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JAKIR HOSSAIN B. ED. COLLEGE
P. O. –Miapur, Ghorsala,
Dist. – Murshidabad, West Bengal,
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From the Desk of Editor-in-Chief

The 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.

Editor-in-Chief

Kalyani, West Bengal
30, June, 2017

JOURNAL OF EDUCATION AND DEVELOPMENT

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RELATIONSHIP BETWEEN LIFE SKILLS AND CONCERN ON SOCIAL ISSUES AT THE PRESENT SCENARIO AMONG HIGHER SECONDARY (+2) SCHOOL STUDENTS

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Life skills are usually associated with managing and living quality of life. They help us to accomplish our ambitions and live to our full potential. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility. In everyday life, the development of life skills helps students to find new ways of thinking and problem solving. Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others. Build confidence both in spoken skills and for group collaboration and cooperation. Analyse options, make decisions and understand why they make certain choices. Develop a greater sense of self-awareness and appreciation for others. Benefits of life skills to the society are, the more we develop life skills individually, the more these affect and benefit the world in which we live. Recognising cultural awareness and citizenship makes international cooperation easier. Respecting diversity allows creativity and imagination to flourish developing a more tolerant society. Social concern is essential for the positive development of the society. Students are future generation. There for developing social concern is very important. Developing negotiation skills, the ability to network and empathise can help to build resolutions rather than resentments. This

Objective of the study

1. To find out the Life Skills of Higher Secondary School students.
2. To find out the Concern towards Social Issues at present scenario among higher secondary School students.
3. To find out the relationship between Life Skills and Concern on Social Issues at present scenario among higher secondary school students.

Hypothesis for the study

There exist significant relationship between cultural intelligence and concern on social issue among secondary school students

METHODOLOGY**Method used**

Survey method was used for the study

Tools selected

Life skills Assessment Scale (Bindu and Helen,2012)

Scale to measure Concern on Social Issues at Present Scenario(Bindu,2017)

Statistical techniques used

Statistical techniques used for the analysis of data are,

1. Mean
2. Standard Deviation
3. Pearson's Product-Moment Correlation

Analysis and Interpretation of Data**Table 1 Data and result of Life Skills of higher secondary school students**

Life Skills	No. of students	Percentage%
High	24	16
Average	60	40
Low	66	44
Total	150	100

Table 1 show that out of 150 students 24 (16%) of them have higher level of Life skills, 60 students (40%) were having average Life Skills and 66 (44 %) were with low level of Life Skills.

Table 2 Data and result of concern on social issues at present scenario among higher secondary school students

concern on Social issues at present scenario	No. of students	Percentage
High	20	13.34
Average	56	37.33
Low	74	49.33
Total	150	100

Table 2 shows that out of 150 students only 20 (13.34%) of them express their concern on social issues at the present scenario, 56 (37.33%) were average in their concern on social issues at the present scenario and 74 (49.33%) were with not concern about social issues at the present scenario.

Data and result of test significance of difference in mean scores of Life skills of higher school students with respect to gender

Gender	N	Mean	SD	C.R
Girls	70	80.87	5.32	0.058
Boys	80	80.83	5.34	

The obtained critical ratio was found to be 0.058 which is in the acceptance region at 0.05 level of significance. So there exists no significance difference between boys and girls in their level of Life skills.

Analysis of concern of Higher Secondary School Students on Social Issues at the present scenario with respect to Gender

Gender	N	Mean	SD	C.R
Girls	70	80.83	6.50	2.58
Boys	80	79.88	5.68	

The obtained critical ratio was found to be 2.58 which is in the rejected region at 0.05 level of significance. That means there exist significance difference between boys and girls in their concern towards social issues.

Analysis of the relationship between Life Skills and Concern on Social Issues at the present scenario among higher secondary School students

Variables	No of Samples	Life Skills		Concern on Social Issues		CR
		M	SD	M	SD	
Life Skills & Concern on social issues in the present scenario	150	81.45	6.25	80.07	6.05	0.45

- A) The obtained correlation between Life skills and Concern on Social issues at the present scenario is found to be 0.45.
- B) The obtained correlation is found to be positive. This shows that any increase or decrease in Life skills will be followed by Corresponding increase or decrease in concern on social issues at present scenario among higher secondary school students. Hence the above stated hypothesis is accepted.

Discussion and Educational implication of the study

In the light of the findings of the present study, the following educational implication is suggested for consideration. The study conducted among 150 higher secondary school students in Kannur district. Out of 150 student 20 (13.34%) students having Life skills above average and 56 (37.33%) Students were average in their level of Life kills and 74 (49.33) students were having low level of Life skills. When analysing the life skills with respect to gender, there is no difference among boys and girls. When assessing the concern towards social issues at the present scenario, out of 150 students only 13.34 % (20 students) of them are concern about the social issues at the present scenario, 56 (37.33%) wereexpress their concern at average level and approximately half of the sample 74 (49.33%) show low concern towards social issues in the present scenario. Result revealed life skills and social concerns are positively correlated. Concern towards social issues is relevant in the present scenario because our society is dumped with number of anti social practices. Human become selfish and he exploited the environment. We introduced Life skills in different levels of schools for the development of all round personality of the child. Since state education department introduced various programmes at secondary and higher secondary level for developing the all round personality of the students. ASAP, SPC, NSS,NCC, Scouts and guides etc. are introduced with an intension to enhance the performance of the students. It is

very serious tendency among the students that they keep silence towards the social issues. Some time they run away from the situations and their focus mainly on the smart phone, internet etc.

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A STUDY TO THE TEACHER EFFECTIVENESS IN RELATION TO THEIR ACADEMIC BACKGROUND AT SECONDARY LEVEL

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Abstract:

Education is a tripolar process which includes teacher, student and society. Teacher role cannot be replaced by any other agency. Teacher mould the material according to the objective of education. But society is changing with the passage of time and demand more on the part of the teachers. But most of the students are not satisfy with the school teachers, so everyone is enrolled in a coaching or tuition institute for passing examinations. It is not hidden from us that what the purpose of coaching or tuition institution is. What is happening generally in all the states of India especially in Bihar? Most of the coaching institutes are called coaching bazaar: unbridled and unfair. So, if we want to raise standard of education, we have to give more emphasis on teachers and their effectiveness on teaching.

Key Words: Teacher Effectiveness, Academic Background

INTRODUCTION

In one hand, education is just like medicine in the sense that it saves the nation from the poverty, social evil, prejudices, illiteracy and injustice, on the other hand it helps the nation to make a respectable position in a world frame by development. In the process of development many forces are involved. Among all the forces, human forces have vital role to play for acquiring predefined goals. Human forces include teaching and non teaching staff. From ancient time to present era education is also provided formally. In formal system of education, teacher played the role as guru and presently playing the role as friend, philosopher and guide. In ancient period education was teacher centered because it was believed that teachers possess all the knowledge. The relationship between the child and teacher was just like father and son. Disciples follow all the instructions of their teachers without any discussion. In Vedic period teachers were called guru and the place where instruction was provided called gurukul. Guru was that person who removes the darkness form the life of the child. The teachers and disciple resides together. In Buddhist period teachers were called Acharya of Upadhaya who was having strong personality with good character. In the period of Isalm, the teachers and students were having the same relation as in the period of gurukul or Vihar- means direct relation. The teachers who were teaching their disciples in their courtyard which was based on the individualistic attention i.e., in the

principle of individual difference. Teachers were untrained and punishment was the part to maintain discipline and values. As a result dropout rate was very high but teachers were respected.

Radhakrishnan Commission known as University Education Commission (1948-49) made recommendations for improving the quality of higher education and wanted higher education to be built on the foundation of Indian heritage and culture. The commission set goals for development of higher education in the country. The commission emphasized the quality of teachers and new method like tutorial system. It advocates the use of mother tongue as the medium of instruction to make learning environment more effective. It also pleaded for better admission procedure and recruitment of teachers based on merit. If once teacher was selected on the basis of merit they can make congenial environment for learning.

The Education Commission (popularly known as Kothari Commission 1964-66)) report is entitled "Educational and National Development". The title of the report indicates the significance of education in national development. It recommended a clear cut educational structure (10+2+3 system) with reasonable flexibility for education for various levels. The urged the state and national level machineries to define, revise and evaluate national standards of education. According to Commission recommendations, the major programme for qualitative improvement includes raising the economic, social and professional status of teachers. The Commission emphasized for improving the quality and scope of teachers education and in-service programme, vigorous improvement in the method of teaching and evaluation. It includes providing quality text books and other teaching materials, search for introduction of nation-wide programme of school and colleges improvement where each institute finds congenial condition to strive continually to achieve to the best results of which it is capable, and creation of 5 or 6 major universities. Above two land mark reports in fact laid down the basic frame work for the national policy for higher education in the country.

It has also been stated by the Education Commission (1964-66) that the destiny of India is now being shaped in her classroom. It is not only a saying but a reality. In a world based on science and technology, it is the education that determines the level of prosperity, welfare and security of the people. On the quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of nation reconstruction

whose chief objective is to raise the standard of living of the general masses. Obviously this emphasizes the importance of the classroom. A classroom does not mean the room confined by four walls but it is the entire formal system of education, i.e., school, college, university campus, etc. So expansion and improvement of quality education can be achieved by the promotion and maintenance of a good learning environment

At present time, teachers do not judge and teach them without knowing their background and their ability. So it can be said that at present teacher are playing very important role in the process of education. It is believed that teachers are not in the focal point but their responsibility increases with the passage of time. They are responsible to make environment conducive for better teaching.

Environmental condition: - Teacher's main task is to organize the learning condition in the institution and help him to make the best use of such situations available at home and in the social environment. The following figure represents the process of learning:

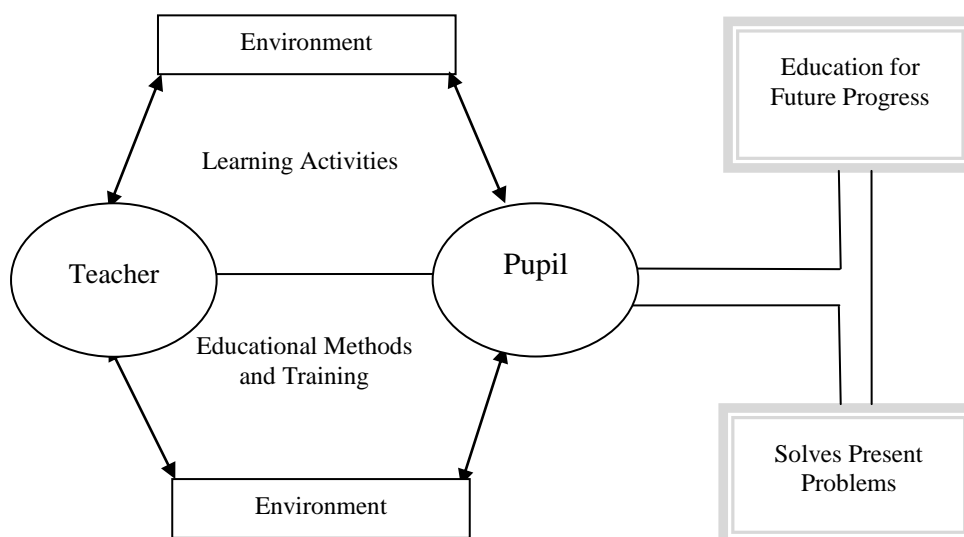


Fig 1.2: Learning Process (Kulshrestha, 2001)

In modern period, education is child centered. Curriculum is decided on the basis of interest and attitude of the child. So the teachers choose approaches, methods, techniques and skills accordingly.

Need of the Study

The researcher based on his observation found that a vast majority of teacher's particularly secondary school teachers are very crucial for all over development of

personality of the child. Diwan (2010) study reveals the fact that fatigue has positive effect on teacher's effectiveness. Zuzovsky (2003) investigated the relationship between qualification of teacher and achievement of student and found that there is positive relationship between qualification and achievement. Teachers are very important for the development of students. Teacher's main task is teaching. Teaching is a complex process in which preparation and planning is needed. Teachers subject knowledge, classroom management, technological tools which are used in teaching and pedagogical knowledge is very important to be effective teacher along with the implementation of these knowledge in teaching. Taking into consideration the above observations, the researcher feels that a study should be conducted a study to the teacher effectiveness in relation to their academic background at secondary level.

Statement of the Problem

Present study states "*A Study to the Teacher Effectiveness in Relation to their Academic Background at Secondary Level.*"

Objectives of the Study

Following are the objectives of the study:

1. To know the attitude of graduate and post graduate teachers towards preparation and planning of teachers for teaching and learning and its effectiveness on teaching and learning.
2. To find out the graduate and post graduate teachers subject knowledge and its effect on teaching and learning.
3. To study the graduate and post graduate teachers relationship with other staff and its effect on teaching and learning.
4. To know the attitude of graduate and post graduate teachers towards classroom management and effectiveness on teaching and learning.
5. To find out the graduate and post graduate teachers characteristics and its effectiveness in teaching and learning.

Hypotheses of the Study

Following are the hypotheses of the study:

1. There is no significance difference between the attitude of graduate and post graduate teachers towards preparation and planning of teachers for teaching and learning.
2. There is no significance difference between the subject knowledge of the graduate and post graduate teacher's.
3. There is no significance difference between the graduate and post graduate teachers relationship with other staff.
4. There is no significance difference between the attitude of graduate and post graduate teachers towards classroom management.
5. There is no significance difference between the characteristics of graduate and post graduate teachers and its effectiveness in teaching and learning

Delimitations

The present study is delimited in terms of area, content and sample as follows:

- The study was confined to the Darbhanga District of Bihar State.
- The sample included teachersts from secondary school only.
- A sample of only 25 graduate teachers and 25 post graduate teachers taken from 5 school of Darbhanga District of Bihar State, which cannot present the whole population. So, the present research can be generalized keeping in view the limitations.
- In spite of all precautions that have been taken for collections of data few respondents would have not been that sincere and honest as they should have been.

METHODOLOGY

Population and Sample

The population for the present study comprised of all the schools of Darbhanga district and all the teachers of these school. And then as per the objectives of the study, a list of school of Darbhanga Districts of Bihar was obtained from website. Firstly, five school and

then 25 graduate teachers & 25 post graduate teachers were selected on the stratified random sampling. Thus, sample for the present study comprised of 50 graduate and post graduate teachers from these school of Darbhanga district.

Tools of the Study

The tools used in the present investigation are listed below:

Teacher Effectiveness Scale (TES) constructed and standardized by Dr. Umme Kulsum was used for the study and which was published by National Psychological Corporation, Agra. The scale includes 60 items which is divided into grade, level of effectiveness on the basis of Z-Score as follows:

S.No.	Range of Raw Score	Range of Z-Score	Grade	Level of Effectiveness
1	435 and above	+2.01 and above	A	Most Effective Teacher (M.E)
2	401-434	+1.26 to 2.00	B	Highly Effective Teacher (H.E)
3	367-400	+0.51 to 1.25	C	Above Average Effective Teacher (A.A.E)
4	321-366	-0.50 to 0.50	D	Moderately Effective Teacher (Mo.E)
5	287-320	-1.25 to -0.51	E	Effective Teacher (H.E)
6	253-286	-2.00 to -1.26	F	Below Average Effective Teacher (B.A.E)
7	252 and below	-2.01 and below	G	Least Effective Teacher (Le.E)

RESULT AND DISCUSSION

Attitude of graduate and post graduate teachers towards preparation and planning of teachers for teaching and learning and its effectiveness on teaching and learning

To know the attitude of graduate and post graduate teachers towards preparation and planning of teachers for teaching and learning and its effectiveness on teaching and learning the scale was administered to 25 graduate teachers and 25 post graduate teachers. Table 4.1 below shows mean and standard deviation attained on scale. Analysis of attitude of graduate and post graduate teachers towards preparation and planning of teachers for teaching and learning and its effectiveness on teaching and learning has been done below:

Table 4.1 Attitude of graduate and post graduate teachers towards preparation and planning of teachers for teaching and learning

Variable	Number	Mean	SD	t-value	Result	Hypothesis
PG Teachers	25	76.62	7.97	.00215	Not Significant	Accepted
Graduate Teachers	25	65.42	9.68			

Table 4.1 reveals that the mean score of post graduate teachers and graduate teachers are 76.62 & 65.42 respectively with a t-value of 0.00215 which is not significant at 0.01 and 0.05 level. It means that there is no significant difference between the attitude of graduate and post graduate teachers towards preparation and planning of teachers for teaching and learning and H_0-1 is accepted.

Graduate and post graduate teacher's effectiveness on teaching and learning on preparation and planning

To know the graduate and post graduate teachers effectiveness on teaching and learning on preparation and planning the LES row score analysis done below:

Table 4.1.1 Graduate and post graduate teacher's effectiveness on teaching and learning on preparation and planning

Variable	M.E (A)	H.E (B)	A.A.E (C)	Mo.E (D)	B.E (E)	Le.F (G)	Total
PG Teachers	40%	40%	12%	8%			100%
Graduate Teachers	8%	16%	32%	24%	8%	12%	100%

The above table reveals that 40% post graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and 40% post graduate teachers Z score fall in the category of **Highly Effective Teacher (H.E)** while only 8% graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and 16% post graduate teachers Z score fall in the category **Highly Effective Teacher (H.E)**. So, it can be safely conclude that Post Graduate Teachers are more effective on teaching and learning on preparation and planning.

Effect of graduate and post graduate teachers subject knowledge on teaching and learning

To find out the graduate and post graduate teachers subject knowledge and its effect on teaching and learning the investigator administered the TES on total teachers which includes graduate and post graduate teachers and analysis is done below:

Table 4.2 Effect of graduate and post graduate teachers subject knowledge on teaching and learning

Variable	Number	Mean	SD	t-value	Result	Hypothesis
PG Teachers	25	96.2	11.04	0.00118	Not Significant	Accepted
Graduate Teachers	25	82.17	10.50			

Table 4.2 disclose that mean score of post graduate teachers and graduate teachers are 96.2 & 82.17 respectively with a t-value of 0.00118 which is not significant at 0.01 and 0.05 level. It means that there is no significant difference between effect of graduate and post graduate teachers subject knowledge on teaching and learning and Ho-2 is accepted.

Effect of graduate and post graduate teachers subject knowledge on teaching and learning

To know the graduate and post graduate teachers effectiveness on subject knowledge on teaching and learning the LES row score analysis done below:

Table 4.2.1 Graduate and post graduate teacher's effectiveness on subject knowledge on teaching and learning

Variable	M.E (A)	H.E (B)	A.A.E (C)	Mo.E (D)	B.E (E)	Le.F (G)	Total
PG Teachers	80%	20%					100%
Graduate Teachers	40%	8%	20%	32%			100%

The above table reveals that 80% post graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and 20% post graduate teachers Z score fall in the category of **Highly Effective Teacher (H.E)** while only 40% graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and 8% post graduate teachers Z score fall in the category **Highly Effective Teacher (H.E)**. So, it can be concluded that Post Graduate Teachers subject knowledge have more effect on teaching and learning.

Graduate and post graduate teacher's relationship with other staff and its effect on teaching and learning

To study the graduate and post graduate teachers relationship with other staff and its effect on teaching and learning the Teacher Effectiveness Scale was administered on 25 graduate teachers and 25 post graduate teachers and interpretation is as follows:

Table 4.3 Graduate and post graduate teacher's relationship with other staff and its effect on teaching and learning

Variable	Number	Mean	SD	t-value	Result	Hypothesis
PG Teachers	25	61.62	11.56	0.0481	Not Significant	Accepted
Graduate Teachers	25	51.25	17.94			

From table 4.3 it can interpret that the mean score of post graduate teachers and graduate teachers are 61.62 & 51.25 respectively with a t-value of 0.0481 which is not significant at 0.01 and 0.05 level. It means that there is no significant difference between effect of graduate teachers relationship with other staff and its effect on teaching and learning. So H_0-3 is accepted.

Graduate and post graduate teacher's relationship with other staff and its effect on teaching and learning

To know the graduate and post graduate teacher's effectiveness on teacher's relationship with other staff and its effect on teaching and learning the LES row score analysis done below:

Table 4.3.1 Graduate and post graduate teacher's relationship with other staff and its effect on teaching and learning

Variable	M.E (A)	H.E (B)	A.A.E (C)	Mo.E (D)	B.E (E)	Le.F (G)	Total
PG Teachers	24%	16%	32%	28%			100%
Graduate Teachers			8%	12%	32%	48%	100%

The above table shows that 24% post graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and 16% post graduate teachers Z score fall in the category of **Highly Effective Teacher (H.E)** while only 0% graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and % graduate teachers Z score fall in the category **Highly Effective Teacher (H.E)**. So, it can be concluded that Post Graduate Teachers are more effective in terms of relationship with other staff and its effect on teaching and learning.

Attitude of graduate and post graduate teachers towards classroom management and effectiveness on teaching and learning

To find out the difference between the attitude of graduate and post graduate teachers towards classroom management and effectiveness on teaching and learning the same TES have been used and analysis is as follows:

Table 4. Attitude of graduate and post graduate teachers towards classroom management

Variable	Number	Mean	SD	t-value	Result	Hypothesis
PG Teachers	25	126.46	15.73	2.188	Not Significant	Accepted
Graduate Teachers	25	99.41	10.78			

From above table 4. it can be analyse that the mean score of post graduate and graduate teachers are 126.46 & 99.41 respectively with a t-value of 2.88 which is not significant at 0.01 and 0.05 level. It can be conclude that there is no significance difference between the attitude of graduate and post graduate teachers towards classroom management and effectiveness on teaching and learning, so H_0-4 is accepted.

Effectiveness of graduate and post graduate teachers towards classroom management on teaching and learning

To know the graduate and post graduate teachers classroom management and its effectiveness on teaching and learning the LES row score analysis done below:

Table 4.2.1 Effectiveness of graduate and post graduate teachers towards classroom management on teaching and learning

Variable	M.E (A)	H.E (B)	A.A.E (C)	Mo.E (D)	B.E (E)	Le.F (G)	Total
PG Teachers	56%	16%	20%	8%			100%
Graduate Teachers		32%	8%	32%	16%	12%	100%

The above table reveals that 56% post graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and 16% post graduate teachers Z score fall in the category of **Highly Effective Teacher (H.E)** while only 32% graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and 8% graduate teachers Z score fall in the category **Highly Effective Teacher (H.E)**. So, it can be conclude that Post Graduate Teachers are more effective than graduate teachers towards classroom management on teaching and learning.

Graduate and post graduate teacher's characteristics and its effectiveness on teaching and learning

To find out the difference between the graduate and post graduate teachers characteristics effectiveness on teaching and learning the same TES have been used and analysis is as follows:

Table 5. Graduate and post graduate teacher's characteristics and its effectiveness on teaching and learning

Variable	Number	Mean	SD	t-value	Result	Hypothesis
PG Teachers	25	71.85	7.95	0.00026	Not Significant	Accepted
Graduate Teachers	25	58.92	8.05			

From above table 5. it can be interoret that the mean score of graduate and post graduate teachers are 71.85 & 58.92 respectively with a t-value of 0.00026 which is not significant at 0.01and 0.05 level. It can be conclude that the there is no significance difference between the teacher's characteristics and its effectiveness on teaching and learning, so Ho-4 is accepted.

Graduate and post graduate teacher's characteristics and its effectiveness on teaching and learning

To know the **Graduate and post graduate teacher's characteristics and its effectiveness on teaching and learning** the LES row score analysis done below:

Table 4.2.1 Graduate and post graduate teacher's characteristics and its effectiveness on teaching and learning

Variable	M.E (A)	H.E (B)	A.A.E (C)	Mo.E (D)	B.E (E)	Le.F (G)	Total
PG Teachers	60%	24%	16%				100%
Graduate Teachers		16%	24%	48%	12%	6%	100%

The above table reveals that 60% post graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and 24% post graduate teachers Z score fall in the category of **Highly Effective Teacher (H.E)** while only none graduate teachers Z score fall in the category of **Most Effective Teacher (M.E)** and only 16% graduate teachers Z score fall in

the category **Highly Effective Teacher (H.E)**. So, it can be s conclude that Post Graduate Teachers characteristics are more effective than graduate teachers on teaching and learning.

CONCLUSIONS

Modern age is the age of development. Every country is developing in own pace. India is also developing in the same way and called a developing country. India is a under developed country because of illiteracy, poverty, low per capita income, low national income, low standard of living and many other factors. India is developing a country because national income is increasing, standard of living is improving and literacy rate is moving upward. It is the fact that the development and existence of country depend on education system and science and technology. So in the present age, the country should emphasis on quality education. For quality education, quality teachers are needed. So for effective teaching many factors play a vital role such as qualification, content knowledge, management skill, knowledge of teaching strategy, knowledge of methods of teaching. The present paper revealed that higher qualification teachers are having good effect on preparation and planning of teaching, their subject knowledge, teachers relation with other staff, classroom management and characteristics of teachers.

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CONTRIBUTION OF RAMAKRISHNA MISSION TO THE FIELD OF EDUCATION

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Abstract:

Ramakrishna Mission during the last 120 years has been incessantly contributing to the field of various areas of education namely teacher education, technical education, medical education, school education, higher education, language education, tribal education, women education etc. The present paper on the basis of a few case studies has drawn some important points related to the contribution of Ramakrishna Mission in the field of education.

Key Words: Ramakrishna Mission

Growth and development of Ramakrishna Mission in general:

Ramakrishna Math is a monastic order for men brought into existence by Sri Ramakrishna (1836-1886), the great 19th century saint of Bengal who is regarded as the Prophet of the Modern Age. Ramakrishna Mission is a registered society in which monks of Ramakrishna Math and lay devotees cooperate in conducting various types of social service mainly in India. It was founded by Sri Ramakrishna's chief disciple and religious leader, Swami Vivekananda (1863-1902), who is regarded as 'one of the main moulders of the modern world', in the words of an eminent Western scholar.

- First phase of Ramakrishna Movement (1872 to 1905): Laying the foundation: The Ramakrishna Mission Association (in short, 'Ramakrishna Mission'), was formed on May 1897. Its supporters, under the dynamic leadership of Swami Vivekananda, had decided to form an Organization 'in view of the increasing interest and expansion of the movement to diffuse Paramahansa Deva's ideas, teachings and principles'. On May 5th they drew up its objective as follows: 'The object (aim) of the society is to propagate the principles propounded by Sri Ramakrishna and illustrated by His own life for the benefit of humanity and help mankind in the practical application of those principles in their intellectual and spiritual needs. Therefore the 'Ramakrishna Mission' formed was not essentially different from the 'Movement' initiated by Sri Ramakrishna. Characteristics of the Movement nourished by the four basic concepts are:

- Man's real nature is divine
- The aim of human life is to realize this divine nature
- All historical religions are essentially in agreement, and
- Lasting unity of mankind and peace can be achieved through the spiritual regeneration of man

The Ramakrishna Movement, in the early years of its existence developed the very same characteristics.

- The Second phase of Ramakrishna Movement (1906 to 1936): Consolidation of the work: The premature death of Swami Vivekananda, the leader of the Ramakrishna Movement, was no doubt a big blow to his brother disciples, but the Movement made steady progress under the enlightened leadership of Swami Brahmananda (1902-1922), Swami Shivananda (1922-1934), and Swami Akhandananda (1934-1937). Above all Holy Mother Sri Sarada Devi was the supreme living spiritual authority who guided, shaped and directed the Movement till 1920.
 - A Great Event – The first convention, 1926: One of the important events in the second phase of the Movement was the first Convention which was held at Belur Math from 1st to 7th April 1926. Over a hundred affiliated and non-affiliated centres were represented and nearly 350 representatives and guests were assembled at the convention. The second phase left a glorious record of all-round progress of the movement. In this phase, seventy-three new branch centres were added to the organization in India and abroad. Thirteen centres were founded in the USA, South America, Europe, Ceylon, and Singapore.
 - The Irreparable Loss: Though the second phase (1906-1936) was the golden period of the Movement, it also witnessed the passing away of stalwarts of the first generation of the Math and Mission. Each of them exercised a powerful influence, direct or indirect, over the activities of the Movement, and their loss to the Movement was irreparable. Holy Mother Sri Sarada Devi, who passed away on 21 July 1920, was a perennial source of comfort and inspiration to one and all.

- The happy end of the Second Phase of the Movement: Indeed it was a happy end. The centenary celebrations began on 24 Feb 1936 and continued for a whole year. The primary work of the magnificent stone temple of Sri Ramakrishna at Belur Math was started on 10 March 1935.
- The Third phase of Ramakrishna Movement (1936 to 1950): Period of growth of the movement The most important event of this period was the Birth Centenary of Sri Ramakrishna. The year –long celebration started on 24 Feb 1936, the birthday of Sri Ramakrishna, and ended a week after his next birthday, on 21 Mar 1937. A remarkable achievement of this period (1936-1950) was the acquisition of some places associated with the life of Sri Ramakrishna. The birthplace of the Master at Kamarpukur was acquired in March 1947. By 1948, the Mission had established quite a number of educational institutions solely for girls and women teachers. In these institutions, vocational subjects were also introduced to help women stand on their own feet.
- The Fourth phase of Ramakrishna Movement (1947 to 1965): The advent of Independence on the 15th August 1947 opened up to the Indian people the possibility of tremendous growth and all-round development. By this time the Ramakrishna Mission, which had completed fifty years of its existence, was a well-disciplined, active, and expanding organization, catering both to the spiritual and material needs of the Indian people. The first serious problem which the Mission faced during this period was that of the migration of refugees from East Pakistan. The Ramakrishna Mission, along with many other voluntary organizations, mobilized its resources first to provide food and temporary shelter to the refugees. Thousands of refugees were fed daily at the railway terminus in Calcutta. The period from 1947 to 1965 was remarkable in the history of the Ramakrishna Math and Mission for two very important events-the birth centenary celebration of the Holy Mother in 1953-54, and the birth centenary of Swami Vivekananda, celebrated on a world wide scale from January 1963 to January 1964. New educational institutions built by the Ramakrishna Mission during these years were located in West Bengal, Bihar, Tamil Nadu, and Kerala.
- The Fifth phase of Ramakrishna Movement (1965 to 1982): The post-Independence history of the Ramakrishna Math and Mission extends from 1965 to 1982. During this

period the educational facilities introduced were, new buildings erected for schools, colleges, and libraries at different centres. Rural work in general and tribal welfare work in particular attracted a great deal of monks of the Order. So far as the welfare of the tribal people was concerned, a few positive steps were taken during this period. In 1969 the Ramakrishna Mission Ashrama at Morabadi, Ranchi, in Bihar (now Jharkhand) initiated a training scheme in agriculture, dairy, and poultry under the title of 'Divyayan' mainly for the tribes, the aboriginal people of this region.

- Sixth phase of the Ramakrishna Movement (1982 up to 2005): The period from 1982 onwards may be taken as the third phase in the post-Indian-independence history of the Ramakrishna Math and Mission. During the last three decades, many new centres of the Math and Mission were established, both in and outside India. The following table shows the expansion of the Math and Mission activities. Two important events marked the years 2004-05. In 2004 a new branch centre of the Ramakrishna Mission was started at the site of the birthplace and ancestral house of Swami Vivekananda, and in 2005 a deemed university known as the Ramakrishna Mission Vivekananda Educational and Research Institute (RKMVERI) was founded, which is treated as a new centre of the Order.

1. Contribution to school education

- Except a very few numbers of states and union territories (for example Nagaland, Mizoram, Dadra and Nagar Haveli, Daman and Diu, Goa and Lakshadweep etc.) wherever the Mission has centres contribute to the school education in terms of Primary Education, School Education (Secondary and Higher Secondary, Open School, Coaching Centre, Hostels/Students Home, Nursery, Orphanages and Special School.
- Activities of the Ramakrishna Mission in the field of school education all over India are not isolated from the mainstream School education system of the country. Rather they are according to the demand and necessity of the society or as the system permits, affiliated to various State or Central Boards or Councils.
- Since the Ramakrishna Mission does not have any Board or Council of its own (unlike Tagore's Visva-Bharati and Sri Aurobindo's Auroville in Puducherry) follows syllabi as prescribed by the affiliating Boards or Councils.

- All the Educational activities of Ramakrishna Mission in the field of school education are under monastic supervision or Headship.
- Imparting Value Education through practices like Bhajans, Prayer, Meditation, Yoga, Reading the Lives of Great Persons and Prophets are prevalent throughout the Educational Activities of the Mission.
- The Mission also has residential schools for Physically Challenged and Differently Abled students ensuring total development of such pupils.
- The Institutions of School Education of the Mission excels and enjoy high respect in terms of Quality of Education and the results among the fellow counterparts as well as whichever Board or Council it is affiliated to and throughout the country.
- The Hostels/Students' Home under the Mission are uniquely accommodating and flexible towards its inmates irrespective of cast, creed and religion; and if not attached to a school under the Mission replicate the role of a school by providing all sorts of educational assistance to the students.
- The Coaching Centres of the Mission are more of a parallel school and bears all the attributes of a school without being such a formal institution. Fully charitable in nature they manage to take care of the students in every aspect of such period of life.
- The fusion of tradition along with modern scientific demeanor in the realm of teaching-learning-activities marks a special successful tenet of the institutions in the sphere of School Education run by the Mission.

2. Contribution to higher education

- The Higher Education institutions of the Mission are embodiments of true academic atmosphere without being perturbed by any socio-political cumbrousness. They appear to be institutions of being different and making difference.
- As the flagbearers of the Ramakrishna Mission the institutions are keen enough to take care of presence and peculations of universal values in the teaching learning process and the daily activities of the institutions as well as the students.

- The only University of the Mission (Private) though came up within the last 10 years has 4 campuses (3 are off campuses i.e. Ranchi, Coimbatore and Narendrapur) and altogether is devoted to various off the track subjects like 'Integrated Rural Development and Management', 'Integrated Rural and Tribal Development and Management' and 'Disaster Management' etc. apart from regular and general courses and subjects taught throughout the nation.
- The University has a dedicated School of Indian Heritage which is devoted to Sanskrit Studies, ancient Indian scientific heritage and Vedanta, particularly the Upanishads and the Bhagavad-Gita.
- All the Higher Education institutions run by the Mission are engaged in research programmes (Major, Minor and Degree Awarding) and publishing papers in various famed platforms. They are also extremely careful for the timely upgrading and refreshing the faculties as well as students.
- All the Colleges run by the Mission are of Post Graduate in nature and are of 'A' Graded by the National Assessment and Accreditation Council.
- All The Colleges are Autonomous Colleges under their own parent universities and thus enjoy liberty to prepare the course structures, conduct examinations and publish results which enables them to ensure advancement in every sphere of academic life.
- In all the institutions the Monastics play the role either as Heads or as supervisors and guides. The unsalaried, honorary and yet devoted to the core such Monks also acts at par alongside the academics of the institutions and are the source of inspirations for all.

3. Contribution to Teacher Education

- In all the teacher education institutions under the Mission the Monastics members act as Heads or as leaders. Their academic as well as administrative leadership bears the mark of excellence and lofty ideals.
- The Teacher Education institutions of the Mission have various forms of linkages with their foreign counterparts and are recognized centres for advance studies.

- Under the lofty ideals of the Ramakrishna Mission the institutions take care of values based teaching learning process and the daily activities of the institutions as well as the students and successfully blends the present day traits of scientific tempers.
- The Teacher Education institutions meant for B.Ed. and M.Ed. courses run by the Mission are engaged in research programmes (Major, Minor and Degree Awarding) and publishing papers in various national and foreign platforms.
- Among all the Teacher Education institutions the Sikshanamandira at Saradapitha, Belur Math and the Coimbatore Mission (First in the country and 'A' graded) are the Autonomous Colleges and enjoy liberty to prepare the course structures, conduct examinations and publish results which enables them to ensure advancement in every sphere of academic life.
- The Sikshanamandira is also a successful and two times National Assessment and Accreditation Council accredited 'A' graded In-service Teacher Education College and conduct programmes for in-service teachers and publishes various teacher handbook and subject specific proceeding of the orientation programmes.
- The Sikshanamandira and Coimbatore Mission Teacher Education institutions are Research Centres and conduct regular M.Phil., Ph.D. Programmes as well as are engaged in varieties research activities.
- There are Special Education Colleges for the Differently-Abled Students and the institutions even provide the much needed teaching learning material free of cost to the students hard to get in the market.
- Such institutions also act as onsite support system for the teacher-students in their professional teaching field through their strong alumni forums.
- The Mission run teacher Education Colleges are of various in nature and fully residential encompasses all the genres of teacher education.

4. Contribution to technical and vocational education

- The Technical Education institutions run by the Mission are Polytechnic institutions in nature and give individual attention to ensure that each student gets comprehensive

hands-on training in the labs and workshops, the necessary theoretical inputs as well as the attitude and aptitude for continuous learning which is invaluable in the fast-changing technological scenario of today's world.

- Technical seminars are held in each semester, where student deliver presentations on topics decided in consultation with the faculty.
- In the institutions Reverse engineering is used as a learning-aid as also the starting point in exploration for innovative improvements. Time-management, material-management are skills truly learnt only in a work-environment as such professional skills are the essence of competence.
- In each semester students are required to participate in Industry standard projects under simulated work conditions for their competency enhancement.
- The institutions believe that a strong personality is the basis of all excellence, to have deep convictions and the strength to follow them; to be able to work in a team, adapting to situations while not compromising on the fundamental values; to have professional pride and self-respect, and the necessary quality-consciousness and vision.
- The institutions of the Mission in the field arrange for regular introspection and orientation through prayer and meditation sessions every day towards realizing the Source of all energy, latent in the heart of everybody.
- The Mission takes care so that the students get sensitized on a variety of these aspects so that they would be able to face the world boldly and with assuredness through including verbal as well as written communication, involvement and productive participation in group discussions, initiative, and, body language and attitude
- Collaborative activities such as Group discussions are conducted for understanding group dynamics and developing Team Building skills. Students are inspired to participate in co-curricular activities such as sports, technical exhibitions, quizzes, seminars etc. organized for sake of their overall development.

5. Contribution to medical education

- The students of the Medical institutions of the Mission are to some extent more caring towards their patients. This can be attributed to the strict supervision of the consultants and less number of patients allotted to each student
- The students have freedom to express their views, and even space for argument with the teachers. They are also always encouraged to follow and satisfy their academic quest in terms of doing uncommon investigations and advising costly medicines, if justified, without hesitancy. The credit goes to the management who are affectionate, ready to accept new views and advancements even being obviously the semi-charitable institution providing financial support to the patients.
- The students learn as a unit rather than an individual. The intra and inter-departmental collaborations are outstanding. Any academic case in the institution never goes unnoticed even by a single student. The great concern of the teachers as well as the management for the students' academic excellence is largely noticeable.
- As trainees, in contrast to other institutions, the students are advised to meet patients' relatives daily to discuss patients' current status and plan of further management. This provides an opportunity to think of a patient as a person and to share the practical difficulties of the family members.
- The Mission takes care of the students to develop a holistic and practical treatment approach in place of mechanical disease oriented view.
- The Laboratories are highly updated and up to mark as per the National Medical Board criteria. The academics of the Mission are always engaged in research, publishing papers in international Journals and activities like arranging Seminars, Symposia, Consortium and Conferences.
- The high demand in the society of the Mission pass outs attracts good students and thereby the whole academic atmosphere is motivated towards excellence.
- The management takes care to attract experienced doctors and researchers by creating ideal environment and facilities which gives the students opportunities to learn from the erudite and for timely career counselling.

- The mandatory duty in the Mobile Medical Unites of the Mission serve as the ready at hand field of practice to the students which is and the provides various cases for their brainstorming.

6. Contribution to language education

- Sanskrit being the Mother of Indian languages and the gateway to the Indian culture, the Mission tries hard to preserve this ancient treasure house and to hand it over to the next generation.
- The Mission provides free Sanskrit coaching classes to school going children and public irrespective of caste, creed and religion.
- Students are trained in writing Devanagari script, writing answers and conversing in Sanskrit and due to the student centric pedagogy adopted by the institutions the students find it extremely easy to pursue study in Sanskrit in the higher education.
- In addition to the regular courses, the students learn traditional Vedic accent in the institutions run by the Mission which is becoming obsolete. Further, the students familiarize themselves with the universal truths contained in the Vedas.
- Computer literacy too is provided to the students which makes the syllabus a happy blend of tradition and modernity.
- Ramakrishna Mission for the purpose of promoting education particularly for underprivileged, marginalized and disadvantaged section of the society has MOU with National Institute of Open Schooling, (NIOS) and has been accredited as a Special Accredited Institution for Education of Disadvantages (SAIED) to work as a Study Centre of NIOS for Secondary and Senior Secondary (without Science, i.e. without Physics, Chemistry and Biology).
- The Schools of Languages offer the Beginner and Advanced – Level certificate courses in as good as 20 languages including 13 Foreign and 7 Indian languages.
- The Schools of Languages also offer a number of computer training courses in collaboration with various Computer Training Institutes to bring about the professionalism within the students as a part of total skill development scheme.

- The Mission also provide orientation programmes on values to the nonresidential students whereas the daily activities for the residential students are packed with such activities and service programmes.

7. Contribution to tribal education

- While conducting the programmes the Mission tries to ensure that the basic cultural heritage of the tribal and their religious beliefs are respected and at the same time maintain the value of no conversion unlike other non-government organizations.
- The beneficiaries are made aware of those cultural practices which are harmful to the tribal community with regard to their livelihood in the context of the socio-economic environment.
- The Mission also makes the tribal people aware of the cultural milieu of the country as a whole and also new technologies which are essential for the socio-economic development.
- The Mission takes care of the appropriate fusion of new technologies with their environment, suitable vocational training programmes are imparted along with general education.
- The Mission attempts to invigorate the tribal intuitional structure so that their traditional institutions can become effective tools for the modern development.
- The Anganwadis run by the joint effort of the Mission and its sister organizations for children between 3 to 5 years are doing remarkably well by providing all sorts of additional supports conducive to education for the first generation learners.
- The Free Coaching Camp run by the Mission actually has reduced the dropout rates in the neighbouring schools.
- Fully free Hostels under the Mission proved the inclusivity of nature of the educational intuitions and ensured education for both boys and girls from the deep interiors.
- Where even Government mechanisms find difficulties due to the nature of the Naxalite–Maoist insurgency, the tribal people especially students of Abujmarh can only hope comprehensive and fruitful education under the Mission.

8. Contribution to other types of education

- It is an obvious customary for all the probationers, left hearth and home in the name of the God, of the Ramakrishna Order to stay for two years at the Training Centre before they are Ordained into sacred Brahmacharya -Vows.
- This training centre is meant to train up the monastic members of the Mission who are supposed to lead the various educational activities of the organization in multifarious capacities for the rest of their lives.
- The whole programme is conducted through residential mode where the novices get the opportunities to live with the Guru and under the direct instructions of the Acharyas.
- The daily routine is comprised of Meditation, classes, practice of translating theoretical knowledge into practical working field.
- It is a platform where from all over the world whosoever have joined the Order in the same year i.e. March to February stay together and grows spiritually, intellectually and physically.
- The course curriculum taught in the institution shows liberal blending of Oriental and Occidental Philosophy, Comparative Religion, World History, Psychology etc.
- The whole scheme is a venture for capacity building to be fully identified with the Ramakrishna Sangha casting aside their pre-monastic socio-economic-cultural identities.
- The Mission has a threefold aim in this field:
 - Proper interpretation and appraisal of Indian culture,
 - Promotion of mutual knowledge and understanding between India and other countries
 - Promotion of the study of the cultural heritage of India and of humankind as a whole.
- The Mission's libraries generally have three wings – (i) General Library, (ii) Children's Library and (iii) Junior Library. The library also oversees the responsibilities of other departmental libraries. Professionally managed, the library ranks foremost among public libraries in India.

- The libraries has a collection of rare books and Online access is provided to Open Library of free e-books. Access is provided upon request, to digitized versions rare books. The libraries subscribe to altogether approximately 600 national and international print journals and Online access is provided to various international e-journals consortia.
- Often the libraries oversee the workings of the Vivekananda Study Circle (Junior) for children up to the age of 15 years who are at the same time active members of the Libraries also.
- The Museums allow students from the various universities to prepare dissertations based on their exhibits and in this way, act as parallel academic institutions.
- The Museums often offers a highly-valued certificate courses on Art Education and prepare modules on the following topics:
 - Story of Art and Aesthetics
 - Development of Mural and Miniature Painting in India
 - Sculpture and Architecture in India: Early, Medieval, and Modern
 - Development of Art in India – 19th and 20th centuries; and
 - Minor and Folk Art of India.
- Often Art schools are attached to the Museums offering Long term and Short Term Courses on various art disciplines.
- The Mission has wings of permanent display of artifacts, organizes annual exhibition and periodic displays based on thematic or taxonomic (period, size, composition, and utility) considerations. It offers services with guides providing detailed information on exhibits to visitors.

POST-SCRIPT:

- a. The training center for the probationers of the Order neither receives any Government Grants nor is affiliated to any Board, Council or University and yet produces the human resource who always show the capacity to unique and universal fitness to any system of educational activities of the Mission.

- b. There are three kinds of Educational Institutions on the basis of the Residential facilities in the Ramakrishna Mission which are Fully Residential, Partly Residential and Nonresidential. However, even a Nonresidential institution also emulates the same Ashramik demeanor and ambience as a Fully Residential set up.
- c. Ramakrishna Mission follows the prescribed or suggested curriculum by the affiliating Board, Council and University of its institutions and thereby does not stray away from the mainstream of the national temper except in the cases of its Autonomous institutions in the Higher education. This marks balance and openness of the education of the Mission.
- d. Ramakrishna Mission manages to club value education and value based educational activities within its followed Curriculum in the institutions in the form of classes for the nonresidential and residential students and daily activities especially in the residential set up.
- e. Some un-trodden areas of education by the Mission are:
- i. Law education
 - ii. Degree course in Engineering
 - iii. Under graduate degree programme in Medical Education
- f. All the centres of the Math and Mission are engaged in Religious Discourses in the form of Devotees' Convention, Youth Convention etc. which have immense importance from the perspective of Guidance and Counselling for the masses.
- g. All the centres of the Math and Mission are always engaged in either form of education like formal, non-formal and informal.
- h. Present study defies the general misconception regarding the non-inclusion of girls/women within the Educational services by the Ramakrishna Mission. It has been seen that out of total 3,46,221 educational beneficiaries the percentage of girls/women students is 35.36% which is a not negligible figure at all. There is a rise of more than 3% percentage of enrolment of girls/women students than the year 2013, which was 33.56% in the year 2013.
- i. It has been found that as against the total expenditure of the Ramakrishna Mission during the 2013-14 financial year Educational Expenditure amounts to 43%, Medical 29%, Rural Development 10% and General and other Expenditure 18% which clearly shows the Mission's deep concern for Education.

- j. All the centres of Ramakrishna Mission render Guidance and Counseling services in formal as well as informal ways.

CONCLUDING REMARKS:

The educational services rendered by the Math and the Mission, their *vidya-dana-yajda*, is going on and growing steadily in size. There is great public appreciation of the work. There is also a tremendous demand for more institutions, more schools, colleges, students' homes, hostels, and so on. This appreciation and demand should make us all pause and reflect, and critically examine the strengths and weaknesses of the work. While there has been an enormous growth in quantity, has there been a corresponding and equal increase in quality? Is the Mission's work outstanding by contrast only, given the unprecedented all-round degradation in standards, or is it truly a shining representative of the great ideals set before us by Swamiji? Is a sense of complacency creeping into the Mission workers because of this 'shine-by-contrast', or are they deeply aware of the chasm — which can be bridged only by pure, unselfish work — between ideal and practice, the very high ideal set before the Mission by Swamiji and the actual ground reality of how far they have been able to put it into practice?

The hundred years of the Ramakrishna Math and Ramakrishna Mission, and its stepping into the 21st century, is a time not only for rejoicing, but for deep reflection and self-analysis. How far have the Math and the Mission been able to actualize the educational vision of Swamiji? How far have they been able to adapt themselves to the changing times, while remaining uncompromising in their ideological struggle? Just as a tree has to be judged by its best fruit, even so, the strength of a chain is in its weakest link. What are the strengths and weaknesses of the Mission's attempts to realize the ideals that Swami Vivekananda set before it a hundred years ago? In short, would Vivekananda be happy, if he were with us today in flesh and blood, to see the Math and the Mission going and growing in the way that it is? Are these twin organizations caught up in a rut of routine, in the glamour of examination results, in the repetitive exercises which every other institution does? Would their performance satisfy the soul of Vivekananda who always wanted to cut across traditional lines and mediocrity and blaze new trails in the unexplored horizons of human excellence?

Swami Vivekananda's ideas on education still remain to be fully realized. A deeper study of his ideas on education and ways of their effective implementation seem to be an

urgent necessity. That can be the beginning of qualitative changes. But sustained changes on a wider scale could be possible only if moral and spiritual education is made the core of education. But given the uncertain political scenario and the quality of our politicians and their priorities, it may be a far cry to expect sweeping changes in the educational scenario in the near future. In these sixty seven years of independence our nation has made rapid strides in science and technology, agriculture and other fields. But still 'Indianizing' education is yet to begin. And this despite a number of commissions and their constructive suggestions for educational reforms. Not entirely depending on the government, more private institutions could be run on the model of the Mission's institutions. Youth associations like the BalakaSanghas and YuvakaSanghas run by the Mission and Math centers could come up for character building of the young. In the absence of religious education in the curriculum in the name of secularism, such Sanghas could impart the much-needed religious education to school children outside their school hours, thus sowing the seeds for a future generation with character and values. To bring together the society and institution and be of great help to them in giving all intellectual social, moral, cultural, spiritual activities. Their chief aim is to bring harmony through education to people from different strata of society irrespective of their caste, creed, colour religion, language and nationality. Their ambition is to set up a model, residential educational institution catering the basic needs of the growing students. Though there is special concern for spreading the life and teachings of Sri Ramakrishna in Ramakrishna Mission schools this will be transacted without any force and bias keeping in the mind its far reaching objectives. They give utmost importance to simplicity, they wish to utilize to the optimum the formative age for shaping, pruning, taming the mind and body to take up any work for the building up of his own personality and be an instrument for the upliftment of our Nation and an ideal society. Apart from the structured they have counseling, interactions, psychological support, through various methods. Ramakrishna Mission students are exceptionally groomed students.

These are the few questions that now and then agitate the minds of those involved in Vivekananda's educational experiment and though their answers are not at all easy to find, in the present study answers have been attempted to be obtained in a most humble way. Moreover, the answers in their more appropriateness can, however, come through reverential meditation and introspection, through uncompromising devotion to Truth, and a commitment to the higher ideals of moral and spiritual excellence.

A STUDY ON PERSONALITY PROFILE OF WOMEN FOOTBALL PLAYERS OF WEST BENGAL

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Abstract

Football is the most popular sport in the world. The overall popularity of football has been increased among women football players. The performance of football players depends not only on physical fitness, physiological potentialities, and anthropometric characteristics but also on psychological factors. Personality is one of the most important factors of the sports person and sports performance. From that point of view the purpose of the present study was to find out the personality profile of women football players of West Bengal. Total forty one (41) subjects were selected for this studies those who played at least IFA league or played higher level of competition. The age range of the subjects was from 18 to 25 years. Sixteen personality factors were measured by using Cattell's 16 PF factors questionnaire. The answers given by the subjects were converted to numerical (raw) scores and ten scores using norms. These ten scores of all the 16 personality factors were the data for the present study. After the statistical calculation on the basis of the norms it is seen from the subjects of the present study were of normal personality scores in factors B, F, I and Q₄. It is also seen that the subjects were of above the normal level in factors A, C, E, G, H, L, M, N, O, Q₁, Q₂ and Q₃.

Key words: Women football, personality.

Introduction

Soccer is the most popular sport in the world (Reilly, T. (2000) and most widely played sports in the world. Soccer is a very ancient sport. History of organized football in India is about 100 years. The game was introduced in India by the British Army during the subjection of India under the British Government. India at first participated in Olympic football in the year 1948, after independence, but coaching and training programme in true sense appeared only during 1960's. However, apart from technical and tactical training there was little emphasis on improvement of conditional capacity. During 1970's and particularly after 1982 "Asiad" in Delhi, systematic, organized training and coaching programmes have been introduced for Indian athletes.

The Indian women's national football team is controlled by the All India Football Federation and represents India in women's international football competitions. Women's football has not had the relative head start over the rest of the World that the men's game has had, and also has not had chance to spread through the country like its male counterpart. The

game was administered by the Women's Football Federation of India (WFFI) from 1975 until the early 1990s when they were absorbed into the AIFFA. However, there are complaints that women's football is treated as a poor relation to the men's game leading to (unfulfilled) plans to de-merge the WFFI. (https://en.wikipedia.org/wiki/India_women's_national_football_team).

Women football players participated in International level and achieved the success. The Indian women's team was twice runner-up at the Asian Women's Championship (now called AFC Women's Asian Cup) in 1979 and 1983 and came third in 1981. Shanti mullick participated in Asian Games as a captain, won various titles at state and national level, as a coach of AIFFA. She received the Arjuna Award in 1983. She was the only women football player in India to receive Arjuna Award. (<http://kindlemag.in/shanti-mallick-the-battle-hymn/>). Sujata Kar and Alpana Silare the few star women football players from West Bengal.

For becoming a successful performer psychological factor is one the key factor of a sports person. On the basis of the large number of observation and evaluation of individual sportsman, a number of personality profiles related to high sports achievement, have been determined. These profiles are drive, determination intelligence, emotional intelligence, aggression, leadership, emotionality, self-confidence, mental toughness, quality of life, trust and conscience development.

Weinberg and Jackson (1983) point out the fact that the interest shown by Coaches and Athletes to enhance their teams' psychological skills proves the above statement true. This is also true within the world of track and field as coaches and athletes have become interested in enhancing their athletes' psychological skills.

Personality is a set of individual differences that are affected by the development of an individual: values, attitudes, personal memories, social relationships, habits, and skills. Every person has a distinct personality. Personality can be developed, polished and refined. For that reason the purpose of the present study was to find out the present condition of the personality factors of women football players.

Methods and materials

Forty one women football players, who played at least IFA league or played higher level competition, were selected as the subjects for this study. The age range of the subjects

was between 18 to 25 years. Sixteen personality factors were measured by Cattell's 16 PF questionnaire.

Statistical Calculation

The answers given by the subjects were converted to raw scores to standard scores (ten) according to the norm of the Cattle's 16 PF questionnaire. The ten scores for all the sixteen factors were calculated for all the subjects. Mean and standard deviation were calculated for women football players.

Result and Discussion

Table -1 Mean values and standard deviation of all the sixteen personality factors for women football players

Table – 1

Factors	Mean	Standard Deviation
A	6.41	± 1.07
B	4.85	±1.15
C	6.51	±1.12
E	6.88	±1.17
F	5.98	±1.01
G	6.59	±1.34
H	6.44	±1.23
I	6.10	±1.26
L	6.66	±1.04
M	7.51	±1.34
N	7.10	±1.20
O	6.93	±1.17
Q ₁	6.34	±1.02
Q ₂	7.32	±1.15
Q ₃	6.95	±0.95
Q ₄	5.83	±0.92

As per norms the scores in between 4.7 to 6.3 is considered to be the normal values for personality factor. On the basis of the principle it is seen from the table-1 values that the subjects of the present study were of normal personality scores in factors B, F, I, Q₄ and the subjects above the normal value of personality in factors A, C, E, G, H, L, M, N, O, Q₁, Q₂, Q₃.

Table -2 Descriptions of mean values above the normal level factors of women football players**Table -2**

Factors	Mean values	High score Description
A	6.41	Impersonal, cool, reserved, formal, aloof
C	6.51	Emotionally stable, adaptive, mature, faces reality calmly
E	6.88	Assertive, competitive, stubborn, aggressive, dominant
G	6.59	Conscientious, preserving, staid rule bound.
H	6.44	Venturesome, society-bold, uninhabited, spontaneous.
L	6.66	Suspicious, self opinionated, hard to fool
M	7.51	Controlled –socially precise, following self image,
N	7.10	Private, discreet, no disclosing, shrewd, polished, worldly
O	6.93	Apprehensive, self-doubting, worried, guilt prone, insecure
Q ₁	6.34	Experimenting, critical, liberal, analytical, free thinking,
Q ₂	7.32	Self-reliant, solitary, resourceful, individualistic, self sufficient
Q ₃	6.95	Controlled-socially, precise, following self-image,

On the basis of analysis of data following results were obtained.

The subjects of the study were found normal in respect of (Factor B) depicting to be normal in intelligent, (Factor F) depicting to be normal liveliness, (Factor I) depicting to be normal in self - reliance, (Factor Q₄) depicting to be normal in tension.

There were some factors in which the subjects appeared to be higher than the normal values. That means the subjects were kindly easy going, like people (Factor A), emotionally stable, adaptive, face reality calmly, mature (Factor C), dominant, forceful, assertive, aggressive, competitive, stubborn, bossy (Factor E), conscientious, reserving, rule- conscious, moralistic, conforming (Factor G), socially bold, uninhibited, spontaneous, venturesome (Factor H), Vigilant, suspicious, self –opinionated, hard to fool (Factor L), abstract, imaginative, absent minded, impractical (Factor M), shrewd, private, discreet, diplomatic, polished (Factor N), apprehensive, self-doubting, worried, guilt prone, self- blaming (Factor O), experimenting, critical liberal, analytical, free thinking (Factor Q₁), self- reliant, solitary, resourceful, individualistic, self- sufficient (Factor Q₂) and perfectionistic, organized, compulsive, self- disciplined, socially, time driven (Factor Q₃).

Conclusion

It is concluded from the present study that the personality characteristics of women football players were easy going, emotionally stable, aggressive, competitive, moralistic, socially bold, vigilant, imaginative, diplomatic, apprehensive, analytical, solitary and self disciplined.

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IS GANDHIJI'S BASIC EDUCATION SYSTEM STILL RELEVANT?

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ABSTRACT

As far as social arena of every community is concerned, educational opportunities and development play a key role in every aspect for the communal progress. The more educational institutions are prevalent in a society the more educated and sophisticated their mindset will be. Leaders as well as think tanks of the society or so called intellectuals mold the theoretical aspects of a society where as the rulers are responsible for implementing these theories and making them true in the real world. At the time of independence Indian masses had a high hope from their leaders as well as from their thinkers. But in reality nothing has changed so far as the educational policy and its implementation is concerned. Though India became politically independent, the impact of British colonialism continued in all facets of Indian life. Literally independent India followed all institutions and systems of the colonial period with slight modifications. Everybody thought that after independence, the system of education will radically change, but nothing of that sort happened and practically the same system of education continued. When India adopted her present constitution, it was laid down in its Article 45 that "the state shall endeavour to provide, within a period of ten years, from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years." The general notion of the public, largely, is that this is a very good provision in the Indian Constitution. But in reality is this assumption fully correct? If we carefully examine this we will find that whoever is educated in schools and colleges under this system, craves for pen-paper and table- chair jobs only and hates to engage himself or herself in productive labour or skilled craftwork. Thus, expansion of education or the spreads of education results in increasing the number of pure consumers who don't do any productive work to help the economy of the country. Here comes the relevance of Gandhiji and his Craft Centred Basic Education system. According to Gandhi, literacy in itself is no education. He observes: 'literacy is not the end of education nor it is even the beginning.' Literary education should follow the education of the hand—the one gift that visibly distinguishes man from beast. True education must be self-reliant and should fulfill the requirements of individual and correspond to the needs of the society. Otherwise, it is not a healthy growth. The function of Basic Education was not merely to teach an occupation, but through it develop the whole man. The true education should be easily accessible to all and should be of use to everyone in his daily life. The notion of education through handicrafts originates from truth and love pervading life's activities. Gandhiji's model was not only holistic and practical, it was highly decentralized and integrated, with a demonstrated capacity to motivate the entire community and place responsibility and accountability at the community level versus the State. It shows how relevant this education system is at the present circumstances, of course with slight modification. Present paper is an attempt to throw light on such important aspect of Gandhiji and his education system.

KEY WORD: communal, sophisticated , mindset, colonialism , endeavour, compulsory, craft, basic, self-reliant, holistic, decentralized , integrated.

INTRODUCTION

Mahatma Gandhi is known as a practical-idealist. His own experiences and process of formation of his precepts form the basis of all his activities and ideas. His ideas and philosophy is drawn from various Indian and foreign sources. Gandhiji, indeed, has had an open mind, independent thinking and an interdependent life style or way of life. His life is his message and it is replete with philosophical landmarks in the area of education for modern age of 'knowledge, information technology and globalisation.' Gandhian philosophy of education revolves around a few fundamental contours. These, apparently, are basic philosophical perspectives with an element of timelessness attached to them. Now a days the school education, which we are providing to our kids is just a whitewash, which have no use to them and every year the number is increasing. The worst part is that the fees which is given by poor parents is a mere wastage because their wards are not able to perform well as they are not able to provide them extra classes after school and in govt. schools the quality is deteriorating day by day. Due to this poor parents are becoming poorer. In this direction serious effort is required by the govt. and this could be only possible if we follow the idea of basic education of Gandhi.

NEED OF THE STUDY

Mahatma Gandhi was a great philosopher, educationist and sociologist who led India to independence and inspired movements for non-violence, civil rights and freedom across the world. His philosophy was based on truth, non-violence and ethics. He was fully aware of the problems of Indians and he kept this thing in mind, when he tracked about focusing of education on job-orientation, character formation, social development and giving sex-education and basic education. When we relate these aims of education with existing condition in the society we feel that the education in schools and colleges is not fulfilling the target of job orientation and the child is now more involved in violence and other anti-social activities. The number of crime done by adolescents is increasing in every country throughout the world. The demand of the situation is that the educational philosophy of Gandhi should be followed seriously and only in that condition we can save humanity and could do overall development of the child. Keeping in view of this fact, the present paper has been written to through light on a few aspects of Gandhiji's Basic Education System and its relevance in the present day situation.

OBJECTIVES OF THE STUDY:

Following are the objectives of this paper

1. To know Gandhiji's view about the meaning of education.
2. His concept of Basic Education system.
3. To know the reasons for selecting this system of education.
4. To have a glance of Basic Education System.
5. To find out whether Gandhiji's educational thought still is relevant?

METHODOLOGY OF THE STUDY:

The methodology of the study would be Historical, Analytical and Descriptive.

WHAT IS EDUCATION ACCORDING TO GANDHIJI ?

According to Gandhi, the aim of education should be to build the whole man and develop his integral personality. He said, "Literacy in itself is no education. It is not the end of education nor even the beginning." Aim of education should be to develop to the full potentialities of energy of the children. Education is simply the process of bringing out what is latent in man. External education is neither True nor Untrue, but different from both, hence beyond explanation. Therefore, it is an illusion to think that education alone can develop the soul.

Learning without courage is like a waxen statue, beautiful to look at but bound to melt at the least touch of a hot substance. On the other hand, if the foundations of moral training are firmly laid "the children could learn all other things themselves." Gandhi wanted to build up a new society but he was apprehensive that it cannot be build up with old educational system. Education is worthless, if it fails to inculcate the spirit of service and sacrifice. 'Education, if it is vital thing, it must shed its fragrance on its surroundings.' It must reflect and respond in a genuine way to the life of the people living around. A school should not be attached to workshop. The workshop itself is the school. We should learn while we earn and vice-versa. The whole of general education should come through crafts and simultaneously with their progress. This is the only method of producing fully developed human beings. Except for the scholastics, all others agree that work should find a place in the

educational curriculum. Some regard work merely as an appendage without accepting its needs. However, the real technique of education should be the technique of correlation. Activity draws out the latent capacities of the child which is the aim of education. Hence, it is the best technique of education judged even from the purely educational and psychological view points. So, on the one hand, there is the explosion of knowledge, on the other, there is the explosion of man himself. Jawaharlal Nehru speaks the Gandhian language, when he says **“Education must develop individuals with harmonious personalities for the establishment of a peaceful and harmonious world.”**

GANDHIAN CONCEPT OF BASIC EDUCATION

Gandhi's concept of Basic Education has got the maximum attention. It aims at all round development of human personality. His primary emphasis is on the 3'H's i.e. – Head, Heart and Hand, rather than on 3 R's i.e. – Reading, Writing and Arithmetic. For Gandhi, The true development of head, heart and soul are necessary for a satisfactory system of education.”

“In his scheme, vocational training or work experience occupied a central position as he wanted education to be responsive to socio-economic need of the Indian society. Perhaps, this was one of the reasons for his aversion to book oriented/Central Education at the expense of education through crafts.” The Basic Education envisaged by Gandhi aimed at producing self reliant and good citizens. In order to regain India's lost glory and prestige, Gandhi's educational ideas based on value-orientation have to be reemphasized. The education curricula should be value laden as well as information oriented. Eradication of illiteracy and spread of education is the prime need of the hour so that the citizens of Twenty First Century can be alert and enlightened.” Gandhiji saw that the only way of saving the nation at that juncture was to revive village economic life and to relate education to it. Education ... was to be based on village occupations. The child was to be trained to be a producer. Gandhi told that he came upon his basic education method through his educational experiments in Tolstoy Farm, where he himself learned shoe making from his associate Kallenbach, who had been trained in a Trappist monastery. After telling us about the source of this ideas, he then clarified that what he advocated was not the teaching of some handicrafts side by side with so-called liberal education. He wanted that the whole of education should be imparted through some handicraft or industry. This is the key sentence to which we should to turn our

attention. Gandhi believed that in the medieval ages, where education was craft-centred, there was little attempt to develop the intellect of the pupil. He therefore advocated the imparting of the whole art and science of a craft through practical training and there-through imparting the whole education. He gave the example of spinning, through which a student will not only garner knowledge of various varieties of cotton, but of different soil-types, of the ruin of native industries under colonialism, of the history of British rule in India, and of basic arithmetic. We might add that the pupil would also learn hand-eye coordination, besides developing his or her skills in concentration, balance, and physical intelligence. So, clearly, what Gandhi had in mind was a sort of holistic or composite education structured around the learning of a craft.

Before, Gandhi's concept of education through "Basic Education" could take off and materialized, it could not be implemented with true spirit and hence, there is apprehension in the mind of the educationists about its efficacy, usefulness and relevance for modern time. However, men of higher thinking always ponder over the failure of the present educational system, which has simply multiplied the number of so called educated unemployed and this huge army of educated unemployed is becoming a menace for the polity and society both. Still there is a ray of hope to get the Gandhian concepts of basic education implemented to save the society from peril and total destruction.

WHY DID HE CHOOSE THE BASIC SYSTEM OF EDUCATION?

The Britishers planned and introduced such a school system in India which would produce learned persons who would be gladly willing to help the British Government in establishing its foreign rule in India and also in strengthening it. This was an adulteration in the purity of education accomplished through government schools. Schools have served as safe venues of adulteration in education. As an opposition to that system he tried to bring about a new system of education which was based on his own philosophy. He was convinced that the prevalent system of education is defective. He was very much critical of the primary system of British India. He said. "I am convinced that the present system of primary education is not only wasteful but positively harmful", we can still assent to this basic truth that Gandhi observed. His reasons for advancing such a claim are, however, equally important: "Most of the boys are lost to the parents and to the occupation to which they are born. They pick up evil habits, affect urban ways and get a smattering of something which

may be anything but education”. Gandhi went on to ask, “What then should be the form of primary education?” and answered his own question with what is the quintessence of his educational philosophy: “I think the remedy lies in educating them by means of vocational or manual training”. This was the thought which prompted him to frame an educational model called Basic System which was purely based on Indian needs, culture and tradition. Basic Education is an outcome of Gandhi’s philosophy of life and education, although it does not represent his entire philosophy of education. It is said that the underlying philosophy of education is that of democracy. There is stress on the need for a social order which would be conducive to each man’s realizing the highest aim of his life. The attainment of ideals, for which Gandhiji put forward this scheme of education, are clearly derived from a democratic philosophy. These ideals are:

1. Ideal of classless society.
2. Freedom and equality for all.
3. Dignity of labour.
4. A non-violent social order.
5. Development of a sense of social responsibility.

Gandhiji’s educational philosophy is original in the sense that he arrived at it through personal experience. Regarding it Vinoba Bhave once said, “It may not be new thing but it has been presented in a new light”.

BASIC EDUCATION SYSTEM AT A GLANCE

Main postulates of Basic education system were:

- 1) Education means all round development; it is best obtained through action.
- 2) Education has to be through a craft, not merely through books and abstractions.
- 3) The basis of true education is character building; an educated person should become an ideal citizen.
- 4) Education should be self-supporting as far as possible and also equip the pupil to better his own economic conditions.
- 5) Education should be based on non-violence and should work for communal harmony.

- 6) The medium of instruction should be the mother-tongue, not English.
- 7) Primary education should be free and compulsory for all children and should last for at least seven years.
- 8) All educational planning should be undertaken with the rural Indian masses in mind; in other words, education should not be elitist, but popular in its character.

For Basic Education System a number of subjects were selected. There were some logic behind selecting each one of those subjects. Let us have a look on them too:

Wardha Education Conference in 1937 suggested the basic education for children between 7-14 years of age and curriculum has also been suggested accordingly. A large emphasis was given on general science for boys and on home science for girls. The following are the major subjects suggested in the conference.

1. **Basic Craft:** Basic Craft has an important place in the curriculum. He wanted to impart education through the medium of craft. The Basic Crafts to be included in the curriculum are agriculture, spinning, weaving, cardboard, wood and metal work, carpentry, gardening, leather work, etc. The craft is to be selected as per the local condition and needs of the society.
2. **Mother Tongue:** Mother Tongue occupies an unique place in his scheme of education. He was of the opinion that mother tongue but not English should be the medium of instruction in Indian schools. He favoured mother tongue because the child grasps the content clearly and communicates his ideas and understanding effectively and naturally.
3. **Mathematics:** Mathematics is to be taught to enable the pupils solve numerical and geometrical problems related to craft. It is inevitable for day to-day life.
4. **Social Studies:** Social sciences like History, Geography, Civics and Economics are to be included in the curriculum.
5. **General Science:** Science subjects like Botany, Zoology, Chemistry, Astronomy and Physics are to be taught.
6. **Art, Music and Drawing:** These subjects should find a place in curriculum to enable each pupil to express his creative and innovative ideas in practical and developed form.

7. **Domestic Science:** For girls, Gandhiji prescribed a separate curriculum. He says that domestic science should be taught to girls to enable them acquire certain skills which would be very much necessary to become a good house wife.

8. **Hindi** for that area in which it is not the mother tongue.

If we observe minutely the above curriculum we will find the following characteristics:

- i) English has not been included as a subject of study.
- ii) Although the medium of instruction is mother tongue, all students must learn Hindi language.
- iii) There is no place for religious and moral education in the curriculum.
- iv) The craft chosen must not be taught mechanically, but systematically and scientifically keeping in view the social significance.

IS GANDHIJI'S EDUCATIONAL THOUGHT STILL RELEVANT?

Frankly speaking the real difficulty with the present generation people like us is that we have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education. Gandhiji tried to bring a radical change in this type of mind set of Indian people which had been prevailing for ages. No one rejected colonial education as sharply and as completely as Gandhi did nor did anyone else put forward an alternative as radical as the one he proposed. After having stipulated fundamentals of the Gandhian philosophy of education, an attempt will now be made to see their relevance in modern context of the twenty-first century. Despite perceptible differences between the present-day societal / developmental needs of edification vis-à-vis Gandhian philosophy of education, there are so many features of timelessness in the Gandhi's principles of education and its relevance today. Gandhi and his teachings are today assuming new dimensions of meaning and relevance. The dynamic nature of Gandhian thoughts and practices is leading the whole thing to a new level of acceptance by the world community.

Gandhiji's entire scheme of education was to strengthen, organize and develop the potentials for good present in individuals and in society and thus defeat evil at all levels. This fundamental aim was to fight the forces of evil at all levels and nurture good sown in the sands and hearts of Indians. It was Gandhi's earnest desire to introduce students to the manifold problems of rural India and develop in them a sustaining love for vocation. Gandhi said, **"Student should spend every day of their vocation in the villages around their school and colleges"**. We all know that there is no relation between today's education and our family life. But Gandhian education incorporates a knowledge of and work in villages to develop in students a love for these villages. This will enable students to:

- a. Acquaint them to rural India,
- b. Constructively study rural problems,
- c. Correlate such problems with their own personal life and views
- d. Set out to investigate into aspects and areas for helping life in villages.
- e. Develop schemes and plans of a comprehensive nature for rural upliftment.

Gandhian system can focus on such issues in a productive manner. It offers scope for interdisciplinary learning and research. This discipline becomes highly interdisciplinary because of its very texture. It subscribes as many disciplines for work and development as covered by Gandhism itself. Gandhian thoughts cover a variety of fields due to its comprehensiveness and thereby relate itself to those areas of knowledge and practice as the stem of a tree to its branches. No study of Gandhi, for instance is possible without relating itself to the field of education because Gandhian gets itself rooted in educational goals, principles, values and practices.

The unbridled pursuits of modern day perceived needs and ever rising expectations in this high-tech savvy and 'knowledge-thirsty' world often makes man believe in what one sees the most in print and electronic media – corruption, dishonesty and violence in the familial, corporate world and national and international politics. It appears as if there is a well established network of all these inhuman tendencies. In addition to such apparent pejorative trends, requirements of modern education also go simultaneously more in the direction of obtaining technological training and competence in the emerging scenario of globalisation,

good governance and civil society. What is the relationship between the rising expectations and emerging globalisation on the one hand and the Gandhian philosophy of education on the other hand? This relationship is easy to grasp when a distinction is made between technical / technological / professional training vis-à-vis 'education'. This difference between the two is necessary to understand for Gandhi as well. Technical, technological and professional training is primarily job and profession specific. 'Education', however, is more fundamental in nature. It involves carving out a fulsome human being from the basic live resource of a man and woman coming to this world like a tabula rasa. Education does not mean merely obtaining of various Bachelor's and Master's degrees, certificates and diplomas. Education prepares a man and woman for a life truly human in nature – full of an independent, interdependent, self-sufficient, fearless, mutually cooperating and highly cultured existence with a deep sense of social commitment and urge for public welfare.

This type of education is possible in the twenty-first century only when individuals and nations alike keep away from absolute personal aggrandizement of political and economic power in the interest of public welfare oriented political will, proper intention and societal commitment. In the interest of mere human survival, one has to end certain practices and start a new system with what Mahatma Gandhi has suggested long ago. Ethical principles and character building provide the real basis to every human action – on individual, national and international planes. The direction of not only the Indian education but also global education system has to be set right through root and branch transformation. What if materialism of the West and spiritualism of the East meet! A contemporary of Gandhi and an exponent of his philosophy, Acharya J.B. Kripalani, speaking on the relevance of Gandhi's ideas today, said, "**Gandhi made the Indian people aware that they were slaves - not only to the British but also to an alien culture which would ultimately hamper their progress**". True, that during the post-Independence period his ideas receded into the background, as we were overwhelmed by our new-found freedom, considering a sovereign state as our only goal. The government concentrated on the acquisition of power and not on the reconstruction of the existing set-up. But, reviewing the past, we have again realized the relevance of Gandhi's ideas. The stress is, once again, on rural reconstruction. The present-day call is for going back to the village, for decentralization of industry, for employment and exploiting to the full our cottage industry, What is all this if not a rejuvenation of Gandhi educational philosophy?

Gandhi's aversion to theoretical education was not without basis. He said getting a degree or diploma did not mean the end and neither would it help in the long run. In principle the government had accepted his ideas and some states even tried to implement it. Unfortunately neither the politicians nor the teachers realized the importance of basic education as part of a new social order. Our value system continued to have an urban bias and we let his ideas lapse. But what happened? All we got was a mass of unemployed graduates who did not know the meaning of dignity of labour. Today, seeing the state of things, we realized that education must be correlated to a craft. What he said more than seven decades ago has now become a formula to solve our educational problems. Even now we have an urban hangover. In spite of the efforts being made, experts in the field of agriculture fight shy of soiling their hands. With all their bookish knowledge and overwhelming theories they need to be somewhat de-educated. Today, of course we are incorporating virtually every concept of education advocated by Gandhi. The need presently, contrary to what many may think, is for productive work oriented education. We seemed to have realized this and are traversing back to the Gandhi ideas. Let me make it clear that Gandhi was never 'backward'. He visualized the future and if one looks at his ideas in this way then we can say let's go forward with Gandhi. If one is to hope for a change to the better then there is no other way than the Gandhi.

Gandhi's educational philosophy is dynamic and realistic. Gandhiji's vision on education was truly civilized for the betterment of society as well as whole country. Education not only educates the students but brings a new change in the society. It reflects a society's fundamental assumption. According to Gandhiji, education is an all round drawing out of the best in child and man-body, mind and spirit. Literacy is not the end of education not even the beginning. It is only one of the means where by men and women can be educated. Gandhiji does not teach to run away from the world to attain peace, as he advocates to live in the world doing self-less action to attain peace. Gandhiji has recommended to make the productive action as the medium. For this it is essential that child forms the habit of earning his livelihood from his childhood itself. Education should have the ability to connect labour and scientific knowledge. The foundation of basic education is usefulness because its goal is to impart such skill to Indian children by which they can become self-dependent earning hands. According to Gandhiji **“My idea is not merely to teach a particular**

profession or occupation to the children, but to develop the full man through teaching that occupation”. The most essential feature of Gandhiji’s philosophy of education was that instead of imposing handicrafts on the educational curriculum insisted that education must proceed from the handicrafts. Gandhi said, **‘The core of my suggestion is that handicrafts are to be taught not merely for production work but for developing the intellect of the people’**. Another important feature of Gandhiji’s philosophy of education is the supporting aspect of the craft chosen as a means of education. All education to be true must be self supporting. Gandhiji also emphasized that the major aim of education should be character development. He wished that the young generation should develop a sense of courage, strength and virtue. As Cenknner quotes Gandhi- **“Man is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is required for the making of the whole man and constitutes the true economics of education”**.

Critics bring out different drawbacks of basic education. According to them Basic education is primarily vocation-oriented and it gives too much emphasis on productive work. But productivity is not necessarily creativity. Rather it neglects the creative spirit potent in the child. This system of education appears archaic and may not have relevance in the changing situation. When the socio-economic situation is undergoing rapid change under the influence of science and technology emphasis on basic education may drive society backward. At present goods of various types are manufactured by skilled workers and the indigenous products of the students cannot reach that standard. So it is doubtful that all educational institutions would run self sufficiently. Further, a craft-centered education cannot always be man-centered and in this process man may be treated as means but not an end. In an age of industrialization and technological sophistication it is doubtful how far the Gandhian model will be socially needful. Of course, Gandhiji’s educational philosophy of basic education is not opposed to modernity and scientific research. But any scheme of education or development, as the case may be, cannot rule out Gandhi’s ideals. For he always gave emphasis on sustainable development, eco-friendly environment and a non-exploitative economic system. He insisted on a humane, just and equitable social order in accordance with his values of life. Keeping all these ideals in fact, changes or reformations can be brought in his theories to suit to the changing situations. Gandhi’s system of education was a landmark

for it meant to shape a society of his dream. It had important link with his social ideals and philosophy of life. Gandhi will not be opposed to any new experiment if that would usher better social system and improve the quality of life. His basic education pattern sought to universalize education by making the school flattering to the home and participating value coordination with vocationalization, while warranting the economic self-sufficiency of the school. This is a good philosophy of Mahatma Gandhi on education in my concept.

CONCLUSION

Gandhi laid the foundation of a scheme of national education that was suited to our needs, requirements, genius, and aspirations for the future. It is left up to us to perfect it and extend it to cover the entire field of education. In this process, adjustment and adaptation may be necessary, but these actions must be undertaken in the spirit of the total philosophy of Gandhi, that is, for the individual and the society. Whatever may be its merits and demerits, we should not forget that education to Gandhi meant inspiring the children with a new ideology based upon personal purity and unselfish service, resulting in the creation of a society based upon truth and love. Basic education stands for a new outlook, a new approach. The fountainhead of all the conflicts in the world is that knowledge has been separated from work. They have been separated in thoughts by a faulty psychology. They have been separated in life by a faulty sociology. They have been assigned different market values by faulty economics. One of the basic principles of education is that work and knowledge must never be separated. Separation of learning from labour results in social injustices. In dynamic societies, education has to equip individuals with the skills and attitudes necessary for them to adapt to changing conditions, and for constructive participation in the task of social change. This is possible only through the adoption of a suitable educational system. Gandhi believed that education should be intimately related with human experience, “... **what better book can be there than the book of humanity?**” he asked. The convergence of ideas and action was the key note of his approach, which was national in scope, as he wanted to present an alternative to the system introduced by the British colonial system. He stressed that the educational system must be one in which the highest development of mind and soul is possible and which instills courage and self-reliance in the individual, while at the same time, helping them cultivate the highest intellectual, scientific, moral, and ethical accomplishments.

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A CORRELATIVE STUDY OF ADJUSTMENT AND SOCIAL ECONOMIC STATUS OF SECONDARY SCHOOL STUDENTS

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Introduction:

Socio-economic status is the blend of economic and sociological measures of an individual work experience and the economic and social position of an individual or family in connection to others on the premise of income, educational level and occupational status. For the investigation of a family socioeconomic status, the household income, education of earner and occupation are checked and in addition consolidated wage contrasted and a person, when their own attributes are assessed. Socioeconomic status is by and large partitioned into three categories i.e., high socioeconomic status, middle socioeconomic status and low socioeconomic to clarify the three fields a family or an individual may fall into. At the point when putting a family or individual into one of these classifications, any or the majority of the three variables i.e., income, education, and occupation. Adjustment of an individual is shaped based the facilities and the up bring of the child. So there is relationship between the socio-economic status and adjustment can be investigated and evaluated.

Need of the study

Depending on the level of achievement individuals are characterized as high achievers, average achievers and low achievers. Many studies indicate that the academic achievement is dependent on variables like school/college set-up and its organization, personality traits, learning styles, self concept, socio-economic status of students, educational aspiration, well adjusted behavior etc. Beside these the personal characters, vocational aspirations, creativity intelligence, attitude, values, etc also influence it. But socio-economic status plays a major role. The division of society in to different classes and association of parents with a certain class and its linked with the education of their children is an all important feature of our society. The home, as is universally accepted, is the first school of child. As such, a suitable home environment is most conducive to the spread of education among its young members.

Parent's socio economic status is an important factor in shaping their attitude towards encouragement or neglect of education of children. Students belonging to high socio economic status could get easily all the necessary things which they require for their high achievement.

The present investigation, therefore was conducted to fulfill this need and aimed at to explore the relationship of the socio-economic variables with personality adjustment. It was assumed that the conclusions drawn on the basis of the study regarding the relationship between the variables and their effect on academic achievement might provide necessary guide line for improving the academic achievement of secondary school children.

Review of literature

Joshi, and Jena (1999) had done a study on "Comparison of some personality traits of science and social science students". Results showed significantly different levels of anxiety but there were no differences in other traits between the students of both the streams.

Panigrahi (2005) studied academic achievement in relation to intelligence and Socioeconomic status of high school students with the objective to examine the influence of intelligence and socioeconomic status on academic achievement of high school students by taking a sample of 100 students from Bhubaneswar city of Orissa and found that there was significant and positive correlation between academic achievement and intelligence; high intelligence leads to better academic success; a low positive correlation between academic achievement and socioeconomic status; there was no significant difference between boys and girls with respect to academic achievement.

Azimuddin (2013) also argued that there was a positive correlation between SEF and academic achievements at secondary level students. Although, there are arguments both in favour and against the association of socio-economic factors with performance of the students.

Objectives of the study:

1. To study the relationship between adjustment and socio-economic status of 9th standard students of Bangalore city (south)
2. To study the relationship between adjustment and socio-economic status of 9th standard students studying in schools run by different types of management in Bangalore city (south).

Hypothesis of the study:

1. There is no significant relationship between adjustment and socio-economic status of 9th students of Bangalore city (south).
2. There is no significant relationship between adjustment and socio-economic status of 9th standard students of government schools of Bangalore city(south).
3. There is no significant relationship between adjustment and socio-economic status of 9th standard students of private schools of Bangalore city (south).

Methodology: in order to achieve the objectives of the study , Normative survey method is employed. 260 students are drawn from private and government schools who are studying in 9th standard.

Tools used in the study

1. **H.M. Bell's Adjustment Inventory (1962):** H.M bell's adjustment inventory provides adjust patron of in with reference home, environment his or her own health conditions, social ability and adjustment and his or her own emotional stability. Very low score on this inventory indicates very good adjustment and very high score indicates the high degree of unsatisfactory adjustment.
2. **Socio-economic status scale by Bharadwaj R. L.:** The subject has to read the statement carefully. There are five answer probabilities to the enquires. Information in respect of father, mother and yourself are to be recorded in separate boxes provided for each item.

Statistical techniques

Karl Pearson's correlation co-efficient is used, correlation refers to the degree of relationship between two variables and it is usually designated by 'r' and is widely used method measuring the degree of relationship between two variables.

Analysis and interpretation

HYP-1: There is no significant relationship between adjustment and socio-economic status of 9th students of Bangalore city (south).

variables	N	Correlation
Adjustment	260	-0.04
Socio-economic status		

From Table 1.1: the value of co-efficient of correlation is -0.04 hence the hypothesis 1 is rejected that means there is slight negative correlation between adjustment and social economic status of standard 9th students of Bangalore city. This also indicates that is the students come from the families of high socio economic status then the students have less adjustment and vice versa.

HYP-2: There is no significant relationship between personality adjustment and socio-economic status of 9th standard students of government schools of Bangalore city (south).

variables	N	Correlation
Adjustment	110	-0.10
Socio-economic status		

From Table 1.2: the value of co-efficient of correlation is -0.10 hence the hypothesis 2 is rejected that means there is slight negative correlation between adjustment and social economic status of standard 9th students studying in government schools of Bangalore city. This also indicates that is the students come from the families of low socio economic status then the students have more adjustment and vice versa.

HYP-3: There is no significant relationship between personality adjustment and socio-economic status of 9th standard students of private schools of Bangalore city (south).

variables	N	Correlation
Adjustment	150	0.16
Socio-economic status		

From Table 1.2: the value of co-efficient of correlation is 0.16. hence the hypothesis 3 is rejected that means there is slight positive correlation between adjustment and social economic status of standard 9th students studying in private schools of Bangalore city. This also indicates that is the students come from the families of high socio economic status then the students have less adjustment and vice versa.

Findings of the study

1. There is low negative correlation between adjustment and socio economic status of 9th standard students.
2. There is low negative correlation between adjustment and socio economic status of 9th standard students in government schools.
3. There is low positive correlation between adjustment and socio-economic status of 9th standards in private schools.

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SOCIO-EDUCATIONAL IMPLICATIONS OF KANYASHREE PRAKALPA FROM THE PERCEPTIONAL POINT OF VIEW OF BENEFICIARY PARENTS

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ABSTRACT

Kanyashree Prakalpa is a conditional cash transfer scheme introduced by Govt. of West Bengal with the broader aim of improving the socio-educational status of girl child by incentivizing schooling of all teenage girls and thereby delaying their marriages until the age of 18, the legal age of marriage. Presently around 40 lakh parents across the state have started to get the benefits of the Prakalpa. But questions may arise – ‘What is the perception of the beneficiary parents? ‘Are they really motivated about the Prakalpa? Because with the passage of time parents would also be able to perceive the socio-educational aspects of the Prakalpa as they are the direct beneficiaries of the Prakalpa. The present study, undertaken by the researchers, is thus aimed to assess the socio-educational implications of Kanyashree Prakalpa from the perceptual point of view of beneficiary parents.

Key Words- Kanyashree, Socio-educational implications, Beneficiary parents

Introduction

The Post-modern world regards education as the summum bonum of human life. Man being a social being cannot live by bread alone. So Education is necessary to make him/her socialized, civilized and well-cultured. It is necessary to make him/her socially adjusted human being. Education, it is often said, is one’s friend in desert, one’s society in solitude, one’s companion in bereft of friends. Education thus plays a vital role in the transformation of society through its transmission to the different cluster, segment and community of society.

But if we look back at the history of Bengal during the 19th century we realize that the socio-economic conditions of Bengal were then in a dilapidated state. Education was then not regarded as compulsory. People were then superstitious and ignorant. But this ignorance was not bliss for them. And in such a society women were relegated to the background. Polygamy, child marriage and the worst of all – the rite of ‘Sati’ made the lives of women ‘hell’.

It was this time when there was the emergence of the great social reformers like Raja Rammohan Roy, Iswar Chandra Vidyasagar who tried to rescue the society from such a sorry state. They realized that it was only education which could liberate the society from this curse. So they took initiative to set up schools to spread mass education.

With the help of some European philanthropists they also devoted themselves wholeheartedly to set up girl schools to educate them and thus eventually to empower them in broader perspective. Their honest efforts eased the miserable lives of the Bengali women to a great extent.

Now standing at this 21st century it can be safely asserted that the status of women has improved considerably through the different initiatives taken at Govt. and non-Govt. level. However still due to social taboo, early marriage, child marriage there is gender gap in our society. Drop out rate is still alarming in the education scenario of Bengal.

Under such circumstances Govt. of West Bengal has taken several initiatives to eradicate this problem. The initiation of Kanyashree Prakalpa¹ is one such innovative effort of West Bengal Govt. To improve the status and well-being of girl child in West Bengal assuring schooling of all teenage girls and thus by delaying their marriages until the ages of 18, the legal age of marriage for a girl with a broader aim to bring and retain more girl students in the arena of higher education.

It is to say that Kanyashree Prakalpa is a West Bengal Govt. Sponsored scheme which is presently implemented in all the districts of West Bengal and more than 40 lakh girl students² have been benefitted from it. Parents of the girl students are also being motivated to send their wards to school instead of forcing them to get married at an early age. So it is necessary to study the socio-educational aspect of the Kanyashree Prakalpa from the perceptual point of view of the benefitted parents as the success of lion's share of the Prakalpa ultimately depends upon the motivation of the parents.

Statement of the Problem

Socio-Educational Implications of Kanyashree Prakalpa from the Perceptual point of view of the Beneficiary Parents.

Objectives of the Study

- (1) To study the perception of parents about social aspect of Kanyashree Prakalpa.
- (2) To study the perception of parents about educational aspect of Kanyashree Prakalpa.

Method

Survey-based descriptive research method is followed.

Hypothesis

H₀ : 50% beneficiary parents are agreed with the different socio-educational aspects of Kanyashree Prakalpa.

H₁ : Majority of beneficiary parents are agreed with different socio-educational aspects of Kanyashree Prakalpa.

Study Area

Though Kanyashree Prakalpa is implemented in all the districts of West Bengal but for the present study – the study area is delimited within the territorial boundary of Paschim Medinipur district.

Sources of Data

- (i) Primary Source – Data collected through questionnaire.
- (ii) Secondary Sources – Data collected from different govt. Offices (SSM, RMSA), websites, Bureau of Economics and statistics, Govt. of West Bengal etc.

Population

All the beneficiary parents of Paschim Medinipur District.

Sample

A random sample of size 40 has been taken to conduct the study.

Tool

A questionnaire is prepared to study the perceptual view of beneficiary parents. It consists of 22 items on which parents are asked to rate on a 3 point scale (Not agree, Partially agree, Agree) on each item.

Results and DiscussionTable – 1 Shows percentage of Respondents who **Agree, Partially Agree or Not Agree.**

Item	Content	Not Agree	Partially Agree	Agree
1	Perception of Parents on : ‘Child marriage is an important factor leading girls to curtail their education’	0%	10%	30%
2	Perception of Parents on : ‘Child marriage or early marriage is the key factor of secondary school drop outs at rural area’	5%	30%	65%
3	Perception of Parents on : ‘There is an association of domestic violence (e.g. Suicide, dowry) with early marriage’	0%	40%	60%
4	Perception of Parents on : ‘Child marriage is the key factor of gender gap in education’	35%	25%	40%
5	Perception of Parents on : ‘Girls are forced to marry early in rural areas because of social conservativeness’	10%	25%	65%
6	Perception of Parents on : ‘Parents force their daughter to marry early as cost of secondary schooling is very high in Bengal’	30%	45%	25%
7	Perception of Parents on : ‘Parents from low income group have tendency to force their daughter for early marriage’	5%	25%	70%
8	Perception of Parents on : ‘Parents of Backward Classes (SC/ST/OBC) have higher intention to force their child for early marriage’	0%	35%	65%
9	Perceptions of Parents on : ‘Early marriage have bad impact upon the health of women and their child who are the future of nation’	0%	35%	65%
10	Perception of Parents on : ‘Enforcement of law instead of financial package would reduce child marriage’	5%	25%	70%
11	Perception of Parents on : ‘To reduce early marriage enforcement of law as well as financial package both are necessary’	5%	35%	60%
12	Perception of Parents on : ‘Kanyashree Prakalpa would reduce rate of early marriage’	5%	20%	75%
13	Perception of Parents on : ‘Kanyashree Prakalpa would reduce drop out at secondary level’	10%	10%	80%
14	Perception of Parents on : ‘Kanyashree Prakalpa would eliminate gender gap in secondary education’	5%	45%	50%
15	Perception of Parents on : ‘For better promotion of women education Kanyashree Prakalpa is a very justified project of the government’	0%	10%	90%
16	Perception of Parents on : ‘For awareness against child	10%	45%	45%

Item	Content	Not Agree	Partially Agree	Agree
	marriage Kanyashree Prakalpa should be introduced at the school curriculum'			
17	Perception of Parents on : 'Kanyashree Prakalpa has no direct link with academic achievement of girl child'	10%	40%	50%
18	Perception of Parents on : 'Kanyashree Prakalpa would motivate the parents to send their daughter to school upto 18 years'	5%	10%	85%
19	Perception of Parents on : 'Kanyashree Prakalpa would also be helpful to reduce the increasing of gender gap of enrolment in higher education'	15%	25%	60%
20	Perception of Parents on : 'Kanyashree Prakalpa would be helpful for development of future economic growth of nation'	15%	30%	55%
21	Perception of Parents on : 'Kanyashree Prakalpa would also substantiate the purpose of SSM/RMSA in terms of education for all'	5%	50%	45%
22	Perception of Parents on : 'Kanyashree Prakalpa is the unique model for empowerment of women through promotion of women education in Bengal'	15%	10%	75%

Table – 2 Shows hypothesis testing related figure

Item	Hypothesis	Sample proportion (p)	Z (observed)	Z (Tabulated) 5% level of significance	Remarks on Null hypothesis
1.	$H_{01} : P = \frac{1}{2}$ $H'_{01} : P > \frac{1}{2}$	0.90	8.44	1.645	Rejected
2.	$H_{02} : P = \frac{1}{2}$ $H'_{02} : P > \frac{1}{2}$	0.65	1.989	1.645	Rejected
3.	$H_{03} : P = \frac{1}{2}$ $H'_{03} : P > \frac{1}{2}$	0.60	1.292	1.645	Accepted
4.	$H_{04} : P = \frac{1}{2}$ $H'_{04} : P > \frac{1}{2}$	0.40	- 1.292	1.645	Accepted
5.	$H_{05} : P = \frac{1}{2}$ $H'_{05} : P > \frac{1}{2}$	0.65	1.989	1.645	Rejected
6.	$H_{06} : P = \frac{1}{2}$	0.25	-3. 64963	1.645	Accepted

Item	Hypothesis	Sample proportion (p)	Z (observed)	Z (Tabulated) 5% level of significance	Remarks on Null hypothesis
	$H'_{06} : P > \frac{1}{2}$				
7.	$H_{07} : P = \frac{1}{2}$ $H'_{07} : P > \frac{1}{2}$	0.70	2.7586	1.645	Rejected
8.	$H_{08} : P = \frac{1}{2}$ $H'_{08} : P > \frac{1}{2}$	0.65	1.989	1.645	Rejected
9.	$H_{09} : P = \frac{1}{2}$ $H'_{09} : P > \frac{1}{2}$	0.65	1.989	1.645	Rejected
10.	$H_{10} : P = \frac{1}{2}$ $H'_{10} : P > \frac{1}{2}$	0.70	2.7586	1.645	Rejected
11.	$H_{11} : P = \frac{1}{2}$ $H'_{11} : P > \frac{1}{2}$	0.60	1.292	1.645	Accepted
12.	$H_{12} : P = \frac{1}{2}$ $H'_{12} : P > \frac{1}{2}$	0.75	3.64963	1.645	Rejected
13.	$H_{13} : P = \frac{1}{2}$ $H'_{13} : P > \frac{1}{2}$	0.80	4.7468	1.645	Rejected
14.	$H_{14} : P = \frac{1}{2}$ $H'_{14} : P > \frac{1}{2}$	0.50	0	1.645	Accepted
15.	$H_{15} : P = \frac{1}{2}$ $H'_{15} : P > \frac{1}{2}$	0.90	8.44	1.645	Rejected
16.	$H_{16} : P = \frac{1}{2}$ $H'_{16} : P > \frac{1}{2}$	0.45	-0.6353	1.645	Accepted
17.	$H_{17} : P = \frac{1}{2}$ $H'_{17} : P > \frac{1}{2}$	0.50	0	1.645	Accepted
18.	$H_{18} : P = \frac{1}{2}$ $H'_{18} : P > \frac{1}{2}$	0.85	6.2001	1.645	Rejected

Item	Hypothesis	Sample proportion (p)	Z (observed)	Z (Tabulated) 5% level of significance	Remarks on Null hypothesis
19.	$H_{19} : P = \frac{1}{2}$ $H'_{19} : P > \frac{1}{2}$	0.60	1.292	1.645	Accepted
20.	$H_{20} : P = \frac{1}{2}$ $H'_{20} : P > \frac{1}{2}$	0.55	0.6353	1.645	Accepted
21.	$H_{21} : P = \frac{1}{2}$ $H'_{21} : P > \frac{1}{2}$	0.45	-0.6353	1.645	Accepted
22.	$H_{22} : P = \frac{1}{2}$ $H'_{22} : P > \frac{1}{2}$	0.75	3.6493	1.645	Rejected

* P is defined as the population proportion of beneficiary parents who are agreed.

To conduct the study a questionnaire was prepared to understand the perception of beneficiary parents. The questionnaire consists of twenty two items which reflect aspects of socio-educational implication of Kanyashree. Parents are asked to rate their opinion in 3 point scale (Agree, Partially Agree, Not Agree). Data collected from 40 respondents (Parents) are then organized and analysed accordingly. Statistical analysis for large sample reveals that majority (at 5% level) agreed with the statement that child marriage is an important factor leading girls to curtail their education. 65% beneficiary parents in the sample (Table-1) perceive that child marriage or early marriage is the key factor of secondary school drop outs at rural areas. Though 60% beneficiary parents have the perception that domestic violence has the association with early marriage and that is statistically significant. Perception of common people about the gender gap in education is that due to child marriage gender-gap is being increasing specially in rural areas but perception of sampled respondents does not match with it as majority of them differ from it. Majority parents indicate social conservativeness is the key factor of forced early marriage. Though few parents claim that due to increasing cost of secondary schooling parents fail to send their wards to school and as its consequence parents force their girl child to marry at an early stage, however opinion of majority parents differ from it. Regard to common tendency to force their daughter for early marriage income of parents have no impact on it, rather parents of backward classes (SC/ST/OBC) have higher intention to force their child for early marriage. Majority of

parents bear the notion that early marriage has bad impact on the health issue of women and their child who are future of nation. So from perceptual point of view it can be said that to make a healthy nation the evil of child-marriage should be rooted out from the society. Govt. has already enacted law to stop early marriage prohibiting marriage before the age of 18, but due to lack of consciousness among common people child marriage is still prevalent at higher rate in different districts like Murshidabad (61.04%), Birbhum (58.03%), Malda (56.07%) and Purulia (54.03%). So majority of parents perceive that in addition to enact law, financial package like Kanyashree is necessary to prevent early marriage. Thus from societal point of view to reduce social constraints through elimination of women health hazardous, empowerment of women Kanyashree Prakalpa has unique feature coupled with impact in education regard to reduce drop out rate at secondary level, to eliminate gender-gap in secondary education, though parents have mixed responses on the issue that Kanyashree has no direct link with academic achievement of girl child. But majority of the parents are agreed with the perception that Kanyashree would motivate the parents to send their daughter to school upto 18 years. So enrollment in higher education would also be enhanced due to its substantiate effect. Finally it can be said from the perceptual point of view of majority (75%) parents of beneficiary girls that Kanyashree is the unique model for empowerment of women through promotion of women education in Bengal.

Conclusion

Though impact of Kanyashree to resolve different socio-educational constraints is at budding stage, but more than 40 lakh parents across the state have started to have fruitfulness of the Prakalpa. So perception study of the parents never loses its significance. From the perceptual point of view of parents it can be concluded that to resolve the women related issue in terms of social and economic empowerment, introduction of Kanyashree Prakalpa through the channels of education has far reaching consequences.

Note & References

- 1) Kanyashree Prakalpa was introduced by the government of West Bengal in 2012. It is a unique conditional Cash Transfer Scheme aiming to benefit the girl students aged between 13 to 19.
- 2) <http://www.wbkanyashree.gov.in>
- 3) http://wbkanyashree.gov.in/kp_about.php □ □

A COMPARATIVE STUDY ON SELECTED PHYSICAL FITNESS PARAMETER AMONG COLLEGE ATHLETES AND FOOTBALL PLAYERS

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ABSTRACT

The aim of the study to compare on selected physical fitness parameter among college athletes and football player. 30 subjects were taken from Rishi Bankim Chandra College random basis. Out of 30 boys players, 15 players were from athletes and 15 were from football players .They have participated at Interuniversity, District and state levels competition and they are regularly practice in Naihati athletic and football coaching camp. The age of the selected subjects were ranged between 19 -24 years. Fifty yard dash test use to measure speed, standing broad jump test use to measure explosive strength, shuttle run test were use to measure agility, sit ups test were use to measure muscular strength. Statistical analysis was done by using 't' test. Result revealed that speed, explosive-strength, agility were significant at 0.05 level between football and athletes and college students. Muscular strength was not significant at 0.05 levels between football and athletes of college students. Athletes were better in speed, explosive strength and agility than football players.

Key words: Physical fitness, athletes, footballers, speed, explosive strength, agility, muscular strength.

INTRODUCTION

“Physical fitness is the ability to carry out daily tasks with vigorous and alertness without undue fatigue, and with ample energy to engage in pursuits and to meet emergency situation.” Clarke (1957). Here two major categories are considered: general fitness defined as a state of health and well-being, and specific fitness is a task-oriented definition based on the ability to perform specific aspects of sports or occupations. Physical fitness is generally achieved through correct nutrition, exercises, hygiene and rest. Physical fitness is a set of attributes that are either health- related or skill-related. The degree to which people have these attributes can be measured with specific tests. These definitions are offered as an interpretational framework for comparing studies that relate physical activity, exercise, and physical fitness to health.

Physical fitness is one of the most important aspects of soccer performance. Performance and achievement of Athletics and football players depends upon the optimum level of fitness. A skillful player will go a long way in the sport, but without the fitness part

of their game they will not be the complete player. Athletic and Football are highly competitive sports in the world. Athletic and Football are unique sport that can improve overall fitness and confidence for players of all age groups. Aerobic endurance fitness is one of the most important physical fitness attributes for soccer players. Players need to be able to maintain a high level of intensity throughout the 90 minute game. Another very important fitness component is anaerobic fitness, which means running speed and particularly repeat sprint ability. Players also need good agility, strength, power and flexibility. In spite of their unique capabilities as champions, elite athletes are just regular people that have pushed themselves physically and mentally to extraordinary levels. These individuals are constantly pushing themselves to be quicker, faster, stronger, smarter and better than their competition. They have set lofty goals beyond the reach of most and then tried and tested every tool, technique and method to stay motivated and achieve their desired outcome.

METHODOLOGY

The aim of the study to compare on selected physical fitness parameter among college athletes and football player. 30 subjects were taken from Rishi Bankim Chandra College random basis. Out of 30 boys players, 15 players were from athletes and 15 were from football players .They have participated at Interuniversity, District and state levels competition and they are regularly practice in Naihati athletic and football coaching camp. The age of the selected subjects were ranged between 19 -24 years. Fifty yard dash test use to measure speed, standing broad jump test use to measure explosive strength, shuttle run test were use to measure agility, sit ups test were use to measure muscular strength. Statistical analysis was done by using 't' test. Statistical significance was tested at 0.05 levels.

RESULTS AND DISCUSSION

Table – 1

Variables	Players	Mean	S.D.	t-value
Speed	Athletes	6.71	0.411	6.836 *
	Football	7.70	0.504	

Level of Significance 0.05 level

Tab t 0.05 (38) = 2.021

From table no. 1 clearly indicate that mean value of speed for athletes was calculated 6.71 with SD 0.411 and football players was mean value 7.70 with SD 0.504 respectively.

The obtained 't' value on speed was 6.836 which is significant at 0.05 level. This is showing that athletes showed that greater sprinting ability when compared with football players.

Table – 2

Variables	Players	Mean	S.D.	t-value
Explosive strength	Athletes	2.58	0.205	8.074*
	Football	2.11	0.136	

Level of Significance 0.05 level

Tab t 0.05 (38) = 2.021

From table no. 2 clearly indicate that mean value of explosive strength for athletes was calculated 2.58 with SD 0.205 and football players was mean value 2.11 with SD 0.136 respectively. The obtained 't' value on explosive strength was 8.074 which is significant at 0.05 level. This is showing that athletes have more explosive strength when compared with footballers.

Table – 3

Variables	Players	Mean	S.D.	t-value
Agility	Athletes	14.94	0.454	29.157*
	Football	19.91	0.613	

Level of Significance 0.05 level

Tab t 0.05 (38) = 2.021

From table no. 3 clearly indicate that mean value of Agility for athletes was calculated 14.94 with SD 0.454 and football players was mean value 19.91 with SD 0.613 respectively. The obtained 't' value on Agility was 29.157 which is significant at 0.05 level. This is showing that athletes have more Agility when compared with footballers

Table - 4

Variables	Players	Mean	S.D.	t-value
muscular strength	Athletes	51.30	6.769	0.209
	Football	50.80	8.270	

Level of Significance 0.05 level

Tab t 0.05 (38) = 2.021

From table no. 4 clearly indicate that mean value of muscular strength for athletes was calculated 51.30 with SD 6.768 and football players was mean value 50.80 with SD 8.269 respectively. The obtained 't' value on muscular strength was 0.209 which is not significant at 0.05 level.

CONCLUSION

Best on the findings and within the limitation of the present study, following conclusions were drawn:

Athletes were found better compared to football players in speed, explosive strength and agility.

No superiority was observed among athletes & football group in muscular strength.

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DEVELOPMENT OF HIGHER EDUCATION IN INDIA DURING 1900 TO 1947

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INTRODUCTION:

Education is a social process. India has a long and venerable history in the field of higher education. In ancient times, the country was known to have been home to the oldest formal universities in the world. The more striking of these ancient universities were Takshila (now in Pakistan), Nalanda (in the modern state of Bihar) and Ujjaini (in modern Madhya Pradesh). These were famous in the prehistoric world and attracted students from all parts of India, Central Asia, China and South-east Asia. The Hindu-Buddhist university of Takshila, the oldest, was probably established in sixth century B.C.. Unfortunately, Takshila University was destroyed by the White Huns (Ephthalites) around 460 A.D. In 1193, Nalanda University was sacked and totally destroyed by Bakhtiyar Khilji. This event not only ended the university, but was also followed by a rapid decline in the practise of Buddhism in India. In 1235, Sultan Iltutmish completely destroyed Ujjaini, a major centre for mathematics, literature, philosophy and astronomy. History of higher education in India had thus begun its journey quite with a bang, which had to face temporary hindrance in the form of outside invasion. It is significant that at exactly the same time, half-way across the world, Oxford University was being established.

In the Charter Act of 1813, rupees 1 lakh per year sanctioned for advancement of education in India. Now there was a debate about the line of expenditure of this amount. Some said that it should go for Oriental education; the other said that the sum was to be spending for English education. The General Committee of Public Instruction (1823A.D.) decided to spend the money on Oriental Studies. In 1823 A.D. the decision was taken to establish a Sanskrit college at Calcutta.

There was no support for scientific and technical education during British period, hardly three medical colleges started and one engineering college was opened in the Roorke

only for Europeans and Eurasians. Thus the education of masses was neglected by the British, which is evident from the fact that the literacy rate in India was 16% at the time of Independence. The education policy which ever was introduced was only to produce “Cheap clerks” who could help them in administration in their pursuit of economic subjugation of India. Some of the landmarks of Indian education during the British period were Asiatic Society (1784), Banaras Sanskrit College (1791), Fort William College (1801), Sanctioned of 1 Lac rupees per annum (1813), The Hindu College (1817), English as an official language (1833), Macaulay Minutes on English (1835), Wood’s Despatch (1854), Lord Curzon wanted to control the functioning of the universities and thereby break the autonomy of the universities. In the recommendations of the Indian University Commission of 1902, there was no proposal for establishing new university, Calcutta University commission (1917).

The following centuries saw a few centres of Islamic and Hindu learning emerge. However, India did not produce another world-class university for several hundred years. Just like in any other sphere in daily life, it was only during British colonial rule that formal university education was revived. Modern colleges were set up in Agra, Nagpur, Calcutta, Bombay and Madras in the early nineteenth century. This introduction of Western learning, made accessible through the knowledge of English, was a very important factor that allowed the emergence of India's middle class. And this so termed 'middle class' would go on to produce legends after legends when it came to history of higher education in India. In 1857, three federal examining universities on the pattern of London University were established in the three main British-controlled cities of Calcutta, Bombay and Madras. The existing colleges were affiliated to these universities. Over the next several decades, more universities were founded and by 1947 there were 25 universities in the country.

Recommendation of various commissions and committees on Higher Education:

Lord Curzon’s Policy on Higher Education:

Lord Curzon was the first person to appoint a commission on University education. On January, 27, 1902, the Indian University Commission was appointed under the Chairmanship of Sir Thomas Raleigh to enquire into the conditions of the Universities established in British India, and to consider and report upon the proposals for improving their constitution and working. The commission submitted its report in June of the same year (1902) stressing the need for reorganization of the Universities.

Indian University Commission, 1902:

Causes of Appointment –

The main cause for the appointment of this commission was that Curzon himself thought that an ideal university should have two aspects; firstly, it should aim at expanding and encouraging knowledge and education and secondly, it should build the character of the students. It was also necessary to enquire into the present conditions of the universities of Calcutta, Bombay, Madras, Punjab and Allahabad. British Government also considered Indian universities as Indian counterparts of London University. In 1898 London University had been recognized and as a result Indian Universities also needed to be amended.

- **Terms of Reference:** Indian University Commission was to investigate the following –
 1. Future prospects and the condition of the universities in India established by the British Government.
 2. To suggest ways and means for the organization and working of Indian Universities.
 3. To lay down the ways by which the standards of Higher education may go up at the earliest.
- **Recommendations by the commission :**

The commission visited various universities and put forward the report containing suggestions in regard to Higher Education. In short, the recommendations of the Commission were as follows:

1. Instead of reorganizing the universities, the senate and Syndicate should be reorganized. The members of the Senate should be reduced and their term should be five years. The numbers of the members of the Syndicate should be between nine and fifteen.
2. After amending the constitution of the universities, certain facilities for teaching should be given to them.
3. There should be a proper representation of the teachers and the scholars of the affiliated colleges in the University Senate.
4. There should be proper arrangement for teaching in the colleges affiliated to the universities and the rules for recognition should be strictly observed and enforced.

5. Affiliated colleges should be strictly supervised by the Universities.
6. Universities should appoint teachers to impart higher education.
7. Certain proper amendments should be made in the curriculum and the examination system of the universities.
8. Hostels should be built for the students.
9. According to the position of the students, the arrangement for scholarships should take place.
10. The standard of the matric examination should be high and while abolishing the Inter Examination, the curriculum of B.A. should be of three years.
11. A managing committee should be there for every college which, besides managing the college concerned, should also appoint competent teachers and pay attention towards the discipline of the students and the construction of buildings and hostels, etc.

➤ **University Act of 1904 :**

Although the recommendations of the Indian University Commission (1902) had not been welcomed by the countrymen and Indians were opposing them but Lord Curzon did not move even an inch from his aim. He, on the basis of the recommendations of the Commission, decided to frame the educational policy of the state and put forward an Education Act on 11 March, 1904. This, later on, became a law in 1904. This was the law, which for the first time, threw proper light over the defects of Indian education. These defects can be summed up in the following manner :

1. Real aim for acquiring higher education is nothing but to get an employment. Due to this, the scope of education has become narrower, and the persons who are unable to get into other jobs.
2. Undue importance is attached to the examination system and so the students solely aim at passing the examination.
3. The courses are absolutely bookish and very little attention is paid towards intellectual development. Students, instead of attaining real knowledge, try to get through the examination by cramming the material.

4. The development of Indian languages has been stunned due to importance of English.
5. Industrial and technological education is being neglected and the persons who acquire this education do so only to get Government jobs. Vocational education, with the aim of benefiting the public, is not properly attended to.

The Provision of the University Act of 1904 :

The first important change proposed by the Act was the enlargement of the function of a university. Section 3 of the 1904 Act provided that, the University shall be deemed to have been incorporated for the purpose (among others) of making provisions for the instruction of student, with power to appoint University Professors and Lecturers, to hold and manage educational endowments, to erect, equip and maintain University libraries, laboratories and museum, to make regulations relating to the residence and conduct of students, and to do all acts, consistent with the Act of Incorporation and this Act, which tend to the promotion of study and research.

The Second important change proposed by the Act aimed at making the University Senates of a manageable size. The Acts of Incorporation provided that fellows of Universities were to be appointed by Government for life and did not lay down any upper limit to the number of Senators, During the fifty years that followed of Government did not always exercise this power of appointment in the best interests of the University with the result that the Senates became extremely unwieldy. The Indian Universities Act, 1904, proposed, therefore, that the number of Fellows of a University shall not be less than fifty nor more than a hundred and that a Fellow should hold office for five years only instead of for life.

The Third change made by the Act was to introduced the principle of election in the constitution of the Senate. According to this Act 20 Fellows are to be elected in the Universities of Madras, Calcutta and Bombay and 15 in the other Universities.

The fourth change introduced by the Act was to give a statutory recognition to Syndicates and also to give an adequate representation to University teachers on the Syndicates concerned.

The Fifth change introduced by the Act was to provide stricter conditions for the affiliation of colleges to a University and to provide that all affiliated colleges should be periodically inspected by the Syndicate in order to see that a proper standard of efficiency is being maintained. Affiliation and disaffiliation of colleges now required the approval of Government.

The sixth change introduced by the Act was to vest in Government certain powers regarding the regulation to be framed by the Senate. Under the Acts of Incorporation, the sole authority for making regulations was the Senate and Government had only the power to veto in as much as all regulations had to obtain the approval of Government. The Indian Universities Acts of 1904 provided that while approving the regulations framed by the Senate, Government may make such additions and alterations as may be necessary and even frame regulations itself should the Senate fail to do so within a specifies period.

Lastly, the Act empowered the Governor-General-in-Council to define the territorial limits of the Universities. This point was left moot in the Acts of 1857 with the result that certain anomalies crept in later on. For instance, some colleges were affiliated to two universities; some others were situated in the jurisdiction of one University but affiliated to another; and so on. Section 27 of the Act, therefore, laid down that ‘the Governor-General-in-Council may, by general or special order, define the territorial limits within which, and specify the colleges in respect of which, any powers conferred by or under the Act of Incorporation or this Act shall be exercised’.

- **Assessment of Curzon’s University Education Policy :**

It is clear from the above discussion that Lord Curzon wanted to control the functioning of the universities and thereby break the autonomy of the universities. In the recommendations of the Indian University Commission of 1902, there was no proposal for establishing new university. Moreover, there was no representation of any Indian in the two Commissions because of this for his policy did not find favor with the Indian Public. Although two Indian members— G. D. Banerjee and Syed Hasan were included in later stage yet even the then Indian public did not feel happy. They were suspicious of the intention of Curzon and felt that through policy that the Govt. wanted to suppress nationalism. Many

private colleges had to close down because of the policy of shrinkage of higher education taken by Lord Curzon. The number of degree colleges reduced from 192 in 1902 to 170, within a span of 10 years. This had received widespread criticism. But we cannot deny the fact that Curzon gave importance on improving the standard and quality of higher education. The credit for initiating a university improvement campaign was moving slowly but steadily towards its well defined objectives.

Recommendation of Government of India resolution on Higher education

➤ University Education :

- The Resolution provided for the expansion of university education. The existence of 5 universities and 185 Colleges was considered to be insufficient in view of the vast needs and demands of the country.
- The Resolution suggested that universities and high schools should be assigned distinct spheres of activities.
- The universities should be relieved of the responsibility of granting recognition to high schools and they should be kept under provincial Governments.
- The establishment of teaching universities was suggested by emphasizing the separation of the two functions of the universities— teaching and examining.
- Recommendations were made concerning the inclusion of subjects of industrial importance in the curriculum and provision of facilities to the students desirous of prosecuting research work.
- The Resolution put forth certain valuable suggestions pertaining to the character formation of students and hostel life.

Recommendation of Calcutta University Commission on Higher Education

➤ Recommendations on University Education

The main objective of the Sadler Commission was to reform university education in India and accordingly it gave importance to improving the quality of university education. The commission's recommendations can be divided into two parts—academic and administrative.

First we shall discuss the academic and then proceed to recommendations regarding administrative reform.

A. Academic Reform :

- (a) The duration of degree course should be three years after intermediate stage.
- (b) Honors courses as distinct from pass course, should be opened in the universities.
- (c) Provisions should be made for imparting instructions in Arts, Science, Engineering, Agriculture, Commerce and Medicine.
- (d) The medium of instruction at the university level should be English.
- (e) For the sake of better student teacher relationship seminar and tutorial classes may be held.
- (f) Department of Education should be started and education should be taught as a discipline in MA, BA and Intermediate Course.
- (g) A Director of Physical Training should be appointed for paying greater attention to the health and physical welfare of students.
- (h) A Board of Students' Welfare should also be appointed in each university to look after their wellbeing.
- (i) The Commission recommended that oriental studies should be cultivated in the university.
- (j) Muslims should be provided special educational facilities in order that their backwardness may be removed.

B. Administrative Reforms :

- (a) The commission recommended that the Government control over the universities should be less and flexible.
- (b) University teachers should be appointed by Selection Committees constituted especially for the purpose.
- (c) In place of Senate and Syndicate, there should be University Court and Executive Council for the management of the university.

- (d) Professors of Colleges should be represented in large numbers in the administration of the universities.
- (e) For the conduct of examinations, appointment of teachers and curriculum construction, a powerful Academic Council with faculties of different subjects and Board of Studies should be formed.
- (f) A full-time and paid Vice-Chancellor should be appointed.
- (g) Closer Co-operation should be maintained between the colleges and the universities.
- (h) An Inter University Board should be set up for connection and coordination among the different Indian Universities.

➤ **Recommendations on Calcutta University**

We know that this commission was appointed to enquire into the condition and workings of Calcutta University. Let's discuss the recommendations of the commission regarding Calcutta University.

In the opinion of the Commission the Calcutta University had assumed a huge dimension in the form of its various affiliated educational institutions. So it remarked that it was impossible for the university to perform its task successfully. The commission, therefore, recommended that—

- (a) A unitary residential teaching university should be established at Dacca.
- (b) The commission laid emphasis on the teaching functions of universities. It recommended that the Calcutta University should be made a real teaching university.
- (c) The various colleges within the urban area should be organized into one university which should take up teaching work.
- (d) The colleges of the mofussil areas should be developed in such a way that there may be gradual rise of new university centers by concentrating all possible resources for higher education on them.

➤ **Recommendations on intermediate stage**

We must keep in our mind that the Commission recommendation of opening an intermediate stage is a completely new concept in the field of Indian education. This stage would be separated from both secondary and university education. The recommendations of the commission regarding this stage are—

- (a) The intermediate stage would be between the stage of matriculation and the university education.
- (b) Admission to the university should take place after the intermediate stage and not after the matriculation stage, as was done at that time.
- (c) Intermediate colleges may either be run as independent institutions or may be attached to selected schools.
- (d) The curriculum of the intermediate colleges should constitute Arts, Science, Engineering, Industrial education etc.
- (e) The function of the Board of Secondary and Intermediate education was to define curriculum, conduct two examinations at the secondary stage and grant recognition to high schools and intermediate colleges.
- (f) Classes at the intermediate stage should be small so that the teachers and students may come in close contact with each other.
- (g) The medium of instruction in intermediate colleges should be the mother tongue except in case of English and Mathematics.

Recommendation of Sargent committee report on Higher Education

➤ **Higher Education**

The Sargent Committee pointed out the defects of university education in the following way—

- University education has failed to relate their activities to the practical needs of the community as a whole. There is no systematic attempt to adjust the output to the capacity of the employment market to absorb it.
- A great deal of importance is attached to examinations.

- In the absence of suitable selection machinery, a large number of incapable students get entry into the universities.
- Probably nowhere among the universities of the world is there so large a proportion of failures in examinations as in Indian universities.
- Indian universities do not fully satisfy the requirements of a national system of education.

The Committee has offered the following suggestions for the improvement of university education—

- The duration of degree course should be of 3 years.
- The present intermediate course should be abolished. The first year of the course should be transferred to high school and the second year to the universities.
- The standard of university education must be raised. The condition of admission must be revised so that capable students can take the advantage of the university course.
- Competent teachers should be appointed in the university and steps should be taken to improve the conditions of service including remuneration.
- The tutorial system should be widely extended for closer personal contacts between teachers and students.
- Adequate financial assistance must be provided for poor students.
- Emphasis should be given on establishing a high standard in post-graduate studies and in pure applied research.
- For coordination in the activities of the different universities an All India Organization like University Grants Committee of England should be set up.

CONCLUSION:

If we were to follow the path leading to the history of higher education in India, it's surely one of the most fascinating stories to tell. Systematic and organized education has its roots to the ancient days in the subcontinent. From the above study of the different periods of Indian higher education system from 1900 to 1947 we can trace the way that lead to

education in modern India. Education in Ancient India has always been believed to be very discipline and well organized, dating back to sometime during third century B.C. when traditional and religious knowledge used to be the main subject of learning.

Education in modern India started with the British era and thus, came the study of English language which was given more emphasis than any other language learning. The investigator studied Development of Indian education system vividly and came across the various interesting facts about the commissions and committees suggestions towards Higher education during the period 1900 to 1947. Moreover the researcher made analysis and evaluate the merits and demerits of various committees and commissions for upliftment of higher education India.

It is clear from the above discussion that Lord Curzon wanted to control the functioning of the universities and thereby break the autonomy of the universities. In the recommendations of the Indian University Commission of 1902, there was no proposal for establishing new university. Moreover, there was no representation of any Indian in the two Commissions because of this for his policy did not find favor with the Indian Public. Although two Indian members— G. D. Banerjee and Syed Hasan were included in later stage yet even the then Indian public did not feel happy. They were suspicious of the intention of Curzon and felt that through policy that the Govt. wanted to suppress nationalism. Many private colleges had to close down because of the policy of shrinkage of higher education taken by Lord Curzon. The number of degree colleges reduced from 192 in 1902 to 170, within a span of 10 years. This had received widespread criticism. But we cannot deny the fact that Curzon gave importance on improving the standard and quality of higher education. The credit for initiating a university improvement campaign was moving slowly but steadily towards its well defined objectives.

The report on Higher Education of Hartog Committee was welcomed by the Government and steps were taken to implement them. The suggestion of for establishing affiliating Universities was a good one for a country like India. In the field of University education, we find (a) the constitution of Inter University Board (b) The incorporation of a five new universities, (c) The democratization of the older Universities by substantially increasing the number of elected seats on senate (d) Large expansion in the number of colleges and students (e) Opening of new faculties (f) Provision of several new courses of

studies and research. Development of inter college and inter University activities (h) Provision for military training (i) Greater attention to be paid to physical education health and residence of student and lastly the recruitment to I.E.S. was discontinued, a new Provincial (class 1) service was introduced in its place.

Finally it is observed that the expansion of Indian higher education system during British Period (1900 – 1947) was in terms of not only quantitative but also qualitative aspects. All the above described commissions and committees report emphasis on the quality education in general and specially higher education in particular. Reports of each committees and commissions were valuable for peoples of India during British period without having proper planning for implementation and execution.

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HIGHER EDUCATION IN INDIA

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Introduction:

Higher education in India has evolved in distinct and divergent streams with each stream monitored by an apex body, indirectly controlled by the Ministry of Human Resource Development and funded jointly by the state governments. Most universities are administered by the States, however, there are 18 important universities called Central Universities, which are maintained by the Union Government. The increased funding of the central universities gives them an advantage over their state competitors.

Apart from the several hundred state universities, there is a network of research institutions that provide opportunities for advanced learning and research leading up to a PhD in various branches of science, technology and agriculture. Several have won international recognition. 25 of these institutions come under the umbrella of the CSIR -

Council of Scientific and Industrial Research and over 60 falls under the ICAR – Indian Council of Agricultural Research. In addition, the DAE - Department of Atomic Energy, and other ministries support various research laboratories.

The Indian Institutes of Technology were placed 50th in the world and 2nd in the field of Engineering (next only to MIT) by Times Higher World University Rankings Earlier; an Asia Week study had ranked them as the best technical universities in Asia. Indian Institute of Science is the premier research institute in the field of science and engineering. There are several thousand colleges (affiliated to different universities) that provide undergraduate science, agriculture, commerce and humanities courses in India. Amongst these, the best also offer post graduate courses while some also offer facilities for research and PhD studies.

The private sector is strong in Indian higher education. This has been partly as a result of the decision by the Government to divert spending to the goal of universalization of elementary education. Within a decade different state assemblies have passed bills for private universities, and some of these universities are performing quite well. Some of these universities include Birla Institute of Technology and Science, Amity University and Xavier Labor Relations Institute.

Current Status:

India possesses a highly developed higher education system which offers facility of education and training in almost all aspects of human creative and intellectual endeavors: arts and humanities; natural, mathematical and social sciences, engineering; medicine; dentistry; agriculture; education; law; commerce and management; music and performing

Resource Development, 2006-2007). arts; national and foreign languages; culture; communications etc. The institutional framework consists of Universities established by an Act of Parliament (Central Universities) or of a State Legislature (State Universities), Deemed Universities (institutions which have been accorded the status of a university with authority to award their own degrees through central government notification), Institutes of National Importance (prestigious institutions awarded the said status by Parliament), Institutions established State Legislative Act and colleges affiliated to the University (both government-aided and –unaided) As on 31.3.2006, there were 367 University level institutions including 20 Central Universities, 217 State Universities, 104 Deemed Universities and 5 institutions established under State Legislation, 13 Institutes of National Importance established under Central legislation and 6 Private Universities.. There were 18,064 degree and post-graduate colleges (including around 1902 women’s colleges), of which 14,400 came under the purview of the University Grant Commission, the rest were professional colleges under the purview of the Central Government or other statutory bodies like the AICTE, ICAR, MCI etc. Of the Colleges under UGC purview 6109 have been recognized by the University Grants Commission (UGC) under Section 2(f) and 5525 under Section 12(B) of the UGC Act, which recognition permits them to receive grants from the UGC. In 2006-07, an estimated 13.93 million students were enrolled in the institutions of Higher Education as against 10.48 million in the previous year and the faculty strength was 0.488 million as compared to 0.472 m in the previous year. The enrolment of women students at the beginning of the academic year 2006-07 was 4.466 million, constituting 40.40 per cent of the total enrolment. Of the total women enrolment, only 12.35 per cent women have been enrolled in professional courses and the rest in non-professional courses. The women enrolment is the highest in Kerala (66.00 per cent) and lowest in Bihar (24.52 per cent) in terms of percentage enrolment to total enrolment. (Annual Report, Ministry of Human Resource Development, 2006-2007).

Growth of Higher Education:

In its size and diversity, India has the third largest higher education system in the world, next only to China and the United States. Before Independence, access to higher education was very limited and elitist, with enrolment of less than a million students in 500 colleges and 20 universities. Since independence, the growth has been very impressive; the number of universities (as on 31st March 2006) has increased by 18-times, the number of colleges by 35 times and enrolment more than 10 times (Annual Report, MHRD 2006-07). The system is now more mass-based and democratized with one third to 40% of enrolments coming from lower socio-economic strata, and women comprising of some 35% of the total enrolments (Tilak 2004). It is little more than half a century ever since the government initiated a planned development of higher education in the country particularly with the establishment of University Grants Commission in 1953. Among the 104 deemed universities, there is greater diversification. Apart from majority being in technological discipline, there are universities in specific research areas such as English and foreign language, yoga, brain research, dairy research, mines, basic science, neuro science, physical education, fisheries, economics and politics, development research, armament technology, population science, social science, IT, management, education, home sciences, rural studies, music, veterinary research, forest research, drama, planning and architecture, foreign trade, educational planning and administration.

Enrolment Rate:

The extent of higher education is generally measured by enrolment ratio in higher education. Three alternative methods are used to estimate the extent of access to higher education namely Gross Enrolment ratio (GER), Net enrolment ratio (NER) and Enrolment of Eligible ratio (EER). The GER measure the access level by taking the ratio of persons in all age group enrolled in various programs to total population in age group of 18 to 23. The NER measures the level of enrolment for age specific groups namely those in age group of 18 to 23. While the EER measure the level of enrolment of those who completed higher secondary level education. These three concepts thus look at the access to higher education from three different angles. Three alternative sources namely Selected Education Statistics, (SES) National sample Survey (NSS) and Population Census (PC) provides data on number of student enrolment. In 1950-51 the enrolment rate was 0.7%, which increased to 1.4% in

1960-61. For the early 2000 the GER based on the SES is 8. % .The NSS and PC arrived at enrolment ratio of about 10% and 14% respectively. Thus the SES data under reports gross enrolment rate by 4-5%. For 2003/4 the GER work out to 9%, 13.22% and 14.48% respectively .The SES under estimates enrolment rates because of the underreporting of enrolment in unrecognized institutions and also due to non-reporting of enrolment data on an annual basis by some of the State governments. Extrapolations are used to fill the gaps arising from non-reporting by some of the States. The problem with the NSS and also census data is that as it is collected from households, it is likely to over estimate the student enrolment in colleges and universities as it might include those who are doing diploma or training programmes (e.g. computer training) in unrecognized institutions also. A further problem with the population Census data is that it does not distinguish between enrolment in professional degree and diploma programs. The Working Group for Higher Education for the 11th Plan has projected a growth of GER based on SES from current 10.5 to 15.5 by the end of the Plan period as well as based on census data from 15.6 (current) to 20.6 by the end of the Plan.

Quality Assurance Mechanisms:

The Higher Education sector ensures quality of the educational process with the help of accreditation agencies established for the purpose. The main agency which accredits University and Colleges in general education is the National Assessment and Accreditation Council (NAAC) established by the UGC in 1994, where as similar function is done for Technical Education by the National Board of Accreditation (NBA) set up by AICTE in 1994, and for Agricultural education by Accreditation Board (AB) set up by ICAR in 1996. Some of the other professional regulatory bodies are attempting to set up their own accreditation agencies, for instance both the Distance Education Council (DEC) and the National Council for Teacher Education (NCTE) are currently discussing with NAAC the procedures for developing their own accreditation mechanisms. Because of their very late arrival on the scene, the progress of accreditation so far has been very slow. As on May 21, 2006, NAAC has accredited only 128 universities and 2879 colleges and reaccredited 4 Universities and 43 Colleges (NAAC Website), where as NBA by Ju The Higher Education sector ensures quality of the educational process with the help of accreditation agencies established for the purpose. The main agency which accredits University and Colleges in

general education is the National Assessment and Accreditation Council (NAAC) established by the UGC in 1994, where as similar function is done for Technical Education by the National Board of Accreditation (NBA) set up by AICTE in 1994, and for Agricultural education by Accreditation Board (AB) set up by ICAR in 1996. Some of the other professional regulatory bodies are attempting to set up their own accreditation agencies, for instance both the Distance Education Council (DEC) and the National Council for Teacher Education (NCTE) are currently discussing with NAAC the procedures for developing their own accreditation mechanisms. Because of ne2005 has accredited merely 1232 programs from 325 institutions (NBA Website) as against a total of 14000 programs in 3589 approved UG and PG and 1608 diploma institutions. Initially the progress of accreditation was very slow but has picked up speed in the last few years, and both NAAC and NBA have plans to complete the backlog of accreditation of eligible institutions during the next few years .In addition to National accreditation, local quality inspection of affiliated colleges are carried out by the affiliating University to ensure provision of adequate academic infrastructure and satisfactory teaching-learning processes. Analysis of examination performance of students is also used by Universities to assess the quality of educational offerings of individual colleges.

Financing Higher Education:

Higher Education in India has received enormous financial support from both the Central and the State Governments. At the start of the Planning process in 1950, the total allocation for higher education was only Rs.170 million which has now gone beyond Rs.90,000million. This impressive increase is offset to some extent by the rise in prices (inflation) and rise in number of students entering higher education. An analysis of government expenditure on higher education shows a real annual growth rate of 7.5% in the 1950s, 11% in the 1960s, 3.4%, in the 1970s, and 7.3% in the 1980s. (CABE Report 2005) .

Issues:

Although Higher Education has expanded several times since independence, the major issues of access, equity, and quality continue to be areas of concern. These are discussed briefly in paragraphs below

Access:

The enrolment rate (GER) for Higher Education which has risen from 0.7% in 1950-51, 1.4 % in 1960-61, and 8% in early 2000 is still very low (about 10%) compared to the world average of 23.2%, and an average of 54.6% for developed countries, 36.3% for countries in transition, and 11.3 % for developing countries. Even the existing EER of some 60% indicates that 40% of students who complete their higher secondary programs do not enter the realm of tertiary education. Even if we increase enrolment rate by 5% every plan period, it would take so more than a quarter century to come close to the level of developed countries.

Equity:

While the GER continues to be low for the overall population, there are large variations among the various categories of population based on gender, urban or rural habitation and reach and poor.

Quality:

The higher educational institutions suffer from large quality variation in so much so that a recent Nasscom-Mackinsey Report (2005) has said that not more than 15% of graduates of general education and 25-30% of Technical Education are fit for employment. Since only a small number of Universities and colleges are eligible for funding by UGC and hence monitoring for quality by NAAC for ensuring quality standards set by it, a vast majority of institutions are under no quality monitoring and control except what is provided under university regulations and occasional university team visits.

As per the University sector is concerned, a total of 317 Universities under the purview of UGC only about 50% (164) have been assessed for minimum quality under 12(B) while seeking UGC funding whereas only about 40%(128) have been assessed for more elaborate criteria of quality as per NAAC. A sample study by UGC of 111 universities funded by it has shown that 31% of them fall under A grade (High quality), 52% in B grade (Medium quality) and 16% under C grade (Low quality). It is observed that A grade Universities generally perform better with respect to number of indicators, which include faculty strength in number per department and quality (PhD degree), and both physical and academic facilities. (Based on UGC Chairman's Nehru Memorial Lecture, Univ. of Mumbai, November 2006).

Access and Equity:

The Central Government is conscious of the need to raise both the enrolment rate and access to higher education to all who deserve irrespective of class, caste, religion, gender or economic status. In the last plan period enrolment rate has gone up from some 6% to 10% and the 11th Plan it is proposed to raise it 15 percent. 30 new Central Universities, 8 new IITs, 20 new IIITs and 7 new IIMs, and several high grade Medical Institutes are proposed to be established during the next plan period, and one degree college would be established in each district of the country. The Prime Minister has invited private sector participation in this venture. Knowledge Commission, which was established at the suggestion of the present Government, has submitted its first report on Higher Education and is under scrutiny for implementation by the Government. There are proposals for improving access to quality higher education to disadvantaged groups in the population (Moily Committee and Sachar Committee reports). The Indian Prime Minister in his Independence Day speech on 15th August 2007 said, “We will also ensure that adequate numbers of colleges are set up across the country, especially in districts where enrolment levels are low. We will help States set up colleges in 370 such districts. The University system, which has been relatively neglected in recent years, is now the focus of our reform and development agenda. We will set up thirty new Central Universities. Every state that does not have a central university will now have one. In order to promote science and professional education, we are setting up five new Indian Institutes of Science Education and Research, eight new Indian Institutes of Technology, seven new Indian Institutes of Management and twenty new Indian Institutes of Information Technology. These will generate new educational opportunities for our youth. I am sure that, working together, we can ensure that at least **a fifth** of our children go to college as compared to **one-tenth** now.”

Some Public Initiatives:

The success stories of the initiatives of the Government in the field of higher education, which have already received both national and international recognition, are only a few:

- The setting up of Central Universities, with high quality of infrastructure for teaching and research

- Setting up Indian Institutes of Technology and Indian Institutes of Management, which are leaders in Technical and Management Education in the country and have earned very high reputation for their graduates internationally
- Opening up the Professional Education Sector to large scale private investment and permitting the investors cost recovery from student fees
- Establishing Indian Institutes of Information Technology both in the Public and Private sectors, and creating a new phase of public/ private partnership in the IT area with the Institutions given Deemed University Status and ensuring active Industry involvement in Governance.
- Implementing the plan for producing the required human resource for the rapidly growing Information Technology Industry permitting private sector to establish a world class institution
- Permitting private sector to establish a world class institution in Management (ISB at Hyderabad) with linkages with world class institutions
- Permitting some deemed Universities to open campuses both in other states and Abroad.

Some Recent Policy Initiatives by the Government for Higher Education:

- Prime Minister's speech on 15th August 2007 announcing Government's decision to establish many centrally funded high level institutions and help states to establish degree colleges in districts having poor enrolment
- National Development Council's approval to increase XIth Plan allocation to UGC by four fold compared to the Xth Plan allocation
- Prime Minister Speech inviting active public –private partnership while dedicating the Bharti School of Telecommunications Technology and Management at IIT Delhi, and promising liberalizing rules and procedures to make the partnership effective (March 20,2006)
- Finance Minister's allotment of an additional INR1000 million each to Universities of Mumbai, Kolkata, Chennai and the Punjab Agricultural University to make them world class (Budget Speech 2006)

- Finance Minister's allotment of an additional INR1000million to Indian Institute of Science, Bangalore to become a world level university (Budget speech 2005)
- Setting up of a Knowledge Commission (2005)
- Draft National Biotechnology Plan (2004/05)
- Liberal grant of Autonomy-Deemed University Status to IITs, NITs (2004)
- Setting up Indian institute of Information Technology, Design and Manufacturing (IHTDM) at Kancheepuram and Jabalpur in 2003-04. These institutes are to provide a sustainable competitive advantage to the Indian industry in the area of design and manufacturing of new products.
- New Science and Technology Policy (2003)
- Setting up an educational Satellite (2003)
- Transforming India into a Knowledge Superpower (2003)
- Ambani Report on " A Policy Framework for Reforms in Education" submitted to the then Prime Minister as part of a special subject group on Policy frame work for private investment in Education, Health and Rural Development (April 2000)
- National Policy on Education (1986/92/2000)
- Information Technology Action Plan (1998)
- Technology Vision Of India 2020(1996)
- Establishment of NAAC, NBA (1994)
- Encouraging Private Investment in Professional Education (Since 1980s)
- Upgrading Technical Education System through World Bank Assistance- Tech Ed.I, II, III and TEQIP (1987-2008).
- Selecting Universities and Colleges with "Potential for Excellence" started by UGC during Xth Plan to identify at least 161 colleges during the Plan special grants.

Conclusion:

The role of higher education in the development of a nation, especially in the 21st century has been clearly defined by international organizations and commissions and has

been widely discussed at international conferences. In a globalized economy, the higher education sector has become a priority due to the demand for skilled human resource. Globalization has caused an impact on higher education thereby necessitating highly skilled human resource to work on a global platform. Internationalization of higher education is the integration of a global dimension in the varied functions of a university. The dominating rationale for internationalization has changed over last few decades from academic and socio-cultural to political, and presently these have given way to the economic rationale. This mutation has challenged the long-held view that internationalization of higher education should be promoted primarily for fostering harmony and goodwill among nations. Internationalization of higher education (IHE) is defined as “the process of integrating an international, intercultural and global dimension into the purpose, functions (teaching, service, research) and delivery of higher education” (UNESCO, World Conference on Higher Education, 2009). Higher education is important as it provides manpower for higher cadre posts both in private and public sectors. It facilitates the process of national development by encouraging scientific temper in students and encouraging them to develop and progress so that they can live a satisfying existence. As the issue of Human Resource Development has been gaining momentum, the Centre and the State governments are increasing expenditure on social sector, particularly on education expenditure on education is classified under two heads revenue expenditure and capital expenditure. Revenue expenditure is of recurring nature, a major part of this account is incurred in salary. Other expenses are in the category of maintenance expenses such as, building repairs, scholarships etc. Expenditure on capital account includes construction and building works, up gradation, modernization, extension, electrification, maintenance and acquisition of college and universities buildings. In India, the thrust on privatization in higher education started in the early 90s under the LPG (liberalization, privatization and globalization) policy, and various means were adopted by the states to pull their hands away from arena of higher education. Globalization, liberalization, and privatisation have a great impact on improving quality of Indian Corporate, both in products and systems. Allowing foreign universities will create competitive pressure on Indian private players and public institutions to improve quality thereby benefitting all the stakeholders. Internationalization will create opportunities for Indian players to improve on all key indicators like pedagogy, faculty salary, curriculum, research and administration. It is

important to provide some analysis on the attitude of private financing in the field of higher education in the light of reforms. The object of such analysis is to take stock of situation of private financing in higher education worldwide as well as in India. Private higher education has been thrust into the limelight at the end of the 20th century, largely because of the decline of the state sector. Governments are reluctant to spend public funds on post-secondary education while at the same time demands for excess and skilled personnel remain high. Private institutions are providing both access and the skills needed for the economy of the 21st century. Public institutions are being globalised as public funds shrink, and universities are forced to find alternative sources of support. Public universities increasingly resemble private institutions in funding patterns.

The idea of an academic degree as a “private good” that benefits the individual rather than a “public good” for the society is gaining acceptance. The logic of today’s market economies and an ideology of privatization have contributed to the resurgence of private higher education and the establishment of private institutions where none existed before.

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THE STATE OF REALISATION IN YOGA SYSTEM

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Introduction:

Intense desire, intense anger, intense happiness and intense sorrow are such instances where these inward conditions may be taken to be conclusive experiences. But when the intensity subsides for various reasons, it will be seen that there is something beyond. Every stage has a 'beyond', and through it is true infinite may be the stage through which we have to pass, a broad outline is given by Patanjali, in a *sutra* here, that we should not regard any experience as final or as the goal itself until a conviction and a realisation arises that even the least distinction between consciousness and its content has been abolished.

As long as there is any kind of movement in consciousness – even subtly present – we can safely conclude urge to cognise an object is so forceful that it can present itself in any form, almost at any time. But, deep concentration on a given object of meditation obviates the interference of the *rajasic* characters in the mind, and frees the mind from the clutches of those forces which distract it towards other objects than one chosen for meditation.

The object in meditation is something difficult to understand. In the beginning it is said that a form may be chosen, to the exclusion other forms. This instruction, of course is a type of kindergarten instruction for those who do not know what an object is – just as when we teach arithmetic to a small child, and say that two and two make four. If we abstractly make a statement that two and two make four, the child will not understand what two is, and what makes, and what four is etc .,so we bring two objects. We put two mangoes here and two mangoes there and show what there are four mangoes. Physically the calculation is applied in order that the abstract concept of addition, is applied in order that the abstract concept of addition, etc. In arithmetic is introduced into the mind of the child. *Likewise*, we are told that a gross object may be taken – an image, a concept, a diagram, or picture, etc.- for

the purpose, of meditation. But idea behind it is to introduce an abstract concept of the object into the mind and not to give us merely a concrete concept, because the object is anything that can be presented before the consciousness. It is not necessarily any particular shape, because constituted in a similar manner. Everything is made up of the same elements which go to constituted of the universe.

Now we are laying emphasis on different aspect of the matter. The meditation is not on an object, but on the objectivity of the object. The purpose in meditation is to eliminate the object from its objectivity; free it from what we call externality, spatiality, temporality, causality, relatedness, etc., so that, ultimately, it may reveal its true nature of selfhood or pure being. The grossness of the object, which *Patanjali* refers to in 'gross form', is nothing but the intensity of sensibility felt by the mind in respect of anything which it regards as an object. When the sensibility becomes less, the grossness of the object vanishes gradually and the subtle nature of it reveals itself. The subtle character of the object is called the *tanmatra*, as we have studied earlier. As we proceed further and further, the externality that is invested in the object becomes less visible.

The *sutra* which I cited just now ¹ points out the subtlety of an object culminates in *mulaprakriti*. If you recall to your memory what you have studied earlier, you will remember that the cosmology of *Patanjali's* yoga Sutras indicates that the stage of evolution or manifestation is many. But, broadly speaking, they are the stages of what are known as *parakriti*, *mahat*, *ahamkara*, *tanmatras* and the *mahabhutas* on one side, and the individual constitution on the other side. These stages of meditation that *Patanjali* is speaking of are nothing but the stages of the *mahabhutas*, the *tanmatras*, the *ahamkara*, the *mahat*, and *parakriti*; it is these that we have to cross through. The *mahabhutas* are the five elements or the gross objects; rather, they are one object what we call the elements – earth, water, fire, air and ether – are the substances of the cosmos, physically speaking.

We are supposed to be living in world to bondage – not because of the elements, the *tanmatras*, etc., which seem to be surrounding us, but because of the peculiar character of externality that seems to be inherent in these things, that repels us from them and converts them for our purpose into object sensation and experience. It is this repellent character of the externality that is present in these elements that has to be over come in meditation, by deep absorption of consciousness. We rise from the five elements to the *tanmatras*, from the

tanmatras to ahamkara, from ahamkara, from to ahamkara, mahat, and then to *prakriti* and *purusha*. *Purusha is the pure self. The aim of yoga is the absorption of consciousness in to this ultimate called the Pure Self or consciousness into this ultimate principal called the Pure Self or purusha, which is the state of kaivalya.*

We have been studying a condition of meditation, an experience where everything vanishes and get transcended expect a sense of pure Being – asmita matra. There will be no consciousness of any object, except for the fact that we ‘are’. There is only the awareness, aham asmi, which includes the presence of all the other features that are called objects². These samskaras or impression that are formed in the mind by the cognition of objects or sense, are inhibited totally by this new impression that has been created by deep meditation, whose consummation is this sense of pure being or universal asmita. Here, in this stage of experience, the impression, psychically created, though in a cosmic manner, suppress to utter annihilation all other impressions of the mind generated by sense experience, though which the individual has passed earlier, either in this life or in earlier life.

Everywhere, in every condition, there is possibility of everything, because while in individual; life – the ordinary life of senses and mental cognition life- the ordinary life to senses and mental cognition – there was a bifurcation of the seer and the seen, here the bifurcation has ceased, and therefore the necessity for the mind to move towards object in respect of desire and action also ceases.

What is action? It is nothing but the movement of the subject towards an object for a particular purpose. This movement is possible only when there is externality, spatiality and distance, etc. Between the subject and object. This has been eliminated thoroughly, and therefore there is no movement of the mind towards and object. Therefore there is no desire for the object and there is also no possibility for any activity, because every goal of activity has been achieved by the merger of all conditions of action into the very subjectivity consciousness.

This is the state of *sat –chit –ananda*, as the Vedanta tells us – Pure Existence, Pure knowledge, pure bliss. The Existence of all things becomes one with the consciousness that knows. The *satta or the pore, all – Pervading Essential Being* of everything becomes the universal content of the knowing consciousness which, to keep itself abreast with the extent

of this content the is universal, also has to be universal, so that the consciousness that knows this universal object is also universal.

So here, the object is universal ³. Here, this knowledge takes an infinite shape. This is called *brahmakara – vritti* in Vedantic language.

A vritti is a condition of the mind, a psychic state. This state which the mind assumes or reaches, where its content is infinity, is called *brahmakara – vritti*, apart from what is known as *brahmakara – vritti* or the psychic condition which projects itself towards an object outside. The *vritti* or the mental state which tends to move externally towards an object is *brahmakara – vritti*. It is motivated by desire and further action to fulfil the desire. But *brahmakara – vritti* is the fulfilment of all other vrittis, as the ocean is the fulfilment of the rivers. Here the mental condition does not require the motion of itself towards any external existence; rather, there is an identity of the object with itself.

The impression or sense of being that we are referring to, pure asmita matra is also no longer felt⁴ when even the *brahmakara – vritti* ceases; when the consciousness of the universe as an object is not there any More; when the very question objectivity losses its meaning; when consciousness does not know anything as an object not even the universe itself in its completeness; when what is known by consciousness is its own self and not somebody else, not even the cosmos- that is known as the resting of consciousness in its own self.

The seer rests in its own Self⁵. There is no longer a necessity to move towards an object outside for the purpose of acquiring knowledge, because knowledge does not mean acquaintance with an object. It is the entry of the subject into the being of the object. This is institution, and this is equal to the rating of consciousness in its own self. The knowing process no longer exists as a process- it becomes part of being.

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1. suksmavisayatvam Ca alinga paryavasanam (patanjali sutra 1.45)
2. Tajjah samskarah anyasamskra pratibandhi (patanjali sutra I.50)
3. anumana praj nabhyam anyya visesarthavat (patanjali sutra I.49)
4. Tasyapi nirodhe sarvanirodhat nirbijah samadhih (patanjali sutra I.51)
5. Tada drastuh suarupe avasthanam (patanjali sutra 1.3)

SOCIAL CONTROL AND SCHOOL ADMINISTRATION IN WEST BENGAL: A STUDY

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INTRODUCTION:

Rousseau's book 'Social Contract' starts with a famous sentence: "Man is born free and everywhere he is in chains". It is true that man cannot be absolutely free in society. The collective life of man is possible only in the context of social constraints. The sustained social experience of man has revealed to him that in his/her own interest and the interest of others he /she must subject himself/herself to some kind of control which is over and above him. Attainment of individual happiness is the main aim of social life. The happiness can be attained not with unbounded freedom for action but with restrained behaviour. Man has given to society the power of exercising its control over his behaviour. The control which the society exercises over the behaviour of its members through various mechanisms can be referred to as 'social control'. The survival and smooth functioning of the society is possible only when there exist in it social harmony, social solidarity and social order. Social harmony or solidarity is not an automatic development. Individual members of the society must strive and struggle to bring it out. Members of the society are able to bring about social harmony or order only when they conform to certain accepted standards of behaviour or norms. Conformity to norms must prevail over the self-seeking impulses of the people. Group welfare or societal welfare must take precedence over individual pleasures. Individual by himself cannot do this. Hence society exercises its force or control over the individual members. Thus social control refers to the control of society over the individual. Social control implies a system of device through which society controls the activities of individual members. E.A. Ross was the first American sociologist to deal with this concept of social control in his famous book 'Social Control' published in 1901. In fact, it was he who first used the concept of 'social control' in sociological discussion.

It is for all these reasons the researcher feels the urge for studying how far schools of West Bengal are subjected and acidized in the principles and practices of social control in different ways and means. This is an unexplored area of investigation in the school system of

education in West Bengal. Thus the present researcher took his problem namely: “**Social Control and School Punishment in West Bengal: a study**”.

OBJECTIVES OF THE STUDY :

The major objectives of the study are as follows:

- a) To examine the significance of Social Control in School Administration of West Bengal.
- b) To examine the relationship between Social Control and School Administration.
- c) To examine the relationship between School Administration and Academic Achievements

METHODOLOGY OF THE PAPER: We know, there are different types of methodology for any study. Here the survey method of research is used. In the present study and the approach is quantitative in nature.

RELATED STUDIES:

- Rangan (2009) in her study entitled “Administrative and Leadership Behaviour of School leads in Chennai as related to Institutional Climate and Teacher Morale.
- Kittipong (2015) studied the relationship between total quality management and secondary school practice.
- Bais (2015) made a study entitled “A Historical Survey of Educational Administration in India”.
- Dubey (2015) in her study “An Appraisal on Organizational Climate of Higher Secondary Schools of Sagar District”.

HYPOTHESIS OF THE STUDY

The following Hypotheses are framed for the study :

- H₁ : There is significant mean difference between urban boys and rural boys in School Administration of 9th Grade school going children.
- H₂ : There is significant difference between urban boys and urban girls in School Administration of 9th Grade school going children.
- H₃ : There is significant difference between urban girls and rural girls in School Administration of 9th Grade school going children.

- H₄ : There is significant difference between rural boys and rural girls in School Administration of 9th Grade school going children
- H₅ : There is significant relationship between School Administration and Academic Achievement of urban students
- H₆ : There is significant relationship between School Administration and Academic Achievement of rural students.
- H₇ : There is significant relationship between School Administration and Academic Achievement of urban boys.
- H₈ : There is significant relationship between School Administration and Academic Achievement of rural boys.
- H₉ : There is significant relationship between School Administration and Academic Achievement of urban girls.
- H₁₀ : There is significant relationship between School Administration and Academic Achievement of rural girls.

DELIMITATION OF THE STUDY :

The study has some delimitation. These are :

i) School:

- **Area :** The schools were selected from both urban and rural areas.
- **Number of schools :** Twelve schools were selected for administering free tests on basis of purposive factor.
- **Types of schools :** Three types of schools (co-educational, boys' and girls') were selected from West Bengal Board of Secondary Education only.
- **Number of students :** The number of students was delimited to include only six hundred (600) students belonging to both sexes of whom three (300) hundred were boys and three hundred (300) are girls.

ii) Variables : Variable is a condition or characteristic which the experimenter manipulates, controls or observes as it is liable to or capable of change. In this

study the researcher considered two types of variables – independent and dependent.

- **Dependent variable** : In this study Academic achievement is a dependent variable.
- **Independent variable** : Social Control and school administration are independent variables for the research work.

iii) Tools : Three questionnaires were developed and standardised by the researcher. The researcher utilised test-retest method of measuring value of reliability.

- A questionnaire on Social Control prepared by researcher was used.
- A questionnaire on School Administration prepared by the researcher was used.
- Academic Achievement is measured by the marks of annual examination of class – IX from the original recorded book of selected schools.

DEFINITIONS OF SOME IMPORTANT TERMS :

a) School Management and Administration:

School management means running the school along the desired educational policies and programmes of the schools. Schools must be better managed if these are to impart good education to pupils. The word “Administration” means management, control and arrangement; management is a part of administration dealing with the systematic arrangement for definite purpose. It is concerned with the process of regulations, calendars, schedules, and arrangements of equipment (both human and materiel) and other facilities of work. All rules and regulations underlying every item of work have to be strictly followed. This is possible only if the Head master supervises and controls various schools programmes and activities. The School administration has to exercise proper control or supervision of the school system.

b) Academic Achievement :

Academic Achievement is the outcome of education –the extent to which a student, teacher or institution has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessments but there is no general agreement on how it is best tested or which aspects are most important – procedural

knowledge such as skills or declarative knowledge such as facts.

c) English Achievement :

It refers to achievement test prepared and validated on the English subject of 9th standard in West Bengal Board of Secondary Education syllabus.

d) Ninth Standard Students :

It refers to 9th standard of 10+2+3 system of education pattern.

VARIABLES INVOLVED IN THE PRESENT STUDY

The variables are used in the study are as follows :

- a) **Independent Variables:** Social control and school administration are independent variables here.
- b) **Dependent Variables :** Achievement test is dependent variable here.

THE POPULATION

The students of 12 (twelve) secondary/ higher secondary schools situated in Burdwan, Nadia, and Hooghly districts were selected as the sample for the study. The researcher had chosen only the student of class IX of the selected schools.

Some characteristics of the population may be listed as :

- The subjects are nine standard students.
- Their mother tongue as well as medium of instruction is Bengali.
- They are full-time students of West Bengal Board of Secondary Education.
- They are day scholars and live with their own family.

SAMPLE AND SAMPLING DESIGN :

The researcher selected students of West Bengal Board of Secondary Education. He collected 600 data from rural as well as urban comprising Burdwan, Nadia and Hooghly districts and the data consisted of both sexes.

A purposive sampling procedure was adopted for selection of representative sample for the study. The ninth grade students representing the stated characteristics of the

population had been drawn from twelve schools. The schools were boys, girls and also co-educational. Special care was taken for data collection.

Table-1 : District-wise Sample Distribution

	Burdwan		Nadia		Hooghly		Total
	Boys	Girls	Boys	Girls	Boys	Girls	
Urban Area	50	50	50	50	50	50	300
Rural Area	50	50	50	50	50	50	300
Total	100	100	100	100	100	100	600

Analysis and Interpretation of Hypothesis by ‘t’-test :

H_{01} : There is no significant mean difference between urban boys and rural boys in School Administration of 9th Grade school going children.

Table -2: Determination of significance of mean scores in School Administration between urban boys and rural boys of 9th Grade school going children

Measures	N	M	SD	SE _D	df	t
Urban Boys	150	69.33	11.14	1.35	298	1.64 NS
Rural Boys	150	67.12	12.24			

NS = Not Significant.

Analysis : The ‘t’ value for the hypothesis H_{01} is 1.64, which is not significant at both the level. So the null hypothesis is accepted.

Interpretation: As the table value was not significant and the corresponding hypothesis (H_{01}) was accepted. So, it can be interpreted that there is no significant mean difference between urban boys and rural boys in School Administration.

H_{02} : There is no significant mean difference between urban boys and urban girls in School Administration of 9th Grade school going children.

Table -3 : Determination of significance of mean scores in School Administration between urban boys and urban girls of 9th Grade school going children

Measures	N	M	SD	SE _D	df	t
Urban Boys	150	69.33	11.14	1.31	298	0.08NS
Urban Girls	150	69.23	11.57			

NS = Not Significant

Analysis : The 't' value for the null hypothesis (H_{02}) is 0.08, which is not Significant at both the level. So the null hypothesis is accepted.

Interpretation : As the computed value was not significant and the null hypothesis (H_{02}) was accepted and the alternative hypothesis was rejected. So, it can be interpreted that there is no significant mean difference between urban boys and urban girls in School Administration.

H_{03} : There is no significant mean difference between urban girls and rural girls in School Administration of 9th Grade school going children.

Table 4: Determination of significance of mean scores in School Administration between urban girls and rural girls of 9th Grade school going children

Measures	N	M	SD	SE _D	df	t
Urban Girls	150	69.23	11.57	1.19	298	5.56**
Rural Girls	150	75.84	8.85			

**Significant at 0.01 level.

Analysis : The 't' value for the null hypothesis (H_{03}) is 5.56, which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the computed value was significant and the null hypothesis (H_{03}) was rejected. So, it can be interpreted that there is significant mean difference between urban girls and rural girls in School Administration.

H_{04} : There is no significant mean difference between rural boys and rural girls in School Administration of 9th Grade school going children

Table 5: Determination of significance of mean scores in School Administration between rural boys and rural girls of 9th Grade school going children

Measures	N	M	SD	SE _D	df	t
Rural Boys	150	67.12	12.24	1.86	298	7.07**
Rural Girls	150	75.84	8.85			

**Significant at 0.01 level

Analysis : The 't' value for the null hypothesis (H_{04}) is 7.07, which is significant at 0.01 levels. So the null hypothesis is rejected.

Interpretation: As the computed value was significant and the null hypothesis (H_{04}) was rejected. So, it can be interpreted that there is significant mean difference between rural boys and rural girls in School Administration.

Analysis and Interpretation by 'r'

H_{05} : There is no significant relationship between School Administration and Academic Achievement of urban students

Table 6 : Determination of significance of relationship between School Administration and Academic Achievement

Measures	School Administration	Academic Achievement
N	600	
df	598	
r	0.05(NS)	

NS = Not Significant

Here the value of 'r' is 0.05 which is lower than the table value. So the null hypothesis (H_{05}) is accepted.

Interpretation : It can be said that School Administration and Academic Achievement of urban students have low correlation between them.

H_{06} : There is no significant relationship between School Administration and Academic Achievement of rural students.

Table 7 : Determination of significance of relationship between School Administration and Academic Achievement

Measures	School Administration	Academic Achievement
N	600	
df	598	
r	0.11*	

*Significant at the 0.05 level (2-tailed).

Here the value of 'r' is 0.11 which is greater than the table value. So the null hypothesis (H_{06}) is rejected.

Interpretation : It can be said that School Administration and Academic Achievement of rural students have positive correlation between them.

H₀₇ : There is no significant relationship between School Administration and Academic Achievement of urban boys.

Table- 8 : Determination of significance of relationship between School Administration and Academic Achievement

Measures	School Administration	Academic Achievement
N	300	
df	298	
r	0.18*	

*Significant at the 0.05 level (2-tailed)

Here the value of 'r' is 0.18 which is greater than the table value. So the null hypothesis (H₀₇) is rejected.

Interpretation : It can be said that School Administration and Academic Achievement of urban boys have positive correlation between them.

H₀₈ : There is no significant relationship between School Administration and Academic Achievement of rural boys.

Table- 9 : Determination of significance of relationship between School Administration and Academic Achievement

Measures	School Administration	Academic Achievement
N	300	
df	298	
r	-0.10(NS)	

NS = Not Significant

Here the value of 'r' is -0.10 which is lower than the table value. So the null hypothesis (H₀₈) is accepted.

Interpretation : It can be said that School Administration and Academic Achievement of rural boys have low correlation between them.

H₀₉ : There is no significant relationship between School Administration and Academic Achievement of urban girls.

Table 10 : Determination of significance of relationship between School Administration and Academic Achievement

Measures	School Administration	Academic Achievement
N	300	
df	298	
r	-0.05(NS)	

NS = Not Significant

Here the value of 'r' is 0.05 which is lower than the table value. So the null hypothesis (H_{09}) is accepted.

Interpretation : It can be said that School Administration and Academic Achievement of urban girls have low correlation between them.

H_{10} : There is no significant relationship between School Administration and Academic Achievement of rural girls.

Table 11 : Determination of significance of relationship between School Administration and Academic Achievement

Measures	School Administration	Academic Achievement
N	300	
df	298	
r	0.16(NS)	

NS = Not Significant.

Here the value of 'r' is 0.16 which is lower than the table value. So the null hypothesis (H_{10}) is accepted.

Interpretation : It can be said that School Administration and Academic Achievement of rural girls have low correlation between them.

CONCLUSION OF THE STUDY :

Every research study leads to some educational implications. The present research study applied in nature has some important educational conclusion. The study has revealed the relationship between academic achievement as well as School Administration. Findings of the study are significant for the class teachers, school administrators, sociologists, economists, psychologists, philosophers and educational planners. The study is likely to highlights upon the direction of Academic Achievement as well as school administration. The

teacher can find the effects of achievement and school administration of the child. The study is also helpful in the personality development of the students.

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RADHAKRISHNAN: HIS PHILOSOPHY OF LIFE AND EDUCATION AS A TEACHER

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Abstract:

“The aim of education is not the acquisition of information, although important, or acquisition of technical skills, though essential in modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens.” Sarvepalli Radhakrishnanan.

Variety and timelessness of the cultural heritage of India would strengthen the spirit of modern times. Breadth of vision and depth of understanding were required of the person to match this task. Radhakrishnanan was one such person who could successfully see through time and space in the context of India and across the contemporary world. One of the most striking things about Dr. Radhakrishnanan was his versatility. His powerful mind, his power of speech, his command over the English language, his dedication to work and his mental alacrity greatly contributed to his success in life. He is missed as a leader and a teacher who had the wisdom of a sage, detachment of a philosopher and the maturity of a statesman. His multisided life involves not only religious and philosophical activity but also intense activity in social, educational and political fields. As an educational philosopher his contribution is equally unique. Dr. Radhakrishnanan finds a place in the galaxy of great Indian teachers. He carried the message of India's philosophy and religion (love, sympathy, cooperation, peace) to all parts of the world. He enlarged the intellectual and spiritual vision of mankind. But how did he reinterpret Indian philosophy and culture in authoritative and convincing ways that appealed to the modern man? How did he rejuvenate the native, traditional wisdom of the land through a process of critical appraisal, screening, filtering and purification? How could he capture the synthetic, integral, holistic, lime-tested synoptic vision that has invaded Indian intellectual thinking over the centuries? Thus, the paper endeavors to evaluate his contribution that has made a paramount impact in Indian national life as well as in international sphere.

Introduction

India discovered herself in the latter half of the nineteenth and early period of the twentieth century. This was a period of renaissance, enlightenment, identity-consciousness, image-building and synthesis. Scores of scholars, saints, savants, statesmen, artists, historians, litterateurs, scientists, philosophers and others participated and contributed to the process of rediscovery. Rediscovery implied a two-fold approach. On the one hand it implied an awareness and understanding of the spirit of the times: the values and practices relevant to modern, industrial, inter-dependent world, highlighting therein democracy and individual liberty, socialism referring to equality and justice, secularism and national unity. On the other hand it implied an awareness and critical understanding of the richness.

Indian philosophy today is standing almost at a crossroads. It is anxious to retain the forces of the centuries of its tradition through which it has grown, and yet it cannot afford to overlook the 'scientific facts' and 'the empirical attitude' of the present-day world. It is in such a state of inner conflict that the contemporary Indian thinkers developed their own system of thought. They try to escape this predicament by asserting the value of the elements of tradition with a renewed vigour emphasizing that the elements are not against the scientific temper of the present-day world. Contemporary Indian thinkers are still struggling with the same old problems that had kept the ancient Indian thinkers engaged. Concepts of karma, rebirth, immortality, salvation etc. continue to stimulate the contemporary Indian mind. These thinkers feel that 'problems' do not change, and that they can be viewed and reviewed from newer and newer perspectives. Variety and timelessness of the cultural heritage of India would strengthen the spirit of modern times. Breadth of vision and depth of understanding were required of the person to match this task. Radhakrishnan was one such person who could analyze the existential conditions of man, speak of the life of care and anguish – of fear and boredom – and assert that life means living in the midst of and in spite of them. He has made a distinction between the concern of philosophy and the ideal of philosophical thinking. Philosophy is concerned with the existent individual living in the midst of his life-situations, but the ultimate ideal that it recommends is the redemption both of the individual and of the race.

Radhakrishnan as Philosopher:

Radhakrishnan studied philosophy by chance rather than by choice. Being financially constrained student at that time, when a cousin, after graduating from the same college, passed on his textbooks in philosophy to Radhakrishnan, it automatically decided his academic course. Later on he developed deep interest in his subject and wrote many acclaimed works on philosophy, both Eastern and Western. He has a rare qualification of being well-versed in the great traditions of both the east and the west. His early education made him familiar with the knowledge of the east – particularly of India, and his own scholarly adventure acquainted him with the wisdom of the west. Naturally he combines the two traditions with perfect ease, and is able to evolve a philosophy of synthesis. Dr. Radhakrishnan stated that western philosophers, despite all claims to objectivity, were influenced by theological influences of their own culture. The root notions of his own

philosophy are generally taken from ancient Indian philosophy – particularly from the Vedantic tradition, but he has a knack of presenting such ideas into idioms and models of western thought. He seems to be presenting old and traditional ideas in a refreshingly novel manner. He seeks to build a bridge between the traditional wisdom of the east and the new knowledge and energy of the west. He makes persistent efforts to bring about an east-west-synthesis.

Radhakrishnan's basis philosophical position is of a kind of a synthesis of Advaita Vedanta and the philosophy of Absolute Idealism. He defined philosophy as a combination of reflection and intuition. According to him the aim of philosophy is to search that synthesis which may include all the aspects of creation. Philosophy, according to him, is an attempt of human being to know the problems of creation and the nature of the ultimate reality. He takes up the monastic character of the Vedantic reality and combines it with some of the important aspects of Absolute Idealism. Like Vedanta he believes that the reality is one, like Absolute Idealism he shows that everything is a necessary aspect of the One. Consequently one finds it difficult to reduce his philosophy to any of the current metaphysical models. It can broadly be described as a philosophy of *Monistic Idealism*.

Radhakrishnan feels that the main function of a philosophical enquiry is to find an explanation of the universe. He thinks that the ultimate reality must be able to satisfy all the questions regarding the how and why of the universe. He feels that the qualities of existence, order, development, purposefulness, etc. that we notice in the world, demand an ontological foundation, and that can be provided by nothing less than the Absolute. This Absolute has to be *Spiritual, Infinite, changeless, eternal* and the *world of perfection*. Life has a purpose, and ideals and values are the dynamic force that give direction to life and helps it to achieve its goal. Philosophy helps to understand the truth of life and existence. Aims of education are determined by the aims of life, and the aims of life are guided and shaped by the aims of philosophy. Values and ideals regulate and direct human life. This world implies an absolute reality. It is an expression of the Absolute. The Absolute, Radhakrishnan explains, is God. Man is essentially good. He is part of the eternal divinity. But, "*man is complex, multi-dimensional beings.*" He is not only spirit; he has also mind, life and body. He is indivisible. Nothing in him can be rejected or separated. Everything in him is the expression of the Divine.

Radhakrishnan states *“Moral conduct is self-realized conduct if by the self we mean not the empirical self, with all its weaknesses and vulgarity, selfishness and smallness, but the deeper nature of man, free from all fetters of selfish individuality.”* All human beings, irrespective of their race, religion, class, caste, language, nationality, sex, ethnicity, etc., are sparks of the divine. Hence service to humanity is service to God. By self-realization, Radhakrishnan means the ‘social self’, which is the goal of almost all the scholars of Indian philosophy. This is Radhakrishnan’s philosophy and message wherein he looked at the sea of humanity in an integral and holistic perspective. His philosophy has been termed as *‘Integral Humanism’*.

He wrote books of Indian philosophy according to Western academic standards, and made all efforts for the west to give serious consideration to Indian philosophy. In his book ‘Idealist View of Life’, he made a powerful case for importance of intuitive thinking as opposed to purely intellectual form of thought. Dr. Radhakrishnan moved beyond being a more academic and sought to engage his philosophical and religious studies in the political and social developments of the contemporary context. He believed that in India, the philosopher’s duty was to keep in touch with the past while stretching out to the future. This commitment to society, the crusading urgent tone in his scholarly writings, the modern note in his interpretations of even classical texts and his intellectual resistance to the deforming pressures of colonialism gave Dr. Radhakrishnan a distinct public image. He was a coin minted differently from the usual run of politicians and academicians. Far from being a stern and severe intellectual remote from the world, Dr. Radhakrishnan was a very humane person. He earned very early international recognition as a philosopher. In 1952, the Library of Living Philosophers, an institute of world-wide repute, brought out a massive volume on *‘the philosophy of Sarvapalli Radhakrishnan’* devoted wholly to a critical appreciation of his philosophical doctrines. His appointment as President was hailed by Bertrand Russel who said, *“It is an honour to philosophy that Dr. Radhakrishnan should be President of India and I, as a philosopher, take special pleasure in this. Plato aspired for philosophers to become kings and it is a tribute to India that she should make a Philosopher President.”*

His Philosophy of Life and Education:

“The aim of education is not the acquisition of information, although important, or acquisition of technical skills, though essential in modern society, but the development of that

bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens.” **Sarvepalli Radhakrishnanan.**

Dr. Radhakrishnan’s contribution to education is unique and unparalleled. He was not only an idealist philosopher but also a practical educationist. Though he was a great philosopher, he saw life from very close quarters and in entirety. He believes that education must encompass a wider frontier where the human spirit may roam and wander, ask questions, search questions for the deeper values of life and realize the spiritual reality. As a philosopher, an educationist, an administrator, and a statesman, he commanded an excellent vantage point from where he could see that the whole human business was moving towards a fatal destiny, and only education of the right type could save it from a tragic finale. Radhakrishnan opines that no doubt human beings are conditioned by the physical and social environment but they should not be indifferent to the basic values of life. Indifferent attitude to basic values of life means negation of life, decline of standards and defeat of human endeavour. Radhakrishnan objected to this state of things as he was an optimist and not a pessimist about human life and destiny. He points out to the disillusion and confusion of our age where “*our values are blurred, our thought is confused and our aims are wavering.*” Man does not live by bread alone. He must have faith. Faith is the watchword of Vedanta. This faith is more than just belief. It is a commitment, and life without commitment is not worth its value.

The spirit of faith in man is all-pervading. Such faith is at least threefold in nature:

- i. Faith in God and in an orderly universe, which is God’s creation
- ii. Faith in man who occupies an unique place in the universal scheme of God
- iii. Faith in himself- one must realize that there is a divine aspect within him.

Divinity in nature is innate. The man who has lost faith in himself has lost himself. He has a lost soul. There is a close relationship between education and philosophy in any society, for education is essentially a socio-economic enterprise. The fact remains that the problems of education are the problems of philosophy. In Radhakrishnan, philosophy and education go hand in hand. His educational thinking needs to be studied in the context of his view of life. His philosophy is not an ivory tower. It has social and practical relevance.

According to Radhakrishnan *“the house of knowledge cannot be divided against itself. Human knowledge is integrated knowledge. One sector of knowledge cannot be separated from the other; Education must look to the whole man.”* He attached great importance on the value of individualism stressing how the discoveries of science, the great masterpiece of art, literature and music were the outcome of the free individual mind. Education is merely a means to earning a living. It is, according to Indian tradition, a training of human souls in the pursuit of truth and in the practice of virtue.

Radhakrishnan finds man full of contradictions – good and bad, virtue and vice. He can create good things as well as bad ones. It is almost paradoxical that man can rise to heights of genius or fall into depths of degradation. This duality, this dichotomy in his nature has to be overcome through education. Man must become one, so as to reflect the higher tendencies in him. *“The divinity in the human heart is fighting constantly the un-divine parts. So much of it is darkness, yet the light is there, and the light will overcome the darkness, until at last human individual becomes a manifestation of the true spirit of man.*

Radhakrishnan as Teacher:

“The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself.” Edward Bulwer-Lytton

Dr. Sarvepalli Radhakrishnan, a famous teacher who later became the first Vice President and the second President of India was a philosopher, an idealist, an eminent author and then the role of the Executive Head of India, a man of vision, a man of mission and a man of principles are few outlines of this personality. Exceedingly popular among his students right from his early days as a professor of philosophy in Madras (Chennai), then in Mysore, drinking deep of Western philosophy and working hard with Sanskrit scholars. He gained success as a teacher for his erudition, scholarship, oratory and sincerity. Dr. Sarvepalli Radhakrishnan was an evocative teacher. He was offered the professorship in Calcutta University when he was less than 30 years old. Here he wrote his famous intellectual products which gave him world-wide academic distinction and fame. He had profound wisdom and unparalleled power of oratory. He served as Vice-Chancellor of Andhra University from 1931 to 1936. In 1939, he was appointed the Vice Chancellor of Banaras Hindu University. Two years later, he took over the Sir Sayaji Rao Chair of Indian Culture and

Civilisation in Banaras. His mastery on his subject and his clarity of thought and expression made him a much sought after teacher. But what made him even more popular were his warm heartedness and his ability to draw out people. This aspect of his personality continued to win him countless admirers throughout his long and illustrious public life. His commitment to high principles, un-filling dignity and moral authority to all the offices which he held was beyond imagination. If in India Dr. Radhakrishnan was highly respected figure, abroad he became one of the best- liked public figures of his time.

Radhakrishnan's philosophy of teaching:

1. To teach that life has a meaning
2. To awaken the innate ability to live the life of soul by developing wisdom
3. To acquaint with the social philosophy which should govern all our institutions- educational as well as economic and political
4. To train for democracy
5. To train for self-development
6. To develop certain values like fearlessness of mind, strength of conscience and integrity of purpose
7. To acquaint with cultural heritage for its regeneration
8. To enable to know that education is a life-long process
9. To develop understanding of the present as well as of the past
10. To impart vocational and professional training.

The aims and ideals of education according to Radhakrishnan, the Teacher:

1. To inculcate and promote basic human values and the capacity to choose between alternative value systems;
2. To preserve and foster our great cultural traditions and blend them with essential elements from other cultures and peoples;
3. To enrich the Indian languages and promote their use as important means of communication, national development and utility;

4. To promote a rational outlook and scientific temper;
5. To promote the development of the total personality of the students and inculcate in them a commitment to society through involvement in national service programme;
6. To act as an objective critic of society and assist in the formulation of national objectives and programmes for their realization;
7. To promote commitment to the pursuit of excellence;
8. To promote the development of science and technology and of an indigenous capacity to apply it effectively with special emphasis on national problems;
9. To contribute to the improvement of the entire educational system so as to sub-serve the community.

“If we take any philosopher as a guru, if we treat his works as gospel, if we make of his teaching a religion complete with dogma and exegesis, we may become members of his congregation of the faithful, but will not possess the openness of mind essential for a critical understanding of the master’s views. The true teachers help us to think for ourselves in the new situations which arise. We would be unworthy disciples if we do not question and criticize them. They try to widen our knowledge and help us to see clearly. The true teacher is like Krishna in the Bhagwadgita, who advises Arjuna to think for himself and do as he chooses – yatha icchasi tatha guru. ...” – words from ‘*The Philosophy of Sarvepalli Radhakrishnan*’ by Prof. Paul Arthur Schilpp. Recognition of his scholarship came again in 1936, when he was invited to fill the Chair of Spalding Professor of Eastern Religions and Ethics at Oxford which he retained for 16 years. When Dr. Radhakrishnan became the President of India in 1962, he was approached by some of his students and friends and requested him to allow them to celebrate 5th September, his “*birthday*”. In reply, Dr. Radhakrishnan said, “*instead of celebrating my birthday separately, it would be my proud privilege if September 5 is observed as Teachers’ day*”. The request showed Dr. Radhakrishnan’s love for the teaching profession. It was in that very same year, that his birthday in September came to be observed as ‘**Teachers’ Day**’. It was a tribute to Dr. Radhakrishnan's close association with the cause of teachers. Whatever position he held whether as President or Vice President or even as Ambassador, Dr. Radhakrishnan essentially remained a teacher all his life. The teaching profession was his first love and those who

studied under him still remember with gratitude his great qualities as a Pandit Jawaharlal Nehru, who was one of his closest friends throughout, said about Dr. Radhakrishnan: *“He has served his country in many capacities. But above all, he is a great Teacher from whom all of us have learnt much and will continue to learn. It is India’s peculiar privilege to have a great philosopher, a great educationist and a great humanist as her President.”*

One of the most striking things about Dr. Radhakrishnan was his versatility. His powerful mind, his power of speech, his command over the English language, his dedication to work and his mental alacrity greatly contributed to his success in life. He is missed as a leader and a teacher who had the wisdom of a sage, detachment of a philosopher and the maturity of a statesman. His multisided life involves not only religious and philosophical activity but also intense activity in social, educational and political fields. As an educational philosopher his contribution is equally unique. Dr. Radhakrishnan finds a place in the galaxy of great Indian teachers. He carried the message of India’s philosophy and religion (love, sympathy, cooperation, peace) to all parts of the world. He enlarged the intellectual and spiritual vision of mankind. Interaction of Matter and Spirit – is a theme of great importance in the writings of Radhakrishnan. Because of the tremendous impact of science and technology on human life some people are of the opinion that matter is the most important thing in our life. The spirit or the human mind is superior to matter. Human spirit is omnipotent, says Radhakrishnan. It is the spirit of man which controls and guides matter. Man is essentially a spiritual being. It is this spiritual element of man which is responsible for all the great achievements in this world.

Radhakrishnan symbolizes the past and the future, the ancient and modern. He creates a bridge of understanding between the East and the West- Eastern wisdom and Western materialism. And this modern bridge of synthesis leads to the true ideas and ideals of future education. Radhakrishnan regenerated the Indian view of the world and life in it from criticism of life-negation and escapism. We live in a dynamic, vibrant, charged, vigorous and perceptible world beyond which there is a tranquil, equanimous, meaningful, imperceptible and abstract universe that will reveal itself to the inner eye, the vision of institution. Radhakrishnan was one of the distinguished son of India who discovered the golden links between the hoary and glorious past of this country with the scientific, technological, democratic, secular, socialistic and modern outlook of man.

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DEVELOPMENT OF GIRLS AND WOMEN EDUCATION IN POST INDEPENDENT INDIA

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Abstract:

Women constitute almost half of the population of the world. Education for women is the best way to improve the health, nutrition and economic development of the country. The literacy rate represents a measure of educational status of any community. Indian constitution guarantees equal rights to men and women. Articles 14, 15 and 16 of part III of our constitution guarantee right to equality, but this constitution and articles are only bookies not practical. We found women confined to the narrow four-walls of the home to ancient period to modern period. But time to time this picture slowly change, because different policies, recommendations like Radhakrishnan commission 1948-49, Mudaliar commission 1952-53 Kothari commission 1964-66, The National Education Policies (1968, 1986) have strongly recommended the need for spreading education among girls. Indian Government takes different developmental Schemes and Programmes. This paper aims to examine the progress of women's education since the introduction of planned development in the country and Policies and Recommendations on Women Education in the context of modern Indian History.

Key-words: Synchronized, Commuting, Reluctance, Deteriorate, Perks.

Introduction:

Education has been regarded as the most significant instrument for changing women's subjugated position in the society. It not only develops the personality and rationality of individuals, but qualifies them to fulfill certain economic, political and cultural functions and thereby improves their socio-economic status. One of the direct expectations from educational development in a society is the reduction in the inequality among individuals and that is why Education was included as the basic right of every human being in the Universal Declaration of Human Rights. The constitution of UNESCO also directs its efforts to achieve 'The ideal of equality of educational opportunity without regard to race, sex or any distinction, economic or social'.

In India, the increase in the educational facilities and opportunities for women and the removal of traditional bars on entry of women to particular branches and levels of education came to be supported by all champions of women's emancipation from the 19th Century onwards. However, the Indian reformers of the 19th Century wanted to educate women to perform their role as good wives and mothers and not to make them as direct active

participants in the process of national development of the country. The colonial authorities generally supported this limited view-point of women's education. The expansion of education and health services in the 20th Century, however, precipitated a need for women teachers and doctors which resulted in the incorporation of these two vocations in the programme of women's education.

Women's education got a fillip after the country got independence in 1947 and the government has set up various committee and commissions to provide education to all Indian women. As a result women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy rate. The constitution of India guarantees the right to equality to all Indian women without discrimination. The literacy rate before independence was 2.6% rose in 1961 to 15.3% and 50% by the year 2001. And now, according to the 2011 Census, the male literacy rate is 82.14 while female literacy rate is 65.46.

Constitutional Provision for Women Education:

Article 15(1): "The state shall not discriminate against any citizen on grounds only of religion, race, sex, and place of birth or any of them."

Article 15(3): "Nothing in this article shall prevent the state from making any special provision for women and children."

Article 16(1): "There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state."

Article 28(1): "No religious institution shall be provided in any educational institution wholly maintained out of state funds."

Article 29(2): "No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on grounds only of religion race, caste, language or any of them."

Article 30(1): "All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice."

Article 30(1A): “In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in Clause (1), the state shall ensure that the amount fixed by or determined under such law for the acquisition of property is such as would not restrict or abrogate the right guaranteed under the clause.”

Article 30(2): “The State shall, in particular, direct its policy towards securing that the citizens, men and women, equally have the right to an adequate means of livelihood.”

Article 39(a): “The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of minority, whether based on religion or language.”

Article 39(d): “That there is equal pay for equal work for both men women.”

Article 39(e): “That the health and strength of workers, men and women, and the tender age of children are not abused and that citizens are not forced by economic necessity to enter avocations unsuited to their age or strength.”

Article 45: “The state shall endeavor to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of 14 years.”

Article 51(A): “It shall be the duty of every citizen of India to promote harmony and the spirit of common brotherhood against all the people of India transcending religion, linguistic, regional or sectional diversities to renounce practices derogatory to the dignity of women.”

University Education Commission (1948-1949):

Radhakrishnan Commission was the first education commission after independence. The commission was appointed 1948 by the chairmanship of Dr. SarvapollyRadhakrishnan. The Commission stated “There cannot be educated people, without educated woman.” Dr. Radhakrishnan has very emphatically stated, “Women are human being have as much right to full development as men have. The position of women in any society is a true index of its cultural and spiritual level.” It made the following recommendations for women education –

- ❖ The education of women should be in conformity with the requirements of women in order to make them successful and good housewives.

- ❖ Women should be given maximum facilities for education. In this regard, colleges for women should be opened and co-education should be encouraged, where separate colleges are not possible.
- ❖ The curriculum for men and women almost will be same. But women should be encouraged to acquire in home science including home management, home economics, nursing etc.
- ❖ Selection of curriculum should be consistent with the needs, tastes and aptitudes of women.
- ❖ Women should get proper place in the society. Women should be well informed about their rights and duties pertaining to the society and nations.
- ❖ Women teachers should be paid the same scales of salaries as men teachers for equal work.
- ❖ Women have to be given equal opportunities in education.
- ❖ They should be given freedom in education.
- ❖ To ensure the availability of hostels accommodations for women.
- ❖ Scholarships should be provided to the women in education.
- ❖ There should be an intelligent educational guidance by qualified men and women to help women to get a clear view of their real educational interests and to provide good education.
- ❖ Men should be encouraged to extend right courtesy and social responsibility in co-education colleges.
- ❖ Women should be equal chance in any national level work force.

Secondary Education Commission (1952-53):

The Secondary Education Commission was appointed in Oct. 1952 to June 1953 by the chairmanship of Dr. A.L.Mudaliar. Dr.Radhakrishnan had expressed, -“Our Secondary Education remains the weakest link in our educational machinery and needs urgent reforms.” It made the following suggestions to improve the women education –

- ❖ Definite conditions should be laid down in regard to co-educational or mixed schools to satisfy the special needs of girl's students and members of the teaching staff.
- ❖ Efforts should be made by State Govt. to open separate schools for girls wherever there is demand for them.
- ❖ No distinction need be made between education imparted to boys and girls.
- ❖ Special facilities for the study of home science should be made available in all girls' schools and in co-educational or mixed schools.
- ❖ Home science, craft, fine-arts, music, physical education etc. should be provided as curriculum for girls.
- ❖ Govt. must provide schooling facilities in remote area.
- ❖ Women have to be given equal opportunities in education.
- ❖ Scholarships should be provided for girl's education.
- ❖ Co-educational institutes should be made for boys and girls where separate girl's schools are not available.

National Committee on Women Education (1958-1959):

The problems of education of girls and women have acquired a new significance since the attainment of Independence. Education panel of the Planning Commission at its meeting held in July 1957, recommended that:” A suitable Committee should be appointed to go into the various aspects of questions relating to the nature of education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life.” For that in 1958 the National Committee on Women Education was held by the chairmanship of Smt. Durgabai Desmukh. It made the following suggestions for women education –

Section A: Special Recommendations Needing Top Priority-

- ❖ Steps should be taken to constitute as early as possible, a National Council for the education of girls and women.
- ❖ The problem of education of women is so vital and of such great national significance that it is absolutely necessary for the Centre to assume more responsibilities for its rapid development.

- ❖ Every State Govt. should be required to prepare comprehensive developments plans for the education of girls and women in its area.
- ❖ The State Govt. should establish State Councils for the education of girls and women.
- ❖ It also necessary to enlist the cooperation of all semiofficial organizations, local bodies, voluntary organizations, teachers organizations and members of the public to assist in the promotion of the education of girls and women.

Section B: Other special Recommendations –

- ❖ Concessions in kind should be given to the parents of all girls, whether from rural or urban areas, below a certain level.
- ❖ The Govt. should formulate a scheme for awarding prizes to the village showing the highest proportional enrolment and attendance of girls.
- ❖ At the middle stage school more and more educational institutions should be started.
- ❖ At the secondary stage, however, separate schools for girls should be established especially in rural areas, at the same time giving parents full freedom to admit their girls to boys' schools if they so desire.
- ❖ All girls of parents below a certain income level should be given free education up to middle age and subsidized transport should be made available for girl's education.
- ❖ There should be identical curriculum for boys and girls at the primary stage with the provision that even at this stage subjects like music, painting , sewing, needle-work, cooking should be introduced to make the courses more suitable for girls.
- ❖ At the middle stage, and more especially at the secondary stage, there is need for differentiation of curricula for boys and girls.
- ❖ Immediate steps should be taken to set up additional training institutions for women teachers in all such areas of the country where a shortage exists at present.
- ❖ With a view to including women from urban areas to accept post of teachers in rural schools, women teaching serving in rural areas may be provided with quarters and a village allowance may be given to all teachers.

- ❖ Girls should be encouraged to take up courses in Commerce, Engineering, Agriculture, Medicine etc. at the University stage by offering those scholarships and other concessions.
- ❖ Provisions should also be made of condensed courses which train women for suitable vocation after completion of necessary continuation.
- ❖ There should be no distinction between the pay scales of in the Govt. and the Local or Municipal Institutions in the Private –run institutions.

National Council for Women Education (1961-1962):

The National Council for Women's Education in the meeting held on May 10, 1961, appointed a committee, under the chairmanship of Smt. Hans Mehta, to examine comprehensively the problem of curricula for girls at the stages of education. The Committee made the following recommendations –

1. Primary Stage:

- ❖ No differentiation should be made in the curricula for boys and girls at the primary stage.
- ❖ Number of women teachers should be increased in primary schools.
- ❖ Co-education should be adopted at the primary stage.

2. Middle School Stage:

- ❖ The curriculum of general education should be common to boys and girls and no differentiation should be made therein on the bias on sex.
- ❖ Separate primary schools or middle schools for girls should be started where there is such demand and where there is adequate enrolment.
- ❖ In all Middle schools it is desirable to have mixed staff, but where girls to attend school ordinarily meant for boys, appointment of women teachers on staff should be obligatory.

3. Secondary School stage:

- ❖ Special encouragement should be given to girls who study Mathematics or Science at the secondary stage, and special efforts should be made to prepare women teachers of mathematics and science.
- ❖ Sex education is essential at the middle and secondary stages.
- ❖ There should be provided vocational education and vocational schools at the end of secondary education. So that girls are trained for different vocations.
- ❖ Women teachers should also be appointed in all institutions at the secondary and colleges stages which are meant for boys but where girls are also admitted.
- ❖ Separate and co- educational Institutions can be started at the secondary and colleges stages. Parents should send their daughter to the institutions they like.
- ❖ Home science is very essential subjects for the girls at the higher secondary level. It should be also included music, drawing, painting, tailoring, fine arts etc.

4. Textbooks:

- ❖ In textbooks dealing with languages and social studies, adequate attention should be paid to the needs, experiences and problems of girls by including such topics as special festivals of women, games, popular with girls, lives of great woman etc.
- ❖ One of the important values which education should develop through proper textbooks is the manual respect of individual.

5. Vocational Educations:

- ❖ Immediate attempts should be made to expand the provision of vocational courses at the secondary and higher stage of education and to relate these courses with men and women power requirements of society.
- ❖ The possibilities of employing women on a large scale on a part time basis, in as many vocations as possible have to be explored.

6. Other Recommendations:

- ❖ Special needs of girls should be kept on view while conducting the curriculum at the University stage.
- ❖ Girls should be provided with necessary facilities such as scholarships, free-transport, stipend etc.

Bhaktavatsalam Committee (1963):

Bhaktavatsalam committee (1963) was appointed to study the problem of women's education. The main recommendations of the committee were as follows:

- ❖ Both government and public should act jointly and proceed in a planned manner with regard to the education of girls.
- ❖ Co-education should be popular at the primary stage.
- ❖ The services of educated married women should be sought as part time basis for teaching work.
- ❖ Provision of adequate central help for women's education.
- ❖ Establishment of social education centers in rural areas for women.
- ❖ Evolving a functional curriculum for educating adult women.
- ❖ Reservation of seats for women in training institutions, provision of attractive pay, living accommodation, conveyance charge etc.

Indian Education Commission (1964-66):

India appointed an Education Commission on 14th July in 1964 under the chairmanship of Dr. D. S. Kothari. Kothari commission has given a lot of importance to women's education. Regarding the educations of girls this commissions states,-" In our opinion the strategy for the developments of girls and women will have to take to forms. The first is to emphasize the special programs recommended by the National Committee on Women Education and the second is to give attention to the educations of girls at the state in all sections as an integral part of the general program for the expansion and improvement of education." It made the following recommendations regarding women's education –

- ❖ The gap between men's education and women's education should be closed by considering women education as a major program in education for some years. More over determined and bold efforts should be made to face the difficulties involved in the expansion of women's education.
- ❖ Special schemes should be prepared for this purpose and funds required for them should be provided on a priority basis.
- ❖ Both at the Centre and in the States, there should be a special machinery to look after the education of girls and women. It should bring together officials and non-officials in the planning and implementation of programs for women's education.
- ❖ At the secondary level, the development of the education of girls should be increased. The ratio of male and female education should come to 2:1 from 3:1 in 20 years.
- ❖ Separate schools should be provided as there are such as demand so that parents send their daughter as would they like.
- ❖ A program of the provision of suitable but economical hostel accommodation for women students with all the necessary amenities on a large scale.
- ❖ Vocational and part-time work facilities should be provided and encouraged among the women.
- ❖ Research units should be set up in one on two Universities to deal specially with women's education.
- ❖ At the graduate level separate colleges for women may be established if there is such as demand.
- ❖ The present proportion of women students and men students (1:4) should be increased to about 1:3 at the University stage in order to meet the requirements of women in different fields.
- ❖ The education of girl's requires special attention at the primary stage. So more and more ancillary services should be provided. Special measures should be taken to check the undesirable growth of wastage among girls.
- ❖ Special plans should be prepared for this purpose and the funds required for them should be provided as a priority basis.

- ❖ Same curriculum should be provided in boys and girls in education. Home science should be included as an optional subject for women, music, crafts, fine-arts also be included in the curriculum for girls education.
- ❖ Women should be encouraged to actively participate in science and political fields.
- ❖ More organizations should be opened by the State and Central Govt. for expansion of girls education.
- ❖ Women should be more opportunities to work outside from their native place.

National Education Policy (1967-1968):

The Central Advisory Board of Education was held on 22-23rd of August, 1967 at New Delhi under the Chairmanship of Dr. Triguna Sen. the National Policy on Education thus rightly emphasized that women's education should receive priority. It made the following recommendations with regarding women education –

- ❖ The National Education system will be a positive, interventionist role in the empowerment of women.
- ❖ Day care centers will be provided as a support service for universalization of primary education to enables girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.
- ❖ Non-formal, flexible and need based vocational programs will also be made available to youth who have completed primary education, school drop-outs, personal engaged in works and employed or partially employed women.
- ❖ The vocational and technical education and institutions should be provided for girls.
- ❖ Scholarships and stipends should be arranged for meritorious students.
- ❖ Part-time jobs should be organized for women and girls.
- ❖ The gap between men's education and women's education should be closed by considering women's education.
- ❖ The education of girl's should receive special emphasis and funds required for its advancement, particularly for the implementations of its special programs, should be provided on a priority basis. The funds for girl's education and its special programs

should be earmarked so that there is no responsibility of their being diverted into other uses.

- ❖ Condensed courses for adult women should be organized on a large scale and it should be ensured through proper coordination among different agencies and Govt. departments that women who complete the courses are suitably employed. This is one important way of meeting the present shortage of women personnel.

National Education Policy (1986):

The National Policy on Education (1986) is known as new education policy. It is the landmark on the road of the socialistic pattern of society and a Magna Charta of education for the days to come. Our late Prime Minister Mr. Rajiv Gandhi promised in his first broadcast to the nation on January 5, 1985 that a new education policy would equip the country both scientifically and economically for the twenty first century. It has given a lot of importance in women education. This National education Policy made the following recommendations with regarding women education -

- ❖ Education will be used as an agent of basic change in the status of women.
- ❖ There should be improvement of women's education through re-designed curricula, textbooks, training and orientation of teachers and decision making on administration.
- ❖ Various vocational and professional courses will be provided for the promotion of women studies.
- ❖ Various courses such as home science, music, fine arts, tailoring, embroidering, cooking, needlework etc. will be provided for the promotion of women's studies.
- ❖ Highest place would be given to eradicate women's literacy. The obstacles that come in the way of primary level of education should be put to an end.
- ❖ The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emerged technologies.
- ❖ They should be provided necessary facilities and equipment in the school so that they will be to go to schools to reduce stagnation and drop-outs.

Programme of Action, (1992):

The Janardhana Reddy Committee (JRC), in its report submitted in January, 1992, came to the conclusion that while very little of the NPE, 1986 required re-formulation the Programme of Action (POA) needed to be revised considerably. The committee recommended that the following measures will be taken to make the education an effective tool for women's empowerment:

- ❖ Enhance self-esteem and self-confidence of women;
- ❖ Building of positive image of women by recognizing their contribution to the society, policy and the economy;
- ❖ Developing ability to think critically;
- ❖ Fostering decision-making and action through collective processes;
- ❖ Enable women to make informed choice in areas like education, employment and health;
- ❖ Ensuring equal participation in developmental processes;
- ❖ Providing information, knowledge and skill for economic independence;
- ❖ Enhancing access to legal literacy and information relating their rights and entitlements in society with a view to enhance their participation on an equal footing in all areas.

Present Literacy Condition:

Time to time we had seen different commission report -right to equality, right to freedom and right to education of all people. But the present literacy condition of women is different. This is shown in the following table

Literacy Rate in India: 1951-2011

<i>Census Year</i>	<i>Person</i>	<i>Male</i>	<i>Female</i>
1951	18.33	27.16	8.86
1961	28.30	40.40	15.35
1971	34.45	45.96	21.97
1981	43.57	56.38	29.76
1991	52.21	64.13	39.29
2001	64.83	75.26	63.67
2011	74.04	82.14	65.46

Source: Census 2011: Provisional Population Total-India.

Conclusion:

Women education should be given due importance in the present society. Efforts must be made to overcome all the problems of women's education in the light of the recommendations made by the above commissions, committees and different education policies.

In this regard the District Primary Education Project (DPEP) lays special emphasis on female literacy. 60% of the total learners in the National Literacy Mission are women and 50% of the teachers recruited under the scheme of operation Blackboard will be women. Another Scheme called "MahilaSamakhya" has created a new awareness among women and has generated demand for education.

The progress made by India in the field of women's education in the last six decades is unprecedented. There is an educational resurgence in the country and the target is that by 2010 A.D., there should be total literacy in the country, no child should be out of school and everyone should be employed or self-employed. A change in attitude and outlook can solve the problems of women education and fulfill the target.

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ROLE OF ICT IN ENHANCING THE QUALITY OF TEACHER EDUCATION

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Abstract:

Information and Communication Technology (ICT) is a scientific, technological and engineering discipline and management technique used in handling information. Information and Communication Technology (ICT) has become one of the basic building blocks and innovation of modern society. It plays an important role in modernizing education system. Information and Communication Technology (ICT) has opened new challenges for Teacher Education program. The goal of the teacher education program is to develop highly qualified teachers who are knowledgeable, efficient, effective leaders and will play action oriented role in classrooms, schools, communities, etc. The role of ICT in teacher education can have a great opportunity to ensure academic excellence. For this purpose it is essential to trained teacher educators in ICT. Incorporation of ICT in regular teaching is the latest trend. The knowledge of ICT is very much essential for both the pre-service as well as in-service teachers also. Teachers must know the use of ICT in their subject areas to help the learners for learning more effectively. This paper discuss the role of ICT in enhancing the quality of Teacher Education.

Keywords: Information and Communication Technology, Teacher Education, Pre-service, In-service, Technology.

Introduction :

Information and communication technology (ICT) has opened up new challenges for teacher education . A shift in thinking is required for teacher preparation in accordance with today's need. Now teachers must routinely encounter the effective infusion of technology in the normal course of teaching- learning. Today's education system faces the challenge to prepare individuals for the information society where, one of the most important aims is to handle information, for which ICT is necessary in education. Today is the age of 21st Century and it is also the age of information and technology (IT). Every aspects of life are related to science and technology. Teachers must have the knowledge and skills to use multimedia to help all students achieve high academic standard. For this purpose it is necessary to create in the teacher an awareness of the knowledge of ICT. According to

UNESCO (2002) “ICT is a scientific, technological and engineering discipline and management technique used in handling information, its application and association with social, economic and cultural matters”. Teachers are the core of any society and are the key persons to use ICT in teaching – learning settings productively. Teacher’s attitude toward ICT is a significant factor in the implementation of ICT in education. So, ICT is very much important for pre-service teacher education programme in the 21st century.

Teacher Education :

The National Council for Teacher Education (NCTE) has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. Whereas in-service teacher education defined as, “a programme of systematized activities promoted or directed by the school system, or approved by the school system, that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system”.

Information and Communication Technology :

The Information and Communication Technology (ICT) is an acronym that stands for,

- Information.
- Communication.
- Technology.

The nature of information covered topics such as the meaning and value of information, how information is controlled. Management of information covered how data is captured, verified and stored for effective use, processing and distribution of information and also designing network to share information.

Communication refers to , the communication of data by electronic means usually over a distance by internal and external networks.

Technology refers to a collection of techniques. ICT covers any product that will store, retrieve, manipulate and transmit information electronically in a digital form. ICT is a potentially powerful tool for extending educational opportunities both formal and non-formal ways.

ICT have fundamentally changed the way of learning, communicating, and business. ICT can transform the nature of education, where and how learning takes place and the roles of students and teachers in the teaching learning process. ICT have the potential to enhance access, quality and effectiveness in education in general and to enable the development of more and better teachers in particular.

ICT and Education :

Improving the quality of education and training is a critical issue. ICT can enhance the quality of education in several ways :

- ICT increase the motivation to learn.
- Facilitating the acquisition of basic skills by ICT.
- Enhancing teacher training through ICT.
- ICT is a medium for teaching and learning. This refers to ICT as a tool for teaching and learning itself, the medium through which teachers can teach and learners can learn.
- ICT as a tool for organization and management in schools.

Use of ICT in Teacher Education :

Although teachers consult each other more frequently, the teacher more eventually decides on educational practice in his classroom. He is responsible and has the opportunity, as long as the results are satisfactory to teach in the way he pleases. However, in practice due to some constraints on the part of the teacher, the teacher educators rely on the chalk and talk method. A component of ICT is now an integral part of the teacher education curriculum for all students, either at the diploma level (D.Ed.) or at the degree level (B.Ed.). Even master

degree programme in education leading to M.Ed. degree have also started introducing a component of ICT in the curriculum. So most of the teacher training institutions are equipped with an educational technology labs and a computer lab with some or all of the following items of essential ICT hardware and software as required by the NCTE guidelines and regulations:

- TV.
- CD/VCD player.
- Radio cum Cassettes Player.
- Audio video cassettes.
- Overhead projector Projectors.
- Screen Slide projectors.
- Camera.
- Video camera.
- Multimedia PC systems with monitors, hard disk drives, floppy.
- Drivers, UPS, Printers.
- Networking.
- LCD projector.

Impact of ICT in Teacher Education :

1. **Faster learning:** With the use of ICT students can learn up to twice than usual learning.
2. **Consistent instruction:** Every instructor has his or her own style, which may not be the best for students. Sometimes the instructor is in active form and delivers a great class. Other day he or she may be bored, tired or simply unmotivated. With ICT the course is software driven and each student receives the same high quality content.
3. **Higher level of retention:** ICT can increase the retention over instructor led-training up to 40%.

4. **Greater level of assessment:** With an ICT learning solution student activity can be tracked down to the finest level. Every student response to quizzes, simulations and exams can be tracked easily.
5. **Up to date knowledge:** Globally, educational systems are under great pressure to adopt innovative methodologies and to integrate Information and Communication Technologies (ICTs) in the teaching and learning process, to prepare students with the knowledge and skills they need in the 21st century. So up to date knowledge is very much necessary in teacher education program.
6. **Incredible saving of time and money:** Learning through ICT required no travel, no schedule conflicts, no equipment issues, but consistent instruction, higher retention and less expend on money than instructor led training.

Role of ICT at different levels of teacher education :

- **At primary level :** ICT is an integral part of teacher education in primary level. It help primary teachers to teach effectively. The primary classrooms should be equipped with audio video tapes showing pictures of animals, insects, birds, flowers, vegetables, fruits, etc. ICT results in transformation from teacher oriented learning to exploratory self- learning in institutions.
- **At Secondary level:** In this stage ICT helps to make multiple innovative and interaction modes for transaction in classroom teaching. Use of ICT as a transactional mode involves pedagogical analysis, new evaluation techniques, etc.
- **At Higher Secondary level:** Role of ICT to elevate teachers at higher education to empowering teachers for self study by adopting project work, acquiring skills, etc.

Benefit of ICT to the learners:

1. ICT helps in shared learning resources. Students and teachers enjoy the facility to share information wherever they are in the school. ICT can transmit television programmes and information throughout schools in the same districts.
2. ICT helps in shared learning spaces. Network computing facilities create a distributed environment where learners can share places, communicate with each others and teachers via web based system through internet.

3. ICT also promote Collaborative learning in many schools of foreign countries.
4. The use of ICT in the classrooms will change the role of the learners, enabling them to exert more choices over how the approach of study will be, taking less direction from teachers.

Changing Role of Teachers:

The role of the teacher must change because ICT will cause certain teaching resources to become obsolete like the use of overhead projectors and chalkboards may no longer be necessary in the regular classroom. ICT may also make some assessment methods redundant. In an ICT based learning environment, on-line tests can be effective. The role of the teacher must change in the sense that it is no longer sufficient for teachers merely to impart content knowledge. The ICT based learning encourage critical thinking skills, promote information literacy, and nurture collaborative teaching-learning to prepare children for a new world. The Internet is a network of networks, where teachers and students are able to access some of the world's largest information archives. Students and teachers are able to connect with each other, learn flexibly, and collaborate with others around the world. The Internet can be an excellent way to adapt information to meet the characteristics of human information processing.

Role of ICT in 21st Century Teacher Education:

- ICT helps teachers to both in-service and pre-service teacher training.
- ICT also help the practitioners to access with institutions, universities and various organization like NCERT, NAAC, NCTE, etc easily.
- The effective use of ICT also helps in teaching – learning process through proper use of ICT software and hardware.
- It helps in improving teaching skills and also helps in innovative teaching.
- ICT is a popular tool for organization and management in institutions.
- ICT is a kind of store house of educational institutions because all information can be safely store through ICT.
- ICT is helpful for making innovative technical infrastructure.

- With the help of ICT , teacher training institute can develop communication network.

Barriers of using ICT in Education :

Sinko (2002), discussed the barriers to successful integration of ICT into the teaching-learning process, are as follows:

- Lack of support for the educational personnel and learners.
- Lack of teacher competencies to use certain software.
- Insufficient financing.
- Lack of cooperation among academic personnel in the institutions.

Whereas Lai (2001), discussed barriers to the ICT integration into the teaching-learning process, are as follows:

- Lack of teacher confidence.
- Limited accessibility .
- Lack of support.
- Lack of teacher competencies.
- Shortage of time.
- Lack of qualification development.
- Insufficient financing.
- School organisation or management.
- Lack of technical support.

Overcoming the barriers of using ICT in Education:

1. **Political decisions-** Using information and communication technologies in the process of teaching-learning is very difficult, unless the Ministry of Education provides schools with proper resources and funding.
2. **School management-** Schools can play a very important role in integrating ICT into the system of education. It is worth mentioning that not only ministries should tell

how the process of integration should be organized, but also schools could give feedback on difficulties they are facing integrating ICT into curriculum and suggesting what could be done differently.

3. **Teacher as learner-** Teachers have to experience learner position. In the learner position teacher models a positive situation for learners and shows learners a different perspective, which makes the perception of new subjects easier. Teacher has to feel free and without any restrictions in the teaching environment. Only these feelings will foster the teacher to learn and develop further.
4. **Peer support** - Reliable colleagues can become internal "technology" teachers who could teach in small and convenient groups. Teachers can be provided help by sharing best practices.
5. **Time issue-** If the school intends to achieve good results in the area of ICT integration, then at least one week a year should be devoted to teacher activities outside the class. During these events teachers should be acquainted with innovations in information and communication technology area, and should be explained in detail how to use these innovations and integrate them into the process of teaching-learning.

Conclusion:

As conclusion we can state that ICT helps in the professional development of teaching and learning and individuals involved in the programmes of teacher education. ICT provides access to resources so that teachers can apply new knowledge and skills they have learnt. Teaching occupies an honourable position in the society. ICT helps the teacher to update the new knowledge. ICT is one of the major factors for producing the rapid changes in our society. Teachers now started using technology in the everyday classroom. LCD, EDUCOM, projectors, smart classroom, etc. are becoming the common media for teacher education institutions. The use of ICT will enhance the learning experience for children, help them to think and communicate creatively. ICT has tremendous potential for education. ICT can enable a teacher to reach out widely efficiently and effectively. Teaching through ICT helps teachers to be more modern, dynamic and integrative. We should use Information and Communication Technology (ICT) in Teacher Education because teachers only can create a bright future for students.

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EDUCATION AND SUSTAINABLE DEVELOPMENT

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Introduction:

Development is the improvement of living standards, education, health and equality of opportunity and so on of the people. When it takes place without worsening the condition of the components of the environment, it is known as sustainable development. Sustainable development is the organizing principles for meeting human development goals and nourishing the ability of natural systems to provide the natural resources upon which the economy and society depends. It is development that does not deplete resources irreversibly, rather allows them to last. Broadly defined, sustainable development is a method to growth and development and to manage natural, produced and social capital for the welfare of their own and future generations. The word sustainable development is used firstly by **Eva Balfour**, the founder of International Institute for Environment and Development.

According to the **World Commission on Environment and Development** (WCED) ie **Brundtland Commission**, "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs". It contains within it two key concepts:

- The concept of **needs**, in particular the essential needs of the world's poor, to which overriding priority should be given; and
- The idea of **limitations** executed by the state of technology and social organization on the environment's ability to meet present and future needs.

The term sustainable development as used by the United Nations incorporates both issues associated with land development and broader issues of human development such as education, public health, and standard of living. It links together concern for the carrying capacity of natural systems with the social, political, and economic challenges faced by humanity. Under the principles of the United Nations Charter the Millennium declaration identified principles and treaties on sustainable development, including **economic**

development, social development and environmental protection. Now a day the word sustainable development in deed becomes a vital **slogan** in the speeches of politician, company chairs, and NGO activities.

Concept :

The concept of sustainable development has come from the idea **sustainable forest management** which was developed in Europe during the seventeenth and eighteenth centuries. **Sylva John Evelyn** in his essay in 1662 claimed that growing awareness of the depletion of timber resources in England, "sowing and planting of trees had to be regarded as a national duty of every landowner, in order to stop the destructive over-exploitation of natural resources". Following the ideas of Evelyn and French minister Jean Baptiste, **Von Carlowitz** developed the concept of managing forests for sustained yield. By 1970s most development specialists began to appreciate the fact that economic growth alone could not bring about a better way of life for people unless environmental conditions were improved. According to the economist **Rene Passet** (1979), sustainable development has a **three dimension frame work** namely the **environment**, the **economy** and the **society**. Some authors have opined to include culture, institutions or governance as the fourth pillar as the dimension of sustainable development since the **triple-bottom-line** dimensions of economic, environmental and social do not give the impression to be adequate to reflect the complexity of present-day society.

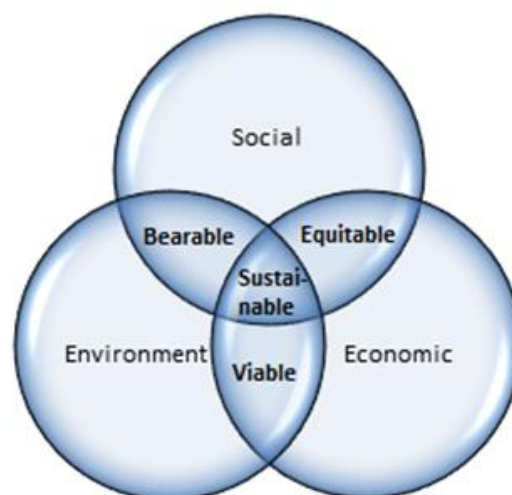


Fig-1: Three dimensional frame work of Sustainable Development (after Rene Passet)

It is now a well-known fact that, environment and development are interlinked to each other. Development cannot survive upon deteriorating environmental resources and environment cannot be protected if development does not take into account it. For the overall development more use of non-renewable resource should be done, the principle of recycling and reuse of resource should be followed, waste should be minimized or managed and a symbiotic relationship must be developed with nature. A specific concern is that those who enjoy the produces of eco-development today may be making future generations worse off by excessively degrading the earth's resources and polluting the earth's environment.

When **natural capital** (the sum total of nature's resources) is used up faster than it can be restocked this situation is known as **unsustainable**. The long-term result of environmental degradation may cause such situation. Such degradation on a global scale should imply an increase in human death rate until population falls to what the degraded environment can sustain. If the degradation continues beyond a certain tipping point or critical threshold it would lead to eventual extinction for humanity. On the other hand when the rate of exhaustion of natural resources by human beings is such a rate that it can be replenished naturally it is known as **sustainable development**.

Table-1: State of the environment with the application of non-renewable resources

Consumption of nonrenewable resources	State of the environment	Sustainability
More than nature's ability to restock	Environmental degradation	Unsustainable
Equal to nature's ability to restock	Environmental equilibrium	Steady state condition
Less than nature's ability to restock	Environmental renewal	Sustainable

History

Sustainable development has a long historical background. In **ancient India**, the environment has been considered as the controller of all human activities including economic development. The ancient Indian people have treated the components of the environment as the **God**. In **Greek** writings, there is a reference of **GE** or **GAIA** as the Goddess of the Earth-the mother figure of nature replenishment. Well in advance, **Mahatma Gandhi** planned a renewed village community based on environmental management. He has designated a **sustainable lifestyle** for himself. A growing awareness of the development strategy that Mahatma Gandhi had suggested many decades earlier is now accepted by

experts on development across the world. In 1962 when Rachel Carson's **Silent Spring** is published the developing environmental movement drew attention to the relationship between economic growth and development and environmental degradation. **The United Nations Conference on the Human Environment** in Stockholm in 1972 gave birth to the first true idea of sustainable development, which was called 'eco development' in those days. In 1980, the **International Union for the Conservation of Nature (IUCN)** published its world conservation strategy by observing the north-south divide, the search for human development and the ecological risks that give rise to the urgent need to safeguard the environment. This document is one of the original sources of the expression 'sustainable development'.

The term 'sustainable development' remained virtually unnoticed until its revival in the **Gro Harlem Brundtland** report '**Our common future**', (1987). As the Prime Minister of Norway and the chair of the World Commission on Environment and Development (WCED) at the time, she aimed to clarify this concept of sustainable development as 'development that fulfills the needs of the present without compromising the ability of future generations'. Since then, the concept of sustainable development has been accepted all over the world. In 1992, the **UN Conference on Environment and Development** published the Earth Charter, which sketches the building of a just, sustainable, and peaceful global society in the 21st century.

Basic aspects of sustainability

The question of sustainable development has emerged due to over exploitation of natural resources as well as because of mismanagement of technology and their consequences. The problems of environment are multidimensional and varied in nature in developed and developing countries but have their impact throughout the world. The problems created by the transfer of technology from developed to third world countries have become a cause for concern, because in the absence of proper management it has become a basis of environmental degradation. The observable signs of degradation of ecological base may be listed as-

- i) Loss of flora, fauna and some rare species due to extensive deforestation.
- ii) Fall in underground water level and drying up of water bodies.
- iii) Increase frequency of flood and drought.

- iv) Deterioration of the quality of air and water.
- v) Pressure of population.
- vi) Unplanned urbanization.

The aspects which require monitoring immediately for sustainability include climatic change, biodiversity, disposal of hazardous and toxic wastes, disposal of pollution generating industries and food and ecological security. In fact development without proper management has become a cause of eco destruction, for which the sustainable development is the only way out.

Goals

The main objective of sustainable development is to balance our economic, environmental and social needs, allowing prosperity for present and future generation. This can be achieved by reducing pollution, poverty, poor housing and unemployment. Sustainable development consists of a long-term, integrated approach for developing and achieving a healthy community by jointly addressing economic, environmental, and social issues and at the same time avoiding the over consumption of key natural resources.

The United Nations Sustainable **Development Goals (SDGs)**, officially known as **Transforming our world: the 2030 Agenda for Sustainable Development** is a set of **17 "Global Goals"** like as-

1. Poverty alleviation.
2. Zero hunger, food security and improved nutrition.
3. Healthy lives, good health and wellbeing.
4. Quality education and promote lifelong learning opportunities for all.
5. Gender equality and empower all women and girls.
6. Clean water and sanitation.
7. Affordable, clean, reliable, sustainable and modern energy.
8. Decent work, sustainable economic growth, full and productive employment.
9. Industry, innovation and infrastructure.

10. Reduced inequalities within and among countries.
11. Sustainable cities and communities.
12. Responsible consumption and production.
13. Urgent action to combat climate change and its impacts.
14. Conserve and sustainably use the oceans, seas and marine resources.
15. Protect, restore and promote sustainable use of terrestrial ecosystems.
16. Peace, justice and strong institutions for all.
17. Global partnerships for the goals.

Within the goals there are **169 targets**, for putting a bit of meat on the bones. As for example- **targets** under goal one include dropping by at least half the number of people living in poverty by 2030, and eradicating extreme poverty (people living on less than \$1.25 a day) and so on.

Agenda 21, recognized at the 1992 **United Nations Conference on Environment and Development, (Earth Summit)** in Rio de Janeiro, Brazil, is the blueprint for sustainability in the 21st century. It is actually a commitment to sustainable development, which was agreed by most of the world's governments. Nations that have promised to take part in Agenda 21 are monitored by the **International Commission on Sustainable Development**. This commission was set up in 1993 under the United Nations Economic and Social Council for the purpose of review of progress of implementation of the agenda 21. It addresses the development of societies and economies by focusing on the conservation and preservation of our environment and natural resources. The **conventions, principles and declarations** of the Earth Summit, provide guidelines to deal with the problems of poverty, hunger, resource consumption and the deterioration of ecosystems. Agenda 21 provides a format for this to happen, detailing an action plan for sustainable development and establishing targets for actions that combine economic development and environmental protection. It is actually an environmental action plan for the next century.

Strategy to achieve sustainable development

The following strategies may be adopted to achieve the goals of sustainability like as-

- **Adoption of appropriate technology**-Higher technology and unsustainability are the two sides of a coin. So for making the development sustainable the technology must be **more energy efficient, less risky, cleaner and more human**. The evolving technology is known as **appropriate technology** which has faith in the use of smaller, repairable machines with production methods that use optimum energy and material and cause less pollution. It benefits people, communities and nations more self-reliant by using raw materials that are locally available.
- **Sustainable agriculture**- To make the development sustainable the agriculture must be organic and environment friendly. It involves preventing adverse effects to air, soil, water, biodiversity, surrounding or downstream resources—as well as to those working or living on the farm or in neighboring areas. **Permaculture, Agroforestry, Mixed farming, Multiple cropping and Crop rotation** may be followed in agriculture for achieving sustainability in this sector.**Agro chemicals** especially chemical fertilizers should be applied properly after testing the soil. Along with these Jhum cultivation, cultivation in marginal lands etc. must be stopped.
- **Stable population growth**- The sustainability of development is intimately linked to the dynamics of population growth. Sustainable development can be persuade more easily if population size is stabilized at a level consistent with capacity of the ecosystem. To achieve this and to stop over population growth birth control and family planning measures should be popularized.
- **Adoption of conservation policy**- Conservation of earth's natural resources is the basis to achieve sustainable society. The shift to appropriate technology and increased use of renewable resources can help to conserve natural resources. Recycling and reuse of waste can help to control pollution. Conservation of nature should be a commitment of every individual for achieving sustainable development.
- **Use of sustainable energy source**- It is established that the environment especially the atmosphere is highly polluted by burning of fossil fuels like coal, petroleum, natural gas etc. so for sustainability, energy should be **clean**. Renewable sources of

energy like hydroelectric, solar, wind must be used largely almost in every sphere of living and development instead of conventional energy sources..

- **Transport sustainability-** Transportation is a large contributor to greenhouse gas emissions and so a great polluter. It is said that about one third emission takes place from this sector. So this sector must be sustainable. Extensive methods of public transportation, cycling, and walking, should be encouraged by providing more mobility and accessibility and by increasing the cost of car ownership, gas taxes etc.
- **Increase public awareness-** The earth's natural resources are rapidly exhausted and the environment is being degraded by a set of anthropogenic activities. So individual can play greater role in environmental management. Public awareness is highly desirable because pollution and degradation will stop only if individuals are aware of their evil consequences.

The role of education in sustainable development

Education covers teaching and learning specific skills, imparting of knowledge, positive judgment and well developed wisdom. It has one of its fundamental aspects of conveying culture from generation to generation. It is an application of pedagogy, a body of theoretical and applied research related to teaching and learning.

Education plays most important role for the development of a man, a society or a nation. There is a positive relationship between education and the development. As for example the knowledge of **Mathematics** helps students understand small or extremely small numbers which permits them to interpret pollution data. **Social Studies** help students understand racism, and gender inequity as well as to recognize how these are expressed in the surrounding community and in nations globally. The knowledge of **Language**, especially media literacy makes expert consumers who can separate fact and opinion and analyze the messages of advertisers and see beyond green wash. In this way, a society or a nation with its educated population can attain easily at his sustainable development goal. And so the **elementary education** is the key to a nation's ability to develop and achieve sustainability goals.

Education as engine for sustainable development

The basic objectives of the education system for sustainable development is 'education of a new man', 'a man of a sustainable type of thinking' a man of cosmo-planetary perception with a complete world outlook, who is capable to solve global tasks facing by the mankind and to promote the forming of sustainable society. This permits every child to attain the knowledge, skills, attitudes and values necessary to shape a sustainable future. A survey of OECD countries supports the fact that, students with higher knowledge in science uttered more sense of responsibility for the environment than those with lower score in science. Research has shown that education can improve agricultural productivity, enhance the status of women, reduce population growth rates, boost up environmental protection, and generally raise the standard of living. It helps to take action towards climatic change or environmental degradation. Education can reduce poverty and hunger. A survey reveals that, one extra year of schooling increases an individual's earnings upto 10%. A **World Bank report** states that, in any country one percent increase of expenditure in education sector increases 9 percent of Gross Domestic Product for three years. So if a country invest 3 more percent for three years in this sector then there is a possibilities of increasing 27 percent of gross domestic product which is very helpful in development. So for the sustainable development it is essential of the development of education.

Generally there is a positive relationship between the level of education and the **stages of development**. When education levels are low, economies are often limited to primary sectors ie in resource extraction and agriculture. In many countries, the current level of basic education is so low that it severely hampers development options and plans for a sustainable future. With the development of education level of the population, different other sectors of economies like secondary, tertiary, quaternary and so on are opened up gradually. This increases the job potentialities and size of gross domestic product (GDP) of the country. Higher education level is necessary to generate **greener jobs and industries** (i.e. those having lower environmental impacts) that are more sustainable.

Education can change the shape and direction of a society. It benefits a woman in life-altering ways. An educated woman gains higher status and an improved sense of efficiency. She tends to marry later and have greater bargaining power and success in the "marriage market." She also has greater bartering power in the household after marriage. An educated

woman tends to desire a smaller family size and seek the health care necessary to do so. She has fewer and healthier children. An educated woman has high educational and career expectations of her children. For females, education profoundly changes their lives, how they interact with society, and their economic status. Educating women creates more equitable lives for women and their families and increases their ability to participate in community decision making and work toward achieving local sustainability goals.

Education and sustainability plans

Sustainability plans are directly affected by education in the following three areas:

Implementation- An educated people are essential to execute sustainable development plan. In fact, a national sustainability plan can be enhanced or limited by the level of education attained by the nation's general public. Nations with high illiteracy rates and unskilled workforces have fewer development options. As a result, these nations are enforced to buy energy and manufactured goods from the international market with hard currency. For this, these countries need international trade which is done usually by exploiting the natural resources or conversion of lands from self-sufficient family-based farming to cash-crop agriculture. An educated workforce is key to moving beyond an extractive and agricultural economy.

Decision making- Right and good decisions which will affect social, economic, and environmental well-being also depend on educated citizens. Development options, especially "**greener**" development options, expand as education level increases. The community with an abundance of skilled labour and technically trained people can take a decision which is right for the present and future.

Quality of life- Education is also vital for improving the quality of life. Education lifts up the economic status of families. It improves life conditions, lowers births and infant mortality rate and improves the educational achievement of the next generation, thereby raising the next generation's chances for economic and social well-being. Improved education holds both individual and national inferences.

United Nations and Education for sustainable development

Education for sustainable development as proposed by the United Nation has five components namely- **knowledge, skills, perspectives, values and teaching issues** which are to be addressed in a formal curriculum for sustainable development. The decade 2005 – 2014 has been declared by United Nations as the **decade for Education for Sustainable Development which** aims to-

- Cultivate in every human being the knowledge and skills necessary to reach more sustainable future.
- Include any child in the world to the educational society and provide access to school.
- Improve the quality of education.
- Promote the concept of global citizenship.

Agenda 21 of the United Nation was the first international document that identified education as an essential tool for achieving sustainable development. Two basic and very important objectives of **Global Action Programme(GAP) on Education for Sustainable Development (ESD)**of United Nation are:

- **Reorienting** education and learning so that everyone has the opportunity to acquire the values, skills and knowledge that empower them to contribute to sustainable development; and
- **Enhancing** the role of education and learning in all relevant agendas, programmes and activities that promote sustainable development.

In recent times numbers of globally recognized **educational institutions** have been established in different countries of the World that focus on education on sustainable development. Some of them are-

1. London South Bank University with a Master's program in Education for Sustainability.
2. St Francis Xavier College (Canberra).
3. Marlboro College Graduate School.

4. Maharishi University of Management for Bachelors and Masters Programs o Sustainable Development.
5. Green Education Foundation
6. Portland State University's Nohad A Toulan School of Urban Studies and Planning
7. Sustainability Department and Multidisciplinary units for Sustainable Development.
8. University of Ottawa Institute of the Environment.
9. Centre for Environment Education Ahmedabad, India.

Education: Promise and Paradox

It is true that, there is direct relation between education and sustainable development. As for example increases in population and resource use are thought to threaten a sustainable future, and education is linked both to fertility rate and resource consumption. Educating females reduces fertility rates and therefore population growth. By reducing fertility rates and the threat of overpopulation a country also facilitates progress toward sustainability. But it does not hold good always and everywhere. The opposite is true for the relationship between education and resource use. Generally, highly educated people, who have higher incomes, consume more resources than poorly educated people, who tend to have lower incomes. In this case, more education increases the threat to sustainability. The figures from the United Nations Educational, Scientific and Cultural Organization (UNESCO) **Statistical Yearbook and World Education Report**, for example, show that in the United States more than 80 percent of the population has some post-secondary education, and about 25 percent of the population has a four-year degree from a university. Statistics also show that per-capita energy use and waste generation in the United States are nearly the highest in the world. In the case of the United States, more education has not led to sustainability.

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TEST ANXIETY BETWEEN DISTANCE AND TRADITIONAL LEARNERS: A COMPARATIVE STUDY

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Abstract:

In recent time Distance education provide equal educational opportunities for higher education for acquire knowledge in various fields of study. And test anxiety is most important for teaching learning system. Their relevance are the most relevant trends of educational research. Both the distance and traditional learning should be multidimensional. But the reality is there are not well managed systems. Test anxiety consists of a joint usage of distance and traditional both approaches on single characteristics of students. The present study was conducted on that direction to highlight the test anxiety of distance and traditional approaches and its positive effect of the learners for having better quality.

Introduction:

It is generally acknowledged that open and distance education is a good way of reaching out to large numbers of students. India accounts for a quarter of the developing world's population and has the third largest higher education system in the world. Distance learners are a heterogeneous group. However, they follow the same curriculum as their counterparts in the conventional courses. But simultaneously there are not well managed systems which can control the quality education in both the distance as well as traditional education system. Such a vision can build the actual quality assurance activities in traditional and distance mode of learning. These activities are depends on learners test anxiety. The present study giving concentration on that direction to highlight a comparative study of Test Anxiety between distance and traditional learners.

Objects:

- To study the test anxiety in a Comparative way at P. G. Level in Distance and Traditional learners.
- To Compare test anxiety between traditional learners and distance learners graphically.

Methodology:

The present study is based on survey type. Two groups of students one from distance mode and another from traditional mode selected for study at P.G. level. The researcher selected his sample through purposive sampling. Total collected data are 600 out of which 400 samples are used for 't' test and average 200 students are taken randomly in each group for graphically analysis same 400 students used for the construction of graph.

Hypothesis:

Ho : There is no significant mean difference regarding Test Anxiety between distance and traditional learners

Test Anxiety:

Test anxiety refers to a complex of physiological and emotional responses to tension or stress resulting from apprehension for upcoming exams.

In general, it is an uneasiness or apprehension experienced before, during, or after an examination because of concern, worry, or fear. Almost everyone experiences some anxiety. But some students find that anxiety interferes with their learning and test taking to such an extent that their grades are seriously affected. Though a minimum level of anxiety can be a powerful motivator, but some student experience test-related anxiety to such a degree that it can lead to poor performance.

Anxiety for success-oriented achievements not only in educational deliberations, but also in other fields of life and work, has become the primary requirement of the individuals. A proven success depends upon the results on any test anxiety scale examination for assessing educational attainments, but various critical conditions of life in different perspective in general, pose test situation.

Test anxiety is focused as the hyper-arousal condition that results in physiological, emotional and intellectual changes that prevent the effective use of the previously learned information, while taking an examination. It is composed of "worry" which is a cognitive anxiety related with performance and "emotionality", the arousal of autonomic nervous system in evaluative situations (Morris & Liebert, 1970).

Anxiety at moderate levels is necessary for efficient functioning and performance.

However, at very high levels it may impair normal functioning and performance in at ask. Test anxiety is important in education because it helps student prepare for exams.

Levels of test anxiety will rise during the examination period as compared to other times of the school term. However, a study by Ibrahim (1996) on 125 college students found no significant differences between their levels of stress during the beginning of term, middle of the term and prior to end term examinations. This implied that stress is not influenced by the anticipation of an examination. This was attributed to inclusion of continuous assessment test marks (40%) in the final examination, being prepared for the examination among other factors. This finding is contrary to earlier findings which have shown that examinations increase anxiety (Dussek, 2000; Philips & Endler, 2002)..

Lewis defines anxiety as “an unpleasant emotion experienced as dread, scare, alarm, fright, trepidation, horror or panic” (2005). Test anxiety then, is the debilitating experience of anxiety, as described by Lewis, during the preparation for a test or during the test itself. Simpson, Parker, and Harrison convey this with two well known principles of anxiety:

- A minimal amount of anxiety can mobilize human beings to respond rapidly and efficiently, while excessive amounts of anxiety may foster poor response and sometimes inhibit response.
- Knox, Schacht and Turner (2005) state that test anxiety can include performance anxiety and content anxiety.

Both of these make it hard for students to concentrate on tests and perform adequately. Knox, et al. also recognizes the consequences of poorly-managed test anxiety.

Research on test anxiety has identified three models that explain the origin of test anxiety:

- **The problem** lies not in taking the test, but in preparing for the test. Kleijn, Van der Ploeg and Topman (2001) have identified this as the learning-deficit model. According to this model, the student with high test anxiety tends to have or use inadequate learning or study skills while in the preparation stage of exam taking (Mealey & Host, 2003).
- **The second model** is termed as the interference model (Kleijn, et al., 2002). The

problem for people in this model is that during tests, individuals with test anxiety focus on task-irrelevant stimuli which negatively affect their performance (Sarason, 2000).

- **The third model** of test anxiety includes people who think they have prepared adequately for a test, but in reality, did not. These people question their abilities after the test, which creates anxiousness during the next test.

While there have been numerous studies on test anxiety and performance exists little direct information on the relationship of this variable. It is believed that in our findings it will be shown that test anxiety how and what way influence distance and traditional learners at higher education.

Distance Education:

Distance education provides opportunity to those who have missed the opportunity of taking advantage of conventional mode of learning. It is flexible with regard to eligibility for enrolment, age of entry, choice of courses, methods of learning, conduct of examinations and operation of the programme. Distance education complement the programs that existing Universities in the country, in the field of higher learning so as to maintain the highest standards on par with other institutions in the country. It is also provide:

- To promote integrity in the country through its policies and programs.
- To offer degree courses, diplomas and post graduate programs for the benefit of the working population in various fields and for the benefit of those who wish to enrich their lives by studying subjects of cultural and aesthetic values.
- To make provision for research and advancement and dissemination of knowledge.
- To serve as a source of continuing education, consultancy and to provide equal access to knowledge and higher education.

Distance Education is inherent with certain flexibility and allows a distant learner to pursue any degree, anytime, anywhere convenient to the learner.

- Flexible in terms of Age.
- Flexible in terms of Study Center.

- Flexible in terms of Time limit.
- Flexible in terms of Examinations.

Distance Mode Vs Traditional Mode :

Without exception, effective distance education programs begin with careful planning and a focused understanding of course requirements and student needs. Appropriate technology can only be selected once these elements are understood in detail. There is no secrecy to the way effective distance education programs develop. They don't happen spontaneously; they evolve through the hard work and dedicated efforts of many individuals and organizations. In fact, successful distance education programs dependent on the consistent and integrated efforts of students, faculty, facilitators, support staff, and administrators.

Test anxiety is essential factor of teaching achievement are fundamentally identical for both distance and traditional system. Distance education and its technologies require extensive planning, preparation, anxiety level, degree of test anxiety etc, to improve their effectiveness.

Test Anxiety Scale :

In this study, the researcher adopted 'Sharma's Test Anxiety Scale (TAS)' administered by Dr. V. P. Sharma, Ex-Professor and Head, Department of Psychology, Pt. Ravishankar Shukla University and locally standardized by the researcher.

Application of 'Test Anxiety Scale' functions as a Predictive Measure highlighting the probability of success or failure of the individual. However, it is more so and greatly affected by academicians who are frequently influenced by their test performance. .

Description of the Scale:

This description had been taken from the manual of the Test Anxiety Scale. Test Anxiety is the consequential effect of the gap that exists or is being visualized to exist between the judgment score and the performance score. In a test anxiety situation, a consequence of the probable difference between the expectancy score and the valence, i.e. the achievement score is generated. When the high achievers perceive behind in their target before, during or after the examination, they develop test anxiety.

As such, test anxiety is an important component of our personality and is closely associated with severe personality disturbances and concomitant difficulties in the teaching-learning process.

Objective of Developing Test Anxiety Scale :

In order to enhance the specificity of Test Anxiety and to evaluate test performance in a more comprehensive and valid way, Test Anxiety Questionnaire was developed for the first time by Sarason and Mandler (1950). With a view to meeting the need of the Indian pupils, in particular, common man in general, V. P. Sharma (1978) developed and standardized a Test Anxiety Scale, which has been revised adequately keeping in view the emerging changes and challenges in the next millennium, particularly in the examination system and cultural awakening.

Item Construction :

Development of ‘Test Anxiety’ demands specific test situations that the students encounter before the approaching examination/testing hours. As such it is therefore essential to visualize the probable testing situations as source of test items. Each source of test item was stated in the form of a test situation, having five alternative options arranged in a hierarchical order; the first carrying the minimum test anxiety whereas the fifth option the maximum. Necessary modifications were incorporated in the Test Anxiety items, to ensure that the test situations were intelligible to the students. Employing this technique initially, 56 Test Anxiety items representing each test situation were constructed.

Scoring :

The scale can be scored accurately by hand and no scoring key or stencil is required. This scale consists of situations having 5 alternative answers hierarchically presented. These five alternative answers are assigned weights –

Alternative answers and assigned weights.

Alternative Number	Weights Assigned
First Alternative	1
Second Alternative	2
Third Alternative	3
Fourth Alternative	4
Fifth Alternative	5

The answers ticked (✓) by the student are to be taken into consideration and the weights are to be assigned regarding the responses obtained for each situation. The sum of all the weights assigned would be the total anxiety score of the individual.

Validity of the Tools :

The present questionnaire which had been constructed by the investigator certainly ensured high content validity, because it adequately covered the content and objectives of the present research.

It is important to note that the content validity of the questionnaire had been done on the basis of careful analysis by a number of scholars and subject experts.

Reliability of the Tools :

Present study the researcher used Test-Retest method to determine the reliability of the tool.

Test Anxiety scale = 0.91.

Stats methods used:

The present study is parametrically nature. Here the population is considered to be normal so 't' test and graphically analysis has been used for conducting the study,

Hypothesis Testing:

Ho :There is no significant mean difference regarding Test Anxiety between distance and traditional learners

Here the samples are large and independent and kurtosis is approximately normal and hypothesis is tested by applying t-test through SPSS Package.

Test Anxiety between distance and traditional learners

N_1	M_1	SD_1	N_2	M_2	SD_2	df	t-value	Significance
200	175.66	7.25	200	162.55	6.67	398	11.17	**

where, M_1 = Mean for Traditional Learners.

M_2 = Mean for Distance Learners.

σ_1 = Standard deviation of Traditional learners.

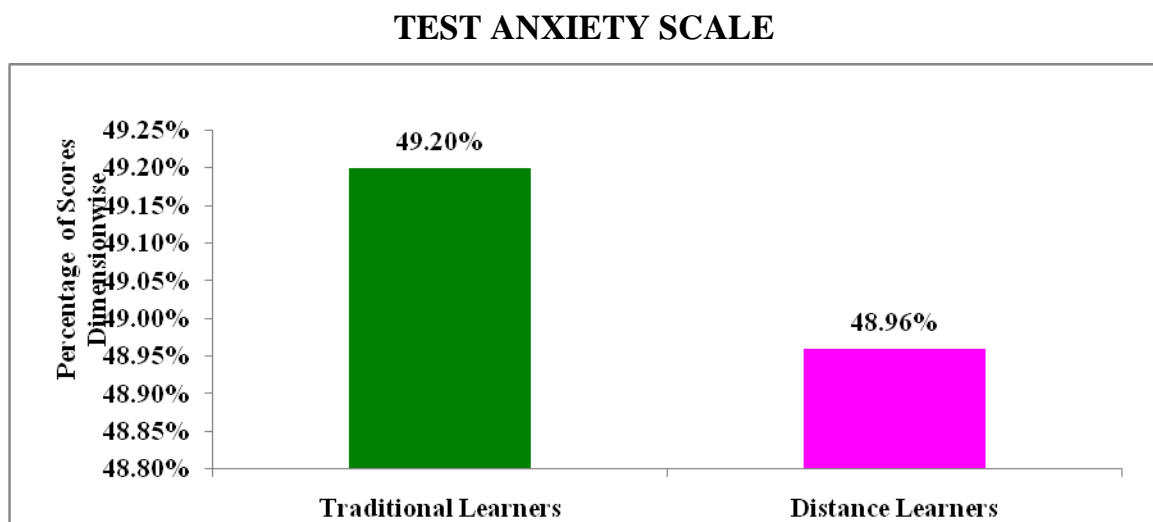
σ_2 = Standard deviation of Distance Learners.

N_1 and N_2 = Sizes of the Samples.

The obtained t value is 11.17 and the degrees of freedom for use in testing the t value is 198. For 198 df the t critical value for two tailed test at 0.01 level is 2.60. So, the obtained t value is significant at 0.01 level and hence the hypothesis is rejected.

Graphically represent of the data:

Besides t test graphical analysis of test anxiety has been presented for distance and traditional learners in a comparative way so that necessary conclusion can be taken from graphical presentation.



From the graph it is observed that 49.20% of traditional learners were having test anxiety and in the reverse 48.96% distance learners felt anxiety.

Findings and Interpretation:

- The obtained t value is 11.17 and the degrees of freedom for use in testing the is 198. For 198 df the t critical value for two tailed test at 0.01 level is 2.60. So, the obtained t value is significant at 0.01 level and hence the hypothesis is rejected..
- From the graph it is observed that the percentage of traditional learners was somewhat greater but at the same time distance learners also showed a nearly same percentage about total test anxiety scale.
- It is important to note that though distance learners are less interactive with the teachers and with the learning environment but distance learners were less anxious, reflected from the study.

Conclusion:

The investigator in his study has tried to revise thoroughly the application of the Test Anxiety through a standardized questionnaire. This task would help the teachers, educational thinkers, Educational planners and specialists to know the deficiencies of the present system of improving traditional and distance mode. Moreover, this study will help for the importance of Test Anxiety in distance and traditional mode for their betterment.

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A CASE STUDY ON ENGLISH MEDIUM TEACHING LEARNING PROCESS IN A COLLEGE UNDER CALCUTTA UNIVERSITY

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Abstract:

How do we empower the learner to become an active creator of knowledge and to acquire and develop new skills? What are the barriers in this process? These are the key questions that this paper tries to seek answers to. It focuses on one crucial barrier—language—and the way it conditions the teaching-learning process. Specifically, the paper tries to illustrate ways in which a bias in favour of English medium poses serious problems for non-English medium students in accessing knowledge and adapting it to their needs. This paper also argues that at present a variety of ‘languages’ are ignored which can have a meaningful role in redefining education and enabling the minds of the youth. This paper includes a case study based on a sample survey of 55 students in Calcutta University and its analysis and implications for teaching-learning practices.

Keywords: Knowledge, human capital, language, higher education, learning, cultural domination, vernacular, disconnect, three-language formula, cognitive growth

Knowledge for whom?

When we raise the issue of knowledge-building in this country to solve the pressing problems of our generation and also of the future, the question that arises immediately is: knowledge for whom? Knowledge is not only an individual quest; it is also a social quest. Here, rather than going into a philosophical discussion on what constitutes knowledge, we relate knowledge to an expansion of capabilities and capacities to understand the social and natural world and to respond to it. This is especially relevant at a time when society is experiencing change at a rapid rate and new ideas, technologies and challenges are emerging on various fronts. In this sense, knowledge is basic human capital that is vital for social development.

This perspective foregrounds the active role of the learner in the acquisition, transmission and enrichment of knowledge. Educational practices in our country, however, all too often ignore the learning needs of a student who ends up as a passive recipient of information rather than an active creator of knowledge. How do we empower a learner to become an active creator of knowledge and to acquire and develop new skills? What are the

barriers in this process? This paper is about one crucial barrier—language—and the way it conditions the teaching-learning process. Specifically, this paper tries to illustrate ways in which a bias in favour of English medium poses serious problems in accessing knowledge and adapting it to local needs. At present there are a variety of ‘languages’ which are ignored; these languages can have a meaningful role in redefining education and enabling the minds of the young.

It is widely perceived that today English is the language of knowledge most well suited to bringing the fruits of advancing frontiers in a globalizing world within the grasp of Indians. The National Knowledge Commission (NKC) notes in its report:

NKC has also recognised the significance of language, not only as a medium of instruction or a means of communication but also as a determinant of access. An understanding and command over the English language is a most important determinant of access to higher education, employment possibilities and social opportunities. School-leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education. More often than not, teaching is in English. Even if it is not, in most subjects, books and journals are available only in English. And those who do not know English well enough find it exceedingly difficult to compete for a place in our premier educational institutions. This disadvantage is accentuated further in the world of work, not only in professional occupations but also in white-collar occupations overall. This reality is not lost on our people, who recognise that the English language is a critical determinant of access to, and opportunities for a better life. Available information suggests that middle-income or lower income households spend a large proportion of their modest income on sending their children to relatively expensive English medium schools. Such educational opportunities for children are a priority that is almost at par with health care for the family. But there are a very large number of people who simply do not have the resources for such investment. The outcome is exclusion. We believe that inclusion is possible through public provision (Government of India 2009: 27). Recognizing the barrier posed in accessing knowledge due to lack of competency in English, the NKC proposed certain steps that need to be taken to ensure that students in India acquire that competency from school onwards:

Language learning cannot be separated from, and must be integrated with, content learning. Therefore, English should also be used to teach some non- language, content

subjects, starting from Class III in school (Government of India 2009: 27).

In other words if the thirsty cannot come to the well, take the well to the thirsty!

However, the problem in this case lies in the fact that for a vast majority, English simply cannot be a language in which they can translate their thoughts and ideas. A learning which cannot connect with the lived experiences of a learner, the way one interprets the world, must always have weak foundations. On the other hand, there are examples of countries like Korea, Japan and China which have achieved tremendous progress without depending on English. In this paper, we argue that without diminishing the value of English, we can enable the minds of the young better if we communicate to them in the language they understand best.

Review of literature

The issue of language and access to knowledge in ways that have contemporary resonance can be seen as early as 1813 when the East India Company decided to spend Rs 1 lakh for supporting education in India. It sparked a debate among Orientalists and Anglicists about the kind of knowledge that should be imparted to Indians. This debate involved two kinds of dilemma: a) whether knowledge should be indigenous or Western in content, and b) should the medium of instruction be English or a vernacular. The Macaulayan resolution on both these sets of alternatives created a framework whereby not only was Western knowledge given preference over indigenous knowledge, but also English was chosen as the medium of instruction. This essentially meant that it became the language of power and status. It became part of the civilizing mission ideology of the colonial apparatus. In his famous —Minutes of 1835 Macaulay noted:

All parties seem to be agreed on one point, that the dialects commonly spoken among the natives ...of India, contain neither literary nor scientific information, and are, moreover, so poor and rude that, until they are enriched from some other quarter, it will not be easy to translate any valuable work into them.

Similarly, the Wood's —Despatch of 1854 that lay down the British policy on education stated:

We must emphatically declare that the education which we desire to see extended in

India is that which has for its object the diffusion of the improved arts, services, philosophy, and literature of Europe, in short, European knowledge (cited in Aggarwal 2009: 15).

According to Jyotindra Das Gupta (1970: 44), —in both education and law courts, language became a marker of two separate levels of social operation—the upper level reserved for English, the lower for the vernaculars. By the end of the nineteenth century, a serious quest had emerged among Indians to find alternatives to British claims of cultural superiority. This is evident in movements such as the Arya Samaj, the Theosophical Society, the dynamic figure of Swami Vivekanand and the emergence of a swadeshi‘ ideology. Bhartendu Harishchandra, as Vasudha Dalmia (2002), has shown in her work *The Nationalisation of Hindu Tradition*, greatly emphasized —*nij bhasha*” or one’s mother-tongue to awaken the minds and hearts of the people and to progress. Unfortunately, however, language also became implicated in forging of cultural identities and boundaries that created tensions and conflicts. Several scholars including Christopher King, Alok Rai and Paul Brass have shown how the Hindi-Urdu controversy contributed to the sharpening of communal boundaries (King 1989; Rai 2000; Brass 2005).

Gandhi and Tagore both were profoundly creative and innovative thinkers who made a tremendous contribution towards the issue of language and spread of knowledge. Both developed a strong critique of the colonial system of education which is reflected in writings such as *Swadesh Samaj* written by Tagore in 1905 and *Hind Swaraj* written by Gandhi in 1909 (Acharya 1997: 601–10). Both related knowledge to development of the mind and character and emphasized that this cannot be achieved by imposing concepts and ideas from without, in an alien idiom. As Gandhi wrote later in his *Young India* in 1921:

The foreign medium has caused brain fag, put an undue strain upon nerves of our children, made them crammers and imitators, unfitted them for original work and thought, and disabled them for filtrating their learning to the family or the masses. The foreign medium has made our children practically foreigners in their own land. It is the greatest tragedy of the existing system. The foreign medium has prevented the growth of our vernaculars. If I had the powers of a despot, I would today stop the tuition of our boys and girls through a foreign medium, and require all the teachers and professors on pain of dismissal to introduce the change forthwith. I would not wait for the preparation of text-books. They will follow the change. It is an evil that needs a summary remedy

(http://www.mkgandhi.org/towrds_edu/chap14.htm).

In post-independent India, the —three-language formula came to be outlined as a solution for retaining the advantages of English without compromising the stature of Hindi and regional languages. It emerged as a strategy and policy after years of debate that had earlier echoed prominently in the Constituent Assembly. Following these debates and its own discussions, the Central Advisory Board on Education (CABE), the oldest advisory body on education in India, devised the —three-language formula in its 23rd meeting held in 1956 (https://www.teachingenglish.org.uk/sites/teacheng/files/Z413%20EDB%20Section04_0.pdf) According to this formula, at the middle and high school stages a set of three languages was to be taught that included the native or mother language, a regional language for Hindi-speaking areas and Hindi for non-Hindi speaking areas, and English or a modern European language.

The All India Council for Education recommended the adoption of the three language formula in September 1956. This recommendation was taken up in 1961 by a conference of chief ministers and given a concrete shape. This formula sought to resolve a complicated political problem that had arisen over the issue of language where the non-Hindi speaking states were reluctant to promote Hindi unilaterally. The 1968 National Policy on Education made this formula the cornerstone of the educational system as far as the medium of language for instruction at various levels was concerned. The 1968 policy states:

- The First language to be studied must be the mother tongue or the regional language.
- The Second language:
 - In Hindi-speaking States the second language will be some other modern Indian language or English, and
 - In non-Hindi-speaking States, the second language will be Hindi or English.
- The Third language:
 - In Hindi-speaking States, the third language will be English or a modern Indian language not studied as the second language, and
 - In non-Hindi-speaking States, the third language will be English or a modern Indian language not studied as the second language.

However, since education is a state subject it was left to the states to implement this formula as they considered best. The political leadership in the states could not rise above partisan interests and failed to implement this policy. The Hindi-speaking states chose to include Sanskrit as the third language rather than a modern Indian language whereas the non-Hindi speaking states ignored Hindi. According to the Seventh All India School Education Survey 2002, in only 32 per cent of the schools was Hindi taught as the second language. For example, in Karnataka, the second language offered is Kannada or English and in Tamil Nadu the second language is only Tamil.

The National Curriculum Framework for School Education: A Discussion Document released on 1 January 2000, while reviewing the three language formula, states: —In a number of states/organizations/ boards, however, the spirit of the formula has not been followed and the mother tongue of the people has been denied the status of the first language ... because of the changed socio-economic scenario, the difference between the second and the third languages has dwindled.¶ The NCERT position paper observes:

But this formula has been observed more in the breach than in the observance. The Hindi-speaking States operate largely with Hindi, English, and Sanskrit, whereas the non-Hindi-speaking States, particularly Tamil Nadu, operate through a two-language formula, that is, Tamil and English. Still, many States such as Orissa, West Bengal, and Maharashtra among others implemented the formula (NCERT 2006: 13).

Proper implementation of three language formula would have enabled students to move from one level of linguistic competence to the second and third levels in a graded manner building on foundations developed at each level. India's linguistic diversity would then have become an asset rather than a hindrance in transmitting knowledge and creativity. This, however, has hardly happened.

In the *Position Paper of the National Focus Group on the Teaching of Indian Languages* developed by the National Council of Educational Research and Training (NCERT), the low proficiency in language of most school-leaving students was explicitly recognized:

Most children leave schools with dismal levels of language proficiency in reading comprehension and writing skills, even in their own native languages. In addition to a variety

of socio-political reasons that adversely impinge upon our educational system in general, some reasons that are primarily responsible for these low levels of proficiency include: lack of any understanding about the nature and structure of language and the processes of language teaching-learning, particularly in multilingual contexts; acute failure on the part of educational planners to appreciate the role of language across the curriculum in contributing towards the construction of knowledge; not paying enough attention to the fact that a variety of biases, including caste, race, and gender, get encoded in language; inability to appreciate the fact that language consists of much more than just poems, essays, and stories; unwillingness to accept the role of languages of the home and neighbourhood in cognitive growth and failure to notice that cognitively advanced language proficiency tends to get transferred across languages. It is becoming increasingly clear that linguistic diversity is as important for our survival as biodiversity (NCERT 2006: 4).

This historical background underlines the fact that the issue of language in education in India figured prominently in strategies for building an educational system that addresses the unique needs and challenges that the Indian context represents.

In the next section we build certain hypotheses about how language conditions the teaching-learning experience in Calcutta University.

Teaching practices in Calcutta University

Hypotheses

1. The pedagogical practices that have been in vogue in Calcutta University have an in-built bias in favour of English which is a barrier for Hindi medium students.
2. Resolving the issue of the language barrier is more than an issue of creating textbooks and calls for new orientation towards knowledge and teaching-learning practices.

Investigation methodology

Due to paucity of time in carrying out more elaborate research, we relied on the questionnaire method and conducted a pilot study to elicit student responses to questions that probed their own evaluation of the difficulties that they faced under the present system. The questions which were developed are given in the appendix.

Major findings

1. A majority of Hindi medium students affirmed that they felt disadvantaged by pursuing education in Hindi medium.
2. Most of them felt that there was not enough learning material in Hindi to consolidate their understanding.
3. Almost all Hindi medium students affirmed that they had the motivation to read beyond the classroom and draw upon other sources of knowledge.
4. Most of the Hindi medium students' parents were also from Hindi medium backgrounds, had incomes less than Rs 2 lakh per annum, and had themselves been educated in government schools
5. The respondents had not read more than ten books in their undergraduate course. Most had read less.
6. A significant percentage of the students said that they clarified their doubts through books or from their friends, implying that they did not take their doubts to the teacher.
7. A greater percentage of students in Hindi were more confident in expressing their understanding in their own words as compared to English medium students who were less sure of their communication abilities.
8. Most of the respondents in Hindi had attended seminars and presented papers during the course of their study.
9. A significant proportion of Hindi medium students had difficulties in accessing English medium sources.
10. Most of the English medium students were not doing all the prescribed readings for a topic as given in the syllabus.
11. Reading magazines and journals was not a popular activity amongst most of the students.

Analysis and results

This survey highlights some pressing concerns that show the ineffectiveness of the teaching-learning process under present pedagogical practices. The silver lining, however, is the fact that there is motivation and aspiration to learn, but this motivation is lost in the

system as it exists currently. It is evident that Hindi medium students are themselves aware that they are at a disadvantage as compared with English medium students in accessing knowledge. A glance at the prescribed readings for most of the courses shows the negligible presence of learning sources in the non-English medium. Most of these ‘textbooks’ are translations under the auspices of the Directorate of Hindi Medium Implementation. A significant number of students from the Hindi medium considered these translations difficult to comprehend on account of their Sankritized vocabulary and idiom.

On the other hand, even the English medium students were not very confident of their abilities as far as expressing their understanding in their own words was concerned. In other words, the communication skills of even the English medium students were not very high. This gave rise to the practice of rote learning and a tendency to copy and paste paragraphs from books and readymade ‘notes’. Innovation and cognitive development is thus considerably lost in this kind of a situation.

It is also evident that there is much to be desired as far as the reading habits of students are concerned. Most of the respondents were found wanting in the culture of reading even for the basic prescribed texts. It is contended that this lack of culture of reading reflects not only linguistic difficulties but also a disconnect between teaching and learning that arises from a number of factors. The students do not feel motivated enough to engage with the subject that is being taught. This is more so in the social sciences and humanities streams. Elements of ‘doing’ and ‘hands on’ knowledge are missing in the syllabi which appear distant and abstract.

The role of a teacher in solving students’ problems and his or her own ability to deal with the deficiencies displayed by students seems to be circumscribed. A significant percentage of the students did not take their difficulties to their teachers to clarify their doubts with him/her. A teacher’s communication abilities and his/her ability to gauge the pressing difficulties of the students is an issue here.

Implications and recommendations

1. To enable students and for redefining education so as to truly empower students and make them active agents in creating knowledge for change, it is important to deepen awareness about ways in which language conditions the teaching-learning process. This has two basic

aspects: a) linguistic: ways in which language structures the cognitive process and acts as a channel for transmission of knowledge, and b) social: ways in which education addresses the social and cultural environment of a student in which language functions and operates. For example, for many students the language of knowledge is far removed from the language they experience and readily understand.

2. There is an inadequate feedback mechanism and information on how students assess and evaluate the teaching-learning process. This lacuna is a disabling element in designing curriculum and orienting the process from the point of view of students. There is an urgent need to institute a mechanism whereby such information and assessment can be made available.

3. The contemporary approach to meeting the needs of a majority of the learners, who are non-English medium learners, is both out-dated and inadequate. Refresher and orientation courses for teachers do not address the real issues that emerge out of classroom experience. There is a serious need for ‘_knowledge labs’, or institutional arrangements where teachers can continuously upgrade their abilities and become better equipped to deal with the needs of the students. Such ‘_knowledge labs’ can help in the continuous development of a whole gamut of learning, resource facilities for which are practically non-existent at present.

4. The approach to developing textbooks for students also needs to change. There needs to be greater seriousness towards this task. The learning material produced by the Directorate of Hindi Education is completely devoid of any visual references and is written in a manner which makes reading dull and insipid. There are many topics which have been introduced in the university for which students do not have readily available textbooks.

5. Serious thought needs to be given towards making dynamic the functioning of the Department of Modern Indian Languages and Literatures in the university. To give an example, students in the social sciences are hardly aware of intellectual traditions that connect with different disciplines in Gujarati, Tamil, Assamese and other regional languages. A language also represents a whole cultural tradition that embodies intellectual, artistic and other creative endeavours. There is less than adequate exposure to such endeavours at present.

6. Successful models of transition from English-based learning to satirized learning in other

countries can be valuable in dealing with similar problems in the Indian context. One of the most successful case studies is that of Malaysia (Puteh ,2012).

Limitations and future research possibilities

This paper is based on a sample survey that included 55 students of Calcutta university. The findings are subject to the limitations of the small sample size of the data. The authors of this paper have been teaching in Calcutta university for a considerable period of time and many of these findings are also corroborated by their own experiences.

A vast literature exists on education and pedagogical practices. The present literature review represents the historical context that frames the debate on language and knowledge. There is a need to factor in studies on educational psychology, linguistics and other disciplines for a more comprehensive study. This also points towards a comprehensive collaborative inter-disciplinary research that can probe different aspects of the issues raised in this paper.

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Appendix

A note on the sample for the questionnaire

The survey on which this paper is based was conducted in Bhawanipur Education Society college. This college was founded in 1966 and was taken over by Calcutta University. It has courses in all the three streams: science, arts and commerce, providing a range of 12 courses. A co-educational college, has about 1,350 students on its rolls.

The sample size consisted of 55 students—37 boys and 18 girls. A majority of the students (39 or 71 per cent) had Hindi as their medium of instruction. Such a sample was deliberately chosen since our main focus was on understanding the learning difficulties of Hindi medium students. The students were chosen from all the three streams so as to get a broader picture of the learning patterns with respect to language.

The limitation of just relying on one college to get an insight into teaching-learning practices in Calcutta University as a whole is obvious. However, further studies can be undertaken to see how far the situation in other colleges or even other universities is comparable to the one in Bhawanipur Education Society college. College.

Questions used in the sample survey:

1. What is your medium of instruction?
2. In which subject and course you are admitted to?

If Hindi:

1. What was your school background: Government/private/convent?
2. What is the annual income of your parents?
3. Do you feel you are disadvantaged in Hindi medium?
4. Do you feel there is enough material to help you build your understanding?
5. What is the reason for you opting for Hindi as the medium?
6. Do you feel the Hindi language of the Hindi medium books is easy to understand?
7. Do you feel motivated to read beyond classroom? Is language a barrier?
8. How difficult it is for you to read English medium textbooks?
9. Did your parents study in Hindi or English medium?
10. Have you attended any seminar or talk in Hindi?
11. Have you ever presented any paper in Hindi?
12. Which language do you use to discuss with friends?
13. Do you read any magazine? Please name the magazines?
14. How do you clear your doubts?
15. How confident are you in expressing in your language both orally and written?
16. How many books have you read in the last three years? And what prompted you to read them?

If English:

1. What was your school background?
2. What is the annual income of your parents?
3. Do you do all the prescribed readings for a topic?
4. Are you able to write answers in your own words?
5. Have you presented any paper or given a presentation?
6. Do you read any magazine/journal?
7. Do you interact with Hindi medium students?
8. What is the language of your discussions/conversations?
9. Do you ask questions in your class to clear doubts?
10. How confident are you in expressing your thoughts in your language both orally and written?

Science students

1. What is your medium of instruction?
2. Do you read any journal?
3. Do you feel there is a paucity of books in Hindi?
4. Do you feel you are able to understand the concepts in Hindi?
5. Are you able to collect data in Hindi and do mathematical operations?

INFLUENCE OF GEOGRAPHICAL PHENOMENON ON EDUCATION: A CASE STUDY ON SUNDARBANS

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Abstract:

The Bengal Delta, the largest delta in the world, consists of 10,200 sq km of Mangrove Forest and its surroundings have a dynamic physiographical and geomorphologic evolutionary history. The Sundarbans represents the mangrove-vegetated Recent-Holocene down drift coastal part of the Bengal Delta Complex. The people of Sundarbans suffer from lack of education due to unsustainable Geographical phenomenon like rising temperature, cyclone, coastal flood, tiger attack, snake bite and some superstitious mentalities. Now a day some steps taken by the Govt. of India, WWF and NGOs are enhancing rate of educational development of the area. Successful implementation of the measures like Srava-Siksa Mission, Mid-day Meal Project, widow-allowance, change in agricultural pattern, awareness from superstition etc can convert Sundarbans as the most interesting bio-diversity zone of the world.

Key Words: Palaeo channels, Holocene sedimentation, mangroves, superstition, stigma, tiger-widow.

Introduction:

The Sundarbans, due to its unique ecosystem with its vast saline mud flats has also been declared as a World Heritage site in 1989. Sundarban Biosphere Reserve has also been included as the second Biosphere Reserve from India, other than Nilgiri Biosphere Reserve, in the global network of Biosphere Reserves(Fig.2), in November 2001(Das,2014). The Bengal Delta, the largest delta in the world, consists of 10,200 sq km of Mangrove Forest, spread over India (4200 sq km of Reserved Forest) and Bangladesh (6000 sq km approx of Reserved Forest) and is also the largest Mangrove Forest in the world(Singh,2003). Another 5400 sq km of non-forest, inhabited region in India , along the north and north-western fringe of mangrove forest, is also known as Sundarban region in India . Hence, the total area of Sundarban region in India is 9600 sq km, of which 70 percent of it lies under saline water, constitutes the Sundarban Biosphere Reserve. Sunderbans, the world's largest estuarine forest is a land of 54 tiny islands(Neogi,1987), crisscrossed by innumerable tributaries of [River Ganga](#). Rabindranath Tagore visited Sundarbans and stayed at Gosaba in 1932 to enjoy the scenic beauties of mangroves. The education system of this region is regularly disturbed by several Geographical phenomenons. The overall development of Sundarban people is

largely dependent on its education, since there is positive relation exists among them. Education can generate more employment opportunity to the inhabitants. Other infrastructural development should also correlate with education. Not only employment opportunity, but also better mental improvement will also occur due to education. In Sundarban, children are often bound to leave education at a very low age and join their parents for income related activities. Moreover, marriage of girls at a very low age also occurs due to lack of proper education. There are so many superstitions present in every sphere of life of Sundarban and these can be removed only by better education(Mondal,2015).

Aims and Objectives:

- To find out the importance of geographical phenomenon on education.
- To find out the problems related to Education for unsustainable geographical condition.
- To find out the future prospects of Sundarbans.
- Recommendation.

Methodology: Direct field observation and discussion with local people are the methodology to collect primary data. Secondary data are collected through journals, books, magazines and different web sites. Pictorial data are collected through using Remote Sensing and GIS techniques. Photoshop CS is used to edit pictorial data. Tables and charts are prepared by using Microsoft office of computer.

Location: Sunderbans is situated on the lower end of the Gangetic West Bengal(Fig.1), 22.00° N – 89.00° E, at an altitude 0-10 m above sea level and just south of Kolkata(Mukherjee,2008). Sunderban covers an area of 4262 sq. kms., where 70 percent is under saline water. Sunderbans is a vast tract of forest and saltwater swamp forming the lower part of the Ganges Delta, extending about 160 miles (260 km) along the Bay of Bengal from the Hooghly River Estuary (India) to the Meghna River Estuary in Bangladesh. (gits4u.com, 2006). Indian Sundarban is bound on the west by river Muriganga and on the east by rivers Harinbhanga and Raimangal.

Physiography and Geomorphology

The Sundarban Delta Complex and its surroundings have a dynamic physiographical and geomorphologic evolutionary history. The region, being a part of the Bengal Basin, represents coalesced multi-generation deltas that have prograded in phases during the positive interglacial eustatic sea level changes occurred during the Plio-Pleistocene time towards the Bay of Bengal leaving behind distinctive multilevel delta surfaces, terraces, palaeo channels and palaeo shorelines and migrating the successive coastline towards southern sea (Biswas et al, 1992). The Sundarbans represents the mangrove-vegetated Recent-Holocene down drift coastal part of the Bengal Delta Complex (Allison, 2003). The sediments of the area show limited grain size variation (clay to coarse sand) and firmness (soft to firm). The average sedimentation rate in the Bay was calculated to be 6.7cm/100years. The terrain largely experiences diurnal tidal action (low to moderate). Effect of wave and wind action is most conspicuous on the breaker zones and beaches (Das, 2009). The terrain exhibits bewildering array of organo-sedimentary structures (ichnofaunas) that have immense geological & geotechnical application potential which tends to create many islands.

Drainage:

The Ganges and Brahmaputra river systems mainly drain the area that includes estuaries, few hundreds of delta lobes and islands of latest generation with network of rivulets and tidal creeks or inlets (Plate.1). Other major rivers flowing through this eco-system are Saptomukhi, Thakuran, Matla and Goasaba. Towards north the deltas coalesce together to form relatively flat terrain with narrow, scanty and meandering tidal channels. Extensive thick blanket of floodplain deposits, low ridges of natural levees, abandoned channel courses, small pockets of swampy and marshy areas and channel bars characterize a part that constitutes a lower estuarine zone. In the southern part, islands are elongated mostly in north-south direction. Due to rising sea level, the present coastline is retreating at alarming rate.

Climate

The terrain experiences average maximum and minimum temperature of 40°C (May to June) and 22°C (December), moderately high annual rainfall (1480 to 2400 cm), a high salinity range (23‰ in the inner vs. 38‰ in the outer delta), moderate pH (7.6 - 8.5), and a mean maximum semidiurnal spring tidal range of 6.5 - 7.6m and mean minimum neap tidal

range of 2.0 - 2.5m. The dissolved oxygen content in open seawater ranges from 2.4 - 4.7 ml/l. Predominant wind directions are from S to N (March to October) and are reversed during November to February. Pre-monsoon tropical cyclones, locally called “Kalbaishakhi” (SE to NW, 80 to 120km/hr and two to four times/month from March to May), reorganize the beach and dune sands. Non-storm shallow waves (0.5 to 7 m wavelength) approach the beach at 70 to 85 degree (GSI).

History of the Sundarbans:

- The archeological evidence of human civilization dates to around 400-300 BC.
- Post 1200 AD, the history of the Sundarbans is one of continuous conversion of forest tracts to wet-rice cultivation under the influence of pioneers professing an Islamic Sufi identity.
- The process of bringing virgin forest under cultivation continued unabated in the Mogul era (1575–1765).
- The British East India Company set up their headquarters at Calcutta in 1757 at the edge of the Sundarbans. The forests at that time stretched uninterrupted for 19,200 square kms and retained much of their splendor and diversity.
- In 1828 the British Government assumed proprietary rights to the forest and, in 1830, began leasing out tracts of the forests for reclamation a process which continued until 1875-76.
- By 1873 nearly 5,100 square kms of forests had been converted into agricultural land and the Sundarbans area forest cover had been effectively reduced to about 14,100 square kms.
- In 1963 and 1973 Sundarbans were allowed to clear reserve forests for agriculture and settle in areas like Jharkhali and Herobhanga islands when refugees from Bangladesh came to India.
- In 1973, management of a large portion of the Indian Sundarbans was passed on to Sundarbans Tiger Reserve, which was established in 1973 under "Project Tiger.
- In 1977, declared Sundarbans is declared a Wildlife Sanctuary and elevated parts of it to the status of a National Park on 4th May 1984.

- UNESCO inscribed the Indian Sundarbans on the World Heritage List in 1987
- The entire Indian Sundarbans area was recognized by UNESCO as a Global Biosphere Reserve in 2001.

SOCIO-CULTURAL ASPECTS

Demographic Factors: People in Sundarban live in an ecologically vulnerable environment. The area is cyclone prone, monsoonal and low-lying with many human settlements located alongside the waterways and coastline. Around 4.4 million people (Table-1) live in Indian Sundarban (3.5 million in Bangladesh), 32% of whom depend on the resources of Sundarban mangrove forest directly or indirectly. Forty-four percentage of the population belongs to schedule caste and tribe (Table-2), 65% are living on the agriculture-based economy, of which 50% are landless agricultural laborers and marginal farmers. Almost 12% people belong to the Santhal tribal group (Sarkar, 2012).

Table: 1: Population Distribution of Sundarbans (India)

Year	1951	1961	1971	1981	1991	2001	2011
Total Population	1159559	1532102	2003097	2455365	3205528	3757756	4422033

Table:2: SC and ST population of Sundarbans

Type	Total	Male	Female	Percentage (Total)	Percentage (Male)	Percentage (Female)
SC Population	1045653	540294	505396	37.41	37.59	37.22
ST Population	68787	34982	33805	2.46	2.43	2.49

Agriculture:

According to the West Bengal Government, in 2009, the agricultural area had shrunk between 2002 and 2009 from 2,149.615 square kilometers to 1,691.246 square kilometers. The area suffers from a low intensity of cropping because mono cropping of rice is practiced seasonally, and horticultural crops are rarely grown. Further, only 12% of the cropped area in the Sundarbans is irrigated through rainfed ponds, tanks and canals; majority of the agricultural land is rainfed. Historically, the main economic activity of rain-fed paddy agriculture was made possible by the construction of earthen embankments to keep brackish tidal water at bay and by cultivating salt-tolerant paddy varieties such as *Matla* and

Hamilton. Such varieties could be cultivated on raised sections of the islands even without embankments under the onslaught of India's "green revolution" (Mahadevia, 2016).

Occupation: During the agricultural lean season, more people resort to forest-based livelihood activities (fishing, wood cutting, and collection of prawn seeds and honey) by risking their lives from attacks of man-eating tigers, crocodiles, and sharks. Dependence of the fringe population on Sundarban eco-resources is high. Some 35,330 people work in the forest annually, of whom 4580 collect timber and firewood, 24,900 are fishermen, 1350 collect honey, and 4500 are involved in other activities. Next to agriculture (65%), fishing (15%), Wood cutters and firewood collectors(5%), Honey collectors(3%), Crab collectors (2%), Tiger prawn seed (TPS) collectors (2%) and others are the most important source of income, particularly for small and marginal farmers. Others 8% are involved in different services (Mondal, 2004).

Culture:

People of Sundarban, both Hindus and Muslims, have a strong faith on the folk cult of Bonobibi (queen of the forest), the guardian deity of the forest and Dakkhin Ray, the God of the tiger. Sundraban islanders perceive Bonobibi (Plate-3) as the unified symbol of forest and people, and she stands beyond any caste, class, and religion. Before entering the forest for heading out for fishing (*Jele*) or harvesting honey(*Moule*) or wood cutting(*Boule*), it is obligatory to offer puja and pray to the Deity to keep the team protected from tigers(Plate-4). Manasa, a four-armed icon ornamented with snakes, is a cult of Hindu folk Goddess of snakes and protector from snake-bite. Health burden (both mortality and morbidity) from snake-bites, both poisonous and nonpoisonous, is high in Sundarban. People of Sundarban have deep faith in these mythical cults as their protector and fate-regulator which is being reflected in their daily sociocultural discourses. Crocodile attack(Plate-2) is also regular occurrence for fisher man and crab collectors.



Plate-2: Crocodile of Sundarbans

Most of the forest intruders are landless poor people. There are about 3000 such widows in Sundarban. This is the first report on animal attack related stigma from these widows of Sundarban, locally called “Bag-Bidhoba” (tiger-widow), from two villages adjacent to Sundarban Tiger Reserve (STR), India (Chowdhury, et al, 2016). The tigers regularly attack and kill *humans* who venture into the forest, human deaths ranging from 30–100 per year. Some reptiles are predators too (Wikipedia).

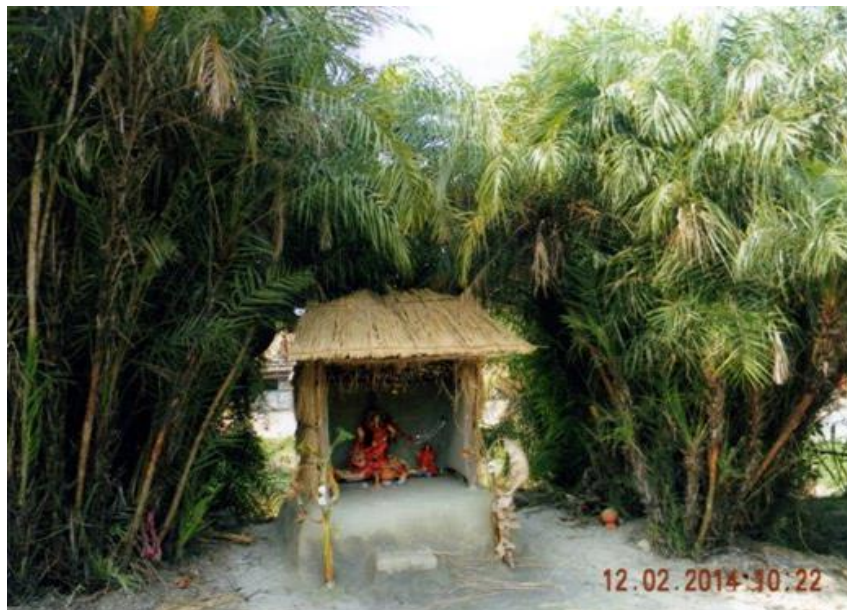


Plate-3: Goddess Bonobibi



Plate-4: Statement about Bonobibi and Dakshin Roy

Any attack tend to shake their religious devotion and faith because the attack itself is the sign that the Goddess is displeased with the victim (because of their any alleged transgression) and therefore refused to protect them from the tigers and the attack is regarded as the “devine curse” cast upon them. Though fear of contagion (by touch, food or air) plays a crucial role in stigma for physical and mental diseases but here the alleged mode of contamination from “baghe-khaowa” (killed by a tiger) or “baghe-dhora” (caught by a tiger) family is by supernatural means. These cultural stigmas not only enforce social isolation and boycott, but also impact their life course as well(Ghosh, 2016). These families face difficulties in negotiating marriage for the girl child, dowry demand goes up as it is also believed that tiger attack is potential for development of mental disorders (in the bride-to-be).

Places of interest

The Sajnekhali Bird Sanctuary is situated on the confluence of Matla and Gumdi and Gomor river within the buffer zone that extends over an area of 885 sq km. Project Tiger was implemented in 1973 and later the Sundarban Tiger Reserve was demarcated over 2,585-sq. km(Govt. of West Bengal, 2016). The core area of 1,330 sq.km has been declared a National park and has been chosen as a world heritage site. The 1980 census put the population of tiger in this reserve close to 400. The reserve has a tiger population of 287 (in 1984 census). The only mangrove species, the tiger here has adapted well to its habitat. Bhagbatpur Crocodile Project is a crocodile breeding farm. Bhagabatput is a hatchery of the largest estuarine crocodile in the world(Wikipedia).In the forest area Netidhopani, Kanak, Piyali, Bakkhali, Sudhanyakhali and Pirkhali are very interesting area to

visit for the tourists. Other than these Ganga Sagar and Mayadwip is also important for its religious importance to the travelers.

EDUCATION STRUCTURE:

So far the educational standard is concern, all the blocks are not highly developed and henceforth they are not equally enlightening for the advancement of the society and strengthening the economic base of Sundarban. Sundarban should be more developed than the present if its educational sector improves much more. Owing to good transport network Literate people is high in Gosaba block in Canning subdivision while literacy rate is low in Canning II block (Mistry, 2015) belong to Sundarbans.

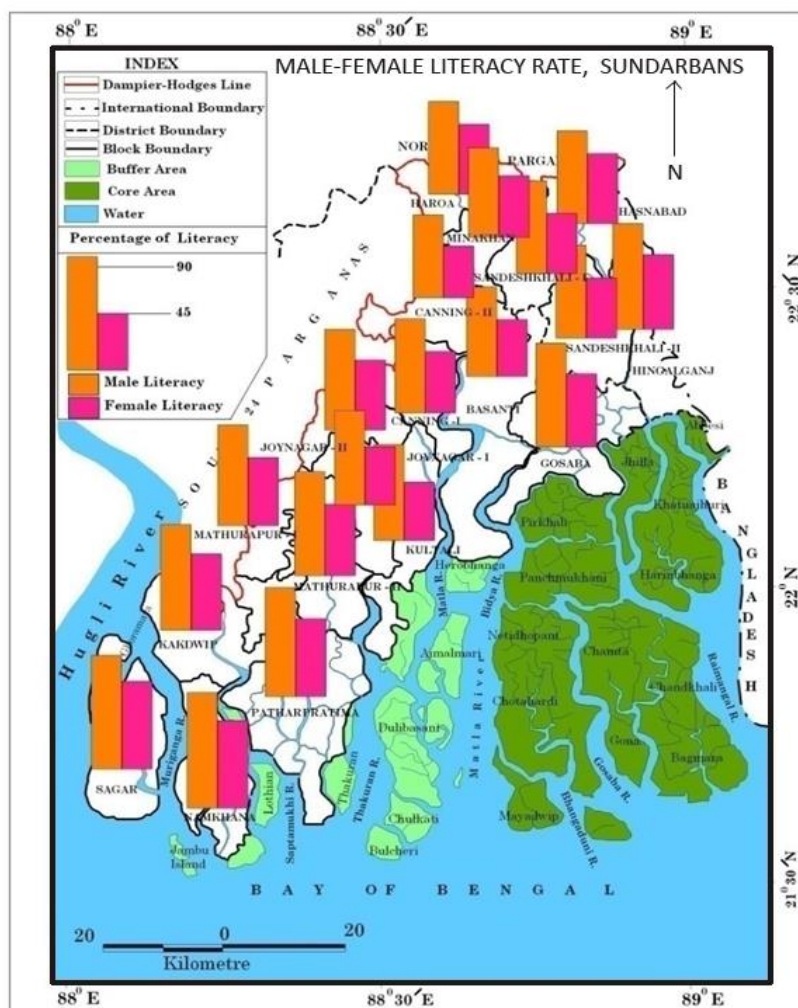


Fig.- 3: Male-Female Literacy Rate of Sundarbans

(Source: After Mandal, 2015)

Male Female Literacy

The proportion of male-female literacy of all the 19 blocks of Sundarban was judged to observe its variability. The results show that males are more literate than the female in all the respective blocks of Sundarbans during 2006(Govt. of West Bengal,2009). Sagar, Namkhana, Patharpratima, Kakdwip and Hingalganj blocks have recorded quite high percentage and Kultali, Basanti, Canning –II blocks have low male and female literacy than the other corresponding blocks. The disparity in the male-female literacy creates literacy gaps which affect the developmental scenario of Sundarban (Fig.-2).

Female Literacy. Level of educational development of any region is best understood by the female literacy. Female literacy of the region not only reflects the standard in the education sector but also the overall development of the region. Female literacy rate is not so good in the Sundarban blocks (Fig.-2). All the blocks of Sundarban are thus divided into five classes

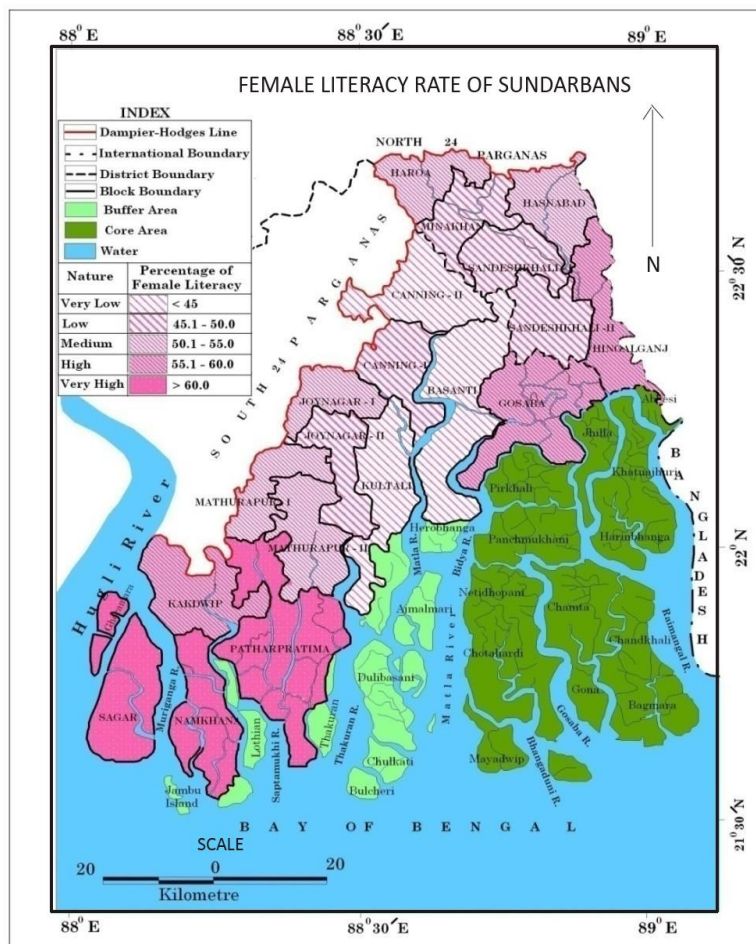


Fig.-4: Female Literacy Rate of Sundarbans (After Mandal,2015)

Table 1. Female literacy rate of Sundarban

Ranges	Nature and degree	Blocks	No. of blocks	Percentage to total
> 60.0	Very High	Sagar, Namkhana, Patharpratima	3	15.79
55.1–60.0	High	Kakdwip, Gosaba, Hingalganj	3	15.79
50.1–55.0	Moderate	Mathurapur-I and II, Joynagar-I, Haroa, Hasnabad	5	26.32
45.1–50.0	Low	Canning–I, Minakhan, Joynagar–II, Sandeshkhali–I and II	5	26.32
< 45.0	Very Low	Kultali, Basanti, Canning–II	3	15.79

After Mandal, 2015

Highest female literacy was found in Sagar, Namkhana and Patharpratima block, whereas the lowest was observed in Kultali, Basanti and Canning-II block. Female literacy was high in Kakdwip, Gosaba and Hingalganj block and low in Canning –I, Minakhan, Joynagar –II, Sandeshkhali –I and II block. Remaining five blocks belong to the moderate category. The trend of female literacy of Sundarban is quite low. It is to be noted that the blocks of south and western Sundarban are in better condition so far the female literacy is concerned (Haldar, 2016).

IMPACT OF GEOGRAPHICAL PHENOMENON ON EDUCATION: Dance forest, superstitious mentality, Backward culture, poor communicational set up from the capital city, strong impact of disaster, saline soil, lack of electricity etc. made Sundarbans educationally backward.

A. Increasing temperatures:

Between 1980 and 2007, it has been observed that the temperature of the waters in the Sundarbans has increased at an accelerated rate of 0.5° C per decade compared to the observed global sea surface temperature warming at the rate of 0.06°C per decade. It is highly responsible for diversification of physical and mental health of the students.

B. Cyclones

Devastating cyclone occurs in the years of 1737, 1877, 1888, 1896, 1898, 1901, 1932-37, 1973 and 1988 at Sundarbans. It has been observed that there has been an increase in the intensity of cyclonic storms hitting the Sundarbans between 1951 and 2010 due to an increase

in sea surface temperature. During the occurrence of Cyclone Aila in 2009, a 400 km stretch of embankment was breached and the waves crossed over the height of the embankment and entered the flood plains. The sea water got logged and more than 2 million people were marooned for several days affecting not only agriculture but also drinking water supply. Most of the thatched houses were damaged. Students of this area are very much anxious about cyclone throughout the year. They spent maximum time to recover the damage of the devastation. They are unable to spend much time for study.

C. Rise in Salinity; Impact on Agriculture

Studies suggest that in the last two decades, the runoff in the eastern rivers of Sundarbans has decreased resulting in ever increasing salinity and sea water-sulfate concentrations. The decrease in fresh water runoff has affected mangrove growth. Further, agriculture is being affected because of the high levels of salinity of the soils due to high tides, cyclones and storm surges, and problems of water stagnation, sometimes even beyond monsoon seasons. Students has to take care of their agricultural field throughout the year avoiding study.

D. Deforestation

Between 1777 and 1971, continuous deforestation and land reclamation activities have been carried out in the Sundarbans region. It has been observed that 5% of forest cover was lost between 1989 and 2009. This deforestation has increased man-animal conflict, local extirpation of several species and added to the biological loss of the region. Students has to face the harmful effects of deforestation day by day.

E. Pollution:

The Sundarbans delta has become susceptible to chemical pollutants such as heavy metals which may have changed the estuary's geochemistry and affected the local coastal environment. Due to a diversity of inputs such as agricultural runoffs, wastewater and sewage discharges, and agricultural wastes, maximum concentrations of organochlorine pesticide residues were recorded at sites located along the main stream of the Hugli (Ganges) estuary. This has a disastrous impact on the biodiversity harbored by mangroves. It creates toxic effects in the students' body and a lot of diseases are faced by them regularly. Thus they cannot take care of their study.

F. Communication Problem:

The only way to access the project location was through a 90 minute ferry ride from Patharpratima, the closest ferry dock which is 81 kms away from the nearest railway station. The students are unable to go for higher studies for poor transport. Internet service is not available to the every corner of Sundarbans. Internet facility is suffering from very poor network too. So, the students are unable to make themselves updated and upgraded.

G. Electricity Problems:

Solar power has emerged as the primary source of electrification in most of the inhabited islands in Sunderbans. Access to solar energy without continuous sun: Despite a population of 200,000, the island has no mains electricity supply. Cyclone Aila which hit West Bengal on May 25, 2009 has devastated the entire solar panel set-up in the Sunderbans island, leaving the island completely bereft of electricity. In the solar panel, there is a high requirement of sunny days but in the rainy season it creates problem. Students become victimize due to lack of electricity. Female students are unable to go outside for study at night due to lack of road electricity.

H. Fear from Snake Bite and Tigar Attack:

Owing to fear from Snake Bite and Tigar Attack students usually does not go out after evening. They cannot attend tuition or other means of advance studies at night.

I. Widow Impact:

The widows are separated from all positive works of the society for the superstitious mentality of the students. Thus the children of them are mentally deprived a lot by the social boycott of their mother. The students coming out from widow family become less interested to go for study because at school other students hate them a lot.

J. Crime Against Woman in South 24 Parganas:

In fact, so far as crime against women (CAW) is concerned South 24 Parganas as well as Sundarbans had a remarkable high share in the State. In the year 2000 and 2003 it holds the first position in terms of Crimes against Women (CAW). According to Indian Penal Code (IPC) crimes against women can be classified as:

- Rape(section 376 IPC)

- Kidnapping and Abduction for different purposes (section 363-373 IPC)
- Homicide for dowry, dowry deaths and their attempts (section 302/304B IPC)
- Torture or cruelty both physical and mental (section 498A IPC)
- Molestation (section 354 IPC)
- Sexual harassment or Eve-teasing (section 509 or 294 IPC)
- Importation of girls up to 21 years of age (section 366B IPC)

A large body of national level and state level data related to domestic violence against women has been compiled by the second National Family Health Survey conducted during 1996-98. Some of its findings are summarized. According to the revelations of this very large all-India survey (addressed to ever-married women of child-bearing age), domestic violence appears to be 'democratic' cutting across age, religion, community, rural- urban divide, education, even women's employment status(Karmakar,2013). Trafficking happens at Sundarbans for various motives like: forced prostitution, making of pornographies, sex tourism, forced marriage etc. the root causes behind these trafficking in South24 Parganas are poverty, lack of employment opportunities, child marriage, false promises, social stigmas (widowed, divorced, unwed) etc. Most of the women go to other places in search of work and ultimately rescued from the brothels of Delhi, Mumbai, Hariyana and even Kolkata. The blocks like Kultali, Canning I & II, Baruipur, Gosaba, Falta, Magrahat, Diamond Harbour I & II are identified as more migration and trafficking prone areas (Karmakar,2013).

K. Flood:

Within last two decades in the years 1988, 1991, 1993, 1995, 1999,2002, 2004 (thrice), 2005, 2006 (four times) and 2009 sundarbans (Sarkar,2012) faced coastal flood in a devastating manner by which a lot of mud building had damaged. Thus the students became homeless and they lost interest to go for study.

L. Effect of Alcohol:

In the course of developing a community mental health programme in the Sundarban region of West Bengal, India, alcohol drinking was identified as an important issue for public health and education. This study aimed to examine community views of alcohol use. It focused on beverages commonly consumed, drinking patterns, differences in consumption

among different segments of society (e.g., tribals and non-tribals), changing patterns of use, and local distinctions between acceptable and problematic alcohol use (Chowdhury et al, 2006) The use of Palm wine (Tadi), Country liquor (Chullu) etc are the main varieties of wine in this region because of availability of palm tree and rice. Students have to face better affect of wine everyday because that the wine effected people are not interested to go for study and they create domestic violence at their home. They also highly involve in Crimes against Women. It also helps to increase poverty because a poor people, like van pullers and prawn seedling collectors, drink heavily, while the rich tend to keep away from alcohol. ‘‘If a poor man earns Rs. 10, he will spend Rs. 5 on drink.’

Prospects

Literacy rate is going to be increased in the whole Sundarbans. In 2001, total literacy rate was 59.90 percent. In 2011, total literacy rate is being increased upto 70.98 percent From the year 2001 to 2011, Male literacy rate has increased by almost seven percent. Female literacy rate during this period has increased by about 16 percent. So, Female literacy rate is going to be increased rapidly in the study area in comparison to male literacy rate. From the year 2001 to 2011, total literacy rate of Canning II block have increased more than other Community Development blocks under the study area. (Mistry, March, 2015).

- Ministry of environment and forests, Govt. of India, had announced a Rs 200 crore grant for the Sunderbans as part of the World Bank’s Integrated Coastal Zone Management Project on January 13, 2010 during their maiden visit to the world’s largest mangrove biosphere reserve. This money had been utilised in the last five years starting since June 30, 2010(gits4u.com, 2006). The biodiversity of Sundarban can only be saved if the inhabitants of the locality are aware of it (Sarkar, 2002). Thus, educational standard of Sundarban pupil is not only able to raise their living standard and income opportunity but also save this unique area with its proper identity by restricting mangroves from human grievance (Mukherjee, 1969).
- Education holds the prime priority for development of all the region and Sundarban is no exception. The educational scenario of Sundarban is not far ahead than other backward areas of West Bengal. In the present era of globalization, ‘Education for all’ has become the matter of human rights. Various developmental schemes of the

Central and State Government, like Mid Day Meal, Sarva Sikhsha Aviyan etc. are able to make some positive loop and make a paradigm shift in the educational sector after crossing the first decades of the 21st century (Mandal,2015).

- WWF-India helps far flung villages access grid quality power. Access to safe, clean energy is fundamental to poverty eradication, to stopping deforestation, and to stopping climate change.
- The system cost is little more than the standard centralised solar Photo Voltaic systems being installed in India today. However, the quality of the energy services delivered to consumers exceeds all existing models of service delivery using decentralised generation. The use of *Urja Bandhu* allows simplified tariff structures to be adopted and a variety of institutional management structures to be employed(WWF)
- The Rampal power station is a proposed 1320 megawatt coal-fired power station at Rampal Upazila of Bagerhat District in Khulna, Bangladesh.^[1] It is a joint partnership between India's state owned National Thermal Power Corporation and Bangladesh Power Development Board. The joint venture company is known as *Bangladesh India Friendship Power Company (BIFPC)*.^[2] The proposed project, on an area of over 1834 acres of land, is situated 14 kilometres north of the world's largest mangrove forest Sundarbans which is a UNESCO world heritage site. It will be the country's largest power plant(Wikipedia).
- To make up for the lack of continuous exposure to sun, Tata Power Solar custom designed a unique solar power system on a two day autonomy mechanism in which battery bank was altered to discharge a 25 – 30% per day irrespective of a sunny or a cloudy day. This way the battery stores up to 70-80% energy that can be used the following day.
- Tata Power Solar through this project has brought electricity and accessibility in the lives of people who have been operating remotely from the rest of the civilization. Over 2000 families have electricity and children are able to use good quality of light to do their homework after dark. Literacy rates have improved and the island economy has been boosted by extended working hours, especially the periodically

held village markets. The village now enjoys a night bazaar where its people are able to go buy fresh fruits and vegetables (Tata Power Solar).

- Indira Abas Yojona, a central Govt. project, is taking vital role to make concrete houses for the students lies below poverty level. So, in near future , the problems related to flood devastation may be solved. Weather forecasting should be perfectly done by the meteorological stations about coastal flooding too.
- Efforts to bring the matter to the attention of women's groups (mahila samity) in Sundarbans also trying effectively to reduce the female victims. They have to come under the Govt. affiliation to reduce Crime Against Women.
- Campaigning against the alcohol and Govt. policies are taking important role against alcohol, but it should be much affective through strict administrative actions.

Conclusion:

‘Mou dilam , mom dilam, ar dilam ful go

Ebar ma bonobibi, Chele dibi bol go....’

The land of tiger, snake and crocodile is always worried about their children which enhances the superstitious mentality of the people. To save child and to give them proper education is really difficult in this region due to unsuitable geographical conditions. The problems related to all geographical phenomenon can be solved by better education systems and socio-economic developments. The beauties of Sundarbans can be the best gift of the Indians if it is preserved sustainably with the awareness to the students.

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CONTRIBUTION OF BANGLADESH INSTITUTE OF SPORTS (BKSP) TOWARDS PERFORMANCE IN CRICKET OF BANGLADESH

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Abstract

The purpose of the present case study was to analyze the contribution of BKSP, as the National Institute of Sports, towards development of performance in cricket of Bangladesh. Relevant information was collected by visitation, interview and questionnaire. Information was collected from journals, books, bulletins, institution brochures and such others. As an important department of the institute it has four cricket grounds, one indoor cricket training centre with standard facilities, eight outdoor natural turf practice wickets and two non-turf wickets. There are six qualified coaches to look after every aspect of training of the students. There is provision of sports scientific research feedback facilities in the institute. Analysis of the findings revealed that BKSP teams won different Age Group National tournaments a number of times. It has produced a good number of national and international cricketers of the country.

Key words: BKSP, Cricket, Sports performance

Introduction:

Development or success of an Institution can only be assessed by the achievements in performance of the institution from time to time. It can only be ascertained when the performance is linear and ascending with a considerable degree consistency.

Bangladesh Institute of Sports (BKSP) has been developed as the National Institute of Sports of Bangladesh to cater to the need of scientific training and education to the sports talents of the country and, thus help improve the sports performance of the country in National and International competitions in different games and sports. Since 1986 it has been functioning under the Ministry of Youth Affairs and Sports with goal oriented mission and vision and has remarkable achievement in improving national sports performance by producing National and International sports persons of the country in a number of Games and sports. The institute has a wide campus with modern facilities of teaching and training including play fields for football, cricket, hockey etc.; gymnasiums, swimming pools, athletic tracks, shooting range, tennis courts, conditioning hall and so on. There are every required

facilities including hostels, International guest house, cafeteria, medical centre and such others for smooth life of the students and faculty members of the institute.

Out of its seventeen sports departments at present, Department of Cricket is an important one. It was introduced in 1987 with 36 trainees with very limited facilities. At present, there are 153 trainees which includes 23 girls. In course of time the facilities have been improved and at present there are four cricket fields, one indoor cricket training centre with standard illumination, eight outdoor natural turf practice-wickets and two non-turf wickets. There are six qualified coaches to impart scientific training of the students. There is also the provision for sports scientific research feedback facilities in the institute.

Present paper, is an effort to review and analyze the role of BKSP on performance capacity in cricket of Bangladesh in National and International competitions.

Methodology:

Data for the present study were collected by using the secondary sources. Methods of Observation, interview and literature search methods were adopted for collecting data. Present members of the staff and students were the secondary sources. Office records, articles in magazines and newspapers were also consulted to gather relevant data.

Results and Discussions:

Performance of BKSP Cricket team in Bangladesh National competitions at different levels have been presented in the following sections. Table -1 presents the results of BKSP school cricket team in National School Cricket Championship.

Table 1 : Performance of BKSP School Cricket team in National School Cricket Championship

National School Championship	Dhaka	1989	Runner up
National School Championship	Sylhet	2001	Champion
National School Championship	Bogra	2002	Champion
National School Championship	Dhaka	2003	Runner up
National School Championship	Dhaka	2005	Champion
National School Championship	Dhaka	2006	Champion
National School Championship	Dhaka	2007	Champion
National School Championship	Dhaka	2008	Champion
National School Championship	Dhaka	2010	Champion

It is clear from the information of above table that BKSP school cricket team exhibited commendable performance in National School Cricket Championship of Bangladesh. It became champion continuously from 2001 to 2010 excepting in 2004 and 2009.

Performance of BKSP teams of different age groups in respective National Championship has been presented in Table-2. It is understood that different Age group Teams of BKSP became National in 2001 and 2010, and Runner up in 2001.

Table 2 : Performance of BKSP teams of different age groups in respective National Cricket Championship

National U/15 Age group Tournament Rajshahi	2001	Champion
National U/17 Age group Tournament Dhaka	2001	Runner Up
National U/16 Age group Tournament Dhaka	2010	Champion

Table 3 shows the result of BKSP U-19 team in National championship. It is to be noted that BKSP U-19 Cricket team became champion in respective National championship in 1991, 1994, 1998, 1999, 2001 and

Table 3 : Performance of BKSP team in National Youth (U-19) Cricket Championship 1990- 2002

National Youth(U/19) Championship	Rajshahi	1990	Runner Up
National School(U/19) Championship	Chittagong	1991	Champion
National School(U/19) Championship	Dhaka	1994	Champion
National School(U/19) Championship	Khulna	1998	Champion
National School (U/19) Championship	Shatkhira	1999	Champion
National School(U/19) Championship	Thakurgaon	2001	Champion
National School(U/19) Championship	Thakurgaon	2002	Champion

BKSP Cricket team also became winner in National (Open) Cricket Championship in 2997.

Other than National championships, BKSP has produced a good number of National cricket players who have represented Bangladesh in different International Tournaments. Table- 4 shows the list of players from BKSP who have played for the country in International Test Cricket matches.

Table 4 : BKSP Trainees debut in Test Team

Sl	Name	Roll	Admission	Debut opponent	Venue	Year
1.	A N M Naimur Rahman	C-5	1987	India	Dhaka	2000
2.	Al Shahriar	C-37	1988	India	Dhaka	2000
3.	Anwar Hossain Monir	C-104	1994	Australia	Cairns	2003
4.	Md. Nazmul Hussain	C-241	1999	India	Chittagong	2004
5.	Kazi Shahadat Hussain	C-367	2001	England	Oval	2005
6.	Mushfiqur Rahim	C-285	2000	England	Oval	2005
7.	Khan Abdur Razzak	C-103	1994	Australia	Chittagong	2006
8.	Sakib Al Hasan	C-370	2002	India	Chittagong	2007
9.	Md. Naeem Islam	C-227	1998	New Zealand	Chittagong	2008
10.	Md. Nasir Hussain	C-406	2004	West Indies	Chittagong	2011
11.	Suhrawardi Shuvo	C-297	2000	West Indies	Mirpur	2011
12.	Anamul Haque	C-460	2007	Sri Lanka	Galle	2013
13.	Mominul Haque	C-422	2004	Sri Lanka	Galle	2013
14.	Md. Shamsur Rahman	C-288	2000	Sri Lanka	Mirpur	2014
15.	Shoumya Sarkar	C-459	2006	Pakistan	Khulna	2015

Among above players Mushfiqur Rahim, Md Nasir Hussain, Sakib Al Hasan (all rounder) and Soumya Sarkar (opener) are still the regular players of Bangladesh National Test team and Mushfiqur Rahim is Captain of Bangladesh National Test Team.

Table -5 presents the list of BKSP trainees who have represented Bangladesh National ODI teams for International competitions. It is seen from the table that twenty two BKSP students have played for the Bangladesh National team for different International Tournaments. Out of them Mushfiqur Rahim, Md Nasir Hussain, Sakib Al Hasan and Soumya Sarkar are still the regular players of Bangladesh National ODI team.

Table 5 : BKSP Trainees debut in ODI team

Sl	Name	Roll	Admission	Debut opponent	Venue	Year
1.	Sajjad Ahmed	C-21	1987	India	Sharjah	1995
2.	A N M Naimur Rahman	C-5	1987	Pakistan	Sharjah	1995
3.	Mofizur Rahman	C-52	1989	Sri Lanka	Colombo	1997
4.	Al Shahriar	C-37	1988	Pakistan	Dhaka	1999
5.	Niamur Rashid	C-40	1988	Zimbabwe	Dhaka	1999
6.	Anwar Hossain Monir	C-104	1994	South Africa	Kimberley	2002
7.	Md. Moniruzzaman	C-8	1987	England at	Dhaka	2003
8.	Khan Abdur Razzak	C-103	1994	Hong Kong	Colombo	2004
9.	Md. Nazmul Hussain	C-241	1999	South Africa	Birmingham	2004

Sl	Name	Roll	Admission	Debut opponent	Venue	Year
10.	Kazi Shahadat Hussain	C-367	2002	Kenya	Bogra	2006
11.	Mushfiqur Rahim	C-285	2000	Zimbabwe	Harare	2006
12.	Sakib Al Hasan	C-370	2002	Zimbabwe	Harare	2006
13.	Dhiman Ghosh	C-238	1999	South Africa	Chittagong	2008
14.	Md. Mosharaf Hossain	C-195	1997	South Africa	Chittagong	2008
15.	Md. Naeem Islam	C-227	1998	New Zealand	Dhaka	2008
16.	Suhrawardi Shuvo	C-297	2000	England	Mirpur	2010
17.	Nasir Hussain	C-406	2004	Zimbabwe	Harare	2011
18.	Anamul Haque	C-460	2006	West Indies	Khulna	2012
19.	Monminul Haque	C-422	2004	West Indies	Khulna	2012
20.	Md. Shamsur Rahman	C-288	2000	New Zealand	Mirpur	2013
21.	Mohammad Mithun	C-359	2002	India	Mirpur	2014
22.	Shoumya Sarkar	C-459	2006	Zimbabwe	Mirpur	2014

Table 6 : BKSP Trainees debut in Bangladesh T 20 team

Sl	Name	Roll	Admission	Debut opponent	Venue	Year
1.	Shakib Al Hasan	C-370	2002	Zimbabwe	Khulna	2006
2.	Abdur Razzak	C-103	1994	Zimbabwe	Khulna	2006
3.	Kazi Shahadat Hussain	C-367	2001	Zimbabwe	Khulna	2006
4.	Mushfiqur Rahim	C-285	2000	Zimbabwe	Khulna	2006
5.	Nadif Chowdhury	C-219	1998	Zimbabwe	Khulna	2006
6.	Nazmus Sadat	C-300	2000	Zimbabwe	Khulna	2006
7.	Dhiman Ghosh	C-238	1999	Pakistan	Karachi	2008
8.	Md. Naeem Islam	C-227	1998	South Africa	Johannesburg	2009
9.	Nazmul Hussain	C-241	1999	West Indies	St Kitts	2009
10.	Suhrawardi Shuvo	C-297	2000	Pakistan	St. Lucia	2010
11.	Nasir Hussain	C-406	2004	West Indies	Mirpur	2011
12.	Anamul Haque	C-460	2006	West Indies	Mirpur	2012
13.	Monminul Haque	C-422	2004	West Indies	Mirpur	2012
14.	Md. Shamsur Rahman	C-288	2000	Sri Lanka	Kandy	2013
15.	Mohammad Mithun	C-359	2002	Sri Lanka	Chittagong	2014
16.	Shoumya Sarkar	C-459	2006	Pakistan	Mirpur	2015

Table-6 shows the list of BKSP trainees who have represented Bangladesh National T-20 team in different International tournaments. It is clear that sixteen BKSP students have played as the members of the Bangladesh National T-20 team in different International T20 competitions between 2002-2006. Out of these players Mushfiqur Rahim, Md Nasir Hussain,

Sakib Al Hasan and Soumya Sarkar are still the regular players of Bangladesh National T-20 Team and Sakib Al Hasan is at present the leading Bangladesh Test cricket Team.

Table-7 shows the performance of thirteen National players of Bangladesh who were nurtured and groomed up by BKSP. It is seen from the table that thirteen BKSP students are international performers as the National Cricketers of Bangladesh.

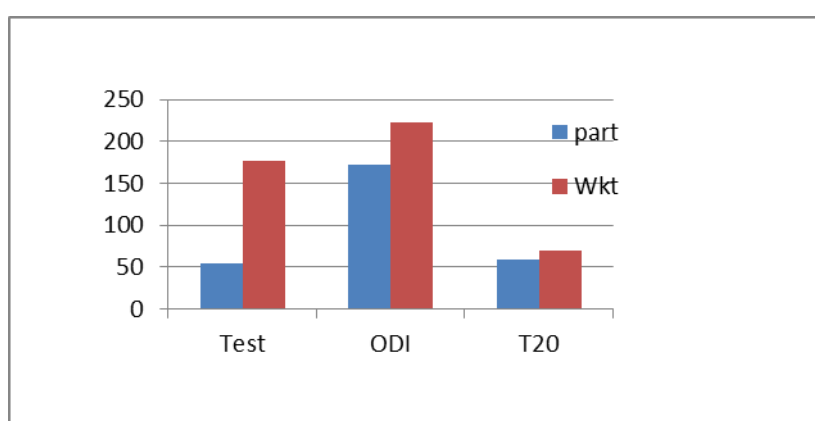
Table 7 : BKSP trainees with International participation and performance records in Bangladesh contingent

Serial no	Admission Year	International/National Player name	Match played			Run			Wicket		
			Tests	ODIs	T20	Tests	ODIs	T20Is	Tests	ODIs	T20Is
1	1988	NaimurRahman	8	29		210	488		12	10	
2	1994	AbdurRazzak	12	153	34	245	779	41	23	207	44
3	1998	Mohammed Naeem Islam	8	59	10	416	975	130	1	35	3
4	1999	NazmulHossain Shanto	1	18	12		30	180	0	1	2
5	1999	DhimanGhosh	0	14	1		126	1			
6	2000	SuhrawadiShuvo	1	17	1	15	98	1	4	14	
7	2000	Mushfiqur Rahim	54	171	59	3265	4190	726			
8	2002	Mohammad Mithun		2	12		26	85			
9	2002	Shakib Al Hasan	49	172	59	3479	4796	1208	176	222	70
10	2004	MominuHaque	22	26	6	1688	543	60	1	7	0
11	2004	Mohammad NasirHossain	17	58	31	971	1262	370	8	21	7
12	2006	Md Anamul Haque Bijoy	4	30	13	73	950	355			
13	2006	Soumya Sarkar	7	26	24	481	925	443	1		

The overall contribution of BKSP towards development of performance in cricket of Bangladesh has been analyzed for every ten years. Table -8 shows the contribution of the institute during 1987 -1996.

Table 8 : The successful performers of BKSP alumni in Cricket during 1988-2006

variable	Test	ODI	T20
Highest participation	54	172	59
	Musfiqar Rahim	Shakib Hasan	1.Musfiqar Rahim 2.Shakib Al Hasan
Highest Score	3479	4796	1208
	Shakib Al Hasan	ShakibAl Hasan	Shakib Al Hasan
Highest wicket	176	222	70

**Fig.1. Graphical presentation of highest wicket taker and Participant in Test, ODI and T20 Cricket of BKSP students**

The results of table -8 shows that Shakib al Hasan is the best all rounder that has been produced by BKSP.

Table 9 : Performance of BKSP trainees in National and International Cricket during 1987 -1996

Year	No of player(adm)	National	International	Achievements	
				National	International
1987	56	03			
1988	00	03			
1989	11	04			
1990	01	00			
1991	23	01			
1992	00	00			
1993	00	00			
1994	31	04			
1995	00	00	03		
1996	00	00			

Table-9 presents the performance of BKSP trainees in National and International cricket tournaments during 1997-2006.

Table 10 : Performance of BKSP trainees in National and International cricket tournaments (1997-2006)

Year	No of player	National	International	Achievements	
				National	International
1997	00	00	02		
1998	35	04			
1999	01	05	03		
2000	33	04	04		
2001	32	03			
2002	36	05	01		
2003	25	03	04		
2004	31	04	04		
2005	21	01	04		
2006	08	02	07		
Total					

Table-10 presents the performance of BKSP trainees in National and International cricket tournaments during 2007-2016.

Table-11 : Performance of BKSP trainees in National and International cricket tournaments (2007-2016)

Year	No of player	National	International	Achievements	
				National	International
2007	21	00	02		
2008	37	01	07		
2009	32	00			
2010	41	07	01	02	
2011	16	06	07	00	03
2012	44	07	04	02	01
2013	50	07	05	02	02
2014	22	08	05	03	
2015		08	04		
2016			03		
2017					

Conclusions:

From analysis of the information following conclusions were drawn:

- i) BKSP has been serving the country in identifying and nurturing cricket talents of Bangladesh from very beginning of its journey very successfully.
- ii) It has produced different Age Group Cricket teams that have become winners and Runners up fairly good number of times in respective National championships of the country.
- iii) BKSP has produced more than twenty National Cricket players to represent Bangladesh National Cricket Teams in International Cricket Tournaments of different versions –Test, ODI and T-20.
- iv) BKSP has produced a number of International cricket players like Sakib Al Hasan, Musfiqur Rahim, Soumya Sarkar etc.
- v) BKSP has been serving the basic purpose of the institute in performance of the country for which it has been established.

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GENDER PERSPECTIVES IN EDUCATION

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Is there any gender bias in the Curriculum structure in India?

“One is not born, but rather becomes a woman”... As Simone de Beauvoir, the eminent French writer, existentialist philosopher, feminist and social theorist puts it. The difference between a woman and a man can be analyzed from two broad perspectives: biological and social. Biologically we are categorised under girl, boy or the third sex, which is scientific and widely acceptable. But the other demarcation is based on social construct, that is, to become a woman or to be a man. From the time of birth till we die a pre defined notion follows us, controls us, humiliates us and is disempowering us. The society decides whether a girl foetus should be given the right to be born or not. The ill treatment is viable in every strata of the society. Irrespective of caste, creed and colour gender bias can be strongly felt. Physical strength is the determining factor which decides that we are inferior to our male counterpart. Terms like ‘fairer sex’, ‘better half’, ‘mother of the male member’s child’, ‘pink colour’ etc have become synonymous to women. From where does this biasness crop up? Is it the family? Is it the social structure? Is it the attitude of the male members of the society? Is it the atmosphere of the school? Is it the curriculum structure into which the children are thrown in?

As mentioned earlier that the biological difference is purely based on science and is widely accepted. But the concern is the social construct into which we are interwoven. It is the society which discriminates between WOrman and man. The society is a wide stratum so I found it to be accessible if I represent it by the different social agencies of education. As we know there are three types of social agencies of education:

- Formal
- Informal
- Non-formal

School represents the formal type of social agency. Family is one of the informal agencies of education. Mass media is identified as a non-formal agency of education. Through these agencies we will try to look into the issue that which is the root cause of the gender bias?

School as a formal agency of education:

If we try to find out the reason of gender bias in school we will have to rely on some specific survey conducted in recent times across India. From my own experience I can say that most of the text books clearly showed a bias towards the male sex. Most examples in our mathematics books were a HE and not a SHE. Examples in grammar books had exercises or examples which again emphasized on HIM and not HER. In science class of Inventions and Inventors, names like Graham Bell, Albert Einstein would come up often as opposed to Madam Currie or Margaret Knight, who was nicknamed as ‘the lady Edison’. *

*www.biography.com

In the history books we know the names of the wives of famous emperors for their beauty only. But surely they had more stories to share other than their grace and beauty. These are some of my observations. A further survey can throw more light on this topic.

The New Draft of NPE stresses on, to enhance encouragement, to educate and to assist to be employed to all sections of population. Pioneer organisation like NCERT had developed curriculum which showed concern for issues relating to gender. In this regard, the frameworks of curriculum in 1975, 1988, 2000 and 2005 has focussed on specific efforts on gender disparities in education. Thus, there has been an effort to travel from mere concern to substantial inclusion. But still there is a long way to go before we achieve the goal of gender equality in terms of schooling and in curriculum. In schools if we consider the different factors of education, we get teacher, taught, institution and curriculum. Here, I will analyze the importance of curriculum in maintaining a bias in gender. In our country text books are the primary source of knowledge. Books reflect the society in which we live in as a result these should include issues related to equality. Thus, it is important to portray gender relation parity textually. To analyze such depiction a textual audit related to gender may be considered. It will help to know:

- Do the textual materials address achievements of women and men in proper way?

- Do the textbooks reflect identities of both men and women inclusively?
- Do these books enhance attitudinal change among the readers?
- Whether these books sensitize to promote critical thinking among the students?
- Are the students made to question stereotypes, myths and misconceptions which derogate women?

An evaluation tool is given below to analyze any book at the secondary stage. This particular stage is taken because at this stage the participation of girls is declining (1)

TOOL TO EVALUATE ANALYSIS OF TEXTBOOKS FROM GENDER PERSPECTIVE:

1. Title of the text book –
2. Class –
3. Subject –
4. Language –
5. Author/s– • No. of females - • No. of males –
6. Editor/s – • No. of females - • No. of males –
7. Total no. of lessons –
8. Cover page/back page from the perspective of gender bias and stereotyping – • Description of visuals (Masculinity/Feminine characteristics/Gender Neutral/Any other) • Description of content
9. Inside of cover page/back page from the perspective of gender bias and stereotyping - • Description of visuals • Description of content
10. Any other information –

(Source: References Gender Concerns in Education Prof. Gouri Srivastava Head Department of Gender Studies, NCERT)

Girls can achieve their full potential in the way boys do in the education system. Often there are unrecognised, unintended and unknown biases in the minds of the teachers, administrators and peers in schools, which inhibit girls. For girls in rural areas and from

deprived castes, communities and tribes and for handicapped girls, all the above problems are accentuated much more than in the case of boys because of dual or multiple disadvantages. It is well-known that two thirds or more of our women are illiterate and less than half of them are educated up to the primary level.* The gender discrimination in schools is an extension of what we think in the family, in society and in the community in which we live. Unless there is a certain understanding among the members of the family, it is difficult to expect the school to create it artificially in the school environment, and to pursue it without reference to what is happening in society. There has to be a democratic environment in the home for the child to be democratic in her/his lifestyle. Any programme of gender discrimination elimination in educational institutions must take into confidence, the parents and guardians and undoubtedly the teachers (both women and men), for whom there must be continuous programmes orienting them to equality in thought and deed.

***Source: Online edition of The Hindu, 18th Dec., 2001.**

Role of family in maintaining gender bias:

This week most of us have celebrated Mothers' Day (14th May). All the popular and unpopular social sites were filled up with wishes for that special person. She is the driving force of each and every family, well almost. But can we say that our mothers have never faced any disparity regarding gender in her entire life? I think most of us would fumble to answer. We the so called educated, employed and to some extent independent have faced the so called bias to a certain degree. The worst hit are those who live in suburbs, rural settings, those are marginalised due to either socio-economic background or religious preference. Women who are differently abled also deal with severe gender bias in spite of the fact that The Parliament has passed the Rights of Persons With Disabilities Bill in 2014.*

It is the family that should support, sustain and protect us from the outside world. But the scenario changes when it comes to support, sustain and protect the girl child in and outside the family. In some states the situation is worse than the others. I do not want to specify the states but do wish to be specific about the attitude the girl child face from the male members of the family. Arnold et al. (2002) finds that in India, large regional variation exists. The cases of abortion are quite high after an ultra sound test. Following which the sex ration in India is 0.93:1.00**

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***Online article in Hindustan Times. 3rd March, 2017**

****Gender Discrimination in the Family...econweb.ucedu, g dahl, p bharadwaj & k sheth**

It is the family that decides whether a girl child will live to see daylight or not? Once she is born she is burdened with several do's and don'ts in the pretext to keep her safe. In rural India schooling takes a back seat. I would like to share a bit of fact pertaining to biasness of the girl child and abuse in the hands of the father. She is an existing student of my college, one day her mother was so severely beaten up that she left a two month old baby and escaped. Her only fault was she had given birth to a girl. That girl is now at the mercy of her cruel father who takes away any financial assistance (she gets money from Kanyashree Prokolpo). Such is the plight of women here. Family plays a pivotal role in shaping the moral character of the children. The male child is given the most importance in family irrespective of the societal design of the household. If on the contrary they are made to understand that female and male are equal then there could be a sign of eradication of gender bias from the minds of the future generations.

Mass media as a Non formal agency of Education:

Mass media are a popular non formal agency of Education. It may be defined as any means, agency or instrument through which ideas, attitudes, impressions or images are simultaneously communicated to a large number of people. Such media includes newspaper, magazines, radio, films, television, comics, drama, puppet shows, graffiti and music. Thus it is quite easy to understand that mass media plays an important part in shaping up of the social constructs of gender. Some examples will clear this notion. In some advertisements, gender portrayal is biased. Women have been portrayed as dependent (Belkaoui, 1976), subordinate to males (Goffman, 1976) and in traditional roles (Tsiehla, 2011). Collins (2011) while doing a content analysis of gender roles in India observed that they are portrayed in a negative manner. Media representations of these roles are important because people's social construction of reality depends on what they see, hear and read than what they experience every day. (Bandura, 2004). George Gerber assumes that mass media propagates the attitudes

and values which are already present in the society. Hence, media should be much more cautious while depicting the role of women. It should not project atrocities against women but promote the cause of empowering them.

With the help of the three social agencies of Education I have tried to show gender bias in family, school and mass media though too briefly.

As we are from the teaching fraternity we also have certain responsibilities towards eradication of gender bias in the classrooms. As interaction in the classrooms have an important influence on the personality of children. Thus, certain activities can be given to the students through which they will understand that to be a part of a progressive society we must not support bias towards men. The activities are as follows:

- In all projects boys and girls should equally take part
- Gender inclusive activities can be highlighted in the discussion on themes such as life processes, heredity etc.
- In maths classes mention can be made of names of women mathematician such as Shakuntala Devi
- In themes related to Statistics, gender disaggregated data on enrolment, drop out and unequal sex ratio of India can be presented
- Discussions on activities done by women on agricultural, industrial and service sectors of our country for the last five years can be organised
- Quiz can be programmed on participation of women in different structures of governance
- Graphical representation on elected women in Lok Sabha and Rajya Sabha can be prepared
- Students can be encouraged to prepare projects on eminent women authors

Several research studies over the years have shown clearly how classroom environment can enhance students' learning and remove gender bias. It merely requires a positive attitude on the part of the teacher. A gender friendly classroom can help to build a

harmonious relationship between girls and boys at every stage of education. The teacher should also assign equal classroom activities to both girls and boys.

Thus after discussing gender bias from different angles we can say that in the age of information explosion, globalization and liberalization, issues concerning gender should be dealt with utmost care and consideration. The most important part is awareness towards gender bias. It should be understood that it is a social evil which has a direct impact on the mortality rate of girls as well as foeticide. Both the Central and State governments have passed bills and made laws in favour of the women population. Innumerable policies and schemes are already in vogue. But the crucial change which is needed is the change in mindset of the common people, which I experience, is happening.

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MENTAL STRESS AMONG ADOLESCENT STUDENTS

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Abstract:

High stress is a hindrance to healthy mental development of human. Many recent studies have found relation between stress and suicidal tendency among school going children. Stress also leads to many delinquent behaviour among adolescents. Stress is very much related to school environment, teachers, parents, peers, sex etc. and also at a broader societal level. Awareness about mental health status of the individual is crucial to prevent abnormal maladaptive behaviour among adolescents. Proper policy, planning and implementation of preventive measures for delinquent behaviour of adolescent are also the need of the hour. The present study has been conducted on a sample of 176 students of class IX to know the gravity of stress among them. Students stress scale developed by Zakir Aktar was employed to measure the degree of stress. The data were analysed by using mean, s.d, χ^2 test and t-test. The findings of the study revealed that about 34% students are having high stress. It is also found that the stress of girls are more than that of boys.

Key words: mental stress, adolescent and student

Introduction:

The quality of nation depends mostly upon the quality of its citizens, which further depends upon their good mental health. Excessive stress and anxiety in children and teenagers are the major hindrance of good mental health. Adolescents are generally perceived as a healthy age group, and yet 20% of them, in any given period, experience a mental health problem, most commonly depression or anxiety. In many settings, suicide is among the leading cause of death in young people [WHO, 2003]. Mental well-being is fundamental to good quality of life. Happy and confident adolescents are most likely to grow into happy and confident adults, who in turn contribute to the health and well-being of nations [Rao,2001]. Mental health problems among adolescents carry high social and economic costs, as they often develop into more disabling conditions in later-life.

In India particularly, adolescents are put under pressure to perform well in school examinations. For some students, the experience of academic stress leads to a sense of distress, which is generally manifested in a variety of psychological and behavioural problems. The experience of academic stress and adolescent distress has been identified and explored by researchers in Korea and Japan [Lee & Larson, 2000] too. It is relevant to

mention here that, in India, in the year 2011 alone, more than six children per day, committed suicide because of failure in examinations [NCRB]. Youth suicide, however, is only the tip of iceberg, which masks the generalized anxiety and depression experienced by many students.

The prevalence of stress among Indian adolescents varies from 13% to 45% among different studies done after the year 2000 [11 – 17]. Despite little research, epidemiological studies of the prevalence of adolescent stress shows that such problems are not uncommon.

Negligence of parents or their high expectations, unhealthy social and school environment etc. are the leading causes of childhood and teenagers stress. Parents who are not emotionally available for their children or lack positive coping mechanisms themselves, often impetus stress in their offsprings. Stressed children show signs of emotional disabilities, aggressive behaviour, shyness, social phobia and often lack of interest in otherwise enjoyable activities. In a study Dawood (1995) found that students stress affects their academic performance. He further showed that the most frequently mentioned stressor by students was school and fear related stressors.

It is also found that the academic stress inversely related to adjustment power and promotion of good mental health among high school students (Hussain-2008 & Kaur-2014). Many teenagers tend to become non-conformist and fall in depression due to growing up anxieties. Hodge (1996) investigated that prevalence of stress were found particularly among those students who were by their nature prone to anxiety.

Adolescents are generally most prone to stress and anxiety. Being in a transitional stage between childhood and adulthood, adolescents have to confront with varied types of stress and strains. The rising expectations of the parents in terms of scores and academic performance sometimes put extra burden on children, which may sometimes cause many physical or mental ailments, if not dealt effectively. Academic stress has an adverse effect on the mental health of adolescents.

So, healthy parents and healthy teachers are always boon to the society to shape the balanced behaviour of the children. In the classroom situation, the task of the teacher is always challenging and baffling, when even he faces the heterogeneous group with multiple diversity in the traits. It is very much true that some students are under active stress and some

are normal; some are adjusted and some are maladjusted. In such situations, it is very important to understand each child and also find out the impact of negative traits and positive traits in the development of the child. They may lose equilibrium with their self without proper care. Hence it is very important to identify the adolescents possessing stress.

Previously homes were the most important agency of imparting education but now the school have almost equivalent role to shape the personality of students. The sense of security, the love and affection which homes were supported to give have become responsibility of school. The modern teachers have to play the role of guide, friend and philosopher because either the parents are illiterate or they are over busy in their professional endeavour, but difficulty is that the teachers are not conscious of their obligations and they do not discharge their duty with sense of commitment and devotion. This results in lack of guidance among adolescents which cause greater stress among students.

Definition of stress:

Today stress is a commonly used term. Stress is understood in relation to the stressors or with the feelings associated with it. Stress is both a physical as well as a mental condition that pushes a person to change, grow, fight or adapt.

According to Lazarus (1966) “Stress arises when individual perceive that they can not adequately cope with the demands being made on them or with threats of their well being”.

S. Palmer (1989) defined “stress is the psychological, physiological and behavioural response by an individual when they perceive a lack of equilibrium between the demands placed upon them and their ability to meet those demands, which over a period of time, leads to ill health”. In simple term “stress occurs when presser exceeds perceived ability to cope”.

Behavioural Symptoms of Stressed individual:

Stressed can affect behaviour in many different ways here are the some common behavioural symptoms.

- Sleeping difficulties
- Negative thinking
- Fear of forgotten

- Lack of punctuality
- Absenteeism/ lack of concentration
- Withdrawal from school / social situation
- Exhaustion/ Constant fatigue
- Addictive behaviour
- Unhealthy eating habit
- Sudden Risk taking behaviour
- Suicidal talk or behaviour etc.

Rationale of the Study:

One of the most challenging problems faced by psychologists, counsellors, educational administration and teachers of today is the early prediction of psychological traits of children. This problem is assuming greater importance day by day with drastic change of societal structure and norms. Adolescence is the age of stress and strains and children have to cope up with many types of stressful situation. Academic stress affects the personality make up of the child. It affects the mental health of the students adversely. Therefore knowledge about the intensity of the stress is very important to guide the individual properly. The present study will be helpful to school administrators, curriculum makers and counsellors to know the stress level of adolescents, which help them for educational and curriculum planning. Teacher and parents will also get insight about the students/ children's stress level, which ultimately help them to teach and guide them in rational way.

Objectives of the Study

1. To estimate the mental stress of students of secondary schools
2. To compare the stress between boy and girl students

Hypothesis of the Study:

1. There is no significant difference of stress between boys and girls

Methodology

This study was conducted on students of secondary schools. Stratified random sampling technique was used to select sample. Students of class-IX including boys and girls from the Coochbehar district, West Bengal constituted the sample. 84 girls and 92 boys were finally selected as sample for this study from two schools under West Bengal Board of Secondary Education. To measure the degree of stress, a standardized scale “students stress scale” developed by Zakir Akhtar was used. The test consisted 51 items in five point scale. The maximum and minimum expected stresses as per this test are 255 and 51 respectively. Categorization of stress are made as per the table presented below.

Stress category	Very high stress	High Stress	Medium stress	Low stress	No stress
Stress score(Raw)	230 and above	179 to 229	128 to 178	77 to 127	76 and below

Data were analyzed quantitatively. Descriptive statistics namely mean, s.d., was calculated and t-test was employed to test the significance of the difference between mean stress of boys and girls.

Analysis of Data

Table-2 - Distribution of students based on stress

	Very high stress	High stress	Medium stress	Low stress	No stress
Boys(N=92)	0	27(29%)	49(53%)	16(18%)	0
Girls(N=84)	0	41(49%)	43(51%)	0	0
Total(N=176)	0	68(39%)	92(52%)	16(9%)	0

Above table reflects the percentage of students belongs to different stress category. It is shown that among boys- 29% in high stress, 53% in medium stress and 18% in low stress; among girls- 49% in high stress and 51 % in medium stress; and among total sample 39% in high stress, 52% in medium stress and 9% in low stress. So it is apparently clear that a considerable percentage of students are having high stress. It is also clear that the girls are having high percentage of stress than boys.

Table-3 - Stress Level

	N	Mean	S.D.	s.d. of mean
Boys	92	158.87	29.48	2.148
Girl	84	178.26	19.69	3.074
Total	176			

Above table reflects the average stress and its standard deviation of boys and girls. It is shown that the mean stress of boys is 158.87 and that of girl is 178.26; s.d. for boys is 29.48 and for girl is 19.69. Thus the average stress of girls is higher than that of boys but in case of deviation of stress it is higher for boys than that of girls, i.e. boys stress vary from very high to very low, however for girls variation of stress is comparatively low.

Table - 4: Distribution of boys and girls based on stress

	Very high stress	High stress	Medium stress	Low stress	No stress
Boys(N=92)	0	27	49	16	0
Girls(N=84)	0	41	43	0	0

 χ^2 - table

	N	χ^2 - value	Level
boys	92	18.94	0.05
girls	84		

Above table reflects the χ^2 value of stress between boys and girls. The value of χ^2 is 18.94, which is significant at 0.05 level. It signifies that there is a difference of stress between boys and girls at 0.05 level.

Table-5 : t-test

Sex	N	mean	s.d	T value	Level of significance
Boys	92	158.87	29.48	5.081	.05
Girls	84	178.26	19.69		

Above table shows that 't' value of stress between boys and girls is 5.086, which is significant at 0.05 level. So there is a significant difference of stress between boys and girls. As the mean score of girls is higher than boys it is inferred that the stress of girls is higher than boys.

Findings:

A considerable percentage of students are having high stress. Girls are having higher stress than boys.

Suggestion:

The promotion of child and adolescent mental health is a worldwide challenge, but a potentially rewarding one. Adolescent friendly health services should be made an integral part of the health system. A holistic approach should be adopted that should focus on a broader range of health issues and not just sexual and reproductive health.

Emphasis should be given to reduce academic stress. It can be made by reducing curriculum load and change of methodology of learning. Emphasis may be given on knowledge gaining process, not just in knowledge. Students' freedom and creativity should be given more importance at lower classes. Students self learning and own thinking should be encouraged.

There should have ample scope of co-curricular activities for mental recreation and social quality development. It helps the students to develop good human like qualities, like cooperation, sharing, patience, creativeness etc.

Parents' attitude is also very important in this context. Parents should reduce their expectation from their children; rather development of good habits should be encouraged.

Provision of basic mental health counselling at school level should be implemented. In this context expert teacher having some basic knowledge in this area may take the responsibility.

Teacher-students cordial relation is also important to know the children properly in all aspects. Dedicated cordial teacher can easily trace out the problematic behaviour of students and take necessary measures rightly.

Early interventions can provide long-term health and socioeconomic benefits by preventing mental health problems and their development into chronic disorders. So, early intervention needs to be taken while stress is developing.

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ASSESSMENT OF HEALTH RELATED RISKS AMONG PRIVATE SCHOOL GOING ADOLESCENTS BOYS OF KOLKATA

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Abstract

Purpose of this study was to find out the fitness status of the school going boys of private schools of Kolkata. WHO refers Obesity as a global epidemic in their report in the year 2000. Dyslipidaemia, hypertension and insulin resistance are frequently seen in obese children and dyslipidaemia appears to be related to increased abdominal fat accumulation. The assessment of body type depending on the body fat percentage is very much helpful to assess and to predict various health related risk factors among adolescent children. About 300 boys age ranged from 13 to 17 was assessed from the four private schools of central Kolkata. It was found that the only 44 % boys are in the optimum level of BMI.

Key Words: Obesity, Health related risk

Introduction: “Childhood Obesity is a condition in which a child is significantly overweight for his or her age and height. India reportedly witnesses 10 million cases of childhood obesity annually. The condition can't be cured but the treatment can help severely” (Jun 16, 2016, TOI)

Methods to determine body fat directly are difficult; the diagnosis of obesity is often based on BMI. For children and adolescents, overweight and obesity are defined using age and sex specific references to body mass index (BMI). Children with BMI equal to or exceeding the age-gender-specific 95th percentile are defined obese.

Caprio and co-workers suggest that insulin resistance in children may also be associated with abdominal obesity.

Peoples with body mass index (BMI) 25 to 29 kg/m² were 72% more likely to develop fatal or nonfatal coronary heart disease (CHD) than were men who were not overweight (Rimm E.B. at all .1995) .

David S at all (1999) stated concluded in their study that, “because overweight is associated with various risk factors even among young children, it is possible that the successful prevention and treatment of obesity in childhood could reduce the adult incidence of cardiovascular disease”.

Increased risk of death from cardiovascular disease is observed at lower and higher ranges of body mass index. A high body mass index is a risk factor for mortality from overall cardiovascular disease and for specific diseases, including coronary heart disease, ischaemic stroke, and haemorrhagic stroke in east Asians (BMJ,2013).

Present study has been based on two propositions proven by a fairly good number of research studies. This includes- Overweight is an independent risk factor for cardiovascular disease (Zhou, Yang Zhang Zhao , 2002; Chen, Wade, Vedanthan and others, 2013)

Obese and overweight youth are more likely to have cardiovascular risk factors resulting in cardiac structural and hemodynamic alterations ([Freedman et al., 2007](#)) including hypertension ([Speiser et al., 2005](#)), increases in ventricular mass ([Daniels, 2009](#)) endothelial dysfunction, with carotid artery intimal medial thickening, and early coronary and aortic fatty streaks and fibrous plaque ([Freedman et al., 2004](#); [Tounian et al., 2001](#)), as well as atherosclerosis ([Berenson et al., 1998](#); [Daniels, 2009](#); [McGill et al., 2002](#)). Analyses have suggested, however, that there is little evidence that childhood BMI is an independent risk factor for adult cardiovascular risk once adult BMI is taken into consideration ([Lloyd, Langley-Evans, & McMullen, 2010](#)).

The subject: The subjects of the study were 344 boys from 4 different private schools of Kolkata. Their age ranged between 13-17 years. From the total number 300 subjects were selected for this study subtracting the extreme data. The subjects were distributed in five (05) age groups from 13 to 17 years with 60 subjects in each group. The age was calculated from the date of birth.

Criterion measure:

1. Age : Calculated from official date of birth
2. Body Mass Index (BMI): from Height (m) and Weight (kg)
3. Waist circumference (WC)
4. Percentage body Fat (Fat %): Measured from Slaughter two sites skinfold measure formula.
5. Physical Efficiency Index (PEI): Harvard step test.

Descriptive statistics were used to analyse and interpret the obtained data.

Result and discussions:

The mean height of the subjects are presented in the figure no 1. The growth trends are progressive in nature.

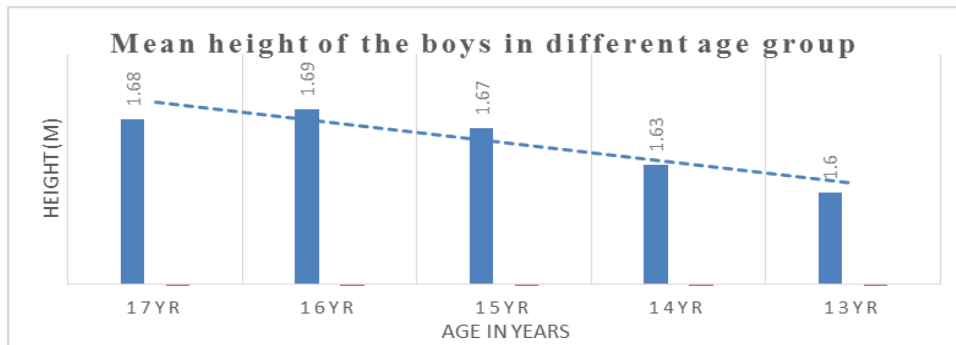


Fig:1- Mean Height (cm) of the Subjects across the age group

The figure no 2 represents the mean weight of the subjects in all the age groups.

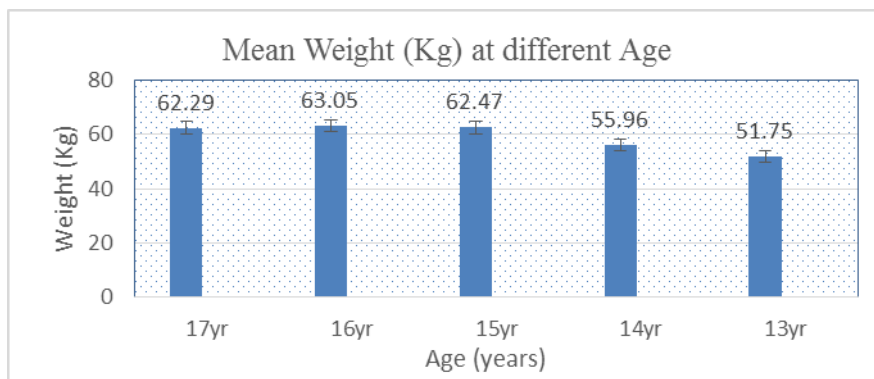


Fig: 2- Mean Weight (kg) of the Subjects

From the available height and weight the BMI level was calculated for each age group and the distribution of BMI category are presented in figure 3.

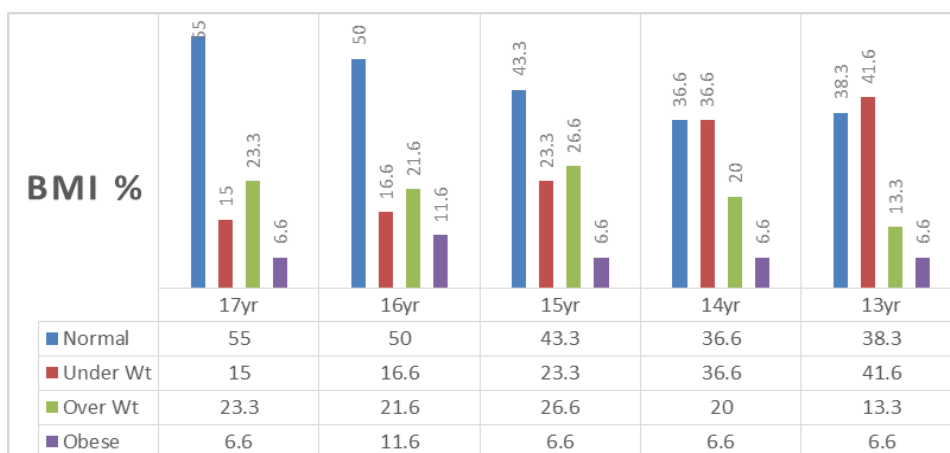


Fig: 3- BMI distribution of each age group

The BMI percentage distribution showed that at least 6 % of the students in each group were obese and it was more than 11 % in 16 years age group. Average 21 % students across the all category were found over weight. This indicated that the most of the students were either in active or they are having very bad food habit or both of this. This may lead to high risk of cardiovascular disease (CVD) among them. The waist circumference measure supported the same.

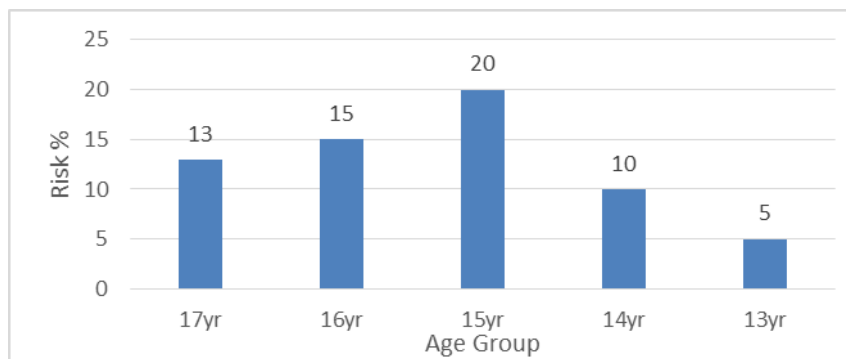


Fig: 4- Percentage of Students are at high risk zone

Waist circumference is also an indicator of health status and cardiovascular risks. The figure 4 represented the percentage of students who are predicted in the high risk zone category for CVD. Evidence suggests that Asian Indians have more fat—both total and abdominal—for a given BMI than Europeans. This fat leads to various Coronary Heart Diseases and Diabetes. A number of studies shows that people having WC more than 90 are at the risk of these diseases.

Conclusions: On the basis of the findings the following conclusions may be drawn;

1. **More than 46% boys of 13 year age are underweight in Kolkata private schools.**
2. **44% boys of private schools at Kolkata have healthy BMI level.**
3. **15 year age group boys are more prone to overweight at adolescent age.**
4. **32% adolescent boys of Kolkata are under weight.**
5. **24 % of the adolescent boys of private school are overweight or obese in Kolkata.**
6. **High waist circumference suggests that 12.6%Urban Kolkata privet school adolescent boys are at high risk for cardio vascular dieses.**

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IMPORTANCE OF IN SERVICE TEACHER TRAINING PROGRAM IN EDUCATION

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Define Education:- "A lamp can never light another lamp unless it continues to burn its own flame"

Definition of teacher:- A person who passes on information or skills.

A teacher is a person who helps others to acquire knowledge, competences or values. In most countries formal teaching is usually carried out by paid professional teachers. This article focuses on those who are focused as their main role, to teach others in a formal education context, such as at a school as other places of initial formal education. Formal teaching tasks include preparing lessons according to agreed curriculum, giving lessons according to agreed curriculum, giving lessons and assessing pupil progress. A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study hall, help with the organization of school functions and serve as supervisors for extra curriculum activities. In some education systems, teachers may have responsibility for student discipline. Teaching is a highly complex activity. Teacher as manager of instruction, teacher as a caring person, teacher as an expert learner, teacher as cultural and civic person.

Evolution of education

The development of education is a continuum, which gathers its past history into a living stream, flowing through the present into the future. Education system can be broadly divided into three categories - Pre British Period, British Period and Post-independence Period. Functions of education are:-

1. Education mitigates the challenges faced in life by human beings and the society owned by them.
2. It opens doors of opportunities and enables individuals to achieve better prospects in career growth.

3. Education is the foundation of developing individuals by providing knowledge regarding humanity the world over.
4. Education is an essential prerequisite for modernization. It enables people to know the world beyond their own surroundings and transform them to become humanist in outlook.

System of education- It is a broad concept but divided into:

1. Teaching
2. Learning
3. Formal education and
4. Informal education.

Meaning and need of elementary education is the foundation of formal learning. It serves as the backbone for emotional, intellectual, social and physical development of a child.

Elementary education refers to the first phase of compulsory education that children obtain during the few years of starting schooling.

SSA (Sarav Shiksha Abhiyaan) is government of India s flagship programme for achievement of universalization of elementary education (UEE) in a time bound manner by 86th amendment of constitution of India make free and compulsory education to the children of 6to 14 years age group .Features of SSA (2001) include :

1. Programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. An effort at effective administrator involving the panchayati raj institutions school management committee village and slum level education committee parents teacher association.

Objectives of education

1. Universal retention by 2010
2. All children complete elementary schooling by 2010
3. All children complete five years of primary schooling by 2007

Aspects of SSA (Sarav Shikha Abhiyan)

1. It provides a wide convergent frame was for implementation of elementary education scheme
2. It is also a program with budget provision for strengthening vital areas to achieve universalization of elementary education.
3. Right of children to free and compulsory education act 2009 and revised 2010.
4. Free and compulsory education till completion.
5. Elementary education to every child in the six to fourteen age group.
6. Free means that no child will be liable to pay any kind of fees.
7. Provision of non-admitted child to be admitted.
8. It provide for rational deployment of teachers by ensuring that the specified pupil teachers ratio is maintaine for each school.
9. It also provide prohibition of development of teachers for non-educational work .In-service teacher training means for development of quality in elementary education
10. A teacher is the pivot of the teaching learning process .becoming an effective teacher is a continuous process that stretches from pre service experiences to the end of the professional career.

Professional development for teachers

It is more than training or classes as it functions as an agent for change in their classroom practices. Need of in-service teacher training programme. The predictive value of teacher's education is no longer a matter of concern today.

1. Every teacher is a student
2. Life-long education meaning learning throughout his life.
3. For professional growth in-service teacher training is must.
4. Education is dynamic and flexible which is always changing.
5. Training in democratic living when teachers meet in seminars, they develop a sense of security. A team spirits and teachers get training in democratize way of living.

Strategies of in-service training seventh all India education survey 2009 in-service training shall be implemented according to a through a comprehensive and well organized plan that includes goals objectives, activities, materials assessment plan and programme evaluation.

Operational Definition

Teacher- The action of a person who teaches, the profession of teachers, teaching is imparting knowledge as a skill

Education- To be observing skill what to do that reader knows effectively.

In-service- A teacher receives to learn updated information about latest in the field.

Training- To provide a basis for further development and how they are linked to economic developmental strategies and what effect they have on.

Impact- The measure of intangible and intangible effects of one activity and action upon others.

INSET- SSA frame work 2008 provides guidelines for inservice based on NCF 2005.

Classroom transection- The study refers to interaction between teachers and students.

SSA- This term has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention.

Relationship between teacher and education:-

The influence of teacher-student relationship and learning is clear. Learning is enhanced when teacher student relationship are strong. Research suggests that students of varied ages, experiences and backgrounds who perceive their teachers to be supportive of their needs and interests are more socially connected at school than their peers. The teacher-students relationship is very important for children. Children spent approx. 5 to 7 hours a day with a teacher for almost 10 months. A positive relationship between the student and teacher is difficult to establish, but can be found for both individuals at either end.

To sum up all the above needs and importance of in service teachers training. The hall mark of a good teacher is that he is himself always learning and In-service program is frequently organized every year to orient new covers. They are scheduled in such a definite

area or objective has been held, seminars are conducted in different diversity. The organizers of programs vary from years to years and are tailored to needs of teachers as well as the school system.

- 1) To promote the continuous improvement of total professional staff of school system.
- 2) To eliminate deficiencies in background preparation of teachers and other professionals was less in education.
- 3) To keep the professional abreast of new knowledge.
- 4) To release creative activities.
- 5) To give much needed support to teachers who are entreating a responsibility.

Eight Objectives of Teacher Education:-

- 1) Imparting an adequate knowledge of the subject matter.
- 2) Equipping the prospective teachers with necessary pedagogic skills.
- 3) Enabling the teachers to acquire understanding of child psychology.
- 4) Developing proper attitudes toward teaching.
- 5) Developing self confidence in the teachers.
- 6) Enabling teachers to make proper use of instructions facilities.
- 7) Enabling teacher to understand the significance of individual difference of child and to take appropriate steps to their optimum development.

IMPACT OF PARENTAL ENCOURAGEMENT ON ACHIEVEMENT MOTIVATION OF ADOLESCENTS

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Abstract

Parental Encouragement is considered as a very important determinant of balanced personality of a child. In achievement oriented individual the thoughts are focused on excellence, progress, doing things better, faster, more efficiently competing with others. Increase in achievement may result in a wide variety of increase in concern for excellence. The parental encouragement exerts most direct influence upon the acquisition of achievement motivation. Parents who are actively involved in their children's education and provide a stimulating learning environment at home can help their children to develop feelings of competence, control, curiosity and positive attitudes about academics. Present investigation provides an important perspective of the relationship between parental encouragement and achievement motivation with respect to gender and location. The sample for the present study consisted of 800 adolescents in the age group of 16 to 18 years from Punjab who were enrolled in class 11th and 12th. Parental Encouragement scale developed by R. R. Sharma (1999) and Achievement Motivation scale developed by Pratibha Deo and Asha Mohan (2011) was used to collect the data. The results indicate a positive correlation between parental encouragement and achievement motivation. The study revealed that parental encouragement for their children seems to have a strong influence on achievement motivation. The results of the study are generally positive and have an important implication for educators and parents. Hence, parents should support educational activities of their children to enhance their achievement motivation.

Introduction

Parental encouragement is the treatment originating from parents towards the child with a view to chance the possibilities of future occurrence of good behaviour and guidance (Sharma, 1980). Researchers have evidence for the positive effects of parent involvement on children, families and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). If an individual is not having proper parental behaviour, he develops complex behaviour and these make him maladjusted in life in various ways. The parental behaviour is not only important for individual development but future life also. Thus parental behaviour is the backbone of adolescent's personal life (Chaube, 2002). Parents play an important role in the educational motivation of their children. They provide necessary facilities and educational environment which results in better performance in school. Parents with more education also have higher expectations for their children's education which facilitate the greater educational attainment for their children (Alexander, Entwisle & Bedinger, 1994).

There is a clear link between parental encouragement and children's success in school. Studies have also demonstrated a correlation between parental encouragement and children's educational development and subsequent intrinsic academic motivation (Gottfried, Fleming & Gottfried, 1994). Spence and Helmreich (1983) cited that adolescents' achievement motivation is usually seen among students with regard to their performance, success in school tasks involving tests and examination, grade achievement in sports and co-curricular activities. A student experiences satisfaction in work itself when the job is performed well and further experiences a sense of satisfaction which thereafter involves a sense of competitiveness and winning. (Spence & Helmreich, 1983). Achievement motivation is an acquired tendency of the individual which implies action to aspire, strive and achieve in competition with others with a standard set by an individual (Berk; 1996). Achievement Motivation can be defined as a concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment or long time involvement (McClelland; 1953). It is the basic ingredients necessary for one's success in life (Acharya & Shobhna; 2011). Psychological Research has identified multiple factors which play an important role in predicting adolescents' achievement motivation. These factors are parental level of education, parental expectations, encouragement and support.

Parental encouragement plays an important role in determining the cognitive, social, and emotional and personality development of the adolescents. Smith, Gunn and Klebanov (1997) also found the association between parents' education and children's academic achievement was mediated by the home environment. Maternal education had the most direct influence on cognitive and behavioural development of child (Corwyn & Bradley; 2002). Parental encouragement is the broad pattern of an adolescent rearing practices, values and behaviour. Parental encouragement is associated with self-confidence, motivation, academic success, mental health and psycho-social development. Parenting is the greatest responsibility. It involves careful attention to the need of the adolescents in order to ensure that he has a complete and all round development.

The role of a father or the style of an individual's upbringing stands as a bridge by which the child comes into the contact with outside world (Meetro, 1968). Parental encouragement appears as a symbol of assertive, independent, emotional, motivational and

psychological support in the realization of truth. To love their adolescent is predominately a feature of fathering in non-deviant families. (Jain;1986). Inadequate fathering is usually understood to be a prime source of maladjustment (Erickson, 1963), truancy, guilt, self-devaluation and dependence. The child always depends on mother to satisfy the basic needs. The role of mother shows better control over the adolescents and stands for the friendship with less punishment and dominance (Kegan, 1965), symbol of emotional support, interpersonal sensitivity (Farren and Ramsey, 1977) and plays an important role in making a person more productive and imaginative. Inadequate maternal behaviour seems to be responsible for the behavioural problems during the adolescent period. (Bharadwaj, 1995).

High achievers enjoy working hard for things overcoming difficulties. They do not only enjoy challenges them. High achievers desire for excellence and they have their own ideas to do it which will obviously be different from others. Highly motivated people's ideas manifest in four different ways- competition with self, competition with others, long term involvement and unique accomplishment.

Achievement motive is a pattern of thought associated with a type of goal. In achievement oriented individual the thoughts are focused on excellence, progress, doing things better, faster, more efficiently competing with others. Increase in achievement may result in a wide variety of increase in concern for excellence. Students having high level of motivation towards school were better in achievement motivation than those with a low level of motivation towards school receive approval from others as part of a desire to master his/her environment (Mansuri (1986).

Working with the school, parents and caregivers can help to create collaborative partnership that supports all aspects of a child's achievement at school. Increased parental participation in their child's education has many positive implications, including increased achievement levels (Epstein; 1994). Parents had strong impact upon the educational success and achievement of the students during the adolescent period (Bank, 1990; Astone and Sara 1991). Further investigations have also relegated that students who encouraged by their Parents are found with extrinsic Motivation and who got support as well as quality of Parent-Child relationship (Shah 1993, Dubois et al. 1994).

Parental encouragement is based upon the involvement of parents in home based activities, home structure, rules about viewing television and involvement at school and results showed that parental encouragement and parent-child discussion had a positive effect on achievement motivation (Keith and Lichtman, 1994; Paulson, 1994; Singh et al., 1995; Newswire, 2010; Adetayo and Kiadese, 2011; Kazim, 2011). Parenting style is found to be closely related to achievement Motivation of the adolescents. It was found that Parenting style was positively related to educational outcomes as well as achievement motivation whereas rejected and neglected adolescents by Parents were found to be highly detrimental to achievement motivation (Petrickand, 1998; Choudhary and Basu,1998).

Objectives

1. To find out the significant relationship between parental encouragement and achievement motivation of adolescents.
2. To determine gender wise relationship between parental encouragement and achievement motivation of adolescents.
3. To determine significant difference in mean score of achievement of parental encouragement scale with respect to locality.
4. To determine significant difference in mean score of achievement of parental encouragement scale with respect to socio-economic status.

Hypothesis

1. There will be significant relationship between parental encouragement and achievement motivation of adolescents.
2. There is no significant difference in mean score of achievement of parental encouragement scale with respect to gender.
3. There is no significant difference in mean score of achievement of parental encouragement scale with respect to locality.
4. There is no significant difference in mean score of achievement of parental encouragement scale with respect to socio-economic status.

Sample

In present study, a sample of 800 adolescents from different schools of Punjab has been taken who were enrolled in 11th and 12th class.

Tools

In the present study parental encouragement scale was used developed by R. R. Sharma (1999). The scale consists of 40 items with three responses alternatives. The achievement motivation was measured by Deo-Mohan achievement motivation scale developed by Pratibha Deo and Asha Mohan (1985). In the final scale, out of 50 items, 13 are negative and 37 are positive items. The reliability of the parental encouragement scale is 0.83. The reliability of Deo-Mohan scale was obtained through test retest method. The reliability coefficients were found to be 0.69 and 0.78 for male and female groups respectively. Cronbach's co-efficient alpha for overall for overall male and female was found to be 0.86.

Data Analysis

The data was analyzed by using parametric statistics. Mean, S.D., co-relation and one way ANOVA was used for the analyzed of the data.

Table No. 1 Relationship between Parental Encouragement and Achievement Motivation of Secondary School Students (N=800)

Variables	Maximum score	Mean score	SD	R	Level of significance
Parental Encouragement	87	51.02	14.44	0.23	Significant
Achievement Motivation	198	139.03	21.36		

Table No. 1 represents the mean scores of parental encouragement and achievement motivation of senior secondary school students i.e. 51.02 and 139.03 with SD score i.e. 14.44 and 21.36 respectively. The co-efficient of correlation between parental encouragement and achievement motivation of senior secondary school students is turned out to be 0.23. We can infer that there is significant positive relationship between parental encouragement and achievement motivation of adolescents. Hence, the hypothesis, 'there will be significant relationship between parental encouragement and Achievement Motivation of adolescents' is accepted.

Table No.2 Comparison of Mean Achievement of Adolescents with respect to gender on the Basis of their Achievement on Parental Encouragement Scale

Variables	N	Mean	SD	t-value
Gender				
Boys	400	53.63	15.39	5.19*
Girls	401	48.42	12.94	

*Significant at 0.01 level

From table 2 it can be seen that mean and SD for senior secondary school boys (N = 400) are 53.63 and 15.39 respectively and the mean and SD for senior secondary school girls (N= 401) are observed to be 48.42 and 12.94. Further the t-value for the variable i.e. gender is found to be 5.19 which is significant at 0.01 level. It shows that mean achievement score on Parental Encouragement scale with respect to gender differ significantly. In this context the hypothesis (H_0) namely, ‘there will be significant difference in mean score of achievement of Parental encouragement scale with respect to gender is accepted.

Table No. 3 Comparison of Mean Achievement of Adolescents with respect to location on the Basis of their Achievement on Parental Encouragement Scale

Location				
Variables	N	Mean	SD	t-value
Rural	340	54.62	16.45	6.19*
Urban	461	48.37	12.11	

From Table 3 it can be seen that mean and SD for rural senior secondary school students (N=340) are 54.62 and 16.45 respectively and the mean and SD for urban senior secondary school (N=461) are observed to be 48.37 and 12.11 respectively. Further the t-level for the variable i.e. location (rural/urban) is found to be 6.19 which is significant at 0.01 level. It shows that achievement mean score on Parental encouragement scale with respect to location differ significantly. In this context the null hypothesis namely, ‘there is no significant difference in mean score of achievement of Parental encouragement scale with respect to locality is rejected’. Further the mean scores of rural senior secondary school students of 54.62 is significantly higher than that of urban senior secondary school students whose mean score is 48.37. It may be therefore concluded that rural senior secondary school students were found to be significantly superior to urban senior secondary school students in terms of achievement on parental encouragement scale.

Table No. 4 Comparison of Mean Achievement of Adolescents with respect to socio-economic status on the Basis of their Achievement on Parental Encouragement Scale

Occupation of Father				
Variables	N	Mean	S.D.	t-value
Agriculture	189	54.61	15.89	15.42*
Businessman	434	48.48	12.19	
Laborer	179	53.36	16.58	

*Significant at 0.01 level

From the table 4 it can be seen that the mean and SD for occupation of the father of adolescents which is agriculture (N=189) are 189 and 54.61 respectively and the mean and SD for the occupation of the father of adolescents who are businessmen (N=439) are 48.48 and 12.19 respectively and the mean and SD for the occupation of the father of adolescents who are labourers (N=179) are 53.36 and 16.58 respectively. Further the t-value testing significance of mean difference between occupation of fathers as Agriculture, Businessmen and labourers came out to be 15.42 which are significant at 0.01 level. It shows that Achievement mean scores on parental encouragement scale with respect to occupation of the father differ significantly. In this context the null hypothesis namely, 'there is no significant difference in mean score of achievement on Parental encouragement scale with respect to socio-economic statuses is rejected.

Conclusion

Parental encouragement to their children is a remarkable joy and responsibility. The role of parents is all-inclusive in the all around development of a child. Parents are the child's first teachers. In fact family plays an important role in the education of their children. It is concluded that there is significant positive relationship between parental encouragement and achievement motivation of adolescents. The results indicated that mean achievement score on parental encouragement scale with respect to gender differ significantly. Mean score on Parental encouragement scale with respect to gender, location and socio-economic status differ significantly.

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**ATTITUDE TOWARDS THE USE OF ICT IN CLASSROOM AMONG
TRAINEE-TEACHERS'**

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Abstract

ICT have become common place entities in all aspects of daily life. The use of ICT in education lends itself to more student-centered learning settings. With the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important. The present study was conducted to estimate the attitude of trainee-teachers towards the use of information and communication technology in classroom an. The sample consisted 250 trainee-teachers from ten B. Ed. Colleges affiliated to the University of Gour Banga in Malda District. The Attitude towards the use of ICT Scale was developed and standardised and was used to collect the required data. The results showed that there are significant mean differences among the trainee-teachers' attitude towards the use of information and communication technology in classroom in terms of their gender and service status (in-service and pre-service).

Keywords: Trainee-teachers, ICT, attitude, classroom.

Introduction:

'The ICT Policy in School Education aims at preparing youth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socio-economic development of the nation and global competitiveness'

Ministry of Human Resource Development (2009), The National Policy for ICT in School Education.

The potentials of information and communication technology (ICT) to facilitate students learning, improve teaching and enhance institutional administration had been established in literature. The use of information and communication technology as a tool for enhancing students learning teachers' instructions and catalyst for improving access to quality education in format settings has become a necessity for recognizing the impact of new technologies on the work place and everyday life. The initiative of ICT Policy in School Education is inspired by the tremendous potential of ICT for enhancing outreach and improving quality of education. *The National Centre for Technology in Education (NCTE-2000)* states that ICT being an interdisciplinary domain focuses on providing students with the tools to transform their learning and to enrich their learning environment. As per teacher

education curriculum frame work by NCF (2005) teacher education institutions are expected to equip future teachers with latest methods, techniques and strategies for imparting instruction, including the use of technological equipments.

Attitude is the intensity of positive or negative affect for or against any symbol, person, phrase or idea. It is, in general, predisposed tendency to respond in a particular way and not a fixed response. According to Gardner (1985), attitude is an evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent. Allport (1935) states that attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situations with which it is related. Hence, attitude towards the use of ICT, in this study, is the trainee teachers' positive or negative affect for or against the use of ICT in classroom. There are several studies conducted in the field in the recent decades. The study conducted by Prasad, S.N. (2005) to analyze pre-service teacher training initiatives and developments revealed that there is a strong government commitment and support towards the implementation of ICT. But, there were very less infrastructure and human resource facilities. In addition to this the study also revealed that teacher educators were treating the tools of ICT as novelty rather than necessity. Suganthi, M. (2013) explored that there was no significant difference between male and female B.Ed. students in their attitude towards ICT. The study conducted by Sekar, J.M. A. and Lawrence, A.S. A. (2015) explored that (a) there was no significant difference in the attitude of B.Ed. students towards ICT with regard to (i) gender, (ii) discipline, (iii) course of study, and (iv) locality, and (b) aided B.Ed. college students were better than government college students in their attitude towards ICT. Dixit, M and Kaur, M (2015), in their study, found that the attitude of trainee teachers towards ICT Teaching and revealed that the factors like locality and gender of trainee teachers influenced the attitude towards information and communication technology teaching. But, there is a lack of the study on the attitude of trainee teachers towards the use of ICT in classroom teaching in terms of their gender and service status (in-service and pre-service) in West Bengal.

Rationale of the study

Teacher is main players in any initiative aimed at improving teaching and learning process in the classroom. Moreover, ICT's at school levels will have partial impact if teachers are not actively involved in all phases of the ICT integration to the curriculum. Teachers are

required to decide how to make appropriate educational use of ICT in the classroom. In other words, teachers need to upgrade their skills and knowledge in the field of ICT as well as in other related subjects. In the light of various research literatures on importance of trainee-teachers' attitudes towards the use of Information and Communication Technologies (ICTs) in classroom. Hence, the main aim of this study is to find out attitudes toward the use of ICT in classroom among the trainee-teachers'.

Objectives of the Study

The major objectives of this study are –

- To study the difference in the attitude of pre-service and in-service trainee-teachers towards the use of ICT in classroom.
- To study the difference in the attitude of male and female trainee-teachers towards the use of ICT in classroom.

Hypotheses

In this study, the following null hypotheses were framed:

- ¹H₀ : There is no significant mean difference in attitude towards the use of ICT among the trainee-teachers in terms of their gender and service status.
- ²H₀ : There is no significant difference in the attitude of pre-service and in-service trainee-teachers towards the use of ICT in classroom.
- ³H₀ : There is no significant difference in the attitude of male and female trainee-teachers towards the use of ICT in classroom.

Methodology of the study

The investigators follow the descriptive method of research for the present study.

Research Design

Normative survey method of research was applied by the investigator.

Population of the study

All trainee-teachers of studying in B.Ed. colleges of Malda district of West Bengal under the University of Gour Banga comprised the population of the study.

Sample of the study

The sample of the present study comprised of 250 trainee-teachers from 10 Self Financing B. Ed. Colleges in the district of Malda, West Bengal affiliated to the University of Gour Banga were selected as a sample for the present study among them 155 are pre-service trainee-teachers and 95 are in-service trainee-teachers.

Sampling technique

Purposive sampling technique was followed for the selection of the samples from the population.

Tools of Data Collection

To gather the required data for the present study an attitude scale namely, 'ICT Attitude Scale for Trainee-Teachers' was developed and standardised by the investigators.

Analysis and Interpretation

¹H₀ :There is no significant mean difference in attitude towards the use of ICT among the trainee teachers in terms of their gender and service status.

Table – 1 Showing the Descriptive statistics of the sub samples.

Attitude Towards ICT			
	N	Mean	SD
<i>In-Service Female</i>	35	127.00	21.976
<i>In-Service Male</i>	60	141.35	8.423
<i>Pre-Service Female</i>	59	143.92	14.781
<i>Pre-Service Male</i>	96	150.19	15.419
Total	250	143.34	16.763

The table – 1 shows the descriptive statistics of the sub-samples of the study where the pre-service male trainee-teachers (N = 96) scored the highest attitude (M = 150.19, SD = 15.419) and the in-service female trainee-teachers (N = 35) scored the lowest attitude (M = 127.00, SD = 21.976) towards the use of ICT in classroom.

Table – 2 Showing the result of ANOVA.

Attitude Towards ICT					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14103.249	3	4701.083	20.701	.000
Within Groups	55864.851	246	227.093		
Total	69968.100	249			

A one-way between subjects ANOVA was conducted to explore the mean differences of attitude towards the use of ICT in classroom among the sub-samples in terms of their gender and service status (in-service and pre-service). There was a statistically significant mean difference in the attitude scores at the $p < .01$ level for the four groups [$F(3, 246) = 20.701, p < 0.001$]. Hence, the null hypothesis was rejected and further analysis was conducted (Table 3).

Table – 3 Showing the results of post-hoc test (Scheffe).

Multiple Comparisons

Dependent Variable: Attitude Towards ICT

Scheffe

(I) TG	(J) TG	Mean Difference (I-J)	Std. Error	Sig.
In-Service Female	<i>In-Service Male</i>	-14.350*	3.205	.000
	<i>Pre-Service Female</i>	-16.915*	3.215	.000
	<i>Pre-Service Male</i>	-23.188*	2.976	.000
In-Service Male	<i>In-Service Female</i>	14.350*	3.205	.000
	<i>Pre-Service Female</i>	-2.565	2.763	.835
	<i>Pre-Service Male</i>	-8.838*	2.480	.006
Pre-Service Female	<i>In-Service Female</i>	16.915*	3.215	.000
	<i>In-Service Male</i>	2.565	2.763	.835
	<i>Pre-Service Male</i>	-6.272	2.493	.099
Pre-Service Male	<i>In-Service Female</i>	23.188*	2.976	.000
	<i>In-Service Male</i>	8.838*	2.480	.006
	<i>Pre-Service Female</i>	6.272	2.493	.099

*. The mean difference is significant at the 0.05 level.

Post hoc comparisons using the *Scheffe* test (Table 3) indicated that the mean scores for attitude towards the use of ICT in classroom of in-service female trainee teachers ($M = 127.00, SD = 21.976$) was significantly different than that of in-service male trainee teachers ($M = 141.35, SD = 8.423$). Besides, the mean scores for attitude towards the use of ICT in classroom of in-service female trainee teachers was significantly different than that of pre-service female trainee teachers ($M = 143.92, SD = 14.781$). The mean scores for attitude towards the use of ICT in classroom of in-service female trainee teachers significantly differs than that of pre-service male trainee teachers ($M = 150.19, SD = 15.419$). Similarly, in-service male trainee teachers and pre-service male trainee teachers also significantly differs in terms of their mean scores of attitude towards the use of ICT in classroom. However, in-service male and pre-service female trainee teachers and pre-service male and pre-service female trainee teachers did not differ significantly in terms of their mean scores of attitude

towards the use of ICT in classroom. Taken together, these results suggest that there is a significant difference among the mean scores of attitude towards the use of ICT in classroom of the sub-samples, except the in-service male and pre-service female trainee teachers and pre-service male and pre-service female trainee teachers.

²H₀ : There is no significant difference in the attitude of pre-service and in-service trainee-teachers towards the use of ICT in classroom.

Table – 4 Showing the result of Independent t test for pre-service trainee-teachers and In-service trainee-teachers' attitude towards the use of ICT in classroom.

		<i>Independent Samples Test</i>						
		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	SED	Mean	SD
Attitude Towards ICT	<i>Equal var. assumed</i>	5.70	248	.000	11.74	2.06	147.80 ^a	15.44 ^a
	<i>Equal var. not assumed</i>	5.62	190.04	.000	11.74	2.09	136.06 ^b	16.36 ^b

a. Pre-Service Trainee-Teachers (N = 155)

b. In-Service Trainee-Teachers (N = 95)

The **table – 4** shows that the t ($t = 5.70$, $df = 248$, $p < 0.01$) for pre-service trainee-teachers (N = 155, M = 147.80, SD = 15.44) and in-service trainee-teachers' (N = 95, M = 136.06, SD = 16.36) attitude towards the use of ICT in classroom is significant. Hence, the null-hypothesis is rejected and it was found that there is a statistically significant difference between the attitude of pre-service trainee-teachers and in-service trainee-teachers towards the use of ICT in classroom.

³H₀ : There is no significant difference in the attitude of male and female trainee-teachers towards the use of ICT in classroom.

Table – 5 Showing the result of Independent t test for male trainee-teachers and female trainee-teachers' attitude towards the use of ICT in classroom.

		<i>Independent Samples Test</i>						
		t-test for Equality of Means						
		t	df	Sig. (2-tailed)	Mean Difference	SED	Mean	SD
Attitude Towards ICT	<i>Equal var. assumed</i>	4.34	248	.000	9.17	2.11	146.79 ^a	13.83 ^a
	<i>Equal var. not assumed</i>	3.99	149.66	.000	9.17	2.30	137.62 ^b	19.50 ^b

- c. Male Trainee-Teachers (N = 156)
- d. Female Trainee-Teachers (N = 94)

The **table – 5** shows that the t ($t = 4.34$, $df = 248$, $p < 0.01$) for male trainee-teachers ($N = 156$, $M = 146.79$, $SD = 13.83$) and female trainee-teachers' ($N = 94$, $M = 137.62$, $SD = 19.50$) attitude towards the use of ICT in classroom is significant. Hence, the null-hypothesis is rejected and it was found that there is a statistically significant difference between the attitude of male trainee-teachers and female trainee-teachers towards the use of ICT in classroom.

Major Finding of the Study

On the basis of result obtained during the course of present investigation, the following findings have been draw:

- There was significant mean difference in the attitude of the trainee-teachers towards the use of ICT in classroom in terms of their gender and service status. All the groups differ significantly in terms of their mean scores of attitude towards the use of ICT in classroom except only the in-service male and pre-service female trainee teachers and pre-service male and pre-service female trainee teachers.
- There was significant mean difference in the attitude of pre-service and in-service trainee-teachers towards the use of ICT in classroom.
- There was significant mean difference in the attitude of male and female trainee-teacherstowards the use of ICT in classroom.

Implications of the Study

The results of the present study will be helpful for the education planner in making decisions whether the ICT enabled teaching methods will be adopted in future education or not. It will also be very helpful in future curriculum development. The teachers and parents will also be enriched from the result of this study as the study entails the positive attitude of the trainee teachers towards the use of ICT in classroom. Again this study will be very much important as it explores that the pre-service trainee teacher shown much positive attitude towardsthe use of ICT in classroom.

Conclusion

A good training results in better understanding, confidence and hence efficient result. It is important that many innovative techniques and methods of ICT application can be introduced for the trainee -teachers during their training itself so that they can become well versed in using those applications and develop high level of positive attitude towards the using ICT in classroom.

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**AN IMPACT STUDY OF SELF-HELP GROUPS ON WOMEN EMPOWERMENT IN
GOBINDARAMPUR VILLAGE OF KAKDWIP BLOCK OF SOUTH TWENTY-
FOUR PARGANAS DISTRICT, WEST BENGAL**

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Abstract

In India, women produce thirty percent of all food commodities consumed but get only ten percent of the property or wealth of the country. Against this scenery, micro-finance interventions are well-recognized world over as an effective tool for poverty alleviation and improving socioeconomic status of rural poor. There is a growing realization that rural women have been underestimated and discriminated against all walks of life, despite their substantial contribution to the household economy and in turn, the national economy as such. The present study has been carried out to assess the impact of micro-finance on socio-economic status of Scheduled women in Gobindarampur village of Kakdwip block of South Twenty-four Parganas District, West Bengal. This paper tries to link all the relevant points mentioned above namely Micro Finance, SHGs, and Women Empowerment. The paper would take some of the interesting cases, news and occurrences that would try to demonstrate that women in South Twenty-four Parganas District can pro-create themselves, if they get opportunities.

Key words: Micro-finance, women empowerment, poverty alleviation, socioeconomic, credit

INTRODUCTION:

Women have been the most underprivileged and discriminated strata of the society not only in West Bengal but in India also. It is observed that, in spite of safe guards provided in many of the development programmes in India; women in rural areas, especially from poor families could not be benefited. The self help group is a viable organized setup to disburse micro-credit to the rural women for the purpose of making them self dependant and encouraging them to enter into entrepreneurial activities. Because self help group programme mainly focuses on the generation of empowerment for rural women and making them financially, socially and politically capable. The empowerment of women through self help groups would give benefit not only to individual women but also for the family and community as a whole. Micro finance through Self Help Group (SHG) has been recognized internationally as the modern tool to combat poverty and for rural development. Micro finance and SHGs are effective in reducing poverty, empowering women and creating awareness which finally results in sustainable development of the nation. Women have been the most underprivileged and discriminated strata of the society not only in India but the

world over. In spite of all Government and Non-Governments' efforts, they have been highly ignorant clients of the financial sector. In the recent times, microfinance has been emerging as a powerful instrument for empowering women particularly, the rural women. Apart from the informal sector of finance the formal and semi formal sectors like commercial banks, NGOs etc. are taking much interest in providing microfinance to women considering it to be a profitable commercial activity. Women are also participating in the microfinance movement by availing the microfinance services being provided by the various financial channels.

CONCEPT OF MICROFINANCE

Microfinance is defined as the provision of thrift, credit and other financial services such as money transfer and micro insurance products for the poor, to enable them to raise their income levels and improve living standards. It refers to the entire aspect of financial services such as savings, money transfers, insurance, production as well as investment credit and includes the need for improvement in skill and entrepreneurial development that would help them to overcome poverty. Micro finance programs have significant potential for contributing to economic and social empowerment to members of SHGs. Access to savings and credit can initiate or strengthen a series of interlinked and mutually support the way of women empowerment (Niranjana Babu Reddy, 2010). Majority of microfinance programmes focus women with a view to empower them. There are varying underlying motivations for pursuing women empowerment. Some argue that women are amongst the poorest and the most vulnerable of the underprivileged and thus helping them should be a priority. A more feminist point of view stresses that an increased access to financial services represent an opening opportunity for greater empowerment. Such organizations explicitly perceive microfinance as a tool in the fight for the women's rights and independence. Finally, keeping up with the objective of financial viability, an increasing number of microfinance institutions prefer women members as they believe that they are better and more reliable borrowers. According to Zaman (2001) self-help groups intermediated by microcredit have been shown to have positive effects on women, with some of these impacts being ripple effects.

CONCEPT OF SELF-HELP GROUP (SHG)

The origin of Self-Help Groups (SHGs) is the brainchild of Grameen Bank of Bangladesh, which was founded by Mohammed Yunus. SHGs were started and formed in

1975. In India NABARD is initiated in 1986-87, but the real effort was taken after 1991-92 from the linkage of SHGs with the banks. A Self-help group is a small, voluntary association of people from the similar socio-economic background, which have been established for the purpose of solving social and economic problems through self-help and mutual understanding. Thus a SHG basically comes together to: Save small amounts regularly; Mutually agree to contribute to a common fund; Meet their emergency needs; Have collective decision making; Resolve conflicts through collective leadership and mutual discussion; Provide collateral-free loans on terms decided by the group at market rates.(Srivastva; 2004).

OBJECTIVES OF THE STUDY

The major objectives of the present study are as follows:

- To identify and assess the socio economic conditions of members of SHGs from study area.
- To study the role of micro finance in women empowerment.
- To study the performance of SHGs in the study area.
- To analyze the empowerment which women members get in SHGs.

RESEARCH METHODOLOGY:

Data Sources: The study is exploratory in nature and is based on both primary and secondary data. Secondary data was collected from various journals, articles, working papers, NGO reports etc. Primary data was enumerated from a field survey in the study area.

Sampling: The study was conducted in the Gobindarampur village of Kakdwip block of South Twenty-four Parganas District, West Bengal through a field survey to get an insight of the benefits and challenges faced by women in SHGs.

Sample Size: 50 samples (SHG member) from 9 SHGs from the area of study have been considered to conduct the present study.

Method for data collection: An interview schedule was prepared and used for collecting data from the women SHG member. Both open ended and close ended questions were included in the schedule.

Statistical tools: This is purely a descriptive study. Therefore no complicated models and tools were used; only percentage and average were used for the analysis.

LOCATION OF THE STUDY AREA:

For the present study Gobindarampur village of Kakdwip block of South Twenty-four Parganas District, West Bengal has been selected and surveyed.

ANALYSIS OF THE DATA AND INTERPRETATION

Economic Situation & Educational Qualification of the Respondents

43% of the women are illiterate and 30 % of the women have completed up to secondary level education. It is noticeable that only 6% of the respondents are graduates. From the field survey it is found that a large number of the respondents have no occupation in the pre-SHG stage. The works they perform were labour intensive and there was no choice of work.

Purpose of Loan:

More than 45% of the beneficiaries use the loan for starting a new business or for expanding the existing business. It is interesting to note that 19 % of the respondents take loan for the repayment of an existing loan. However, 15 % of the respondents take loan for the education of their children, which signifies their awareness.

Occupation of the Respondents in before and after SHG Stage:

From the calculation it is found that 35% of the respondents have no occupation in the pre-SHG stage whereas in the Post-SHG stage, none of the respondents is without occupation. The occupation chosen by the members depends on demand of products & availability of resources.

Income of the Respondents in before and after SHG Stage:

The income of the respondents in pre and post-SHG stage shows that before joining SHGs 35% of the respondents had no income and none of the respondents had income of above Rs.2500. After joining SHGs no respondents is without any income, and 17% of them have income of above Rs. 3500.

Reduction of Poverty

From the study it is observed that more than 90% of the respondents believe that microfinance has reduced their poverty levels to a greater extent.

CONCLUSION

It is found from the study that, 1. Women are economically and socially empowered after getting micro finance as maximum of the respondents reported that poverty level has reduced by participating in micro finance program. 2. Micro finance improved the literacy levels of the respondents and also improved their awareness on child education. 3. Maximum number of respondents accepted that microfinance has brought economic development directly and indirectly and thus happiness and peace in the family. 4. More than 90 % respondents said that they play an important role in decision making and they were consulted for making important decisions of the family. This is an important factor of economic empowerment. 5. There is a significant improvement in the income of the respondents after joining SHG. Thus it can be concluded from the above study that microfinance is playing a vital role in the social, psychological as well as economic empowerment of women in the study area. Though different studies conducted at various levels show different conclusions, it can be acknowledged from the present study that despite of bottlenecks, microfinance is capable of helping the poor backward class women to upscale themselves to a better living and playing a significantly positive role in upgrading women empowerment. Microfinance loan and its productive utilization found to be having a profound role and impact on backward class women empowerment. The findings of the study suggests that microfinance has a reflective influence on the economic status, decision making power, knowledge and self worthiness of women participants of self help group linkage program in study area.

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SOME ASPECTS OF RESOURCES MOBILIZATION AND EXTENSION OF EDUCATION IN INDIA

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Abstract

According to NPE (1986) Equality of education means it is to provide for equal opportunity to all not only in access but also in the conditions of success. Equality of educational opportunity has been adopted as equalization of access by as suitable manipulation of educational inputs like physical facilities and equipment in schools, quality of teachers and curriculum, and financial assistance for the poor. The present paper has attempted to focus thematically on some aspects of resources mobilization and extension of education in India.

Introduction:

The Article 38(1) stated that the state shall strive to promote the welfare of the people by securing and protecting as effectively as it may a social order in which justice, social, economic and political, shall inform all the institutions of the national life. The article 41 stated that the state shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement and in other cases of undeserved want. Equality means sameness, uniformity and equivalence and focuses on a students' access to educational resources. Equity highlights that all groups of students attain the goals of the curriculum to approximately the same degree with same quality of education taking into consideration of students' access on knowledge. Educational equity focuses on a cohesive set of policies, programme and practices that assure high level of expectations and positive achievement patterns and equal access to educational opportunity for all learners including students and teachers. The Article 45 stated that the state shall endeavour to provide, within a period from of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.

The Indian Education Commission (1964-66) has observed that one of the important social objectives of education is to equalize opportunities enable the backward or underprivileged classes and individual to use education as a lever for the improvement of their condition. Every society that must values social justices and is anxious to improve the

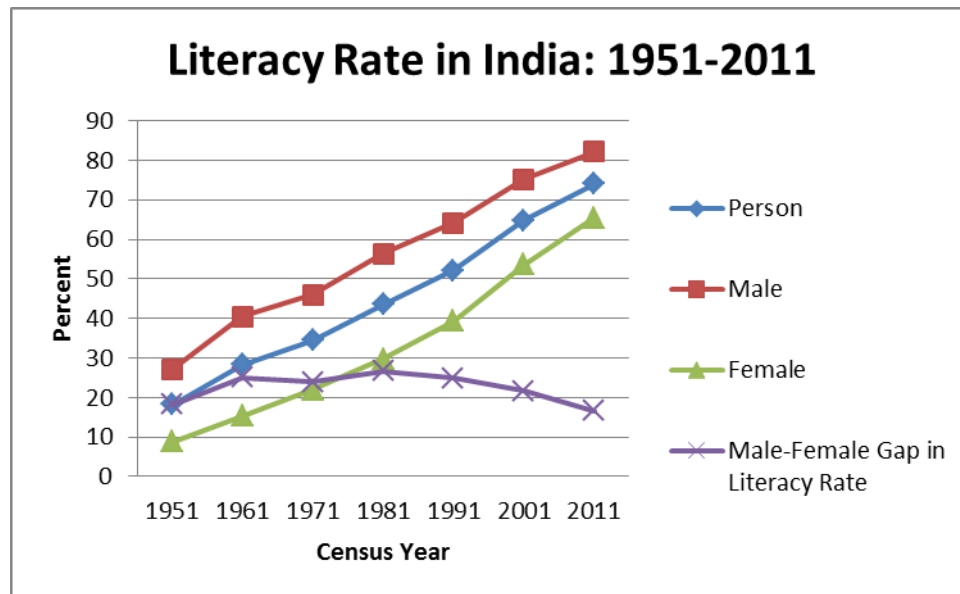
lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian human society in which the exploitation of the weaker will be minimised. Inequality in educational opportunity arises due to so many socio-economic factors e.g poverty, unemployment, illiteracy and lack of socio-economic awareness. Education is considered as an equalising factor. Education attempts to create employment opportunities and ensure income. Education facilitates for resources mobilization and creates skilful occupations and self-employment which in turns pave the way for sustainable development. It also helps common masses to participate actively in socio-economic activities through empowerment which in turns may lead to sustainable development. So, the present paper has tried to focus thematically on some aspects of resources mobilization and extension of education in India.

Table-1: Literacy Rate in India: 1951-2011

Census Year	Persons (%)	Male (%)	Female (%)	Male-Female gap in literacy rate
1951	18.33	27.16	8.86	18.30
1961	28.3	40.4	15.35	25.05
1971	34.45	45.96	21.97	23.98
1981	43.57	56.38	29.76	26.62
1991	52.21	64.13	39.29	24.84
2001	64.83	75.26	53.67	21.59
2011	74.04	82.14	65.46	16.68

Sources: Census of India-2001, 2011

Table-1 reveals that trends of literacy in india during 1951 to 2011. It is observed that the literacy rate increased from 18.3 % in 1951 to 74.04 % in 2011 in India. During the same period the literacy rates of male and female enhanced from 27.16 % and 8.86 % in 1951 to 82.14 % and 65.46 % in 2011 respectively. The male-female gap in literacy rate declined slowly from 18.30 % in 1951 to 16.68 % in 2011 taking into account for a little fluctuating rate during the same period in India.

Diagram-1: Literacy Rate in India: 1951-2011

The diagram 1 also highlights (i) increasing trends of total literacy , male literacy and female literacy during 1951 to 2011 in India.(ii) Male literacy is higher as compared to female literacy and (iii) a slow decreasing rate of male-female literacy gap during the same period in India

Causes of Inequalities of Educational Opportunities:

- The greatest obstacle in the path of equality of educational opportunity is the lack of national education system
- There exist at present high imbalances of educational development in different parts of the country taking into consideration of primary, secondary and colleges.
- The cause of inequality of educational opportunity arises due to poverty of a large section of the people. The idea that the concept of poverty is essentially one of the inequalities has some immediate plausibility. After all, transfers from the rich to the poor can make a substantial dent on poverty in most societies. Even the poverty line to be used for identifying the poor has to be drawn with respect to contemporary standards in the community in question, so that poverty may look very like inequality between the poorest group and the rest of the community (Sen, 1981).
- There exist differences in the educational standards of schools and colleges.
- Home environment plays an important role for inequality of educational opportunities.

- The high disparity between the education of boys and girls at all the stages and in all sectors of education may cause inequality of educational opportunities.
- A higher disparity of educational development prevails between the advanced classes and the backward classes e.g. the scheduled caste and the scheduled tribes.
- High private costs of education hold the responsibility for inequality of education.
- Lack of appropriate teacher –student ratio.
- There are some areas of the country which remain inaccessible and isolated with small habitation, particularly in hilly areas.
- Lack of suitable qualified teachers.
- Inequality of employment opportunity.
- Lack of socio-economic awareness of some guardians from the weaker section of the society.

Some Recommended Programmes by different education commissions and policies for equalization of educational opportunities:

In order to overcome the above difficulties it is necessary to promote the general standard of living of the population. The steps may be adopted as follows.

- The first step to be taken in this regard is the nationalization of the system of education. Uniform education facilities can only be supplied in a nationalized education system.
- Regional imbalance in respect of educational development must be eradicated.
- Differences in respect of urban and rural educational opportunity must be minimized.
- Proper educational opportunities should be provided to the minorities, socially depressed classes, scheduled castes and scheduled tribes.
- Women should be given equal opportunity of education with men.
- There should be special arrangements for the children with special needs (CWSN).
- Free distribution of text books is an important step towards equality of educational opportunity.

- Other private costs should be provided tuition free.
- Socio-economic awareness (SEA) of the parents in the weaker section of the society should be increased. Education should be provided tuition free.
- Introduction of a common school system of a public education .The main components of common schooling are (i) all schools will be open to all children irrespective of caste, creed, community, economic conditions or social status, (ii) In common school system good education will rely not on wealth but on talent, (iii) Adequate and uniform standards will be maintained in the most of the schools,(iv) In common schooling no tuition fees will be imposed.
- Financial crisis of Government for development of education system must be removed as much as possible.
- For social justice and effective family planning women's education must be essential.
- Transport facilities should be supplied to reduce the cost on hostels and scholarships
- Hostels facilities should be arranged for the students on the priority basis.
- Library facilities should be made available for the all students.
- Facilities for students to earn and pay a part of their educational expenses should be developed
- The scholarship should be given on regular basis to the poor but talented students for promotion of their education. Scholarship should be arranged for study aboard.

Equalization and Universalisation of Elementary Education (UEE):

Universalization of elementary education in India implies that all children in the age – group of 6-14(class 1 to VIII), belonging to rich and the poor, the male and female, the rural and the urban and in places which are accessible with difficulty must be provided with elementary education. Universalisation of elementary education involved the following three stages-(i) universalization of provision, (ii) universalisation of enrolment and (iii) universalisation of retention. Universalization of provision focuses that school facilities should be provided to all the children between the age group 6 to 14 years in the country with the walking distance of a child. We have achieved this provision as much as possible.

Universalisation of enrolment indicates that all children between the age group 6 to 14 years must be enrolled. But this provision has not been achieved successfully so many socio-economic reasons. Universalisation of retention implies that once a child attends a primary /elementary school he must complete all VII classes.

Social Significance of UEE and Equalisation of Educational Opportunities:

It is universally accepted that the provision of UEE is considered as the real indicator of the socio-economic development of the country. UEE does have a pivotal role in the following aspects

- Improvement of life and living of an individual.
- Preservation and enrichment of culture.
- Development of vocational efficiency.
- Promotion of basic and upgraded skills.
- Development in the quality of followership and leadership.
- Creation of new knowledge and getting facilities from new knowledge.
- Improvement of main essentials for healthy life.
- Promotion of values for emotional integration and national unity.
- Removal of elements for fatalism and superstitions. Inclusion of scientific attitudes.

New Schemes for the UEE:

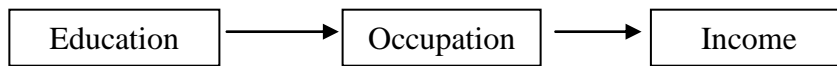
For the qualitative as well as quantitative enhancement of elementary education and attaining the aims of UEE, several schemes have been launched by the Government of India, Ministry of Human Resource Development (MHRD).

- District Primary Education Programme (DPEP).
- Elementary Education a Fundamental Right and RTE Act-2009.
- Minimum Levels of Learning (MLN).
- National Elementary Education Mission (NEEM).
- National Programme of Media Publicity and Advocacy of UEE.
- Non-Formal education.
- National Programme of Nutritional Support to primary education (NP-NSPE).
- Operation Blackboard.
- Shiksha Karmi Project (SKP).

- Teacher Education: Restructuring and Reorganisation
- Sarva Shiksha Abhiyan(Education For All)

Strategies for Resources Mobilization and Scope for Equalization in Education

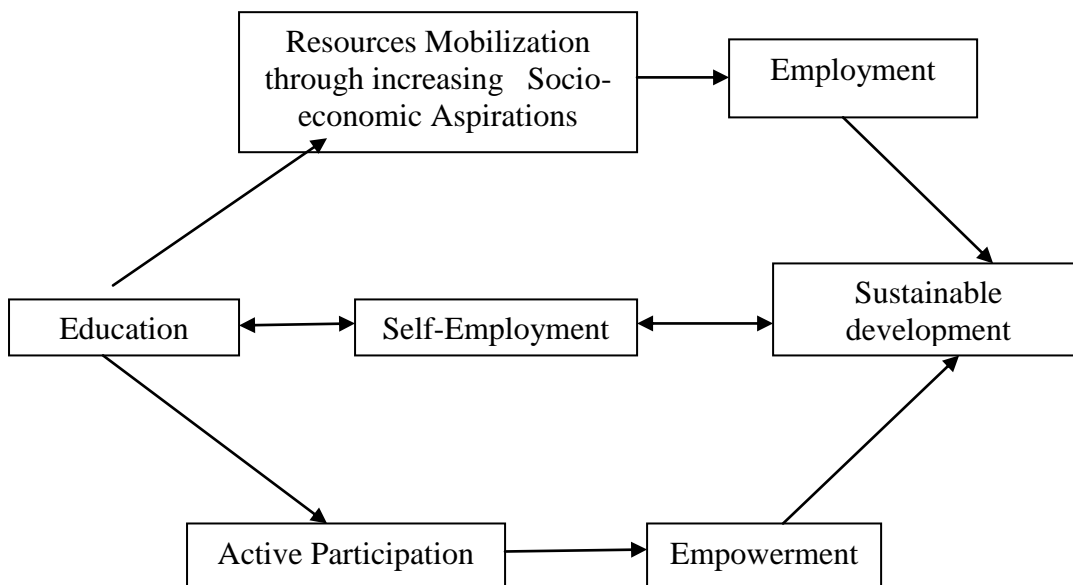
SEI..Socioeconomic Index (SEI) estimates the attributes of occupations that transfer a person’s main resource (education) into a person’s main reward (income). A simple model of the stratification process highlights as



Occupation can be considered as an intermediate position similar to a latent variable that converts education into income. SEI relates to prestige more as cause than as consequence or as a parallel measure. This is consistent with existing theories of occupational prestige (Ganzeboom, 1992) which argues prestige is awarded on the basis of power resources and that education (cultural resources) and income (economic resources) are the main forms of power in modern societies. SEI is defined as intervening variable between education and income that maximizes the indirect effect of education on income and minimizes the direct effect. Socio-economic index (SEI) is considered as Intervening Variable.

Diagram- 1: Development Strategy for the People.

Strategy-I



Strategy II

The development Strategy II of the Model in diagram 1 focuses that educational leads to improvement of socio-economic interaction of people. Such socio-economic interactions influence participants for education. While the development Strategy I explains, education increases the ability of planning, controlling, motivation and aspiration, management, execution, evaluation and mobilization of resources (getting from Microfinance Institution (MF) institutions), and it makes a positive attitudes for resource creation in future. The socio-economic participations and proper resource mobilization together empower the people through enhancing their financial stability alleviating poverty and enhancing acceptability within and outside the family. For example, a successful loan utilization programme would, over time, enhance ability of the people to take and repay larger loans which are conducive to administer (Mayoux, 2000). Such positive attitude of an empowered people however easily transfers into their next generations. Hence the process ultimately directs them towards the path of sustainable development by making a self-sustain ability in them that would be conducive to attain sustainable development of the people largely.

Conclusion:

The Article (38) stated that the state shall, in particular, strive to minimize the inequalities in income, and endeavour to eliminate inequalities in status, facilities and opportunities, not only amongst individuals but also amongst groups of people residing in different areas or engaged in different vocations. The concept of equality of educational opportunity has passed through various stages of evolution in India. At present equality of educational opportunity has been explained as the opportunity to start together, to benefit from staggered starts, to reign or progress together. The philosophy of equality of opportunity that the equal chance should be given to every citizen for the development of his capability or ability and nothing could be allowed to impede one's path of development. It is our constitutional right. The Education commission (1964-66) strongly recommended the idea of providing equal opportunities of education to all sections of society irrespective of caste, creed, sex, and social and economic status. It is hoped that everyone should get equal opportunity in a democratic and socialistic society. Inequality in respect of educational opportunity attempts to enhance social cleavage and segregation. Equal opportunity does not imply identical education. Equal opportunity implies that rich and poor alike should have access to this education system and programme without any hindrance or obstacle. All

materials barriers should be removed. Caste, colour or creed should not put any check on individual to pursue course of education in accordance with this ability and aptitude. Major findings of the study may be focused as:

- Government adopted various schemes should be utilised taking into account of planning, organizing, motivating, controlling and evaluating for realization of equalization of educational opportunities.
- Resources should be mobilised properly through expansion of education which would be helpful for self-employment and sustainable development.
- Active participation of socio-economic and political activities of the people should be enhanced through expansion of education which would be conducive to empowerment of people and sustainable development.

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