support
- Shortage of human and material resources
- Low motivation of teachers for CPD
- Ensuring a combination of top-drawn support and bottom–up initiative
- Identifying relevant content of CPD programmes
- Participation of all stake-holders especially teachers at all levels of decision-making and implementation

In the present situation these type of programmes have become the need of the day to enhance the quality of teachers as well as the quality of the whole education system. Continuous professional development is a theme based programme where a practicing teacher comes out of the school or place of work meets professionals from the same field from different organizations, share experiences, practices constructing new paradigms and prepare them for effective classrooms. This programme is so designed that it will keep the teachers actively involved monitoring their own empowerment in the school they are in, participating in curriculum, pedagogy and classroom. Even those with minimum formal education and training are capable of dramatically changing their teaching behavior, the classroom environment and improving student achievement. This CPD gives an in-service teacher a decision making power to make informed choices, equipping them with skills to impart appropriate knowledge and manage their classrooms and understand their role in a broader community. All the activities which come under this programme would focus on the “continuing” aspect of all professional development and empowerment. Any teacher engaging with the programme would remain engaged through various mediums. Teachers would be supported by research, best practices and all other material that they could use in improving the learning transactions in their classrooms. Any teacher attending these programmes would be encouraged and prepared to take full advantage of the programme by engaging in pre-programme activity and assignments. It not only ensures that the teacher is well prepared, it also ensures that the programme design meets the teachers’ needs.

Quality in the education relates to the quality of the work undertaken by a teacher which has significant effects upon his or her pupils or students. Thus improvement of teacher’s quality through improved teacher education programme is a must. To improve the teacher education system in the country, National Council of Teacher Education (NCTE), which sets norms and standards for quality teacher education and ensure planned and coordinated development of teacher education, conducted a nation-wide study on the demand supply of teachers and teacher education at the school level, for the years 2007-08 to 2016-17. Also, to upgrade the Bed curriculum and other teacher training programmes, a revised National Curriculum Framework for Teacher Education (NCFTE) in synchronization with the NCF 2005 was being finalized by the NCTE. According to the council, institutions not following regulations and norms of teacher education programmes are being shut down. At this moment planning should be made to prepare new up-to-date model curriculae for different teacher training programmes and detailed syllabi and quality study material. Further continuous monitoring and upgradation of study material should also be done. There should be a chain of professional development centres, supported by the government, devoted to CPD. What we need essentially is a cumulative model for teacher education and development and not just a one-off workshop for teachers on a short term course. Besides, there should be a national test of employment for teachers. Students having completed BEd or DEd would be eligible for the test. State governments should also conduct “Standardised Aptitude Tests” for aspirant teachers. Quality in education relates to the quality of the work undertaken by a teacher which has significant effects upon his or her pupils or students as has already been mentioned. Further, those who pay teachers salaries

whether through taxes or through school fees, wish to be assured that they are receiving value for money. Ways to measure the quality of work of individual teachers, of schools, or education system as a whole, are therefore often sought. The process by which teachers are educated is the subject of political discussion in many countries, reflecting both the value attached by societies and cultures to the preparation of young people for life and the fact that education systems consume significant financial resources (of which teachers' salaries is often the largest single element). However, the degree of political control over Teacher Education varies. Where Teacher education is entirely in the hands of Universities, the state may have no direct control whatever over what or how new teachers are taught; this can lead to anomalies; such as teachers being taught using teaching methods that would be deemed inappropriate if they used the same methods in schools, or teachers being taught by persons with little or no hands-on experience of teaching in real classrooms. In other systems, Teacher Education may be the subject of detailed prescription (e.g., the state may specify the skills that all teachers must possess, or it may specify the context of Teacher Education Courses). In many places, the process of acquiring the relevant knowledge and skills to be a teacher (qualification) is separate from the process of acquiring the official permission to teach in public schools. Whatever may be the position we must admit that time has come to give a serious rethink on our teachers' education and training programmes if we want to enhance the quality of the whole teaching-learning system. We need to think carefully how a genuine educational discourse could be started on a very large scale. But the issue is very important and very complex. Teacher education programmes is a must in order to have efficient and really capable teachers. Those days had gone when we thought that teachers are born and not made. That does not hold good in the present day situations when we need large numbers of teachers for ever expanding education centres. Noted writer R.C. Mishra once commented in his book that in the absence of efficient, devoted and dedicated teachers, the best educational provisions such as good buildings with modern amenities and facilities will fail to yield good results. The moment a teacher has completed his training in a college of Education, it does mean that he is now trained for all times to come. A teaching degree like Bed or any other makes him/her enter into service as a teacher. Thereafter, his job of teaching can continue well only if he continues his studies everyday in the classroom situations and outside the classroom, he comes across problems and side by side he is expected to sort them out. There is the need more and more knowledge, more and more education for making him a better teacher. Here comes the need and significance of continuous growth and development of teachers. It may be regarded as the sponsoring and pursuing of activities which will bring new insight, growth, understanding and cooperative practices to the members of teaching profession and arouse in-them actions to improve themselves in every possible manner. Especially, in this age of science and technology, there has been explosion of knowledge and skills in all branches of human and natural sciences. Teachers as the caterers and catalysts of knowledge skills cannot be left static when there are dynamic changes in all disciplines. In order to help teachers for keeping themselves abreast with the latest development in various disciplines and pedagogy, continuous renewal and enrichment of their knowledge and skills are to be ensured.

Unless they are themselves made up-to-date their work cannot be effective and meaningful. That is why In-service Education and Training (INSE), Continuous Professional Development (CPD) etc are some important strategies which are found essential for improving the efficiency of teachers and making the teaching –learning process relevant and successful.

Reference

Cohan, Audrey and Honigsfeld, Andrea (2011) . Breaking the Mold of Preservice and Inservice Teacher Education: Innovative and Successful Practices for the 21st Century. Maryland, The Rowman and Littlefield Publishers.

Elahi, Nizam (2008): Teacher Education in India. New Delhi: A.P.H Publishing Corporation.

<http://www.ncte-india.org/>

Rajput, J.S and Walia, K (2002). Teacher Education in India. New Delhi: Sterling Publishers Pvt. Ltd.

Sahoo, P.K , Yadav, D and Das , B.C (2010) . Professionalism in Teacher Education: Contemporary Perspectives. New Delhi: Concept Publishing Co. Pvt.Ltd.

Singh, U.K and Sudershan, K.N (1996). Teacher Education. New Delhi: Discovery Pulishing House.

Sockett, Hugh. T (2001) (Edited). Transforming Teacher Education: Lessons in Professional Development. USA: Greenwood Publishing Group.

Srivastava, S.K. (1987) Teacher Education in India, Issues and Perspectives. New Delhi: Regency Publications.

Vasishtha, K. K.(1979). Teacher Education in India. New Delhi: Concept Publishing Company.

A STUDY OF ATTITUDE TOWARDS LIFE STYLE AMONG STUDENTS STUDYING IN OF PRIVATE AND GOVERNMENT UNIVERSITIES

**Dr. Rakesh Rai (Associate Professor)
Nagaland University, Kohima Campus, Meriema ,Nagaland**

ABSTRACT

The study had been conducted to analyze the attitude towards life style among students in Ghaziabad . The Sample was 186 students (88 Private and 98 Government Universities) of Ghaziabad as the study focused on mode of education system specifically. The data was analysis by Calculating Mean, SD and t-test. The Researcher had been used standardized test Life Style Scale developed by S.K. Bawa and S. Kaur .The Result revealed that Attitude towards life style of students studying in Government Universities was more than Studying in Private Universities. The overall results show that the attitude towards life style of both Private and Government universities students is more or less same. But the in few dimension like Trend Seeking Life Style, Academic Oriented Life Style, Socially Oriented Life Style and Career Oriented Life Style the show up variations.

Key Words :- Life style ,College Students and Universities

1. Introduction

Lifestyles are born of a multitude of causes, from childhood determinants to personality makeup to influences in the cultural, physical, economic, and political environments. Thus, efforts to encourage good health practices should also promote environments that support them. In the strictest sense of the word, the definition of lifestyle simply means the typical way a person goes about daily living. Most people, however, define it in terms of wealth or a lack thereof. This doesn't begin to hit the mark. When the facets that truly make up a lifestyle are considered, the all-encompassing nature of this term becomes clear.

A lifestyle does, of course, involve wealth and careers. But, it also covers such things as habits, family status and more. No matter what a person's lifestyle happens to be, there are ways to improve upon troublesome areas. When living a life empowered with emotional well being is desired, positive thinking and goals can make a difference.

Life style is a living style which not only affects the individual who adopts it but also affects the society. The term Lifestyle was propounded by Alfred Adler in 1929. It defines the attitude, values and some what exhibits the social position. Moreover it also includes pattern of social relation, consumptions, entertainments and dressing style. It reflects person's views, habits and etiquettes and the way of life which has the direct influences on the type of services that person gives or requires.

Lifestyle of youth in India is taking a rapid turn with the fast changing world influence of globalization, modernization, changing needs of the society and awareness is making the youth more and more ambitious, hence affecting their lifestyle. It can be studied through their orientation to career, society, family, education and trend seeking attitude. The way one lives has a great impact on the competencies of an individual to get success and satisfaction in life. Every individual has different way and style of living. Thus, lifestyle can be defined as ``a person's pattern of living expressed through his/her activities,

interests and opinions.” Owing to this fact he/she may have health oriented lifestyle, family oriented, academic oriented career oriented lifestyle. Keeping this in mind the scale of lifestyle for youth has been constructed having the following dimensions.

- **Health Conscious Lifestyle:** The lifestyle in which the individual always remains conscious for keeping himself physically fit and fine.
- **Academic Oriented Lifestyle:** It refers to the lifestyle of an individual who always remains involved in his academic field.
- **Career Oriented Lifestyle:** An individual’s lifestyle said to be career oriented when he is always curious to gain more and more knowledge in his career.
- **Family Oriented Lifestyle:** A person is always in close touch with his family and shares each and every moment of his/her daily activities with family.
- **Socially Oriented Lifestyle:** An individual, who always participates in social activities and is always keen to do good for society.
- **Trend Seeking Lifestyle:** An individual, who is keen to adopt new fashion and always willing to update himself with new trends.

1.1. SIGNIFICANT / JUSTIFICATION OF THE STUDY

All round development of personality is the purpose of education. But the present day education is neither imparting true knowledge of life, world and helping one stand on one’s own leg nor improving the talent of a student by which one can achieve laurels in the field one is interested. So, combination of arts subjects and computer science and science and humanities or literature should be introduced so that such courses could be useful for the students to do jobs after recruitment in some companies which would reduce unnecessary rush to higher education.

College can be the best years of your life. It is a time to find your career path and meet some of your best friends. Living the college life at the University of Wisconsin-Madison (Go Badgers!), I have a first hand experience of this “good life”. Nevertheless, I want to use my experience and knowledge to educate those on the proper way to live a healthy college experience.

It is very applicable for the society. It is loyalty. Many college students simply do not have the time or effort to eat or drink properly in college. You will find many students not only drinking alcohol into the late nights, but also eating fast foods and doing other things that can lead to bad decisions and bad results on both your body and mind.

It will be very useful for the researcher. Leading a healthy lifestyle can do more than prevent disease. It can also help you have more energy and stamina, stay slim, be more alert, fight stress and live a longer life. Parents who lead a healthy lifestyle are planting the seeds for their kids to go on to healthy lives as well. With childhood obesity reaching epidemic proportions, leading by example is more important than ever, and so is getting your kids involved in learning to live well, eat better, and deal with stress and lack of exercise.

1.2. STATEMENT OF THE PROBLEM

A Study of attitude towards Life Style among Students studying in Private and Government Universities

1.4. FUNCTIONAL DEFINITION OF THE TERM USED

1.4.1 LIFESTYLE: The self reported responses of 100 colleges students (who participated in this study) regarding with 104 health habits in term under six lifestyle domains including physical activity, dietary, self care and safety, stress, social and emotional wellness and sleep patterns.

1.4.2 PRIVATE UNIVERSITIES: Private universities are universities not operated by governments, although many receive public subsidies especially in the form of tax breaks and public student loans and grants. Depending on their location, private universities may be subject to government regulation. This is in contrast to public universities and national universities.

1.4.3 GOVERNMENT UNIVERSITIES: Government Degree Colleges in India are public-sector educational institutes managed mainly through rule and regulations of government accompanied by University Grants Commission (India) (UGC). The aim behind the formation of the Government Degree Colleges is to provide higher education to undergraduates, postgraduates and Doctoral research scholars in various streams and courses recognized by UGC of India.

1.4.4 UNIVERSITY STUDENTS: A student enrolled in college or university. (World Web Dictionary 2009). A student is a learner, or someone who attends an educational institution. In some nations, the English term (or its cognate in another language) is reserved for those who attend university, while a schoolchild under the age of eighteen is called a pupil in English (or an equivalent in other languages). In its widest use, *student* is used for anyone who is learning.

1.5. OBJECTIVES:

1.5.1 To assess and compare between Private and Government college student in relation to their Life Style with 6 dimensions (Academic Oriented Lifestyle, Career Oriented Lifestyle, Socially Oriented Lifestyle, Trend Seeking Lifestyle, Family Oriented Lifestyle and Health Conscious Lifestyle)

1.6. HYPOTHESIS OF THE STUDY:

For the purpose of present study following hypotheses have been formulated:-

1.6. There is no significance difference between Private and Government college student in relation to their Life Style

1.6.1. There is no significance difference between Private and Government college student in relation to their Academic Oriented Life Style

1.6.2. There is no significance difference between Private and Government college student in relation to their Career Oriented Life Style

1.6.3. There is no significance difference between Private and Government college student in relation to their Socially Oriented Life Style

1.6.4 There is no significance difference between Private and Government college student in relation to their Trend Seeking Life Style

1.6.5 There is no significance difference between Private and Government college student in relation to their Family Oriented Life Style

1.6.6. There is no significance difference between Private and Government college student in relation to their Health Conscious Life Style

1.7. DELIMITATION

Although the topic is so wide and vast that a Ph.D. thesis can be done on it, but due to limited time available for the completion of M.Ed. degree the study is delimited to the following extent:-

1.7.1- I had chosen only students of Higher level for the Study as student sample

1.7.2- I had chosen only 186 Samples

1.7.3- The students of higher level for the study were limited only to the students of Ghaziabad.

1.7.4- The sample was chosen only from Government & Private universities in Ghaziabad.

1.7.5- The study has been identifying only Lifestyle of University students.

2. METHODOLOGY

2.1-THE METHOD :-In the present study descriptive survey method has been used.

2.2.-PROCEDURE

The selected problem has been dealt significantly by using survey method. The researcher contacted the required subjects (Described below) personally and made them fill the scales (s) which later on were analyzed statistically.

2.3. POPULATION: Population or universe means, the entire mass of observation, which is the parent group from which a sample is to be formed. For the purpose of present study population were all students of university in GZB City.

2.4 SAMPLE: For the present study a total of 186 students of higher level had been selected randomly from various universities within the territorial boundaries of Ghaziabad city. It consisted of higher level students.

2.5. RESEARCH DESIGN: The survey method had been designed to evaluate the lifestyle in students.

2.8. TOOL: For the purpose of present study, researcher had been used scale "*Life Style Scale devolved by S.K. Bawa and S. Kaur 652D*."

2.9. STATISTICAL TECHNIQUE USED :- For the analysis of data Researcher has been used appropriate statistical technique like Mean, SD and t-test etc.

3. 0. ANALYSES AND PRESENTATION OF DATA

TABLE NO. 3.1 *There is no significance difference between Private and Government college student in relation to their Life Style*

Types of college	Number	Mean	S.D	DF	t. value
Private	88	1.53	14.7	184	3.21*
Government	98	1.60	15.9		

* Significant at both 0.05 and 0.01 level of significance.

An analysis of table no. 4.1 reveals that there is strong variation mean scores of the students of private universities (M=1.53) is lower than that of the students of government

universities ($M=1.60$). Here calculated value of t' is 3.21 which is higher than the t' value given in the table. Hence, the null hypothesis is rejected at both 0.05 and 0.01 level of significance. It may be interpreted that there is significant difference between the students of private and government students in relation to their lifestyle. In other words, it may be said that the life style of the students of government universities is higher than the students of private universities.

TABLE NO. 3.2 *There is no significance difference between Private and Government college student in relation to their Academic Oriented Life Style.*

Types of college	Number	Mean	S.D	DF	t. value
Private	88	24.0	4.34	184	3.06*
Government	98	36.2	5.22		

* Significant at both 0.05 and 0.01 level of significance.

It is evident from table no. 4.2 that the t' value is 3.06. Which is higher than the t' value given in table. So the null hypothesis is rejected on both 0.05 and 0.01 level of significance. In this table the mean score of the students of private university is ($M=24.0$) and the mean score of the students of government university is ($M=36.2$) It may be interpreted that there is significant difference between the students of private and government students in relation to their academic oriented lifestyle. In other words, it may be said that the academic oriented life style of the students of government universities is higher than the students of private universities.

TABLE NO. 3.3 *There is no significance difference between Private and Government college student in relation to their Career Oriented Life Style*

Types of college	Number	Mean	S.D	DF	t. value
Private	88	23.3	4.66	184	5.12*
Government	98	27.0	5.12		

* Significant at both 0.05 and 0.01 level of significance.

According to the analysis of table no.4.3 the mean score of the students of government university is ($M=27.0$) which is higher than the mean score of the students of private university ($M=23.3$). In this table the null hypothesis is rejected on both 0.05 and 0.01 level of significance because the t' value 5.12 is higher than the t' value given in the table. It may be interpreted that there is significant difference between the students of private and government students in relation to their career oriented lifestyle. In other words, it may be said that the career oriented life style of the students of government universities is higher than the students of private universities.

TABLE NO. 3.4 *There is no significance difference between Private and Government college student in relation to their Socially Oriented Life Style.*

Types of college	Number	Mean	S.D	DF	t. value
Private	88	26.1	4.36	184	2.86*
Government	98	28.0	3.99		

* Significant at both 0.05 and 0.01 level of significance.

From above table No.4.4 the results indicates that there is a strong variation between the mean score of the students of private universities (M=28.0) is higher than that the students of private universities (M=26.1). Here calculated value of 't' is 2.86 which is higher than the 't' value given in the table. Hence the null hypothesis is rejected at both 0.05 and 0.01 level of significance. It may be interpreted that there is significant difference between the students of private and government students in relation to their socially oriented lifestyle. In other words, it may be said that the socially oriented life style of the students of government universities is higher than the students of private universities.

TABLE NO. 3.5 There is no significance difference between Private and Government college student in relation to their Trend Seeking Life Style.

Types of college	Number	Mean	S.D	DF	t. value
Private	88	22.6	3.47	184	3.82*
Government	98	22.8	4.45		

* Significant at both 0.05 and 0.01 level of significance.

From the above table no. 4.5 statistical figure indicates that the null hypothesis is rejected on both 0.05 and 0.01 level of significance because the 't' value is 3.28 which is higher than 't' value given in the table the mean score of the students of the government university (M=22.8) is higher than the mean score of the students of private university (M=22.6). So it shows the strong variation between the mean score of the students of both Private and Government University. It may be interpreted that there is significant difference between the students of private and government students in relation to their trend seeking lifestyle. In other words, it may be said that the trend seeking life style of the students of government universities is lower than the students of private universities.

TABLE NO. 3.6 There is no significance difference between Private and Government college student in relation to their Family Oriented Life Style.

Types of college	Number	Mean	S.D	DF	t. value
Private	88	21.4	5.59	184	1.59**
Government	98	20.1	6.13		

** Not significant at 0.05 and 0.01 level of significance.

From above table No.4.6 the results indicates that there is not a significant difference between mean score of the students of private universities (M=21.4) is higher than that of the students of private universities (M=20.1). Here calculated value of 't' is 1.59 which is smaller than the 't' value given in the table. Hence the null hypothesis is accepted at both 0.05 and 0.01 level of significance. It may be interpreted that there is no significant difference between the student of private and government universities in relation to their family oriented lifestyle. In other words, it may be said that the family oriented lifestyle of the students of private and government university are more, low or same.

TABLE NO. 3.7 There is no significance difference between Private and Government college student in relation to their Health Conscious Life Style

Types of college	Number	Mean	S.D	DF	t. value
Private	88	34.6	6.27	184	1.31**
Government	98	35.8	6.34		

** Not significant at 0.05 and 0.01 level of significance.

An analysis of table no. 4.7 reveals that there is no variation between the mean scores of the students of private universities (M=34.6) is lower than that of the students of government universities (M=35.8). Here calculated value of 't' is 1.31 which is lower than the 't' value given in the table. Hence, the null hypothesis is accepted at both 0.05 and 0.01 level of significance. It may be interpreted that there is no significant difference between the student of private and government universities in relation to their health conscious lifestyle. In other words, it may be said that the health conscious lifestyle of the students of private and government university are more, low or same.

5.0. FINDINGS

On the basis of analysis of the data presented in the foregoing pages the findings are systematically arranged here in accordance with the hypothesis as mentioned below:

5.1. FINDINGS RELATED TO HYPOTHESIS – 1

The first hypothesis was- 'There is no significance difference between Private and Government college student in relation to their Life Style has been rejected. The mean score for the students of private universities (M=1.53) is lower than that of the students of government universities (M=1.60) It means that the life style of the students of government universities is higher than the students of private universities.

5.2. FINDINGS RELATED TO HYPOTHESIS – 2

The second hypothesis was- 'There is no significance difference between Private and Government college student in relation to their Academic Oriented Life Style has been rejected. The mean score of the students of private university is (M=24.0) and the mean score of the students of government university is (M=36.2). It means that the academic oriented life style of the students of government universities is higher than the students of private universities.

5.3. FINDINGS RELATED TO HYPOTHESIS – 3

The third hypothesis was- 'There is no significance difference between Private and Government college student in relation to their Career Oriented Life Style has been rejected. The mean score of the students of government university is (M=27.0) which is higher than the mean score of the students of private university (M=23.3). It means that the career oriented life style of the students of government universities is higher than the students of private universities.

5.4. FINDINGS RELATED TO HYPOTHESIS – 4

The fourth hypothesis was- 'There is no significance difference between Private and Government college student in relation to their Socially Oriented Life Style has been rejected. The mean score of the students of private universities (M=21.4) is higher than that the students of private universities (M=20.1). It means that the socially oriented life style of the students of government universities is higher than the students of private universities.

5.5. FINDINGS RELATED TO HYPOTHESIS – 5

The fifth hypothesis was-‘There is no significance difference between Private and Government college student in relation to their Trend Seeking Life Style has been rejected. The mean score of the students of the government university (M=22.8) is higher than the mean score of the students of private university (M=22.6). It means that the trend seeking life style of the students of government universities is lower than the students of private universities.

5.6. FINDINGS RELATED TO HYPOTHESIS – 6

The sixth hypothesis was-‘There is no significance difference between Private and Government college student in relation to their Family Oriented Life Style has been accepted. The mean score of the students of private universities (M=21.4) is higher than that of the students of private universities (M=20.1). It means that the family oriented lifestyle of the students of private and government university are more, low or same.

5.7. FINDINGS RELATED TO HYPOTHESIS – 7

The seventh hypothesis was-‘There is no significance difference between Private and Government college student in relation to their Health Conscious Life Style has been accepted. The mean score of the students of private universities (M=21.4) is higher than that of the students of private universities (M=20.1). It means that the family oriented lifestyle of the students of private and government university are more, low or same.

6.0. CONCLUSIONS OF THE STUDY:

1. The life style of the students of government universities is higher than the students of private universities.
2. That the academic oriented life style of the students of government universities is higher than the students of private universities.
3. The career oriented life style of the students of government universities is higher than the students of private universities
4. The socially oriented life style of the students of government universities is higher than the students of private universities.
5. The trend seeking life style of the students of government universities is lower than the students of private universities.
6. The family oriented lifestyle of the students of private and government university are more, low or same.
7. The health conscious lifestyle of the students of private and government university are more, low or same.

6.0. EDUCATION IMPLICATIONS OF THE STUDY:

Following are the implications of the study-

- Research scholars of Education and Psychology can be benefited by the findings of the present study. Findings of the present study will serve as a basic data for the further studies.
- Findings of the present study will provide feedback to policy makers and authorities concerned with university students
- Principals of the institutions will also be benefited by the findings of the study in terms of making improvement in lifestyle.
- Students at different levels may also be benefited with the findings of the study in hand. They will be in a position to take initiatives for the improvement of overall

environment of their schools by which they can experienced themselves well committed in their job.

REFERENCES

1. AHMAD. A and A.K SEN. 1998. Prevalence of drug abuse among students of Jamia millia islamia. A servay report, disabilities and impairments, vol 12, 13-39.
2. Aggarwal ,M and Naidu, R.K 1988. Impact of desirable and undesirable events on health. *Journal of personality and clinicalstudies*, vol 4, 53-62.
3. Albuquerque, 2M; Rao K, Subbkrishna, D.K; Rao, S. and prabhu, G.G 1990. Life events and strain among college students. *Journal of personality and clinical studies*, vol 6, 177-89
4. Aleem, S. 1990. Personality disorder among university students. *Journal of the Indian academy of applied psychology*, vol 18, 79-81.
5. Evans, G.W; Palsane, M.N and dsouza, 1983. Life stress and health in india. *Indian psychologist*, vol 2, 62-78.
6. Chadha, N.K, 1991. Self concept and life setisfaction among aged. *Indian journal of gerontology*, vol 5, 47-54.
7. Asthana; H.S, 1988, personality in J.Pandey (ED) *psychology in India; the state of art*, vol 1, 153-90.
8. Burke, B. L. (2003). The Efficacy of motivational interviewing: a meta-analysis of controlled clinical trials. *Journal of Consulting and Clinical Psychology*, 71(5), Retrieved from <http://www.vcu.edu/idas/pdfs/efficacy%20of%20MI-meta-analysis>.
9. Campbell, K. (2000). Obesity management: Australian general practitioners' attitudes and practices. *Obesity Research*, 8(6), Retrieved from http://www.sochob.cl/pdf/tratamiento_obesidad/Obesity%20Management%20Australian%20General%20Practitioners%20Attitudes%20and%20Practices.
10. Centers for Disease Control and Prevention (2009). Childhood Overweight and Obesity. CDC, Retrieved July 23, 2009, from <http://www.cdc.gov/obesity/childhood/index.html>
11. Chopra, M. (2002). A global response to a global problem: the epidemic. *Bulletin of the World Health Organization*, Retrieved July 17, 2009, from <http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=2567699&blobtype>
12. Committee on Nutrition. (2003). Prevention of Pediatric Overweight and Obesity. *American Academy of Pediatrics*. 112(2).
13. Flegal, K. (2007). The Epidemiology of Obesity. *Gastroenterology*, Retrieved July 3, 2009, from <http://nchspressroom.files.wordpress.com/2007/07/gastropaper>.
14. Foster, G. D. (2003). Primary care physicians' attitudes about obesity and its treatment. *Obesity Research*, 11(10), Retrieved from Literature Review http://www.sochob.cl/pdf/obesidad_comorbilidades/Primary%20Care%20Physicians%20Attitudes%20about%20Obesity%20and%20Its%20Treatment.
15. Friis, R. H. & Sellers, T. A. (2009). *Epidemiology for Public Health Practice*. 4thedition. Jones and Bartlett: Sudbury, MA.

16. Griffith, S. (1990). A Review of the factors associated with patient compliance and the taking of prescribed medicines. *British Journal of General Practice*, 40. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1371078/pdf/brjgenprac00082-0026.pdf><http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1371078/pdf/brjgenprac00082-0026.pdf>
17. Iowans Fit for Life. (2010). The Health of Iowa: Impact of overweight and obesity. *Nutrition and Physical Activity Summary Burden Report Iowa Department of Public Health*, Retrieved from http://www.idph.state.ia.us/iowansfitforlife/common/pdf/impact_obesity.pdf
18. Krebs, N. F. (2007). Assessment of child and adolescent overweight and obesity. *Pediatrics*, 120. Retrieved from http://pediatrics.aappublications.org/cgi/reprint/120/Supplement_4/S193
19. Mei, Z. (2002). Validity of body mass index compared with other body-composition screening indexes for the assessment of body fatness in children and adolescents. *American Journal of Clinical Nutrition*, 75(6), Retrieved from <http://www.ajcn.org/cgi/reprint/75/6/978LiteratureReview>
20. Velicer, W. F. (1998). Detailed overview of the transtheoretical model. *Cancer Prevention Research Center* , Retrieved from <http://www.uri.edu/research/cprc/TTM/detailedoverview.htm>
21. Wagner, C. (2010). *Motivation interviewing: resources for clinicians, researchers, and trainers*. Retrieved from <http://www.motivationalinterview.org/>
22. White House Task Force on Childhood Obesity. (2010). Solving the problem of childhood obesity within a generation. Let's Move, Retrieved from http://www.letsmove.gov/pdf/TaskForce_on_Childhood_Obesity_May2010_Full_Report.pdf
23. Zlot, A. (2007). Addressing the Obesity Epidemic: A Genomics Perspective. *Preventing Chronic Disease*, 4, Retrieved June 18, 2009, from <http://www.pubmedcentral.nih.gov/picrender.fcgi?artid=1893129&blobtype>

**EFFECT OF MADELINE HUNTER METHOD ON ACHIEVEMENT IN
PHYSICS AND SCIENCE REASONING ABILITY OF STUDENTS AT
SECONDARY SCHOOL LEVEL**

**Mrs. Rakhy Radhakrishnan, M.Sc., M.Ed., UGC-SRF Research Scholar, School of
Pedagogical Sciences, M.G. University, Kottayam.**

Abstract: In the present age called “the age of science” knowledge of physics is essential for everybody because of its immense value in everyday life. Dr. Madeline Cheek Hunter described an eight step lesson plan for effective teaching and learning. Her principles of instruction, based on the premise that the teacher is a decision maker, translated psychological theory into practical language that teachers can understand and apply in the classroom. Hunter viewed her method as one that increased the probability of learning by identifying decisions teacher must make, using research evidence to support those decisions and using student data to augment or correct those decisions (Hunter 1985). The main objective of the study was to determine the effect of Madeline Hunter method on achievement in Physics and Science Reasoning Ability of students at secondary level. Hence experimental method was used to conduct the present study. The study was conducted on a sample of 80 students of two divisions of standard IX in Pathanamthitta district of Kerala. The experimental and control groups are initially compared about present knowledge about the subject area to be learnt and the initial level of Science Reasoning Ability. Then the experimental group was taught by using Madeline Hunter method and the control group using Activity Oriented Method. When all the classes were over, the same achievement test and Test of Reasoning Ability in Science were administered to both the groups as post-test and the scores obtained were taken for statistical analysis. From this study it can be concluded that Madeline Hunter method is more effective than Activity Oriented Discussion Method on the total achievement in Physics and Reasoning Ability in Science of secondary school students. It is hoped that a meaningful attempt to practice this strategy will be a great help and remedy to the present prevailing monotonous system of instruction.

Key Words: Madeline Hunter, Achievement, Reasoning, Physics

Introduction: Man has been trying to understand the changes going around him and has been constantly receiving a great number of impressions through his various senses such as hearing, sight, smell, taste and touch. Making an effective use of his senses and using his communication ability, he accumulated information about his surroundings, organized this information and sought irregularities in it and tried to find out why the irregularities exist and finally transmitted his findings to the next generation. This systematized store of human knowledge gained after generalizing and inter relating the various isolated facts is known as science.

The importance of science lies in creating an enlightened citizenship and in training the citizens to understand the scientific world in which they live as well as in preparing them to be able to pass the frontier of knowledge necessary for adding new information required to maintain and expand science, technology, industry and the well-being of man and civilization. In the present age called “the age of science” knowledge of

physics is essential for everybody because of its immense value in everyday life. It is one of those subjects which help in the improvement of the thinking skills in the students. Physics has a utilization value in life. It not only improves the academic knowledge of the student but also develops an intellectual honesty in the student.

The Madeline Hunter Method

Influential American educator Dr. Madeline Cheek Hunter (1916-1994) in her book “Mastery Teaching” (1983) described an eight step lesson plan for effective teaching and learning. This approach quickly became known as the “Madeline Hunter Method”. Her principles of instruction, based on the premise that the teacher is a decision maker, translated psychological theory into practical language that teachers can understand and apply in the classroom (Goldberg, 1990).

Hunter viewed her method as one that increased the probability of learning by identifying decisions teacher must make, using research evidence to support those decisions and using student data to augment or correct those decisions (Hunter 1985). According to Hunter, every decision a teacher makes falls into one of three categories : (a) what you are going to teach, (b) what the students will do to learn it and to let you know they've learned it, and (c) what the teacher will do to facilitate and escalate that learning (Goldberg, 1990). Applied correctly, Hunter asserted that her principles of instruction are appropriate for variety of teaching circumstances, audience and disciplines (Brandt, 1985).

Dr. Madeline Hunter's research showed effective teachers have a methodology while planning and presenting a lesson. Hunter found that no matter what the teacher's style, grade level, subject matter, or economic background of the students a properly taught lesson contained eight elements that enhanced and maximized learning. She labeled eight elements and these elements are still being used today in many teacher colleges and as reference for judging teacher effectiveness in many school districts. Within each element of Lesson Design, there are many sub-skills, methods, and techniques – each demanding training, practice, and review in order to attain mastery of the Hunter method. Simply knowing about or reading about Lesson Design will not produce flawless performance, but will form a basis for decision making. The elements of Lesson design are,

1. Anticipatory Set: Anticipatory set is defined as a short activity or prompt that focuses the students' attention before the actual lesson begins and is used when students enter the room or in a transition. Anticipatory set might be a hand-out given to students at the door, review questions written on the board, two short problems presented on a transparency on the overhead, an agenda for the lesson written on the chalkboard, etc.

2. Objective and Purpose: Students learn more effectively when they know what they are supposed to be learning and why. Teachers also teach more effectively when they have the same information.

3. Input: The new knowledge, process or skill must be presented to the students in the most effective manner. This could be through discovery, discussion, reading, listening, observing, etc.

Input includes the vocabulary, skills and concepts the teacher will impart to the students, the information the students need to know in order to be successful.

4. Modeling: It is important for the students to ‘see’ what they are learning. It helps them when the teacher demonstrates what is to be learned. The teacher shows a graphic or demonstrates in a concrete way exactly what the finished product looks like.

5. Checking for Understanding: It is important to make sure the students understand what was presented. One way this can be done is by asking the students questions.

6. Guided Practice: The students practice the new learning under direct teacher supervision. The teacher leads the students through the steps necessary to perform the skill using a trimodal approach: hear/see/so.

7. Independent Practice: When the teacher is sure the students understand the new material, they assign independent practice. The teacher releases students to practice on their own based on learning that has occurred during the previous steps.

8. Closure: At the end of each lesson, the teacher reviews or wraps up the lesson by posing a question for the class. Closure is not necessarily an end point, but more of a final “check for understanding” used at the end of a class period.

Need and Significance of the Study

The world is on the threshold of an exciting and revolutionary period in which the scientific study of man will be harnessed in man’s best interest. Education must play its part and must accept the fact that a sweeping revision of educational practices is possible and inevitable. The imperatives of new times, new demands and new visions require an education of such quality as never was visualized in human history.

Science teaching in schools has several functions to perform. It must give the students a systematic training in careful observation, in experimentation and in the estimation of the relative value of results. It must provide knowledge of the material world and of the forces of nature and must lay a sound foundation for more advanced work. Science education should provide the opportunity of learning by doing to the children. The teacher should engage children in such activities that enable them to make sense of the world around. Learning experiences provided should be such that develop scientific concepts through activities, experiments, using easily available and inexpensive resources. The pedagogic practices should focus on meaningful investigations, based on hands-on experience, group discussions guided by the teacher and peer interactions. Acquisition of skills, scientific temper and appreciation for science should be the major concern, so that learning becomes a continuous process, even beyond school.

Even though the developments in the field of Education and Psychology have influenced Indian Education also, the content, organization and method of teaching are still in a state of confusion. Large crowded classrooms, inadequate facilities, lack of proper training for teachers and too much emphasis on examination oriented coaching are said to be the causes of this state of affairs. The present teaching methods do not cater to the needs of all categories of children and do not help in fulfillment of the aims and objectives of Science. Too much emphasis on activity will not cater to the needs of teaching Science. Although activity has an important place in learning, the activity which is pre-planned and which will reduce unwanted wanderings and errors must be included. So an activity oriented method under the guidance of a teacher which must be preplanned very well to reduce errors is needed in the present context. In Madeline Hunter Method, although half of the class is teacher oriented, the rest is pupil-oriented. Here the pupils are given a short activity or prompt that focuses the student’s attention before the actual lesson begins. Then the teacher tells the students what they are going to

learn. This step provides a clear picture of what they will be going to learn. More over this method comes under the Direct Instruction Model. So there will be behaviour modification which is lacking in most of the teaching methods.

The investigator felt that Madeline Hunter Method would be of great help in awakening the curiosity, the love of learning and the capacity to think and making judgements by oneself. This method may also lead to the replacement of monotonous classroom teaching with interesting and active teaching-learning process. Moreover, while reviewing the studies conducted in India, it is found that this area of Madeline Hunter Method is almost neglected. So the researcher decided to study how far this approach would be applicable in the real classroom situation.

Objectives of the study

1. To determine the effect of Madeline Hunter method on achievement in Physics and Science Reasoning ability of students at secondary level.
2. To compare the effect of Madeline Hunter method on achievement in Physics of students at secondary level with that of Activity Oriented Method.
3. To compare the level of Science Reasoning Ability of students at secondary level taught by Madeline Hunter method and Activity Oriented Method.

Hypotheses formulated for the study

The hypotheses formulated for the study were:

1. There will be significant difference in achievement in Physics among secondary school students taught through Madeline Hunter method and Activity Oriented Method.
2. There will be significant difference in the level of Science Reasoning Ability of students taught by Madeline Hunter method and Activity Oriented Method.

Method

The main objective of the study was to determine the effect of Madeline Hunter method on achievement in Physics and Science Reasoning Ability of students at secondary level. Hence experimental method was used to conduct the present study. The design selected was pre-test post-test parallel group design (Best, 1995).

Participants

The study was conducted on a sample of 80 students of two divisions of standard IX in Pathanamthitta district. One division was considered as experimental group and the other group as control group. The experimental group was taught through Madeline Hunter method and the control group using Activity Oriented method. The period of experimentation was about 20 days.

Measures used

The tools used for the study were,

1. Lesson Transcripts based on Madeline Hunter method
2. Lesson Transcripts based on Activity Oriented Method
3. Achievement test in Physics (Prepared by the investigator)
4. Test of Reasoning Ability in Science (By Dr. Anuradha Joshi & Bhuban Chandra Mahapatra)

Procedure adopted for the study

The experimental and control groups are initially compared about present knowledge about the subject area to be learnt and the initial level of Science Reasoning Ability. Then the experimental group was taught by using Madeline Hunter method and the control group using Activity Oriented Method. When all the classes were over, the

same achievement test and Test of Reasoning Ability in Science were administered to both the groups as post-test and the scores obtained were taken for statistical analysis.

Statistical techniques used

The pre-test and post-test scores corresponding to achievement test and Science Reasoning ability were subjected to statistical analysis by applying t-test.

Analysis and Interpretation of Data

The data collected were analyzed to throw light on the objectives of the study. Analysis and Interpretation of results have been presented under the following heads.

1. Comparison of Experimental and Control groups on Achievement in Physics as a whole based on pre-test and post-test scores
2. Comparison of Experimental and Control groups with respect to post - test scores on Science Reasoning Ability.

The analysis is under following subsections.

1. Comparison of Experimental and Control groups on Achievement in Physics as a whole based on pre-test and post-test scores.

To understand the performance of students in the Experimental and Control groups, an Achievement Test in Physics was conducted and the data were collected. The total scores obtained after administering the Achievement Test to the Experimental and Control groups were compared. The analysis done regarding this subsection is given below.

1.1 Analysis of comparison of scores on pre-test and post-test on Achievement in Physics of Experimental and Control groups using 't' test.

1.2 Comparison of the scores on Achievement in Physics of Experimental and Control groups using Analysis of Variance.

1.3 Comparison of the scores on Achievement in Physics of Experimental and Control groups using Analysis of Covariance

The analysis carried out under each head is given below

1.1 Analysis of comparison of scores on pre-test and post-test on Achievement in Physics of Experimental and Control groups using 't' test.

The effectiveness of using Madeline Hunter method on Achievement in Physics was found out by comparing the mean pre-test and post-test on Achievement in Physics of Experimental and Control groups using 't' test. The Data and Result of Test of significance of difference are given in the table below.

Table 1.1

Data and Result of Test of significance of difference between the mean scores on pre-test and post-test on Achievement in Physics of Experimental and Control groups.

Scores	Groups	N	Mean	SD	CR	Level of significance
Pre-test	Experimental	40	3.25	1.13	0.81	P>0.01
	Control	40	3.05	1.07		
Post-test	Experimental	40	16.06	4.53	4.39	P<0.01
	Control	40	12.14	3.38		

The analysis of the pre-test scores on Achievement in Physics shows that the critical ratio obtained is 0.81 which is not significant at 0.01 and 0.05 levels. After comparing the post - test scores (CR=4.39) of the Experimental and Control groups with

respect to Achievement in Physics, it is revealed that the Experimental and Control groups differ significantly at 0.01 level. The value of critical ratio and the mean score reveals that students in the Experimental group achieved better than the Control group. Thus it can be inferred that the teaching through Madeline Hunter method helped the Experimental group to achieve better than the Control group.

1.2 Comparison of the scores on Achievement in Physics of Experimental and Control groups using Analysis of Variance

In this part, the total sum of squares, mean square variance and 'F' ratio for the pre-test and post-test scores on Physics Achievement of the Experimental and the Control groups were computed. The analysis of variance for the pre-test scores (x) and the post-test scores (y) of students of both the groups are presented below:

Table 1.2

Summary of Analysis variance of the pre-test and post-test scores on Achievement in Physics of the Experimental and Control groups.

Source of Variation	df	SSx	SSy	MSx	MSy
Among means	1	0.80	308.1	0.80	308.11
Within groups	78	88.15	1247.6	1.13	15.99
Total	79	88.95	1555.7		

$F_x=0.71$; $F_y=19.26$

The obtained value of F_x is 0.71 which is not significant. It shows that there is no significant difference between pre-test scores of Experimental and Control groups with respect to their Physics Achievement. The obtained F_y value is 19.26 which is significant at 0.01 level. This shows that the groups differ significantly on Achievement in Physics in the post-test scores. So the pre-test and post-test scores obtained on Achievement in Physics were subjected to ANCOVA.

1.3 Comparison of the pre-test and post-test scores on Achievement in Physics of Experimental and Control groups using Analysis of Covariance.

The above computations were carried out for the purpose of correcting the post - test scores (y) for the difference in the pre - test scores (x). The adjusted Sum of Squares and Adjusted Mean Square Variance for post-test scores were computed and F ratio was calculated. So ANCOVA was adopted for further computation. The results of analysis are presented in table 1.3.

Table 1.3

Summary of Analysis of Covariance of the pre-test and post - test scores on Physics Achievement of the Experimental and Control groups.

Source of variation	df	SSx	SSy	SSxy	SSyx	MSyx	SDyx
Among means	1	0.80	308.1	15.70	261.55	261.55	3.71
Within groups	77	88.15	1247.6	128.85	1059.3	13.76	
Total	78	88.95	1555.7	144.55	1320.8		

$F_{yx} = 19.01$

Since the F_{yx} ratio (19.01) is greater than the table value, it is significant at 0.01 level. The significant F_{yx} ratio for the adjusted post-test scores on Achievement in Physics shows that the final mean (post-test) scores of students in the Experimental and

Control groups differ significantly after they were adjusted for the difference in the pre-test scores.

Comparison of Adjusted Mean Scores

The adjusted means for the post-test scores of students for the two groups were computed. The data are given in the table given below.

Table 1.4

Data for Adjusted means of the post-test scores of students in experimental and control groups

Groups	N	M _x	M _y	M _{yx}	t
Experimental	40	3.25	16.1	15.92	4.38
Control	40	3.05	12.1	12.28	
General means		3.15	14.1		

$$t = 4.38$$

The adjusted mean of the post-test scores of pupils in the experimental group is greater than that of the control group. Therefore, it can be concluded that the students taught through Madeline Hunter method achieved better than the students taught through Activity Oriented Discussion Method.

2. Comparison of Experimental and Control groups with respect to post - test scores on Reasoning Ability.

To know whether the used teaching method have any influence on the Science Reasoning Ability of the students in the Experimental and Control groups, the Reasoning Ability test was administered as post-test. The mean pre-test and post-test scores on Reasoning Ability of the Experimental and Control groups were compared using t-test. The Data and Results of Test of significance are given in the table below.

Table 2.1

Data and Result of Test of significance of difference between the mean pre-test and post-test scores on Reasoning Ability in Science of Experimental and Control groups.

Scores	Groups	N	Mean	SD	CR	Level of significance
Pre-test	Experimental	40	7.01	2.38	0.99	P>0.01
	Control	40	6.52	2.04		
Post-test	Experimental	40	19.75	2.31	6.39	P<0.01
	Control	40	16.04	2.84		

After comparing the pre - test scores of the Experimental and Control groups with respect to Reasoning Ability, the critical ratio obtained is 0.99 which shows that there is no significant difference between Experimental and Control group at 0.01 level and 0.05level.

The critical ratio obtained after comparing the post - test scores (CR=6.39) of the Experimental and Control groups with respect to Reasoning Ability shows that the Experimental and Control group differ significantly at 0.01 level.

The value of critical ratio and the mean scores reveal that the Experimental group taught using Madeline Hunter Method showed more Reasoning Ability than the Control group.

Major findings of the study

The major findings of the study are,

1. Madeline Hunter method is more effective than Activity Oriented Discussion Method on the total achievement in Physics of secondary school students.
2. Madeline Hunter Method is more effective than Activity Oriented Method in raising the level of Reasoning Ability of secondary school students.

Conclusion

From this study it can be concluded that Madeline Hunter method is more effective than Activity Oriented Discussion Method on the total achievement in Physics and Reasoning Ability in Science of secondary school students.

Hence teachers must try to implement these types of innovative strategies to enhance learning. The application of Madeline Hunter method should be encouraged among teachers since the above method proved itself to be more effective than Activity Oriented Discussion Method. Teachers should be made thorough with the theory and practice related to Madeline Hunter method. It is hoped that a meaningful attempt to practice this strategy will be a great help and remedy to the present prevailing monotonous system of instruction.

There is a need to strengthen science education so that children must be enabled to examine, analyze and develop the spirit of enquiry. In order to realize the real goal of science education, it is necessary to empower the science teachers and improve their professional skills. Madeline Hunter (1986) said, "I believe the future of education is bright! We are beginning to unlock the mystery of the human brain and how it processes and learns. We, now, can enable teachers to use that knowledge to accelerate the learning process. No longer is teaching a "laying on of hands". It has become a profession that combines science with art to create a better and more productive world for humankind".

Reference

- Brandt, R. (1985). On teaching and supervising : A conversation with Madeline *Educational Leadership*, 42 (5), 61-66.
- Goldberg, M.F. (1990). Portrait of Madeline Hunter. *Educational Leadership*, 47 (5), 141-143.**
- Hunter, B., Hunter, M. (2004). Madeline Hunter's Mastery Learning. Corwin Press**
- Hunter, M. (1979). Teaching is decision making. *Educational Leadership*, 37(1), 62-64.**
- Hunter, M. (1985). What's wrong with Madeline Hunter? *Educational Leadership*, 42(5), 57-60.**
- Hunter, M. (1986). Madeline Hunter Replies : Develop Collaboration; build trust. *Educational Leadership*, 43(6).**
- Hunter, M. (1988). Response to Slavin: Improving Teacher Decisions. *Educational Leadership*, 46,2.**

SECONDARY SCHOOL CURRICULUM DURING POST INDEPENDENCE PERIOD: A REFLECTIVE ANALYSIS ON PAST TO MODERN TRENDS

Srutirupa Panda

Lecturer in Education, Nabakrushna Choudhury College of Teacher Education, Angul, Odisha, Email srutirupa.panda@gmail.com

Abstract

Curriculum is an important tool achieving the goals and objectives of secondary education. At the post independence period several committees and commissions have suggested to modify the secondary education to make it efficient. However in Odisha low achievement of students in class X demands in depth focus on secondary school curriculum in the state. The present study intended to find out (i) suggestions of several committees and commissions on secondary education during post independence period (ii) compare the secondary curriculum of Odisha with that of other states of country as well with that of foreign countries. Historical research and document analysis method is implemented for the study. It is found that the secondary school curriculum is lagging behind with the recommendations of different committees and commission as well as other countries. It is suggested that secondary curriculum need to be modified according to learner's need, interest, committees to become more flexible, versatile, and efficient.

Key Words: Secondary School Curriculum, Post Independence Period, Analysis

Introduction

Education plays a critical responsibility for the all round development of one's personality as well as for the sustained growth of the nation. One of the important steps that lead to the establishment of constructive and valuable education in individual's life is the secondary education that is imparted through secondary school. Secondary education creates an encouraging setting for fostering the child from every dimension of human personality including intellectual, physical, moral, social, vocational development at their very crucial age during adolescent phase of life. Actually, secondary school satisfy the socio economic need of the nation by providing strategy to construct educated and qualified citizens who will be responsible for bringing success and development in society. So, secondary school is a productive field that assists higher level of learning, enriches the child with affection, inculcates values within him/her and prepares strong and effective manpower for the rapid progress of the country

Secondary Education is a crucial stage in the educational hierarchy as it prepares the students for higher education and also for the world of work. With the liberalization and globalization of the Indian economy, the rapid changes witnessed in scientific and technological world and the general need to improve the quality of life and to reduce poverty, it is essential that school leavers acquire a higher level of knowledge and skills

than what they are provided in the 8 years of elementary education, particularly when the average earning of a secondary school certificate holder is significantly higher than that of a person who has studied only up to class VIII. It is also necessary that besides general education up to secondary level, opportunities for improvement of vocational knowledge and skill should be provided at the higher secondary level to enable some students to be employable.

The secondary school provides ample opportunity to the society as well as the whole nation to satisfy their need and purpose in terms of social change, economic development, preservation of culture, inculcation of values etc. It plays a crucial role in constructing, and developing the nation through imparting basic fundamental education to the future citizens of country. Here, over all growth and development of child is manifested under the guidance of secondary school curriculum. Secondary curriculum not only direct, motivate, lead the children in correct path for better learning and achievement through adequate competencies and skills but also handle the children with great care and affections. It is beyond doubt that secondary school curriculum is the true creator of effective manpower of the country.

In India as well as Orissa though many efforts have been taken for the improvement of status of secondary education, still the academic achievement of the learners are not satisfactory. The main reason behind this may include defective curriculum at secondary curriculum in Odisha.

Significance of Curriculum in Secondary Education : Curriculum is a organized plan by which objectives of education are achieved. In other words it is the track by which educational goals are attained. It is the organized whole of experiences provided by an educational institution to bring about desirable changes. It encompasses the variety of manifold experiences that one gets from varied and multifarious activities of the educational institutions. Curriculum is the sumtotal of experiences or activities organized in educational institution through curricular and co curricular programmes. In order to give a very clear meaning of curriculum the Secondary Education Commission (1052 – 53) states “Curriculum includes the totality of experience that pupil receives through the manifold activities that go on the school, in classroom, library, laboratory, workshop, playground and in the numerous informal contacts between teacher and pupils. In this sense, the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution of a balanced personality.”

Rationale of the study

The quality of development and success of country dependent on the quality of citizens; quality of citizen is mostly reliant on the excellence of their education in secondary level. Consequently, quality of education depends on a great extent upon the standard of secondary curriculum. But, in this context emphasis has always been laid on quantity or expansion of secondary education. Quality has lagged behind the quantity and proper standard of education has not kept pace with rising demand of expansion. Among the various areas of quality improvement in education, one of the most significant areas is

developing the quality of curriculum at secondary stage. Secondary education commission (1952), Kothari commission (1962), NPE (1986), NCF (1995), NCF (2000), NCF (2005) have made policies and emphasized on bringing reformation in secondary education curriculum during post independence period. But in Orissa it is found that the achievement level in high school certificate examination is found to be low. Here researcher suspect the relation between prescribed curriculum and student's achievement at lower secondary level in orissa state. This can only be possible by analyzing the different curriculum prescribed by Orissa Govt. at corresponding period of time during post independence period. Very Few researches have been conducted out side Odisha and in Odisha on historical analysis of the Secondary curriculum. The research study on the historical analysis of the secondary curriculum during post independence period is justified.

Statement of Problem

The problem is stated as "Analysis of Secondary School Curriculum of Odisha during Post Independence period."

Objectives of the Study

The objectives of the study are-

- (i) To state and analyze chronologically the recommendations of different committees on secondary curriculum during post independence period.
- (ii) To analyze the implementation of different curriculum framework in Orissa and compare it with other states of India.
- (iii) To compare the of secondary curriculum of Odisha with that of the other countries for last five years.

Methodology

The present study is of historical type research. Here the research tried to collect the historical documents relevant to the secondary curriculum of Odisha during post independence period from 1948 to 2010. Then study all its events, information and data yearwise and find relation between them and derive conclusion from that by logical analysis.

Data Collection

For this historical type of research the researcher has collected data from two types of sources. Those are Primary Sources and Secondary Sources. The sources are described as follows.

(i) Primary Source

These are the sources which are the eye witness account and are only solid base of historical enquiry and they are known as the first witness to the fact. The original document or remains are come under the category of primary sources. They are available in written, pictorial and mechanical forms. For this research the researcher has collected data from following primary sources.

- Documents collected from BSE, Cuttack and SCERT, Bhubaneswar of Odisha.
- Books – Landmarks in the Histroy of Modern Indian Education. Fifth Edition, J.C. Aggarwal (2004)
- NCF 2000
- NCF 2005
- CBSE Scheme for Secondary Education
- Newspapers – The Hindu, The Telegraph, The Samaj, The Times of India

- Journals – From Internet Source

(ii) Secondary Sources

Secondary sources are the accounts of an event provided by a person who did not directly observe the events, object or condition. The person may have directly contacted an actual observer and talked with him or read an account by observer. For the present study the researcher had talked with the persons working in the Board of Secondary Education, Cuttack and SCERT, Bhubaneswar.

Procedure of Collection of Data

The researcher personally visited different Government Institutions like SCERT, Bhubaneswar, Board of Secondary Education Cuttack, Odisha Secretariate, Bhubaneswar, Regional Institute of Education, Bhubaneswar for collecting the data for the present study. First the researcher met with the Head of the institution and after informing the need of the data for the present study, searched for the relevant documents for the study. Then by Xeroxing or taking photocopies of the documents and taking the record of the required information events the data are collected. Also researcher had a front to front talk with the persons working in different institutions and from the conversation some data were collected.

Techniques of Data Analysis and Interpretation

The collected data, information events were arranged chronologically in an ascending order and by year wise. Every events and information were studied and the relation between the events were compared and analyzed. After that logical analysis was done inductively and deductively. Finally the conclusions were derived.

Delimitation of the Study

The study is delimited to the scheme of study for class IX and X of Odisha from 1948 to 2010.

Major Findings

The major findings of the study can be described objective wise as follows:

(i) The first objective was to state and analyze chronologically the recommendations of different committees on secondary curriculum during post independence period. By analyzing the data it was found that after independence different commissions and committee such as, Secondary Education Commission (1952-53), Sanskrit Commission (1956-1957), Committee on Rural education (1957), Committee on integration of post basic and multipurpose schools (1957), Committee on Religious and Moral Education (1959 – 60), Committee on Emotional Integration (1961), Kunzru Committee on Coordination of Physical Education (1959 – 64), Committee on Differentiation of Curricula for Boys and Girls (1961 – 64), Panel on Science Education in Secondary Schools (1964), Education Commission (1964 – 66), National Policy on Education (1968), Committee on the Status of Women (1971 – 74), Expert Group on curriculum for the Ten Year School: A framework (1975), Review Committee (Ishwarbhai Patel

Committee) on the Curriculum for the Ten year school (1977), National Curriculum for Primary and Secondary Education: A Framework (1985), National Policy on Education(1986), Programme of Action (1986), Ramamurty Review Committee (1990), NCF 2000, NCF 2005, have recommended for the modifying the secondary curricula. They have given stress to physical education, health education, value education, vocational education, women education, and science and computer education. Peace education, Art education, Work experience, SUPW along with traditional subjects like languages, science, social science. They have recommended three language formula i.e. Local language, classical language like Sanskrit, Hindi and one foreign language like English for the secondary education. It was also found that after independence the ender biases for selecting the subjects at secondary level gradually extinct. All children are free to select their electives. The course or syllabus for class IX, X and XI were integrated after independence. But after Kothari Commission's recommendations class X separated from XI class . Similarly in Odisha after 1997 two year integrated course and syllabus for class IX and X separated. The scheme studies for class IX and X modified as well. In 2007- 08 practical exams for class X was implemented but after a year the practical course and exam was withdrawn. In 2010 BSE Odisha declare to adopt NCERT course and book from 2012 in schools of Odisha both in odiya and English languages.

(ii) The second objective of the study was to analyze the implementation of different curriculum framework in Odisha and compare it with other states of India. It was found that in Odisha the secondary curriculum has been revised in the light of NPE 1988, NCF 2000 and NCF 2005. In 2005 the state has revised its secondary curricula and adopted NCERT curricula for secondary education. The textbooks and evaluation pattern was also revised. The National Curriculum Framework (NCF, 2005) has been translated into 22 languages listed in the 8th Schedule of the Constitution for wider dissemination. These are Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kashmiri, Konkani, Kannada, Malayalam, Manipuri, Maithili, Marathi, Nepali, Oriya, Punjabi, Sanskrit, Sindhi, Telugu, Tamil and Urdu. Some of the states then developed state curriculum frameworks whereas others directly moved on to revision of their syllabi and textbooks. States such as Bihar, Chattisgarh, Kerala, Karnataka, Orissa and Sikkim have developed their State Curriculum Frameworks. Seventeen (17) States, namely, Andhra Pradesh, Assam, Bihar, Chattisgarh, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Manipur, Meghalaya, Mizoram, Nagaland, Orissa, Punjab, Sikkim and Uttarakhand have revised their syllabi in the light of NCF-2005. :Twelve (12) States/UTs follow NCERT syllabus and textbooks for different stages of school education: Andaman & Nicobar Islands (I-XII), Arunachal Pradesh (I-XII), Chandigarh (I-XII), Jharkhand (I-XII), Delhi ((IX-XII), Goa (I-XII), Haryana (VI-XII), Himachal Pradesh (VI-XII), Bihar (IX-XII), Jammu & Kashmir (IX-XII), Sikkim (IX-XII), Uttarakhand (IX-XII). Andhra Pradesh is also considering to adopt NCERT syllabus from classes IX to XII. Besides these States, CBSE has adopted NCERT syllabus and textbooks. Kerala and Uttarakhand have tried to develop their own syllabi based on the principles of NCF-2005. Eight States, namely, Bihar, Haryana, Himachal Pradesh, Manipur, Meghalaya, Mizoram, Orissa and Punjab have adapted NCERT syllabus by adding contextual elements to it. Syllabus of Nagaland and Karnataka are a mix of new and old syllabus. U.P. has already initiated action to

revise syllabus from classes I to VIII and is also considering revision of syllabus for secondary and senior secondary classes in the light of NCF-2005.

(iii) The third objective of the study was to compare theof secondary curriculum of Odisha with that of the other countries for last five years.

- (a) From the analysis it was found that when we compare the secondary school scheme of studies for odiya medium schools in Odisha and CBSE affiliated English medium schools In Odisha their lies some differences. Those are CBSE affiliated English medium schools offer more versatility, flexibility as well as broadness in schemes of studies. They offer more subjects, electives, practical subjects which are lacking in scheme of studies of Odiya medium schools.
- (b) If we compare the secondary school scheme and curriculum with that of the UK we found that in UK the compulsory subjects include some practical courses such as: Art & Design, Citizenship, Design & Technology, Information & Communication Technology, Modern Foreign Languages, Music, and Physical Education. In addition, other statutory subjects are not covered by the National Curriculum, including Religious Education in all year groups, and Career education, Sex education and Work-related learning at secondary age. But in Odisha more stress were given to theoretical and traditional subjects. The place for practical and vocational courses in secondary education in Odisha has been neglected in the post independence period.
- (c) Also the secondary curriculum of Odisha differs from that of the Australia. Core subjects usually include English, mathematics, science, society and environment, languages other than English (LOTE), technological and applied studies, creative arts and personal development, health and physical education. Here the secondary education also offers electives. But Secondary curriculum in Odisha lacks importance in qualitative technological and applied studies, vocational course and other courses as electives .
- (d) While comparing the secondary curriculum of USA and that of the Odisha it was found that there lies vast differences. In USA, equal importance is given to the general and elective subjects. It offers variety of elective subjects at secondary stage. Common types of electives include: Computers (word processing, programming, graphic design), Athletics (cross country, football, baseball, basketball, track and field, swimming, tennis, gymnastics, water polo, soccer, wrestling, cheerleading, volleyball, lacrosse, ice hockey, field hockey, boxing, skiing/snowboarding), Publishing (journalism/student newspaper, yearbook/annual, literary magazine), Foreign languages (Spanish, French are common; Chinese, Latin, Greek, German, Italian, Arabic, and Japanese are less common). But in Odisha it was found that in post independence period no such electives at suggested or implemented in secondary curriculum that would help a child prepare for a vocation or career.

Educational Implications

The present study has many educational Implications. The study will help the Administrator, curriculum framer to analyze the development of the secondary school curriculum of Odisha during post independence period. It will also help them to find advantages and disadvantages of the past secondary curriculum. They can get review of the recommendations of the different committees worked for reforming the secondary curriculum during post independence period. They can compare the past secondary curriculum and present secondary curriculum. It will also help them to compare the history of secondary curriculum Odisha with other states of India as well as will foreign countries.

Suggestions for Further study

- (1) Present study was conducted on secondary curriculum; the future study can be conducted on primary, higher secondary, vocational or at higher level of education.**
- (2) The study was conducted in Odisha state; the further study can be done at other state or national level.**
- (3) The present study concerned with post independence period. Further research can be done with secondary curriculum at pre independence period.**
- (4) Further study can be done by relating other dependent or independent variable with curriculum.**
- (5) The research study can be undertaken to find out effect of secondary curriculum on students achievement and quality of secondary education.**

Conclusion

It is found from the analysis that though several committees, commissions such as it is found that significant changes with respect to secondary Education, still there lies several experimentations to modify it according to demand, need of learner, society and time. Realizing this demand Board of Secondary Education, Odisha must give emphasis on vocational education, women education, moral education, science and technological education plus language education in the state. Further it must try to include curriculum suitable for rural students,. Hence it can be concluded that secondary school curriculum in odisha need more versatility, flexibility, learner centric and learner friendly so that it can raise their acxhievement level in different subjects.

REFERENCES

- Arora, G.L. *Child centred education for learning without burden*. Gurgaon, Haryana, Krishna Publishing Com-pany, 1995.
- Arora, G.L.; Yadav, S.K, *Self-learning materials for teacher educators*. Vol. 1. New Delhi, NCERT, 1998. *education. A framework*. New Delhi, Government of India, 1988.

Bobbitt, John Franklin. *The Curriculum*. Boston: Houghton Mifflin, 1918.

Bruner, J. (1960). *The Process of Education*, Cambridge, MA: Harvard University Press.

Cuban, L. (1992). Curriculum stability and change. In Jackson, P. (Ed.), *Handbook of research on curriculum* (pp. 216-247). New York, NY: Macmillan.

[Diane Ravitch, National Standards in American Education A Citizen's Guide](#) (book)

Eisner, E. (1994). *The educational imagination: On the design and evaluation of school programs*, 3rd ed. New York, NY: Macmillan College Publishing.

English, F.W. (2000). *Deciding what to teach and test: Developing, aligning and auditing the curriculum*. Thousand Oaks, CA: Corwin Press.

Erickson, H.L. (2007). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press.

Fifth All-India Survey of Educational Research, (1992). Vol.1, NCERT Publication, New Delhi.

Fifth All-India Survey of Educational Research, (1988-1992). Vol.II, NCERT Publication, New Delhi.

Fourth All-India Survey of Research in Education, (1983-1988). Vol.I, NCERT Publication, New Delhi

Gay, L.R., Airasian (1990). *Educational Research Competencies for Analysis and Application*. Sixth Edition. Prentice Hall, Inc., Pearson Education, New Jersey, 2000.

Glatthorn, A.A. (1987). *Curriculum renewal*. Alexandria, VA: Association for Supervision and Curriculum Development.

Hargett, V. (2004). *The non-negotiables of academic rigor*. Retrieved July 30, 2008, from <http://www.ncpublicschools.org/ec/development/gifted/nonnegotiables/>.

Jacobs, H.H. (1997). *Mapping the big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: Association for Supervision and Curriculum Development.

Jackson, Philip W. (1992) "Conceptions of Curriculum and Curriculum Specialists." In *Handbook of Research on Curriculum: A Project of the American Educational Research Association*, edited by Philip W. Jackson, 3-40. New York: Macmillan Pub. Co., 1992.

[Kelly, A.V. \(2009\) The Curriculum: theory and practice 6th Edition](#)

Khetrpal, I., (2004). Classroom Management. *Encyclopedia of Indian Education*, Vol I (A-K), NCERT Publication, New Delhi, 2004.

Koul, L., (1984). *Methodology of Educational Research*. Second Edition, Vikash Publishing House Pvt.Ltd., New Delhi.

Marzano, R.J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.

"National curriculum". Teachernet. Department for Children, Schools and Families. 2007. Retrieved 2008-02-19. [National Education Standards...They're Back!](#) (article)

National Policy on Education (1986). Ministry of HRD, Government of India, New Delhi.

- National Curriculum Framework*, (2005). NCERT Publication, New Delhi, 2005.
- Perkins-Gough, D. (2004). Creating a timely curriculum: A conversation with Heidi Hayes Jacobs. *Educational Leadership*, 61(4), 12-17.
- Pinar, William F., William M. Reynolds, Patrick Slattery, and Peter M. Taubman. *Understanding Curriculum: An Introduction to the Study of Historical and Contemporary Curriculum Discourses*. New York: Peter Lang, 1995.
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Sergiovanni, T.J. (1990). *Value-added leadership: How to get extraordinary performance in schools*. New York, NY: Harcourt Brace Jovanovich, Inc.
- Sixth All-India Survey of Educational Research*, (1993-2000). Vol.1, NCERT Publication, New Delhi.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all*
- Tudball, Libby (2005) studied Grappling with internationalisation of the curriculum at the secondary school level: issues and tensions for educators. :Australian Journal of Education Article date:April 1, 2005.
- R S Reddy, Rajat Pub, 2006, viii, 296 p, tables, figs, ISBN : 81-7880-203-1Curriculum Development in Secondary Schools
- Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tyler, R.W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: The University of Chicago Press.
- Wiggins, G. & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

EDUCATION AND WOMEN EMPOWERMENT

Dr. Munmun Chatterjee.

Associate Professor. Bankura Sammilani College, Bankura, West Bengal

“Just as a bird could not fly on one wing only, the nation would not march forward if women are left behind”----- Swami Vivekananda.

Abstract:

Women enjoyed huge amount of freedom and equality at par with their male counterparts from the very beginning of society, but unfortunately they are compelled to live an excluded, marginalised, exploited and poor life during modern times .In 21st century women throughout the world faces all sorts of discrimination both in family and in society. Although status of men and women as per constitution is equal but in social dealings women are lagging behind men in terms of social and economic roles. Lack of awareness and proper education they are deprived from all sorts of opportunities and rights guaranteed in the constitution. It is recognized that without proper education of women no development plane will be successful and women will not be empowered properly.

Empowerment of women means equipping women to be economically independent and self-reliant in a society like men. In this sphere education have the most effective role for developing awareness about the rights of the women .If literacy percentage is increased, the women could be able to understand their actual status in society and would be empowered. An analysis has been made to estimate the relationship between education and women empowerment in the society. There is enough evidence to indicate that the quality education have made significant headway for empowerment of the women. Empowerment through education enrich women to gain right awareness of what is undesirable and unfavourable about her current situation and also the possibilities of attaining it .This paper highlights the interrelationship between education and empowerment of women.

Women have a unique position in every country, whether developed, developing, or underdeveloped because she plays a different role in her life as daughter, wife and mother etc. Women was treated as Goddess, she was also treated as Jaganmata under Hindu philosophy. She was considered as principal object of Indian social system. The position of women spelled down from primary to secondary. There are various factors responsible for such degradation. During Vedic period women enjoyed equality and freedom with men. But later on her position in society and in family gradually declined. Women suffer because they belong to weaker section of society. Discrimination against women starts from her birth to death. It is universal truth that all people are born equal, that their creator vests in them some inherent indivisible, inalienable, non-negotiable, non-derogatory natural and basic rights .But women in our society deprived from all sorts of

rights, facilities. Mahatma Phule inferred that so worst conditions of women was only due to ignorance, illiteracy, unawareness, blind faith etc. Dr.B.R. Ambedkar has shown how the women were divested from all human rights. The constitution of India gave equal fundamental rights, but unfortunately they are mostly unaware of their rights because of illiteracy and oppressive tradition. In such perspectives empowerment of women through education is ideally seen as a continuous process to achieve awareness, consciousness. But most of the Indian women hardly enjoy all sorts of rights due to domination of patriarchal society. In this context empowerment of women is no doubt an urgent necessity.

The position of women has been improved and at the same time it is deteriorating too. The Universal Declaration of Human Rights declares that "Motherhood and childhood are entitled for special care whether born in or out of wedlock shall enjoy the same protection."The Indian constitution is enriched with principles of Equality, Liberty, Fraternity and Justice and imposes duty on every citizen to renounce the practices derogatory to women dignity. But in modern time the respect and honour of womanhood is on the great decline and cases of molestation and rape on the steady growth. Women enjoyed huge amount of freedom and equality on par with their male counterparts from the very beginning of society but unfortunately they are compelled to live an excluded, marginalised, exploited and poor life during modern times. Despite many remarkable laws national and international providing for the safety and security of women, they are being deprived, abused and betrayed. In the 21st century women throughout the world faces all sorts of discrimination both in family and in society. There are great number of problems standing in their way of empowerment. They are the worst sufferers of social, political, religious and economic field in our society. In the world men enjoyed higher status than the women and the India is no exception. women are lagging behind men in terms of economic activities.

It is very happy to note that in modern age women are exercising greater influence in many fields like politics, administration, business. The role of the women in present society is more pertinent than ever because of the changing attitude in the society towards the same. Some progressive changes were noticed in the socio-economic position of women. In the early days only lower classes women engaged in outside jobs. But in modern times middle and upper classes women also have started joining in various jobs both skill and unskilled. The participation of women in economic, political, cultural sphere is being increased rapidly. In spite of these changes occurring in modern society, socio-economic status of women in India is being gradually decreased. They are deprived to avail full opportunity guaranteed in the constitution of India. The Secretary General of United Nations Organisation expressed his views, "Women and girls make up a half of the global population, yet they routinely figure at the bottom of every economic, social and political indicator, from income, education and health to participation in decision making."The discriminating attitude of our society pushes her into deep emotional crisis. Practically they are unable to continue their fight alone against the evils of the society, although they are protected by enactment of many strict laws to safeguard their interest. For which women must be made aware about legislation, legal provisions and their right to education properly. Lack of awareness among women and improper enforcement of the laws has played major crucial role for the subversive condition of women in our society.

In modern India women are facing many cruelty and exploitation than any other country. The celebrations of birth of son is more joyful than birth of daughter still now. Due to lack of proper education the trend of killing daughter in the womb still continuing against the humanity. The child sex ratio (male-female) covering the age 1-6 yrs is very much poor and it is also matter of grave concern .However the role of education of the women has improved their status in spheres of social activities .Empowerment is no doubt an integral component for women's development because it could bring a change in the context of women's life which enables her to lead a prosperous life. In many societies women are discriminated against by law and custom .Women are treated indifferently by their male colleagues and male partners in working place and also in family. Due to lack of sufficient knowledge, confidence and courage most of the women could not avail actual rights and opportunities in their life .Lack of economic insufficiency act as a major obstruction to their empowerment .In these perspectives education plays an important role to remove all these obstacles and superstitions. S. B.Pathak said "When literacy percentage is increased, the women could be able to understand their actual rights which have been already given to them by the constitution of India."The village illiterate women always deprived and exploited .They cannot save herself from vicious cycle of poverty and deprivation. They notice some invisible forces from outside are controlling their lives .So these women feel insecurity .Archana Singh expresses her views that empowerment as a process of change by which citizens or groups acquire power and ability to take control over their live.

The development of rural India could not take place without the empowerment of the women in rural areas .It will help to overcome the crucial problems like poverty, malnutrition ,unemployment through proper education. Education brings awareness, consciousness, willforce and also helps to remove all disparity, superstition, ignorance etc. Without proper education women's empowerment is not possible. Only traditional education are not sufficient, advanced and upgraded knowledge is also required for increasing the status of the women .Women feel strong and empowered when they are alert about their rights and duties. If women's education opportunities have been increased, participation of women in every sphere would be improved, early marriage and dropout rate could be reduced. Women's education is the object of multifold studies. If women remain illiterate, the motivation for change in society and their personal life will obviously unsuccessful. Because mother is the main trainer or primary tutor of children during their early stage. Mahatma Gandhi observed, 'Education of a boy means education of man ,education of a girl means education of family'. Therefore literacy is an important means of meeting individual basic needs and also promotes an awareness among women which helps greater development in society.

Empowerment of the women closely related to achieve power and ability in different sectors. It is not only necessary but also an important factor in every society. Though women constitute half of the total population, they are still being deprived from human rights and facilities. It is curious enough that still now a woman is being denied job because of her gender but gender cannot be ground for refusal of job of a women. It is reported in Telegraph Newspaper 15th March 2014(Calcutta saturday) that a women in east Midnapore (W.B) has not been allowed her to join as a hundred- day job scheme supervisor because of her gender .Basically it is one kind of concept of the society towards women. The constraints on social mobility and economic independency affirm

her secondary and subordinate status. Most of the women have less knowledge about outside world and they are more economically dependent on their male counterparts and as a result their scope in decision making is constrained. Capacity to prove her ability is strictly hampered. To empower herself women needs adequate education and sufficient courage. Subordinate position of women requires immediate change by enactment of effective laws, enhance their education facilities and awareness. It can be said that women's empowerment can not be achieved easily. It obviously needs changing attitude of modern society towards the women.

Women throughout India have been trying to overcome all crucial problems regarding inequality and participate in developmental works. Rashmi Srivastava said, "The women of India have been exposed to greater insecurity, poverty, illiteracy, casteism orthodoxy, unhealthy living condition, traditionalism, backwardness corruption, criminalism and male dominance in most of the fields." Although the women received equal rights of participation in every sphere like social, political and economic but still they are deprived and suffering at the hands of males and females in different forms and degrees. It may be said that after the 73rd and 74th constitutional amendment Acts few women have been able to take part in political affairs but most of them are guided by their guardians. They have no right to take any decision freely. Without proper education and economic independence women can not avail actual empowerment. Women's reservation bill, employment reservation for the women are not the only way to empower women. It is closely related to the development and welfare of the major women. So it is necessary the qualitative and quantitative change of women's status by proper education. A comprehensive academic and awareness programme of women can make a positive contribution to the world. Still in modern era women have been confined to home and their position remained very low. Therefore women's all round upliftment is necessary as early as possible. The need to empower women in all sectors has not come soon. It may be stated that women have to achieve ability and confidence to do anything at home and at their working place. But in every sphere women are facing many problems. They have no rights to take vital decisions, it may be mentioned here also that they are not entitled to participate in major sectors due to proper education and awareness. Thus the process of women's empowerment has now become stagnant. To remove all these obstacles on the way of women's empowerment, quality education is considered as important tools. Modern education is also another factor in helping the women to develop their character, creativity, values, personal leadership to achieve their goal in the society.

In modern era it is observed that a huge gap between men and women regarding socio-economic status. Our constitution enacts many laws and ordinance for elimination of violence and protection of women. Art.14 and Art.15 of the Indian constitution guaranteed equal rights and equal protection for both men and women. Constitution also caste the duty upon the government to protect women from exploitation. But real trouble begins at the time of implementation of the said law. Therefore unless the process of implementation is not simplified, it will really be difficult for women to realise the fruit of the enacted laws during her life time. All these rights have positive rights as well as negative liberties in equal measures. Most of the women could not avail their fundamental rights, they did not express their views spontaneously for the lack of courage, awareness and proper education. If women are not fully aware of their rights, abuse can easily develop in the form of slavery, discrimination and violation among

others .In these circumstances our ultimate goal is to empower women with proper education and many other processes. Men alone are not able to do all developmental works .Men and women are two wheels of humanity; neither can reach its ultimate goal without the assistance of others. Women's empowerment will enhance their self confidence, their ability and willingness to challenge oppression .Empowered women not only influenced their own lives but also lives of men and children. They can change their family status, upgrade the whole society and world.

The main obstacle is varsity and vastness of household works of the women with their family members from their childhood make almost impossible them to achieve proper education. The guardians of family obviously do not maintain the equality in respect of education of their son and daughter. Hence the ratio of literacy is always unequal for boys and girls .Generally the boys are preferred for education by the parents over their daughter. Parents believe in most of the societies son's education is necessary than daughter's education. They seem that investment behind their daughter's education is meaningless, because daughters will go in-law's house as early as possible. On the other hand Sons after completion his studies engage in jobs and maintain the family .In most of the poor and middle class families young girls compel to do hard work, they can not attain proper education. As a result girls remain uneducated, unconscious and timid. Lack of proper care and facilities girl's education hampered.

Women's lower rate of literacy and economic position prevents them to participate in politics and in developmental works. Although few intelligent and self-sufficient women actively participate in politics and could influence the policies of the government, the overall condition of women are not so good. It was observed that the number of women's participation in different elections are very poor .Because political parties are sometimes against the nomination of women as suitable candidate. The 73rd and 74th Amendment Act is a milestone in the history of women's empowerment in rural and urban area. The said Amendment is undoubtedly a step in the right direction towards the empowerment of women. The work towards empowerment of women has to be conducted on all three levels, socio-psychological, economical and political and women have to organize themselves, making them ready always to fight for their rights. After all the empowerment of women effected by themselves and facilitated by others, will mean, in the ultimate analysis, the empowerment of the nation as a whole. It may be mentioned here that for effective empowerment in politics of the women 33 percent reservation has been made for women in panchayat and urban local bodies. Women's participation in any political system is considered as urgent for women's empowerment. Through these amendments, the scope for women's participation only in panchayat level has been widened .In spite of this most of the elected women members remain silent in meeting, they are unable to raise their voice against corruption, arbitrary decision of political leaders due to unawareness and insufficient knowledge regarding conducting the procedure of the meeting. In most cases women members usually controlled by male members, their relatives as father, brother, husband etc. Women throughout the world are facing much problems and troubles while trying to break the traditional leadership of men in politics as well as society. There is an unequal distribution of power and women are always suffering in every step. Participation of women are very poor both in social and political institutions. To remove all these discrimination the role of education amongst the women is very much vital in present society.

The necessity of empowerment of the women is to remove the inequality between men and women in every sphere like professional inequality, ownership inequality, household inequality, political inequality. Renana Jhapvala said, "Empowerment is the process by which disempowered or powerless people can change their circumstances and begin to have control over their lives." In other words, empowerment of women means equipping women to be economically independent and self-conscious in a society in which they act freely. Empowerment is a multi-dimensional process by which women enable to realize their identity, achieve ultimate aims of their life. Even in the 21st century women are beaten in doubt of witch, they are getting stones for committing sexual activities, they are remaining starved, and almost women are suffering extremely in everywhere due to illiteracy. It is now burning issue of the world as to how women should be empowered through education. Empowerment can be achieved by various methods. In this context education have the most effective role for developing awareness about the rights of women. Education is a process of development from cradle to the grave. Lack of proper education and consciousness women are deprived all sorts of rights, facilities and status. Education can empower women properly. Dr.A.P.J.Kalam, "Education is the most important element for growth and prosperity of a nation." Education creates self-consciousness, self-confidence, self-esteem and self-sufficiency to a person. It increases social, political, cultural, religious awareness and removes all kinds of narrowness, superstition. Poor and uneducated people feel insecurity and powerlessness. Education is the backbone of a country. Prosperity of a women depends on the rate of education. Without proper education any one can not improve their lifestyle, status in society. P.H.Sethumadhava rao expressed his opinion, "The most important thing is that they (women) need to be given free and compulsory education so as to make them aware of the rights and duties and possible free legal aid so that they can fight their cases without spending money. There is no other alternative of education for empowerment." Most of the women in society achieved full empowerment and acquired knowledge, awareness in social, political and all other spheres with the help of proper education. But in our country the rate of education of women is below the average. Lower rate of education is the main obstacles in the way of empowerment. So education facilities should be increased. The formal and non-formal education systems would need to be considered. Therefore empowerment through any kind of education could bring a change in the context of women's life which enables her to enjoy human rights, to participate external affairs and to increase her internal qualities like awareness, confidence etc.

Empowerment requires involving women directly in different projects, in planning and implementations. Kamala Bhasin expressed her views that, "It means recognizing women's contribution, women's knowledge; it means helping women fight their own fears, and feeling of inadequacy and inferiority; it means women enhancing their self-respect and self-dignity- -"

Undoubtedly, women are the vital human infrastructure and their empowerment would certainly change the entire environment of society. They can access power and ability through this concept. Education helps the women to earn great respect, higher status in her family and society. An educated mother obviously encouraged for continuing education of their child and also other members of the family. The greater part of girls in rural and semi-rural areas could not avail proper education due to lack of educational facilities like insufficiency of school, college and also communication. In remote villages girls are bound to leave the schools

for lack of security when schools are located far away. Extension of educational opportunities is most vital strategy for women's empowerment. As a result women's status is continued to be subordinated. Unawareness and lack of proper education of large number of women has prevented them from availing the opportunities of empowerment.

In welfare state not only men are important but also woman is playing significant role in development. Therefore it is required to empower her and give the chance to develop her. It is equally important to convince men that better education of women will be beneficial to the entire family and the society as a whole. It may be mentioned here still now most of the women has no choice, no liberty to attain their object under the situation. They are powerless, helpless in their family and society. Real empowerment gives the women more power and capacity to change her lifestyle, to influence and control the society. Education is the best instrument of bringing awareness in any society to include women in the main stream of development.

Following general recommendations should also be taken to improve the women empowerment.

1. There have to be compulsory provision of education for women.
2. To identify the drop out girl students and to make arrangements for schooling for the said students.
3. To extend the facility of compulsory computer education along with general education from school level at free off cost specially for poor income group family.
4. To restraint child marriage of lower income group family by proper implementation of prevailing laws in this regard.
5. Awareness campaign regarding right to education for all citizens guaranteed in the constitution.
6. With the help of audio-video clippings, stage shows, discussions, chat shows women should be socially and economically made aware and prepare them to fight against the eradication of illiteracy.

In conclusion it can safely be said that the more empowerment of women will not be achieved overnight. Women have to organised themselves to fight for their rights. Of course, there are and will be various kinds of restraint and hindrance, but we have to overcome them with our joint effort and also work out the possible solution through elaborate discussion, which in fact is supposed to be primary agenda in every awareness campaign to be launched frequently and at regular intervals . It needs to be coupled with some other steps like economic independence of the women must be ensure through proper education and to change the attitude of the society towards the women.

BIBLIOGRAPHY:

1. Agarwal, J, C, Indian Women, Arya Books, New Delhi, 1976.
2. Abzug, Bella, S, Gender Gap, Houghton Mifflin company, Baston, 1984.
3. Antony, Valsamma, "Education and Employment: The key to women's Empowerment", Kurukshetra, February, 2006.
4. Appadorai ,A, ed, Status of Women in South Asia(1954).
5. Batliwala, Srilatha, "Meaning of Women's Empowerment,"in Women's world.(1995).
6. Brown, Robin, ed, Women's Issues (New York: Wilson, 1993).
7. Crol, Dubois, E, Women suffrage and women's rights, New York university press, 1988.

8. Chinnan, k, Pandimurga, 'Women's Education as a Tool for Rural Development', kurukshetra, September 2005.
9. Datta Pravat and Sen Panchali, Women in Panchayats (Kolkata, West Bengal, Dasgupta and co,Pvt .Ltd,2008.
10. Kapur, Pramilla, ed, Empowering the Indian Women, New Delhi: Ministry of Information and Broadcasting, Government of India 2001.
11. Kumar, Sandeep, "Educations for Girls-Building Bridges for Future", in Kurukshetra, September 2004.
12. Kalam, A, P, J, "For dignity of human life," Yojana, September, 2005,vol,49.
13. Mandal, Chandra, Keshab, Empowerment of Women and Panchayati Raj: Experiences from West Bengal.
14. Mittal, Anant, "Rural Education-Issues and Initiatives", in Kurukshetra, September, 2004.
15. Neeta T, Need for Women Empowerment, Jaypur and New Delhi: Rawat Publication.
16. Purushottaman, Sangeetha, The Empowerment of Women in India: Grassroots Women's networks and the State, New Delhi: Sage.
17. Sahu, Ketan, Meena, Women and criminal justice system in India ,Women Rights Human Rights, R.combrary and co.pvt. Kalkata.
18. Singh, Archana, "Micro Finance For Women's Empowerment " Kurukshetra ,April,2004.
19. Sahay, Sushama, Women and Empowerment; Approaches and Strategies, New Delhi: Discovering Publishing House.
20. Telegraph, 2014, 15th March.

A STUDY ON THE IMPACT OF TAIS ON ASSAMESE LANGUAGE AND CULTURE

Pranab Jyoti Gogoi

Asstt. Prof. Dept of English, Moridhal College, Dhemaji, Assam

ABSTRACT

The Tai Ahom culture and language has inconceivable impact on the formation of dominant Assamese culture and language. Many Tai words now become the recognised words of Assamese language and are popularly used in day to day Assamese conversation and writing. There are scarce of substitute words for many Assamese terminologies than the Tai words itself used on different occasions. These Tai words have been recognised as substantive Assamese words by modern Assamese dictionaries too. The Tai Ahoms demand that they are the harbinger of Assamese Bihu festivals accompanying with Bihu dances, songs and other related activities. The base of their demand lies on the fact that all the dances, songs, musical instrument and other customs associated with Bihu have greater similarities with the traditional dances, songs and other co-activities of different festivities of the Tai people living in the central part of China.

INTRODUCTION

The Tai Ahoms of Assam are basically the people of Syam- Chinese linguistic stock and originally inhabited in the central and sub-central parts of China till 400 B.C. Due to inadvertently occurred feuds and war with other Chinese people, unfavourable demography as well as climatic condition, fractions of the Tais started migrating to the foothills of the Chinese mountain range and subsequently spread up to the South-East Asian locations especially, to Cambodia, Vietnam, Laos, Myanmar, Thailand, North East of India and many other place for permanent settlement. They established separate Tai kingdoms in the newly occupied regions under powerful rulers.

The Tais first landed in Assam in 1828 A.D under bold and courageous leadership of Sukapha, the leader of Tai group entered in Assam. At the time of their entry into Assam the entire place was divided into different small states lived by the people of Chutia, Borahi, Kachari, Moran, Mottock, Bodos etc. under their powerful kings. These aboriginal races became heavily disgruntled with the aggression of Ahoms and put powerful challenge by raising battle against them. As the Ahoms were originally a brave and courageous race, so they were capable to thwart all the attacks of these small races. Subsequently the Ahoms brought their territories under their power. Sukapha became an undisputed monarch of the entire place. Thus the Ahoms were successful to rule entire Assam from the 14th century onwards. The Tai Ahoms have remarkable contribution to the formation of Assamese society, language, culture and tradition. Only a few Tai scholars of Assam are working on different aspects of Tai Ahom culture and traditions and its impact on the formation of Assamese society and culture till date. In this regard Dr.Puspa Gogoi's The Tai of North East and The Ahom Religion and Custom, J.N.Phukan's The Tai Ahom Language, Umesh Chetia's Tai Ahom Buranji Aru Sanskriti, Dr. Lila Gogoi's Tai Ahom Culture and Sanskriti etc. are worth mentioning. But their effort on the subject seems to be inadequate to give a concrete analysis of the same. So, the present study is a humble attempt to focus on the Tai Ahom culture and tradition and its impact on the modern Assamese society from new perspective. The study

will attempt to find out some important facts of the issue that will serve as some added information to the already made study and research.

RELATION WITH OTHER NATIVE PEOPLE

As Sukapha brought only the male members with him so he desired his people to make matrimonial alliance with the local tribes of Assam. As a result of this matrimonial relation a base for strong racial as well as lingo-cultural assimilation between the Ahoms and the non- Ahoms was possible. Gradually under the rule of the successors of Sukapha the Ahoms were capable to capture and rule the lower Assam areas, up to Guwahati, in the South bank of the river Brahmaputra. Sukapha possessed with broad-minded and sympathetic personality, and always preferred to maintain peaceful as well as cordial relation with all the natives of Assam. He desired for ensuring a harmonious co-existence of all the races on the basis of mutual help and co-operation. Neither he interfered himself to the peaceful way of life of the local inhabitants nor allowed his men to act as such. His successors were greatly inspired with his energetic enterprise for peace and social harmony and emphasised on the continuance of the same bond of relation among all the people to prosper.

TAI AHOM LANGUAGE

The original language of the Tai Ahoms was the language spoken by the Tai people living in South East Asia and China. The Tai Ahoms migrated specially, from a place called Muang Mao of Yanun province of China during the first decade of 13th century. So, their language bore close similarity with the Tai language spoken by the natives of Muang Mao or entire people of Yanun itself. Their language also bears similarities only in some specific aspects with some other Tai communities like Khamti, Phake, Aiton, Turung and Khamaayang inhabiting in Assam and Arunachal Pradesh though they belong to same lingo-cultural and ethnic stock with the Tai Ahoms. These Tai groups of people got accustomed to Burmese culture and traditions due to their continuous abode in Burma for several centuries after their migration from the deep terrains of China. The Substantial Tai language of these people of Tai origin was remarkably contaminated and got new form, termed as Tai-Burmese language. So, such lingo-cultural variations between the Tai-Ahoms and other Tai communities of their vicinity is quiet obvious. But the Tai Ahoms landed first at Khamjang, the border area of present Myanmar and Monipur where they lived for a very shorter period of time. So, there was less possibility of their language got admixture with the language of other groups of people, specially, with the Burmese speaking group. Hence the language spoken by the Tai Ahoms is supposed to be the original form of Tai language than the Tai language spoken by some other Tai groups (Phake, Khamti, Turung, Aiton, Khamayang etc.)

CHANGES IN TAI AHOM LANGUAGE

Till 1503A.D. no considerable change to the Tai Ahom language occurred. But from the time of Ahom King Suhung Mung changes in the Tai Ahom language is quiet observable. After 1503 large numbers of people speaking different languages of Sanskrit origin migrated to Assam and started to live here permanently. The Ahoms came into contact with the non-tai people and were greatly influenced by their language culture and traditions. In early stage of Tai language no grammar patterns were followed but later on,

due to their contact with the people of other language and culture they were interested to formulate the Tai language under grammatical patterns. A renowned Tai Ahom linguist, Chao Ratneswar Buragohain observes that the substantial form of Tai language was remarkably changed during the period of Ahom King Gadadhar Singha. During the time, many Assamese words got mixed up with the Tai language and the Tai Ahoms were accustomed to express many Tai terminologies in Assamese version. The process of mixing up of both Assamese and Tai language continued till the later part of 18th century and as a result of which the Assamese became the popular language among the Tai Ahoms. Apart from communicating in their own language among themselves the Tai Ahoms often preferred to speak Assamese in some special occasions as a substitute language.

SETBACK TO TAI LANGUAGE

The Tai language had to face massive set back in Assam with the advent of British. The British established its sway over Assam under its imperialist network by defeating the Burmese ruler in 1825A.D. when Assam was under occupation of Burma. The British officials working in Assam found the Tai language difficult to pronounce for communicating with the Tais and other non Tai people. They found the Assamese words easy for pronouncing and preferred to communicate only in broken Assamese language on all occasions with all the people living in Assam. Thus having royal favour as well as support of the British the Assamese became the recognised language of Assam for all types of communication except the internal affairs of administration. During the time, even large numbers of non Assamese Indian people migrated to Assam were also much interested in learning Assamese language and they spoke only the Assamese for common communication with other people. The British policy of education recommended Assamese to be the second language for teaching in the schools of Assam. Assamese language became the media language of communication for all classes of the people living in Assam. With the popularity and acceptance of Assamese language everywhere in Assam, the importance of Tai language lessened considerably. The Tai people came to realise the fact that learning Assamese was much essential for their development in every spheres. They put much emphasis in learning and speaking Assamese and consequently they were about to forget their own substantive Tai language. Gradually the Tai language was degraded to the position of an obsolete and irrelevant language in Assam. Tai language survived only for a very limited section of the Tais belonging to the class of the front ranked Tai linguists as well as priests. They very rarely used the language while writing and speaking in some special occasions.

INFLUENCE OF THE TAI LANGUAGE ON ASSAMESE LANGUAGE

The Tai language left indelible influence on the Assamese language for prolonged lingo-cultural admixture between the two. Many Tai words have been considered to be the recognised words for both writing and communicating in Assamese language. Some examples representing such linguistic assimilation are listed below.

<u>Assamese</u>	<u>Tai Ahom</u>	<u>Meaning</u>
Ping dia	Ping	Pinch with a needle or stick

Cheng loga	Cheng	Influence of spirit or some Power
Chung Saluwa	Chung	Change of sheltering
Jai lang thake lang	lang	Back of man (let back be broken, but one would fight)
Lang lang thang thang	Lang	Back (tilted up and down, disadvantage)
Than than ban ban	ban ban	Split (Disadvantage of aimless separation)
Bang bang	bang bang	Moved aimlessly
Thung thung thang thang	thang	Beating drum or other metal
Ping ping pang pang	Ping Pang	Move aimlessly
Li lia	li li	Thin, elongated thing
Agoli	li	Top of a thing
Tinya	Tinya	Dwarf
Chakchon	Chak chon	A chi card
Cham soi	soi	A kind of ant
Chang mai	Chang mai	Cooking man, an expert Carpenter
Kang	Kang	The body structure
Rangkang	Rang Kang	The shape of skeleton
Jang	Jang	Line, shape, structure etc.
Yang	Yang	Glue
Jangphai	yang phai	Ebony, glue like fire
Khang	Khang	Basket
Rong	Rong	Pleasure, a special house
Ronghai	hai	Cry
Bura Metha	Pu/Me thao	Old man/woman
Da	Dap	Sword, knife
Mitda	mit, dap	Knife, a special Tai knife
Khiptin	Khip tin	Shoe
Tongkora	tong	Feeling, try to understand
Rangkai	rang	Shape, figure
Lingkai	ling kai	Portion of mouth
Jin gol	jin	Cold, become calm and quiet
Patghar	Pat, Pratu	Door house
Pik ban	Pa tu, Pa tu Pik	Sound of frying in oil Spitting pot (Pik= spit, Ban= pot)
Hom homai thoka	hom	Smelling delicious
Kela	kla	Exclamatory word
Chong	Cheng	For getting strength
Lailingia japi	Lai lying	Disguise, acting, design Specially designed, (Kup lai Lying=designed hat)

Some Tai words are used in prefixes of Assamese words

Ao kora	Aa	Open mouth
Ai chu	Ai Sao	Respected Ahom woman
Um	Un	Warm
Kon	kon	Spouting seed, germ
Kan	kan	Equal friend
Ka reng	Ka rong	Royal house
Kham kapur	Pha kham	Golden cloth
Chop chopia	chop	Full, over flooded
Tong kora	Tong	Felt
Jin jowa	Jin	Mixed
Garu tu	tu hu	Used as gender classifier
Phuka Phukuwa	Phuk	Giving birth
Phai uth	Phai	Fire, becoming angry
Phut, Phuta	Phut	Water boiled
Phat phat poha	Phat	Reading (Poha= read in Assamese)
Mai hang	Mai hang	Raised tray of wood
Lao chiga	Lao	Word, talking
Ligira Likchow	Lik, Lik chow	Boy, servant
Rap thoka	Rap	interest, wish
Pam khowa	Kin pam	Kin=khowa=eat, pam=new Land, settling in new land
Thunga	Thung	bag
Motong	Mo tong	Cooking pot
Tou	Tau	A kind of pot
Langching	Lang ching	A stick to control elephant

Some Tai words are used in suffixes of Assamese words

<u>Tai Ahom</u>	<u>Meaning</u>	<u>Assamese</u>
Kinle	Kin=eat	Khale, Kha= eat
Paidai	Pai=go	Jao dei (Jao=go)
Kin la ne?	Have you eaten?	Kha la ne?
Ban a	Please speak	Kowa na
Pai la	please go	Bola
Kin cha	eating (you)	Khai cha
Kin chu	eating (I)	Khai chu
Ba/Wa kin khao	eat rice	Bhat khaba
Ba pai	and go	Jaba

INFLUENCE OF TAI AHOM CULTURE

The Tai culture and tradition has greater contribution to the Assamese culture in various ways. Tais exerts its influence on Assamese way of food habits, dress, cloth making, songs and dances, festivals, agriculture and other economic activities. The dainty and delicious veg and non-veg dishes of the Tais are now taken to be the most popular and tasty dishes of all the races of Assam. Specially the smoked fish and meat, sour soup prepared with the combination of fish, dhekia and elephant fruit are known as most interesting and delicious dishes of the Tai Ahoms now become the most attractive and tasty dishes for all. Different medicinal plants such as Vedi climber, Drun, Machunda, Manimuni, Narsigha, Titakachi, Suklati used by Tai Ahoms as medicines against different bodily disorders are now widely used by all for same purposes. Garments of the Tai Ahoms like that of muga, pat, silk chadar(scarf), blouse, mekhela, riha and eri chadar (scarf) produced through homestead looms by Ahom women are going to be most loving dresses of all the communities of Assam. The Tai scholars across the globe claim that the entire Bihu Festival of Assam was originated in central China from where the Tai Ahoms migrated to Assam. The base of their demand lies on the fact that the tradition of singing and dancing in group, sometimes on the bank of rivers or sometimes under the trees was in vogue among young Tai boys and girls in the central China including Muang Mao from where the Tai Ahoms first migrated to Assam. Dances and songs were performed in a mode of joy and merriment and especially the young boys and girls exchange mutual love and affection through such dances and songs. All such ancient love songs and dances were performed in same tune and style like our modern Bihu songs and dances. Further, the songs of joy and love were accompanied by some typical musical instruments like drums, clappers, cymbals, pipes, flutes etc. used by the Tais of China, which now used for performing Bihu dances and songs in Assam. The Tai Ahoms followed the same method of agriculture adopted by the Tais of the central china. The cultivable land was tilled with the help of plough and bull or buffalo and the Tai farmers practiced both, the dry and wet rice cultivation in the selected plot of land. This Tai Ahom mode of cultivation is being widely practiced in Assam at present time.

CONCLUSION

The process of lingo-cultural assimilation among different races is a common phenomenon of human society. No language or culture of the people is static or isolated to be practiced only within the community to which it belongs to. Language or culture of a particular community may be extinguished due to the impact of dominant culture of its vicinity. But in the process of extinction, a language or culture always leaves innumerable attributes to its successor language or culture to prosper.

It is unquestionably true that the Tai language has a greater influence in the formation and development of modern Assamese culture and language in numbers of ways. The Tai dictions are now recognised as part and parcel of Assamese language to give it a composite character. The words of Tai version are widely included in modern Assamese Dictionary too. The modern Assamese language is formed with a balanced admixture of both the Tai and Assamese words. Assamese language will undoubtedly lose its composite structure if the Tai terminologies are separated from it. The Assamese people irrespective of class, creed and religion have accepted those Tai versions of words as essential part of Assamese language and are using them widely for all purposes.

REFERENCE

- Gait. E (1926) *A History of Assam*, Guwahati, Layers Book Stall.
 - Gogoi, P (1996) *The Tais of North-East India*, Sumphra Printers, Dhemaji
 - Gogoi P (1999) *The Tai and the Tai Kingdoms*, Guwahati, Layers Book Stall
 - Gogoi P. eds(2007) *A Glimpse of Ethnic of North-East India, South-East Asia etc.* Sumphra Printers, Dhemaji
 - Chetia, U (2013) *Ahom Buranji Aru Sanskriti*, Kiran Prakashan, Dhemaji
 - Terwiel, B.J. (1981) *The Tais of Assam and ancient Tai Rituals*, CSAS, Gaya, Vol-II.
 - Gogoi, L.(1976) *Tai Sanskriti Ruprekha*, Banalata, Dibrugarh.
 - Gogoi, Bagen (1994) *Tai Sanskriti*, Purbanchal Tai Sahitya Sabha, Dhemaji
 - Borpujari, H.K. (2007) *The Comprehensive History of Assam*, Guwahati, P.B. Assam.
- * G.C.Boruah-(1998) Trans- Ahom Buranji, Kaussturi Printers, Jorhat.
- * Basu, N.K (1970) Assam in the Ahom Age, Kalkata, Pustak Bhandar.

EFFECT OF HATHA YOGA AND AEROBIC DANCE PRACTICE ON SELECTED INTEREST OF ADOLESCENT BOYS

Dr.Sanjoy Mitra, Asst. Professor.

Raja Birendra Chandra College, Kandi, Murshidabad, West Bengal

Abstract

Yoga is an ancient Indian Philosophy. The purpose of the study was to evaluate psychological response, to find out the changes in interest, following the Yoga and aerobic dance practices. The total subjects were 120 divided into four boys groups and their age ranges from 12–16 years. The duration of total practice period were 6 weeks (3 days in a week for 30 minutes). Pre test and post test data were analyzed by paired ‘t’ test method. For obtaining the significant differences ANCOVA method was adopted (Garrett, 1981). The organised Yoga and aerobic dance program definitely improved their performance in interest ,which is the selected psychological potentialities.

Key words : Yoga, Aerobic dance, Interest.

Introduction :

Yoga is science of life which helps man to attain his highest potential and highest state or consciousness. It has various psychological techniques involving asanas, Pranayamas etc. The term Yoga is applied to the attainment of highest aim, i.e. integration of personality as well as the various methods and techniques used for the fulfilment of that aim.

The origin of hatha yoga developed in India. In Sanskrit, ‘Ha’ means ‘Sun’ and ‘Tha’ means Moon. ‘Hatha’ means ‘forceful’ implying that powerful work must be done to purify the body. Yoga means to yoke, or to join two things together, hence hatha yoga is meant to join together sun (masculine, active) energy with the moon (feminine, receptive) energy, thus producing balance and greater power in an individual. It is the branch of Yoga which concentrates on physical health and mental well being. Hatha Yoga uses bodily postures (asanas) with the goal of bringing about a sound healthy body and clear, peaceful mind.

It work to make the spine supple and to promote circulation of all organs, glands and tissues. Hatha yoga postures also stretch and align the body promoting balance and flexibility. Aerobic exercises such as aerobic dance, is a fun way to get fit. It combines fat-burning aerobic movements. music. In this article an attempt has been made to observe the improvement occur in the psychological variables following aerobic and Yoga practices among the adolescent. Aerobic dance and Hatha yoga have to produce improvements in psychological well being. All ages can benefit from aerobic dance. Aerobic dance is a popular exercise in adolescent pupil.

Purpose of the Study :

- The purpose of the study was as follows :
- i) To observe the impact of hatha yoga and aerobic dance practice of adolescent boys.

- ii) To find out the changes if any in interest, following the yoga and aerobic practices.

Methodology :

The total subjects were one hundred and twenty (120) selected from the school of Rabindra Vidyapith high school, Santipur Nadia ,West Bengal. and age ranging from 12–16 years. All the subjects were possessed sound physique. All the subjects were divided into four groups i.e. Hatha Yoga, aerobic dance, combined and control groups.

a) Practice Schedule :

The total period of treatments were 6 weeks and each group practiced three days in a week and duration were 30 minutes which supervised exercise program for experimental subjects and control group continued usual activity. The subjects practiced the Asanas and Pranayamas.

Yoga Group : Practiced Tadasana, Tratoch ,Tadasana, Chakrasana, Surya Namaskar, Sarbangasana Halasana, Paschimothanasana and Pranayams were Nadi Sodhana, Kapalbhathi, Bhamari, Yoga-Nidra.

Aerobic Dance Group : Practiced aerobic dance with music.

Combined Group : Practiced Yoga 15 min. / day and aerobic 15 min. / day approximately.

Control group : The control group subjects were continued usual activity.

b) Criteria measured :

Age, height and weight were measured by school record, stadiometer and weighing machine accordingly. interest was measured by Questionnaire Method. Experimental subjects completed a 6-week supervised exercise program. Control subjects continued usual activity. The subjects were practice the Asanas & pranayama 30 minutes / day & thrice a week Asanas were Tadasana,Tratoch, Tadasana, chakrasana, Surja namaskar, Sarbagasana, Halasana etc. and Pranayamas were Bhastrika, Kapal bhati, Bhamari etc. Aerobic dance with music also were practiced thrice a week and 30 mins. / day. For statistical analysis standard procedures have been adapted. Mean and SD were first computed. Then pretest and post test data were analyzed by paired 't' test method (Garrett, 1981). For obtaining the significant differences ANCOVA method (Garrett, 1981) was adopted.

Result and Discussion :

For testing the differences between mean scores selected psychological variables of Hatha Yoga Group, Aerobic Dance Group, Combined Group (Hatha Yoga and Aerobic Dance) as Control Group of subjects. The level of significance were at 0.05 and 0.01 of confidence. The mean and SD of their personal data (age, height and weight) were recorded on Table 1(a) & 1(b).

Table – 1(a)**Pretest : (Mean \pm SD) of Yoga, aerobic dance, combined and control group variables**

	Yoga Gr. Mean \pm SD	Aerobic Dance Gr. Mean \pm SD	Combined Gr. Mean \pm SD	Control Gr. Mean \pm SD
Personal Data				
Age	13.77 \pm 1.25	13.8 \pm 0.81	14.67 \pm 0.99	14.90 \pm 0.92
Height	141.70 \pm 6.10	149.37 \pm 4.43	151.3 \pm 9.08	150.30 \pm 8.54
Weight	38.67 \pm 5.96	42.23 \pm 4.72	42.70 \pm 7.00	40.77 \pm 5.16
Psychological Variable				
Interest	120.47 \pm 12.88	122.80 \pm 9.28	122.03 \pm 15.79	125.63 \pm 11.18

Table – 1(b)**Posttest : (Mean \pm SD) of Yoga, aerobic dance, combined and control group variables**

	Yoga Gr. Mean \pm SD	Aerobic Dance Gr. Mean \pm SD	Combined Gr. Mean \pm SD	Control Gr. Mean \pm SD
Personal Data				
Weight	37.13 \pm 5.48	40.20 \pm 4.24	41.70 \pm 6.22	41.33 \pm 5.40
Psychological Variable				
Interest	127.63 \pm 9.36	131.10 \pm 6.22	130.63 \pm 10.93	119.63 \pm 9.56

Personal Data :

The age, height and weight of the subjects had been considered as personal variable.

Age : Mean scores and standard deviation of four groups of age were 13.77 \pm 1.25, 13.8 \pm 0.81, 14.67 \pm 0.99 and 14.90 \pm 0.92 years respectively in Table – 1(a).

Height : Mean scores and standard deviation of four groups of height were 141.70 \pm 6.10, 149.37 \pm 4.43, 151.37 \pm 9.08 and 150.30 \pm 8.54 cm. respectively in Table–1(a).

Weight : Mean scores and standard deviation of four groups of weight in pre-test were 38.67 \pm 5.96, 42.23 \pm 4.72, 42.70 \pm 7.00 and 40.77 \pm 5.16 kg respectively in Table–1(a) and Fig. No. 1. Post test weights mean and SD were 37.13 \pm 5.48, 40.20 \pm 4.24, 41.70 \pm 6.22 and 41.33 \pm 5.40 kg respectively in Table No.–1(b) and Fig. 1. After completion of the training programme mean scores of weight of all experimental groups were decreased slightly.

Psychological Variable :

Interest is the psychological variable in this study.

Interest**Table – 1****Analysis of Variance (ANOVA) for interest among the four groups**

	Sources of Variation	Ss	df	Ms	F
Pre Test	Between groups	421.27	3	140.42	0.90
	Within groups	18158.20	116	156.54	
	Total	18579.47	119		
Post Test	Between groups	2532.90	3	140.42	10.02
	Within groups	9775.60	116	156.54	
	Total	12308.50	119		

$F_{0.05} = 2.68$, $F_{0.01} = 3.96$

F is significant at both levels in post test.

Table – 2**Analysis of Covariance (ANCOVA) for interest among the groups**

Source of Variation	df	SS _{X.Y}	SS _{Y.X}	MS _{Y.X} (V _{Y.X})	F _{Y.X}	SD _{Y.X}
Among Gr. Means	3	-752.07	3444.43	1148.14	31.51	6.04
Within Gr. SS	115	10071.07	4189.89	36.43		
Total	118	9319.00	7634.32			

$F_{0.05} = 2.68$, $F_{0.01} = 3.96$, F is significant at both levels.

Table – 3**Significance of difference among adjusted Y Means of interest**

Variables	SE _d	df	Diff. Adjusted Mean	Sig. at 0.05 or 0.01
Yoga vs. Aerobic Dance Gr.	1.56	115	2.17	NS
Yoga vs. Combined Gr.	1.56	115	2.13	NS
Yoga vs. Control Gr.	1.56	115	10.87**	0.01
Aerobic dance vs. Combined Gr.	1.56	115	0.04	NS
Aerobic dance vs. Control Gr.	1.56	115	13.04**	0.01
Combined vs. Control Gr.	1.56	115	13.00**	0.01

*Sig. at 0.05 level, **Sig. at 0.01 level, NS is Non-significant.

Table – 4**Represents the adjusted Y means of Interest**

Groups	Mean X	Mean Y	Mean Y.X (adj.)
Yoga	120.47	127.63	128.89
Aerobic dance	122.80	131.10	131.06
Combined Y & A	122.03	130.63	131.02
Control	125.63	119.63	118.02

Pre test – X, Post test – Y.

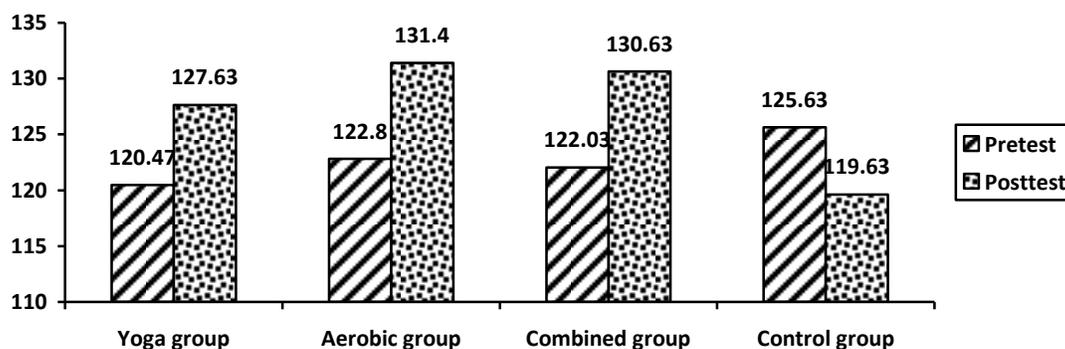


Fig. 1. Pretest & Posttest Means of Interest of Four Groups

From the Table No. 1(a) & 1(b) it was found that mean scores and SD of interest before training of all the groups were 120.47 ± 12.88 , 122.80 ± 9.28 , 122.03 ± 15.79 , 125.63 ± 11.18 and after training were 127.63 ± 9.36 , 131.10 ± 6.22 , 130.63 ± 10.93 , 119.63 ± 9.56 respectively.

Participating in Yoga and aerobic dance programme in interest all the mean scores of experimental groups were increased. Since all the mean scores of interest were not equal, analysis of variance was computed in the Table No. 1 to find the significant differences among the four means. It was observed from the Table No.2 ANCOVA was done to find out the significant effect after participating the exercise programme among the groups. All the experimental groups were increased their interest at 0.01 level as compared to control group. So treatment had positive effect on the groups. In post test interest of aerobic dance group was better than other three groups.

Conclusions :

On the basis of the results and discussions, specific conclusions may be drawn.

Interest : All the experimental boys groups increased their interest following the aerobic dance and yoga practice and it was significant at 0.01 level in compare to the control boys group.

The organized Yoga and aerobic dance program in the boys subjects participated for about six week is definitely improved their performance in interest.

References :

1. Asthana, B. B. (1971). Manual for Human Memory and Experimental Procedure on Long Term Memory (LTM) and Short Term Memory (STM), National Psychological Corporation, pp. 18 – 20.
2. Atkinson, R. C. and Shiffrin, R. M. (1968). Human Memory : A proposed system and its control processes. In K. W. Spence (Eds.). The psychology of learning and motivation. Advances in research and theory. Vol. 11, New York, Academic Press, 89 – 195.
3. Broadbent, D. E. (1958). Perception and Communication, New York Program on Press.
4. Cooper, K. H. et al. "An aerobic conditioning programme for the forth texax school". Research Quarterly. 46 : 345.

5. Debnath Sikha (2005). "A study on Reaction Time with respect to Age and Sex". Ph. D. Thesis, Kalyani University.
6. Garrett, H., E. and Woodworth, R. S. (1981). Statistics in Psychology and Education. Vakils, Feiffer and Simon Limited, Bombay.
7. Kamlesh, M. L. & Kamla, Intelligence and Achievement Motivation in relation to Physical Fitness Status of Female College Athletes. Ind. J. Sports Sc. Physical Education, 3(2) : 49 – 55, 1991.
8. Nelson, Fred B., "The Nelson Reaction Timer", "Instruction Leaflet, P. O. Box 51987, Latayette, La.
9. Norrie, Mary Lou (1974) "Effect of movement complexity on choice Reaction and Movement Times". Research Quarterly, 45 : 154 – 162, May, 1974.
10. Ravey, J. C. (1938), "Progressive matrices sets A, B, C, D & E" , H. E. Lewis & Co. Ltd., London.
11. Raven, J. C. (1943). "The Mill Hill Vocabulary Scale" (H. E. Lewis & Co. Ltd., London).
12. Shulman, H. G. (1970). Encoding and retention of semantic and phonemic information in short term memory. J. Verb Learn and Beha. 9. 499 – 508.

PRAGMATIC APPROACH TO SATYABADI SYSTEM OF EDUCATION IN RELATION TO AIMS AND CURRICULUM

Dr. Narayan Barik
29, Royal Garden, Aiginia, Bhubaneswar-751019,
Email: - k_narayanbarik@yahoo.co.in

&

Latarani Mohanty, Ph.D Scholar, Utkal University, Vanivihar, BBSR.

Pragmatism: -

The philosophy of pragmatism is the philosophy of "hard reality", philosophy of down to earth ideas, philosophy of hard-facts and philosophy of practical application of innovative ideas in transforming. The existing environment reality into a favourable conducive environment for dynamic progress of life. It is the most plastic of all ideas that aim at the betterment and unhindered forward march of humanity. Pragmatism is the flesh blood body, the very basic structure in which all the super sensory organs, super sensitive ideas are founded. Pragmatism is like the earth which is the most essential (though most concrete) element of this cosmic system. Without earth life is impossible, unimaginable, how much subtle elements may be present, in the forms of air, light, wind etc. likewise, without a predominant role of pragmatism, all other philosophies relating to human civilization will be baseless and aimless. Pragmatism is the solid boats that alone carry all other. Idealists as philosophers a destined distant shore. Without the acceptance of practical problems and the plasticity to innovatively solve the continuously rising problems, no progress of humanity is possible. These practical problems, their recognition, their practical and immediate solution is the basic objective of pragmatism, it is like an ideal instrument that physically removes all the obstacles, hurdles obstructing the smooth progress of humanity.

Humanity progresses basing upon two things. One is 'thought' the other is 'action'. Idealists put greater emphasis on 'ideas' even naturalist (Darwinian specially) give importance to the role of dynamic evolutionary ideas as the main basis upon which the progress of humanity largely depends but the pragmatists whole-heartedly endorse the great significance of action. They are of the view that action, practical application of ideas is the index of progress. A pragmatist laments not about the gone by past, dreams not about the coming future. He is concerned with the problems or facilities of the present period. He makes all practical attention to derive maximum utility from each given situation.

According to pragmatists, there are no absolute values in life. As the situations in life are always changing, any strict, static value system will not be able to effectively cope with the varying problems. A true pragmatist must be the most adaptive individual in order to not only progress but even to survive in this world.

Main tenets of pragmatism: -

According to pragmatism, man is a biological and social organism. The

motivation for any out comes only from biological or social necessity. These biological or social requirements urge human beings for some action. As these requirements keep changing from time to time from person to person. The plan of the man also keeps changing from moment to moment so that the best solution is provided for the particular moment. No wishful thinking about a rosy future, no deep sad sights for a sudden past, only maximum effort to extract maximum utility from the present, available opportunities.

A pragmatist does not accept anything or any idea Bindly without experimenting it and testing its utilitarian value. Every value is to be tested and found concretely useful. This experimentation is the criterion of progress. The human ideas evolve dynamically only when they are tested time and again by experimentation. If the conclusion is useful, utilitarian, then they are accepted. John Dewey says, "I affirm that the term "pragmatic means only the rule of referring all thinking, all reflective consideration to consequences for final meaning and test".

Appropriate, effective and utility derivative interaction with punishment is the true symbol of an efficient pragmatist. The progress of human society is possible only by such productive interactions but when other philosophy advocates to provide surrender and complete acceptance of the prevailing environment, pragmatism advocates the modification of transformation of existing environment to suit his needs and purposes.

Pragmatism expresses deep faith in democracy. Maximum development of human personality is possible only in a democratic, socio political system. The social development is but the reflection of the sum total development of individuals. In a democracy maximum interaction of free fearless, frank ideas are possible. Thus the more interactions, the greater the possibility of development and dynamism. A pragmatist happily accepts even mystic ideas if they actually and effectively solve social or individual problem.

Pragmatism in education: -

The quality and progress of a social system is determined by the quality and progress of its educational system. The greater number of educational institutions and the qualitative depth in the education imparted in those institutions is the symbol of a progressive developed society that is superlatively different from a primitive back ward society education differentiates between a lay man and an intelligent man. Interaction of mind with external environment and with other intelligent minds facilitates both biological and mental progress of the individual and society. Hence education is of primary importance that guarantees the welfare of all-round growth of the social system. The main aim of pragmatism is to encourage and guarantee the real, utilitarian development (both biological and mental) of the society. Hence pragmatism has substantially influenced the system of education in every society, at all times.

Pragmatists do not believe in the philosophy of education for education sake. It does not dream of a highly idealistic society where men are gods and women are goddesses. It expects education must be capable of providing real

happiness in a direct way. Utilities and gains derived must be felt clearly, not imaginable only. Education must solve the immediate needs of the individual and through multitude of individuals of the society. The society must not only experience but wholly enjoy the positive fruits of education. The child should be made happy and capable of solving independently, the problems that hamper its growth prospects. Education therefore must have its moral, intellectual, aesthetic, social and physical aspects. Pragmatist does not consider education as outcome of a social philosophy rather philosophy as a product of educational experiments. Dewey says, "Philosophy of education is not an external application of readymade ideas to a system of practice. It is on the other hand a formulation of problems of right mental and moral habitudes, which should help a person to meet difficulties of contemporary social life".

Aims of education according to pragmatism: -

1. Pragmatism aims at acquiring maximum happiness and utility from a given situation. For this the education system must adaptive enough to solve the problems innovatively, independently. The child should adjust his own value system and be fluid enough so that the dynamism is continued. For this mental fluidity or adjustment, education must facilitate the interaction and sharing of experience of the students. So the aim of pragmatic education system is to create new methods to overcome the rising problems.

All round development of the child is the aim of pragmatists. The integral approach includes the biological, moral, mental, social and aesthetical development. As pragmatist most willingly accept the democratic system as best and most conducive for social progress, they advocate for an educational system that assures free, frank exchange of opinions and ideas as a criteria of social progress. This mutual sharing, mutual exchange of ideas should enable children so successfully cope with any problem that may rise immediately or even in distant future. Pragmatist education should make children competent enough in all aspects of life.

Pragmatist education aims at empowering the child with both physical vigour and intellectual sharpness. These qualities will help the child smoothly adjust itself, to the demanding situation and then innovatively create new values that would successfully solve the emerging problems. Pragmatist education aims at training a winner of all situations, all hurdles. It was to produce such children who will be active, morally responsible members of a developing society.

Pragmatistic views on aims of education at Satyabadi system: -

Satyabadi concept was pearly the brain child of Gopabandhu. Though Gopabandhu was predominantly an idealist philosopher, he was a great Karmayogi too in his everyday life. He not only prayed God for his mercy, love and compassion to solve humanistic miseries, he actively tried to make practical effort to help as was humanly possible; Relief from heaven will come afterwards, Gopabandhu took immediate practical steps to supply relief materials immediately and tried his best to be help.

The mentality of accepting the crisis as it was and taking immediate, practical step to overcome it was reflected in Satyabadi system. Satyabadi

vanavidyalaya aimed at producing children who were adaptive and competent enough in facing all challenges. It aimed at preparing a complete child in all the aspects of life.

The child should have the plasticity to mould itself in to every situation and come out victorious. For this competence any rigidity in rules or guide lives was to be rejected.

Satyabadi system gave emphasis on democratic living and encouraged its students to be intelligent and judicious enough in their everyday life. They should find new immediate solutions to immediate problems. Satyabadi system of education was a nationalistic institution aimed at producing children who will possess democratic qualities and were no nither pure dreamers or defeatists. Rather the aim of Satyaabdi education system was to produce down to earth men who made the best out of worst situation.

Curriculum according to pragmatism

Pragmatists prescribe the students that knowledge which empowers them with competence to solve their immediate problems and derive maximum utility from a particular situation. The children should learn the mental as well as physical skills which would practically help them while discharging their duties as a responsible member of the society. The curriculum should include both theoretical and practical teaching. The theoretical knowledge that are of maximum use to us. Have maximum utility should be given greater importance. The other theoretical knowledge which are of use only in later life, are to be given lesser importance. Some rule applies in case of physical activities or relating vocational training instructions. The pragmatist curriculum puts more value on those trades that are of direct and maximum utility to us. Other trades are treated as less importance.

Pragmatists prescribes different curriculum, for children of different age groups. The children of younger age are prescribed more practical education that would appear them more attractive. Little use of books and verbal teaching is advised for the small children.

These young pupils do not adhere to set formula of teaching. They are given freedom to pursue their education in the way that would give them most satisfaction. They are expected to learn while playing with practical instruments. Thus interaction with real instruments will give them real pleasure and real experience which will group into real knowledge with the passing of time.

The curriculum is different for senior students, who are given a little more theoretical studies including literature, mathematics science and behavioural objects. They are to be given more instruction. Instruction on different vocational trades like carpentry, tailoring, pottery, sculptory which are of direct utility to the society. These trades while making students competent, provide knowledge about necessary articles of life. While boys are recommended agricultural field, the girls are trained about hygiene and housekeeping. All these trainings are given taking fully in to consideration the power of adaptability and receptability of the children. Nothing is imposed on above. Every education to be passed on smoothly, joyously.

Pragmatism advises acquiring and application of integrated knowledge

while solving any particular problem. Instead of approaching any problem with different experiences, pragmatist utilize the whole experience and all the knowledge integrated so that any problem can be successfully solved.

PRAGMATISTIC VIEWS ON CURRICULUM AT SATYABADI SYSTEM: -

No educational systems can survive for a longer period if it does not provide some immediate gain, instant pleasure. These gains or pleasures are the stimulant that will attract children and their parents to that educational system. No doubt. There ought to be some long term objective, but only futurology promises and no present gain will certainly undermine the educational system. Keeping this opinion in mind, Satyabadi education system under Gopabandhu's imaginative planning advised inclusion of a new innovative curriculum.

At Satyabadi, the curriculum was a unique one. It cleanly divided the students in to two groups, younger ones and elder one's, the younger groups (boys and girls) given elementary language course and elementary number courses. Young children were expected to learn while playing and enjoying. They were encouraged to create their curriculum and gain maximum pleasure from that curriculum. Very little time was dedicated to conventional book studies. They were given lesser practical problems and they grew in confidence as they succeeded in solving those problems. Curriculum for elder children was somewhat different. Though they were prescribed some theoretical courses book studies, these courses were selected purely on their utilitarian value courses like Natural science, Geography, Biology, Agricultural Science, Sociology were given importance as they dealt with human behaviour. "Besides that Mathematics, history, medical treatment, physiology and hygiene, economics and political science to be included in the course".

Satyabadi vanavidyalaya gave great importance to vocational subject which were of practical utility to the students. More subjects were fully relevant to social benefit and Individual (Material) prosperity as well "These subject included teaching on keeping accounts of small business, spinning cloths, keeping accounts and records Zamindary affairs, typewriting, agricultures, gardening composing letters in printing press etc. which have utilitarian value are to be planned to include in education, the aim of including these vocation was to make the student self dependent without waiting for government services".

According to Gopabandhu "It was compulsory for every students of each department to spare a particular time for spinning cloths and learning Hindi; besides that provision of Industrial education will be given according to the choices of the learner" students were also given elementary training on forming, guiding, processing village organization for social and public services.

Gopabandhu "had a brilliant idea of bringing, back the elderly village youths of (18, 20, 25 age groups) who were unemployed and having no formal education, completely wasting their time in useless ways. Gopabandhu wanted to utilise their mental capacity by giving them conventional elementary education along with practical training on leadership" Gopabandhu expected these trained youths to take leading role in village local elected bodies such as Panchayat and Parishad. Gopabandhu hoped that these highly motivated and well trained youths could be of great service to their community in particular and society in general. This is known as Loukika Sikshya or people have-oriented education.

A COMPARATIVE ANALYSIS OF STRESS CONTROL AND INTELLECTUAL WELLNESS ASSESSMENT AMONG ACTIVE COLLEGE MEN AND WOMEN

Dr. Susanta Jana

**Assistant Teacher, Bathanberia Srinibash Vidyamandir (H. S.), Purba Medinipur,
West Bengal**

Abstract

The purpose of the study was to compare the Stress control and Intellectual wellness Assessment of Active College men and women (age, 20-25 years). Fifty (50) Active College men and fifty (50) Active College women were randomly selected for the study. To measure Stress control and Intellectual wellness Assessment of Active College men and women Life-style assessment Inventory adopted by Anspangh Davids, Michael, H. Hamrich and Frank D. Rosato was used. For statistical analysis and Interpretation of data 't' test was conducted. It was observed that there was no significant difference in Stress control and Intellectual wellness Assessment of Active College men and women.

INTRODUCTION

Stress control and Intellectual wellness Assessment are the important dimensions of Life-style Assessment. In reality, man has explored the outer space but he has not dived sufficiently into the spaces within. Application of science and technology has resulted in cognitive development. Our knowledge and understanding of objects and the world have increased tremendously. In the process, however, man ignored his emotional patterning in life. As a result, in spite of plenty of wealth, physical comfort, and knowledge of sources of energy, space and communication skills, man is dissatisfied, disturbed and unhappy. Selfishness, greed, wrath and lust are playing havoc. They have given rise to distrust, insecurity, anxiety, stress and conflict, and have made individuals and society restless and emotionally and socially weaker. Coleman (1970) rightly remarked, "The seventeenth century has been called the Age of Enlightenment; the eighteenth, the Age of Reason; the nineteenth, the Age of Progress; and the twentieth, the Age of Anxiety" Development of science and technology discouraging the human beings from doing vigorous activities as a result of which various physical and mental diseases are flourishing at a great speed throughout the world. Hence, in twenty-first century health and wellbeing should be our prime concern. 'Healthy' living is now a very popular term in the world. But it is not so easy to be a healthy person. It is shame that some people are trying to purchase health by their dollars. But health cannot be purchased; it can only be acquired through changing life-style. In today's hectic world, most of us are spending more time at work, and have increasingly less time to look after our health. The most serious health risks are behaviors that relate to lack of exercise, poor diet, and substance abuse including alcohol and tobacco. The findings of the present study will give information regarding Stress control and Intellectual wellness Assessment of Active College men and women.

METHODOLOGY

Fifty (50) Active College men and fifty (50) Active College women. (Age, 20-25 years) were randomly selected from Panskura Banamali College, Purba Medinipur, West Bengal. Active college men and women (age, 20-25 years) were B.P.Ed students who regularly used to go for physical activities willingly and participated in matches and tournaments. To measure Stress control and Intellectual wellness Assessment of Active College men and women Life-style assessment Inventory adopted by Anspangh Davids, Michael, H. Hamrich and Frank D. Rosato was used. For statistical analysis and Interpretation of data 't' test was conducted.

RESULTS AND DISCUSSION

For statistical analysis and Interpretation of data 't' test was conducted. The results are presented in tabular form as given here under.

Table – 1: Mean SD of Stress control Assessment and Comparison of t-test Between Means of Active College men and women.

Group	Mean	SD	MD	t-value
Active College Men	89.24	6.10	0.42	0.10NS
Active College Women	89.66	6.34		

NS is Not Significant

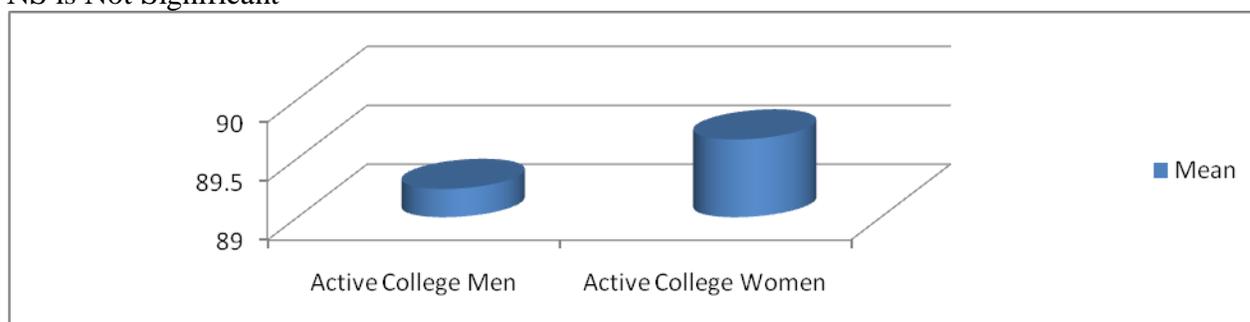


Fig. 1: Graphs Showing Stress control Assessment of Active College men and women.

.Table -1 shows that there were no significant differences in Stress control Assessment of Active College men and women. The Mean of Stress control Assessment of Active College men and women were 89.24 and 89.66 respectively. 't' test was applied and t-value (0.10) appeared not significant at 0.05 level of confidence. Table-1 was illustrated through graphical representation (Fig. 1) for clear understanding of this study.

Table – 2: Mean SD of Intellectual wellness Assessment and Comparison of t-test Between Means of Active College men and women.

Group	Mean	SD	MD	t-value
Active College Men	91.32	9.46	3.68	0.38NS
Active College Women	87.64	8.91		

NS is Not Significant

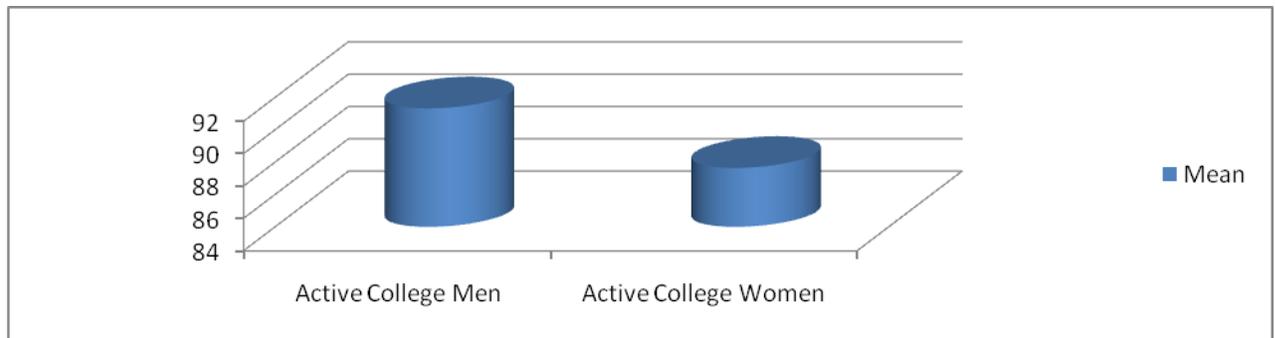


Fig. 2: Graphs Showing Intellectual wellness Assessment of Active College men and women.

Table-2 gives information regarding Intellectual wellness Assessment of Active College men and women. Table shows that there were no significant differences in Intellectual wellness Assessment of Active College men and women. The Mean of Intellectual wellness Assessment of Active College men and women were 91.32 and 87.64 respectively. 't' test was applied and t-value (0.38) appeared not significant at 0.05 level of confidence. Graphical representation (Fig. 2) also indicates similar trend of this study.

CONCLUSION

Based on the result of the present study and within the limitation, the following conclusions may be drawn.

- There was no significant difference in Stress control Assessment among Active College men and women.
- There was no significant difference in Intellectual wellness Assessment among Active College men and women.

REFERENCE

1. Anspangh Davids, Michael, H. Hamrich and Frank D. Rosato."Wellness-concepts and Applications"(Mosby: Von Halfmon Press, Inc., 1994).
2. Barton, K., Dielman, T.E., and Cattell, R.B. Personality and Life-style measures as predictors of school achievement. *Journal of Educational Psychology*, (1972). 63(4), 398-404.
3. Coover, G.E., & Murphy, S.T. The communicated self. *Communication research*, (2000), 26(1), 125-148.
4. Epstein, R.M. Mindful practice. *Journal of the American Medical Association*, (1999), 282, 833-839.
5. Epuran M,(1996). Metodologia cercetarii activitatilor corporale in educatie fizica si sport. Vol. 11, Bucuresti: A.N.E.F.S., P. 239-316.
6. Gardner, H. Frames of mind. New York: Basic Books. (1983).
7. Hardayal Singh(1991), Science of sports training, New Delhi DVS publication, p. 163.
8. Hardayal Singh(1991), Science of sports training, New Delhi DVS publication, p. 163-164.
9. Hasted Douglas N. and Lacy Allan C. "Measurement and Evaluation in Physical Education and Exercise Science"(Arizona: Gorsuch Sacrisbrick Publishers,1994).
10. Mathews Donald K., "Measurement in Physical Education" (Philadelphia: W.B. Saunders Co., 1978).
11. Peter David, "Total Health" (London: Marshall Publication, 1988).

COMPARATIVE STUDY OF DIURNAL VARIATION ON SELECTED PHYSIOLOGICAL VARIABLES BETWEEN TRAINED AND UNTRAINED FEMALES

***Karuna Sana, **Biswajit Das * ** Dr Krishna Banerjee (biswas)**

***Research scholar ,Department of Physical Education ,University of Kalyani.**

**** Assistant professor , B.I.P.S.,Kalyani**

**** *Professor ,Department of Physical education , University of Kalyani ,West
Bengal, India**

ABSTRACT

As all individual sleep and take rest during night and work during day, it is natural that the physical, physiological and psychological readiness will not be of same order throughout 24 hours duration. The body maintains many cyclic mechanism throughout a day like daily rise and fall of body temperature or the tidal ebbs and flow of cortical steroid secretion when produces other effect upon the metabolic system. Present study was planned to compare the diurnal variation on selected physiological variables, between trained and untrained female. Thirty female volunteers comprising of two equal groups of separate trained and untrained subjects were selected for this study. The physiological variables were resting heart rate, respiratory rate, oral temperature & blood pressure. Result revealed that the physiological variables like resting heart rate, body temperature and respiratory rate for both groups showed diurnal variation. There were significant differences of diastolic pressure of trained individuals in diurnal variation. There were significant differences in heart rate, body temperature, respiratory rate and diastolic pressure between trained and untrained female.

Key words: Blood pressure, Heart Rate, body temperature, trained, untrained.

INTRODUCTION

The term Diurnal comes from the Latin word 'Diurnalis' meaning occupying one day. The term diurnal variation means daily variation or variation within 24 hours of a day. The relative term of Diurnal is circadian (from 'Circa' means about and 'dies' means day) means about a day. As all individuals sleep and take rest during night and work during day, it is natural that the physical, physiological and psychological readiness will not be of same order throughout 24 hours duration. This variation of functional rate is the diurnal variation.

The body maintains many cyclic mechanisms throughout a day like the daily rise and fall of body temperature or the tidal ebb and flow of the cortical steroid secretion when produces other effects upon the metabolic system. In humans a diurnal variation has been observed that it depends on the period of rest and activity, lowest at 11. P.m. to 3 a.m. and peaking at 10.00 am to 6 p.m. Simpson and Galbraith observed that all nocturnal animals and birds whose periods of rest and activity naturally reversed through habit and not from outside interference experience their highest temperature during the

natural period of activity (night) and lowest during the period of rest (day). Those diurnal temperatures can be reversed by reversing their daily routine.

The temperature curve of diurnal birds is essentially similar to that of man and other homoeothermic animals, except that the maximum occurs earlier in the afternoon and minimum earlier in the morning. Also that the curves obtained from rabbits, guinea pigs and dogs were quite similar to those from man. Those observations indicate that body temperature is partially regulated by circadian rhythms.

In case of trained and untrained individual the pulse of trained people for muscular activity quickness less than that of untrained people even during the performance of the same work. But, if the muscular work is the maximal for the given person the maximum heart rate is the higher, the better his muscular training. In highly trained athletes the pulse rate may rise to 200 beats/minute, whereas in untrained people it never exceeds 170.

In recent years this diurnal variation of the working efficiency of different aspects of individuals has become the focus of attention to the researchers. In the field of games and sports this new area of investigation has also been given new emphasis. Because of organizing intercontinental championship, world championship, Olympic Games, etc. The athletes are forced to participate in high level competitions in different times other than their usual hours of practice and training as a result of change of time in different continents due to diurnal motion of the earth and of the organizational inconveniences. So, it was felt that the study of diurnal variation of performances prerequisites namely physical fitness, physiological variables and basic techniques would be the great importance to physical educators and coaches alike.

Diurnal variation related to performance has been noticed by the researcher. It is also related to bio-rhythms and change in body temperature. Wright (1959) conducted some elaborate study relating to strength and diurnal variation. He has shown a remarkable variation in strength in time of the day. Further he has shown the relationship between the diurnal variation of strength and oral body temperature.

On the other hand Tornvall (1963) reported that variability in strength with time of day is not applicable to all the muscles of the body. It is possible there are differences from muscle to muscle.

Mcearthy, F. Earl (1939) said that the occurrence of diurnal variation of hemoglobin in the blood of normal people has been reported that the tendency of the concentration of hemoglobin to be decrease during the working hours; hemoglobin at evening was less than morning.

R.J. Armstrong, G.P. Kenny (2011) explained diurnal changes in heart rate in young and middle age adult over four specified time periods during the morning, afternoon, evening and night – young adult demonstrate higher heart rate compare to middle age adult during the maximal exercise stress testing.

From research it is also found that fluctuation in an individual blood pressure is normal during the course of day. The blood pressure is lower as a result of decreased metabolism and physical activity during sleep.

Performance variables depend upon the physiological variables such as respiratory rate, heart rate, blood pressure, body temperature, etc. Therefore, diurnal variation has got a reasonable influence upon human physiological system, which in turn related to the performance of human activities. With this backdrop the researcher has

made an attempt to observe the influence of diurnal variation of trained and untrained individual.

The purpose of this present study is to observe the changes in physiological functions due to diurnal variation of trained and untrained female.

METHODS & MATERIALS

Fifteen (15) trained and fifteen (15) untrained female subjects, who were studying in post graduate courses at University of Kalyani and residing at University hostel were randomly selected for this study. The profile of the subjects of both groups are mentioned in table-1.

Table- 1: Means and SD of Age, height and weight of the trained and untrained female.

Group	No. of subjects	Age (Years)		Height (cm)		Weight (Kg.)	
		Mean	SD	Mean	SD	Mean	SD
Trained	15	23.73	± 0.25	1.55	± 0.02	52.93	±0.26
Untrained	15	23.60	± 0.0	1.55	± 0.01	52.93	± 0.01

The criterions measured for this study were Resting Heart Rate (RHR), Respiratory Rate (RR), Body temperature (Body Temp.) and Blood Pressure (BP) of both trained and untrained subjects. Respiratory rate (RR) was measured by placing a match box on subject's abdomen while the subject was lied down in a supine position. The score was the number of times the match box was raised with the rise of the subjects' chest for 60 seconds. Both systolic and diastolic BP was measured by the help of sphygmomanometer. RHR was conducted for one minute by the help of stethoscope and stop watch. The body temperature (orally) was measured by placing the glass thermometer under the tongue of the subject and asked her to hold it for 2 minutes. The score was that point at which mercury reaches within 2 minutes. Both trained and untrained female group were tested on these above mentioned physiological variables at an interval of every 6 hour (i.e. in the morning, in the afternoon, and in the evening of a same day) by the same tester. Data of the study have been presented in mean & SD values. For comparison of data of the two groups independent t-test was used. To compare the influence of diurnal variation on physiological variables of trained and untrained females ANOVA was used. Level of significant difference was set at $p < 0.05$ level of confidence. Data were analyzed with SPSS software version 10.0.

RESULTS

Table-2 contains the mean and SD values of selected physiological variables of trained and untrained females measured during morning, afternoon and evening periods.

Table 2: ANOVA of Physiological variables of trained and untrained females.

Variables	Group	Diurnal Variation						F-value
		Morning		Afternoon		Evening		
		Mn	SD	Mn	SD	Mn	SD	

RHR (B/min)	Trained	63.20	±5.59	70.80	±5.67	69.47	±4.98	8.39*
	Untrained	75.00	±6.19	84.4	±6.25	81.07	±6.5	8.59*
Body temp. (F)	Trained	97.25	±0.40	98.21	±0.40	98.18	±0.43	25.89*
	Untrained	96.87	±0.60	98.01	±0.36	97.77	±0.47	22.69*
R.R. (No/min)	Trained	12.47	±1.24	14.93	±1.70	14.53	±1.68	10.78*
	Untrained	18.13	±1.24	20.47	±1.84	19.87	±2.23	6.64*
BP (sys)	Trained	105.2	±4.83	108.00	±3.85	107.20	±4.59	1.58 ^{n.s.}
	Untrained	105.53	±7.38	110.40	±7.63	108.80	±7.58	1.59 ^{n.s.}
BP (Dia)	Trained	61.53	±4.38	65.47	±4.03	65.13	±4.51	3.83*
	Untrained	68.80	±6.61	71.73	±7.04	70.27	±7.48	0.65 ^{n.s.}

* p<0.05 level, n.s.= not significant. F value at 0.05 level is 3.22

From table -2 it was observed that the resting heart rate of trained female subjects were 63.20±5.59, 70.80±5.67, 69.47±4.98 respectively. For body temperature the values of trained females were 97.25±0.40, 98.21±0.40, 98.18±0.43 respectively. For respiratory rate of trained females the values were 12.47±1.24, 14.93±1.70, 14.53±1.68 respectively. In case of systolic blood pressure, the values of trained subjects were 105.2±4.83, 108.00±3.85, 107.20±4.59 respectively, where the values of diastolic blood pressure were 61.53±4.38, 65.47±4.03, 65.13±4.51 respectively. Table 2 also showed that the means and SD of physiological variables of untrained female subjects. For resting heart rate the values were 75.00±6.19, 84.4±6.25, 81.07±6.5 respectively. For body temperature of untrained females the values were 96.87±0.60, 98.01±0.36, 97.77±0.47 respectively. For respiratory rate the values were 18.13±1.24, 20.47±1.84, 19.87±2.23 respectively. In case of systolic blood pressure, the values were 105.53±7.38, 110.40±7.63, 108.80±7.58 where the values of diastolic blood pressure were 68.80±6.61, 71.73±7.04, 70.27±7.48 respectively.

Table 3: Comparisons of mean values of Physiological Variables between trained and untrained females.

Variables	Session	Trained		Untrained		t-value
		Mn.	SD	Mn.	SD	
Resting Heart Rate	Morning	63.20	±5.59	75.00	±6.20	5.47*
	Afternoon	70.80	±5.67	84.47	±6.25	6.27*
	Evening	69.47	±4.98	81.07	±6.55	5.46*
Body temperature	Morning	97.25	±0.40	96.87	±0.60	2.07*
	Afternoon	98.21	±0.41	98.01	±0.37	1.46 ^{n.s.}

	Evening	98.18	± 0.44	97.77	± 0.48	2.40*
Respiratory rate	Morning	12.47	± 1.24	18.13	± 1.25	12.46*
	Afternoon	14.93	± 1.71	20.47	± 1.85	8.52*
	Evening	14.53	± 1.68	19.87	± 2.23	7.39*
Blood pressure (systolic)	Morning	105.2	± 4.83	105.53	± 7.38	0.15 ^{n.s.}
	Afternoon	108.00	± 3.85	110.40	± 7.63	1.09 ^{n.s.}
	Evening	107.20	± 4.59	108.80	± 7.85	0.68 ^{n.s.}
Blood pressure (diastolic)	Morning	61.53	± 4.38	68.80	± 6.61	3.55*
	Afternoon	65.47	± 4.03	71.73	± 7.04	2.99*
	Evening	65.13	± 4.51	70.27	± 7.48	2.28*

* $p < 0.05$ level, n.s.= not significant, $t_{0.05}(28) = 2.05$

From table no. 3 it is observed that there were significant difference between trained and untrained females of resting heart rate, body temperature, respiratory rate and diastolic blood pressure in morning, afternoon and evening sessions. But there were no significance differences was observed in body temperature at afternoon session and systolic blood pressure during morning, afternoon and evening session among trained and untrained females. It was observed that RHR of trained and untrained female subjects at morning, afternoon, and evening session were $63.20 \pm 5.59, 75.00 \pm 6.20, 70.80 \pm 5.67, 84.47 \pm 6.25, 69.47 \pm 4.98, 81.07(6.55)$ respectively. In case of Body temperature of trained and untrained female subjects at morning ,afternoon and at evening the results were $97.25 \pm 0.40, 96.87 \pm 0.60, 98.21 \pm 0.41, 98.01 \pm 0.37, 98.18 \pm 0.44, 97.77 \pm 0.48$ respectively .In case of RR of trained and untrained female subjects at morning, afternoon and evening sessions the results were $12.47 \pm 1.24, 18.13 \pm 1.25; 14.93 \pm 1.71, 20.47 \pm 1.85; \text{ and } 14.53 \pm 1.68, 19.87(2.23)$ respectively. The systolic blood pressure of trained and untrained female subjects at morning ,afternoon; and at evening sessions were $105.2 \pm 4.83, 105.53 \pm 7.38, 108.00 \pm 3.85, 110.40 \pm 7.63, 107.20 \pm 4.59, 108.80 \pm 7.85$ respectively . Whereas the Diastolic Blood pressure of trained and untrained female subjects at morning, afternoon, and evening sessions were $61.53 \pm 4.38, 68.80 \pm 6.61, 65.47 \pm 4.03, 71.73 \pm 7.04, 65.13 \pm 4.51, 70.27 \pm 7.48$ respectively.

Discussion :

Kushal sing Bisht et.al. (2013) observed that there was influence of diurnal variation on anaerobic power , breath holding capacity , and anxiety. J. P. Dgaute et. al. (2014) clearly indicated that the 24 hours variation on heart rate reflects modulatory influences. In humans a diurnal variation has been observed , it depends on period of rest and activity , lowest at 11 pm to 3 am , and peaking at 10 am to 6 pm. Simpson and Galbraith observed that the body temperature of nocturnal animals was highest during the natural period of activity (night) ,and it was lowest during the period of rest (day). It was observed that the RHR, Body temperature and Respiratory rate of trained and untrained

female subjects showed significant difference in diurnal variation at 0.05 level. That simply means diurnal variation influences the physiological variables like Heart rate, Body temperature and respiratory rate. It was also observed that there were highly significant differences in body temperature of trained and untrained female subjects during morning, afternoon and evening sessions. But 'F' values of systolic Blood pressure of both groups and also the Diastolic blood pressure of untrained female subjects showed no significant differences during morning, afternoon and evening sessions. From the present study it is also revealed that there were significant differences between trained and untrained female subjects in RHR, respiratory rate and in diastolic blood pressure at every session. In Resting heart rate and respiratory rate, highly significant differences existed between trained and untrained female subjects. Table – 3 also revealed that there were not significant differences between trained and untrained female in blood pressure at every session and in body temperature at afternoon session.

CONCLUSION

The following conclusion could be drawn after obtaining the results of different variables in the present study within limitations.

1. The physiological variables in resting heart rate, body temperature and respiratory rate for both trained and untrained females showed diurnal variation.
2. There were significant differences of diastolic pressure of trained individuals in diurnal variation.
3. There was no significant difference of systolic blood pressure of trained and untrained in diurnal variation.
4. There are significant differences in resting heart rate, body temperature, respiratory rate and diastolic pressure between subjects trained and untrained female subjects.
5. There was no significant difference in systolic pressure between trained and untrained females.

REFERENCES

1. Bisht, K.S et al. (2013) Effect of Diurnal Variation on Selected Physical Physiological and psychological Variables of School Children .Indian Journal of Movement Education and Exercises Sciences 111 (1) .
2. Clarke, Harrison H. "Application of Measurement to Health and Physical Education". Prentice Hall Inc. Englewood Cliffs. New Jersey Publication, 5th Edition, 1959.
3. Garret, Henry and Wood worth , R.S. " Statistics in Psychology and Education" Paragon International Publisher, New Delhi, 6th Edition, 2007.
4. Laurence E. Morehouse and Ausustus T. Miller, "Physiology of Exercise". The C.V. Mosby Company, Saint Louis, 7th Edition 1976.

5. Ascroft, A. “ A comparative physiology Diurnal Rhythms”. Annual Review of Physiology, 25:581, 963.
6. Mcearthy, F. Earl, “ Diurnal variation of haemoglobin in the blood of normal men”. Institute for medical research Newyork, 1939.
7. R.J Armsrong, G.P.Kenny, “ Diurnal variation in heart rate variability before and after maximal exercisetesting” Human and Environmental health Science University of Ottawa, 2011 May, 28 (4) ; 344-51
8. Dgaute,p.j et.al.(2014) Quantitative Analysis of the 24 Hour Blood Pressure and Heart Rate Patterns in Young Men . Journal of the American Heart Association.

KHAP PANCHAYATS AND MODERN INDIA: A PARADOXICAL NATURE OF SOCIETAL EVOLUTION

Biswajit Roy

Research Scholar, Department of Geography, University of Calcutta, West Bengal

Abstract

The caste councils or Khap Panchayats in particular regions of Haryana, Punjab, Uttar Pradesh, Madhya Pradesh and Rajasthan in north India have become active during the recent past. With the economic advancement and socio-political changes, caste mobility has always been a constant threat to the status quo and traditional dominance of certain castes. The caste councils/ Khap Panchayats are opposed to the progressive, open and gender equality. Caste and caste identity can prove to be oppressive. They are oppressive when they object to change in the hierarchical order both in the inter-caste and intra-caste relations. The socio-culturally defined norms by the caste system contribute to the multiple inequalities and hierarchies in society. Hundreds of young man and woman has been killed brutally in the name of honour killing to eradicate the same *gotra* or outer religion marriage.

In the present paper emphasis has been made to find out the basic causes and virulence of 'honour' crimes and killings. It is possible that the killings represent a feudal backlash against political assertion of hitherto subordinate caste groups, as well as against a brand of rapid as well as imbalanced capitalist development. The destruction of feudal relations and capitalist relations weakens many fetters. In India the path of capitalist development has adopted nurtured feudal remnants instead of making a decisive break. To form a progressive society, to defeat the evils of patriarchic-feudal remains and to promote the gender equality- the process of land distribution system has to be sharpened alongwith the societal upgradation through education and mass awareness.

Key Words : Khap Panchayate - Honour Killing - Patriarchic Society- **Agarian Crisis - Globalisation - Social Unrest – Education – Women Empowerment**

Introduction:

Caste in India is an extremely variable phenomenon. The recent killings and threats to kill in the name of honour and social ostracism have once again brought caste-based discriminations, hierarchies, conflicts and cleavages in society to the fore. To challenge the undermining of caste authority and principle of ascribed status, the caste councils or Khap Panchayats in particular regions of Haryana, Punjab, Uttar Pradesh, Madhya Pradesh and Rajasthan in north India (commonly known as *Hindu Boloy*) have become active and assertive during the recent past. Relations based on castes are asymmetric and upheld by institutions such as marriage, family, occupational structures, status mobility and the political systems. Caste got a new lease of life with the coming of democracy (Srinivas, 2002), and new alignments challenged the rigidity of the system.

However, in this paper an attempt has been made to understand the interactions and existence of Khap panchayates in modern corporate India within the caste fold and gender bias.

Khap Panchayate and Honour Killing: A plausibility of Patriarchic Society:

With the economic advancement and socio-political changes, caste mobility has always been a constant threat to the status quo and traditional dominance of certain castes. The caste councils or Khap Panchayats are opposed to the progressive, open and equal society (Shah, 2002). Caste and caste identity can prove to be both secular as well as oppressive: (1) they are secular in countering communal parties and ideologies for political purposes and provide a basis for struggle against oppression and exploitation (Kothari, 1970), and (2) they are oppressive when they object to change in the hierarchical order both in the inter-caste and intra-caste relations. Thus as a social phenomena, the caste system have had a long pedigree and have been the source of both identities and animosities, both horizontal alignments and vertical exploitations and oppressions (Kothari, 2008). The socio-culturally defined norms by the caste system contribute to the multiple inequalities and hierarchies in society.

Experiences across regions illustrate that the lower castes are not only treated as subordinate to the higher castes but are also subject to discriminations, humiliations, exploitations, oppressions, controls and violence (both economic and social). Within castes the clans/*gotras* are structured hierarchally as dominant and subordinate (Mehta, 1999).

The assertion of Khap Panchayats to legitimise their role and relevance in dictating social justice based on traditions and customs of the caste system reflects (1) the confrontation between the traditional and feudal hierarchy of power relations and the modern democratic and egalitarian relations, (2) despite rapid socio-economic and political transformation over the years, hierarchy and domination rooted in the caste system has not become irrelevant, (3) inter-caste and intra-caste conflicts and contestations are not only vertical (up and down the hierarchy) and horizontal (across the same ranking order), but are also multidimensional (in practice), and (4) such conflicts and their dynamics are key to the understanding of social inequality and injustice.

To eradicate same *Gotra* (Sub caste) marriage, incidentally over hundreds of young couples have been done to death or punished in various ways by the Khap Panchayats. They are now demanding that Hindu marriage law be amended to ensure that people from same *Gotra* cannot marry. They are deciding to intensify their agitation.

And it goes on (An account of a few months of last year):

- September 2:** A student on her way to buy groceries is lured to a godown and raped in Gohana, Sonapat district.
- September 27:** A married Dalit woman of Banwasa district is kidnapped by four men, taken to a field and raped.
- September 29:** A 15-year-old Dalit girl is kidnapped on her way to school and gang-raped in Karnel. The mother is murdered later to demanding justice.
- October 1:** A 16-year old girl from a minority community in Bijoli village, Yamunanagar district, is raped by her paternal uncle and his friend.
- October 3:** A 12 year old student of class 6 is raped in Rohtak by her middle-aged neighbor. Her mother is a daily wage worker and father an auto rickshaw driver.
- October 3:** A minor girl is raped in Kalwanwali town, Sirsa.

- October 3:** A 26 year-old Dalit woman, resident of Gurthali village, is raped in Narawana, Jind.
- October 9:** A Dalit woman is gang-raped in Kalayat, Kaithal
- October 16:** A woman is raped by her brother-in-law, abetted by her husband and mother-in-law.
- October 18:** An 11 member Standing Committee of Parliament for S.C and S.T Welfare visits Harana for and assessment.
- October 18:** A college girl in Jhajjar is strangled by her father who has suspicions about her sexual morality.
- October 18:** A 50 year-old woman is raped in Karnal. The police dismiss it as a case of molestation.
- October 18:** A Dalit family is forced to leave Amadapur village in Yamunanagar district after a dalit boy and a Rajput girl elope and marry. The panchayat forces the boy's father, a sweeper, to sell his plot of land at a price much below the market rate and makes his family to leave the village. The young couple is untraced.
- October 20:** A 13 year-old student of class 6 in Khai village is raped for over five months by a 60-year-old vendor. The father goes into depression and is treated for vertigo, hyper tension and anxiety. The panchayat forces the culprit to pay Rs. 35000 as compensation and urges the father to drop the case. The victims and her two siblings are forced to drop out the school.

Source: Frontline, January, 2013

There are parallel examples of many Muslim families killing their defiant youth, who preferred to get married on their own choice, transcending the boundaries laid by social customs. These killings are many a times called 'Honour Killing'. Meaning the choice of girl and boy of their life partner has to conform to the norms of the community-family else killing those defying these norms is an "honor" for the family, caste. It is the make believe honor of the family which is carried forward by close relatives like brothers, uncles etc. Similar cases have been identified from Pakistan also as the social rigidities are probably much stronger in parts of the feudal dominated Pakistan society.

Many academics have, time and again, pointed out that feudal sanction to the sexual abuse of women is reified through religious practice and rituals. Various religious texts have openly stated ways to establish supremacy over women in circumstances where they assert their independence. The contemporary polity of the Hindu right-wing in India also perpetuates normative structures. The moral and cultural policing that is a significant part of the Sangh Parivar's politics seeks to revive the 'Indian' ethos that is being "threatened by Western influences". Within this understanding, women are abused if they do not dress "appropriately" or if they marry or fall in love by choice. At the time of communal riots, women's bodies are the most important area of contestation; hence the high number of rapes during times of conflicts.

Gift of Globalisation 'An Agarian Crisis' and Social Unrest:

In the present paper emphasis has been made to find out the basic causes and consequences, increased incidence and virulence of 'honour' crimes and killings. It is possible that the killings represent a feudal backlash against political assertion of hitherto subordinate caste groups, as well as against a brand of rapid as well as imbalanced capitalist development and urbanisation that has nevertheless failed to create

avenues of productive employment and equality in social life. Unemployment is rife among Haryana's youth, for instance, thereby making youth dependent on the landed elders who control the khap panchayats. An abysmal sex ratio in this region of Haryana-Punjab-Western UP, thanks to female foeticide and infanticide, leads to a shrinking pool of marriageable women, resulting in intensified resentment over any 'outsider' who trespasses into the pool.

The French historian and post modern philosopher Michel Foucault highlights sexuality as a construct and presents its genealogical history. According to him 'sexuality is a mode by which one understands the exercise of power'. And how a certain kind of 'sexual' subjectivity encourages the disciplinary mode of power? By crafting a certain kind of imaginary for the female body and its sexual desires, the woman is absorbed into the normative structure of society that is defined by patriarchy. Patriarchy is an endemic historical and cultural practice that exerts an all-encompassing hegemony. It assumes the male as the norm and the female as the other.

This is adequately reflected in India's villages. It is fairly well known how zaminders and upper class men, the patriarchs of a village economy, routinely abuse Dalit and poor women and how at the same time they impose a strict code of sexual and domestic ethics for women of their own households. The ever-expanding mega cities of India also reflect the same dynamics. The importance attached to a woman's chastity is measured in sexual terms and not in any other way. Therefore, a rape survivor is automatically treated as the victim or lacking in propriety and is often socially ostracised. At the same time, the rapist is perceived as an embodiment of virility.

Globalisation and liberalisation too may have sharpened the contradiction between evolving social and cultural patterns and well-entrenched feudal-patriarchal codes. At the same time, the acute agrarian crisis experienced by this region may also have contributed to the spike in 'honour' crimes, with anxieties on the economic front ending up reinforcing social fundamentalism.

The struggle against 'honour' killings is a battle against feudal remnants, and for women's rights and the dignity of oppressed castes. Women and all progressive sections of society committed to struggling for democratic transformation of the semi-feudal order must take on 'honour killings' and defend the right of individuals to choose a partner with all their might.

With the rise of capitalism, community norms and traditions break down. Just as the labourer is no longer tied to a landlord and is 'free' to sell his/her labour to any employer, the individual too is 'free' to marry according to 'choice' rather than have the marriage arranged by one's parents or community. Of course, capitalist society too regulates female sexuality – but its means of doing so are more subtle than those of feudal society. The worker's 'freedom' in capitalism is circumscribed by the fact that the worker is forced to sell his labour in order to survive and does not enjoy the 'choice' not to sell his labour. Similarly, women's 'freedom' in capitalism (a result, in part, of capital's need to draw women into the workforce) is circumscribed by capital's simultaneous need to exploit women's labour within the family. So, even in advanced capitalist societies, where women's freedom to choose a partner is no longer under attack, women's rights in other spheres – to equal wages and rights, to childcare and freedom from domestic labour, to abortion, etc are still contested and denied, and patriarchal double standards and moral codes smacking of gender-bias continue to be in operation. That said, however, it is

undeniable that the destruction of feudal relations and development of productive forces and capitalist relations weakens many fetters and arms the working class and women with greater freedom to further the struggle for their emancipation and for revolutionary social transformation. In India, however, the path of capitalist development has adopted nurtured feudal remnants instead of making a decisive break with them.

Conclusion:

The capitalist advancement and reform processes logically should accompanied by land reforms and economic liberty to the private realms of social life. National movement did succeed to some extent in bringing forth these issues to social attention. The process of industrialization and education gradually started loosening the grip of caste and gender hierarchy, and the retrograde norms during the first three decades of the republic though the speed of this transformation was slow. Women started entering social arena and *dalits* came up in good measure in social sphere during this time.

These incidents reflect the deepening of the process of caste rigidification during last few decades. *Varna* and *jati* system has been the norm of Hindu society, legitimized by various Holy Scriptures. The same caste system also affected partly the Muslims and Christians, whose scriptures don't permit this but surely social practices are not merely guided by the Holy books.

From the decade of 1990 the process seems to have been arrested and the economic policies, the adverse effects of globalization, cultural movement accompanying them were the multiple factors due to which the process of transformation faced obstacles. These processes changed the cultural terrain of society and rather than rational progressive thoughts and practices, traditional conservatism started getting stronger. The atmosphere of cultural terror got intensified. The major focus was on controlling the weaker sections of society in the name of 'glorious traditions'. This did intimidate the *dalits* and women. Minorities also faced increasing violence against them during this time, resulting in their ghettoization and strengthening of orthodox element within the community.

Currently an arrest of this process of transformation in the progressive direction has been noticed. The major causative factor does seem to be the cultural accompaniments of politics in the name of religion. This politics externally targets the minorities but its deeper agenda is that of opposing the equality of *dalits* and women. What these Khap Panchayats are doing is to put a control on the freedom of adults to choose their life partners and their style of living. Simultaneously they are attempting to control the lives of women, the core of patriarchal politics, a politics which is presented as nationalism and glorious tradition, by those doing politics in the name of religious identity.

A draft of The Prevention of Crimes in the Name of Honour and Tradition Bill, 2010, has been pending with the National Commission for Women for two years. It was prepared by senior advocate and former Law Commission member Kirti Singh and adopted by the NCW. The Union government has been dragging its feet on several Bills, including a comprehensive draft Bill to prevent sexual assault. This was also prepared by Kirti Singh on behalf of the All India Democratic Women's Association (AIDWA). The Bill proposed

several amendments to the Code of Criminal Procedure (CCP) and the Indian Penal Code (IPC).

If, as history assumed, capitalism represented a more regulatory regime and if, as the development based on finance capital and neoliberal era asserts, the world today is about expanding choices and freedom and gender equality, then are we to conclude that capitalism has failed? Or that the assumption that capitalism is always democratic in terms of its social content needs critical examination? Or that increasing denial of freedom, liberty and equality are the hallmarks of capitalism in the phase of globalisation? These are questions that cannot be answered in any one way, nor from a universalist standpoint. As far as women and the women's movement in India are concerned, the corporate plunder and trickledown development of capitalism that they are confronted with today ensures no rights without assertion and articulation from their multiple locations and myriad experiences of oppression and exploitation. In that struggle there can be no neutral ground, nor equidistance from politics (movement for equality) and from ideological (caste and religion discriminated society) debate. More so when the social content that the prevailing political formations in India reflect and the agendas they espouse display a hollowness of rhetoric. The more fundamentalist the rhetoric is allowed to become in the political domain, the more there is scope for social sanction to increasing violence and denial of individuals' right to freedom and dignity.

Crime against women including honour killing and rape, therefore, has to be understood within the masculinistic functions of our economy. Rape is an expression of the extreme tyrant masculinity operating within patriarchal constructs. The phenomenon of rape needs to be understood further in psychoanalytical studies. But it definitely reflects the anxieties of men who have developed some sort of ambivalent relationship with women in a context of changing nature of public spaces. And all such processes make women random objects of hostility. It is, therefore, imperative to understand that demands for punishments like the death penalty and chemical castration and using the language of protection will not only diffuse society's need to understand masculine notions of power, but also perpetuate them.

Alongwith these constitutional requirements, one conceptual quest has to be answered that is development of capitalism and enlightenment of society can be represented as a sole saviour from the bondage of patriarchy? And if it is so, then what type of inter relationship will reciprocal between capitalist-agrarian economic base and patriarchy-societal superstructure?

References

Brocklesby, M. Ann and Fisher, Eleanor. 2003: Community Development in Sustainable Livelihoods Approaches- An Introduction, Community Development Journal, Vol. 38 No.3 .

Dankelman, Irene and Davidson, Joan. 1988: Women and Environment in the Third World: Alliance for the Future, Earthscan Publications, London.

Dhanadhanye (Yojana-Bengali), 2012 June, A Developmental Monthly Magazine, Ministry of Information and Broadcasting, Directorate of Publication, Govt. of India, Kolkata.

Feldman, S. 1992: Crises, Poverty and Gender Equality: Current Themes and Issues, in L.Beneria and S.Feldman (ed.), Unequal Burden, Economic Crises, Persistent Poverty and Women's Work, Westview Press, Boulder.

Frontline, 2012 August, Chennai, Vol. 29 No. 15

Ibid 2012 November, Chennai, Vol. 29 No. 22

Ibid 2013 January, Chennai, Vol. 30 No. 01

Kurukshetra, 2008, Ministry of Rural Development, A Journal of Rural Development, Vol. 56 No. 11, New Delhi.

Ibid, 2010, Vol. 58 No. 11.

Moser, C.O.N. 1993: Gender Planning and Development: Theory, Practice and Training, Routledge, London.

Rodda, Annabel, 1991: Women and the Environment, Zed Books, London.

Sontheimer, Susan. 1991: Women and the Environment: A Reader, Earthscan Publications, London.

Scott, J. 1998. Gender: An Useful Category of History Analysis, Yale University Press, London.

**SCHOLASTIC EXCELLENCE OF NALANDA IN THE CONTEXT OF
NALANDA-CONTEMPORARY (415 A.D. – 1200 A.D.) INDIAN HIGHER
EDUCATION IN SPECIAL REFERENCE TO MITHILA**

Shilpa Bhattacharyya¹ and Dr. Debjani Guha²

¹Research Scholar & ²Asst. Professor Department of Education, University of
Kalyani, West Bengal,741235

e mail: bhattacharyya.shilpa77@gmail.com; dgkuedn@rediffmail.com

Abstract

This paper focuses on the academic brilliance of Nalanda system of education in the perspective of Nalanda- contemporary (415 A.D. – 1200 A.D.) Indian higher education in special reference to Mithila and an attempt has been made to make a comparative evaluation of the systems of education of the two important ancient Indian learning centers i.e. Nalanda & Mithila. India was a great seat of learning in ancient period where people from the various parts of the globe came to acquire knowledge. Taxsila, Nalanda, Mithila, Vikramasila, Baranasi, Balavi etc. were the big names where systematic ways of higher education prevailed. As a learning centre Mithila was too older than Nalanda because Nalanda started its journey mainly from the period of Asoka and began to flourish in Gupta period i.e. from the 5th century A.D. whereas Mithila started its journey from nearby 1000 B.C. Nalanda & Mithila both had been dilapidated by the devouring time but on modern education their impact is still refreshing and enlightening. Nalanda was the path finder of a new pattern of education which is the root concept of the modern higher educational institutions and by following it today's leading universities started their journey. The method employed for the present study is historical and analytical in nature.

Key Words: Scholastic Excellence, Nalanda-contemporary

1. Introduction

In the luminous history of human civilization India possesses a titanic stand. When most of the present developed countries were engulfed in the depth of darkness India was magnificently civilized in respect of culture and education. She had an unquenchable thirst for knowledge. That is why Taxila, Nalanda, Mithila, Balavi, Mathura, Baranasi etc. were sprouted. They became the pioneer places of culture and education reached to the Zenith. Educational systems in various parts not only in India but all over the globe were attracted and hypnotized by their wise fragrance and came to satisfy their urge for knowledge.

Thousand of years before the Christian era, glorious system of education developed in Indian sub-continent especially in the northern region of the river Ganga. Nalanda and Mithila were the two pioneer places in this field. The educational pride of Mithila flourished with the emigration of the Aryans. When and how Mithila School of education developed - is an unsolved mystery. But it is thought that it may be thousand years before the Christian era. In that respect Nalanda was not too old and it started to emit its essence during the time of Lord Buddha. In fact, Mithila has been the north-eastern most strongholds of the Indo-Aryan domination and culture, from a very ancient

time from which the Vedic culture gradually started to spread in the further East and Southern part of India which was subsequently known as Bengal, pragjyotish Assam and Magadha. Nalanda under the sovereign of Magadha flourished as a glorious educational institution in or after the period of fifth century A.D. Geographically Nalanda and Mithila located side by side.

This paper is an attempt to make a comparative evaluation of both the systems of education of Nalanda & Mithila, the two significant ancient centers of higher education in order to focus the scholastic excellence of Nalanda. The method employed for the present study is historical and analytical in nature.

2. Objectives of the Paper

- (i) To analyze the structure of education prevailed in Mithila;
- (ii) To trace the uniqueness of Nalanda system of education;
- (iii) To make a comparative estimation between both the systems of education of Nalanda and Mithila.

3. Mithila: A Centre of Learning

3.1. Background History

Mithila, the ancient country of the Maithilas, is the name of the tract lying between 25°28' and 26°52' North Latitude and between 84°56' and 86°46' Longitude. It is bounded on the north by the Himalaya and on the east, south and west by the rivers Kosi, Ganga and Gandaka respectively. It comprised the present districts of Champaran, Saharsa, Muzaffarpur and Darbhanga, parts of the districts of Monghyr, Bhagalpur and Purnea and the Torai under Nepal lying between the districts and the lower ranges of the Himalaya. Its area is nearby 25000 square miles⁵. The Saktisamgama-tantra says that from the banks of the Gandaki (Gandakitiramarabhya) to the forest of Champa the country is called Videha, also known as Tirabhukti.

The name Mithila or Videha is said to have derived from king Videgha Mathava or Videha Madhava. According to the Satapatha Brahman, Nimi the son of Manu came to this land of sacrifices and his son Mithi founded a kingdom which was named Mithila after him. He was also called "Janaka" on account of his extra ordinary birth and Videha as his father was bodyless. Besides Mithila it has various other names too, such as Videha, Tirabhukti, Tapobhumi, Sambhavi, Suvarnakanna, Vajjayanti, Janakapura etc. According to Rmayana and Mahabharata, Videha was a *janapada* (country) and Mithila was its capital.

3.2 Development of Mithila School of Education

In the very beginning of Mithila's history this is the land which gave intellectual pursuits and consequently to speculations about the spiritual well-being of man. Speaking of Mithila's contributions to Indian education and culture one is reminded of that unique name, Yajnavalkya who first developed the Madhyandini branch of Yajurveda, universally known as Sukla which was embraced by the whole of North India. Yajnavalkya's work in the field of civil law was very much important which we find in

⁵ Thakur, Upendra.,(1956), *History of Mithila[circa 3000 B.C.-1556 A.D.]*, Mithila Insitute, Darbhanga, p. 2

Yajnavalkya Smriti. Besides Yajnavalkya, Janaka Videha, pravahana Jaivali, Goutama etc. are the renowned names who developed Mithila system of education.

Mithila is a land of the birth of many of the Jaina Tirthankaras. Bardhamana Mahavira though was an inhabitant of Vaishali but a long time Bardhamana spent in Mithila. Buddha also lived here for some time and even after his death Tirabhukti continued to be an important Buddhist centre. This place played an important part in the development of Mahayana which was later responsible for the growth of the Tantra Vidya or *Tantrika* culture of which Mithila still continues to be an important centre.

Structure & System of Education

Mithila is the place which has high contribution to ***philosophy***. The system of arguments adopted by Jaimini in his Purva Mimansa Sutra for showing harmony along the various Vedic texts was called by the term 'Nyaya'. The name of the author of this Nyaya Sutra is almost universally known as 'Goutama'. Gangesha in the 12th Century A.D. gave Naya Sutra a new orientation. Besides Gangesha, Udyotakara, Mandana, Prabhakara, Vacaspati, Parthasarathi Misra, Udayanacharya Murari Misra, Paksadhara, Bhavanatha and Samkara are some of the illustrious names.

At the period of Gangesha (1200 A.D. onwards) Mithila became a celebrated seat of learning and scholars from different parts of the country came to receive highest training of philosophical thoughts. Raghunatha Siromani received this training and started the famous University of Nadia in Bengal. Important school of Grammar was developed in Mithila. Padmanava Datta was a pioneer name of this school. Various important literatures were also born here. Bhanudatta Misra wrote his famous 'Rasamanjari', Ratneswara commented upon the 'Saraswati-Kanthavarna', Jyotirishwara wrote 'Panchasayaka' and 'Rangasekhara', Joydeva wrote 'chandraloka', Samkara wrote 'Rasarnava'. In Lexicon, Srikara-Acarya's commentary on the 'Amarakosa' is a remarkable gem of sanskrit literature.

During the period ***Maithili language*** was so developed. Vidyapati (Circa 1340-1448 A.D.) brought a new horizon in lyric. His hymns of prayer and praise became great favourite to the Baisnavas. The scene of sensuality and lust in his poems are strange combination of holy and unholy of earthly and heavenly.

Mithila was also an eminent place in developing ***Jainism***. The Nyayavatara of Siddhasena Divakara, dated circa 533 A.D. may be said to be the first systematic work on the Jaina logic. The other renowned Jain philosophers are Samantabhadra (who wrote commentary on Umasvati's Tattvarthadhigama – Sutra called Gandhasti-Maha-bhasya) Akalankadeva, Vidyananda Prabhachandra, Mallavadin, Abhayadeva Suri, Chandraprabha Suri, Anand Suri, Haribhadra Suri, Mallisena Suri etc.

Mithila though a great place of Buddhism but before 500 A.D. Buddhist philosophy did not spread up here. In 500 A.D. the great Buddhist philosopher Dignaga wrote Pramana samuccaya. Besides Dignaga the other great Buddhist philosophers of Mithila were Jnanasrimitra and great Dharmakirti. According to Maithila scholars themselves, Saptari, Bhala pargana, Buddhama or Buddhagrama, Ratnapura, Brahmapura, Visala or Visara, Bettia, Radhia and Mathia (in Champaran) and other places were strong holds of Buddhist learning centre in Mithila. There were Buddhist pillars in Radhia and Mathia while in Bakhara (in visala) there were big monasteries and stupas where Buddhists flocked from all over the country.

Mithila was therefore a place where Brahmanic, Buddhist and Jaina system of education co-existed side by side. Hindu system of education was very much traditional. Great *Acharyyas* or *panditas* conducted educational centers in their family periphery. The name of the institutions was according to the name of *Acharyyas*. Sanskrit was mainly the medium of instruction. Buddhist and Jain education took place in Viharas. So these were monastery centric education. All type of education was known as Mithila school of education and as a whole this system came to known as Mithila University.

In this system of education Women and Sudras also had the provision to enter in the field of education. The Goutamiya Tantra declares that the people of all castes, irrespective of sex, may receive education, though in later age this view gradually diminished. Mithila School of education became fully limited within the periphery of Mithila. So, Mithila School of education became narrow in this sense. The most important characteristic of Mithila was the peculiar examination for graduation or completion of studies. It was popularly known as 'Salaka Pariksha'. This was the rigid test of the academic talent, adequate knowledge and capacity of the candidate to explain unprepared any part of the text he had studied. On the successful candidate the degree of the Mithila University was then conferred. Success in this peculiar examination alone could entitle the students to the Degree of graduation of the University.

It was very much unfortunate that no student of Mithila was allowed to take away from its schools any of its books or even notes, the lessons or lectures which were delivered there. The scholars were permitted to leave the place with their degrees but not with any of the manuscripts.

4. Nalanda: A Centre of Learning

4.1 Background History

Nalanda has a very long history and great contribution in world education. Nalanda situated in latitude 25°30' and 25°83' north and longitude 85°16' and 85°27' east. The ruins of Nalanda University have been discovered. The scattered ruins of Nalanda are situated near the village Bargaon, 11 km north of modern Rajgir and 85 km south-east of Patna in Bihar.⁶

In between the period 427 A.D. & 1197 A.D. – Nalanda achieved glorious and incredible position with high status and pride in the world educational scenario though a big confusion is there regarding the time period of foundation of the University. According to the Tibetan historian Taranatha, Nalanda was the birth place of the venerable Sariputra. Ashoka was the first ruler who built a great Buddha temple which probably became the precursor of the later Nalanda Vihara. But Nalanda appeared as a learning centre near by the half of the 5th century A.D. According to Prof. Samaddar (Samaddar, "the Glories of Magadha", P - 135, 2nd edition) – the foundation of Nalanda took place in the reign of Sakraditya (Kumara Gupta I, Mohendraditya – 415 A.D. – 455 A.D.) round 427 A.D.

⁶ Source : <file:///F:/Banglapedia.htm>

Nalanda became flourished when a stream of scholastic pilgrimage began to flow towards the place. The final decline of the University was taken place by a barbarous adventurer, Muhammad Bakhtiyar Khalji, in approximately 1200 A.D.⁷.

4.2 Scholastic Brilliance

Though Nalanda was emerged as a centre of Buddhist tradition and education, still gradually it covered a wide range of subjects including all branches of Buddhism, other Indian philosophical systems, Chikitsavidya or Medicine, Astronomy, Geography, Mathematics, Hetuvidya or logic, Sabdavidya or Grammar and other arts and science subjects of the day. The wonderful event is that when the present highly economic developed countries asleep into the depth of darkness mainly in the area of literacy and civilization, the then India was mostly advanced in the field of education through the ancient educational institutions like, Taxila, Nalanda, Vikramasila Mahavihara etc. So, Nalanda should not be considered as only an educational institution but it should be treated as the witness of the educational history of the human civilization. Thousands of years passed over, dynasties passed, political ups and downs had been occurred – Nalanda and its pride may be de-memorised but its significance is still very much important and without it the history of Indian education system cannot be possible to analyse.

Nalanda Mahavihara being a seat of higher studies had a system of *specialization*. I-tsing wrote, “In the Nalanda monastery, the number of priests is immense and exceeds three thousand; it is difficult to assemble so many together in one place. There are eight halls and three hundred apartments in this monastery. The worship can only take place separately, as most convenient to each number.”⁸

The subjects taught at Nalanda cover almost every aspect of education which could be classified broadly into religious and secular groups laying more emphasis on the former. The subjects can be given as follows-

1. Buddhist – Tripitika, Jatakamala poems, Abhidharmakosa of vasubandhu, Yogasastra, Nyayanusara sastra, Tantras, Buddha-charita-kavya etc.
2. Brahmanical – Vedas, Samkhya, other old and modern learning of Brahmanical works.
3. Secular – Hetuvidya, Sabdavidya, Chikitsavidya and Miscellaneous works, Vyakarana, Sanskrit language, Sculpture, Paintings, Metallurgy, Sarpavidya etc.

According to Hiuen-Tsang, students of Nalanda were regulated strictly according to proper time schedule. The teachers made the gift of the sacred law to the students which excelled all other gifts as it aimed at extinction of craving and suffering. They unfolded the meaningful knots in the texts. According to I-tsing – “Monks generally assemble at a place in the Vihara where they take seats. Then a lecturer ascends the *simhasana* and recites a short sutra. After the lecture, the assembled monks say “*sadhu-sadhu*”. Then the lecturer comes down and the monks bow down to the *simhasana* respectively”. The type of teaching was mainly professional in nature.

⁷Saletore, R.N., (1984): *Encyclopaedia of Indian Culture*:Volume III; New Delhi, Sterling Publisher Pvt. Ltd. p. 1044.

⁸ Takakusu, J., (1896, reprint 2005), *I-Tsing, A Record of the Buddhist Religion: As practiced in India and the Malay Archipelago (A.D. 671-695)*, Translated work, New Delhi. PP. 154-155

In the course of studies the *yogi* learnt preaching, discussions, heard lectures, memorized them and grasped the Abhidhamma, Vinaya, Gatha etc. The aim was to become a man of letters (*Vidya-purusha*). Students were under the strict discipline. For offences the brethren had a gradation of penalties. According to Hiuen-Tsang there were nearly 10,000 students but I-Tsing's time the number of the students supported at the monastery exceeded 3000 [other view 5000 and in his (I-Tsing) memoirs, as 3500]. So, there was a confusion regarding the number of students studied at Nalanda. But it is no doubt that huge number of students from the various parts of the world studied there. The admission of a student possessed a complex procedure. The entrance examination was very strict so that its standard might be in keeping with that of its studies. *Dwar-pandita* asked various questions, which were connected with difficult problems. Only about twenty to thirty percent students could be able to be successful.

Nalanda Mahavihara possessed a very large and rich library which comprised three monumental edifices, called Ratna Sagara, Ratna Dadhi and Ratna Ranjaka, of which Ratna Sagara that was a nine-storeyed building, was specialized in the collection of rare and sacred works. Nalanda was noted for its specialization in the last stages of a University education. At that time Nalanda was particularly a *research institute* for advanced students. The stamp of its approval was necessary for any opinion to gain currency in the country. The highest academic degree of distinction of the times was a fellowship of Nalanda. Nalanda also had a department of secondary education for regular internal students for whom the above tests of admission did not apply. It admitted youngsters, the Brahmacharis and Manavakas. The University provided for all alumni free of cost there four requisite of clothes, food, bedding and medicine. The students could give themselves whole heartedly to their studies and self culture.

4.3 Eminent Teachers and Scholars

Nalanda was too much enriched with its high degree of teachers. Actually so much fame of Nalanda as a centre of learning was mainly due to the fame of its teachers. Among them Asanga, Vasubandhu, Dinnaga, Sthiramati, Gunamati, Chandragomin, Chandrakirti, Dharmapala, Dharmakirti, Silabhadra, Pravakara Mitra, Rahulabhadra, Nagarjuna II, Aryadeva, Santideva, Santarakshita, Kamalasila and many of others. According to Hiuen-Tsang, the ranking of monks led to the institutions of academic titles indicative of the different degrees of status, standing and grade to which they belonged. The highest title was Kulapati. Next title of distinction was Pandita, Maha-pandita etc. The rooms of the monks were distributed according to their ranks. Better rooms were allotted for highest ranks and gradually to the lowest.

The great university demise was result of waning enthusiasm for Buddhism in India, declining financial support from successive Indian monarchs and corruption among university officials and a huge straw may be called as final straw was the burning of the building by Muslim invader Bakhtiyar Khalji.

5. Comparative Evaluation

From the above discussion a comparison between the systems of education of Nalanda and Mithila may be done –

- **Nature of Institution**

Mithila system of education was very much *traditional* in nature. It was scattered with a region of 25000 sq. miles. The system was very much old, quite similar with the system of the education of later Vedic period though a little portion of this education, mainly Buddhist and Jain education was missionary in pattern.

On the other hand, Nalanda system of education was fully *institutional and modern* in nature, definite location, well-furnished university building, residential system for students and teachers – all equipments of higher educational system were present there.

- **Religious Matter**

Large part of Mithila School of education was mainly religious. Brahmanic system of education followed there whereas Nalanda was initially emerged as a centre of Buddhist tradition and education, but gradually covered a wide range of secular subjects like Hetuvidya or logic, Sabdavidya or Grammar, Chikitsavidya or Medicine etc.

- **Method of Instruction**

In Mithila, mainly *lecture method* was followed. Veda, Upanisada, Smriti, Logic etc. were taught by the teacher verbally. It was mainly teacher- centric.

Whereas in Nalanda, besides lecture method, other methods like *discussion, seminar, education by work experience* and several other methods were used side by side.

So, it can be said that in Nalanda the activity of the students was also important and in that sense the Nalanda system of education was more up-to-date than Mithila.

- **Admission Procedure**

In Mithila the admission was strictly regulated by the choice of the Acharyya. Besides student's quality, others factor like caste, family background, regional address etc. were also considered.

But the case was different in Nalanda. Admission in Nalanda was very restricted. Only those students were admitted who had the necessary background to follow higher studies. According to Hiuen-Tsang, students came from the various parts of the world like Mongolia, China, Korea, Tibet etc. but only 20% – 30 % of those came out successful at the entrance test and the remaining had to go back in disappointment. Those who examined the candidates seeking admission were experts in religious controversies and were always ready with difficult problems to test the competence of aspirants for admission. So, student's quality was the only condition of eligibility for admission.

- **Medium of Instruction**

In Mithila, *Sanskrit* was the chief medium of instruction. In later age Maithili became popular and was used very much in literature but the importance of Sanskrit remained unchanged.

In Nalanda, *Pali* was the main medium of instruction but the knowledge of *Sanskrit language* was very much essential for the students. In later age Sanskrit became the chief medium of instruction in Nalanda also because Indian system of education was strictly depended on Sanskrit. *Dwar-pandita* of Nalanda mainly judged the students' efficiency mainly on Sanskrit and Buddhist literature.

- **National and Global Aspect**

Mithila had high excellence especially in Brahmanic education for which students from other parts of India were attracted. Mithila became a leviathan in the field of *Navya Nyaya*.

On the other hand, Nalanda became most prestigious and truly international organized learning centre. It drew students from all over the region. Nalanda had scholars from China, Korea, Mongolia, Tibet, Japan as well as Turkey. Nalanda's greatest gift was to liberate knowledge from the narrow confines of geography or religion and seek to share knowledge with the world at large.

Though Mithila was confined within the *National* periphery, sometimes its popularity overcame the boundaries whereas Nalanda had an *international* appeal.

- **Management & Finance**

Though Mithila started its journey by the patronage of kings of Janaka dynasty, sometimes it was all alone but it never stopped to shine.

Nalanda was all the time under the patronage of various kings and intelligentsia. All the expenses were being donated by them. Besides this there was *democratic administration* in Nalanda Mahavihara.

- **System of Award**

After completion of study the students had to face a peculiar examination popularly known as '*Salaka Pariksha*', by which the candidate had to explain that page which was pierced last by needle run through it. This was the rigid test of the academic talent, adequate knowledge and capacity of the candidate to explain unprepared any part of the text he had studied. Success in this peculiar examination alone could entitle the students to the degree of graduation of the University.

The final test of the student in Nalanda was quite different. After successful completion of the courses, *verbal examination* was taken place in Nalanda. If the students were successful they were awarded different degrees and titles like *Pandita*, *Mahapandita*, *Acharyya*. Some of the students of Nalanda after completing their studies went to King's court to exhibit their abilities, showed their political talents and sought appointment in the practical government. They received grants of land and were advanced to a high rank; their famous names were as a reward written in white on their lofty gates. After this they could follow whatever occupation they liked.⁹

6. Conclusion

With the omnipotent wheel of time, both these prides (Nalanda and Mithila) are evaporated gradually. Sometimes it is said that Mithila and Nalanda were both died but this is not true. They are still living but in a different garb. Mithila and Nalanda have been incorporated into our present system of education.

Mithila School of education still lives in the mythology of *Vaisnavas*, *Sahajias*, the *Shaibas*, *Darbesh*, the *Sannyassis*, Tantricism and *Advaita Vedanta*. In spite of that Mithila School of education is still partially present in our present education in the form of a traditional sanskrit chatuspathi type of education.

Nalanda exhibits an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology,

⁹ Takakusu, J., (1896, reprint 2005): *I-Tsing, A Record of the Buddhist Religion: As practiced in India and the Malay Archipelago (A.D. 671-695)*, Translated work, New Delhi. P. 178

monumental art, town planning or land scape design and education, specially the secular type of education which are very much useful yet in our present day. In fact Nalanda is the path-finder of the modern University. Though Nalanda was a different type of higher education institution but it still bears a significant position in the present day higher education system. Its democratic nature, secularity, academic brilliance, international appeal, above all the quality of management is equally relevant today.

References

- Altekar, A.S. (1965), *Education in Ancient India (Sixth Edition)*; Varanasi, Nand Kishore & Brothers Publication.
- Beal, S., (1884, Reprinted 1995), *SI-YU-KI: Buddhist Records of The Western World (translated from the Chinese of Hiuen-Tsiang, A.D. 629)*, Delhi, Low Price Publications.
- Misra, P. N. (August, 1993), *History of Mithila*, Calcutta. Amar Bharati.
- Saletore, R. N., (1984), *Encyclopaedia of Indian Culture: Volume III & IV*; New Delhi, Sterling Publishers Pvt. Ltd.
- Sankalia, H.D. and with a preface by Heras, Rev. H., (1934), *The University of Nalanda*; Madras, B.G. Paul & Co. Publishers.
- Takakusu, J., (1896, reprint 2005): *I-Tsing, A Record of the Buddhist Religion (A.D. 671-695)*, Translated work, Delhi, Munshiram Manoharlal.

Internet Sources

- “Excavated Remains at Nalanda – UNESCO World Heritage Centre”, available in (<http://whc.unesco.org/en/tentativelists/5407>). whc.unesco.org. <http://whc.unesco.org/en/tentativelists/5407>. Retrieved 13.07.2012.
- [Introducing Nalanda as an important Buddhist centre of academic excellence](http://www.lonelyplanet.com/india/bihar/nalanda) available in www.lonelyplanet.com/india/bihar/nalanda. Retrieved 20.2.14
- [Forgotten treasure of knowledge – Nalanda University.. from... vidamanejo.com/.../forgotten-treasure-of-knowledge-nalanda-university-in-bihar-india](http://vidamanejo.com/.../forgotten-treasure-of-knowledge-nalanda-university-in-bihar-india)... Retrieved 21.2.14

ROLE OF VOCATIONAL SKILL DEVELOPMENT TRAINING INSTITUTIONS IN LIFELONG LEARNING

Dr.TandraBandyopadhyay

Assistant Professor, H.J. College of Education, Khar-West, Mumbai-52

Introduction

Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability.

The term Lifelong Learning evolved from the term "life-long learners" created by Leslie Watkins. The term recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations.

The concept lifelong learning implies certain functions for educational process. It suggests learning continuous alongside in parallel with, in everyday activities-work, leisure, social development.

According to some authorities lifelong learning is a process which is happening all the time, through encounters in the workplace, the home and the community, implying lifelong learning in a natural condition. Some authors opine that lifelong learning is like lifelong breathing - something which we cannot avoid while remaining conscious. Other authors draw the attention to the lack of provision for adult learners in formal system of education and suggest that there is a broad cleavage of lifelong learning.

However lifelong learning is a coherent approach implies educational policies fit more comfortably with considerations of Institutions and an Institutionalized arrangement.

The term lifelong learning is the term, widely used in modern scenario. It implies certain functions facilitating educational processes. It suggests that learning continues alongside with everyday activities like work, leisure, play, social development, entertainment and so on.

Vocational and Skill Development Training Institute- Lifelong learning vs. Self Learning:

Apart from specified and qualified status of formal education, an individual for one's own further growth has to go for practical applications and work experience. Such specified practical training in the opted field is known as vocational and skill development training.

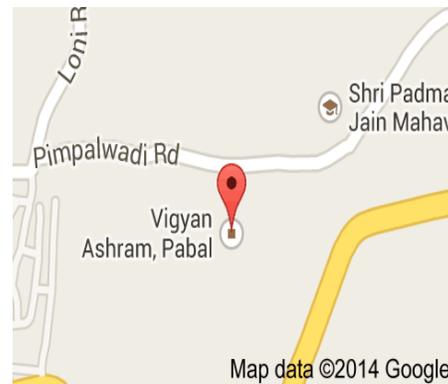
Dr. Shridhar Kalbag, a renowned scientist turned educationist had visualized modern version of gurukul system of education for vocational training specially designed for rural adults to train them for entrepreneurship education for a dynamic rural economy.

Three hours from Mumbai and an hour off dusty side roads from the Mumbai-Pune



Expressway, lays the tiny village of Pabal. Twenty five years ago Dr. Shrinath S. Kalbag ventured forth to setup Vigyan Ashram an experiment in teaching rural youth and adults through a curriculum of non-formal education. After completing a Ph. D from the University of Illinois, Dr. Kalbag returned to India and pursued a successful research career eventually heading Hindustan Lever's Engineering Sciences Department. In 1982, hoping to apply his scientific training to help India's rural population, Dr. Kalbag quit his job and began to look for a place where he felt he could make a significant impact.

He chose Pabal, 75 km away from Pune, as it was a drought prone village lying in the 'rain shadow' of the Western Ghats. He hoped by



living and working with the villagers, he would be able to understand their needs and to help them improve their livelihood. When he first moved to the area in 1983, the village consisted of a dirt road and a few farm houses. He setup Vigyan Ashram on a barren hillock on some land donated by the Government of Maharashtra. Vigyan means "search of truth" and Ashram symbolizes "simple living high thinking". It is a modern version of gurukul system. Today, Vigyan Ashram stands as a shining example of an organization that is helping revitalize the rural Indian economy through appropriate training and education.

Objectives of Vigyan ashram

1. To impart training of simple basic skills to village youth and adults.
2. To give them various exposure to the 'World of work'.
3. To develop their personality and understanding by giving activity to hand.

4. To connect academic education to the day to day problem.
5. To develop vocational interests, aptitudes and allow self-exploration.
6. To make them enterprising.
7. To facilitate the students in making choice of vocational courses.
8. To prepare students for participation in work as a desired dimension of academic education.
9. To inculcate healthy values related to work culture.
10. To develop Indian rural background through education.
11. To spread the available basic technology to masses.
12. To give boost to small enterprises and local economy.



Curriculum and Methodology of Teaching

Both economy driven and Social driven approaches have been recognized while framing the curriculum in VA. The various courses constitute DBRT, Poultry, Workshop fabrication, MS Office, Computer Tech Programme and so on.

Over the years, Vigyan Ashram has built a comprehensive, year-long, vocational curriculum targeted at rural youth and adults, who have generally dropped out of school. Around sixty learners including boys and girls, live on the campus and participate in a daily routine that starts at dawn and includes classroom instruction, hands on laboratory and field work and evening sessions of idea sharing and presentation skills. There are students from nearby villages known as day scholars can avail the same course. The curriculum is designed to increase the student's awareness of how scientific and technical principles could be used in a rural setting and, more importantly, to help to boost the student's self-confidence and independent thinking.

VigyanAshram has done many remarkable projects under DBRT programme.. It includes making Candy, fruit Pulp, Onion grading Machine, Cash Guard Alarm, Cultivation of exotic vegetable, LPG gas leakage alarm, Instillation of solar light, Seed sewing Machine, Cow dung mixer for Bio gas Plant, Medicinal Plant Nursery, Playhouses etc. ASHA, an NGO for education, provided financial support for this program. Students can take admission at any time irrespective of their age; minimum qualification for this course is education up to eighth standard. Students come from different states of India like Andhra Pradesh, Gujarat, tribal area of Jharkhand and Maharashtra.

Students are exposed to the basic areas like Engineering, Energy & Environment, Agriculture & Animal Husbandry, and Home & Health. All students, both boys and girls, are expected to learn all skills of Engineering- (Fabrication & construction& Basic Carpentry, Engineering Drawing & Costing), Energy & Environment - (Electrical, Motor rewinding, survey techniques, solar / biogas etc.), Home and Health (Sewing, food processing and rural lab), Agriculture and Animal Husbandry (playhouse, poultry, goat farming, dairy nursery techniques)

The units include hands on experiments and construction. Students are encouraged to

make mistakes and learn by doing. Each student is expected to raise Rs. 1000 of their tuition by various income generating activities. The Ashram has a working farm, a chicken coop and an animal she. Students learn to grow their own vegetables, to monitor and plot food intake versus animal weight and to determine the optimal time to take an animal to market. As they learn to make economic decisions regarding the best price for their produce and animals, they also gain a hands-on understanding of local economic tradeoffs; apply mathematical concepts in a practical setting and build sound business skills. This has paid off as many of the alumni have now started successful ventures of their own. At the end of the year-long training, student dropouts, who started the program with rudimentary mathematical and non-existent technical skills, graduate with an understanding of how to apply science, technology and mathematics to real world problems. More importantly they leave with the confidence that they know how to 'learn to solve problems' as one of the graduating students explained

Twenty per cent of theory is taught through small classrooms situated in nature and theory is embedded in work.

Dr. Kalbag believed that the education we gain from class room formal set up, is basically for elite class and white collar jobs, where only 20% of the total population in any given society is involved.

Flexible methodology and multi skill training is provided by the Institution. School should be a production of certain real time training. Technology is being updated and institution should adopt the training.

Besides DBRT, one more course titled as IBT(Introduction to basic technology), Program in Formal SchoolVA's educational philosophy of 'Rural Development through Education System' is implemented in formal school (8th -10th class) through 'Introduction to Basic technology'(IBT) Program. We are trying to disseminate various appropriate technologies to villagers through IBT Program.

Over the years, Vigyan Ashram's curriculum has taken its philosophy of "Learning while doing, in a real life situation" and has built it into a program, "Introduction to Basic Technology (IBT)", that is recognized as a formal subject by the

Government of Maharashtra. The curriculum has been disseminated to 25 schools across Maharashtra and Vigyan Ashram is working with Lend-a-Hand-India to scale it to 100 more schools.

In addition, Vigyan Ashram students and instructors have taken their founder's encouragement of intellectual curiosity to heart and are responsible for several innovative products. To address the issue of low cost housing, Vigyan Ashram has designed a geodesic dome – The Pabal Dome – that can be bolted together from a knocked-down color-coded kit. At a cost of Rs. 150/ft, the entire dome can be put up in a day and converted into a permanent structure by applying Ferro cement over the wire mesh frame. In keeping with Vigyan Ashram's aim of encouraging rural development, its alumni have setup fabrication facilities in the village to manufacture. Pabal Dome kits have filled over 1000 orders from all over India. Fifteen years ago, one of the Ashram instructors designed a low cost tractor for Rs. 150,000 when most available models went for 3 to 4 times as much. He now has set himself up in Pabal village manufacturing tractor accessories and farm implements. One of Dr.Kalbag's first innovations at Vigyan Ashram was a low cost Earth Resistance Meter for measuring ground conductivity that is used for identifying potential sources of water. Today Ashram graduates have been

trained to use it to provide neighbouring villages with water prospecting services, with a highly successful 90 per cent plus hit rate. More recently students at VigyanAshram has developed low-cost, LED-based, light bulbs that draw low amounts of energy and can be used instead of incandescent lights.



Text Book

VA does not believe to have regular text books for their courses; rather education takes place in the lap of nature. Only twenty percent of the subject matter is taught through text books. The DBRT programme has been officially published by NIOS in English. NIOS has appointed committee for writing these books.

Role of Teachers

In Vigyan ashram, the faculty Instructor must be an entrepreneur. Teachers are to be skilled. They should have demonstrable ability. They must explain theory by transforming them into practicality. No teachers in this ashram are permanent. Alumni association reinvented from time to time for providing training to existing students.



Edutainment

VA has always believed in sound mind in a sound body. Besides vary many educational programmes, they have programme for entertainment also. 16 students these year completed pure half marathon. Studets went on bicycle trek of 300 kms to Shiveri fort. They observe important days like Independence Day etc. They visited kissan exhibitions. Several short study visits to nearby entrepreneurs. 22 schools participated in the competition to make solar dryer and use it for drying vegetables.

Continuous feedback, evaluation and modification of curriculum

Continuous feedback and evaluation is given from time to time to the students on the basis of their day to day work. Examination on theories, time to time class tests generate fear psychosis in students, advocated by the instructors. Hence the quality and



the quantity of the work is continuously assessed without even students' knowledge.



Research Aquaponic and Azola experiment

'The success of a dairy plant depends largely on increasing milk production without escalation in feeding cost' admits the principal of Vigyan ashram. Growing fodder grass is a good option. Hence the students are being trained to cultivate Azolla, which could be used for animal

fodder in rural area. Azolla is a floating fern which resembles algae. It is rich in proteins, amino acids, vitamins and minerals. Pabal village has proved that the quantity and quality of milk yield of cattle went up when they were fed with azolla. Normally azolla is grown very conveniently in shallow water bodies.



Aquaponics one more on-going research of Vigyan ashram is, simply integration of hydroponics (cultivation of plants without soil) and aquaculture (fish farming). In aquaponics system water from aquaculture is used as irrigation water for crop production and extra water returns back to fish tank. When this water circulated near root zone, nitrogen fixing bacteria (mainly nitrosamines and nitrobacteria) convert ammonia (NH_4) in to nitrite (NO_2) and then to nitrate (NO_3) form, which is very good source of nitrogen for plants and less toxic to fish in aquaculture system as compare to ammonia. A part from this, aquaculture water is also very good source of almost all macro/ micro nutrient required for plant growth. So this is completely self-sustainable system of crop & fish production where about 90 % of the water and 100 % nutrients are recycled for organic crop production.

Work experience, Entrepreneurship and Support to Village industries:

In the last 5 years, 66 instructors left Vigyan Ashram to start their own enterprises. Though it is temporary loss to the ashram, but yet this hasn't hampered the institute to contribute entrepreneurs to the society. Youths have been trained from the villages to work as instructor and pass on their learning to the needy. In the past two decades the institute has given hands on training to the youth and awarding them practical experience in their field.

Research and Findings:

Vigyaa Ashram as an institute has been instrumental in developing entrepreneurs in the nearby villages like Shirur, Rajgurunagar, Pabal, as observed in cases of villagers who underwent training have become self-employed today. Around 60 entrepreneurs were

interviewed through semi structured interview. It has successfully produced numerous local entrepreneurship ventures in the region, right from small time businesses in the likes of welding workshop, masonry workshops, furniture manufacturing, poultry farming, making of low cost hearing aid, low cost tractors and etc.

Challenges

The biggest challenge that Vigyan Ashram has been facing is to change the mindset of the students. Candidates come from different regions throughout India, some are drug addicts, and some may be juvenile delinquents, totally disobedient to their parents, to mold them into the schedule of the school is a task itself.

Besides, the equality of educational opportunities irrespective of gender could not be met by Vigyan Ashram. Because of rural set up only 5% girls enroll to the different courses in Vigyan ashram, therefore there has been a cleavage between the gender enrolment.

Awards and Recognition

Neelima Mishra, a 39 year old was conferred Magsaysay award and she cannot forget her teaching ground in Pune that helped her carve a niche in rural development.

Sponsorship

Many Govt and Private organization and individual donor supported the programs of ashram. Few of the organization which supported us are "CAPART (Min of rural Development)", "Dept of Science & Technology" "Sir Dorabaji Tata Trust" "Hindustan Lever" "Lend-A-Hand-India", "Association for India's Development (AID)", "ASHA for Education", "MHRD "etc.

International connections

Fab Lab in Vigyan Ashram was a brain child of Dr.NeilGreshenfield, Director of MIT is a collection of commercially available and parts linked by software processes MIT with collaboration of Vigyan ashram has developed for making projects, aim at giving ordinary people around the world the technology to design and make their own staff.VA has taken various appropriate technology projects under Fab lab. Some of them are i) Human power based lighting solution ii) LED lights iii) Egg incubator iv) Agrisensors etc.



Conclusion:

Skills and knowledge are the engines of economic growth and social development of any country. Country's with higher and better levels of skills and expertise respond more effectively and promptly to challenge and opportunities of globalization. India is in transition to knowledge and economy and its competitive edge will be determined by the abilities of its

people to create, to share and use knowledge more effectively. This transition will require India to develop workers into knowledge workers who will be more flexible, analytical adaptable and multi skilled.

To achieve this goal India needs flexible education and training system like Vigyan Ashram that will provide the foundation for learning and development, required competencies as means of achieving lifelong learning.

References

Books

De, Bono, Edward (1985) Six Thinking Hats (London: Penguin)

Evans, Norman (2003) Making sense of lifelong learning (London: RoutledgeFalmer)

Journals

Tuijnman, A.et.al (1988) Adult Education and Earnins: A 45-year Longitudinal Study of 834 Swedish Men, Economics of Education Review, vol.7, pp.423-437.

Tatte, Lina. Significance of Lifelong Education in India, University News, Vol 38 No 20 May 15, 2000, pp 05-07.

Dunning, Gerald. Developing Lifelong Learners and the implications of Distance Learning Programmes, New Era in Education, Vol 85 No 03, pp 84-85.

Verma, Ramesh. Lifelong Learning in Twenty first Century, University News, Vol 41, No. 45, pp 01-03.

Webliography

www.vigyanashram.com

www.ashanet.org/projects/project

www.facebook.com/vigyan.ashram.pabal

engindia.wikidot.com/vigyan-ashram

www.lifelonglearning.co.uk/index.htm

www.ox.ac.uk/admissions/lifelong_learning/index.htm

ATTENTION TO AUTHORS

JOURNAL OF EDUCATION AND DEVELOPMENT

- invites articles from Educationist, Academicians, Social Scientist, Research Scholars, Students, NGOs, Colleges, Universities and Research Institutions.
- The length of the paper should be within 4000 words.
- The references should be followed in APA style.
- The article can be sent along with Abstract in MS-Word format in CD or a hard copy to the Editor-in-Chief or can be mailed to jayanta_135@yahoo.co.in (subject line as “Article for Journal of Education & Development”).
- Journal of Education & Development is published in June & December.

Disclaimer : The opinions and views expressed are exclusively those of the authors and in no way the editorial board or the publisher is responsible for them.

ANY QUERY MAY BE ADDRESSED TO

Jayanta Mete

Department of Education, Kalyani University, Kalyani – 741235, Dist. Nadia, West Bengal, India, Mobile : 09433476662, Email : jayanta_135@yahoo.co.in

Published by

Shri Dipak Das, Jakir Hossain B. Ed. College, Aurangabad, Murshidabad, West Bengal, Pin – 742201, India

Printed by

Print & Press, B-14/458, Kalyani – 741235, Dist. Nadia, West Bengal, India

JOURNAL OF EDUCATION AND DEVELOPMENT
MEMBERSHIP FORM

Name (in Block Letters).....

Designation.....

Institution.....

Address.....

.....

Phone No..... Mobile No.....

E-mail.....

Journal to be sent to.....

D. D. No..... Date.....

Amount..... Drawn on.....

Signature

SUBSCRIPTION RATE

Annual Membership :

Single copy – Rs. 300/-

Individual – Rs. 500/-

Institution – Rs. 800/-

Extra Postal Charges of - Rs. 50/-

***Subscription is accepted in cash or Demand Draft in favour of Jakir Hossain B. Ed. College,
Miapur, Murshidabad, Pin – Pin – 742225, West Bengal, India.**