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FOREWORD

There is no doubt that after independence a large number of people have become highly qualified and successful in their professional life. In the 21st century knowledge-based education has become a commodity. A commodity cannot be a panacea of all round development of the pupils. It is undeniable that in spite of the spectacular progress in various fields of our material life a section of our society is being swept by the storm of western hedonism due to globalization. People of this category are alienated from the rest of the people of our country. Rampant corruption in the society is denying the basic needs to the downtrodden people.

It is very much true that owing to some lacunas in the field of Education these maladies are overflowing our country. To put the society on the right track we are badly in need of, as Swami Vivekananda said, "Man making and character building education".

Educated people can not deny their accountability to the society. The mission of our journal is to sensitize the educated people, specially the in-service and pre-service teachers so that they can cope with the various problems in the field of education without disowning our heritage.

The 'Anwesa' has tried to explore different aspects of education in an innovative way. We hope its endeavour will be the fountain of inspiration to the educated people.

30 April 2008

Swami Kedaratmananda

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From the Editor's Desk

Now-a-days by 'education' many of us mean 'knowledge', i.e. mere accumulation of facts and figures. However, true education is not exactly that. It is not just garnering of ideas, but assimilating them. To do that a learner needs the power of critical thinking and understanding. Unfortunately, these are sorely lacking in the present system of our education.

There is no denying the fact that it is our duty to make the students and trainees alive to the challenges of modern education and intellectually receptive to the changes that are taking place in the domain of education. Being teacher-educators our purpose is to stimulate them and guide their self-development. It follows as a corollary from this premise that the tutors like the tutees should be alive with living thoughts and the latest knowledge. Keeping this in mind we have decided to bring out a volume of *Anwesa*, a journal of education, every year. Its devout mission is to evoke the power of critical thinking on the part of the teachers and elicit new ideas from them so that the teacher-educators and the would-be teacher-educators will be well-equipped to face the challenges of education lying ahead.

Last year (2007) we brought out the second volume of the *Anwesa*. We are happy to bring out its third volume this year (2008). This is our humble effort to articulate and analyze innovative ideas occurring in the field of education and bring them to the students, teachers, teacher-educators, educational administrators, social scientists and educational policy-makers. We have concentrated on the research-oriented articles of the educational experts on different aspects of education – its curriculum, history, psychological aspects, social and philosophical issues, testing, methodologies, etc. It should not be out of context to mention here that we do not strictly adhere to the narrow and stereotyped aspects of 'Education' as a discipline. Instead, we take the word 'education' in its broader sense. In other words, allied subjects of 'Education' are not altogether left out, our general approach being interdisciplinary. We hope that the ideas and concepts of these subjects will add new dimensions to the understanding of the problems of various educational issues.

No doubt, we have given importance to the views and comments of the veteran scholars and experts of the colleges and universities. But it is our sincere endeavour to provide adequate space for the students, trainees and young research-scholars who are the prospective teacher-educators of the future. Furthermore, we strongly believe that if persons concerned with education, directly or indirectly, be it the education

minister, policy-makers or the educational administrators, go through the pages of our journal and find some suggestions or solutions to the nagging educational problems of our country, our endeavour will meet some success.

Yet there is no room for self-complacency. We cannot admit that we have achieved the standard we set for ourselves. We can only hope that in the years to come our *Anwesa* will grow more and more and bring to our notice the changes that will occur in the ever changing world of education. Thus our goal, to use Lord Tennyson's words, is :

To follow knowledge like a sinking star
Beyond the utmost bound of human thought...

Finally, my thanks are due to all the scholars without whose contributions *Anwesa* could have never been published. I also acknowledge the assistance of the Principal of our college and my colleagues, teaching and non-teaching, who have extended their helping hands in every possible way.

30 April 2008

Malayendu Dinda

A Comparative Study of the Attitude Towards Environmental Education of the Teachers of ICSE Schools and the Schools Administered by West Bengal Board of Secondary Education.

**Dr Madhumala Sengupta
Dr Mrinal Mukherjee**

Abstract

Teaching environmental education is a challenge to the teacher. It requires a different kind of expertise and the teachers may harbour typical opinions in this regard. This small yet significant empirical study seeks to find out the attitude of the teachers and their opinions in the context of environmental education and its mode of transaction. The study also endeavours to find out whether the opinions of the teachers of WB Secondary Schools differ with that of the teachers belonging to Indian Council of School Education (ICSE). The findings, however, showed that the two groups did not differ significantly in various respects. All the teachers are reported positive attitude towards environmental education and are enthusiastic about it.

Introduction

Teachers and teaching methods are very important issues in environmental education as the subject is somewhat different from other conventional ones. Environmental education is based on inquiry method, it is problem centred, multidisciplinary and holistic in nature. It emphasises on the perception of environment, man's experiences, values beliefs, psychological environment and cultural entity. So it is like a survey of the dynamics of man and his relationship towards nature. According to Filho (1996) environmental education is not mere ecology it is a multidimensional entity comprising psychological environment (personality), interpersonal social environment and cultural environment. Environmental education is also ethics education because human values and principles influence the environment related behaviour. Moreover, these feelings gradually create a basis for attitude. Thus the attitude of the pre service and inservice teachers should be considered to be crucial in environmental education. It is important to note how the teachers feel and whether they are confident to teach the subject. Sia (1992) studied the self efficacy beliefs of the pre service teachers pertaining environmental education.

The objectives of environmental education were formulated by the Tbilisi Conference (UNESCO/UNEP Inter Government Conference 1977) . These include

- Development of awareness and sensitivity to the total environment and its associated problems
- Acquiring environment related knowledge to gain a variety of experience and a basic understanding of environment and its problems.
- Developing attitudes, values and commitment to create feelings of concern for environment and motivation to protect environment.
- Skills to take necessary action for the protection of environment.
- To create new patterns of behaviour of individuals, groups, society as a whole, towards the environment.

Various methodologies have been adopted to teach environmental education e.g. class discussion, project method, problem solving method, etc emphasizing on activity method of instruction. But whatever methodology is adopted, the fact remains that the teachers' attitude towards teaching such non conventional subject is very important. It requires that the teachers should

- Act as a friend , guide, and a working partner
- Learn with the students and should not claim to know everything
- Encourage the students to express their views in democratic and conducive environment
- Provide the reference books and source materials for the environment related projects to the students. (Nasrin 2007)

So it is obvious that teachers play pivotal role in educating their pupils in the development of environmental awareness and related actions. As such the introduction of the subject environmental education in B.Ed curriculum has been addressed and need for staff development in this regard has been recognized. Palmer (1998) maintains that the term '*environmentally educating teacher*' should preferably be used to signify the dynamic nature of process of teacher training. She further argues that there should be a dual approach in this case, introducing environmental education within pre-service course and persuading the teachers within the schools to carry out research studies in this respect.

This paper endeavours to find out the attitude of the school teachers regarding various issues related to environmental education on the basis of a study conducted on two sample groups of teachers belonging to two school boards.

Review of related research

A number of research work has been conducted on environmental awareness of the teachers working in different stages of education. Sandhu and Dhillon (2005)

surveyed the environmental attitude of 1,800 elementary school teachers. They found no significant variation in environmental awareness among male and female teachers. The positive correlation was observed between subject specialisation and level of environmental awareness. Predictably science teachers were more aware than the social science and language teachers. Sundararajan and Rajasekar (1993) conducted similar research and their findings tallied with the other observations. Pradhan (1995) found significant difference between social science teachers and language teachers in this regard.

The effect of environmental education training imparted during pre-service teachers' training was studied in the USA. Lane et.al. (1995) studied the teachers in Wisconsin and found that perceived competencies in attitude toward, and amount of class time devoted to environmental education was positively correlated to the environmental education training they received. Lane and Wilke (2000) observed that positive experiences with environmental education teacher training leads to more complete instruction in classroom. Grace Marcus (2000) mentioned a gap between rhetoric and ideas of environmental education scholars and reality of environmental education instruction.. The study suggested that there is a feeling that aspects such as personal responsibilities for the environment, local environmental issues and involvement with local community issues should be given more prominence than exists at present. Bapat and Nagaraja Rao (2004) showed that students' effective interaction with environment is motivated and guided by teachers.

However, there is a dearth of studies regarding the attitude of the teachers towards actual teaching of environmental education in class room situation. The present study has tried to find out what do the teachers think about the introduction and teaching of environmental education rather than dwelling on their own environmental awareness.

Objectives of the study

The following objectives were framed to find out the relevant information regarding the teachers' attitude in respect of environmental education. These are

- Whether the teachers possess a positive attitude towards environmental education introduced as a compulsory subject.
- Whether the attitude of the two groups of teachers (ICSE school teachers and West Bengal Secondary School teachers) differ in this respect.
- Whether there is any difference between the science teachers and humanities teachers in their attitude towards environmental education.
- Whether the majority of the teachers give similar opinions regarding various issues of environmental education.

On the basis of these objectives the following hypotheses were formulated.

H1- The teachers will show positive attitude towards environmental education.

H2- There will be no difference between the attitudes regarding environmental education of the ICSE teachers and the WBSE teachers

H3- There will be no difference in attitude between the science and humanities teachers in respect of environmental education.

H4- The teachers will report positive attitude towards inclusion of EE in B.Ed curriculum

H5- The teachers will report positive attitude towards activity based environmental education curriculum

H6- The teachers will report that they face difficulty while teaching EE

H7- The teachers will consider teaching EE is wastage of time.

H8- The teachers will report that they can motivate the students to learn about environment and practice pro environmental activities.

H9- The teacher will prefer EE as a separate paper (infused model) but linking it with other subjects.

Methodology

An environmental education attitude questionnaire and a structured interview schedule was prepared for this purpose.

Sample

The sample used in this study is incidental sample as author collected data from the teachers who joined the in-service training programme organized by the Indian Council of Secondary Education. The participants were 45 in number and they had not done their B.Ed course. Another group comprised teachers working in schools under West Bengal Board of Secondary Education. The number of participants was 45. These teachers were all trained teachers.

Result

Analysis of the data

The results obtained are shown in the following tables.

Table 1 showing the mean and standard deviation of the scores of ICSE and WBSE teachers.

Type of school teachers	Mean	SD
ICSE	37.11	3.5
WBSE	37.82	1.69

*Not significant

Table 2 showing the mean and standard deviation of the scores of Science and Humanities of the combined group of teachers.

Type of school teachers	Mean	SD	'z' value
Science	36.90	3.61	0.2*
Humanities	37.08	3.52	

* Not significant

Table 3 showing the mean and standard deviation of the scores of Science and Humanities of the WBSE of teachers.

WBSE teachers	Mean	SD	'z' value
Science	37.95	2.47	0.4*
Humanities	37.72	2.64	

* Not significant

Table 4 showing the mean and standard deviation of the scores of Science and Humanities of the ICSE of teachers.

ICSE teachers	Mean	SD	'z' value
Science	37.44	3.09	0.06*
Humanities	37.40	3.1	

* Not significant

Table No. 5 Showing responses of the ICSE teachers

Attitudes Towards	Agreed	Disagreed	Slightly Agree	Percentage of Positive responses	Values of chi-squares
Inclusion of EE in B.Ed Syllabus	27	7	11	84	15.11*
Linking EE issues with relevant subject	37	2	6	96	48.93*
Infused Model	32	6	7	86.67	28.94*
Team Teaching	41	2	2	95.6	67.61*
Activity Based EE Curriculum	35	2	8	95.5	41.21*
Difficulty in Teaching EE	4	41	Nil	91	68.13*
EE is waste of 5 time	27	13	71		16.54*
Conventional education Substituting EE	23	7	15	84.4	8.54**
Teachers as Motivator	28	2	15	95.5	22.54*

• *p Significant at .01 level

• ** p significant at .05 level

Table No. 6 Showing responses of the WBSE teachers

Attitudes Towards squares	Agreed	Disagreed	Slightly Agree	Percentage of Positive responses	Values of chi-
Inclusion of EE in B.Ed Syllabus	39	3	3	93.3	57.6*
Linking EE issues with relevant subject	33	3	9	93.3	33.6*
Infused Model	32	6	7	86.67	28.9*
Team Teaching	39	2	4	95.5	65.8*
Activity Based EE Curriculum	39	1	5	97.77	66.2*
Difficulty in Teaching EE	4	34	7	91.1	36.41*
EE is waste of time	1	25	19	97.77	15.8*
Conventional education Substituting EE	28	8	9	82.2	16.94*
Teachers as Motivator	36	3	6	93.3	44.4*

*p Significant at .01 level

Discussion and Conclusion

Tables 1,2,3,4 show that all the z values are insignificant. It indicates that the sample was drawn from the same group and ICSE and WBSE teachers do not differ in their approach to attitude towards EE. Nor do the two science and humanities groups

differ and it signifies they comprise homogeneous group as far as opinions of the teachers concerned in respect of EE. So H2, H3 are rejected since the groups do not differ. But H1 is retained because the means of the two groups are 37.11 and 37.82 where maximum possible score is 45. Thus most of the teachers reported positive attitude towards EE.

The attitude questionnaire included a few important issues regarding the various aspects of EE on the basis of which H5, H6, H7, H8, H9 were framed.

- H5 is about the efficacy of activity method of teaching. The chi-square value is high signifying that most of the teachers agreed that activity method is effective
- H6 is about difficulty faced by the teachers while teaching EE. Significant chi-square indicated that the teachers did not face much difficulty
- H7 considers whether EE is a wastage of academic time. Again chi-square value implied otherwise
- H8 is about the motivating role of teachers. The significant chi-square shows that teachers agreed that can motivate the students.
- H9 is retained as most of the teachers accepted EE as separate subject but the teachers agreed that while teaching other subjects the issue of environment should be raised in the class.

Limitation of the study

The study was conducted on a small sample and the sample was not randomly drawn because of time constraint. The findings could be more reliable if the study was done more elaborately.

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Role of Environmental Education to Enrich Indian Society through Creating Community Awareness & Protecting Environment : An Innovative Approach

**Parimal Sarkar
Dr Debjani Guha**

Introduction

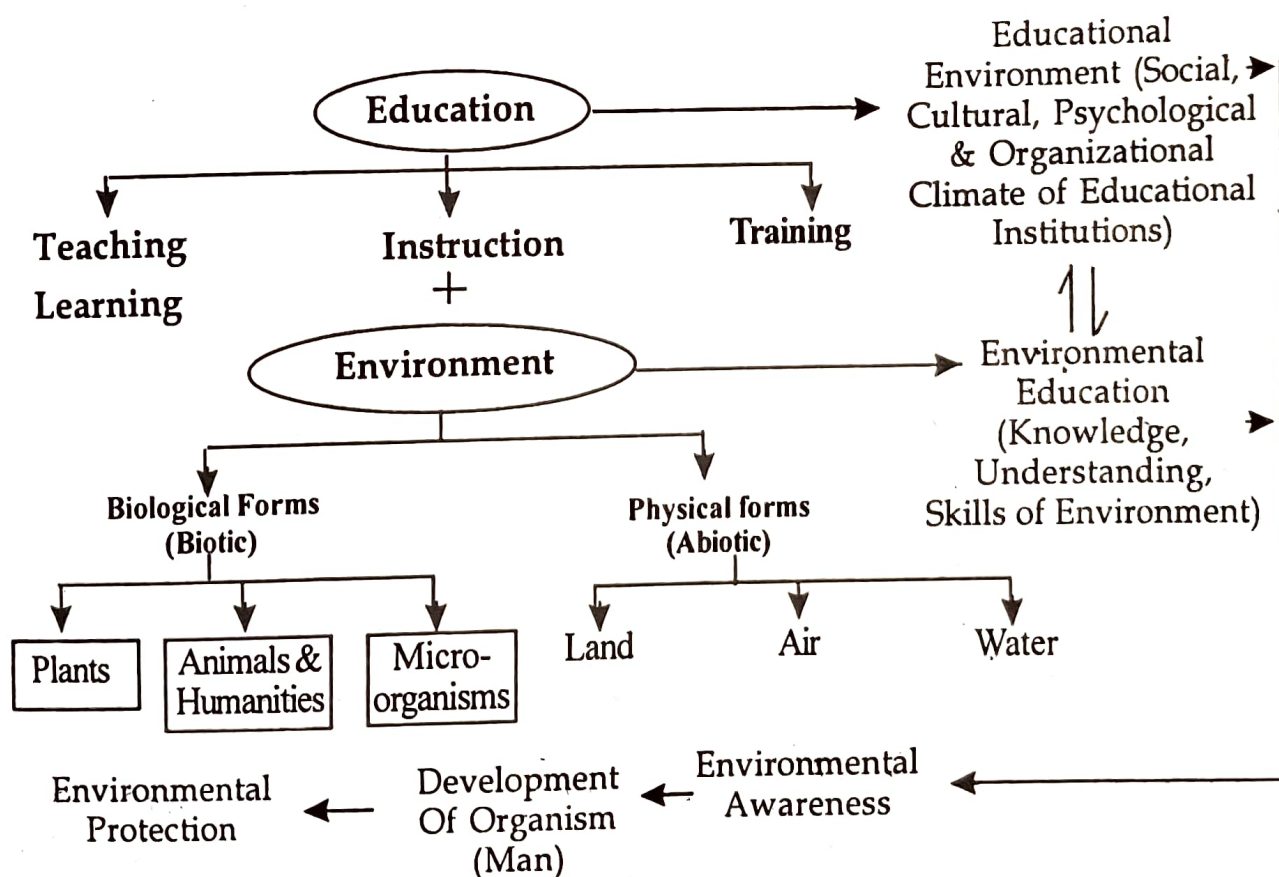
Environmental Protection has become a theme of discussion of today's world as well as in India because after 1950, the country has gone through the industrial revolutions, population explosion, illiteracy, unemployment and under-employment, change in nature, attitudes and desires of the people, i. e. desire of more money, downfall of moral values rapid growth of poverty, big gap in income, poverty, malnutrition, increase in waste land, deterioration in forestry, persistence in pesticides and insecticides, lack of proper sewerage facilities in urban and rural areas, huge amount of military expenditure, adoption of modern life, development of frustration and depression among people, increase in criminalities, political violence, riots, etc. All these problems are related with each other and one leads to another.

There should be several attempts of environmental protection with scientific and administrative interventions. However, in most of the cases such solutions do not penetrate up to the bottom and therefore seldom the desired goals are met. Even as we speak of higher investments in scientific research and creating world-class research institutions, it is important that we do not forget the still immense segment of our population that lives below the poverty line. It is rather better to re-emphasize that our search for expanding the frontier of knowledge in this 21st century does not exclude the preservation and utilization of the wisdom that has evolved in society through centuries of experience and reflection (Dutta, A. 2004).

Every community has a wealth of knowledge in its immediate environment. This includes the knowledge of fauna and flora, weather and topographical factors, geological formations, medicinal knowledge and horticulture. The introduction of new technologies may go hand in hand with relevant training at vocational centers, secondary schools, training colleges etc. and in this way environmental education therefore, seems working to tie up these knowledge in a string. Not only in case of new technological interventions for sustainable development, but also for biodiversity

conservation, development of environment either through formal education system or through informal mode have been found useful.

However, from the above discussion, it is clear that the environmental protection, especially in the areas of tribal and indigenous population can better be exercised by motivating the people and making them equipped with better option of environment-friendly technologies and strategies of natural resource management. In countries with immense natural resource stock and traditional knowledge base, like India the idea of environmental protection through environmental education and awareness seems to be the most effective way for a better future in our country.



[Diagram Showing the Output of Education & Environment]

Purposes of the Paper

- ✓ To identify different problems in social environment in India.
- ✓ To find out the relationship between environment and education.
- ✓ To trace & illustrate the necessity of environmental education in environmental protection through formal & non-formal systems of education.
- ✓ To examine and evaluate the role of teacher in enrichment of Indian society.

Problems in Social Environment: Indian Perspective

- ✓ Population explosion.
- ✓ Illiteracy, unemployment & under employment
- ✓ Lack of education & awareness in general people.
- ✓ Poverty of the masses, malnutrition, development of frustration, depression & anger in society.
- ✓ Down fall of moral values, increase in criminalities, political violence, riots etc.
- ✓ Different man induced hazards like deforestation, desertification, nuclear explosion, urbanization, industrialization, agricultural development etc.

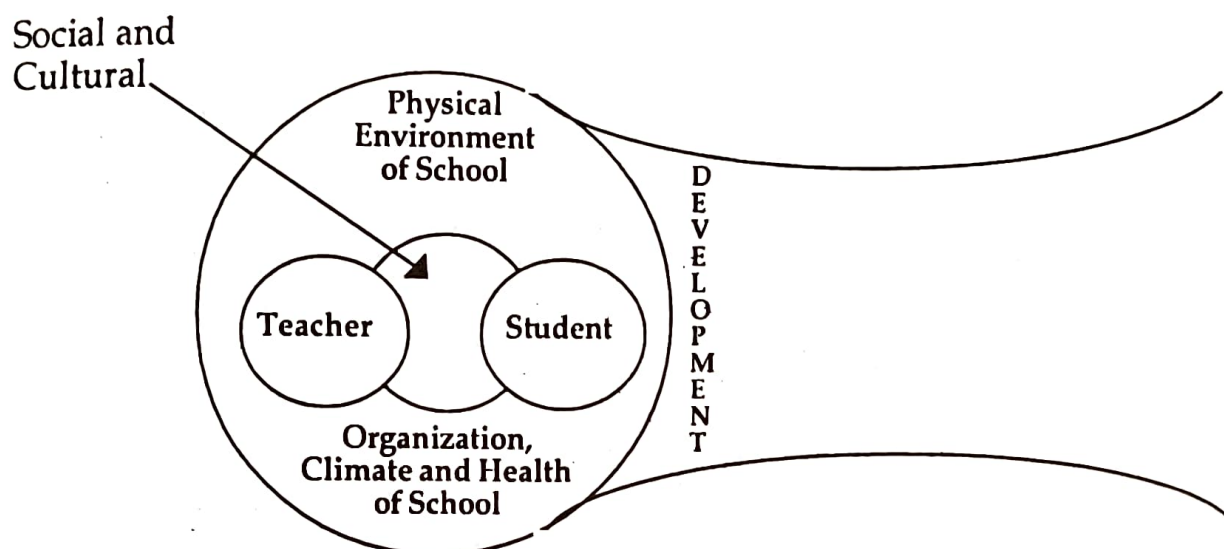
Environment and Education

Education is the process of development. Environment is the aggregate of all the external conditions and influences affecting the life and development of man and other living organisms. Every organism has its own environment. Man's environment consists of natural as well as socio-cultural environment. Education may change and improve the quality of man's environment (development of awareness, attitude change ect.) as well as the social environment to achieve desirable modification of behaviour of people. Education deals with the various problems and principles governing the relationships between man and his environment.

Necessity of Environmental Education in Community Awareness & Environmental Protection

Environmental education is problem centered, interdisciplinary, value oriented, community oriented and concerns with man's survival as species, based on student-initiated activities and involvements (Cook and Hearn, 1971).

So, Environmental education involves a comprehensive, life-long education responsive to changes in a rapidly changing world. Through an understanding the major problems of the interaction of the biological, physical, social, economic and cultural



[Education is Human Ecology dealing with the relationship of Man and Material in the context of Growth and Development.]

aspects of the individual and communities, it prepares the individual and communities for life. Environmental education provides skills and attitudes required to play a productive role in improving life and values, to enable people to enjoy good health and high quality of life. However, environmental education is a life long process for the welfare of mankind and the development of the society. It is designed for every age group participating in social, economic, cultural development of the community. So environmental education has been designed both formally and non-formally for creating environmental awareness and protection of the environment to enrich society.

A. Formal Environmental Education Programmes

The course content of environmental education has four integrating and inter-related components:

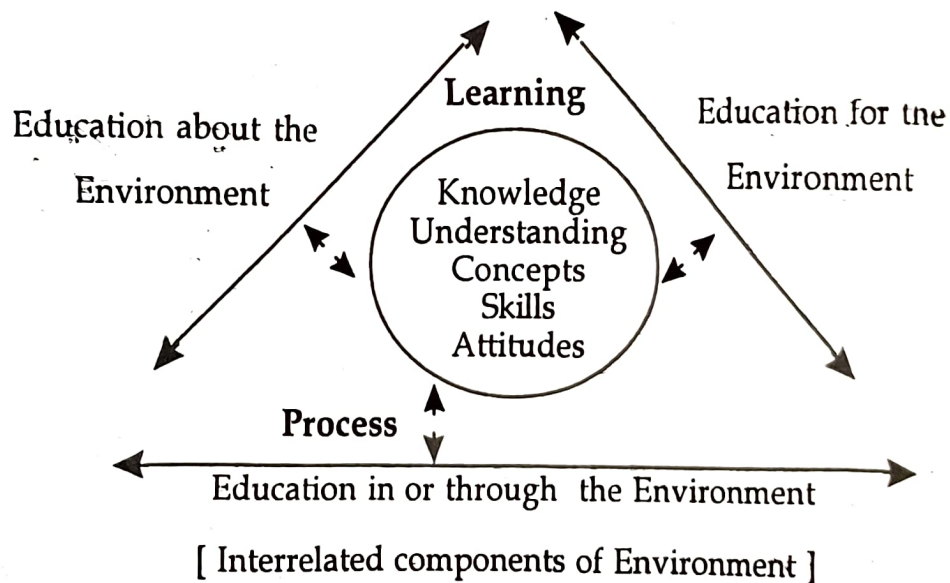
- ♦ Awareness of environment (Primary Education - Knowledge).
- ♦ Relevance for real life situation of environment (Secondary Education - Understanding).
- ♦ Conservation of natural resources of environment (Higher Secondary Education-Skills and Participation).
- ♦ Sustainable development by solving problems of environment (Collegiate & University Education-Attitude and Evaluation).

Again Palmer & Neal (1996), the renowned researchers on EE in England and Scotland have suggested that planning for inclusion of EE in curriculum needs to take account of the three interlinked components like:

- ♦ Education about the environment - has the purpose of developing knowledge

and understanding about values and attitudes.

- ♦ Education for the environment - encourage pupils to explore their personal response to and relationship with the environment and environmental issues.
- ♦ Education in or through the environment- uses the environment as a resource for learning. It is a resource, which enables the development of a great deal of knowledge and understanding as well as skills of investigation and communication.



Various Other Activities of Formal Environmental Education

- ♦ Environmental Information System.
- ♦ Seminar and Workshop.
- ♦ Educational excursions or field trips.
- ♦ Programmes of co-curricular activities.
- ♦ Cleaning the environment through NSS camps.
- ♦ Growing plants and developing garden for protection.
- ♦ Cleaning the public places, parks etc.
- ♦ Constructing the roads and digging pits for the waste in the village by organizing NSS camps and also Scout camps.
- ♦ Developing the sense of sanitation among the people by organizing cultural programmes.
- ♦ Developing the consciousness about population education by organizing camps of population education or family planning.
- ♦ Encouraging the students for preparing charts related to the environmental problems and its Protection.

- ◆ Motivating the students for using stories and essays on environmental awareness.

B. Non-Formal Environmental Education Programmes

The main contents of non-formal environmental education are:

- Adult Education.
- Education for illiterate rural & urban youth.
- Children activities.
- Eco-development camps.
- Non-Government Organisations (NGO)
- Public representatives.
- Training Senior Executive/Administrator.
- Foundation courses on environment.
- Research and development programmes.
- Establishment of Centres of excellence.
- Development of trained manpower.
- National Environment Awareness Campaign.

Role of Teacher in Environment of Indian society

A teacher should:

- correlate the topics of environmental issues while teaching his own subject matter;
- help individuals in providing awareness of and sensitivity to the total environmental and its allied problems;
- create an awareness regarding renewable and non-renewable resources of environment;
- help his pupils to acquire basic understanding to the total environment, its associated problems and humanity's critically responsible presence and role in it;
- use play way techniques to make them understand the significance of food chains and food web on ecological balance;
- help his students to acquire social values, strong feelings of concern for the environment and the motivation for active participation in its protection and improvement;
- conduct activities like drama on environmental conservation & awareness;
- help individuals to acquire the skills for solving environmental as well as social problems;

→ organize field trips to zoos, national parks, polluted cities, polluted rivers, birds sanctuary etc.

Some Suggestions

Education is considered as an instrument of social change. Environmental education plays a significant role in controlling and solving the environmental problems as well as social problems. Pollution in social environment is the serious problem throughout the whole world. So, India is not out of it. To protect environmental problem in our country some steps may be used. Finally here we would give some suggestions.

- * Providing the awareness about the problems in social environment in various types of educational institutions.
- * Providing the specific and more scientific knowledge subject wise.
- * Organizing orientation programmes and courses for administrators, executives and the authorities at different levels.
- * Including environmental education as a compulsory course and organizing some project works in teacher education programmes.
- * Encouraging the scholar for research studies in developing community awareness & environmental protection.
- * Conducting interdisciplinary seminars, conferences and group discussions at local, regional and national levels.
- * Finally environmental management organizations, mass media communications and different voluntary agencies should work effectively and sincerely regarding the problem of environment.

Conclusion

The environmental scenario of India is very wide. Climatically, geologically, geographically, ethnically, lingually, socially and economically India is a highly diverse country (Mukhopadhyay & Agarwal, 2000). Therefore, Environmental Education has to be essentially location specific. At the first level, special attention should be paid to school going children and women who constitute about 50% of our population. They are to be made aware of health, family planning, nutrition development, slum improvement, sanitation, hygiene, water and its contamination, food quality, fuel wood etc.

In conclusion, we may say that environmental education reminds us to the effect that resources, both natural and social, in our planet, the earth, are only limited and we do not have a second planet to plunder. So we should develop a positive attitude towards the environment and try to live with nature instead of squandering and destroying our resources and also disrupting the ecological as well as social balance.

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Rights for the Social Disability in India and Education for All

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Abstract

The word 'All' is the call of the day. It implies that no child including the disable or disadvantaged group should be excluded from the provision of free and compulsory education. India is democratic country. Education plays an important role to provide opportunities for the development of the potentialities of individual to contribute for the development of the nation. We all agree that education as right should reach to all children irrespective of their caste, creed and religion. Everybody should get equal opportunity to develop his/her personality. If we do not make provisions for their education, their potentialities will remain undeveloped. The paper attempts to highlight on social disabled or disadvantaged group, their characteristics, problems faced by them and lastly some remedial measures to establish this group in our civil society.

Introduction

From the 230 million children in India, nearly 40 percent do not go to school. They are employed for paltry wages that subsidise the family income. Correlate this observation with the fact that about 10 percent of Indian children below 14 years of age have some kind of impairment or disability. The absolute number comes to a staggering 30 million, which mandates the effective role for education in specialized context. The conventional models of schooling may not suffice, especially for children with lower levels of intelligence, learning disorders, autistic disturbances, conduct problems, multiple handicaps etc. As 'Education for All' is an integral as well as global commitment which is a matter of major concern both for developing and developed countries. But these children have great problems in coping with regular schools, curriculum and teaching strategies. To remove such problems a system is needed in education i.e. inclusion.

The term 'inclusion' which denotes more than the physical placement of a child. It is the provision of the educational services to all students in such a manner that all students belongs to and are considered to be equal members of the classroom, the school and ultimately the larger community. All the students are based in age-appropriate regular classroom, and are provided with the programmes and services necessary to meet the needs of individual.

A child may be considered disabled if he/she is recognizably different from the generally accepted norms in terms of affective, cognitive and psychomotor areas of human behaviour. It is true that all the human being are unique, but in case of the disabled children there is a serious variation, due to various factors such as intellectual, psychological, socio-cultural and so on.

Socially disabled children presently are group of children who are socially and culturally deprived and challenged. So in the present system of education, inclusion in education plays a vital role to remove such variation between normal students and disabled students. It is believe that all students are capable of learning same types of worthwhile knowledge. Therefore, the system of education should provide opportunities to each child to acquire the competencies, skills, knowledge and understanding as a regular member in the classroom.

Objectives

The present paper attempts to highlight five aspects of socially disabled children viz., meaning and understanding, identifying them, differentiating their characteristics, assessing their problems and finally finding remedial measures for establishing and maintenance of a culture of disability in civil society.

Social isability or isadvantaged

Disability, usually a consequence of impairment, is the functional inability of an individual to perform any activity in the manner. The term 'social disability' means, children who come from socio-economically backward section of the community and cannot profit from school because of deprivation of one sort or another and the children who are seen in tribal or rural areas of country where educational facilities have not reached in the way we find in a metropolitan area.

In other words, the term disadvantaged would include, children who are exposed to disadvantaged schools in the rural, and slum areas. Hence, both the ecology of the family and the ecology of the institution contribute to educational deficits of the disadvantaged.

SCs, STs, Weaker section of the community and rural population are known as socio-culturally handicapped or disadvantaged.

How would we Identify them?

Socio-cultural deprivation or disadvantaged arises due to a complex set of conditions which create intellectual deficiency in a child. The term disadvantaged is used to

indicate some observable behaviour like.

- (a) Progressive decline in intellectual functioning in school.
- (b) Cumulative academic achievement deficits.
- (c) Premature school termination and high drop out rate.
- (d) Reading and learning disabilities.
- (e) Poor language learning.
- (f) Inadequate social learning and observation in the absence of models.
- (g) Low attention span and distraction in learning.
- (h) Lack of proficiency in higher form of cognitive learning and transfer.
- (i) Lack of abstract and state sequence of events in a learning situation.
- (j) Lack of analytic ability which is essential for learning
- (k) Belief in external factors i.e. luck, chance etc.
- (l) High sense of avoidance for failure than striving success.
- (M) Poor self concept, low achievement aspiration and low need achievement including lack of desire for self actualization.

Characteristics of Disadvantaged Children

Disadvantaged children show poor academic performance of high dropout rates, reading and other learning disabilities and have adjustment problems. They have lower grades, poor health and deficiencies of language skills which is necessary for success in school. They have minimal training in disciplined group behaviours and educationally they are less ambitious. They also show incapability in cognitive process such as the ability to observe and state sequences of events, perceiving cause and effect relationship, classifying concrete objects, attributing responsibility to self and in general have poor self concept. The combination of non-verbal orientation and absence of conceptualization is very well account for their intellectual deficit in cognitive skills. The consequences of cognitive deficiencies are again complicated by their pattern of motivation and attitudes. They are apathetic, unresponsive, lack of initiative and it is difficult for them to form meaningful relationships.

In India social and cultural disadvantage is not very clear cut. All low economic group children are not necessarily at disadvantage. The high caste is supposed to have a cultural superior to that of the low caste Harijan given the same low economic status.

Sinha (1973) observed that the general performance level of children of schools where children from the economically inferior homes went significantly inferior to schools, which admitted children from well-to-do and upper middle class families.

Poverty may affect intellectual development through physical condition. Poverty is all pervasive in India and responsible for social and educational pathology.

According to Birch and his associates, malnourished children are not only of stunted growth and of short height but also are found to be below normal in reading ability and auditory visual integration.

Many of the deficits observed in the socially disadvantaged are more motivational rather than intellectual and cognitive. The underprivileged children display some significant motivational problems which determine as major of their behaviour patterns.

- They show belief in external factors i.e., luck, chance, fate, etc. rather than their own self and activity.
- They can not delay in gratification. Immediate tangible and non-contingent rewards are their need.
- They have high sense of avoiding failure than striving for success.
- They have poor self-concept, low achievement aspiration and need achievement including lack of desire for self-actualization.
- They have lack of intrinsic motivation. Instead it is governed by insecurity and anxiety which are negative motivational factors.

The National policy on Education (NPE) (1986) emphasizes removal of disparities and equalizing educational opportunities for all, including women, the handicapped and those living in rural areas.

The POA (1992) emphasized the strengthening of the schools through the project. Integrated Education for Disabled Children (EIDC) to reach the goal of education for all.

Problems of Persons with Social Disabilities

Socially disabled children differ from normal children. They face some problems in various ways at their day to day living. They are discussed as follows.

Educational Context

Socio-culturally handicapped/socially disabled people were forbidden for taking education during early days. Public schools and other educational institutions were closed for them. Establishing sufficient schools for these classes will remain in paper forever. Lack of practical and practicable decision also contributes to enhance the problem of education. The illiterate parents do not consider it as the primary responsibility to give education to their children. The existing curriculum which is pointed out by the experts is not suited for these groups. Even today majority of them are illiterate and ignorant due to educational disabilities.

Problems of Health and Sanitation

Due to lack of education these groups are not able to appreciate modern concept of health and sanitation. They do not take much care pertaining to their own health. Much more religious beliefs and attitude towards beliefs in witch, ignorance sometimes affect seriously health hazard.

Economical Context

Socio-culturally handicapped are economically backward and have been suffering from various economic disabilities such as - limited scope of occupation, landless labourer, no right for property ownership.

These groups are economically exploited by the upper caste people. Even today some of them are lowest paid workers at the hand of the higher caste people. Children belong to these classes require a greater degree of appropriate institution to be educated and trained, which further requires economic capability of the parents.

Problems of Language

The medium of instruction is another hindrance to the promotion of education among these groups. In some cases they have no script of their own language. In tribal areas number of tribal teacher is very less and hence communication problem always arises between students and teachers.

Socio-Cultural Context

These groups have their own socio-cultural problems. They are traditional and custom bound. They have become the victims of superstitious beliefs, outmoded and harmful habits, early marriage, infanticide, homicide, animal sacrifice etc. are still found among them. They fail to understand the civilized people, their customs and practices, beliefs, attitudes and so on. They are clinging tenaciously to their customs and traditions.

Religious Context

They also suffer from religious disabilities even today. They are not allowed to enter temples in many places. This type of religious dolour is one of the problems for these groups.

Problems of Geographic Separation

These socially disadvantage population of India are living in a way of geographic separation. Some of them are living in the unapproachable physical area such as deep valleys, dense forests, hills, mountains etc. This type of physically as well as socially isolation has contributed to various other problems viz. regarding getting information and communicational facilities.

Political Context

Socially disadvantaged are sometimes, not given any place in politics, administration and other places. They were not allowed to hold any public post. After independence equal political opportunities and rights have been provided for these groups but those are very limited scopes or in paper only.

Government Policies, Programmes and Organized Lows

Organized services for socially disabled persons in India are of recent origin. Socially disabled persons have always been an integral part of Indian society. The government policies, programmes and legal enactment for persons with disabilities are as follows:

Government Policies

- (1) National Health Policy (1982).
- (2) National Policy on Education (1986).
- (3) National Policy on Disability Rehabilitation (Under consideration).

Government Programmes

- (1) National Programme on control of Blindness (1976).
- (2) National Nutrition Programme (1981).
- (3) National Mental Health Programme (1982).
- (4) National Leprosy Eradication Programme (1983).
- (5) National Immunization Programme (1986).
- (6) Pulse Polio Programme (1995).

Enactment of Laws

- (1) Rehabilitation council of India Act (1992).
- (2) Persons with Disabilities (Equal) opportunities, Protection of Rights and Full Participation Act (1995).
- (3) The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act (1999).

According to Coleman (1968) among other things equality of educational opportunity is taken to provision of

- (1) Free Universal Education.
- (2) A common curriculum for all children regardless of background.
- (3) Diversification of curricula to meet the various needs of different types of students.
- (4) A common school system that is open for all children without any distinction.
- (5) Compensatory education for the under privileged.

The Government of India has incorporated some special provisions in its constitution for the removal of indifference and promotes the welfare measures for SCs, STs and other weaker section of the population they are:

Art-15 : Prohibitions discrimination on ground of religion, caste, race, sex or place of birth.

Art-17 : Abolish untouchability.

Art-23 : Prohibition of employment of children in factories, protection of interests of minorities.

Art - 26(1) : Universal Declaration of human rights endows every body of the world with the rights to education.

Art-29 : Rights of minorities to establish and administer educational institution.

Art-30 : Promotion of welfare of people in general.

Art-38 : A minimum living wage for employment and social as well as cultural opportunity to all workers.

Art-43 : Provision of free and compulsory education for children upto the age of 14 years.

Art-46 : Promotion of educational and economic interests of SCs, STs and other weaker section.

Art-338 : Empowers the Central Government, to appoint a national commission for disadvantaged groups.

Some of the Welfare Measures

- (1) Educational opportunities to all.
- (2) Expansion of economic opportunities.
- (3) Expansion of employment opportunities.
- (4) Drinking water facilities.
- (5) Medical facilities.
- (6) Appointment of trained teacher
- (7) Janata houses.
- (8) Providing Anganwadi programme
- (9) Appointment of national commission for these groups, etc.

Remedial Measures

In order to remove the ill effects research studies provide certain remedial measures:

- (1) Early modeling and imitation of desirable behaviour.
- (2) Language enrichment programme and stimulation at home.
- (3) Affective attention and acceptance.
- (4) Providing initial success to build better motivation and striving for success.
- (5) Humanistic approach to teaching the underprivileged in school.
- (6) Instructional programmes may be organized according to their needs and abilities level.
- (7) Giving responsibility, recognition, tangible rewards, provide remarks etc.
- (8) Exposure to sensitivity training, exposure to literature, discussion and group contacts, role playing, case conferences relating to their problems.
- (9) Presenting learning materials and aids.

Conclusion

Today's children are tomorrow's citizen. They are the contributing member in our society in future. In today's technological and scientific era when our nation is developing fast, at this time if socially disadvantaged group remain totally ignorant about civilized society, they only prevent and deprive themselves. Different programmes oriented for these section as they feel happy, comfortable and can lead a life with dignity and respect. For effective inclusion in education, it is necessary to have some specific range of support. Most important supports should come from '4P.I.' i.e., policies, people, places and programmes.

Hence, education is regarded as the lever for upliftment of the socially deprived as well as the disadvantaged children.

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A Micro Study on the Relationship between Self-Concept and Academic Achievement of Secondary Tribal Students

Jagabandhu Behera

Abstract

Over a period of time, many tribal concentrated states through out India have adopted various policies aiming to promote the educational or academic status of the tribals for full and equal participation in the society. But unfortunately, it showed that, all programmes and strategies of drop out have been proved as myth. Basically in the state like Orissa, tribal society undergoes a variety of problems in their field of education. High development rates, low enrolment, high rate of illiteracy and poor academic performance are key of such failures. The investigator highlighted that current tribal unrest is not merely the problem of backwardness but it also owes its origin to certain other deep-rooted psychological reasons which ought to be taken into account. The negative and poor self-concept of the individual is a vital psychological factor which may cause poor academic performance. Keeping these in view, the investigator aimed to find out the relationship between self-concept and academic achievement. The study is contemplated to present the micro picture with respect to two variables of self-concept and academic achievement of secondary tribal students of Orissa with the broad objective to study the level of Self-Concept and Academic Achievement.

Introduction

It is generally observed that achievement of tribal students is not satisfactory at any time. For the higher achievement of tribal students, various special plans, policies, financial assistances, constitutional safeguards have been provided to them. But after the period of 61 years of independence, the backlog has continued in their achievement. The poor achievement, particularly at secondary level in tribal areas of Orissa is a matter of deep concern. In educational situations the emphasis is often given on the students' achievement. But achievement is related with several factors. Self-concept among the various psychological factors may be considered as an important variable which would be related with Academic performance. In real life situations self-concept varies from one person to another person and also change or get modified from time to time. It may also be concretized depending on culture, socio-economic and spatial ground, provision of facilities, etc.

Objectives

- i) To study the level of self-concept of tribal students on the basis of various strata.
- ii) To study the relationship between self-concept and academic achievement.
- iii) To adopt and develop tool for measuring self-concept.
- iv) To suggest to improve both the Self-Concept and Academic performances of tribal students.

Significance of the Study

It has been reviewed that very little research has been devoted to explore the factors which cause very poor academic performance of tribal students. The dearth of researches in the area of tribal education focussing particularly the variables like self-concept of tribals is a great concern in the contemporary researches.

The present study is worthwhile, as an attempt has been made to produce current scenario of secondary education of tribal students of Orissa and about their achievement on the basis of identified independent variables like self-concept, which will be helpful in increasing the level of achievement of tribal students in Orissa and India as a whole. Further, as a whole, the study will be helpful for the rapid progress of secondary education as well as inclusive education.

Hypothesis

- H_{01} : There exists no significant difference between Scheduled Tribal Boys (STBs) and Scheduled Tribal Girls (STGs) in their self-concept.
- H_{02} : There exists no significant difference between Rural Scheduled Tribes (RSTs) and Urban Scheduled Tribes (USTs) in their self-concept.
- H_{03} : There exists no relationship between Self-concept and Academic achievement of Secondary Tribal Students.

Procedure of the Study

- (I) **Methods employed** : The survey method has been employed for the present study.
- (II) **Sample design** : 100 secondary tribal students (N=100) of class IX and X in both Mayurbhanja and Balasore districts of Orissa have been taken for the present study. Out of 100 students there are 50 from rural (25 boys and 25 girls) and 50 from urban (25 boys and 25 girls). Purposive sampling method has been employed.
- (III) **Tools used** : Mukhopadhyay and Basantia Self-Concept Questionnaire (MBSCQ) has been used to assess the level of self-concept of the selected pupils. A master sheet had been prepared to collect data, regarding the dependent variable i.e.

"Academic Achievement", which had been gathered from school examination result registers.

(IV) Statistics used : For statistical analysis "t"-test and "r" have been used.

Statistical Analysis

Table 1 : Showing the differences between the ST Boys (STBs) and ST Girls (STGs) in their Self-Concept.

Variable	Strata	Mean	S.D.	N	t-value	Levels of significance
Self Concept	STBs	153.9	16.72	50	0.363	Insignificant at 0.05 level
	STGs	155.1	16.42	50		

Thus, table-1 showed that H_{01} has been accepted.

Table 2 : Showing the differences between the Urban STs (USTs) and Rural STs (RSTs) in their Self-Concept.

Variable	Strata	Mean	S.D.	N	t-value	Levels of significance
Self Concept	USTs	157.3	13.2	50	1.89	Significant at 0.05 level
	RSTs	152.0	14.9	50		

Thus, table-2 proved that H_{02} has been rejected.

Table 3 : Showing the relationship between Self-concept and Academic Achievement.

Variable	N	r-value	Levels of significance
Self-Concept	100	0.631	Significant both at 0.01 and 0.05 level
Academic Achievement			

Thus, table-3 revealed that H_{03} has been rejected.

Findings

By analyzing, the 't' and 'r' value, it has been found that :

- 1) There is no difference between ST boys and ST girls in their self-concept.
- 2) There is a significant difference between Rural ST children and Urban ST children in their Self-concept.
- 3) There is a positive relationship between self-concept and Academic achievement of secondary tribal students.
- 4) By studying the descriptive statistics from table-1, it reveals an interesting fact that the mean value of the Tribal Girls is more than Tribal Boys in their Self-Concept. This difference is not so large. However, Girl's possess more positive Self-Concept which might be a positive sign in their achievement in particular and in education as whole.
- 5) From the table-2 it is revealed that Rural Tribal Students would have very low Self-Concept in comparison to the Urban Tribal Students, which are the key problems in rural tribal education.

Educational Implications

From the study it can be implied that the tribal students should be guided to achieve a positive self-concept. The teacher should respect the personality of the students belonging to tribal community and provide an atmosphere which may develop the students into more balanced and matured personality having positive self-concept, because self-concept is a core of personality. Teachers can do this by providing encouragement, personal examples and by creating a congenial atmosphere for the secondary students.

The findings of the present study may be utilized by educational planners and administrators in order to assess the level of students' self-concept and academic achievement to work and develop strategies for toning up educational atmosphere in the schools particularly in tribal concentrated areas.

Further this may provide sufficient clues towards improving the organisational climate in the institutes. Again all institutes providing secondary education as an innovative, renewing society must concentrate in producing individuals who are free and self-actualizing.

Conclusion

The maximum and total achievement in the process of education and 'Education For All' is the ultimate aim of our all present policies and programmes. Actually it is hard enough to develop academic performances of tribals as well as in bringing them into main stream education without making better psychological treatments of a strong variable like self-concept. Hence, the war and full hearted efforts in true sense

of the terms urge to be made at all levels, micro as well as macro, so that the goal of inclusion of the excluded groups like tribals, can be reached as per scheduled date.

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Variation of attitude of different groups of jail inmates towards the educational facilities in jails (correctional institutions) of West Bengal

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Abstract.

Modern behavioural and social sciences aim at modification of behaviour in order to make a person socially desirable and responsible citizen of society. Jail inmates are the persons who are inflicted punishment by courts and legal authority. Education is one of the best devices with all its facilities which can rehabilitate and resocialize the stigmatized persons. But question of rehabilitation depends upon the positive attitude of jail inmates towards the educational facilities in jails (correctional institution).

An attempt was made in this paper to study the attitude of different groups of inmates towards the educational facilities (based on sex, religion habitation, nature of punishment and educational background) in jails of West Bengal.

Attitude scale (standardised) was developed by the researcher himself, was administered on 200 long term inmates from three central Jails viz. Alipore, Presidency and Dumdum. Statistical devices were used to study the mean differences in attitude to test the Hypotheses. Hence the authors attempted to interpret the findings of the study.

Introduction

Modern behaviour and social sciences had critical relevance with the day to day human interaction. The phenomenon of crime was an age old problem throughout the history of mankind. Those were the product of social structure, economic condition and legal complicity. Criminals were those persons whose activities were not desirable in the eyes of laws and administrators as well as society though there was no universally accepted definition of crime. A considerable number of persons were sentenced to custodial punishment in the prisons every year and they were inflicted revengeful treatment. Some of them were identified as hardened criminal after suffering such ill-treatment. It was a profound question before the administrators as well as social scientists - what was the proper way of treatment of those distracted persons, to get them back to the main stream of society? Deterrence by revengeful physical torture or rehabilitation by mental therapy?

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"Rehabilitation of jail inmates" implied taking back the prisoner on release from the prison and making him well adjusted as responsible citizen to the main stream of society.

With a view to rationalise punitive system and to humanise prisons, education with its highest potency should be provided in the prisons as advocated by Maccormick (1931), Sutherland (1947), Foucault (1977), Bose (1988).

Judicial administrators had not yet succeeded in developing penitentiaries which would process the prison inmates for effective social adjustment following their release from the prisons. At this critical juncture, sociologists, psychologists and educationists started thinking of new ways and means to rehabilitate those socially stigmatised people in the main stream of society. Because de-criminalisation and resocialisation were the objectives of modern correctional administration. In quest of effective way of treatment, educationists and sociologists should throw their spectrum of knowledge into the uncovered areas of social interaction in the prisons.

One of the best devices was education through which behaviour pattern of human being could be changed. Facilities of education with its highest potency should be provided into the high walls of the prisons where thousands of human power were spoiling day by day.

Mere giving some educational facilities did not mean the success of educational objectives. It mostly depended on the favourable attitude of Jail inmates towards the educational facilities in jail as they were in confinement.

The Govt. of West Bengal had passed West Bengal correctional services bill 1992, (Act, 1995). But without any positive attitude towards rehabilitation as well as education in jails, the rehabilitative measures could not be fruitful. So it was the prime task of researchers, to estimate the potency of educational facilities in jails and the attitude of jail inmates towards those educational facilities.

Need for Study

The ministry of welfare, Govt. of India said - "Research in crime and criminal is still in its infancy. The immediate need of research is to evaluate the existing methods of treatment and to suggest new approaches to the prevention of crime".

The need for humanising prisons environment was recognised by legal authorities beforehand, while there was no tool in their hand to measure the attitude of jail inmates towards Educational facilities in Jails and their rehabilitation.

In broader sense education of prisoners was almost synonymous to "treatment of prisoners". A relatively new but popular term, "Correctional institution" was adopted in place of "prisons". But in West Bengal correctional devices were very feeble. Even very few educationists threw their attention to find out, how far the correctional services as well as educational facilities in jails have been materialised.

In recent times Govt. (Union, states) had introduced some educational institutions in the jail campus to facilitate the jail inmate's aspiration, but no comprehensive study had yet been undertaken to know, how much those programmes stimulated the attitude of jail inmates.

Object of study in specific

To find out the variation of attitude of different 'jail inmate groups' in respect to their age, sex, religion, habitation, previous educational background, residing in particular jail, race, nature of punishment towards the educational facilities in jails.

Population

All the convicts of different jails of West Bengal (all long term inmates including male and female both, whose period of imprisonment was more than one year according jail code).

Delimitation of study

Considering the number jails in West Bengal, money and time, the investigator considered three central jails situated within the greater Calcutta jurisdiction viz.

1. Alipore Central Jail
2. Presidency Central Jail
3. Dum Dum Central Jail.

Sampling

It was purposive sample and was confined to long term inmates only. The investigator maintained some definite criteria for sampling. Both male and female inmates, who had undergone their study at least for one year in any type of educational institution in jails. Inmates were selected from different age group, sex, religion, race, habitation, nature of punishment, previous educational background, residence in different jails etc. Under trials, Noncriminal lunatics, vagrants were not taken in this study. Altogether 200 long term inmates, 80 from Alipore, 40 from Dum Dum, 80 from Presidency (50 F and 30 M) were selected.

Hypotheses

Null Hypotheses were framed as follows.

1. There would be no significant difference between the mean attitude scores of jail inmates of different two jails.
2. There would be no significant difference between the mean attitude scores of high term group and low term group of Inmates, (term - period of imprisonment undergone)

3. There would be no significant difference between the mean attitude scores of male inmates with urban background and male inmates with rural background.
4. There would be no significant difference between the mean attitude scores of male Hindu inmates and male Muslims inmates.
5. There would be no significant difference between the mean attitude scores of male inmates with previous educational background and male inmates with no previous educational background.
6. There would be no significant difference between the mean attitude scores of male inmates and female inmates.
7. There would be no significant difference between the mean attitude scores of male inmates from general cast and male inmates from S. C. and S.T.
6. There would be no significant difference between the mean attitude scores of life term inmates and non-life term inmates.

Tool of research

1. A personal information sheet was developed by the researcher to identify the jail inmates group.

2. A likert type attitude scale was developed and standardised by the researcher himself whose reliability co-efficient was as high as .908 and all the items were valid as t-ratio for each was greater than 2.06, following Edwards' method (1957). The internal consistency of the scale was tested significant at 0.01 level.

Application of tool

The researcher administered the personal information sheet to identify the inmate groups properly. Then he administered the attitude scale on the target groups. The researcher classified the attitude scores for testing of hypotheses.

Testing of hypotheses

For testing Hypotheses the researcher arranged the scores according to their groups in respect to their age, sex, habitation, religion, race, previous educational background, period of imprisonment undergone, nature of crime etc. For each specified condition of Hypotheses the researcher followed t-test and drew comparative ogives of each distribution.

From the graphical representation and results of t-test inferences were drawn by the researcher.

Results of testing hypotheses

Sl. No	Hypotheses	Particulars/Inmate group	Results of t-test	Inference
1.	H_1	Alipore Vs. Dum Dum Dum Dum Vs. Alipore Presidency Vs. Alipore	1.97 0.11 1.76	Retained " "
2.	H_2	High term gr. and Low term gr. (term-period of imprisonment undergone)	0.26	"
3.	H_3	Male inmates with urban background and male inmates with rural background	12.32	Rejected
4.	H_4	Male Hindu inmates and male Muslim inmates	0.6	Retained
5.	H_5	Male inmates with previous educational background and male inmates with no previous educational background	6.64	Rejected
6.	H_6	Male inmates gr. and female inmate gr.	1.62	Retained
7.	H_7	Male inmates from general caste and male inmates from S.C., S. T.	8.70	Rejected
8.	H_8	Life term inmates and non-life term inmates	9.93	"

Fig. 4 : Ogives Representing Attitude Scores made by Male Inmates of Allpore, Presidency and Dumdum Central Jails

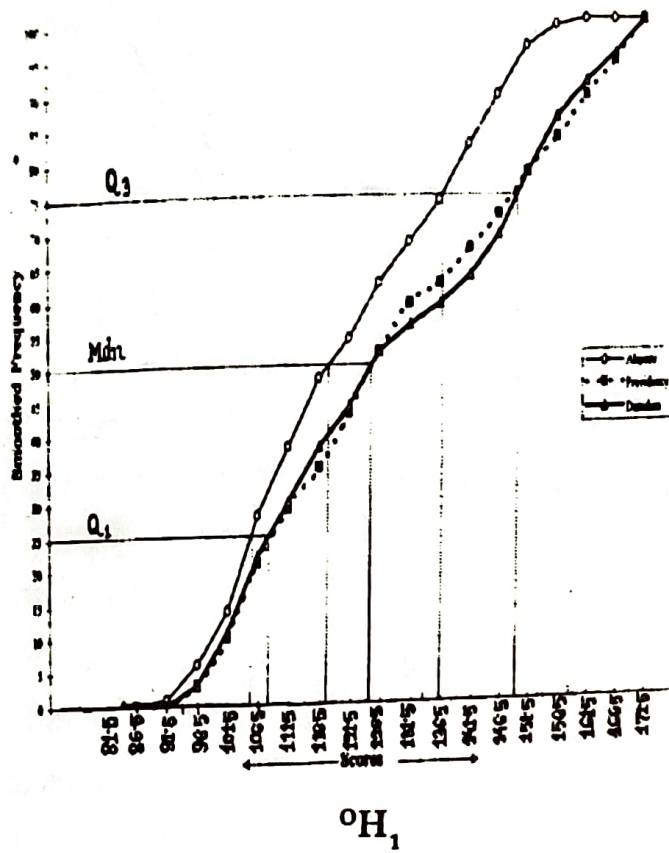


Fig. 5 : Ogives Representing Attitude Scores made by Inmates of High Learning Group and Low Learning Group

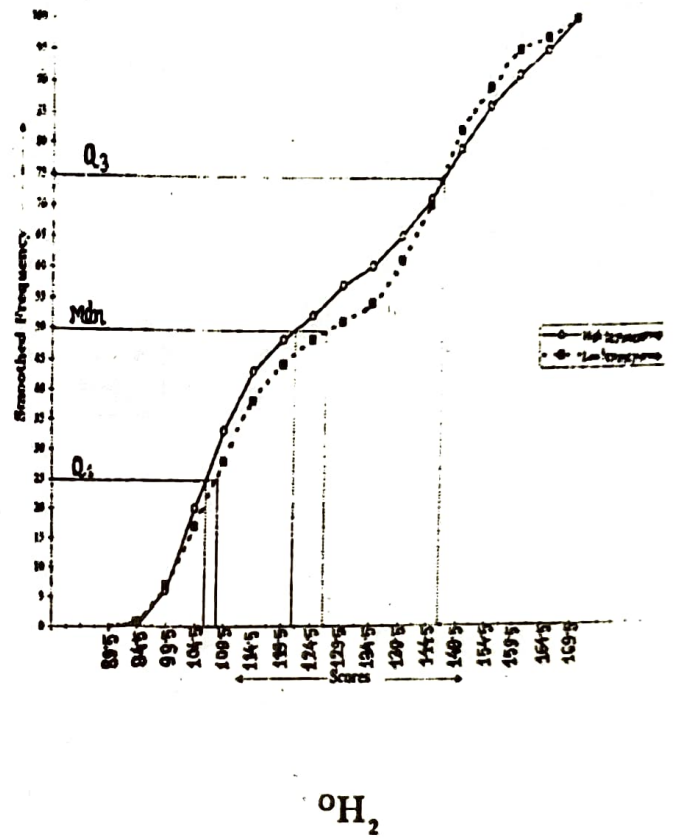


Fig. 6 : Ogives Representing Attitude Scores made by Male Inmates with Urban Background and Male Inmates with Rural Background.

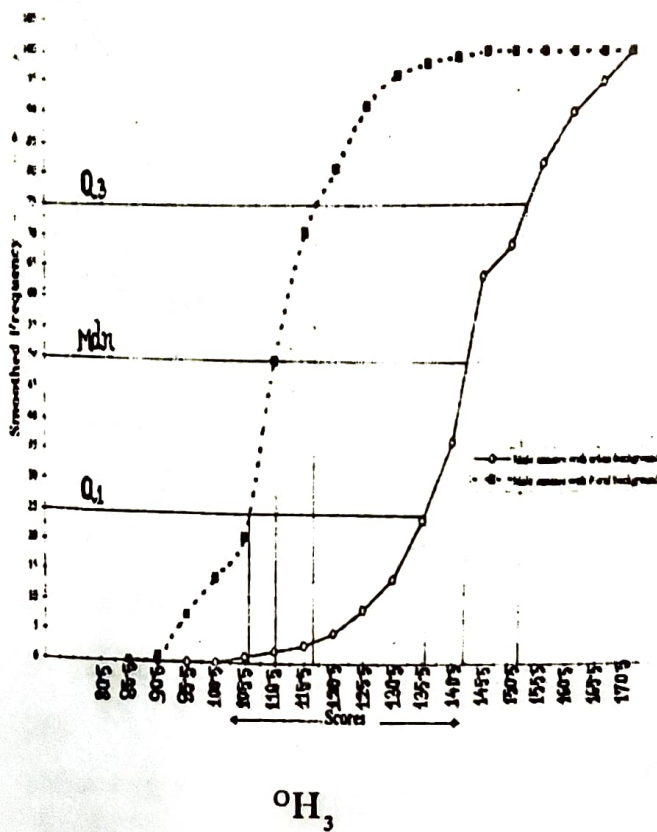


Fig. 8 : Ogives Representing Attitude Scores made by Male Hindu Inmates and Male Muslim Inmates

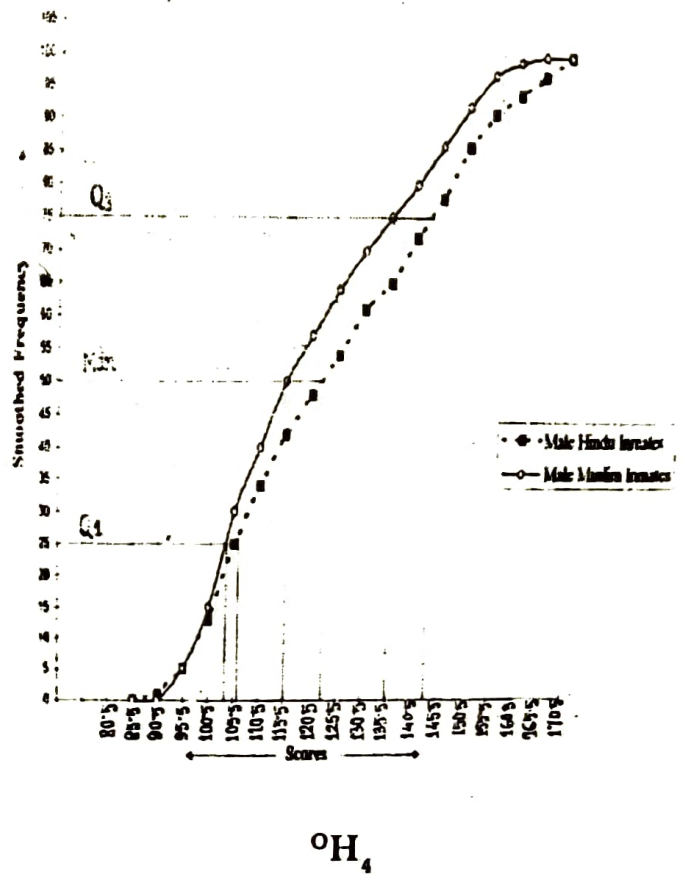
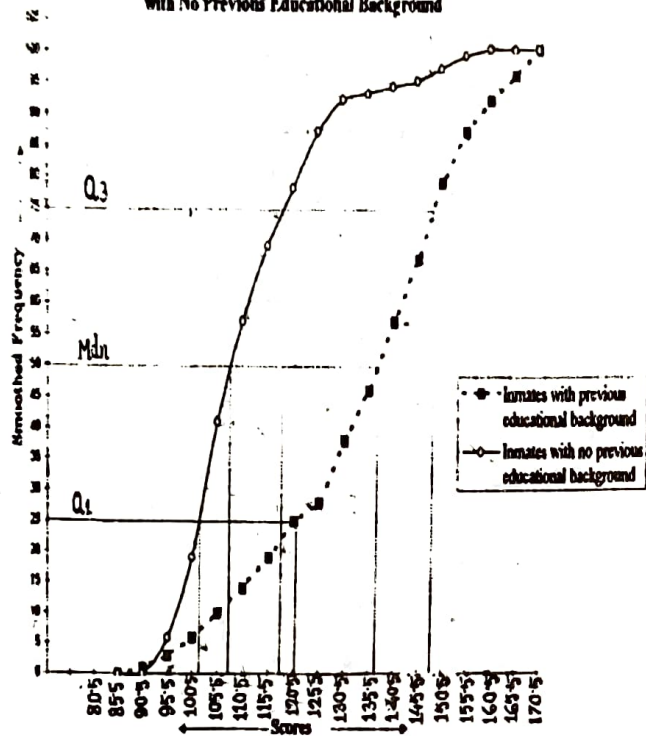
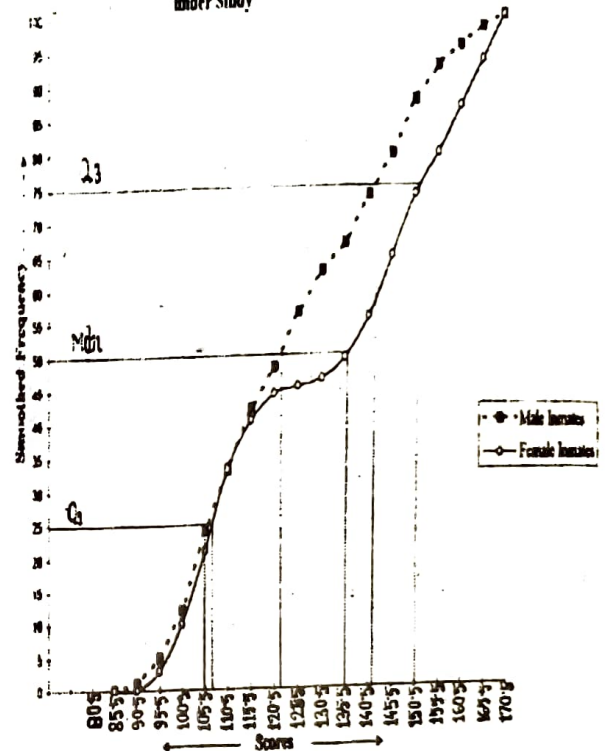


Fig. 9 : Ogives Representing Attitude Scores made by Male Inmates with Previous Educational Background and Male Inmates with No Previous Educational Background



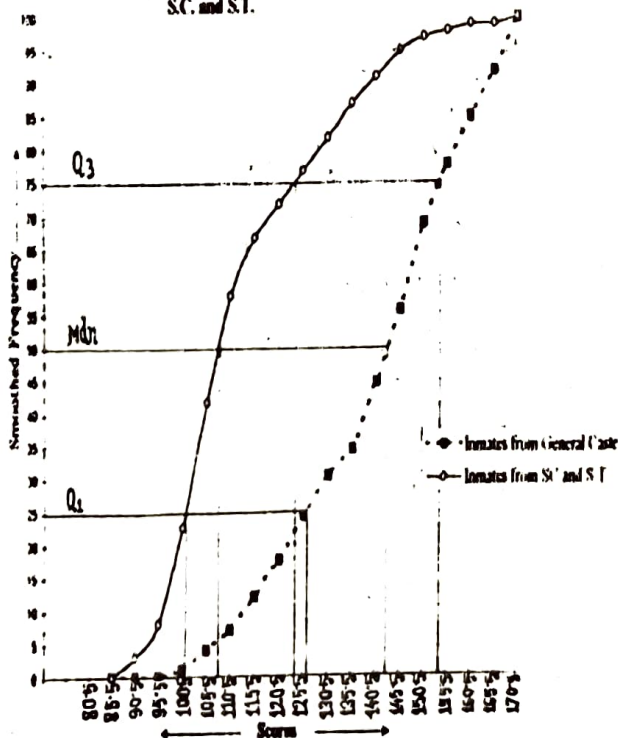
$^{\circ}H_5$

Fig. 10 : Ogives Representing Attitude Scores made by Male Inmates and Female Inmates of Three Central Jails under Study



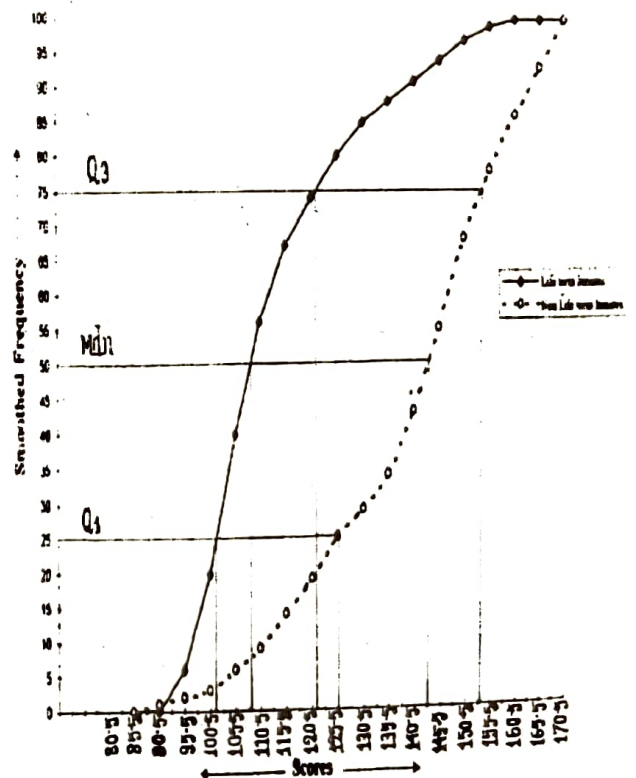
$^{\circ}H_6$

Fig. 11 : Ogives Representing Attitude Scores made by Male Inmates from General Caste and Male Inmates from S.C. and S.T.



$^{\circ}H_7$

Fig. 14 : Ogives Representing Attitude Scores made by Life term Inmates (Lifer) and Non-Life term inmates (Non-Lifer)



$^{\circ}H_8$

Interpretation

1. For - 0H_1 - No t-value (1.97, 0.11, 1.76) were significant at 0.05 level. It indicated that inmates of different jails did not significantly differ in respect to their attitude towards the educational facilities in jails. This was due to the fact that the condition of jail education was more or less same in all jails of West Bengal. So Inmates of particular jail could not develop much better attitude than that of the others.
2. For - 0H_2 - t-value (0.26) was not significant at 0.05 level. It indicated that both male and female inmates of high termers gr. and low termers gr. did not significantly differ in respect to their attitude towards the educational facilities in jails. This was due to the fact that condition of jail education was long been remaining the same. So high termers gr. or low termers gr. of inmates developed more or less the same attitude towards the educational facilities in jails.
3. For - 0H_3 - t-value (12.32) was highly significant at 0.01 level. It indicated that male inmates with urban background and male inmates with rural background differed significantly in respect to their attitude towards the educational facilities in jails. This was due to the fact that male inmates with urban background were more enlightened than that of with rural background.
4. For - 0H_4 - t-value (0.6) was not significant at 0.5 level. It indicated that male Hindu inmates and male Muslim inmates did not significantly differ in respect to their attitude towards the educational facilities in jails. This was due to the fact that both Hindu and Muslim inmates were treated in the jails in the same way. So they exposed more or less same attitude towards the educational facilities irrespective of their religious faith.
5. For - 0H_5 - t-value (6.64) was highly significant at 0.01 level. This indicated that male inmates with previous educational background and male inmates with no previous educational background significantly differed in respect to their attitude towards the educational facilities. This was due to the fact that previous educational background helped the literate inmates to develop greater positive attitude than that of illiterate inmates towards educational facilities, though they were not so sound.
6. For - 0H_6 - t-value (1.62) was not significant at 0.5 level. It indicated that male and female inmates groups not significantly differed in respect to their attitude towards the educational facilities in jails. This was due to the fact that both male and female inmates were treated in the same way in the jails and condition of jail education were more or less the same for male and female inmates both.

7. For - H_7 - t-value (8.70) was significant at 0.01 level. It indicated male inmates from general caste and male inmates from S. C. and S. T. significantly differed in respect to their attitude towards the educational facilities in jails. This was due to the fact that people belonging to S. C. and S. T. community were traditionally backward in education. They were also socially & economically backward for long time. So the inmates from S. C and S. T. showed less positive attitude towards the educational facilities in jails than that of inmates from general caste.

8. For - H_8 - t-value (9.93) was highly significant at 0.01 level. This indicated that both male and female life-term inmates and non-life term inmates significantly differed in respect to their attitude towards the educational facilities in jails. This was due to the fact that, life term inmates suffered from greater tension and feeling of insecurity of their future life than that of the non-life term inmates because period of imprisonment was uncertain to them. So the life-term inmates showed less positive attitude towards the educational facilities than that of non-life-term inmates towards education and educational facilities in jails.

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Globalization and the Challenges of Higher Education: An Opinion Survey in West Bengal

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ABSTRACT

The process of globalization has been accelerated by the advent of free market economy and by remarkable development in communication technology. It has changed the character of higher education in many countries. This study intends to find out the opinion of the teachers associated with some of the Indian Institutes of higher education regarding infrastructure facilities, academic provisions, and administrative provisions available in India as compared to the English speaking countries. The sample comprised 60 male and female teachers, (30 from the U.G. and 30 from the P.G. level) in West Bengal through Structured Interview Schedule constructed by the researchers. Analysis was done by calculating the percentage of the responses given and qualitative interpretation of the open-ended questions.

Introduction

Broadly 'Globalization' means integration of economy and societies through cross country flow of information, ideas, technology, goods, services, capital, finance and people. (Rangarajan: 2003). Globalization in education refers to integrating an international dimension into teaching, learning and service function of the institution. (Pradip Maske, 2004).

From the available data of P. Periyaswamy (2004), we see that 62,000 Indian students went in for higher education to USA compared to only 1007 Americans who studied in India during the 2002 -2003 academic year. This raises the question as to what may be the reasons behind such disparity.

The modern Indian higher education system established in 1857 with the founding of universities in Calcutta (Kolkata), Bombay (Mumbai) and Madras (Chennai), has expanded beyond all expectation and is today the second largest core of mediocrity surrounded by a thin and discontinuous rim of excellence. For a country having an ancient and glorious past and great expectation from future, the large core of mediocrity is a matter of deepest concern and the rim of excellence, a matter of pride and hope.

The process of globalization, which has been accelerated by the advent of free market economy and by remarkable development in communication technology, has changed the character of higher education in many countries. It is an umbrella term for the complex series of economic, social, technological and political change seen as increasing interdependence and interaction between people and companies in disparate location. Globalization refers to the increasing flow of technology, finance, trade, knowledge, peoples' values and ideas across borders. It also

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refers to the breaking down of national borders through exchange of values and ideas by increasing the flow of technology, trade, and knowledge.

The effect of Globalization, specially in the field of higher education implies that capital is fast encroaching in the system of higher education, which hitherto was mainly provided by the nationalist government. It is no wonder higher education is now a million dollar lucrative market. However, profit is not the only force behind Globalization. The demand for higher education in modern society is mainly due to the growing importance of knowledge economy. In knowledge economy human resources endowed with education and skill is considered important as knowledge can only be produced by human resources who can then transform knowledge into tangible products technology and goods and services for the market (Bushman 2005)

Internationalization of higher education is today being promoted in all countries because of the

- Academic, social, political and economic advantages that occur from it
- Its promotion of values and culture.
- Its generation of good will.
- Enrichment of the teaching learning process and thereby enhancing the quality of Education
- Encouragement to the development of competitiveness and the generation of financial resources.
- Globalization of Higher Education is now a fact of life that cannot be neglected.

Though many international students and scholars are seen on the campuses of our metropolitan universities India has not adopted any well-defined policy regarding them. The Indian government has been supplying education to the international students in a selective way through the award of scholarship administered by the Indian Council for Cultural Relation (ICCR). Self-financing student can seek admission to programs in the liberal arts and to a limited extent to some professional courses. It is high time India took advantage of the high academic reputation enjoyed internationally by some of the institutions of Higher Education. and should open them to students of other countries for the following reasons :

- India has the second largest network of higher education in the world and third largest reserve of scientific and technical manpower
- It can be a heaven for students of the developing countries who would prefer to come to India because of education.
- Here the cost of living is also low compared to the western countries
- International students turn out to be most effective ambassadors of our culture, ideals and thought.
- Healthy competition amongst Indian institutions to draw foreign students will help in improving the standard of the institutions.
- International students when charged with higher fees, can help in income generation of the institution.
- International students can help in broadening of the mental horizon of our Indian students, promoting cultural and intellectual enrichment and in fostering mutual understanding of the different cultures.

India's current position in the Global Educational Market

The pattern of educational exchange in today's global market reflects a highly skewed relation between East and West. Of the 7, 94,000 foreign students currently studying in

the United States, more than 64% are from Asia. 7 of the top 10 sending countries of International foreign students to U.S.A. are from Asia, while not a single Asian country is represented among the top 10 destinations of American students studying abroad. India alone account for more than 62,000 students in the US compared to only 1007 Americans who studied in India during 2002 and 2003 academic year.(P.Periyasami 2004). Though, we can meet the challenges of higher education by broadening our vision, spiritual and philosophical heritage can offer to impart education in all fields of arts, linguistics, philosophy and management training can be imparted in different disciplines of technology, with a vast geographical variability, India can be shelter for the foreign students in a climate suitable to them. Indian universities have an added advantage of imparting higher education in English medium.

We must admit honestly that our institutes of higher learning could not meet the expectations to design, develop and offer programs suited to the present need of the employers , both existing as well as the growing professionals. According to Reddy etal (2005) a few such hurdles are :

- Shortage of core faculty, dependence on guest faculty due to resource crunch.
- Large student-faculty ratio.
- Lack of continuous upgradation and updating of syllabus.
- Authoritarian teaching method.
- Absence of innovative and creative modes of teaching..
- Poor infrastructural facilities.
- Red tapism, old outdated system, complex administrative procedures, strict regulation, cumbersome admission formalities slow down the whole process discouraging the foreign students.

Objective of the present study

This study intends to find out the opinion of the teachers associated with some of the Indian Institutes of higher education regarding infrastructural facilities, academic provisions and administrative provisions available in India as compared to the English speaking countries. This study, through the opinions given, seeks to find out the challenging areas in higher education. Identification of the areas can help in bringing about changes in those areas so that India can compete in the World market.

Delimitation

1. The sample chosen belongs only to the higher educational institution of West Bengal, especially Kolkata.
2. Professional courses were not taken into account.

Methodology

Sample: The sample comprised 60 male and female teachers, 30 from the U.G. level and 30 from the P.G.Level.

Tool: Structured Interview Schedule constructed by the researchers.

Analysis: Qualitative and Quantitative analysis of the data was done by calculating the percentage of the responses given and qualitative interpretation of the openended questions.

Analysis and discussion

Calculating the percentage of the responses given by the sample did Qualitative and Qualitative analysis of the following data:

QUESTION	U.G. (N=30)			P.G. (30)			TOTAL (60)		
	A	D	U	A	D	U	A	D	U
1. The western institutes of higher learning are drawing more foreign students than their Indian counterparts	77	17	6	94	3	3	85	10	5
2. Our educational institutions / higher education system lack/s well equipped Library-	73	20	7	84	13	3	78	12	5
3. Our educational institutions / higher education system lack/s upgraded and updated syllabus-	53	37	10	60	23	17	57	30	13
4. Our educational institutions / higher education system lack/s innovative and creature mode of teaching-	40	43	17	47	40	13	43	42	15
5. Our educational institutions / higher education system lack/s adequate qualified full time teachers	34	53	13	60	34	6	47	43	10
6. Our educational institutions / higher education system lacks scientific modern method of teaching-	67	27	6	53	37	10	60	32	8
7. Our educational institutions / higher education system lack/s scope of doing advanced research work	27	23	50	20	70	10	24	46	30
8. Our educational institutions / higher education system lack/s proper infrastructure facility-	77	17	6	53	47	0	65	32	3
9. Our educational institutions / higher education system lack/s have lodging problem for foreign students-	77	13	10	63	34	3	70	24	6
10. Our educational institutions / higher education system lack/s well equipped Internet facility	73	10	17	20	80	0	47	45	8
11. Simplification of admission procedure will solve the problem to some extent-	77	17	6	84	10	6	80	14	6
12. The degree offered by our institutes are not recognized internationally-	43	27	30	77	17	10	60	20	20
13. The degree offered by our institutes are not recognized internationally-	87	10	3	90	7	3	88	9	3
14. The syllabus should be given international dimension-	73	17	10	84	6	10	78	12	10
15. Credit transfer mechanism should be introduced-	74	13	13	70	20	10	72	17	11
16. The foreign students face difficulty in securing visa-	33	43	24	17	70	13	25	56	19
17. Privatization of higher education will improve the status of higher education in India-	87	3	10	77	13	10	82	8	10

agree, D= disagree and U= undecided

From the above table we find that 85% of the respondents realized that India is not drawing as many foreign students as their Western counterparts. Of the various reasons of this drawback the majority felt it was because the degrees offered by our institutes are not recognized internationally (88%) - Simplification of admission procedure (80%), well equipped library and giving the syllabus an international dimension can help in drawing more foreign students (78%). Credit transfer mechanism (72%) and improving the lodging conditions (70%), infrastructural facilities (65%), modern scientific method of teaching (60%) are the other areas that need to be looked into. 82% of the respondents felt that privatization of higher education will improve the status of higher education in India. It is not a question of merely updating contents. It is more a concern of changing pedagogical approaches in the direction of murmuring students; open-ended thinking, self-esteem and human beings responsibility to themselves to society and the environment. It should be emphasized that educational development cannot be achieved through money only. The non-monetary inputs, such as good planning, creating a climate of hard work or improving the commitment of teachers and motivation of students are far more important. We need not go in for so much expenditure of thought.

Suggestion

It is time that we identified our interest in this changed educational environment and draw up a strategy. Following are some suggestions-

- India should develop a sense of competitiveness among the various educational institutions and create an environment for promoting them, for designing new courses and programmes as per the requirements of time.
- Creation of global environment on campuses so that our students may have international outlook to deal with issues of their concern.
- Financial condition of educational institutions should be improved.
- To make use of education for developing and maintaining the relation with coming generation of NRI s.
- Educational programme to be designed in accordance with aptitude and demands of the students.
- Introduction of job-oriented courses but not at the cost of character building and enlightenment.
- Science and technology is to be utilized in providing sophisticated research infrastructure facilities, which would attract the best of minds form all over the world.
- A mechanism may also be established to evaluate and grade the universities so as to maintain quality.

Limitation of the study

- The sample is homogeneous as only the teachers of general stream are studied. The scenario could be different if professional courses like medical, IIM, Arts, crafts were studied
- Information was collected only from teaching staff. The non teaching staff and students were not interviewed

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Trauma of the Marginalised and Stigmatized; the Third Sex

Santoshi Halder

Abstract

Education for all is the slogan of the era. Education is our Constitutional right but unfortunately we have not been able to fulfill our dream of Total Literacy Mission so far. Educationists, i.e. Planners, policy makers concerned with human rights are actively endeavoring to ensure Education for All (EFA) and formulating measures to provide quality based education that aims at capacity building and empowerment of the marginalized and disadvantaged. The catastrophe today is that even with the philosophy and spirit of EFA a sizeable portion of our population, the third sex; 'The Eunuch' are still excluded from regular school facilities and are ignored in ensuring basic human rights to education, rehabilitation, and dignity. The cause behind is many as attitudinal, biological, psychological, sociological. In a society like India where everything is being recognized in the light of the accepted gender stereotypes in defining our identity, the eunuch are often not even acknowledged. They are stigmatized and traumatized for their biological deformity. Can we put our hands, head and heart together and help them sustain and bring them in to the mainstream of society and discard all myth associated with the term 'eunuch'!

Key words: Education for all, Sustainable development, Eunuchs

Introduction

"For there are some eunuchs who are born so from their mother's womb, and some eunuchs who are eunuchized by men, and some eunuchs who eunuchize themselves for the sake of the kingdom of the heavens. Let him who is able to receive it, receive it." (The Bible, Mathew 12.10)

All current dictionaries define a eunuch as a man missing a crucial part of his reproductive anatomy, either due to castration or birth defect. The earliest records for the existence of eunuchs are since the 9th Century BC. Eunuchs were employed in the Middle East and in China for two main functions; as guards and servants in harems or other women's quarters, and as chamberlains to kings. The practice is believed to have started in China where, at the end of the Ming dynasty, there were as many as 70,000 eunuchs in the grand palace itself and many thousands more waiting to fill vacancies in the royal quarters. Eunuchs were considered the most suitable guards for the many wives or concubines a ruler might have in his palace. India is the only country where the tradition of eunuchs is prevalent today. Dressed in gaudy saris with

ill-fitting blouses, fluorescent lipstick and face covered with thick layer of powder they roam on the busy marketplaces in groups in a grotesque parody of womanhood. There are about 1 million of them, though their role in life has now changed drastically from that of royal servants, confidantes and friends. It may be the 21st Century but eunuchs continue to be mocked at and at times treated as criminals, outcasts and anti-social elements. There are number of social bodies which are working alongside these eunuchs to give them a proper place in society. They are rejected and stigmatized because they have an attribute that comprises their identity in the eyes of others. Stigma often results in some form of depersonalization or discrimination that result in violence or victimization (Goffman 1961)

Education is our Constitutional right but unfortunately we have not been able to fulfill our dream of Total Literacy Mission so far. Educationists, Planners, policy makers concerned with human rights are actively endeavoring to ensure Education for All (EFA) and formulating measures to provide quality based education that aims at capacity building and empowerment of the marginalized and disadvantaged section of our society.

The goal of the United Nations Decade of Education for Sustainable Development (2005-2014, DESD), for which UNESCO is the lead agency, is to integrate the principle values, and practices of sustainable development into all aspects of education and learning. Education for all is the slogan of the era. Education is not for the privileged few but instead it should be able to touch each and every corner and part of the population irrespective of any discrimination. The four main pillars of education as illustrated by the Dellors Commission (Delors J. 1993); learning to know, learning to do, learning to be and learning to live together can all be finally attained realistically and practically by developing an understanding of every existing communities, of their history, their traditions and their spirituality and their needs. This would provide a basis for the creation of a new spirit which, guided by recognition of our growing interdependence and a common analysis of the risks and challenges of the future, would induce people to implement common projects or to manage the inevitable conflicts in an intelligent and peaceful way.

Our constitution guarantees equal rights to all irrespective of caste, creed, sex or any such differences. But it seems as if the policies and legislations are just documented in the papers without any practical implications in real life. Every corner of Indian society is a case of discrimination and we find people suffering in the midst of it. We cannot forget that Indian culture though emerges out of the many diversities but it also draws its natural strength from its very nature of accepting many diversities coming its way. The catastrophe today is that even with the philosophy and spirit of EFA a

sizable portion of our population; the third sex 'The eunuch' are still excluded from regular school facilities and are ignored in ensuring basic human rights to education, rehabilitation, and dignity. The cause behind is many as attitudinal, biological, psychological, sociological.

We have to focus and refocus on all the aspects of our education from an apex with a multidimensional view if we really want to attain our goal of sustainable development, EFA and TLM. We have to consider that only change is constant. We have to realize that every ideology has to be dynamic if it wants to survive. In the midst of all these inconsistency we have to realize that even the aims, scope and functions of education is to be redefined and associated with it the values also being relative in itself has to be modified from time to time unless we will get stagnant and in any kind of stagnancy progress and development of any nation may remain a distant dream. Earlier if an issue has not been raised, it doesn't means the nonexistence of a particular issue rather it only means that may be no body has raised it even though it was there from time immoral and the same goes with this stigmatized class of our society who were perhaps struggling hard from ages to sustain in this society. Today we must feel happy that they are raising their voices and making their presence felt that they also have equal rights of leading a respectful life in society. Now the point which comes to immediate concern is that if they are getting aware of their rights, their wishes, and their desires then is not it the duty of us all the privileged few to help them sustain, to help them lead a normal life, to help them to bring in to the mainstream. Does biological deformity should cost so much to ruin every aspect of their lives? Just not being born with full-fledged genitals they have to live a life of a recluse, a criminal? Don't they deserve a normal life in this society? Don't they deserve the right to education and live an independent life? Can't we respect a person irrespective of the physical differences? Is it not enough that they are also human? Don't they also deserve to live and sustain?

Eunuchs

Hijra is an umbrella term used for those men who are transgender, eunuch, transvestites, hermaphrodites or intersexed, bisexuals or homosexuals (Nanda, Brettell and Sargent, 1997; Sharma, 2000). According to Nanda, "He (*hijra*) is a third gender role, who is neither man nor woman but contains the element of both an intersexed impotent man, who undergoes emasculation in which all parts of the genitals are removed". Sinha defines as, "Normal male, physically hale and hearty, born with normal genitals and testicles, which may or may not be castrated later and attire in female garbs" (Sharma, 2000).

Most importantly, they are all men, including hermaphrodite or intersexed, who wear female clothes and behave like women or try to attain female identity.

There is a lot of misconceptions associated with the term hijras or eunuchs. Following may help to clear out few related terms:

Eunuch: A man or boy whose testes have been removed or have never developed.

Hermaphrodite: Someone having both male and female sexual characteristics and organs.

Transsexual: A person whose sexual identification is with the opposite sex or someone who's undergone a sex change.

Transvestite: A person who adopts the dress, manner or sexual role of the opposite sex. Also, called a cross-dresser.

Bisexual: A person who is sexually attracted to both sexes.

Homosexual: Someone having a sexual orientation to persona of the same sex.

Cross-dresser or transgender also fall under the category of *hijra*. Cross dressers and those castrated (Persian word meaning 'sacrificing man') who after attaining asexuality through castration (Ali, 2003; Riaz, 1996; Zafar, 2004), they claim that female soul is enclosed in their bodies since birth (Jami and Anila, in progress) which prompts them to behave like women.

The Eunuchs in Different Ages

It is difficult to trace the beginnings of eunuchism; indeed many scholars have come to the conclusion that the state of eunuchism as an alternative gender category has always been there. References are found as far back as the ninth century BC in China's recorded history. The differing roles of the eunuch have been seen and recorded in different cultures including China, Persia, India, Arabia, Turkish, Native North America, Greek and Roman. Throughout the histories of these different cultures castration has not been the only criteria to define a eunuch.

Eunuchs frequently became trusted servants of kings and noble men in many cultures. Sexual duties being the main tasks brought them real love and affection from their masters, for which they also received many, gifts in appreciation for the love and affection they gave back. With time the eunuchs possessed great esteem and power and became rulers in their own rights, as a result of the gifts of land and positions of power given to them by the long time lovers of kings and noble persons. Their sexual inability brought them faith of the kings and perhaps proved to be boon in disguise as they were specially suited for many court duties like looking after the harem or concubines. The reasons to castrate men entering such positions are rather obvious: For the

eunuchs working in the harems, there was a need for men who could not make the women pregnant. Another reason was that many thought that the eunuch's personality was more favorable for important positions. And also the fact that eunuchs never could have any children made them less threatening for rulers and important people: the eunuchs had no sons who could challenge their own sons' future positions. But it will wrong to think that eunuchs don't have sexual or physical desires like any other human. The historical analysis of eunuchs clearly depicts mixed role functioned by them even within their own arena, some involved in homosexual activities and relationships, others did not.

Eunuchs in India: Present Condition

Eunuchs, or *hijras* as they are called here, have become something to be feared. Nobody wants to be accosted by one of them - be nudged with their elbows, stroked on the cheek, taunted, cursed and flashed. The English word *eunuch* is derived from the Greek word *eune* ("bed") and *ekhein* ("to keep"), effectively "bed keeper." Hijra is a Hindi term traditionally translated into English as "eunuch", actually refers to what modern Westerners would call male-to-female transgender people and effeminate homosexuals (although some of them reportedly identify as belonging to a third sex). Some have undergone ritual castration, but the majority does not. Eunuchs usually dress in saris and wear heavy make-up. They typically live in the margins of society, face discrimination and earn their living even with various illegal ways, e.g. by coming uninvited at weddings, births, new shop openings and other major family events and singing until they are paid or given gifts to go away. People offers then savings intentionally or forcefully in believe that the ceremony is supposed to bring good luck and fertility, while the curse of an unappeased hijra is feared by many. One may also find them begging followed by dancing and a large portion of them are in to prostitution. Some Indian provincial officials use the assistance of hijras to collect taxes in the same fashion; they knock on the doors of shopkeepers, while dancing and singing, and embarrass them into paying. Recently, hijras are found become aware of their rights and have started raising their voices and have also started some organizations to improve their social condition and fight discrimination. There instances of hijras entering politics and being elected to high political positions.

The fact is that there have been very few periods in history when eunuchs have been openly recognized, least of all respected, in western culture. In the societies where the eunuchs were powerful and accomplished, they were recognized as a genuine third sex. And that recognition has never been afforded them in our European traditions. The only time when eunuchs were openly appreciated in western civilization was during 18th century Europe when, as castrati, they were beloved for their angelic voices. The castrati were sopranos because they were castrated before puberty.

Eunuchs and their Identity

In a society like India where everything is being recognized in the light of the accepted gender stereotypes in defining our identity, the third sex is often not even acknowledged. The so called 'normal' people of the society can't look beyond the male - female distinction. Gender is an anchor and once people decide what you are they interpret everything you do in light of that (Kessler and McKenna, 1978). While, sex is the biological component, gender is the psychological and social component. However, there are certain conditions in which the biological aspects are in contradiction with the social and psychological aspects of gender. These conditions override the biology in determining gender identity and influencing gender role (Kessler and McKenna, 1978). Anybody who deviates from any of the normative beliefs about sex/gender is considered to be a deviant (Sharma, 2000; Winter, 2002). A person who is labeled as deviant starts finding outlets for expressing deviant behaviour, desires or impulses as family, friends and society try to find the ways to forcibly culminate that. This may lead in forming small organized support groups where he/ she find acceptance and appreciation for deviant behaviors/ identities. Such groups exist all over the world under different titles (Coway, 2002; Winter, 2002; Kessler and McKenna, 1978). In some cultures they are considered as neither men nor women and not necessarily be considered as deviant as they occupy respectable social position (Herdt; Nanda; Williams, Vasey and Bukowski, 2000). While, in some cultures people believe that they are blessed with some divine power (Winter, 2002).

The freedom this deviant existence affords within the community, however, is not without some restrictions. Their society is strictly hierarchical and a eunuch's life is governed by regulations laid down by his immediate superior. *Hijras* all over the country are divided into seven 'houses'. Each house has a *Nayak* at its head, below them come several *Gurus*. The *Gurus* in turn rule over the community members and regulate their day-to-day life. While the houses of north India have very rigid systems, the ones in the south are said to be more relaxed in the way the members dress and behave.

Hijras do not disclose their identity. Their identity is shrouded in myths and

false portrayal. At one point, portraying the identity of hermaphrodite/ intersexed and claiming that they are third gender. Then, being man they portray womanhood by assuming woman's role. Large majority believe that *hijras* are those individuals who are born with sexual deformities.

The Eunuchs and their Social and Psychological Problems

Medical literature mentions heightened emotionality as an undesirable side effect of castration. In our modern society being emotional, particularly for men, is seen more often than not as a weakness. But the real question is whether that is his weakness or society's? In other societies and even at other times within our own society, being emotional was equated with being both sensitive and passionate in a positive way.

Hijra is considered physically and psychologically ambivalent and because of ambivalence people consider them freaks (hiding their sexual identity). Therefore, they are a marginalized/ stigmatized in community. Coway (2002) tried to trace the prevalence of *hijras* in India and gave rough estimates around 1,000,000 among over a billion people.

The myth widely believed is "born *hijra* develops akin mannerism (dancing, singing) acceptable in *hijra* community only. These born with sexual deformity ultimately join *hijra* community". It may not be true that all are born *hijras*, only about 1% of the whole *hijra* community is hermaphrodite or intersexed, remaining are transgender, cross-dressers, homosexuals or bisexuals.

A eunuch laments "*We cannot get government jobs or even local jobs because we have no ration card, no voter card, almost as if we do not exist. More than the need for identification, we need social acceptance.*" The question is don't they deserve the right to get access to lead a normal respectful life like any other citizen?

The general attitude of the people towards *Hijra* community is very discriminative. *Hijras* are denied any quota in employment on the basis of their handicap (if it is there) and also deprived of opportunities to take education because of people's attitude towards them. More so they are also denied health and psychological/ psychotherapeutic assistance. Victims of gender identity problem carry out castrations without any medical and psychological aid. They indulge in self-remedy including hormone taking without prescription, using silicon injections and at extreme auto-castrations. No one is there to understand them and find solution to their problems. People give away alms, it is only because of the fear to avoid their curse and get good wishes. Asexuality and also certain behavioral patterns such as cracking vulgar jokes, using obscene language and throwing vulgar gestures, induce annoyance resulting in people harboring

negative attitude towards them.

A large number of Hijras contented that their interest in dancing, make up like women or sexual interests in men roped them in. Their deviant interests are acceptable, appreciated and groomed in *hijra* community. Besides this, poor and unemployed youth joined the community when seeing *hijras* earning easy money, apparently. It is leading towards increased incidence of AIDS/ STDs (Zafar, Sep 2004) and tarnishing *hijras* reputation. Some thought that their inclination towards acting and dressing like woman brought them in. In some cases, they got much encouragement in childhood. In some cases, unduly harsh treatment of the families prompted them to join *hijra* community, indeed a safe haven. They experience psychological problems. Sexual abuse in childhood also leads towards undo interest and curiosity in homosexual activities. The boys womanish in their movements, having soft skin and girlish features get exaggerated attention of men in schools, family or place of employment, ultimately leading towards sexual abuse or reinforcing their womanish inclinations. These attributes are welcome in *hijra* community. Some individuals got influenced and fell prey by watching *hijras* activities too frequently. *Hijras* are considered to be mysterious and secretive generating curiosity among boys to get involved more willingly, seeking pleasures and falling in love with any *hijra*, thus encouraging them to join *hijra* community. Few of them claimed that they were born *hijras* and parents handed them over to *hijras* out of shame and embarrassment in society. Some says that their families sold them off because of poverty. Some *hijra* reasoned out that monetary compulsions compel children to accrue required financial resources through ignoble means by indulging in *hijra* outlet. Sexual deformity is like other physical handicap, not affecting other mental and physical faculties of the individual. Hermaphrodite/ intersexed should be accorded equal rights in society.

Very few researches have been done on National and International level. Like other part of the world the attitude towards *hijra* in India is also very discriminatory and biased in general. Few works have tried to explore the psycho-social issues related with Eunuchs. Although, as per the past researches the outcome of gender identity disorder is homosexuality in adolescence and adulthood (Bartlett, Vasey and Bukowski, 2000), but men involved in sex business and homosexuals have also joined *hijra* community (Ali, 2003; Zafar, 2004) providing cover for their sexual acts and remain disguised in the society. However, there are certain conditions in which the biological aspects are in contradiction with the social and psychological aspects of gender. These conditions override the biology in determining gender identity and influencing gender role (Kessler and McKenna, 1978). Anybody who deviates from any of the normative

beliefs about sex/gender is considered to be a deviant. Research is needed to find out the psychological origin if any associated with gender and identity to be one of the causes of the origin of the eunuch communities though they may not be termed biologically eunuchs.

Conclusion

"We hate some people because we do not know them and we do not want to know them because we hate them".

This dictum stands valid in our attitude towards *hijras*. *Hijras* are humans and should be treated at par accordingly. We are driven by certain myths related to *hijras* but very few have tried to explore the fact. *Hijras* may be suffering from any psychological problem or genuine handicap, beyond their control. We should understand them and abridge the prevailing state of doubt and mistrust. This will help in solving their physical, psychological and social and financial problems of *hijras* and make their life comfortable and productive for society at large. The present paper will be able to throw some light on this class of marginalized few and make the general people of society aware of their presence and make them concerned for mainstreaming of these marginalized yet major group of people though living with us in the same society but discriminated against such deformities which in fact have nothing to do with their normal functioning in society.

A mother laments after giving birth to a hermaphrodite not wanting to give away her child to the eunuch community with an emotion-laden voice "When I look into her face, I feel so complete. Her gender doesn't matter to me. She clings to me like any normal child. When I feed her, I feel that bond of togetherness. She is a part of me; she is mine. I want to educate her and rear up like any other normal child of society." Whether our society will allow this mother to fulfill her dreams or rather her child will be ridiculed and forced to live in a shadowy world?

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An Investigation on the Grading System

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Abstract

The study was conducted to determine the extent of awareness about the grading system in school among the parents, teachers and students. From sixty parents, sixty teachers and sixty students taken from the three different districts including rural and urban areas of Burdwan, Hoogly and Birbhum district. After investigating with the help of a questionnaire it has been found that only mean 19.07 and SD 3.78 of parents, mean 19.80 and SD 5.06 of teachers and mean 18.33 and SD 5.10 of students. The data were finally through 't' test.

Introduction

Education is the foundation of a nation. No nation can be developed by leaving a large number of people uneducated. Education provides an insight about way of living, value of life, philosophy of social harmony, advantages to preserve own culture and heritage.

The concept of education was not developed all on a sudden. Since the very beginning of advancement of human race, its underlying stream had been flowing. From the primitive stone age, the time of learning the use of fire to modern times when our space craft is conquering the universe unveiling the mystery of science, the advancement of technology for mankind is the result of education and that was come into reality due to passing the learning experience from past generation to future, i.e., from the man who invented fire to the man who pioneered in space technology. According to Dr. Dewey education as the process of the reconstruction or reconstitution of experience, giving it more socialized value through the medium of increased individual efficiency. Apart from the above mentioned aspects education has a great contribution to proper mental and spiritual growth of a child, more specifically to build up its character so that he/she can be an honest man in society.

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In any democratic country the cultural, economic and social development is dependent on education of its mass. India is a such country. So it needs the progress of education among its citizen in order to sustain its growth and to attain a status of developed country from 'developing', the present status.

Economic growth is directly related to the employment of youth but employment is not available as per need which is the perennial problem in our country. To overcome this problem it is worthy decision to direct the youth to pursue some definite goal regarding his selection of vocation at their early stage while studying in secondary level. So secondary education is a matter of great importance.

In a bid to find a solution to the increasing number of suicides by students following failures in exams, the National Council of Education Research and Training (NCERT) has recommended various reforms in the school examination system that would replace the word 'fail' with 'unsatisfactory' or 'repeat' in the mark statements of students. And also the children have twin responsibilities with regard to schooling they must study for a bright future, and at the same time realize the unfulfilled career/ educational desires of the parents. These parental aspirations have also influenced the working of the school, which sustain and often add to pressures exerted by the parents. Not surprisingly, many students cannot cope with this situation. The help lines in the state have revealed a high number of stress calls by both children and parents around the time class X results are out each year. Keeping in view the state government has decided to remove unhealthy competition from the class X assessments by introducing a grading system for evaluation instead of the ranking system used for decades.

Grading is a way of representation of the result of evaluation. The concept of grading students' work quantitatively was developed by a tutor named William Farish, and first implemented by the University of Cambridge in 1792. In traditional marking system we can quantify the performance but can not measure the quality of performance. On the other hand, in grading we can indicate the quality. According to Pritam Singh (1989) "The acceptance of the principle of grading is an honest confession of our inability to be so precise in assessing the human qualities." Moreover our observation on any aspect is qualitative, not quantitative in nature and that is happened by the way of analysis and thus analysis is the basis of grading system.

In letter grade evaluation system an assessment is made of this students' performance throughout the semester on a continuous basis. The objective of the letter grading system is to provide a measure of the students' performance in each course. Each letter grade is given a numerical value for computing the semester cumulative averages. The main features of the evaluation system are:

- i) It helps to evaluate a student's performance in continuous manner throughout the semester in course and the assessment is done by several observation such as day to day performance in the class room, home assignment, tutorial, seminar, term papers and mid semester test besides the end semester examination.
- ii) The final grade is awarded at the end of a semester after taking into account the totality of the student's performance in the above aspects and not on the basis of single final examination as is conventionally done.

Therefore proper measurement of student's performance requires evaluation throughout the semester on continuous basis but evaluation at the end of course, only on the basis of final examination is not the proper representation of his or her performance.

There are different scales which can be employed in grading system, those are five point scale, seven point scale and more modern is the nine point scale. Grading system is superior to the traditional system due to

- a. Formers ability to measure the quality of performance.
- b. Its subject independency.
- c. Extent of error in this process is less.
- d. Formers ability of determination of cut-off point pass or fail through logical basis which is choosed in traditional system arbitrarily.

Hence the principle objectives of grading system are

- i) to indicate the quality of performance.
- ii) to ensure the greater uniformity while assessing the student's performance.
- iii) to make the process of comparison between student's performance easy.

The grading system in India varies somewhat as a result of being a large country. The most predominant form of grading is the percentage system. An examination consists of a number of questions each of which give credit. The sum of credit for all questions generally counts up to 100. The grade awarded to a student is the percentage obtained in the examination. The percentage of all subjects taken in an examination is the grade awarded at the end of the year. The percentage system is used at both the school and university. Some universities also use the grading system and a CGPA on a 4 or 10 point scale. Notably, all the IITs, IIITs, Vellore Institue of Technology (VIT), BITS Pilani (Pilani, Goa campuses), Jawaharlal Nehru University (JNU) and most NITs use a 10-point GPA system. DA-IICT, Gandhinagar uses a 4 point scale whereas LPU,

Jalandhar uses a 9 point scale (for an Hons. degree program). However, the grades themselves may be absolute (as in NITs and VIT), exclusively relative (as in BITS Pilani and Manipal University), or a combination of absolute, relative and/or historic, as in some IITs and IIIT Hyderabad.

There are several universities and recognized school boards in India which makes an *objective* comparison of percentage grades awarded by one examination difficult with those for another, even for an examination at the same level. At the school level percentages of 80-90 are considered excellent while above 90 is exceptional and uncommon. At the university level however percentages between 70-80 are considered excellent and are quite difficult to obtain. It should be pointed out that the percentage of marks at university vary from one to another which makes direct comparison of percentages obtained at different universities difficult.

Table-1. Official Grading System for all Government/Autonomous/Deemed Indian Universities.

Percentage Range	Grade	U.S. Grade	Class/Division
100%	A+	4	First Division with Honours/Distinction
80-99%	A	3.75-3.95	""
70-79%	A-	3.5-3.7	""
65-69%	B+	3.25-3.45	First Division
60-64%	B/B-	3-3.2	""
55-59%	C+	2.5-2.9	Second Division
50-54%	C/C-	2-2.4	Second Division
45-49%	D+	1.5-1.9	Third Division
40-44%	D/D-	1.0-1.4	""
Less than 40%	F	0	Fail

But the system which will actually be beneficial to the students is the matter of investigation among the teachers, students and parents regarding their opinion on the

present marking system and the system which is likely to be introduced later. Keeping in mind the advantages of grading system of evaluation in education we try to find out whether the teachers, students and parents community be aware with this newly grading system of evaluation to be introduced.

Procedure and Instrument

In order to investigate the awareness about grading system among teachers, students and parents a questionnaire about the know-how of this system of evaluation, merits and demerits and role of West Bengal Board of Secondary Education in this regard has been set up by the investigator. Investigation was done on 60 members of each category. For this purpose a scoring key was prepared. So the chief materials of this study are

- i) a questionnaire
- ii) a scoring key

Opinions or responses against the questionnaire were collected from students of different classes, teachers and parent of different school of Burdwan, Hoogly and Birbhum district. The correct and wrong responses were quantified by assigning the numerical value '1' and '0' where '1' is appropriate for correct answer and '0' is for the wrong answer. The summation of all the '0' and '1' term against all questions were done separately for each individual and using this summation quantity it can be inferred that higher the score, more will be the awareness about the grading system.

't' test was performed in order to interpret the result in statistical point of view. A bar graph was plotted showing the mean score of each category.

Results and Discussion

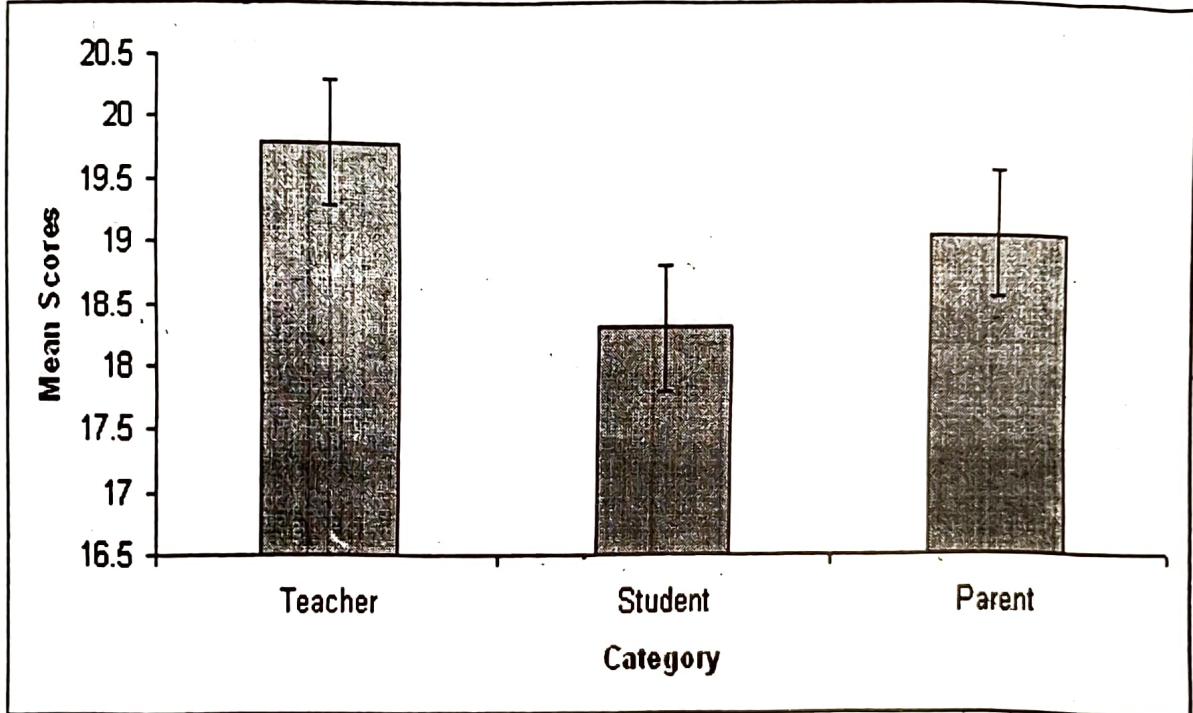
Mean scores and SD of teachers, students and guardians in respect of awareness about grading system is shown in table-2.

Table-2: Showing the mean values and SD of the three categories -Teacher, student and parent.

Measures → Category ↓	Mean	SD
Teacher	19.80	5.06
Student	18.33	5.10
Parent	19.07	3.78

From the table-2 it is clear that the mean scores of awareness about grading system among teachers system is greater than the parents and that of parents are greater than students. A bar-graph (Fig-1) is drawn showing the mean scores of each of the categories Teacher, Students and Parents.

Fig-1: The mean scores of each of the categories : Teachers, Students and Parents:



Again form 't'- values for teacher-student and teacher-parent is shown in table-3.

Table-3: The 't'- values for the teacher –student and teacher-parent:

	Teacher-Student	Teacher-Parent
't'-value	1.12*	0.62*

* insignificant at 0.05 level.

From table-3, it is very clear that both the 't'-values are insignificant. That means there is no variation between the awareness of the teachers, students and parents though table-2 shown difference in means.

Conclusion

The awareness of the teacher, student and parent regarding grading system was studied and no significant difference was found between the awareness of teacher-student and teacher-parent.

From the whole investigative work it is evident that there is a contrary between our think-

ing and the results reflected. Somehow we have preconceived idee that teacher should have better knowldege regarding the grading system than the student and parent but actual fact is that inspite of greater mean value for teacher with respect to student and parent, the 't' value of the teacher-stuident and teacher-parent from the statistical analysis does not signify any difference between the categories. Hence to introduce this grading system in the secondary level the literature material regarding this system is to be provided.

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The Internet and Other Resources for Teachers of English Language

Kane Gilmour

Abstract

Teachers of English in the Asian countries including India, Sri Lanka and Bangladesh have many resources that they can avail if they wish. Nowadays the most important resource is Internet portal, where an English teacher will find everything related to language teaching like a complete lesson plan, pedagogical analysis and work sheets. Other important resources are provided by the US office of English Language Programme, the British Council, the American Centre, etc. The ELT books mentioned in the article are available in the American Centre or the British Council.

Teachers of English Language in Sri Lanka have a lot of resources available to them. In fact, there might just be too many resources. The first major resource available to teachers is of course, SLELTA (as discussed in the last issue of the Quarterly).

Internet Portals

The internet is a treasure trove of materials available to English teachers. There are countless English teachers who thrive on creating new activities for their classrooms and making those materials available on the internet for free. One can even find complete lessons including lesson plans, references, handouts, and instructions for conducting activities. The problem with the internet is that there is simply too much material. The trick then, is to have a few main starting places. In the language of the internet, these are called *Portals*. Portals themselves have lots of information and they link to several other high quality websites, each full of additional information, activities, and further links. The following are just a few of the large and helpful portals available to language teachers.

The U. S. Office of English Language Programs (<http://exchanges.state.gov/education/engteaching/>) is a U.S. government sponsored office whose website contains links to many other websites on English teaching, as well as materials,

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journals, books, magazines, and U.S. English programs. OELP also publishes the journal *English Teaching FORUM*.

The University of Oregon Online English Language Center (<http://oelp.uoregon.edu/>) has plenty of materials and projects (many sponsored by grants from the U.S. Government), thematic lessons, a student area, and links to other English resources.

The Internet TESL Journal (<http://iteslj.org>) is just what it sounds like – an online ESL teacher journal with loads of information, ideas, and activities.

Dave's ESL Café (<http://eslcafe.com>) has endless resources, student materials, teacher materials, job opportunities, and links.

TESOL (<http://www.tesol.org>) is the website of the organization of the same name. They offer membership, journals, magazines, books, video feeds of presentations at conferences and workshops, and more information than you could digest in a month of steady reading.

IATEFL (<http://www.iatefl.org/>) offers information, an online store, and membership unlocks private sections of the website with additional resources.

Teacher Reference Centers

There are several teacher reference library sections available in Sri Lanka.

The British Council has a good collection in Colombo. They have a membership rate of Rs. 600 per year for teachers. They offer a large collection of books (published within the last 15 years), study packs, and audio/video materials. They have four print journals (*Modern English Teacher*, *ELT Journal*, *Teacher Trainer*, and *English Teaching Professional*) and additionally they have online memberships to *ELT Newsletter*, *OneStopEnglish.com*, *Humanising Language Teaching* magazine, and the above mentioned IATEFL website. Their collection is geared toward students, teachers and teacher trainers. Many of the materials can be borrowed and most are legally reproducible. The British Council also offers free teacher workshops.

The American Center on Galle Road in Colombo is developing its English Teacher Reference section at the Library right now. Membership is currently Rs. 1000 (but may drop to Rs. 750 for English teachers). Presently they have current subscriptions to *TESOL Quarterly* and *English Teaching FORUM*. By the end of 2007 they will have the Books in a Box collection of materials (mentioned below). By the end of the month, they will have a small set of materials chosen by the author (see "References" below) to complement the Books in a Box set which includes "Teaching Content to English Language Learners" by Jodi Reiss, a book which was the focus of one of the sessions in the "Teaching English in the 21st Century" series of talks I have been holding this year at

the Bandaranaike Centre for International Studies. The American Center Library will also have a CD-Rom with all the back issues of the *TESOL Quarterly* journal from 1966 to 2003 available by year's end.

American Corners

The American Corners are small centers filled with information about the United States ranging from government, history, and policy to English teacher materials and popular magazines and academic journals on a range of topics. The American Corner in Kandy is located on the first floor of the D.S. Senanayake Public Library and the American Corner in Oluvil is at the South Eastern University. These libraries will have plenty of books for students, teachers, and teacher trainers by the end of the summer. I have personally been involved in outfitting the American libraries with English Language Teaching (ELT) books. Right now, the American corners do have *English Teaching FORUM Magazine* and *TESOL Quarterly* journal. The American Corners will also eventually have the TESOL CD-Rom of back issues of the journal.

Books in a Box

The Books in a Box project was designed by Kathryn Koop and Monica Weiss and funded by the U.S. government. It is a set of 30 books, maps, CDs and tapes for students, teachers, and teacher trainers meant to act as a core set of materials. All three American libraries (Colombo, Kandy, and Oluvil) will have one set each of the Books in a Box. These sets include dictionaries, picture dictionaries with activities, methodology texts, listening materials, speaking materials, reading materials, writing materials, grammar books, vocabulary building texts, and pronunciation CD-rom sets.

Perediniya

There is also a new English Language Teacher Reference collection at the Centre for Excellence in English Language Teaching (CEELT) at the Teacher's College in Perediniya with nearly Rs. 800,000 worth of U.S. and U.K. ELT and Linguistics textbooks. Many of these were specifically chosen as recent books which are not available elsewhere in Sri Lanka. As the Centre is still setting up its library, the price of membership for English Teachers has not yet been decided. Contact the Centre directly for more information.

While it may not always be convenient for you to travel to these locations, there are other solutions. The first would be to network with other teachers of English Language. If you have a group of 20 or so teachers, then one teacher could take a list of

topics from the group and each person could contribute some money so that the one teacher could travel to one of these libraries and photocopy the necessary material for everyone in the group. Many of the materials in these collections were chosen because they are legally reproducible. One trip by a group member to a library of this sort could gain valuable activities and theory for the whole group which could last several months. Another option would be to contact teachers near the libraries through SLELTA. Those teachers might be able to assist with obtaining materials from the libraries.

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Generalized Inverse of a Matrix

Dr Sukhendu Kar

From elementary Linear Algebra, it is well-known to us that a square matrix has always a unique inverse if it is non-singular. Now in practice, there are matrices that are singular square matrix as well as matrices that are rectangular, rather than square, and hence a natural question arises to our mind that — what does it happen in that case? Before going to find out the answer of the above question we first recall that an $n \times n$ square matrix A is said to be invertible if there exists a matrix B such that $AB = BA = I_n$, the identity matrix of order n . Now we consider an arbitrary matrix A of order $m \times n$. To find out the inverse of this matrix, the notion of inverse of a non-singular square matrix is extended to the notion of generalized inverse (in short, g -inverse) of an arbitrary matrix. The theory of generalized inverse of a matrix has been a remarkable growth over the past few decades. It is an area of great interest of Mathematicians both in theory and application. The application of generalized inverse of a matrix scatter over many diverse areas of Mathematics, including Statistics, Numerical Analysis, Markov Chains, Differential Equations, Control Theory and so on. There are several ways in which it is possible to extend the notion of inverse of a non-singular square matrices to the notion of generalized inverses of arbitrary matrices. But the following definition is theoretically more elegance and applicable.

Let A be an $m \times n$ matrix. Then a matrix G of order $n \times m$ is called a generalized inverse (in short, g -inverse) of A if $AGA = A$. Clearly, if A is a non-singular square matrix, then A^{-1} is the only g -inverse of A . But in general, a matrix has infinitely many g -inverses. It can be proved that every matrix has a g -inverse. There are many method to find out a g -inverse of an arbitrary matrix. We now give a computational approach of finding a g -inverse of a matrix A of order $m \times n$. Let A be an $m \times n$ matrix of rank r . Then A has an $r \times r$ non-singular submatrix. For convenience we assume that

$$A = \begin{pmatrix} A_{11} & A_{12} \\ A_{21} & A_{22} \end{pmatrix}$$

where A_{11} is an $r \times r$ non-singular submatrix.

Since the rank of A is r , the first r columns of A form a basis for the column space and hence $A_{12} = A_{11}X$ and $A_{22} = A_{21}X$ for some matrix X . Let $G = \begin{pmatrix} A_{11}^{-1} & 0 \\ 0 & 0 \end{pmatrix}$

where the zero blocks are chosen so as to make G an $n \times m$ matrix. Then a simple calculation shows that

$$AGA = \begin{pmatrix} A_{11} & A_{12} \\ A_{21} & A_{21}A_{11}^{-1}A_{12} \end{pmatrix} = \begin{pmatrix} A_{11} & A_{12} \\ A_{21} & A_{21}A_{11}^{-1}A_{11}X \end{pmatrix} = \begin{pmatrix} A_{11} & A_{12} \\ A_{21} & A_{21}X \end{pmatrix} = A.$$

If an $r \times r$ non-singular submatrix of A is not located in the top left corner then find an

$r \times r$ non-singular submatrix, say B , of A . In A , replace B by the transpose of B^{-1} and all

the remaining entries by zero. Then transpose the resulting matrix to get a g -inverse of A .

For example, consider the matrix $A = \begin{pmatrix} 1 & 7 & 1 & 4 \\ 1 & 2 & 0 & 1 \\ 0 & 5 & 1 & 3 \end{pmatrix}$ of rank 2. Now if we consider

an 2×2 non-singular submatrix $B = \begin{pmatrix} 1 & 7 \\ 1 & 2 \end{pmatrix}$, then a g -inverse of A is

$$G = \begin{pmatrix} B^{-1} & 0 \\ 0 & 0 \end{pmatrix}_{4 \times 3}$$

If we take the non-singular 2×2 submatrix $B = \begin{pmatrix} 2 & 1 \\ 5 & 3 \end{pmatrix}$ of A formed by rows 2, 3 and

columns 2, 4, then by replacing the matrix B by its inverse transpose and the other entries

by zero, we get $M = \begin{pmatrix} 0 & 0 & 0 & 0 \\ 0 & 3 & 0 & -5 \\ 0 & -1 & 0 & 2 \end{pmatrix}$. Thus a g -inverse of A is $G = \begin{pmatrix} 0 & 0 & 0 \\ 0 & 3 & -1 \\ 0 & 0 & 0 \\ 0 & -5 & 2 \end{pmatrix}_{4 \times 3}$.

Note that the algorithm prescribed above provides a convenient way to calculate the g -inverse of a matrix of small order. When the matrix is large, g -inverse of the matrix will be

calculated by using more sophisticated method.

Again, if A is an $m \times n$ matrix of rank r , then there exist non-singular matrices P and Q

of order $m \times m$ and $n \times n$ respectively such that $A = P_{m \times m} \begin{pmatrix} I_r & 0 \\ 0 & 0 \end{pmatrix}_{m \times n} Q_{n \times n}$.

It can be verified that for any matrices U, V, W of appropriate orders,

$\begin{pmatrix} R^{-1} & U \\ V & W \end{pmatrix}_{m \times n}$ is a g -inverse of $\begin{pmatrix} R & 0 \\ 0 & 0 \end{pmatrix}_{m \times n}$, where R is a non-singular square matrix.

Hence $G = Q_{n \times n}^{-1} \begin{pmatrix} I_r & U \\ V & W \end{pmatrix}_{m \times n} P_{m \times m}^{-1}$ is a g -inverse of A for any matrices U, V, W of

appropriate orders.

From above we see that if A is an arbitrary rectangular matrix, then it has infinitely many g -inverses, since each choice of U, V, W leads to a different g -inverse.

••• Interested Readers may read the following articles for more information about —

“Generalized Inverse Of A Matrix”.

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Special Education: an Overview

Dr Debabrata Debnath

Abstract

Children who differ from the average or normal in their physical sensory motor and psychological characteristics are designated as exceptional children such as mentally retarded, visually impaired, hearing impaired, physically handicapped, learning disabled, gifted children, socially handicapped etc. Some of them are called handicapped when they fall below the average in terms of competencies and a few other are called gifted when they deviate in higher direction particularly on intellectual competence.

Not all children are disabled or handicapped to the same degree. It depends upon the degree of impairments. Not all impairments lead to be disabled and / or handicapped. These exceptional children are at times grouped as children with special needs, but the term exceptional children are more comprehensive.

There are different categories of special education services for education, training and care of exceptional children: Residential School, Special Day School, Special Class, Itinerant Teacher based on degree of their separation from the mainstream.

Intooduction

Education is a process which enables an individual to adjust himself to the environment. This environment is different with respect to its different aspects – social, physical, cultural, economical, etc. Among these aspects, the physical environment is more fundamental to all human beings. But some individuals have some difficulties to control this fundamental and essential physical environment. According to Dewey, "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfill his responsibilities." That is, education can help those individuals to control the environment. This education may not be formal but informal in nature. Again this informal education may not enrich those individual to a high degree like normal ones. As because there is barrier in interaction between the individuals and their associated environment those individual are called individuals with special needs or special children and education for them is considered as SPECIAL EDUCATION.

What is special education?

Special education means specially designed instruction which meets the special educational and related needs of an exceptional child. It is distinguished from regular educational programmed meant for non-exceptional children by some unusual quality, something uncommon, noteworthy. It is something special – special materials, special training techniques, special equipments and special help and / or special facilities may be required for special categories of children having special needs.

We may look at special education in terms of Who, What, Where, and How?

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WHO? Special education is meant for exceptional children whose special needs or abilities necessitate an individualized programme of education. An interdisciplinary team of professional-special educators, regular classroom teachers, psychologists, speech therapists, specialist doctors bear the primary responsibility for helping exceptional children maximize their capabilities.

WHAT? Special education is sometimes differentiated from regular education by its curriculum – that is by what is taught. It is said that in regular education the school system dictate the curriculum, but in special education the child's individual needs dictate the curriculum.

WHERE? Special education can sometimes be identified by where it takes place. Whereas regular education is provided in the regular classroom, special education may be provided in special class, resource room, and special school or in residential school.

HOW? Special education can be differentiated from regular education by the method used by teacher.

Development of special education in India

There have always been exceptional children, but there have not always been special education services to meet their needs. In ancient civilization handicapped children were killed or subject to abuse and neglect. The historical root of special education is found in Europe and America primarily in the first half of the 19th century.

But special education in India has a short history. There is no verifiable record of special education in ancient India or thereafter during the pre-independence period excepting few special schools for the blind which were established during the last part of the 19th century. After independence, the constitution of India was framed in 1950. In pursuance of provision made in Article 45 of the constitution measures were taken to provide free, compulsory and universal primary education to all children in the age group of 6 to 14 including the handicapped children. Few special schools were opened in different States for blind and deaf children during the period 1950 to 1970. The number of special schools for blind, deaf and M.R children established by government increased thereafter. These schools catered to the needs of severely handicapped children. Training centers for teachers of handicapped children were also established by the Central Government and State Governments. But mildly and moderately handicapped children were deprived of special education facilities. Three situations were noticed with regard to education of mildly and moderately handicapped children in our country:

- (a) Most of them were out of school ;
- (b) Some of them were forced to receive education in special schools and
- (c) Some of them remained unidentified and uncared for in general schools leading to their wastage and stagnation.

After 1974 attempts were made to educate mildly and moderately handicapped children in general schools having IED units.

The dismal picture of the education of handicapped children in our country continued up to the formulation of National Policy of Education (1986). The NPE (1986) puts emphasis on mainstreaming the handicapped children with the general community. It states: "The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence." This resulted in modification of our attitude towards the disabled, new realization about the educability of the disabled, establishment of new special schools for the blind, deaf and severely mentally retarded, higher enrolment of mildly and moderately handicapped children in general schools, appointment and training of resource teachers, etc.

The Project Integrated Education for the Disabled (PIED) was implemented in different blocks, and the Centrally Sponsored Scheme of IED was also seriously implemented in different States to create awareness, organize parent contact programme and community contact programme, and provides training to regular teachers on IED and to monitor and evaluate the system of IED. Voluntary agencies and NGOs came forward in large numbers to cater to the special education and related needs of the disabled children.

Special education in India has become so popular that different universities have already started new courses like B.Ed (Special Education) and M.Ed (Special education). Even Research Scholars have also come forward to undertake research projects leading to Ph.D. As new research findings are established, the scope of special education has widened and the concept of disabled children has also undergone a change. Now disabled children are regarded as "Children with Special Needs". And as "Differently Abled Children".

During the short period of 1950 to the end of the 20th century, special education has developed so much that it deserves to be considered as an independent discipline.

Educational Establishments for the Disabled in India

CATEGORY	THE FIRST SCHOOL	NUMBER OF SCHOOLS AT PRESENT	NO.OF PEOPLE WITH DISABILITIES ACCORDING TO 2001 CENSUS REPORT
HEARING IMPAIRED	1885 AT BOMBAY	478	1,640,868 (MALE-942095, FEMALE- 698773)
VISUALY IMPAIRED	1887 AT AMRITSAR	243	10,634,881 (MALE-5732338, FEMALE- 4902543)
MENTALY RETARDED	1947	600	1,593777(MALE 949373, FEMALE -644404)

About Disability

Several terms have been used to describe exceptionality: subnormal, handicapped, disabled, exceptional, special, impaired, etc. These have added confusion to understanding and placing the children who are different from the average. As a result of wide spread debate, discussion and research, the WHO (1976) has clearly distinguished the use of three terms: impairment, disability and handicap.

Impairment means abnormalities of body structure and appearance and organ or system function resulting from any cause in principle. Impairment represents disturbance at the organ level.

Disability reflects the consequences of impairments in terms of functional performance and activity by the individual.

Handicap on the other hand, refers to disadvantages experienced by the individual as result of impairment and disabilities; handicaps thus reflect interaction with an adaptation to the individual's surroundings.

These terms are based on an organic model having functional inter-relationship:

IMPAIRMENT → DISABILITY → HANDICAP

According to the committee for the National Society for the Study of Education "Exceptional Children are those who deviate from what is supposed to be average in physical, mental, emotional, or social characteristics to such an extent that they require educational services in order to develop their maximum capacity."

Types of Exceptional Children

The following categories of children represent the various types of exceptional children:

- The Mentally Retarded Children
- The Visually Impaired Children
- The Hearing Impaired Children
- The Gifted Children
- The Learning Disabled Children
- The Physical , Neurological and Health Handicapped Children
- The Multiple Handicapped Children
- The Socially Handicapped Children

The operational definition of all these categories and a brief overview of their characteristics are given below:

The Mentally Retarded Children

According to American Association on Mental Deficiency (Accepted by WHO) "Mental Retardation refers to significantly sub-average general intellectual functioning, existing concurrently with deficit in adaptive behaviour, and manifested during the development period.

Classification of mental retardation

LEVEL	I.Q	CATEGORY
MILD M.R	50-69	EDUCABLE
MODERATE M.R	35-49	EDUCABLE
SEVERE M.R	25-34	TRAINABLE
PROFOUND M.R	0-24	CUSTODIAL

The Visually Impaired Children:

Legal definition : According to American Social Security Act " Blindness is visual acuity for distant vision of 20 /200 or less than in the better eye, with best correction , or visual acuity of more than 20/200 if that he can not educated through visual methods."

The hearing impaired children

These types of children can be divided into two groups:

1. Deaf , and
2. Hard of Hearing

Deafness: Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a child's educational performances".

Hard of hearing : Hard of hearing means impairment in hearing , whether permanent

or fluctuating , that adversely affects a child's educational performances but that is not included under the definition of deafness."

Classification of hearing impaired children

TYPES OF IMPAIRMENT	LEVEL(db)	CHARACTERISTICS
VERY MILD	26-40	Feel problem in understanding whispering
MILD	41-55	Can hear from a distance of 3-5feet
MODERATE	56-70	Feel problem in normal conversation
SEVERE	71-90	Can hear shouting only
PROFOUND	91>	Feel problem in hearing the shouting
DEAF		Can not hear

The gifted children: Dept of Education, U.S.A defined Giftedness as - "Children and youth with outstanding talent perform, or show the potential for performing, at reasonably high levels of accomplishments when compared with others of their age, experience, or environment. These children and youth exhibit performance capability in intellectual, creative, and /or artistic areas, possess an unusual leadership capacity or excel in specific academic fields."

Classification of the gifted children

TYPES	(I.Q)
MODERATE	130-145
HIGH LEVEL	145-160
EXTRA ORDINARY	160-180
EXCEPTIONAL	180 and High

The learning disabled children

Kirk says - "Learning disability refers to retardation, disorder, or delayed development in one or more of the process of speech, language, and reading spelling, writing or arithmetic resulting from a possible cerebral dysfunction and / or behavioral

disturbance and not from mental retardation, sensory deprivation, cultural or instructional factors"

Classification of learning disability

TYPES	CHARACTERISTICS
READING DISABILITY	DIFFICULTY IN READING
WRITING DISABILITY	DIFFICULTY IN WRITING LEGIBLY
COMPREHENDING COMMUNICATION DISABILITY	PROBLEMS IN COMMUNICATION THROUGH WRITING , SPEAKING OR READING
DISABILITY IN NUMERICAL ABILITY	PROBLEMS IN CALCULATION AND AN INABILITY TO MANIPU- LATE NUMBER RELATIONSHIP

The physical, neurological and health handicapped children

Physically impairment is a severe orthopedic impairment that adversely affects child's educational performance. The term includes clubfoot, poliomyelitis, bone tuberculosis, cerebral palsy, amputations, fractures or burns that cause contractions.

Muscle weakness, paralysis, non-coordination are grouped under neuro-muscular impairment. Health handicap is manifested by severe communication and other development and educational problems or having limited strength, vitality or alertness because of heart condition, tuberculosis, rheumatic fever, asthma, epilepsy, hemophilia, lead poisoning, leukemia or diabetes.

The multiple handicapped children

The presence of more than one type of disability in an individual is referred to as multiple handicapped.

The socially handicapped children

Socially Handicapped or disadvantaged children refer to children who come from socio-economical backward sections of the community, who can not profit from school because of deprivation of one sort or another.

Special education service

Residential Schools: In certain cases where they care and management of the severely

disabled child posse's problems, it is necessary to send disabled children to residential institutions. In this case, the aim is not education; it is just a residential facility for care. Education is an adjunct to the total programme.

Home Bound or Hospitalized Instructions: The instructions are provided to children in Home/ Hospitals in case they are under prolonged treatment for chronic health problem. The Special Teacher goes to Home/Hospitals to teach these children for a sort period of the day.

Special Day School: To minimize the expense of residential school, it is such a school where the disabled children come for a certain period of a day.

Special Classes: Special Class is a self -contained classroom in a regular school where a category of disabled children are admitted. The students receive instructions in the special class and are separated from normal peers.

Resource Room: In this programme exceptional children usually belonging to a single category, may be placed in a school with normal children. They participate in the regular classroom programme to the extent possible. For some time they go to a resource room where a specially qualified teacher instructs them in the use of special equipments and in overcoming special problems they may encounter in keeping up with academic or co-curricular activities.

Regular Classroom with Itinerant Specialist: Under this system an exceptional child receives assistance from an itinerant teacher but is enrolled for all his classes under a regular teacher in the neighborhood public school.

Conclusion

In conclusion a few words to remember:

- Try to identify the actual exceptional children
- Try to differentiate between retardation and disease
- Try to change the attitude of common people
- Try to be a policy implementer rather than an policy make
- Ensure their RIGHTS, not the sympathy
- Let develop in normal society
- Let them grow up in normal society
- Let them grow up with self confidence
- Don't put them in any situation where they feel inferiority complex
- Try to include them in mainstream of the society

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Emblem of the Ramakrishna Mission

The wavy waters in the picture are symbolic of Karma; and lotus, of Bhakti; and the rising-sun, of Jnana. The encircling serpent is indicative of Yoga and the awakened Kundalini Shakti, while the swan in the picture stands for the Paramatman (Supreme Self). Therefore the idea of the picture is that by the union of Karma, Jnana, Bhakti and Yoga, the vision of the Paramatman is obtained.

-Swami Vivekananda