

ISSN – 0973 – 5895

VOLUME – 5 JANUARY 2010

ANWESA

A Journal of Education



RAMAKRISHNA MISSION
BRAHMANANDA COLLEGE OF EDUCATION

ISSN 0973-5895

**Volume : 5
January 2010**

Anwesa

A Journal of Education

**Editor-in-chief
Swami Kedaratmananda**

**Editor
Dr. Malayendu Dinda**

**Ramakrishna Mission Brahmananda College of Education
(A unit of Ramakrishna Mission Boys' Home)
Rahara, Kolkata - 700 118
West Bengal, India**

Anwesa

A Journal of Education

Published by

Swami Jayananda

The Secretary,

Ramakrishna Mission Boys' Home

Rahara, Kolkata - 700 118

West Bengal, India.

Price : Rs. 50 (INR)
\$ 15 (Overseas)

All Correspondence should be addressed to:

The Principal

Ramakrishna Mission Brahmananda College of Education

(A unit of Ramakrishna Mission Boys' Home)

Rahara, Kolkata - 700 118

West Bengal, India

e-mail : rkmbc 2021 @ data one. in

Tel. 033-2568-2021

Printed by:

Unique Printing

Phone : (033) 2568 6942

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 for 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 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 cannot 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 those who are concerned with education.

16 January 2010

Swami Kedaratmananda

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From the Editor's Desk

We are happy to bring out the fifth volume of *Anwesa : A Journal of Education* in due time this year (2010). The present volume contains fourteen articles on different topics. Some of these articles are research papers of high quality while others are expository in nature. Among the research papers based on survey, two papers deal with environmental issues, one by Dr. Madhumala Sengupta, Dr. Jayanti Das & Pintu Maji, and the other by Naba Kumar Mondal and Rajib Saha.

Interestingly, there are quite a number of articles that deal with different problems of students ranging from the primary to the university level. Dr. Niladri Pradhan and Kartikeswar Behera have jointly studied how to promote reading habit among the learners at the upper primary stage. Ms. Sucharita Row Chowdhury discusses the problem of bullying of children in schools by fellow mates and the solution of how to tackle it in her "Stamp out Bullying". Two articles, namely, "Adolescence Education: Thoughts of Common People" and "Study of Children's Mental Health in Relation to Family Tension" take up the problem of adolescents. The former examines the different issues of adolescence education as perceived by common people while the latter studies the relationship of mental health and parental influence among the school going children. Dr. Shyam Sundar Bairagya and Dr. Debabrata Debnath have investigated the educational leadership qualities of the students of secondary schools.

This volume also contains one article on the problem of teachers. It highlights the issue of job satisfaction of the teachers of secondary schools in West Bengal.

Lastly, there are three articles which are related to education in general. Out of these three, one article deals with education of citizenship among the school students, while the other written by the editor himself, raises a basic question : Whether literacy is a human right or not, especially in India? In the remaining article, Dr. Debasri Banerjee reminds us of the four pillars of education as envisaged by the Delor Commission and she stresses on the role of education in building up relationships for the well-being of the society.

Now I hope that all the articles included in this volume of *Anwesa* will be helpful to the teachers, teacher-trainers, researchers and scholars. So I must thank them all who have contributed well thought out articles for our journal. Here I also acknowledge the assistance of the Principal of our college and my colleagues (especially Dr. Kousik Chattopadhyay) who have extended their helping hands in every possible way to bring out this volume of *Anwesa*.

Rahara
January 12, 2010.

Malayendu Dinda

Environmental Awareness and Environment Related Behaviour of Twelfth Grade Students in Kolkata: Effects of Stream and Gender

Dr. Madhumala Sengupta

Dr. Jayanti Das

Pintu Kumar Maji

Abstract

The main purpose of this study is to understand the effect of Stream (Arts, Science and Commerce) and Gender on Twelfth Grade Students' Environmental Awareness and Environment Related Behaviour in Kolkata. A total of 360 (Boys =180 and Girls =180) students under West Bengal Council of Higher Secondary Education in Kolkata were randomly chosen as sample. Two 5-point Likert type questionnaires (Environmental Awareness 27 items and Environment Related Behaviour 21 items) were used for this study and were standardized by the researchers. For statistical analysis ANOVA and Coefficient of Correlation were conducted to determine the effect of Stream and Gender on Environmental Awareness and Environment Related Behaviour.

Keywords: Environmental Awareness, Environment Related Behaviour, Gender, Stream.

Introduction

The Hon'ble Supreme Court on Environmental Education directed that through medium of education, an awareness of the environment and its protection should be taught as a compulsory subject. Because of Supreme Court's directive there has been a change in school syllabus. As a result an impact has already been noticed on students' level of awareness about environment and their willingness to take action to arrest environmental degradation.

Dr. Madhumala Sengupta, Associate Professor, Dept. of Education, C. U.

Dr. Jayanti Das, Assistant Professor, Dept. of Education, C. U.

Pintu Kumar Maji (Research Scholar)

Dept. of Education, C. U.

The term 'Environmental Awareness' has a broad connotation. It not only implies knowledge about environment but also attitude, values and necessary skills to solve environment related problems. Moreover, environmental awareness is the initial step ultimately leading to the ability to carry on responsible citizenship behaviour.

Environmental Education is a process of recognizing values and clarifying concepts in order to develop skills and added tools necessary to understand and appreciate the inter-relationship among man, his culture and his bio-physical surrounding. It creates an overall perspective, which acknowledges the fact that natural environment and man-made environment are interdependent. The perspective should consider the environment in its totality and should be a continuous lifelong process beginning at the pre-school level and continuing through all stages. The environmental education should be inter-disciplinary and examine major environmental issues from local, national and international points of view. It should utilize various educational approaches to teach and learn about and from the environment with stress on practical activities and first-hand experience. It is through this process of education that people can be sensitized about the environmental issues.

NCERT in India has been playing a crucial role in developing the curriculum of environmental education. It has pointed out that good environmental education at school stage of education is not transformation of information and knowledge but it is all about developing environmental sensitivity and awareness by going out in nature and integrating outdoor knowledge with classroom environment.

If this be the lofty ideal of environmental education, then it is necessary to find out what is happening in classrooms of our schools. Ideally environmental education should be holistic, location specific, encompassing all that is around us.

This study is an effort to find out the level of environmental awareness and related behaviour of the students of twelfth grade stage in the city of Kolkata. This stage is an important phase of education as from here the students will enter the world of adult. Hence it is imperative to find out how far environmental education has been effective in changing their mindset towards environment.

Stern [14] offers a Causal Model of Environmentally Relevant Behaviour including the following propositions: First, environmentally relevant behaviour lies at the end of a long causal chain involving a variety of personal and contextual factors; Second, a predisposition toward pro-environmental behaviour lies at an intermediate point of the causal chain; Third, in natural settings, the initiation of pro-environmental behaviour is typically affected by several interacting environmental concern, attitudes, information, beliefs, abilities, external conditions that facilitate or impede particular actions and so forth; fourth, the weaker the influence of external conditions, the stronger attitude-behaviour correspond.

As Musser and Diamond [18] note, there has been significant interest in promoting youth's awareness of environmental issues and those environment-friendly practices which are commonly

accepted .One-third of the population of Kolkata is comprised of young people and the number of the students in secondary education comprises one-tenth of the total population. Therefore, environmental education programme aimed specifically at secondary schools is a challenge of considerable importance. There have been several attempts to include environmental subjects in the current school curriculum. But attempts by several non-governmental organizations, have only reached a limited number of students. One of the main problems other than, having no target and strategy on Environmental Education (EE), however, is the lack of educators in the field. Therefore, our attempt in this study includes investigating the Environmental Awareness and Environment Related Behaviour attending Twelfth Grade Students in Kolkata.

We have taken stream and gender as the factors affecting the students' Environmental Awareness and Environment Related Behaviour in this study for two reasons. Firstly, students of Science stream are very much associated with Environmental Education than the students of Arts and Commerce streams, as many environment related topics already incorporated in the Science subjects. A further concern is that in Kolkata, specially in the slum areas most girls do not attend school for social and economical reasons. Apart from this, in most of the studies we have found the gender differences among environmental attitude, perceptions, value and action. Therefore, taking this specific situation it is worth considering gender differences in Environmental Awareness and Environment Related Behaviour.

A number of research works have been taken up in this respect. But being a location specific issue, research on environmental education should be undertaken in different parts of the country for developing a clear understanding and perspective of the issues involved.

Rajput, et.al. (1980), made an attempt to identify the awareness of children of primary level, towards the scientific and social environment. The study revealed that only one of the four group (2 schools X 2 Class) were significantly different on Environmental awareness at pretest stage, whereas at the post test stage two experimental group were significantly better than the control group.

Paramjit (1993) conducted a study on "Environmental Awareness among the student of Different Socio-Economic status". The finding revealed that environmental awareness was more among boys of better socio-economic status whereas among girl, it was observed that the girls of lower socio-economic status had more environmental awareness as compared with boys.

Sebastian and Nima, (2005), study showed the science students have more awareness of biodiversity and its conservation than other students.

Fisman, L. (2005), Study Showed that the local environmental awareness found only among students living in high socioeconomic neighborhoods.

The present study focuses on the following issues

- (1) The level of Environmental Awareness and Environment Related Behaviour of Twelfth Grade School Students in Kolkata.
- (2) Whether there is any significant effect of stream and gender on these students' Environmental Awareness and Environment Related Behaviour.

Hypotheses of the present study are to:

- *H0 1*: There is no significant difference in environmental awareness between the boys and girls students.
- *H0 2*: There is no significant difference in Environment Related Behaviour between the boys and girls students.
- *H0 3*: There is no significant difference in environmental awareness between the arts and commerce students.
- *H0 4*: There is no significant difference in Environment Related Behaviour between the arts and commerce students.
- *H0 5*: There is no significant difference in environmental awareness between the commerce and science students.
- *H0 6*: There is no significant difference in Environment Related Behaviour between the commerce and science students.
- *H0 7*: There is no significant difference in environmental awareness between the arts and science students.
- *H0 8*: There is no significant difference in Environment Related Behaviour between the arts and science students.
- *H0 9*: There will be positive correlation between the environmental awareness scores and environmental behaviour scores.

Method

Participants:

The sample was drawn from the schools of Twelfth Grade students, situated in the city of Kolkata. In the present study random sampling was done. It is a probability sampling. In random sampling the researcher selects sample units from the population following principle of random

selection. The present sample comprises 360 students comprising both girls and boys.

Materials:

Environmental Awareness Scale (EAS):

It is the sensitivity to the total environment and its allied problems. The development of environmental awareness means to understand the environmental problems and to develop critical thinking and problem-solving skill in the people. The researchers developed the Likert type (3-point) scale on the basis of the standard environmental scale available. It was found to have a reliability of 0.72 (KR-21). The item validity was also tested by Tetra choric correlation.

Environment related behaviour (ERB):

It is meant the observable and reported behaviour of the individuals, either done or willingness to do in future, regarding the protection of the environment. The researchers developed the Likert type (5-point) scale having a reliability (KR-21) value of 0.66. The item validity was tested by Tetra choric correlation.

Procedure

This is a survey type descriptive research in which case the researcher seeks to understand the relationship between dependent and independent variable. The design of the study is a 2x3 simple factorial design.

Result and Discussion

The two way ANOVA analysis has shown that environmental awareness is significant source of variation for environment related behaviour. However, gender is not a significant factor in this regard. But stream is observed to be significant (.05 level) source of variation in case of environment related behaviour.

The one way ANOVA revealed that the scores of the boys and girls do not differ significantly in case of environmental behaviour ($F=.006$). Hence $H_0 2$ is accepted. But H_1 is rejected as the difference between the two groups is significant in the context of environmental awareness ($F=16.88$)

Both $H_0 3$ and $H_0 4$ are also rejected as statistically significant difference was observed between the scores of arts and commerce students in the context of both environmental awareness ($F=15.29$) and environment related behaviour ($F=24.69$).

The results obtained in case of science and commerce students are different. No significant F values ($F=1.95$ and $.153$) were found in relation to environmental behaviour and environmental awareness scores of the science and commerce students. So $H_0 5$ and $H_0 6$ are retained.

Somewhat baffling results became evident when the scores of the arts and science were compared. In this respect statistical differences were observed between the two groups in case of both environmental behaviour ($F=6.36$) and environmental awareness ($F=13.6$). The mean scores of the arts students (Mean of awareness- 70 and mean of environment related behaviour- 111.28) were found to be higher than that of science students (Mean of awareness- 67.23 and mean of environment related behaviour- 107.22). So $H_0 7$ and $H_0 8$ are rejected.

$H_0 9$, which is about the relationship between two variables namely environmental awareness and environmental behavior, is retained as the coefficient of correlation is .32 (significant at .01 level).

Conclusion

The study was conducted to find out the level of environmental awareness and the frequency of reported environment related behaviour of the sample groups. Predictably, a significant relationship between the two variables has been observed. This is consistent with the previous research findings. But the research findings also reveal that this relationship is not direct or strong. Scott and Willits (1994) conducted a correlation analysis between NEP (New Environment Paradigm) and proactive behaviour but they found linkage is not strong. Bell et al (1996) studied environmental awareness and pro environmental behaviour and concluded that conserving behaviour is uncertain despite high environmental awareness. According to Schultz and Ocampo (1996) it is easier to report environment friendly behaviour than to practice it. Bamberg (2003) observed a weak direct relationship environmental concern and specific environment related behaviour. Yilmaz et.al. (2004) concluded from their studies that attitude derived from life experiences and education markedly influenced the behaviour of the students.

Obviously there is a gap or barrier between awareness and action in which case other important independent variables are implicated. The present study also found a moderate correlation between the two variables. Jackson (2005) in UK government's report on latest sustainable development strategy mentioned three principal barriers to behaviour change. These are social context, external conditions and personal norms and habits.

The present study's observation on the effect of streams or courses of higher secondary syllabus is somewhat different. Unlike other findings it showed that science students' scores on environmental awareness and behaviour were less than that of arts students. This is inconsistent with the findings of Yilmaz et.al. (2004), Simmons (1998), Sebastian and Nima (2005). Arguably science

students should possess higher level of environmental awareness. It may be possible that this type of result was obtained due to some sampling error.

Another important finding was the effect of gender on the two variables. The girl students are observed to be more environmentally aware although the gender has no effect on environment related behaviour. This finding is again supported by earlier research work. (Blocker and Eckberg 1997).

The dangerous level of pollution and degradation of nature necessitates that environmental education at school level should be emphasized and its objectives must be achieved. The government policy in this regard is very explicit as environmental education has been made compulsory subject at school level as well as college level of education. This type of research is thus important in the sense that it would point out how far objectives have been achieved or the study of environmental education has been turned into fruitless curricular exercise.

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Original manuscript received on 15. 10. 2009

Accepted manuscript received on 23. 11. 2009

Quality Assurance in Educational Systems : an Overview

Dr. Madhab Chandra Dash

Abstract

In the last two decades, with the advent of liberalisation, privatisation, and globalisation (L. P.G.), many changes are taking place in the field of education. For economic reasons excellent institutions of higher learning are trying to attract well-qualified teachers, researchers and students. For this, each institute has to maintain a high quality. Quality of a learning centre is determined by using quantitative and qualitative method. Here is given one such model for quality assurance that can be implemented in higher educational institutes.

Keywords: Appraisal, Competence, Extension service, Quality.

Introduction

The Indian civilization has always emphasized acquisition, dissemination and utilization of knowledge for the benefit of the individual and society. The wise men in ancient time thought that education is the fundamental need for the upliftment of the consciousness of the individual and of the society. The testimony to this effect lies in our scriptures and I quote:

“Naahin Gyanena Sadrushyam Miha Bidyate”.

The ancient Universities of India followed the Gurukul system and the system was spiritual centric. Till today, we also give importance to value based education.

In recent times the dimension of acquisition and dissemination of knowledge have changed and knowledge is utilised for commercial gains and new technologies are being developed to achieve this goal. In the contemporary world knowledge has become power and acquisition of specialized knowledge by any individual or any society makes him the leader in the 21st century. The UNESCO report defines the main objectives of higher education are in four ways, namely (i) Learning to know, (ii) Learning to do, (iii) Learning to live with others and (iv) Learning to be. The essence of 'learning to be' is the essence of the first three processes.

Globalization and Higher Education

In the last two decades the process of globalization, use of IT in higher education and privatization have changed the face of higher education. Institutions with excellent infrastructure, very qualified teachers, modern syllabus, providing placement opportunities attract students. Quality of higher education has become most important for any institution. Centres of higher learning all over the world are trying to determine standard by using quantitative methods to recognize the quality of higher education in different institutions.

How Quality in Higher Education will be Assured?

The Global conferences on Quality Assurance held in Hongkong and Paris and the World Bank report, all held in 1990s and the conference in Bangkok in 2000 emphasized four objectives and these are:

1. To share and exchange of information and experiences on mechanism of assessment, development of standards, mutual recognition, credit transfer and determining ranks on quality assurance in higher education.
2. To explore and identify best practices and trends on quality assurance in higher education.
3. To explore the possibility of regional cooperation in quality assurance in higher education.
4. To promote international cooperation in improving quality assurance in higher education.

The Bangkok conference emphasized on quality assurance in higher education which has become a global issue. Universities through out the world focus special attention on implementing quality assurance system in order to be classified as world class quality education.

The quality of higher education is judged mainly by the strength of ethical and pedagogical principles it embodies. It is driven by a number of conflicts and paradoxes: The contradiction between explosion and fragmentation of demand on one hand, and the unemployment which affects an ever growing number of graduates on the other, between the provision of equal access and opportunity and the financial constraints upon the mass extension of higher education; and finally between ethical and moral obligations and the various incitements of knowledge and discoveries. Faced with such tensions and paradoxes, higher education must develop a new vision, take advantage of its adaptability, flexibility and imaginative resources in order to develop problem-solving and forward looking capacities, equip itself with an ever watchful critical spirit and promote team work, without ever jettisoning its role as ethical watchdog.

The issue of quality cannot be dissociated from the quest of excellence and the need to establish evaluation criteria. Many countries are calling for international quality standards. Such criteria and standards should take account of the diversity of situations. The need to develop a culture of evaluation is inseparable from the concept of quality itself intimately bound up with the successful democratization of the higher education system. (The Conference Brochure No. 2).

Indian Scenario

In 1947, India had only about 20 Universities and 700 Colleges. At present, we have about 290 Universities and deemed Universities and about 13,000 Colleges catering to the needs of about 90 lakh of students. There is no much of diversity between the Colleges and Universities, assurance of quality education is a big challenge. UGC has developed modular model courses, but this has not been considered/implemented in most of the institutions. The evaluation procedure of students are also not uniform. The infrastructure i.e. library, computer, laboratory, space and building, quality teachers etc. facility is varying from inadequate to world class facilities in very few Universities. The appointment of teachers in an objective assessment manner is yet to be developed by UGS. Course credit transfer from one institution to another is yet to be implemented because of the differences in quality of education.

UGC-NAAC is linked with International Network of Quality Assurance Agencies of higher education (INQAA) and it is important that all its members (about 100) use more or less some basic process to review an institution or a programme of higher education and therefore mutual recognition should be accepted. Mutual recognition is important for us as India is a big exporter of trained manpower to other countries. In view of this, NAAC accreditation of all of our institutions in a time-frame is important. UGC and other funding agencies have declared that development grants to institution will be linked to NAAC accreditation as this has become a strong instrument to ensure quality assurance and achieving excellence in teaching, research and governance. In this context,

the fitness of an institution depends upon (i) Curriculum development - vis - a - vis teaching-learning and evaluation process, (ii) Generating new knowledge through research, (iii) Application of knowledge to living processes for societal benefits and extension services, (iv) Student support and progression, (v) Good governance to achieve the above criteria.

What should the Institution Do?

1. The Universities and Colleges are required to develop adequate infrastructure, i.e. Physical and human for imparting quality education.
2. The Institutions have to create a work culture and the culture of assessment and accountability.
3. The Institution should provide incentives to teachers and others based on their performance.
4. The teacher-staff appointment procedure should be objective and on merit only.
5. A process should be introduced so that the students should evaluate their courses, teacher performance and teachers should give their opinion on the background of students.
6. The Institution should introduce healthy practices for the benefit of students and community.

Case Studies

NAAC evaluates seven criteria as given below:

The suggestions are indicative and not exhaustive.

1. **Curricular Aspects:** The healthy practices are (i) strengthening elective options, especially in non-core options, (ii) encouraging horizontal mobility, (iii) introducing credit based semester system, (iv) revision of curriculum with updating periodically, (v) introduction of field work, industrial training in appropriate disciplines, (vi) introduction of interdisciplinary subjects, (vii) introduction of school approach, (viii) introduction of modular courses and setting questions from each module for evaluation of students. These points are indicative only.

2. **Teaching, Learning and Evaluation:** The healthy practices may be (i) introduction of entrance test for admission. Weightage may be given to career, qualifying examination and viva voce, (ii) Introduction of self financing courses for augmenting the financial resources of the institution, (iii) introduction of remedial and bridge course of students of weaker sections, (iv) provision of good computerised library with current journals and magazines, reading room facility, reprographic facility, etc. (v) provision of minimum of 90 teaching days per semester (6 months) and more working days for staff, (vi) introduction of central evaluation of papers.

3. **Research, Consultancy and Extension:** The healthy practices may be (i) encouraging students to sit for NET / SLET / SET examinations, (ii) teachers should write research proposals and get funding from National / International agencies, (iii) the laboratory facility must be adequate, (iv) the library should subscribe to relevant journals, (v) the institution should raise money from consultancy and provide extension services, etc.

4. **Infrastructure and Learning Resources:** The healthy practices may be: (i) the institution should provide hostel facility, canteen facility, health centre, in-house market complex, guest house, sports complex etc. (ii) the institution should organize periodical seminars, workshops, (iii) provision of computer facility, courses on IT / Computers, etc.

5. **Students Support and Progression:** Healthy practices may be (i) the institution may look to the dropout rate, (ii) get feedback from students for improving teaching & learning situation, (ii) the institution should have a placement cell and work for student placement, (iv) there may be an Employment Information and Guidance Bureau, (v) Provisions for scholarships for meritorious students and students of weaker sections should be made, etc.

6. **Organisation and Management :** The institution should practise decentralization of power, transparency of functioning and accountability. Code of conduct violation should be strictly dealt with. The University should properly guide the Affiliated / Constituent / Autonomous colleges. The institution should optimize utilization of grants under various heads and there should be full-proof method accounting and auditing.

7. **Healthy Practices:** The institution should introduce healthy practices to achieve excellence in teaching, research and extension. To become financially sound to run developmental programmes they may raise money from self-financing courses, distance education and other sources.

Here in this article, I suggest a model (Appendix I & II) for an objective assessment for appointment of teachers and student evaluation of courses and teacher performance, etc.

In Indian context, NAAC provisions appear to be of most importance for many of our institutions especially colleges. We are proud of our diversity and aware of the social disparity. A sizable portion of our people are poor and live below poverty line. Raising adequate funds for institutions is very difficult. However, there should not be any compromise on the quality of education otherwise the very purpose of education will be lost and we can not stand in global competition. Besides we have to change our mind-setup and accept the change in situation and reality. Considering all aspects, Government funding for teacher and staff salary and maintenance should not be dispensed with. Some Government money should be allotted for development. The institutions should raise money for development work for attaining excellence in education. Self assessment and accreditation by an external agency will bring credibility and mutual recognition. In view of this NAAC accreditation is a welcome process.

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Appendix
Teaching Appraisal Form (TAF):
Users' Manual

BY

Uday N. Dash
Professor of Psychology
Utkal University

Biranchi N. Puhan
Vice-Chancellor
North Orissa University

Advisory Committee

Madhab Ch. Dash, Vice-Chancellor, Sambalpur University.
Biranchi N. Puhan, Vice-Chancellor, North Orissa University.
Sukadev Nanda, Vice-Chancellor, Fakir Mohan University.

Teaching Appraisal Form (TAF): Users' Manual

In order to be optimally effective, a teacher should seek student feedback on various aspects of teaching to empower himself / herself in capitalizing on his / her strengths and improving on weaknesses, if any. The **Teaching Appraisal Form (TAF)** which appears in **Appendix - I** serves this basic objective, and can be used by himself / herself as well as students.

The **Teaching Appraisal Form (TAF)** suggested in the manual for teachers' use in colleges and University departments consists of 40 statements / items based on the generic attributes of effective classroom teaching. The form can be meaningfully used to obtain students' feedback at the +3, P. G., and M. Phil levels (Other courses can as well be effectiveness in relation to his / her students, subject teaching, and classroom transaction, rather than evaluate teacher's personal attributes).

Nature of the Form

The Teaching Assessment Form (TAF), to be distributed to the students individually by the concerned teacher, contains 40 statements / items (33 standard / general items given in PART I +7 items to be selected by the teacher from Item Bank given in Part II catering to the context-specific teaching-learning needs).

The 33 standard items describing the generic attributes of good teaching are given in Part - I. These items cover the following important and basic dimensions of effective classroom teaching practice.

I. Knowledge Competence

II. Course Coverage

III. Preparation and Organization

IV. Presentation and Communication

V. Punctuality and Sincerity

VI. Enthusiasm and Interest

VII. Teacher-Student Interaction

VIII. Ethical Values and Fairness

Part II of the TAF contains several statements in the form of an Item Bank under the following headings.

A. Knowledge Competence

B. Classroom Transaction

C. Enthusiasm and Interest

D. Preparation and Organization

V. Practical

VI. Tutorials

VII. Assessment and Feedback

VIII. Teacher-Student Interaction

(Note: The teacher should select 7 items from among these dimensions to fill in the last 7 statements in the TAF to be administered to students. The items should be selected to address context-specific teaching-learning issues and concerns.)

The final form to be distributed to students would contain 40 items out of which 33 statements are already given with space left for 7 items. The teacher at his / her rational discretion would select 7 items from more than one or all areas given in Part-II and fill up the vacant spaces in the form. For example, more number of items may be included in the TAF from the heading 'Practical' to ascertain student feedback for a teaching program having 'Practical' components.

The standard set of 33 items has 20 positive and 13 negative statements. Each statement is to be rated by the individual student on a **Linkert-type 5-Point Scale** in a continuum from '**Strongly Agree (SA)**' to '**Strongly Disagree (SD)**'.

Another interesting feature of the TAF is the inclusion of 3 parallel items within the set of 33 items. Items Numbers 19, 26 and 31 are parallel items for item numbers 4, 1 and 3, respectively. They are parallel in the sense that the same generic attributes are cast in a different sentence format. It is reasonable to expect that a student would respond with consistency to these three pairs of items. For example, if he / she shows "Strong disagreement" to item No. 1, he/she should show "Strong agreement" to item No. 26. The inclusion of parallel items would help the teacher know if the student feedback was **consistent and reliable**. In case, consistency is not maintained in students' response protocol, and consequently reliability is threatened, the response protocol of the concerned student may either be given poor weightage or avoided.

In the TAF, a provision is made for the student to put a tick mark (✓) in the appropriate box pertaining to his performance in the last examination. Though the identity of each individual student cannot be known, the overall academic performance of a student group is earlier known to the teacher from their last examination scores (marks). If the group as a whole selects boxes for reflecting individual students performance that does not match with the academic achievement of the group, less weightage would obviously be given to this group's evaluation of the teaching performance. For example, on the basis of teacher's past knowledge, if 5 among a group of 30 students have scored above 91%, but the group protocol reveals that 10 students have indicated their performance in the last examination to be above 91%, the reliability and the honesty of the group's

opinion may be in question. The group's response in such case would not appropriately reflect students' honest evaluation of the teaching performance.

The administration, scoring and interpretation of the TAF score are presented later.

Source for the Current TAF.

The Teaching Appraisal Form has been designed by selecting the appropriate items from a pool of 200-220 items written independently by 3 experts working in the area of psychometric assessment and evaluation. The experts were initially provided with the Teacher Evaluation / Appraisal Questionnaires of some selected academic institutions including IIT Kanpur, IIT Delhi, IIT Kharagpur and Educational Testing Service, Princeton, USA, for their critical inspection. Using these questionnaires, the experts generated a large pool of items along several dimensions of good teaching. The dimensions as well as the statements were further inspected by two experts to finally prepare the current version of the TAF which is enclosed here (see **Appendix - I**) for teachers' use in Colleges and University Departments.

Administration Procedure

1. The Teaching Appraisal Form consisting of 40 items (33 standard and 7 context-specific statements from the Item Bank in Part II) is to be administered to a **Manageable class size of students** preferably at the completion of a course taught by an individual teacher.
2. Each statement is to be rated by individual students on a **5-Point Scale** in a continuum from 'Strongly Agree' to 'Strongly Disagree' as per the instructions provided to the students.
3. The instructions for filling up the TAF are given at the beginning of the form. The **instructions should be carefully read by the students** before they attempt to fill up the form. The teacher is requested to clarify the doubts or questions raised by the students.
4. There is **no prescribed time limit** for filling up the form. It is expected that a student would normally take 20-25 minutes for filling up the form with ease.
5. It is extremely important that the **student expresses his/her free, honest and sincere opinion**.
6. **Nowhere in the form, the student is expected to write his/her name** or reveal his/her identity. This is done with a view to provide his/her feedback on the teaching performance

without fear of favour.

7. Since all the students are not equally equipped to provide sincere and honest evaluation, the teacher may group the top 25-35% of the academically competent students of his/her class and administer them the TAF. Since any form of student discrimination, even on the basis of academic achievement should not be made explicit by the teacher, he/she may group a large class size into 2 or 3 groups (e. g., top 30%, middle 40%, and bottom 30% in respect of their academic performance) and administer them the TAF in separate room/blocks. **The feedback given by the top 30% of the students should be given greater importance in evaluating a teaching program.** This practice would also minimize the criticism that academically poor students give poor teachers higher scores and effective teachers poor scores.

Scoring

The TAF consists of items expressing both positive and negative attributes in teaching. While the positive statements would be directly scored, the negative statements would be reverse scored.

For a Positive Statement, the response choice of '**Strongly Agree (SA)**' would earn a score of 5, '**Agree**' a score of 4, '**Neutral**' a score of 3, '**Disagree**' a score of 2, and '**Strongly Disagree**' a score of 1. The principle of scoring is to be reversed for negative statements. For example, a response of '**Strongly Agree**' to a negative statement would earn a score of 1, '**Agree**' a score of 2, '**Neutral**' a score of 3, '**Disagree**' a score of 4, and '**Strongly Disagree**' a score of 5.

The Table 1 given below lists the item numbers and the principle of scoring each item.

Nature of Statement	Total No. of Items	Items Nos.	Nature of Scoring	Scoring Principle
Positive Statements	20	1, 2, 5, 9, 10, 12, 14, 15, 16, 17, 18, 19, 22, 23, 24, 25, 29, 31, 32, 33	Direct Scoring	Score SA=5, A=4, N=3, D=2, SD=1
Negative Statements	13	3, 4, 6, 7, 8, 11, 13, 20, 21, 26, 27, 28, 30	Reverse Scoring	Score SA=1, A=2, N=3, D=4, SD=5

Table 1**Scoring Key for the 33 Standard Statement of TAF**

The statements in the Item Bank (Part II) have positive as well as negative directions. The teacher must have selected 7 statements from the Item Bank for inclusion in the TAF. While the positive statements would be directly scored, the negative statements would be reverse scored using the same scoring principles described earlier. The scoring key for all the items in Part-II is presented in Table 2. Use the Table 2 to score only the items selected by you.

Dimension	Positive Statement Nos. (Direct Scoring)	Negative Statement Nos. (Reverse Scoring)	Scoring Principle
A. Knowledge Transaction	2, 3, 4	1, 5	Direct Scoring SA=5, A=4, N=3, D=2, SD=1
B. Classroom Transaction	6, 8, 11, 12, 14, 15	7, 9, 10, 13	
C. Enthusiasm and Interest	16, 17, 18	19	
D. Preparation and Organization	20, 21, 23, 24, 26, 28, 29, 30, 33	22, 25, 27, 31, 32	
E. Practicals	35, 36, 39, 41, 42, 44	34, 37, 38, 40, 43	
F. Tutorials	45, 46, 48, 49, 51, 52	47, 50, 53	Reverse Scoring SA=1, A=2, N=3, D=4, SD=5
G. Assessment and Feedback	54, 55, 57, 58, 59, 60, 61	56	
H. Teacher - Student Interaction	62, 63, 65, 68, 69, 70, 71	64, 66, 67	

Table 2**Scoring Key for the Statements in Item Bank (Part II)**

After all the items are scored, the scores of all the 40 items should be added to obtain a **Total Score** for the TAF. The range of the Total Score is 40-200. An individual's teaching performance would earn him/her a total score between 40-200.

Interpretation

The Total TAF score for an individual teacher may be interpreted in the following way.

Score Range	Teaching Effectiveness
181 - 200	Outstanding
141 - 180	Good / (Very Good)
101 - 140	Average / (Good)
61 - 100	Poor / (Average)
40 - 60	Very Poor / (Poor)

The teacher may analyse the response protocols of students item-wise to discover his/her areas of strengths and weaknesses. The student feedback would enable a teacher to capitalize on his strengths and improve on his weaknesses.

Note.

1. Suggestions are invited for revising and upgrading the item quality and the dimensions of the TAF.
2. Data collected by the teacher should be kept confidential only for his personal consumption.
3. The overall scores of Colleges or University Departments may be used for purposes of research on teacher effectiveness and quality of education.

Appendix - I

Teaching Appraisal Form (TAF):

(To be filled in by students)

IDENTIFYING INFORMATION

Name of the Teacher:

Date:

College/University:

Department:

Name of the Course Taught:

Degree level (Please put a tick mark, '√' in the appropriate box)

+3			P. G		M. Phil	Any Other
1 st Yr.	2 nd Yr.	3 rd Yr.	1 st Yr.	2 nd Yr.		

Your Performance in the Examination

Below 40%	41% to 60%	61% to 75%	76% to 90%	91% and above

Dear Student,

This FORM consisting of the following 40 statements are meant to obtain your **feedback on teaching of the individual teachers**. The purpose is to know your opinion regarding teaching of a particular course so that the teacher serves you better, please respond to the questions as

honestly and sincerely as possible

Consider each statement and put a tick mark (✓) in the appropriate box to indicate your level of agreement. You have five choices for each statement as follows:

Strongly Agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly Disagree (SD)
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Please note that some of the statements express positive qualities in teaching, while others speak of negative qualities in teaching. This means that a **strong agreement** to a **positive statement** indicates **excellent qualities** of a teacher, while a **strong agreement** to a **negative statement** indicates **poor qualities** of a teacher. Please read each statement very carefully. Take your own time to answer. **Do not hurry.** In case you have difficulty in understanding a question, request the teacher for help. Your honest answer would help the teacher to structure his/her classes for your benefit.

You are strongly advised to take the full advantage of your right in evaluating a teaching program.

Teaching Appraisal Form (TAF):
Part - I
(Standard Items: N=33)

Scale: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), Strongly Disagree (SD)

	Statement	SA	A	N	D	SD
1.	The teacher had good knowledge of the subject matter					
2.	The teacher covered the subject matter adequately.					
3.	His/her teaching failed to create my interest in the subject.					
4.	The teacher's explanation of the concepts was confusing.					
5.	The teacher was enthusiastic about teaching the class					
6.	The teacher's style of presentation was very boring					
7.	The teacher was often poorly prepared for each class.					
8.	The teacher missed many classes allotted to him.					
9.	The teacher arrived in his/her classes in time.					
10.	The teacher taught at a level that I could understand.					
11.	The teacher's speech and pronunciation was not clear.					
12. ^c	The teacher made use of the blackboard as and when required.					

	Statement	SA	A	N	D	SD
13.	His/her speed in teaching did not allow me take adequate notes.					
14.	The teacher brought students' attention to important points in the lesson.					
15.	At the beginning of each class, the teacher clearly told what he/she would teach.					
16.	At the end of the class the teacher summarized the material.					
17.	I think that my friends would learn quite a lot from his/her class.					
18.	The teacher used examples and illustrations that helped my understanding.					
19	The teacher presented ideas and concepts clearly.					
20	The teacher showed favouritism to selected students in awarding marks.					
21	The teacher did not respond to student needs.					
22.	The teacher was available to students seeking academic advice beyond the class hours.					
23.	The teacher answered the questions asked by the students.					
24.	The teacher communicated his/her ideas clearly.					
25.	The teacher related classroom knowledge with real life experiences.					
26.	The teacher was not well informed about the subject matter.					

	Statement	SA	A	N	D	SD
27.	The teacher often left the class before time.					
28.	The teacher often talked on matters not related to the course.					
29.	The teacher clarified doubts of students.					
30.	The teacher spent most of the class time in dictating notes.					
31.	The teacher's presentation created my interest in subject.					
32.	The teacher encouraged students to ask questions.					
33.	I would rate his/her teaching as one of the best.					
34.	* To be filled in with seven statements selected from Item Bank given in part II. * The teacher would select statements appropriate to his/her context of teaching					
35.						
36.						
37.						
38.						
39.						
40.						

**Teaching Appraisal Form (TAF):
Part - II
(Item Bank: N=71)**

A. Knowledge Competence

1. The teacher is poorly informed in the subject matter.
2. The teacher has clarity on the subject matter presented.
3. The teacher is well informed in related subject areas.
4. The teacher has thorough basic and current knowledge of the subject.
5. His/her presentation of the subject matter was disorganized.

B. Classroom Transaction

6. The teacher communicates effectively.
7. The teacher's explanations are not clear.
8. The teacher illustrates his points with examples.
9. The teacher uses language and vocabulary that I cannot understand.
10. The teacher does not allow students for free discussion on the topic.
11. His/her teaching allows me to take notes.
12. The teacher provides handouts of high quality.
13. The teacher forgets to stress the important points.
14. The teacher communicates his/her enthusiasm to students effectively.
15. The teacher expands my knowledge.

C. Enthusiasm and Interest

16. The teacher was often inspired while teaching.
17. The teacher presented the materials in an interesting way.
18. The teacher related the theoretical ideas to real-life situations.
19. The style of presentation used by the teacher did not hold my interest.

D. Preparation and Organization

20. The teacher explained how different topics are related to one another.
21. The teacher encouraged students to contribute to the discussion.
22. The teacher did not encourage classroom discussion.

23. The teacher was interested in helping students learn.
24. The teacher welcomed students' feedback in the class.
25. The teacher discriminated among students.
26. The teacher emphasized understanding rather than memorizing.
27. His/her evaluation of the answer scripts was not fair.
28. The classroom examination helped me to improve on my weaknesses.
29. The answer scripts were promptly checked and returned.
30. The teacher conducted class tests and quizzes to help me learn the subject matter.
31. The course was not finished in time.
32. Discussion between the teacher and the students were very rare.
33. The teacher allowed us to participate in the classroom discussion.

E. Practicals

34. His/her practical demonstrations were poorly conducted.
35. The practical experiments helped me to understand the lessons better.
36. Handouts and laboratory manuals were available before the practical work.
37. The teacher did not supervise my practical work in the laboratory.
38. The teacher often remained absent in the practical classes.
39. My practical reports were properly examined.
40. Teacher's feedback on my practical work was not at all useful.
41. During the practicals, the teacher was available to me in difficult situations.
42. The teacher's demonstration made me think about my practicals.
43. The teacher was not available for clarifications outside the classroom.
44. Overall, the laboratory experiences were educative and fruitful.

F. Tutorials

45. The tutorials dealt with topics covered in the lecture.
46. The basic concepts taught in the lectures were clarified in the tutorials.
47. Most of the tutorials were not taken by the teacher.
48. The teacher was very sincere in helping students to learn.
49. The tutorials helped me to clarify many of my doubts.
50. The teacher did not encourage students to contribute to the discussion.
51. On an overall basis, the tutorials were very useful.
52. His/her tutorials classes were necessary components of the teaching-learning process.
53. The size of the tutorials class was very large.

G. Assessment and Feedback

- 54. The teacher discussed with us the results of every examination conducted.
- 55. The teacher provided adequate guidance in preparing for our examinations.
- 56. The feedback on classroom assignments was not helpful.
- 57. The teacher had a realistic expectation of the students' performance in examinations.
- 58. The teacher helped me to think about my work through constructive criticisms.
- 59. The teacher talked to me about strategies for improving my performance.
- 60. The teacher evaluated our assignments fairly.
- 61. The teacher made the objectives of the examinations clear to us.

H. Teacher-student Interaction

- 62. The teacher was receptive of the views and opinions of the students.
- 63. The teacher helped students to learn.
- 64. The teacher was insensitive to individual student's needs and interests.
- 65. The teacher often responded to student needs.
- 66. The teacher often discriminated among students.
- 67. The teacher was not approachable to students.
- 68. The teacher was available to students as and when they are urgently required.
- 69. The teacher encouraged students' novel/new ideas.
- 70. The teacher taught students to think independently.
- 71. The teacher welcomed students' feedback in the class.

Appendix - II

An Objective Assessment Chart for appointment of College/University Teachers.

	Criteria		Weightage		Marks
	Educational Qualification from High School Certificate Exam to Post-Graduate level		30%		100
			1 st Division	2 nd Division	Pass
	A	High School	4	2	1
	B	+2	4	2	1
	C	Graduation	8+2 (Distinction)	4	2
	D	P. G.	12*		
			30		

- * ≥ 75 - 12
 $\geq 65 < 75$ - 10
 $\geq 60 < 65$ - 08
 $\geq 55 < 60$ - 06
 < 55 - 04

2. Research Degree: M. Phil - 3 - 15% 15
M.Phil + Ph. D./Ph. D. -10
D. Sc./D. Litt -12
Ph.D. & D. Sc./ D. Litt -15

3. Teaching Experience*: -15% - 15
1 mark for every year of P. G Teaching
0.75 mark for every year of (Hons) Teaching
0.50 mark for Undergraduate Teaching
(Over & above the minimum requirement as per UGC norms)

* This may not be considered at entry point for Lecturer.

4. Research
- (a) Publication (Peer reviewed/Impact factor - 25% -25
Journals/Books/Patent 20% (20 marks)
 - (b) Research Guidance - successful guidance of doctoral & Postdoctoral Thesis work
1 mark for each Thesis. 5% (5 marks)
5. Viva voce: - 15% - 15

Self Appraisal Report of the teacher will be taken into account for judging suitability. Any adverse remark on teaching & research ability, violation of code of conduct, will make him unsuitable for consideration.

Original manuscript received on 13.02.2008

Accepted manuscript received on 27.11.2009

Adolescence Education : Thoughts of Common People

Dr. Subimal Kumar Chatterjee
Biman Sarkar

Abstract

The present investigation has been designed to study the thoughts and ideas of common people residing in Memari and adjoining areas of Burdwan district regarding adolescence education and its introduction at school level. The study was conducted by interviewing two hundred persons using a set of questions. The responses were analysed and discussed.

Keywords: Adolescence, Life Style Education.

Introduction

Development of human children depends on several environmental criteria of which educational level of their family members, socio-economic condition, available nutritional support, relevant cultural issues, family structure and its management system deserve mention. All these and many more act as regulatory factors at different phases of life from infancy to old age. In all the phases, the growing boys and girls experience different types of changes, not only physical and physiological but also mental or psychological. The most vital changes take place at the beginning of the teenage period when physiological (to be more precise endocrinological) changes that rule over the human system, bring in new mental thoughts with gradual transformations in the physique. This is the period of adolescence. Aristotle identified this phase of adolescent development in a tripartite age continuum, i.e., childhood, youth and old age. But in the present century this phase has been

Dr. Subimal Kumar CHatterjee

Professor, Institute of Science Education,
Burdwan University.

Biman Sarkar

Student (2005 - 06) Institute of Science Education,
Burdwan University.

recognized as the most crucial phase in the pentapartite life-span period, i.e., Infancy, Childhood, Adolescence, Adulthood, and Old age.

Though WHO denoted the period of adolescence from 10 - 19 years of age, majority of the development psychologists recorded 13 - 19 years of age as the ideal range. However age is not always the ideal determining factor. Beginning of sexual maturity of puberty initiates the adolescence phase followed by generation of a number of problems and special needs which the adolescents fail to understand and tackle. Adolescence Education has emerged in response to these special critical needs and concerns of the adolescent development which is a complex process of physical cognitive, emotional, social and moral maturation of children to the adult stage. This phase of life gives birth to several implications like development with peer group, distance from parents and other family members and such others. In absence of any adult interventions, the adolescents often get distracted from the ideal path of life and involve themselves into unhealthy sexual practices, drug abuse, violence, criminal activities etc. In this context, the educationists felt the need for transmission of relevant knowledge in the form of adolescence felt the need for transmission of relevant knowledge in the form of adolescence education at the school stage with a view to make the pupil aware of the scientific background of these physical and psychological changes, its consequences and also about the measures to be taken to tackle the problems.

In a National Seminar on Adolescence Education organized by NCERT in April, 1993, introduction of adolescence education in schools was urged upon. The issue of motivation of school teachers through teacher education programmes or otherwise (special training programmes or workshops) was also considered. In the National Population Education Project of 1998, this issue was recognized as a major thrust area. Owing to inhibitions and apprehensions of a large section of educationists and guardians, the matter was discussed at different levels. The curriculum structure, content volume and teaching methodology were revised before its introduction was finalized in the name of 'Jiban Shaily Siksha' or 'Life Style Education'. Objective of the present study is to collect and analyse the thoughts and views of common people (who are guardians of learners at different levels) about adolescence education, need for its transmission to the school going children and also their opinion about the impact of this concept on social culture.

Hypothesis

Keeping in view the objective of the present study following hypotheses were formulated:

H₁ : The subjects selected randomly represent common people.

- H_2 : The subjects represent guardians of learners at different levels.
- H_3 : The subjects chosen for the study are likely from the more or less same educational level.
- H_4 : Thoughts and views of the subjects towards adolescence education may not differ significantly.
- H_5 : Sexual difference amongst the subjects may not influence their views towards adolescence education.
- H_6 : Professional variation amongst the subjects may not influence their views forwards adolescence education.
- H_7 : Age variation of the subjects may not influence their thoughts and views about adolescence education significantly.

Method of Study

The study was conducted in and around Memari, a well developed area of Burdwan district. The area covered for the survey was inhabited by people mostly involved in different professions. Their minimum educational level was graduation. Two hundred persons (both male and female) were randomly selected within age group range of 30 - 50 years. Most of the subjects (persons considered for the study) were married. They were interviewed with the help of a set of ten questions prepared in such a manner that the responses may lead to the following points of concern:

1. Knowledge about adolescence.
2. Need of adolescence education.
3. Stage and mode of transfer of adolescence education.
4. Role of parents and teachers in the process.

The responses as well as views of the respondents were analysed, expressed in terms of percentages and presented in table 1. Significant responses satisfying the aforementioned points of concern and also have bearing on the objectives of the present study have been discussed.

Findings and Discussion

It is evident from table 1 that 95% respondents have clearly expressed their thoughts and views

which have direct bearing on their knowledge. In spite of the fact that 32.5% of the respondents do not have any clear concept about adolescence education, 27.5% of them (95% - 67.5% - 27.5%) have agreed to transfer to the adolescence. Those who have disagreed to transfer this knowledge in new form obviously represent the rest 5%. They do neither have any clear concept about adolescence education (32.5%) nor any practical experience of dealing with the adolescents.

As 95% of the respondents have agreed to transfer adolescence education to young boys and girls, it is necessary to present their views that cropped up from their thoughts and experience. The views in support of adolescence education are:

1. The unknown physical, physiological and psychological changes throw the adolescence into a mysterious world full of uncertainty and anxiety. In absence of any knowledge about sex related changes, many misconceptions are generated in them. Wrong interpretation of the situation by the peers coupled with self-ignorance, adversely affect their attitude and behaviour. Basic knowledge of adolescence education may help them to tolerate the situation and adjust in a positive way.
2. Basic knowledge and information about puberty related health may prevent the adolescencents from getting involved in pre-marital sexual relationship.
3. As a safe-guard to sexual exploitation, violence and crime and also for development of respect for opposite sex, urgent educational intervention is strongly desired. Adolescence education may help to develop proper attitude for the opposite sex.
4. Media reports, sex related stories, film magazines, cinema, video parlours, commercial advertisements and certain sensuous programmes presented in different television channels agitate adolescence mind to such an extent that the excitement created in the process hamper normal life processes. Previous exposure to the underlying causes of excitement through adolescence education may pacify them.
5. The AIDS pandemic has added urgency for introduction of adolescence education in schools. Though there are other modes of HIV transmission, sexual contact and sharing of syringes by drug-addicts are usually regarded as principal avenues of transmission. Considering the serious consequences of HIV infection and drug addiction, the adolescents are to be motivated to adopted behavioural preventive measures against free pre-marital and extra-marital sexual practices and also drug-abuse through the basics of adolescence education.

5% of the respondents who are not in favour of introduction of adolescence education at school level placed the following arguments in support of their views:

1. Sex and sexuality are extremely private matters which are not to be discussed publicly and that

too with young children. Question of transfer of this concept through curriculum at school level does not arise at all for obvious reasons.

2. If adolescence education is introduced at school level, young children may be encouraged to experiment with the newly acquired knowledge which is generally exciting. This will promote spoiling of their youth as well as school and social environment.
3. Its inclusion will increase curricular load.
4. Transfer of the basics of adolescence education to the young children may be more effectively taken up by their parents and other family seniors.

Positive view of 95% respondents to introduce adolescence education at school level is in conformity with the decision taken earlier by the educationists. The study report justifies the decision. 54% of the subjects opined to start teaching at class VIII stage which according to majority of psychologists is the starting stage of adolescence (13 years +). It is definitely the right time for obvious reasons. Regarding mode of transfer, 24% of the respondents opted for a new subject on adolescence education, 43% desired to impart the basic concept as parts of life science and the rest 32% through co-curricular activities. In the opinion of the investigators, the first option is not acceptable because this will not only increase subject load but also create additional interest amongst students which may have far reaching consequences. The option is the most acceptable one because basics of adolescence education concept are truly interwoven with a significant number of topics of life science, especially zoology and physiology. Slow and steady stagewise transfer of relevant informations with the related topics of life science may percolate in the delicate mind of teenagers and finally consolidate there in time. The third option, i.e., through co-curricular activities is of much significance as an additional input system which may be organized in and outside classroom situation. In the package developed by NCERT under the National Population Education Project, nine student activity areas have been identified for its introduction. The areas like Question Box, Group Discussion, Value Clarification, Role Play, Case Study, Debate, Painting / Poster Competition, Essay Competition and Quiz Contest are expected to create interest and enthusiasm amongst students.

69% of the respondents have clearly opined that teachers and parents must show positive attitude towards transfer of adolescence education at school level. They need to convince themselves at the very outset about the need for this special concept in the life of adolescents. Until and unless the teachers will be able to get rid of any sort of inhibition or superstition regarding sex and sex related matters (certainly level specific) and become emotionally stable to discuss relevant areas with the students, all their efforts will be futile. Not only the method of presentation of the teachers, but also the way they receive the problems of the students and help them to tackle the situation, will determine effectivity of the system. The teacher needs to act as friend, philosopher

and guide of the students. Love should be the basis of all works.

As the parents are likely to spend maximum time with their adolescent sons and / or daughters, their responsibility is more than teachers. The parents and other elderly members of the family are expected to share their knowledge and experience about the physical, physiological and psychological changes an adolescent child usually pass through. The adolescent children of a family in spite of all senses of fear and shyness, truly desire to have emotional support from their family members in regard to tackling the puberty related problems. Any sort of ill treatments if the adolescents receive and experience from their family members or parents, they may divert themselves into unhealthy and unsocial circles which may have undesired consequences.

Conclusion

In spite of the arguments expressed by the respondents in favour or against the introduction of Adolescence Education at school level, its necessity and impact in adolescent life is highly significant. Adults of today who have experienced this phase and are very much aware of the consequences, should share the responsibilities of counsellors as and when required to pacify the excitement of present day adolescents and help them to face the scientific truth behind the situation and tackle related problems. Teachers, parents or counsellors at large should have the authority to choose the mode of teaching or counselling in consultation with the experts so that the adolescents at the receiving end are convinced about the utility of this healthy essential knowledge. Extensive research is required to explore the dynamic character of adolescents and behavioural changes in the backdrop of variable social surroundings with a view to create scope for proper skill development in them.

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Table 1 : Percentage of analysed responses of the subjects leading to the relevant points of concern.

Related issues	Percentage of analysed responses	
Knowledge about adolescence	Clear concept	67.5
	No clear concept	32.5
Ttransfer of adolescence education amongst young boys and girls is essential	Agree	95.0
	Disagree	05.0
Introduction of adolescence education is essential at	School level	95.37
	College level	04.63
At school level the adolescence education is to be introduced from	Class VIII	54.05
	Class IX	45.95
Mode of transfer of the adolescence education is desired	As a new subject	24.32
	As a part of life science	43.24
	Through Co-curricular activities	32.44
Role of teachers and parents	Strongly believe that they have essential duties to help the adolescents	69.0
	Casual approach towards the problems of adolescents	31.0

Original manuscript received on 19.05.2009

Accepted manuscript received on 27.10.2009

A Survey on Educational Leadership Qualities of the Students of Class -IX

Dr. Shyam Sundar Bairagya

Dr. Debabrata Debnath

Abstract

Leadership is a group phenomenon. Leader plays an important role in bringing about the group change and group cohesion. The leadership depends on three things: the individual, the followers and the conditions. Leadership is not a quality which a man possesses, it is an interactional function of the personality and the social situation. Educational leadership is such a complex social and interpersonal process so as to understand it properly we need to examine the situation in which leaders operate. The present investigation was to make an assessment of the educational leadership qualities in the secondary students. The study was conducted in the four schools, two from urban and two from rural areas including two hundred students both boys and girls in the district of Burdwan in West Bengal. The investigator prepared standardized questionnaire for measuring educational leadership qualities of the secondary students. It was found through the statistical computation that the urban students possessed more educational leadership qualities than the rural students and it was also found that urban boys and urban girls possess more educational qualities than rural boys and rural girls. So the findings of the study indicate that the urban students possess more educational leadership qualities than the rural students.

Keywords: Group Change, Group Cohesion, Leadership.

Introduction

Leadership is a group function. It is a process of mutual stimulation where the leader influences the group and the group influences the leader. There is flexibility in this relationship. No man can become automatically a leader by virtue of his father's position. Leadership is not a

Dr. Shyam Sundar Bairagya

Associate Professor, Dept.of Education,University of Gour Banga,
Malda, West Bengal- 732 101.

Dr. Debabrata Debnath

Assistant Professor. Dept.of Education,University of Gour Banga,
Malda, West Bengal- 732 101.

quality which a man possesses; it is an interactional function of the personality and the social situations. It is very important to note that the leader by him alone cannot achieve the group goal and help it maintain its solidarity and strength. Leadership is not an activity of an individual alone. A leader performs four main functions:

- i) the determination of objectives
- ii) the manipulation of means
- iii) the control of the instrumentality of action, and
- iv) the stimulation of coordinated action.

From the present incidents of our country we have seen the relief map is showing imbalances, because the leader does not lead their work properly. So those who are not guided by the leaders they failed. A bad leader can cause ultimately death to inherited potentialities of the groups and make future ruined forever. The bad result our society, especially our students that Students of present era are under conflict and unrest. In India, it has been seen in daily newspapers that "students unrest" is a common item of news.

As the students are the members of the future society, some of them are influenced by the way of leader. The present day crisis of leadership can give new dimensions to the people's zeal in accordance with the concepts of democracy and socialism. The present researcher in the above context identifies some educational leadership qualities and measures the educational leadership qualities for both sexes and strata. So the statement of the problem is:

"A Survey on Educational Leadership Qualities of the Students of Class -IX"

Objectives of the study

- § To develop a scale for measuring the Educational Leadership Qualities;
- § To assess Educational Leadership Qualities for the sample under consideration;
- § To compare the Educational Leadership Qualities for their sexes and strata

Null Hypotheses of the Study

- ⁰H1: The Educational Leadership Qualities of boys and girls students do not differ significantly.
- ⁰H2: The Educational Leadership Qualities of urban and rural students do not differ significantly

Sample

Two hundred students one hundred boys and one hundred girls for class IX from the District of Burdwan were selected for the study.

Area of the Study

The schools were selected from urban and rural areas in the Katwa Sub- division, the district of Burdwan of West Bengal.

Number of Schools

Four schools –two from urban and two from rural, situated in the district of Burdwan were selected for the study.

Sex

Out of 200 students, 100 were boys and 100 were girls.

Strata

Out of 200 students on whom the questionnaire was administered, 100 were urban and 100 were rural students.

Variables

In the study the researcher considered three variables—one dependent variable i.e. Educational Leadership Qualities and two independent variables, Sex and Strata.

Tools used

Educational Leadership Qualities Scale for the students of class – IX was developed and standardized by the researcher.

Methodology

Survey method was used to collect data under the present study.

Sampling

A sample of two hundred students was selected randomly from class - IX of four Secondary schools considering both sexes and strata. The sample consisted of one hundred boys and one hundred girls. Out of the 100 boys, 50 were urban boys and 50 were rural boys, and out of the 100 girls 50 were urban girls and 50 were rural girls.

Sampling Chart

Area	Name of the school	Boys	Girls	Total
urban	1. Katwa K.D. Institution	50	-	100
	2. Katwa D. D. C. girls	-	50	
rural	1. Mejhiari S.S. High School	25 25	25 25	100
	2. Patuli high School			
Total		100	100	200

Construction of Educational Leadership Qualities Scale

Moreover, eight dimensions were considered at the time of construction of statements for the Educational Leadership Qualities Scale. This was done in consultation with the experts in this field. The dimensions were:

- i) Peer Acceptance (D1),
- ii) Activities in Class (D2),
- iii) Expressiveness (D3),
- iv) Sympathy (D4),
- v) Cooperation (D5),
- vi) Communicative Skills (D6),
- vii) Decision Making (D7),
- viii) Intuitiveness (D8),

Considering these eight dimensions and four statements in each dimension, 32 statements were developed for the Educational Leadership Qualities Scale

Analysis of Data

Table - 1: Showing the distribution of the Mean, SD and 't' - value of Educational Leadership

Educational Leadership Qualities	SEX	N	Mean	Std. Deviation	SE _D	df	't'	Level of Significance
	boys	100	104.3	17.94	2.64	198	2.61	Significant at 0.01
	girls	100	111.2	19.44				

Qualities between boys and girls students

Table - 2: Showing the distribution of the Mean, SD and 't' - value of Educational Leadership Qualities between Urban and Rural students

Educational Leadership Qualities	Strata	N	Mean	Std. Deviation	SE _D	df	't'	Level of Significance
	urban	100	110.7	20.03	2.65	198	2.26	Significant at 0.05
	rural	100	104.7	17.43				

Findings

From the table -1 it was found that that $t = 2.61$ which is significant at 0.01 level. So, the Null Hypothesis H_0 is rejected. Hence, there is significant difference in Educational Leadership Qualities between Boys and Girls. It was also found from the table -2 that $t = 2.26$ which is significant at 0.05 level. So, the Null Hypothesis H_0 is rejected. Hence, there is significant difference in Educational Leadership Qualities between urban and rural students.

Conclusion

It was found through statistics that the girls possessed more Educational Leadership Qualities than the boys. It was also found that urban students possessed more Educational Leadership Qualities than the rural students.

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Original manuscript received on 27.06.2009

Accepted manuscript received on 05.12.2009

Social Rehabilitation of Drug Addicted University Students in Kolkata

Dr. Indira Sur

Abstract

Drug addiction may be perceived as aberrant behaviour and as a social problem. In several Western countries, drug addiction was regarded as an important social problem since long but in India, it is only since last one and a half decade that it has come to be considered a crucial social problem. One of the most disturbing trends in India is the high frequency of taking drugs and drinking among the College and University students. To solve this major social problem, we need prevention and social rehabilitation programmes for drug addicted persons, especially for the youth and the students. Education institutions play a central role in prevention programmes. In India, very few studies have been reported in this area. The present article aims to study on social rehabilitation of the Drug addicted University students in Kolkata. For this study, 50 students were in treatment and 50 students were after treatment in the counselling centres have been selected in and around Kolkata. Data were collected through interview schedules and questionnaires. Data was analyzed qualitatively and quantitatively. Some important findings indicate that – (i) Hallucinogens were most popular drugs among the University Students in both the cases – (in and after). (ii) Among the hallucinogens type drugs marijuana attracted young adults more than others. (iii) Maximum University students commenced to consume drugs for their high ambition. (iv) Many students became addicted for their alcoholic parents. (v) Maximum female students became addicted for early sexual harassment. (vi) No University had residential treatment facility.

Keywords: Drug Addiction, Social Rehabilitation.

Introduction

Drug addiction denotes habitual and frequent use of drug when people consume consciously - altering drugs on a regular basis, they often develop dependence – they come to need the drug and cannot function without it. Two types of dependence exist.

Dr. Indira Sur

Assistant Professor, Dept. of Education, Muralidhar Girls' College.

One, physiological dependence and the other is psychological dependence. Frequent use of drug is extremely dangerous, sometimes even immoral and anti social. The use of illicit drugs today is not confined to the street urchins and lower classes; more and more middle and upper class youth are succumbing to drugs. The prevalence of drug abuse, drug addiction and drug dependence are increasing day by day in our society. The rate of drug addiction especially alcoholism started to augment rapidly in India also. Secret meetings at friend's house to get drunk, bunking school, college, university to look up in an alley to snort coke students in India are going down the dark alley in even larger numbers. It is a shocking trend in 'Conservative' India – but one that neither the schools, colleges, universities nor parents can deny.

People take drugs for many reasons, ranging from the perceived pleasure of the experience itself, to escape from daily pressure of life or to attempt to achieve a religious or spiritual state etc. Generally, no single factor or pattern fits all addictions to drugs. Drugs are classified into several groups; Stimulants, Depressants, Narcotics and Hallucinogens. Some popular names of drugs are Tranquilizers, Barbiturates, Cocaine, Marijuana, Nicotine, Heroine, Alcohol, LSD etc. which are extremely popular especially among the young generation.

So the present study was designed to investigate to know what types of drugs generally addicted University students used to take, causes of addiction and availability of rehabilitation facility in the Universities of Kolkata. .

Objectives of the study

1. To know the nature of drugs, students generally take.
2. To study the causes of drug addiction among the University students.
3. To know the facilities available for social rehabilitation of such addicted persons.

Methodology

Sampling

Totally 100 subjects (University students) were investigated.

Samples were collected from the Counselling Centre of the three Universities and from the Government Registered or Private Counselling Centre for the rehabilitation of drug addicts.

<i>Category</i>	<i>Number</i>
Students who are in treatment* in the counselling centres.	50
Students of the counselling centres after treatment#.	50
Total :	100

*Who came for treatment for first time in the counselling centres.

#Who came back for treatment again or relapsed in the counselling centres.

Tools:

The tools were structured Interview Schedules and Questionnaires which were validated by five eminent experts of the Universities. Pilot work was also conducted to judge the reliability and validity of Interview Schedules and Questionnaires.

Some Major Findings of the Study

Objective - 1

- 20 (40%) students were Hallucinogens addicts out of 50 drug addicted students who came for treatment for the first time. Similarly among relapsed University students, 18 (36%) were Hallucinogens addicts. The study highlighted that Hallucinogens type drugs were most popular because these were less expensive but gave more pleasure.
- Among the Hallucinogens type drugs Marijuana (Ganja) attracted young adults more than others. 14 (28%) among in treatment students and also 14 (28%) among relapsed students used to smoke Marijuana.

- Besides Hallucinogens, Depressants addiction was also high among the University students. 12 (24%) were Depressants addicts who were in treatment first time as well as among relapsed students 17 (34%) were Depressants addicts.
- Among Depressants type drugs Alcohol was most popular. 9 (18%) used to drink Alcohol among in treatment students. Similarly, out of 50 relapsed students 12 (24%) were Alcohol consumers. Alcohol addiction was more because it was easy available and socially accepted.
- Only 4 (8%) were Stimulants consumers and 8 (16%) were Narcotic drugs users among in treatment students as well as among relapsed students only 1 (2%) was Stimulants addict and 6 (12%) used to choose Heroine means Narcotic drug addicts.
- Among in treatment students only 6 (12%) were multiple drugs users. In the case of relapsed students, only 2 (4%) were multiple drugs addicts, who started again to taste new substances.

Objective – 2

- Regarding individual causes of drug addiction among the University students 24 (48%) became addicted for getting high (It means to develop their stamina). According to them, they could study more after using drugs. Similarly, 18 (36%) relapsed students again started to take drugs to get high. They also claimed that they could achieve an intense high – a kind of controlled hypersensitivity by drugs.
- 9 (18%) students started to consume drugs for pleasure whereas among relapsed students only 2 (4%) started to take drugs again for pleasure.
- 6 (12%) began to use drugs for curiosity. They started because their family members were addicts, substances were available in the family. But among relapsed students 5 (10%) started again for curiosity. They started to get experience of new drugs which could give them more pleasure.
- Regarding familial causes 16 (32%) in treatment students became addicted for their Alcoholic parents and family members. They wanted to forget their problems of families they

started to take stress relieving drugs. But only 5 (10%) relapsed students started again for Alcoholic parents or broken family.

- 14 (28%) became addicted to fulfil the demand of their family. Their family expectations were so high especially for good results. They started to take energy creating drugs.
- 16 (32%) relapsed students started again for lacking close relationship with the family members.
- Students among both types started to take drugs for multiple reasons like, life crisis, physical illness, hostel life, peer pressure, broken family, loneliness, strained relationships and addicted parents etc.

Objective – 3

- As regard of total rehabilitation facility (Arrangement for identification, for detoxification, for rehabilitation and for after care) no University had these all facilities together. All Universities (3 Universities at Kolkata – RBU, CU and JU) had only two or three facilities together.
- Regarding total rehabilitation facility for drug addicted students in private counselling centre at Kolkata 3 (75%) facilities were available in 6 Institutions. But only 2 Institutions had only 2 (50%) facilities. Private counselling centre were more equipped than University counselling centre. But these were quite expensive what University students could not afford it, if they were not from rich family.
- No University at Kolkata had residential rehabilitation centre which is very essential for the students.

Discussion and Conclusion

The obtained results of the present study have clearly indicated that Hallucinogens types drugs especially Marijuana (Ganja) were most popular among the University students. Alcohol addiction was also very high among the students.

As regards of causes of drug addiction maximum students started to take drugs for getting high, pleasure, curiosity, peer pressure, hostel life, broken family, strained relationships and Alcoholic parents etc.

As regard of rehabilitation facility, centres of the Universities were not well equipped according to needs residential counselling centres were not in any University, sports and social work were not popular among the students. But private counselling centres had more or less all facilities though our all University centres were directly related with these private counselling centres.

To decrease the rate of addiction we need to arrange various kinds of awareness programmes especially in schools, colleges and universities. Not only for addicted students but for all which will help them to learn effecting coping responses in situations where drugs are served. More rehabilitation programmes and centres should be established for the students to diminish the relapse rate. Prevention treatment and rehabilitation all require a positive and life affirming campaign and help should come from all levels of the society. The call for legalization or decriminalization of the possession of drugs is very important and misuse of prescription drugs or sale of less powerful non – prescription drugs should be stopped immediately. Generally, addicted persons are always neglected everywhere, in his family, institution and society. But for social rehabilitation and social integration positive attitude of the people is very essential. Enlightened attitude means scientific and complete integration. So India need to make a shift from the medical model of intervention to community based rehabilitation of the drug addicted persons.

Some important suggestions:

- Every University should have a counselling centre with total rehabilitation facilities (identification, detoxification, rehabilitation and after care).
- Every University should have residential counselling centre which should not be expensive.
- Students should be involved in community service. Especially for drug addicted students, University should try to engage them in different community work, where they can enjoy and can spend their time in a right way.
- University counselling centre should have arrangement for stress tolerance therapy and confrontation.

- Family counselling should be there.
- All University counselling centre should have Relapse Prevention Program.
- Government should arrange Alcohol and Drug prevention program in work place, in educational institutions to prevent stress, tobacco, alcohol, and psychological violence.
- Government should provide Financial assistance to build the after care centre and to run it.
- Government should take initiative to close bar, wine shops which are situated adjacent to the educational institutions.
- Parents should have awareness of drug addiction and Alcoholism.
- Parents should not take drinks and drugs in front of their children.
- Parents should not give extra pocket money to their children.
- Parents should be friendly with their children and they should not give more pressure for better result to their children.
- Value education classes should be included in the University.
- Senior students, University teachers should take responsibilities to control and maintain good and healthy environment in and around the University campus.
- University counselling centre and local counselling centre should be linked together and work together.

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Original manuscript received on 07. 10. 2009

Accepted manuscript received on 29 11. 2009

Creating Ideal Citizenry through Education : a Conceptual Framework of Citizenship Education

Dr. Deepa Mehta
Dr. Anshuman Singh

Abstract

Highlighting the importance of creating ideal citizenry through education, Civic Mission of Schools (2003) remarked that "It is crucial for the future of our democracy that all young people should be knowledgeable, engaged in their communities and in politics, and committed to the public good. Citizenship education has been considered, one of the constant educational goals since the founding of the republic, and it is the concomitant need to educate youth for their democratic responsibilities. The schools are the primary institution for youth to develop and practice citizenship competencies necessary for personal and social development. In this context, present paper provides a conceptual framework of citizenship Education along with its relevance in present scenario. Further, the paper also attempts to define and discuss quality in Citizenship Education highlighting the ideal teaching learning procedure for quality citizenship education.

Keywords: Citizenship Education, Ideal Citizenry, Social Development.

Introduction

A democratic society needs serious citizens who can create their opinion about matters concerning justice and the public interest. It is important that citizens are able to make well-considered choices on moral and social issues and take responsibility for their choices. Therefore, citizenship education

Dr. Deepa Mehta

Asst. Professor, Faculty of Education, Banaras Hindu University.

Dr. Anshuman Singh

UGC Project Fellow, Faculty of Education, Banaras Hindu University.

will have to be directed at the attitudes and skills that enable students to reflect upon their moral considerations, and take responsibility for their choices. 'Citizenship education is not just a matter of learning the basic facts about the institutions and procedures of political life; it also involves acquiring a range of dispositions, virtues and loyalties that are immediately bound up with the practice of democratic citizenship' (Kymlicka, 1999). Further, The Council of Europe explained the need for citizenship education and recommended (2002) that the growing levels of political and civic apathy and lack of confidence in democratic institutions, and the increased cases of corruption, racism, aggressive nationalism, intolerance of minorities, discrimination and social exclusion, all of which are major threats to the security, stability and growth of democratic societies; to vibrant culture of democratic participation. Moreover, a variety of personal and social circumstances can impede a person's capacity of active citizenship. For example, homeless young people may not secure the right to vote simply because they have no address. More generally, many young people living in poverty and experiencing other forms of disadvantage feel alienated. They see little point in participating in a system that seems remote from their concerns. It is in the interest both of individuals and of society as a whole that the rights and responsibilities of citizenship are well understood, that young people develop the capability need to function effectively as citizens in modern society, and that structure are provided to enable them to do so. The opportunities for learning that are provided in schools and early education settings make important contributions to the process of educating for active and responsible citizenship. At the same time, the contributions of formal education need to be seen alongside, and in interaction with, other influences. These include the influence of parents, careers and the media and opportunities for community-based learning. Also, school and early education establishments need to take account of the diversity of the local communities in which young people live. Broadly speaking, the citizenship that formal education should seek to promote and foster needs to be thoughtful and responsible – rooted in and expressive of, a respectful and caring disposition in relation to people, human society generally, the natural world and the environment. It should also be active, in the sense of people being able to act and participate in various communities, wherever it seems to them desirable or appropriate to do so.

Thus, we see that there are important implications for schools and early education centres of this view of citizenship. Approaches to all aspects of education for citizenship in the classroom, or the wider life of the school or 1992 have rightly reiterated, 'India's political and social life is passing through a phase which poses the danger of erosion to long accepted values. The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain'. The National Policies have emphasized common citizenship and democratic values in education. The National System of Education and Uniform Pattern of Education through out the Country were provided for promoting and sustaining democracy through education. The multi-culture of the India was encouraged for promoting democratic values in education.

Above researches show that nothing is more important to the further health of democracies. In order to maintain democratic health of our country we need to have skilled and ideal citizens. All education stakeholders have a responsibility to support and contribute to quality citizenship education. Policymakers need to establish supportive policies, resources and accountability systems for citizenship education; education leader should create democratic school systems and professional development for teachers and community partners; community partners need to understand and contribute to student citizenship competencies and create authentic engagement opportunities for students to address community issues; and teachers must be knowledgeable and skilled in teaching methods that align with student citizenship.

Relevance of citizenship Education

Jagannath (2006) described that Education for citizenship is important because every society needs people to contribute effectively, in a variety of ways, to the future health and wellbeing of communities and the environment, locally, nationally and globally. Fostering active and responsible citizens contributes to the process of developing a healthy and protect the right of citizens, to make them aware of their responsibilities and strengthen democratic society, the responsibilities of present and future generations to maintain and safeguard democratic societies, and of the role of education in promoting the active participation of all individuals in political, civic, social and cultural life. In other study, Civic Mission of Schools (2003) mentioned, "It is crucial for the future of our democracy that all young people should be knowledgeable, engaged in their communities and in politics, and committed to the public good. Schools are the only institution with the capacity and mandate to reach virtually every young person in the country. Of all institutions, schools are the most systematically and directly responsible for imparting citizen norms". In this context Ichilov, (1998) also described that Citizenship education is highly topical in many countries, at present, as the new century approaches and urgent consideration is given to how better to prepare young people for the challenged and uncertainties of life in a rapidly changing world.

In this way citizenship education has great importance for India which is the largest democracy of the world, with diversity. For example, Secondary Education Commission (1952) stated that "Democracy is based on faith in the dignity and worth of every single individual as a human being. ... The object of a democratic education is, therefore, the full, all-round development of every individual's personality. ... i.e. an education to initiate the students into the many-sided art of living in a community. It is obvious, however, that an individual cannot live and develop alone.No education is worth the name which does not inculcate the qualities necessary for living graciously, harmoniously and efficiently with one's fellow men." Further more The National Policy on Education (NPE), 1986 and the Revised NPE,

Defining Quality in Citizenship Education

The Crick Group (1998) agreed that 'effective education for citizenship' consists of three strands interrelated but also distinct, which combine to make up such an education: Social and moral responsibility, community involvement and political literacy.

1. Children learning from the very beginning self-confidence and socially and morally responsible behavior both in and beyond the classroom, both towards those in authority and towards each other. This learning should be developed, not only in but also beyond school, whenever and wherever children work or play in groups or participate in the affairs of their communities. Some may think this aspect of citizenship hardly needs mentioning; but we believe it to be near the heart of the matter. Here guidance on moral values and personal development are essential preconditions of citizenship. Some might regard the whole of primary school education as pre-citizenship, certainly pre-political; but this is mistaken. Children are already forming through learning and discussion, concepts of fairness, and attitudes to the law, to rules, to decision-making, to authority, to their local environment and social responsibility etc. They are also picking up, whether from school, home or elsewhere, some knowledge of whether they are living in a democracy or not, of what social problems affect them and even what the different pressure groups or parties have to say about them. All this can be encouraged, guided and built upon.
2. Learning about and becoming helpfully involved in the life and concerns of their communities, including learning through community involvement and service to the community. This, to course, like the other two branches of community should be informed by the awareness that citizenship is best learnt through experience and interaction with others. In short, learning about citizenship is best achieved by being an active citizen. Another implication is that young people and their parents or careers should be routinely involved in school development planning and other areas of school decision making. Also, because citizenship is a lifelong process, young people's learning experiences should encourage them to be disposed to be active and responsible citizens both now and later in their lives.

Concept of Citizenship Education

Democratic Citizenship education focuses on the rights, responsibilities and roles of the citizen. locally, nationally and globally and on the concept of human interdependence. The Council of Europe (2007) defines 'Education for Democratic Citizenship' as "a set of practices and activities designed to help young people and adults to play an active part in democratic life and exercise their rights and responsibilities in society." Citizenship education aims to provide students with the knowledge, skills and understanding to become informed citizens. Aware of their rights, responsibilities

and duties play an effective role in relation to their local, national and international communities. The National Curriculum program of study sets out a broad framework of essential knowledge and skills from which schools can develop citizenship programs adapted to the needs of their own students and communities.

Thus citizenship education includes following attributes:

- the rights and responsibilities of citizenship
- the importance of voting
- the role of local and national government
- Indian as a multi-cultural society
- Thoughtful and Respectful Dialogue about Issues
- Engagement in and Learning about the Community

The more these characteristics occur and supported in schools, the greater the opportunity for consistent engagement of students in class and community activities leading to citizenship competencies.

Citizenship Competencies

Pickeral, T (2005) mentioned that citizenship competencies must be articulated and expressed to all education stakeholders so that there is a common expectation of what students need to know and be able to do. Such competencies encompass three key strands:

Knowledge

Related knowledge. both historical and contemporary, such as understanding the structure and mechanics of constitutional government, and knowing who the local political actors are and how democratic institutions function.

Skills

Cognitive and participatory skills (and associated behaviours), such as the ability to understand and analyze data about government and local issues, and skills that help a student resolve conflict as part of a group.

Dispositions

Civic dispositions (motivations for behaviours and values/attitudes), which can include support for justice and equity and a sense of personal responsibility. Students will not necessarily connect knowledge and skills to their dispositions without an experience or a reason to believe their participation is worthwhile. (Torney-Purta and Vermeer, 2004)

Objectives of Citizenship Education

Objectives of citizenship are to help people learn how to become active, informed and responsible citizens. More specifically, it aims to prepare them for life as citizens of a democracy. Different characteristics are required by citizens in different types of political system. The characteristics required of people living as free and equal citizens in a democratic society differ significantly from those of people living under, say, a totalitarian regime. Democracies depend upon citizens who, among other things, are:

- aware of their rights and responsibilities as citizens
- informed about the social and political world
- concerned about the welfare of others
- articulate in their opinions and arguments
- capable of having an influence on the world
- active in their communities
- Responsible in how they act as citizens.

National Centre for Learning and Citizenship (2005) reviewed many school climate and culture instruments and developed a comprehensive School Citizenship Education Climate Assessment. This School Citizenship Education Climate Assessment instrument allows schools to assess the following characteristics:

- Recognition of the Civic Purpose of Education
- Meaningful Learning and Civic-Related Knowledge
- Cooperation and Collaborations
- Trust and Positive Interactions
- Students' Input and Participation Skills
- public services
- the media
- voluntary organisations
- the economy
- Sustainable development
- Other international and global issues.

Characteristics of Citizenship

India is a complex country that requires special characteristics in its citizens. These citizenship characteristics include:

- knowledge of Indian history and geography
- understanding of the distinctive nature of Indian society
- Indian state, and its institutions

- the ability to approach public issues critically, rationally, and democratically
- informed involvement in public affairs
- respect for human rights and democratic ideas and principles
- commitment to freedom, equality, and social justice
- the ability to work through conflicts and contradictions that can arise among citizens
- willingness to live with ambiguity and uncertainty
- civility to balance the pursuit of private interests with concern for the public good
- the ability to balance personal claims of conscience and principle against the similar claims of others

The role of teachers in promoting education for democratic citizenship and human rights education provided ideas for action in member states. As it appears in Mifsud, M-R (2005), teachers must be sensitized to the true meaning of citizenship education which does not merely include teaching history and political literacy. Citizenship education is an umbrella term encompassing class management techniques, teaching strategies, school management, assessment and feedback, learning styles, non-formal education and a host of skills, initiatives and approaches. Teachers need also to be trained to make EDC visible and audible in school and out of school. Citizenship education needs to permeate school life, so teachers need to know how to make use of all opportunities school offers. The following was suggested by Morris (2003), when discussing what should be done:

- Before starting a course, engage in discussion about democracy, rights and responsibilities, attitudes, values.
- Identify and priorities the category of teacher to receive training. Specialist citizenship education teachers.
- Develop a historical and philosophical approach to citizenship education training, and not only for teachers.
- Train teachers in groups from the same school rather individual teachers (whole school staff)
- Focus on how school may be opened up to the local community and
- Conduct public discussions on the role of the teacher in society.

Citizenship education is based on knowledge, practice and values that constantly interact. To be precise, let us say that awareness of the necessary reference to values gradually gives rise to practices and action which are themselves related to knowledge and skills about human rights and the institutions that regulate life in society. Pupils benefiting in this way from citizenship education learn & teach step by step that citizenship unfolds and develops in a society imbued with values and in the human Community as a whole.

Conclusion

Citizenship education is a movement by which citizens are enabled to understand and contribute to the effective working of the society to which they belong. It is the use of education for training people to become good citizens. It focuses on the knowledge, skills and dispositions a citizen requires for living in a liberal democratic society. The programs range from teaching young people about democracy, to voter education programs, and neighbourhood problem-solving programs that bring individuals in contact with local authorities for purposes of promoting collective action to benefit local communities. Schools are the primary institution for youth to develop and practice citizenship competencies necessary for personal and social development. Schools need to be held accountable for their civic mission and organized according to democratic principles to ensure equitable access to quality citizenship education for all students. Citizenship competencies need to be expressed along three connected outcomes: knowledge, skills and dispositions – with appropriate assessment and accountability systems. There are five strategies to successfully integrating quality citizenship education : vision and leadership, curriculum and assessment, professional development, partnership and community and continuous improvement.

In the context of above, it is urgent for a democracy like India to effectively implement citizenship education at all levels of education. Since ancient time education has been viewed as an agency of creating useful citizens but, this need to be redefined in present modern world. The rapid advancements in science and technology, the breaking of national boundaries (Globalization, Liberalization, privatization) and as a consequence of this, increasing urbanization led to deterioration of our bond with our self, family and nation at large. These issues need to be addressed in the movement of citizenship education. The theory builders, practitioners and most importantly the teachers need to gear up this movement so that an ideal citizenry may be developed with the help of education.

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Original manuscript received on 09. 10. 2009

Accepted manuscript received on 14. 11. 2009

A Probe into the 'Self Esteem' of the Creatives Vs Non Creatives

Rajyasri Roy

Abstract

Self esteem serves as the touchstone of human minds raising their creative success. The objective of the present study was to examine the prevalence of self esteem in the creative versus non creative population. The sample consisted of fifty male and fifty female writers; fifty male and fifty female dancers; fifty male and fifty female artists and fifty male and fifty female controls. All the subjects were chosen after randomization following certain inclusion and exclusion criterion. The samples were administered on Information Schedule and Self Esteem Scale by Rosenberg (1965). Statistical Analysis was done by using SPSS-10.0 version. A 4×1 ANOVA, 't' tests, means and SD's were computed. The present study corroborated that the self esteem is higher for the creatives than the non creatives. The dancers possessed the highest self esteem among the sample.

Keywords : Artists, Creativity, Dancers, Self esteem, Writers.

Introduction

Everything creative is fabricated and given meaning by the mind and the self. Creativity is an ability characterized by creative imagination, creative motives and creative products. The creative thinker is always engaged in the attempt to create something new, to explore the unknown and to journey beyond the bounds of sure and seen. Creative pursuit aims to raise men above nature, to assure them that in some way their lives count more than their physical existence only. This feeling serves as a touchstone elevating; the meaning of "myself" and redefining the self in a novel way to the creative architect.

Rajyasri Roy

Assistant Professor, I.E.W, Hastings House,
Kolkata.

Creativity : The Concept

Of the myriad of behavioural traits creativity occupies a significant position. Different dimensional views of the concept are as follows :-

Torrance (1969) defined creativity as the most precious and highly valued human resource which involves every sense, sight, smell, hearing, feeling, taste and perhaps the extra sensory.

Srivastava (1994) stated that creativity is a process or the ability which uplift the feelings of life satisfaction.

Lachmann (2003) upheld that archaic narcissism, grandiosity and narcissistic rage can be sublimated through creative pursuit.

In order to achieve a better insight into the mental chemistry of creativity, the internal experiences and personal abilities of creative individuals need to be emphasized (*Gordon 1976, Roe 1976*).

The Creative Individual

As early as 1933, *Jung* wrote that an artist is a 'man' in a higher sense who carries and shapes the unconscious psychic of mankind.

According to *Maslow (1971)*, the creative person is characterized by self actualizing tendency. Creative person, according to him, is, "not so much something he does as something he is" (*Maslow, 1971*).

Rogers (1959) also shared the same view as Maslow. According to him, the mainspring of creativity appears to be ...man's tendency to actualize himself, to become his potentialities.

Fromm (1955) opinionated that creative persons are autonomous persons characterized by transcendence and mental health.

Thus, the opinions reveal the ring of creativity as Maslow's self actualizing individual, Roger's fully functioning and Fromm's autonomous persons as synonymous with the productive creative individual. Hence being different from the mass, the individual is expected to share high self esteem. The present study aims to discover the image of self esteem of creatives in their mirror.

Self Esteem as a personality construct of the creatives

Self esteem is a concept which has the qualities of both a personality trait and a psychological state and can be distinguished as an emotional reaction (*James 1890*). It is the evaluation made of one's self concept (*Larsen & Buss, 2005*).

Creative individuals attribute their success to the presence of high self esteem which in people is reflected in 'High Self Acceptance' (*Cooper-Smith, 1967*); 'High Self Satisfaction'

(Pufal, 1999) and 'Psychological Well Being' (Kernis et al, 1995). Thus these are the expressions of high self esteem as admitted by the creatives. Previous literatures do echo the presence of high self esteem and its various manifestations among creative people. High levels of self confidence (Garwood 1964, Fiest 1993); self determination (Hammer 1961); self discipline (Roe 1953); self sufficiency (Drevdahl & Cettell 1958) and self worth (Phatak 1961), characterize artistic personality profile. The possession of high self esteem on the part of the dancers provide them with necessary self confidence required for dance performance (Badrinath 2002).

Also the energetic circular movements of dance protect the dancers from negative self feelings (Parodox & Robenson 1997). Delving into personality construct of writers, it can be seen that high self confidence (Gantz 1972) and positive self acceptance (Vanzelst & Kerr 1954) facilitate independent judgment enabling their success. High self esteem and positive self acceptance enables the poets to withstand external examination thereby exaggerating uniqueness and originality of their product (Check and Stahl 1986).

The present study plans to attain the following objectives :-

Aims and objectives

- 1) To study the degree of self esteem in creative population as compared to a non creative population.

Materials and Methods

Sample : The study was conducted on four hundred (400) subjects selected and categorized into four groups :-

- 1) ARTISTS : There are 50 male artists and 50 female artists chosen randomly in alphabetical order available in the list published by the Academy of Fine Arts.
- 2) DANCERS : 50 male and 50 female dancers were chosen through randomization using lists of Bangiya Nritya Kala Academy in their alphabetical order.
- 3) WRITERS : There were 50 male writers and 50 female writers participating in this study. Each of them were chosen randomly in alphabetical orders from the Directory of Bangiya Sahitya Parishad.
- 4) NON-CREATIVES : 100 non-creatives (50 males and 50 females) were chosen from general population serving in different occupations (IT jobs, Medicines, Engineering) who did not have any creative pursuits or regular hobbies in their lives.

Inclusion criteria

- 1) Age range of 40 to 60 years.
- 2) Either sex.

- 3) Active creative pursuit and work for at least 20 years in their respective fields namely art, dance and writing.
- 4) Belonging to upper middle class.
- 5) All the participants were Indian and from Kolkata.
- 6) Educational Qualification to be at least graduate.
- 7) Artists, dancers and writers who are enlisted in respective Directories.

Exclusion Criteria

- 1) Current acute medical or neurological illness.
- 2) Non availability of consent in participation.
- 3) Engaged in creative pursuits but with no formal education in the line.

Additional Exclusion Criteria For Comparitives

No major regular creative activity (Music / Dance / Writing / Painting / Theatre) as either hobby or profession.

Instruments

- ✓ Information Schedule : A specially designed Information Schedule was prepared to elicit informations on age, sex, education, occupation, socio-economic status, income, marital status, religion, nationality and other relevant background information.
- ✓ Self Esteem Scale : (Rosenberg 1965). The Self Esteem Scale by Rosenberg (1965) was used to assess self esteem of the subjects.

Procedure

Each of the participants were approached in their working place. Primary contact with the randomly chosen subjects was done over telephones. The researcher introduced herself and the purpose of the study was briefly stated and an overview was given. The subjects who consented over the phone was then personally approached. The researcher interviewed each subject personally over two sessions. In the initial stage, the Information Schedule was administered on the basis of information obtained, people were screened at the level of their professional proficiency to be accepted as creatives and comparable non creatives individuals for the present study. In the next stage, the self esteem scale and NS selfism scale was administered on the matched creative and comparable groups.

Statistical Analysis

Data was expressed using descriptive statistics such as mean, standard deviation. Inferential statistics in form of 't' test was also used for comparing the means and S.D. values. For comparison between the four groups for Self Esteem 4×1 ANOVA was computed and 'F' ratios were found out and checked for significance.

Statistically Significant

All the statistical analysis was carried out by SPSS version 10.0 software.

Results

Table 1: F values obtained by 4×1 ANOVA showing the significance of groups, sex and their interaction on self esteem.

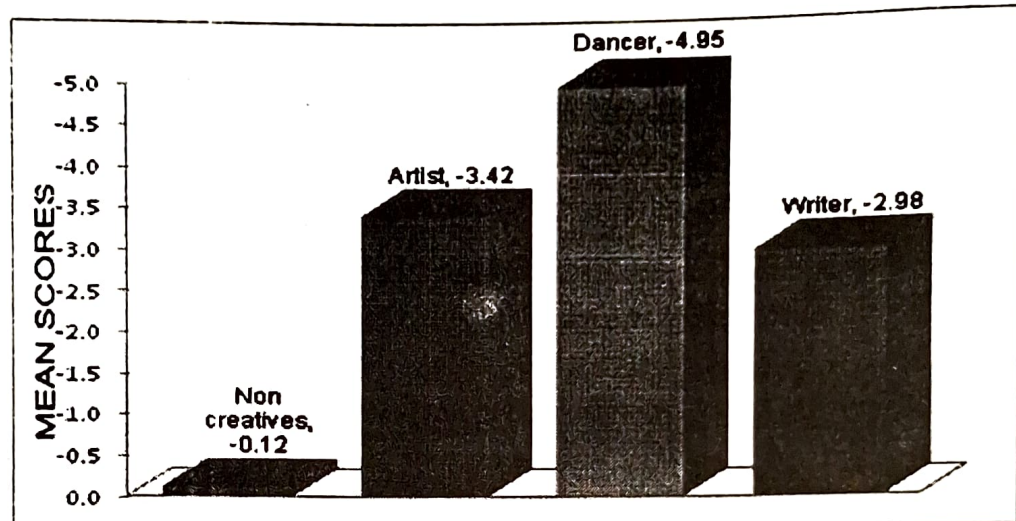
Variables	Source of Variance	'F'
Self Esteem	Between group	72.22 **
	Between sex	0.16
	Interaction	1.82

Table 2: Mean and S.D. and 't' values of artists, dancers, writers and non creatives on Self Esteem.

Variables	GROUP UNDER STUDY										
	Artists		Dancers		Writers		Non Creative s		't' Values for		
	Me an	S D	Me an	S D	Me an	S D	Me an	S D	Artists vs Non creatives	Dancers vs Non creatives	Writers vs Non creatives
☛ Self Esteem	- 3.42	2.75	- 4.95	1.34	- 2.98	1.13	- 0.12	3.46	7.46**	3.0**	7.85**

* $p > 0.05$; ** $p < 0.01$

⊙ Negative scores in the self esteem scale signify high self esteem while positive scores indicate low self esteem.



Referring to Table 1 and 2 it can be seen that the creative groups (artists, dancers and writers) show significant differences in the personality construct of self esteem when compared to the non creative groups. From Table 1 it is seen that 'F' ratios for self esteem is significant. The mean scores for self esteem (Table-2) computed thus shows higher mean prevalence among the creative groups as compared to the non-creative groups.

For self esteem, the F ratios of artists, dancers and writers with respect to the non-creative groups was found to be 72.22** ($p < 0.01$). Thus, so far as self esteem is concerned, the creative do differ significantly from the non creatives. The mean scores computed (Table-2) for self esteem shows that the artists, dancers and writers possess higher self esteem as compared to the non creatives. In Rosenberg's Self Esteem Scale, the more negative the score is, the higher the self esteem. Thus, artists with mean score of -3.42, dancers with mean of -4.95 and writers with mean of -2.98 stand in the higher level than non creatives with self esteem (Mean $\pm$ 0.12). Thus, the dancers possess the highest self esteem.

Discussion

The present sample of the creative achievers namely artists, dancers and writers show prominent differences in the personality construct of self esteem and narcissism as compared to the non creatives. The possible explanations may be forwarded as follows.

Self esteem

The present creative group possess higher self esteem than the non creatives. As early as 1933, Jung stated that the creatives are men in a higher sense; they are a collective people who allow art to realize its purpose through themselves. It is widely accepted that creative people are generally motivated to maintain high levels of self esteem (*Crocker & Wolfe 2001*). In the present study, each of the creative groups seem to have their own motive for maintenance of high self esteem. The artists realize himself and his existence through his work of art. High levels of self confidence (*Garwood 1964, Fiest 1993*), Self determination (*Hammer 1961*), Self discipline (*Roe 1953*), Self sufficiency (*Drevdahl & Cattell 1958*) and Self worth (*Phatak 1961*) characterize artistic personality. Infact the master piece of many great artists like Beethoven, Dostovesky, Van Gogh, Koffka, Poe and others produced their pioneering work while in search of self, establishing positive self identity through their works of art. The dancers seem to possess the highest self esteem among the other groups. In order to be a performer on stage the dancers must be motivated to maintain high self esteem. This self elevation robs them off the general inhibitions regarding presenting the body in a public. It is the high self esteem on the part of dancers that provide them with the necessary self confidence required for public performance (*Badrinath 2002*). The vigorous, energetic movements of dance contribute in building up positive self feelings (*Paradox & Robinson 1997*), self growth and self transcendence (*Carter 2004*) which in turn is reflected by a high self esteem and positive mood profile. (*Hewton, Lane, Redding & Whyte 2003*) which are very essential before dance performance.

The writers are also keenly motivated to maintain high self esteem and positive self acceptance (*Gantz 1972*) which build up high self confidence (*Vanzelst & Kerr 1954*) facilitating independent judgment which enables them to achieve success in their creative writing. In order to plunge into own work and pursue with high zeal and to go against social norms to achieve success in creative writing, self esteem need to be at its peak (*Amabile 1996*). High self esteem and positive self acceptance enables poets to withstand external evaluations of themselves and their works and strive for success (*Check & Stahl 1988*).

Hence the present study and its findings echo the fact that high self esteem is the most important motivating force which is again associated with success in creative pursuit (*Nuer, 2004*).

The findings of the present study thus asserts that highly creative individuals show a characteristic pattern of high self esteem which in turn imbibes in them a feeling of self confidence, fullest consciousness, rationality and reaching out life's challenges (*Yau 1991*). It is this feeling of self worth which helps to achieve success in creative works or many other spheres of life.

Thus, the practical implication of the present study aims in cultivation of certain qualities in young children, which in future would lay the foundation for and balanced narcissism and high self esteem. Through a balanced discipline and understanding, the parents and teachers should in built

the elements of inner security in children. The true sense of inner security would enable the youngsters to face frustrations and disappointments in everyday life (*Yau 1991*). Thus, high self esteem can be infused in young children through unambiguous love, understanding and warmth by the parents. The parents should be active listeners who are ready to accept both positive and negative feelings expressed by the child (*Yau 1991*). Such an attitude of parents would make a child feel truly secure, have high self respect and self worth having their realistic bases. These key elements of self esteem will make them explore the world with curiosity and become an independent thinker and grow up into a creative adult. Hence such a study is expected to lay a foundation block of matured productive and creative personality.

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Original manuscript received on

Accepted manuscript received on

Stamp Out School Bullying

Sucharita Roy Chowdhury

Abstract

Bullying at school is an age-old problem and until recently, many took the “children will be children” attitude towards the problem. It is the repeated acts over the time that involve a real or perceived imbalance of power with the more powerful child or group attacking those who are less powerful. For most elementary and high school children, school is a great place to learn, to be socialized and build self-esteem. But for a child who is bullied, school can be a place of terror.

Keywords: Delor’s Report, Emotional Intelligence, School Bullying.

Introduction

Bullying is the act of intentionally causing harm to others through verbal harassment, physical assault, or other more subtle methods of coercion such as manipulation. Bullying can be defined in many different ways. Norwegian researcher Dan Olweus defines bullying as when a person is “exposed, repeatedly and over time, to negative actions on the part of one or more other persons.” He defines negative action as “when a person intentionally inflicts injury or discomfort upon another person, through physical contact, through words or in other ways.” Farrington (1993) describes bullying as repeated oppression of a less powerful person, physical or psychological, by a more powerful person. According to **Smith & Sharp** (1994) bullying is the systematic abuse of power. **Rigby** (2002) describes bullying involves a desire to hurt + a harmful action + a power imbalance + (typically) repetition + an unjust use of power + evident enjoyment by the aggressor and generally a sense of being oppressed on the part of the victim. **Ross** states that direct bullying involves a great deal of physical aggression such as shoving and poking, throwing things, slapping,

Sucharita Roy Chowdhury

Lecturer, East Calcutta Girls’ College, Lake Town,
Kolkata.

choking, punching and kicking, beating, stabbing, pulling hair, scratching, biting, scraping and pinching.

Bullying is often described as a form of harassment perpetrated by an abuser who possesses more physical and/or social power and dominance than the victim. The victim of bullying is sometimes referred to as a target. The harassment can be verbal, physical and/or emotional. Sometimes bullies will pick on people bigger or smaller than their size. Bullies hurt people verbally and physically. There are many reasons for that. One of them is because the bullies themselves are or have been the victim of bullying (e.g. a bullying child who is abused at home, or bullying adults who are abused by their colleagues). Many programmes have been started to prevent bullying at schools with promotional speakers.

In schools, bullying usually occurs in all areas. It can occur in nearly any part in or around the school building, though it more often occurs in recess, hallways and bathrooms, on buses, classes that require group work and/or after school activities. Bullying in school sometimes consists of a group of students taking advantage of or isolating one student in particular and gaining the loyalty of bystanders who want to avoid becoming the next victim. These bullies taunt and tease their target before bullying the target physically.

Some children bully because they have been isolated, and they have a greater need for belonging, but they do not possess the effective social skills to keep friends. "When you're miserable, you need something more miserable than yourself" —this may explain the negative actions towards others that bullies exhibit.

However, there are researches suggesting that a significant proportion of "normal" school children may not evaluate school-based violence (student-on-student victimization) as negatively or as being unacceptable as much as adults generally do and may even derive enjoyment from it. They may thus not see a reason to prevent it if it brings them joy on some level.

Bullying can also be perpetrated by teachers and the school system itself. There is an inherent power differential in the system that can easily predispose to subtle or covert abuse, humiliation, or exclusion — even while maintaining overt commitments to anti-bullying policies.

School shooting is a bullying-related phenomenon that receives an enormous amount of media attention. The experience of bullying plays a major role in motivating the attack at school. In a number of cases, attackers experienced of being bullied in terms that approached torment. Anti-bullying programmes are designed to teach students cooperation, as well as training peer moderators in intervention and dispute resolution techniques as a form of peer support.

American victims and their families have legal recourse, such as suing a school or a teacher for failure to adequately supervise, racial or gender discrimination, or other civil rights violations. Spe-

cial education students who are victimized may sue a school or a school board under the ADA or Section 504(The U.S.Rehabilitation Act of 1973). In addition, the victims of some school shootings have sued both the shooters' families and the schools. Some states in the United States have implemented laws to address school bullying. Law prohibits bullying of students based on sexual orientation and gender identity. Law prohibits bullying in school but lists no categories of protection. There is no state law that specifically prohibits bullying in schools.

School bullying is behaviour intended to harm or disturb the victim. It can be physical or emotional and can occur in person, electronically, or indirectly.

Physical school bullying includes

- Punching
- Shoving
- Slapping
- Other acts that hurt people physically and emotionally
- Wedgies [of all types]
- Attacking
- Pranks, teasing , and abusing

Emotional school bullying includes

- Spreading bad rumours about someone
- Keeping certain people out of a "group"
- Teasing someone in mean ways
- Getting someone to "gang up" on others
- Name calling
- Taunts, insults, etc.
- Harassment
- Provocation

For most elementary and high school children, school is a great place to learn, to be socialised and build self-esteem. But for a child who is bullied, school can be a place of terror. If parents notice their child exhibiting any of the following 5 behaviours, there is a good chance their child is facing bullies in elementary school, middle school or high school:

1. Many children who are bullied do not want to go to school.

2. School bullying in Elementary to High Schools may cause an increase or decrease in appetite.
3. School bullying in Elementary to High Schools may cause the child to lose interest in activities. Children who are bullied will isolate themselves from the outside world.
4. School bullying in Elementary to High Schools may cause a Drop in Grades Being a victim of bullies takes a toll on a child emotionally and physically. Because of this, a child might not have the mental strength to care about their grades.
5. School Bullying in Elementary to High Schools may cause a release of anger when the child is emotionally attacked all day at school by bullies, they build up anger and resentment. This release of anger often occurs at home where they feel safe to express it.

Some Practical Solutions to School Bullying in Elementary to High Schools

If the child is being bullied, there are some practical solutions to school bullying. The parents should talk to the child about school. If they get agitated or try to change the context, then parents should let the children know that they are there to help them. If the child confides to parents that they are being bullied at school, parents should actively listen to them and let them explore ways they would like to handle the situation.

The child must be empowered to talk to their teacher or the school principal about bullying and specifically the bullies who are bullying them. If the child talks to the teacher and principal but the bullying does not stop, it is time for the parents to take action. They must schedule an immediate meeting with the principal and the child's teacher and demand to know what action will be taken to stop the bullies from bullying their child. We should not treat bullying as a natural part of growing up or believe that it will all work itself out eventually. Bullying is a serious situation and has caused some children to commit suicide. So everyone must stay actively involved with their child's school and constantly talk to their child. After the bullying has been stopped and the child's life returns to normalcy, if parents notice signs of depression or the symptoms of being bullied are still present, they should seek out the services of a counselor or therapist. With their love and support, the child can regain the positive school experience they had before they were bullied.

The student being bullied in the **middle school** should abide by some rules to avoid being bullied. They are as follows:

Dos	Don'ts
Examine your current habits, do any of them make you seem smaller, weaker or less physically capable? If so, change them to something that will make you appear larger and more confident.	Do not look at your feet when you walk.
Do attain self esteem.	Do not bite your nails.
Do always tell a parent, teacher or principal if the bullying gets excessive.	Do not walk with your hands in your pockets.
Do wait until they give the first punch or have hurt or have attempted to hurt you physically.	Do not attempt to make comebacks unless you are incredibly adept.
	Don't fight unless you have to.
	Don't try to use comebacks.
	Don't avoid the bully but do not make yourself conspicuous.
	When being made fun of, do not say anything but stare them viciously in the eye like a hungry animal.
Improve body language and be confident.	Do not believe that a teacher or parent or principal can save you from bullying.

Characteristics:

All bullies have certain attitudes and behaviours in common. Bullies dominate, blame and use others. They have contempt for the weak and view them as their prey. They lack empathy and foresight, and do not accept responsibility for their actions. They are concerned only about themselves and crave attention.

Bullies are not born that way, although certain genetic traits are often present. Some children's personalities are naturally more aggressive, dominating and/or impulsive. Children with Attention Deficit Hyperactive Disorder (ADHD) are more likely to become bullies.

Bullies come from all backgrounds. Researchers have not been able to find a link between bullies and any particular religion, race, income level, divorce, or any other socio-economic factor. Girls are just as likely as boys to bully and abuse others verbally, although boys are three times more likely to be physically abusive.

There are different types of bullies produced in different types of homes. Among them are the hyperactive bullies who do not understand social cues and therefore react inappropriately and often physically. The detached bully plans his attacks and is charming to everyone but his victims. The social bully has a poor sense of self and manipulates others through gossip and meanness. The bullied bully gets relief from his own sense of helplessness by overpowering others.

Bullies are often victims of bullies themselves. The reason may be that when a bully watches another child appear weak and cowering, it disturbs him because it reminds him of his own vulnerability and behaviour at home.

Bullies have immature social skills and believe other children are more aggressive than they actually are. The hyperactive bully will explode over little things because he lacks social skills and the ability to think in depth about a conflict.

A bully's parents may be permissive and are unable to set limits on their child's behaviour.

A bully's parents often react inconsistently. If his parents are in a good mood, the child gets away with bad behaviour. If the same parent is under stress, he or she will take it out in angry outbursts against the child. This child never internalizes rules of conduct or respect for authority.

Self-centered, neglectful parents can create a cold, calculating bully. Since his parents do not monitor his activities or take an interest in his life, he learns to abuse others when no authority figure is looking. His bullying can be planned and relentless, as he constantly humiliates his victim, often getting other children to join him.

A bully has not learned empathy and compassion. Compassion and empathy seem to be a weakness to a bully.

Causes of School Bullying

Some children bully because they have been isolated, and they have a deep need for belonging, but they do not possess the social skills to effectively keep friends. There are lots of reasons that can start bullying, but what they usually have in common is that the child who is doing the bullying (like the victims in most cases) has a low self-esteem. The other characteristic common to many bullies is a lack of empathy – which is a learned skill and one that you can help your child develop.

Desire for Attention

1. Children who do not get attention or emotional support at home may try to get noticed even in negative ways. To do this, they may try to become the center of attention by humiliating someone else.

Cycle of Abuse

2. Some children are only repeating behaviors they witness at home. They may see one parent bullied by the other or may be the victims of bullying themselves by older siblings.

Influence of Media

3. Television shows, video games, websites and popular music all have facets that encourage and even praise violent behaviour as a means to assert oneself. Taken out of context, a troubled child may use these examples as ways of being aggressive to gain popularity with peers.

Desire for Control

4. There are many children who live in undesirable family situations or who find themselves in abusive situations. In an attempt to exert some kind of control of their life, they will try to manipulate others even if they have to use threats and taunts.

Gang Membership

5. In small towns as well as large cities, children find acceptance through gang membership. This is especially true of youth who live in families with either one parent or an extended family member. Gangs often use threats and intimidation to initiate new recruits and continue to use these methods to deal with opposing gangs. These tactics inevitably are transferred to the school environment.

Who Bullies?

One student or a group can bully another student or a group of students. Bystanders may participate or watch, sometimes out of fear of becoming the next victim. People that bully other people are the types of kids that enjoy putting other people down and that make them feel better about themselves. People like that also feel insecure about themselves by putting others down.

Bullying can also be perpetrated by teachers and the school system itself: there is an inherent power differential in the system that can easily predispose to subtle or covert abuse, humiliation, or exclusion - even while maintaining overt commitments to anti-bullying policies.

Strategies to Reduce Bullying within Schools

1. Defuse the situation if you can: If a person tells you that your child is a bully, it's imperative that you remain calm yourself, and try to get the other party to calm down and discuss the issue with you rationally. Try saying, "If my child is behaving in a bullying way, I want to understand exactly what is happening so that I can address it and solve the problem."
2. Take deep breaths, and keep an open mind: As a responsible parent, you need to understand the situation from the point of view of everyone involved – especially from the point of view of your own child. Most bullying stems from insecurity or unhappiness.
3. Formulate some kind of plan: Before you start the discussion with your child, if at all possible, yet remain flexible and willing to have an open conversation and to listen closely to your own child's point of view before proceeding with anything.
4. Don't give the bully a chance: As a student, as much as you can, avoid the bully. You can't go into hiding or skip class, of course. But if you can take a different route and avoid him or her, do so.
5. Stand tall and be brave: When you (the student) are scared of another person, you're probably not feeling you're the bravest. But sometimes just acting brave is enough to stop a bully.

6. **Feel good about you:** Nobody is perfect, but what can you (student) do to look and feel your best? May be you'd like to be fit. If so, maybe you'll decide to get more exercise, watch less TV, and eat healthier snacks. Or may be you feel you look best when you shower in the morning before school. If so, you could decide to get up a little earlier so you can be clean and refreshed for the school day.
7. **Get a buddy (and be a buddy):** Two is better than one if you're trying to avoid being bullied. Make a plan to walk with a friend or two on the way to school or recess or lunch or wherever you think you might meet the bully. Offer to do the same if a friend is having bully trouble. Get involved if you see bullying going on in your school — tell an adult, stick up for the kid being bullied, and tell the bully to stop.

Other Things to do

1. Reading books about bullying together can help, if the child is young, .
2. Talking to the child often about the diversity of people in the world, and explaining that everyone has feelings and is a valuable person.
3. Taking care of a pet is a good way to help a child develop the skill of empathy.
4. Maintaining an atmosphere of love and calmness at home.
5. Trying to form some discipline and applying suitable punishments like loss of privileges.
6. Allowing the child to earn special rewards and privileges, keeping track with a calendar (perhaps with stickers for a young child) so that the parents and the child can measure the positive behaviour, and celebrate and reward it accordingly.

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An Assessment of Eco-club in few Schools of Burdwan Town, West Bengal, India.

Naba Kumar Mondal

Rajib Saha

Abstract

The Union Ministry of Environment and Forest has commissioned a State-level evaluation of the implementation of Eco-Club activities in schools under the National Green Corps programme. Keeping in view a survey has been done covering ten schools of Burdwan town by making a self-made sample questionnaire regarding the progress of the Eco-club in Secondary schools. Out of ten(10) schools, only two schools properly follow the Eco-club programme. Although most of the schools have a sufficient number of students as Eco-club member but Rathtala Balika Vidyalaya has very few students registered as Eco-club member. Again most of the parents of the students give no permission to attend their children to such activities after school time. Few teachers' (Head master and head mistress) says that due to lack of proper financial aids, the activities and other programmes of Eco-club are not possible to carry out on regular basis.

Keywords: Activities, Eco-Club, Green Corps Programme, Questionnaire.

Introduction

Eco Clubs play an important role in creating environmental awareness amongst the future generation. Till December, 2002 about 1500 Eco-Clubs were set up in Government, Aided, Private & Public Schools and 67 Colleges of NCT of Delhi (Total Eco-clubs = 1228). Department of Environment, provides a token grant @Rs. 4000/- to each Eco Club School/College for undertaking various eco-friendly activities. In order to undertake the programme in a systematic way the

Naba Kumar Mondal

Lecturer in Chemistry, Institute of Science Education, The University of Burdwan.

Author's correspondence: E.Mail: nabakumar_mondal@indiatimes.com

Rajib Saha

Student (session 2006-2007)

Department has identified 45 schools and 2 colleges as Lead Schools and about 25-30 schools/ colleges are attached to each lead school for proper coordination and implementation of various activities. Each lead eco-club school/college teacher has been trained as master trainer on environmental issues. Orientation programmes for Eco Club in charge teachers are also conducted with the help of Environment experts. The students are also exposed to field activities such as Nature Trails, Quiz and poster competitions etc. so as to create enthusiasm regarding issues pertaining to Plants/Forest/Wildlife/Bio-diversity and Nature.

The activities under the scheme include

1. motivate the students to keep their surroundings green and clean by undertaking plantation of trees. promote ethos of conservation of water by minimizing the use of water.
2. motivate students to imbibe habits and life style for minimum waste generation, source separation of waste and disposing the waste to the nearest storage point.
3. educate students to create awareness amongst public and sanitary workers, so as to stop the indiscriminate burning of waste which causes respiratory diseases.
4. sensitize the students to minimize the use of plastic bags, not to throw them in public places as they choke drains and sewers, cause water logging and provide breeding ground for mosquitoes.
5. organise tree plantation programmes, awareness programmes such as Quiz, essay, painting competitions, rallies, nukkad natak etc. regarding various environmental issues and educate children about re-use of waste material & preparation of products out of waste.
6. organize Nature Trail in Wild Life Sanctuaries/Parks/Forest areas to know about the Bio-diversity.
7. Maintenance of Public Parks, Garden etc. within and outside school campus.
8. Field visit to Environmentally imparted important sites including populated and degraded sites.
9. Organize programme against the present pollution of Environment, fixing posters in public places and propagate personal hygiene habits etc.

A. Financial Implications

Each school with an Eco-club would be given an annual financial assistance of Rs. 1000. The student members of the Eco-club and in-charge teacher would decide on using the sum for their activities in consultation with the head masters.

The state nodal agency would be given 5% of total annual expenditure on the scheme in that state towards administrative expenses. The money could be used towards stationary, postage and other

expenses. For selection, printing and distribution of locally relevant resource material, the Nodal Agency would be given a financial assistance at the rate of Rs.50 per Eco-club. For organizing the training of Master trainers, the Nodal Agency would be given a financial assistance at the rate of Rs.990/- per master –trainers. (It would be calculated at the training of In-charge teacher, the nodal agency would be given a financial assistance at the rate of Rs.335/- per in-charge teacher. The state Resource Agency would be given 3% of total annual expenditure on the scheme in the state as their honorarium. The sum includes travel expenses and other administrative expenditure. No other financial assistance would be given to the Resource Agency for their assistance in the implementation of the scheme.

B. Fund-flow mechanism

Except for the funds meant for Resource Agency where the money would be directly released, all other funds would be routed through the State Nodal Agency. First installment of financial assistance released to the State Nodal Agency would consist of

- * 100% funds meant for selection, printing and distribution of locally relevant resource material.
- * 100% funds meant for training of Master trainers.
- * 100% funds meant for training of In-charge teachers.
- * 50% of funds meant for financial assistance to Eco-clubs.

Second installment would be released after the training for In-charge teachers is completed and resource material is distributed to Eco-clubs. After adjusting the first installment against actual expenditure, up to 30% of funds meant for financial assistance to Eco-club would be released. Final installment would be released subsequently the funds meant for State Resource Agency would be released directly to the agency.

Action already taken

- So far 2862 schools have been identified.
- Steering committee for the purpose has been formed.
- District Implementation and monitoring Committee for all the districts have been formed.
- Training of Master trainers has been completed.
- District level training for teacher In-charge for Eco-club has been started.
- Ministry of Environment of forests, Government of India has so far released Rs. 16,21,710/- for resource material, master trainer training, teachers training and 50% funds for 1800 Eco-clubs.

Aims And Objectives

- i. To study the progress of Eco-clubs at Burdwan town.
- ii. To study whether the funds of Eco-clubs are properly utilized or not.

- iii. To find whether self-confidence and self-discipline are developed among school students through Eco-club activities.
- iv. To find out whether student feel interest about environmental issues through Eco-club activities.

Materials and method

A self-made sample questioner has been prepared to collect the information regarding the progress of the Eco-club in Secondary schools. From this question answer method we can understand environment and environmental problem with which Eco-clubs are connected. Around ten schools in the Burdwn town have been visited and from each school, the critical opinion of the headmasters and their their suggestions to eliminate the problems of Eco-club have noted.

Results and discussion

From the table-1 it may conclude that Burdwan C.M.S High School and Burdwan Municipal High School have a highest number of teacher as member of Eco-club. In comparison to Boys school, four Girls school have lowest number of participating teacher in Eco-club. From the discussion with teacher in-charge of the schools, we can say this may be due to lack of interest among the teachers and also only Science teachers bear the responsibility of Eco-club.

Although most of the schools have a sufficient number of students as Eco-club member but Rathtala Balika vidyalaya has very few student registered as Eco-club member. From the discussion with the Head mistress of that school, it is clear that the lack of awareness about the importance of Eco-club is the only reason. Most of the parents of the student give no permission to attend their children to such activities after school time.

According to opinion of the teacher-in-charge of Burdwan Sri ram Krishna Saradha Vidhyapith, Head master of the school should take leading role to increase popularity of eco-club among the teachers and students. From the discussion with him it also came to know that the importance of Eco-clubs could be increased in the form of practical works that should be incorporated into the curriculum.

From the observation it may concluded that tree plantation programmes, environmental awareness programme like rallly's, natak, marches etc. are common activities of the most Eco-clubs at school. It also observed from our project work that the Eco-clubs of some school have organized the cleanness drives both with in and out sides the school campus. From the short visit to Burdwan C.M.S High school (morning), it has noted that their Eco-club sensitizes the students to minimize the use of plastic bags, and not to throw them on public places as they choke drains, which provides breeding ground for mosquitoes.

According to head master of Burdwan Neheru High School, the activites of Eco-clubs are not properly supervised on regular basis by the State Nodal Agency or any Government Organisation.

From the discussion with him, we may conclude that a Central Nursery for plantation programme of Eco-club should be arranged as early as possible to help the Eco-clubs. Table-1 also indicate that on an average teacher-student ratio in Eco-club is approximately 1:40 except Ratha Tala Monahar Vidyaniketon and Burdwan Municipal Hihg School where said ratio is 1:5 and 1:4 respectively.

Table-1: Indicating name of the school, No. of participating teacher-in-charge, No. of students, any special activity, Improvised apparatus and comments of the Headmaster/ Teacher-in-charge.

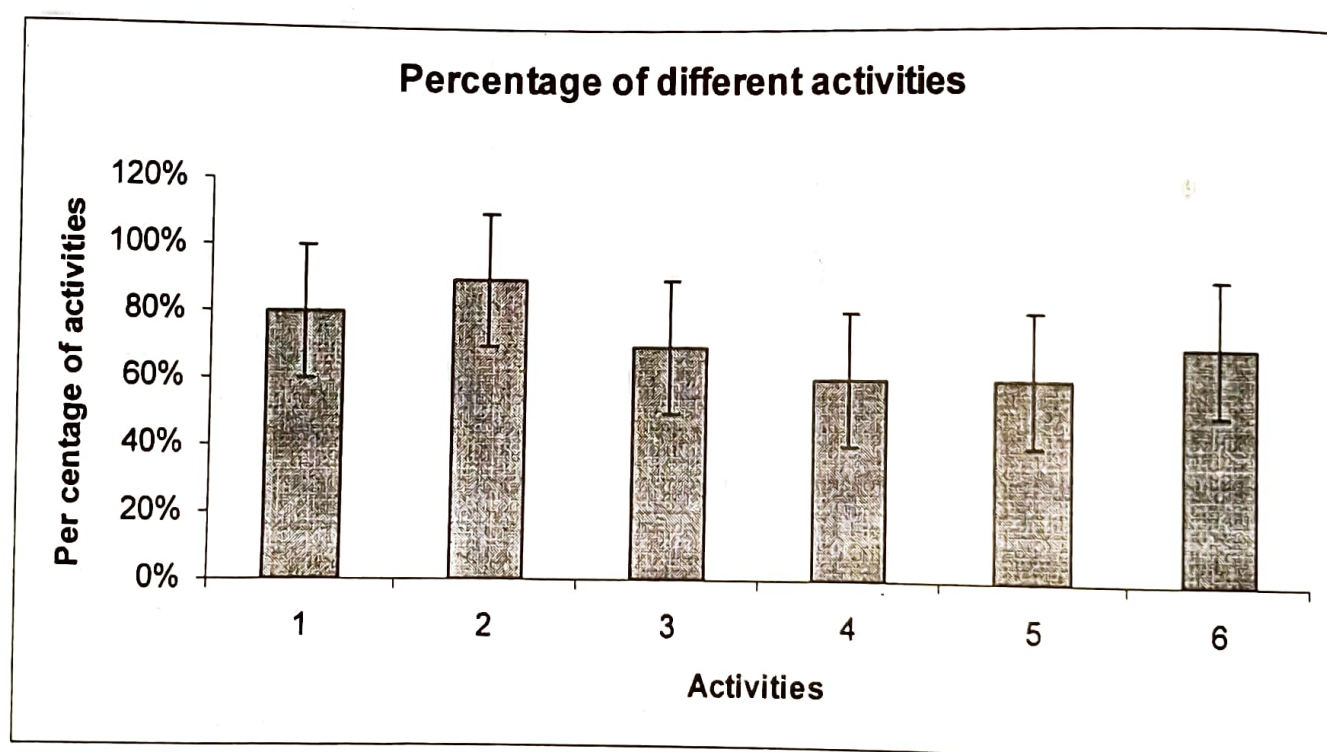
Sl. No.	Name of the school	No. of participating teacher in Eco-club	No. Student in Eco-club	Any special activiy	Improvised apparatus	Comments of the Headmaster/Teacher-in-charge
1.	Burdwan Town School	01	55	Rallies, regarding various environmental issues	Various types of science model	1. Need to increase the financial assistance. 2. Need to increase the number of studens on field visits. 3. Classes are hampered due to Eco-club activities
2.	Rathtala Monohar Das Balika Vidyalaya	01	20	Rallies, Model Exhibition	Science Model	Number of teacher-in-charge should be increased.
3.	Rathtala Monohar Das Vidhyaniketan (H.S)	20	100	Rallies, regarding various environmental issues	Science Model	1. Need to increase the financial assistance. 2. Need to increase the enthusiasms about the Eco-club among the teacher.

4.	Burdwan Sri Rama Krishan Saraka Pith Uchacha Vidyalaya	01	35	Rallies, regarding various environmental issues organized seminar about the life of various scientist	Nil	1. Practical and other projects work should be done through eco-club at school level. 2. Headmaster should take leading role or interest in the eco-club activities.
5.	Burdwan C.M.S High school	01	40	Rallies, regarding various environmental issues, Medicinal plant gardens	Various science model	1. Need to increase the financial assistance. 2. Involvement of the teacher should be increased. 3. It is necessary to increase the consensus among the parents about Eco-club.
6.	Burdwan Municipal High School	47	175	Rallies, regarding various environmental issues, Field visit to Machan Valki(Aush gram-1 Burdwan)	Science Model	1. Need to increase the financial assistance. 2. Need to increase the interest of teacher to participate in seminar.

7.	Bharati Balika Vidyalaya	01	160	Rallies, regarding various environmental issues, cleanliness drives both, both within school campus	Nil	1. Time should be adjusted by State Nodal Agency to distribute funds among the school. 2. Need to increase the financial assistance.
8.	Burdwan Neheru High School	01	40	Tree Plantation	Science Model	1. Need to increase the financial assistance. 2. Forest department should provide more trees for plantation program. 3. A central nursery should be established for ree plantation. 4. Eco-club activities should be supervised regularly. 5. One or two annual meeting of teacher in charge of Eco-club of schools should be arranged once a year.
9.	Burdwan Nidharthi Vhabun Qivls School	01	50	Organize field visit to forest areas, organize nature study program.	Nil	1. Enough financial aids are given. 2. Conciousness about the Eco-club activities among the parents should be increased.

10.	Burdwan Harishabha Hindu Hing School	01	45-50	Wall magazi ne	Nil	1. More central financial assistance for nature study program should be provided.
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Fig-1: Showing maintenance of diary, preparation of banner, use of improvised apparatus, use of dustbin, having teacher –in-charge and schools considered that such activates do not disturbed the classes.



Activities

- 1P Schools have prepared their diary for Eco-clubs.
- 2P Schools have Banner for Eco-clubs.
- 3P Schools have dustbin.
- 4P Schools have improvised apparatus.
- 5P Schools have Teacher-in-charge from science stream.
- 6P Schools considered that such activities do not disturbed the classes.

From Fig-1 it is observed that 80% schools have prepared Eco-club diary and 60% schools have improvised apparatus and Teacher-in-charge from science stream. It is also noted that about 90% schools have their own Eco-club banner and 70% schools have dustbin and also 70% schools considered that such activities do not disturbed the regular classes. Again an evaluation

was done by Paschim Banga Vigyan Mancha, Burdwan zone, Maldanga R.N. Institution stood 1st position and Burdwan Vidharthi Girls' School and Hat Gobindapur M.C.High School stood 2nd and 3rd position respectively.

Conclusion

Keeping in view all the suggestions given by the headmaster/ headmistress one possible way to activate the ecoclub type programme that all teacher in a school should participate as a Ecoclub members so that maximum number of children will motivate and they also participate in this programme. Moreover proper supervision on regular basis by the State Nodal Agency or any Government or Non-Government organization is essential.

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Original manuscript received on 7. 01. 2008

Accepted manuscript received on 13. 11. 2009

Promoting Reading Habit among the Learners at Upper Primary Stage: an Experimental Study

Dr. Niladri Pradhan
Kartikeswar Behera

Abstract

In this paper an attempt has been made to examine and compare the performance of upper primary school students about their reading habit through some pragmatic strategies. Twenty five students were selected from Block REO upper primary schools under Khordha district in Orissa, India. So far as the method of study is concerned, it comes under the single group with pre-test and post-test design of experimental research. The tools such as proforma for recording entry behaviour relating to reading habit, performa for recording their hours of reading and reading materials used by them and performa for recording comprehension questions. The result indicates that the students exhibited better performance in the skill of reading habit due to the different interventional techniques extended after pre-test.

Keywords: Extensive Reading, Reading Habit, Reinforcement Strategy.

Introduction

Learning involves new ways of doing things and there is no limit to adopting these ways and means. Learning is most effective when it is done through experiences. Experiential learning provides scope for involvement, interaction, critical thinking, analysis, etc. since learning through such

Dr. Niladri Pradhan,
Department of Education,
Malda Women's College.
Email: pradhanniladri@yahoo.com

Kartikeswar Behera
Senior Teacher Educator, DIET, Khordha, Orissa.

an exposure is very important for students, it is all the more important for teachers, so that they themselves become thinking people and encourage students to think and learn.

According to Bacon, reading makes one full man, but writing makes one an exact man. Unless one is good at reading he can't develop the desired writing skills. A good writer should be a good reader. Our Ex- Prime Minister Pt. Jawaharlal Nehru was a good reader in his student life at Harrow. He made his teacher surprise at his quick reply which no other boy of England could tell. Thus the role of reading in student life and after student life as a citizen of the country must be well felt by every one. But the reading habit is not promoted at the school level for which students never face recourse to extensive reading as a matter of fact.

In this connection, the versions of NCF-2005 is worth quoting, "The class room needs to provide a print rich environment, displaying signs, charts work organizing helices, etc. that promote iconic, recognition of written symbols, in addition to teaching letter sound correspondences". There is a need for imaginative input that is read by a competent reader with appropriate gestures and dramatization, etc. writing down experiences narrated by children and then having them read the written account. The first generation school goers must be given opportunities to construct their own texts and contribute self selected texts to the class room.

These are the never fading lines, which will go a long way in building the career of the budding citizens of tomorrow. The schools should provide conducive channels for children to quench their thirst for reading. The teacher must take the pioneering lead to materialize the real thought of children into action at the formative stage. The interest and attitude of the children must be dragged to reading both intensive and extensive. Feeling the gravity of this challenge of the present times, the researchers in a calm determination took up the study on promoting reading habit among the learners of class VI.

Objectives

1. To adopt strategic planning for promoting reading habit among the learners of class VI.
2. To record their progress through comprehension test at regular interval.
3. To compare the reading performance of students between pre-test and post test.

Sample

Twenty-five students were selected from Block REO Upper Primary School under Khordha district in Orissa for the present study. Most of the children belonged to low economic strata of the society.

Design

It was a single group with pre-test and post-test design.

Tools Used

1. Performa for recording entry behaviour relating to reading habit.
2. Performa for recording their hours of reading and reading materials used by them.
3. Performa for recording Comprehension Questions (Skimming and Scanning the contents).

Task Analysis

1. Preparation of time schedule for reading.
2. Providing reading corner.
3. Supply of magazines, Journal, Newspaper and Story books from the school Library and other Sources.

Carrying on the Real Intervention & Recording Process

- First round reading of stories for 10 minutes and asking them questions on idea of the story about the read and grasping the general content.
- Second round reading of stories for 15 minutes and asking them specific questions of WH types.
- 3rd round reading of stories for 30 minutes and asking them critical and inferential questions and recording their performance.

Strategies for Intensive Reading

- 1) Conduct of pre-reading activities (Picture reading, Caption reading, Reading notices, Carrying on dialogues, Guess & tell exercises).
- 2) Reading Activation (Exposition of difficult words, presentation of sentence pattern, providing practice activities through drills, Giving them task for testing comprehension in small groups).
- 3) Evaluating the performance of learner through structured questions.

Strategies for Extensive Reading

- 1) The reading corner will open and operate everyday during leisure hours from 7 am to 9 am.
- 2) The learners will register their names at the time of entering the corner and duration of stay.
- 3) Then they will choose books / Journals/ Magazines of their choice.
- 4) They can take any magazine / Journal or proper receipt to return within 2 days so that others will not be deprived of reading the book.
- 5) They will maintain a diary everyday with the following points.

Title of the book / Journal, Authors of the book, Name of the editor of the journal, Name of the writer of the article you read, Write the lines / sentences which appeared you most important and why? Has it any relevance to value education? How will it be applied to your day-to-day life?

Once in a week the diary of the learners were checked by two selected teachers of the school and by the Head of the institute.

Reinforcement Strategies

Once in every week the school conducted debate competitions, quiz competitions, essay competitions, dialogue writing, story writing, and composing poems, according to the choice of the students. The panels of jury were invited for the purpose. Steps were taken to ensure for transparency and impartial judgment. Provision for informing the performance of the students to the parents was made.

Remarks of the Teachers on the Exercise

Reading habits of the learners prior to the experiment.

- 1) Rarely students were found reading any other supplementary texts, journals, and magazines comic strips.
- 2) Previously the teachers were not paying any attention to it.
- 3) Study hour of the student was limited to school timing and private tuitions.
- 4) Except the school textbooks, no students read any other supplementary book/ newspapers/ magazines journals.

Reading Habit of the Learners after the Experiment.

- 1) All the students were found reading the magazines, journals available in the corner.
- 2) The teachers become aware of the issue and involved themselves.
- 3) Study hours were extended beyond school hour.
- 4) Students were found having newspaper, journals / magazines story books supplied by the school.
- 5) Parents consulted with the teachers as to the purchase of books.
- 5) Previously parents did not give them any purchased magazines/ journal.
- 6) Students did not ask anything about supplementary readers earlier.
- 7) Prior to it they hardly even used dictionary.

Reading Habit of the Learners after the Experiment.

- 1) All the students were found reading the magazines, journals available in the corner.
- 2) The teachers become aware of the issue and involved themselves.
- 3) Study hours were extended beyond school hour.
- 4) Students were found having newspaper, journals / magazines story books supplied by the school.
- 5) Parents consulted with the teachers as to purchase of magazines, journals which would be useful for children.
- 6) Students regularly contacted about the teachers and discussed the topics, which they read.
- 7) After the exercise they used dictionary for comprehending difficult words / phrases / idioms.

Comparison of the Pre – Test & Post – Test Results on Readnig Comprehension.

N = 25

Area of performance	Pre – Test		% of correct performance	Post – Test		
	No. of Students could perform	No. of Students couldn't Perform		No. of Students could perform	No. of Students couldn't perform	% of correct Performance
Reply to WH questions	10	15	40%	20	5	80%
Grasping the general idea	8	17	32%	18	7	72%
Expressing the summary Precisely	8	17	32%	16	9	64%
Drawing Inference	5	20	20%	12	23	48%
Giving Critical Judgment	2	23	8%	10	15	40%

It is observed from the above table that most of the students exhibited average performance prior to the conduct of the experiment. As a result of the interventional techniques with strategic planning helped students a lot for enhancing mental horizon regarding reading relating activities in compari-

son to the pre-test. Thus the strategies such as organization of reading corner, supply of magazines and journals, newspaper, maintaining the dailies organization of competition in the school helped in enhancing skills of reading habits among the learners. Besides these, proper stress, pitch and juncture together with clear, speaking voice involving eye contact, motivates students to a large extent to develop their reading habits. Regular monitoring by the teachers, interaction with the students, helped in increasing the reading habit among the learners as well as their expected achievement in the reading comprehensive test.

Suggestions

- 1) Every school should install a reading corner with scheduled activation.
- 2) Headmaster with teachers of the school should work collaborating to promote the reading habit among the learners.
- 3) Competitions like debate, essay-writing, stories, and quiz contest should be organized in the school according to the students' needs and inclinations.
- 4) Prizes should be distributed among the students for encouraging them and giving due recognition to their work.
- 5) Every teacher has to learn the techniques of team management.

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Original manuscript received on 05.09.2009

Accepted manuscript received on 14.11.2009

Role of Education in Building up Relationships for the Wellbeing of Society

Dr. Debasri Banerjee

Abstract

Society and education are integrally related to each other. There are drastic and fast changes taking place in the society. The present social scenario gives us glimpses of the conflicts taking place as the transitional effect. The role of education and responsibility of the teachers is becoming all the more crucial. This paper tries to see how Delor's Report can be implemented through the development of emotional intelligence of the teachers and students.

Keywords: Delor's Report, Emotional Intelligence.

Introduction

The wellbeing of the society rests on the relationship of its members. Violence in various forms is threatening the wellbeing of society both at the national and international levels. In the miniature form it is affecting the micro society – school, family, educational institutions in various ways. In the educational sphere it is evident through various activities like student unrest in general, student aggression against students, against teachers, teachers against students, against teachers, etc. The causes for these may be many like social, economic, political, religious etc.

As educators we do feel its impact directly and indirectly in the classrooms too. The indirect effects can be seen in the forms of various adjustment problems or deviant behaviours. Again, Globalization, mass media, computers, internet, and overall information explosion is creating a great impact on the human minds. This again is leading to the need for proper management and

Dr. Debasri Banerjee

Associate Professor, Department of Education, University of Calcutta.

Email:debasriban@gmail.com

assimilation of these effects.

What can be the role of education in this regard? What role can we as teachers play for the development of a healthy society? How can we help in the development of healthy relationship amongst the citizens?

All these lead us to look into the ideas expressed in *Learning: the Treasure Within*, the report to UNESCO of the International Commission on Education for the Twenty-first Century, by Jaques Delor in 1996.

According to the commission, education is based on the four pillars –(1) **Learning to know** (2) **Learning to do** (3) **Learning to live together** (4) **Learning to be**.

Learning to know implies learning how to learn by developing one's concentration, memory skills and ability to think. One has to learn how to concentrate on objects and on other people. This process of improving concentration skills can take different forms and can be aided by the many different learning opportunities that arise in the course of people's lives like games, work experience programmes, travel, practical science activities, etc. Thinking is learnt first from their parents and then teachers. The process should encompass both practical problem-solving and abstract thought. Both education and research need to combine deductive and inductive reasoning, which are often claimed to be opposing processes. While one form of reasoning may be more appropriate than the other, depending on the subjects being taught, it is generally impossible to pursue a logical thought without combining the two. The process of learning to think is a lifelong one and can be enhanced by every kind of human experience. In this respect, as people's work becomes less routine, they will find that their thinking skills are increasingly being challenged at their place of work.

Learning to do is closely associated with the issue of occupational training. The key concept now is one of "personal competence", involving social skills as much as occupational skills and learning to act appropriately in an uncertain situation.

Learning to live together states that education should adopt two complementary approaches. In the first stage focus should be on human diversity, an awareness of the similarities and interdependence of all people. The second stage of education and in lifelong education, involvement in common projects need to be encouraged. One is to be taught about human diversity, instillation of an awareness of the similarities and interdependence of all people. **Empathy** has to be taught for a positive effect on young persons' social behaviour. Teaching one to recognize the rights of other people too is a part of this pillar. One of the essential tools for education in the twenty-first century

should be a suitable forum for dialogue and discussion.

Learning to be wants a person to be a complete man in mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality. Education that equips one to develop own independent, critical way of thinking and judgement for the best courses of action in the different circumstances of their lives as **individual**, member of a family and community, creative citizen, producer and inventor of techniques.

This human development, is a dialectic process based both on **self-knowledge and on relationships with other people**. It presupposes successful personal experience. As a means of personality training, education should be a highly individualized process and at the same time an interactive social experience.

This leads to the fact that relationships can be built through emotional bondage, which requires the application of emotional intelligence. The term emotional intelligence was coined by **Salovey and Mayer** in 1990 as “**a form of social intelligence that involves the ability to monitor ones own and others feelings and emotions, to discriminate among them, and to use this information to guide ones thinking and action.**”

Five Main Domains of Emotional Intelligence are:

1. Knowing one's emotions (self-awareness - recognizing a feeling as it happens)
2. Managing emotions (the ability of handling feelings so they are appropriate)
3. Motivating oneself (marshalling emotions in the service of a goal)
4. Recognizing emotions in others (empathy, social awareness)
5. Handling relationships (skill in managing emotions in others)

Further studies were carried on by **Daniel Goleman**. He along with David McClelland, wrote the popular bestseller “Emotional Intelligence” (1995), in which he offered the first ‘proof’ that emotional and social factors are important.

Goleman spoke of 4 domains of Emotional Intelligence in his book *Primal Leashership* (2002).

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship management**

An important thing to understand is that at least according to Goleman - these EI competencies are not innate talents, but **learned abilities**.

The Components of EI are **Personal Competence**. These competencies determine how we manage ourselves, and **Social Competence**. These competencies determine how we handle relationships.

Personal Competence again deals with :

Self-awareness i.e. Knowing one's internal states, preferences, resources and intuitions. It is infact a combination of Emotional Awareness, Accurate Self-assessment and Self-confidence.

Self-regulation/management i.e. Managing one's internal states, preferences and resources through Self-control, Trustworthiness, Conscientiousness, Adaptability and Innovation.

Motivation or Emotional tendencies that guide or facilitate reaching goals like Achievement Drive, Commitment, Initiative and Optimism.

Social Competencies deal with :

Empathy or Awareness of others' feelings, needs and concerns. This is possible through Understanding Others, Developing Others, Service Orientation ,Leveraging Diversity and Political Awareness.

Social Skills aim at adeptness at inducing desirable results from others through Influence, Communication, Conflict Management, Leadership, Change Catalyst and Building Bonds.

Stephen Covey through his book *The Seven Habits of Highly Effective People* drew the metaphor of Emotional Bank Account to describe "the amount of trust that's been built up in a relationship.

He spoke of **six major deposits:**

1. Understanding the individual. Individual's values determine the resulting actions - a deposit or a withdrawal for that individual.

To build a relationship –

- * Learn what is important to that person.
- * Make it as important to you as the other person is to you.
- * Understand others deeply as individuals and then treat them in terms of that understanding.

2. Attend to the little things- which are the big things in relationships.

3. Keep commitments. Breaking a promise is a major withdrawal.
4. Clarify expectations. As the cause of almost all relationship difficulties is rooted in ambiguous, conflicting expectations around roles and goals.
5. Show personal integrity. A lack of integrity can undermine almost any effort to create a high trust reserve. Integrity requires conforming reality to our words, keeping promises and fulfilling expectations.
6. Apologize sincerely when you make a withdrawal. Sincere apologies are deposits, but repeated apologies are interpreted as insincere, resulting in withdrawals.

Withdrawals are made through:

Speaking disrespectfully

1. Putting people down
2. Acting in rude and discourteous ways
3. Never saying "I'm sorry" or saying it insincerely
4. Criticizing, complaining and talking about others in negative ways when they're not around
5. Never making commitments to anyone, or making commitments and rarely following through
6. Being quick to take offense
7. Holding grudges
8. Throwing people's past mistakes up to them
9. Nurturing grievances

Thus in order to build relationships we need to learn

1. To Appreciate Differences
2. To Communicate- That is we are mostly speakers but have we learnt to listen? When we do listen which of the 4 levels of listening are we in?
 1. Ignoring-Not paying attention to the speaker
 2. Pretending to listen
 3. Selective Listening
 4. Attentive Listening

. We need to realize that listening is also a mode of communication and equally important like speaking.

What is important for interpersonal relationships is EMPATHIC listening

1. Listen with your heart and not just your ears
2. Listen with your eyes-non-verbal communication is vital
3. Empathy is not sympathy.

What can we do as teachers to develop relationships and a wellbeing society?

1. Develop our own Personal Competence and Social Competence.
2. Develop the EI of students
3. Apply Emotional Banking concept for developing huge deposits in account.
4. Teaching students to be emotional bankers to develop the four pillars of an “educated” society, thus helping in the wellbeing of citizens living together.

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Original manuscript received on 16.08.2009

Accepted manuscript received on 19.10.2009

A Study on Job Satisfaction of Secondary School Teachers (Uttarpara to Serampore)

Dr. Jayanti Das
Ms. Soumi Chakraborty

Abstract

The teacher plays a vital role in laying the foundation of the society. They are the makers of future generations. But actual work environment of the teachers in the institutions is not adequate for their mental satisfaction. So the need of this study is to identify some of the problems about job satisfaction of the secondary school teachers. It was an exploratory, survey type of study. The study used two interview schedules and a job satisfaction scale of Dr. B.C. Muthayya. Nine secondary schools were randomly chosen. Maximum schools did not have hostel, school bus facilities. In private schools, teachers were deprived of increment, promotion and job security. B.Ed. degree holders became the worst sufferer due to groupism; internal politics, etc. Out of 100 teachers, 65 were dissatisfied with their job. The head masters/mistress tried to maintain good relation with the teachers. To raise the standard of the teaching profession and to make this profession more attractive, we have to remove the above problems.

Keywords: Increment, Job Satisfaction, Secondary School.

Introduction

Teaching is a noble profession, it is service oriented. It has the potential to have a great impact in the moulding of the next generation. Teaching as a profession has attracted quite a good number of young people in the recent years as the number of private and government educational institutes are increasing at a very high pace in India and the World. Teachers who consider their job as a profession, work only for pay cheque, their work is considered useful for their own sake. By

Dr. Jayanti Das

Assistant Professor, Dept. of Education, CU.

Ms. Soumi Chakraborty

Research Scholar, Dept. of Education, CU.

chance if they have occupied a professional chair they try for their own good at the cost of others. But our cultural heritage proves that true teachers are those who consider their job as honorable. Such teachers work with a sense of self-fulfillment and self-realisation. Prof. George Herbert Palmer once rightly said, "If Harvard does not pay me to teach, I would gladly pay Harvard for the privilege of teaching." This should be the professional value of an Indian teacher. An ideal teacher should not work with pecuniary motives, but with a sense of education and for the cause of education. The significance and the role of the teaching profession on any society flow out of what society expects from education at a human level, what role it assigns to education in national development and what goals in development are pursued by the nation. These three levels and considerations are interrelated, and they flow from the historic and socio-cultural situation as much as from the economic policy of the country.

A teacher must have a missionary zeal and a spirit of service. In ancient India there was no financial relation between the disciple and the Guru. The teacher used to teach as a noble duty without any monetary benefit. Now-a-days, many students are choosing teaching profession to serve the next generation and to enlighten themselves. To make this profession as valuable, they are given stimulation and training in order to develop their optimal capacity and to exercise all the skills they acquire. Information is now available on this job but what is not known are the perceptions of the head teachers about the co-teachers and also those of the teachers themselves about their potentials and capabilities. If they are to be appointed properly as a teacher it would be useful to know how training (B.Ed) and their teaching job can be related to each other, but actual work environment cannot be expected to be equivalent to their mental satisfaction. Thus, they face a number of problems in their working place with their co-teachers and head of the institution. To what extent are the school teachers satisfied with their job? What types of facilities they are given and what type of problems they face in their school environment? What type of problems head of the institution also face—all these are some of the questions of considerable importance related to the job satisfaction and there seems to be a knowledge gap in this regard. This justifies the need of this study which is expected to identify some of the problems regarding job dissatisfaction of the secondary school teachers.

Objectives

1. To know the facilities available in the secondary schools for the teachers and also to identify the problems faced by the teachers in the secondary schools.
2. To know the job satisfaction of the secondary school teachers.

Hypothesis

There is no significant difference between the training (B.Ed) and job satisfaction.

Research Design

It was an exploratory survey type of study.

Tools

A) An interview schedule has been used to know about the facilities and problems of the teachers in secondary schools. B) Another interview schedule was used to know the problems faced by the head teachers about the co-teachers. C) A job satisfaction scale of Dr. B.C. Muthayya was also applied. As the tools were structured interview schedule to obtain some information and the researchers were the interviewer, tools were reliable to the extent to which the respondents answered honestly. The reliability value of the job satisfaction scale is .80. So far as validity was concerned the tools had content validity as well.

Sample

Nine secondary schools were randomly chosen. The method of sampling was area sampling. The sample of this study consisted of 100 teachers.

Data analysis

Data was analyzed quantitatively and qualitatively. For quantitative analysis, the statistical procedure used here was the chi-square as non-parametric statistical interpretation.

Findings

Objective 1

There was only one Govt. school out of nine between Serampore to Uttarpara. Researchers selected 100 teachers from 9 schools. 60% were only married. Among teachers, the number of M.A. with B.Ed teachers was 43% and 85% teachers opined that B.Ed is necessary for school teachers. Though the number of semi-govt. schools was more, the teachers were appointed by the School Service Commission. Out of 100 teachers, 65% expressed that they got in-service training facility but rest did not get this opportunity as they were the teachers of private schools. Canteen facility was available almost in all (77.8%) private, govt. and semi govt. schools but in 2 (22.2%) semi-govt. schools, this facility was not available. Out of 9 schools, 55.6% did not have hostel facility. School bus facility for attending schools for teachers was not available in all the school. Only the

teachers of non-govt. schools got this facility. The bus facility for the teachers of the govt. and semi-govt. schools was also in great demand. The full time teachers of govt. and semi-govt. schools had the facility of increment. There was no basic system of increment in 3(33.3%) non govt. schools. In fully owned govt. schools, the basic need for appointment of teachers was Public service Commission. 1(11.1%) govt. school was only for boys, but both male and female teachers were there. Similarly, in semi-govt. schools the appointment of teachers was made on the basis of School Service Commission. But 3(33.3%) semi-govt. schools were girls' schools and there only female teachers were appointed. So, it was found that through School Service Commission Examination, the male and female teachers got appointment in both the boys and girls schools. But the male teachers got their appointment in boys' school only. In the private schools, teachers were appointed through interview only. In 3(33.3%) private schools both the male and female teachers were deprived due to lack of increment facility though they got their appointment for B.Ed degree. In semi-govt. schools, teachers who had B.Ed degree did not get increment. They worked for 4 days in a week. Presently, the govt. has increased their salary but this was not up to their expectation. In all types of school, teachers who had B.Ed degree opined that they became the worst sufferer due to group-ism and internal politics. 62% teachers opined that the work load of the teacher was so heavy that it should not possible to complete the whole work in the usual working day. The relation between senior and junior teachers was not cordial also. Especially a distance was made between the B.Ed and non-B.Ed teachers. 85% teachers expressed that their remuneration was not handsome according to their educational qualification. 45% teachers were dissatisfied because head teachers never encouraged them in their work. The headmasters/headmistresses opined that trained (B.Ed) teachers were more systematic in their teaching profession and liked to work with their own interest. Head teachers tried to maintain good relationship with the teachers and teachers also tried to help the head of the institution in functioning the school work. Not only that, the headmasters/headmistresses revealed that internal politics of the schools, pressure of the local political leaders, the negligence of the secretary and school authorities hampered the function of the school in right direction.

Objective – 2

Out of 100 teachers, only 35 were satisfied and 65 were dissatisfied with their job due to lack of promotional facility, job security, increment facility, proper salary and also lack of cooperation. Regarding the relation between training and job satisfaction, it has been found that there was no relation between training and job satisfaction. To find out this relation Chi-square method was applied as non-parametric statistical procedure. Null hypothesis (There is no significant relation between training {B.Ed} and job satisfaction) was drawn and it has been accepted at .05 and .01 level.

Conclusion

In the society, teaching is still considered a respectful profession. But the teachers do not enjoy the status to which he deserves. Teacher's status depends upon his or her educational qualifications, training, sincerity to the students and application of innovatory techniques in teaching and rapport with the students. Mostly, the teachers are well qualified but they are not well paid. There are little changes of promotion for the teachers. For a better social status for the teachers, the society should think deeply and should create a congenial atmosphere in the society for that. The teachers should also peep into the past history of teaching profession and should earnestly follow the teacher's professional ethics. In the private secondary schools maximum teachers were discontent because of lacking promotion and increment facility. So, there should proper arrangements and facilities for them. The amount of salary should be handsome for the teachers of private secondary schools to make them energetic and happy. The job certainty is very important thing. The institutions, especially private schools should arrange facilities which have job certainty. The head o the institutions should always appreciate teachers for their hard and good work. Every private school should have rules to appoint contract basis teachers to permanent teachers if they do good work. All types of school should have canteen facility and should also have their own communication facilities especially for those teachers who come from long distance. Lastly for special interaction, the dynamic group interaction between the head of the institution and the teachers should be needed to determine the positive attitude in both.

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Original manuscript received on 07.08.2009

Accepted manuscript received on 19.10.2009

Study of Children's Mental Health in Relation to Family Tension

Dr. Arun Kanti Sarkar

Abstract

In this study an attempt has been made to study (a) the extent of tension in families of the day (b) degree of mental illness among school going children and (c) the relationship that may exist between family tension and children's mental health. The study revealed that (1) degree of tension as measured by the extent of disagreement between parents in dissection making over various family issues in families of the day is fairly high; (2) Children, specially girls, are becoming more and more ill mentally, day by day and (3) Mental illness of children from families with high tension is significantly higher than that of children from families with low tension.

Keywords: Home Influence, Parental Behaviour, Psychological Growth.

Introduction

It would be difficult to overestimate the effects of parental behaviour on children's psychological growth and behaviour. Home influences probably outweigh the effects of all other environmental impacts combined in determining the fundamental organization of children's behaviour. According to psychoanalytic theory, social values and controls are largely interiorized (made an integral part of the child's superego) on the basis of early parent-child interactions. The foundations of children's social attitudes and skills are obviously laid in the home. Patterns of dependence - independence, ascendance - submission, cooperation - competition and conservatism - liberalism have their gen-

Dr. Arun Kanti Sarkar
(Retd.) Reader, Dept. of Education
University of Kalyani

* Acknowledgement: Thanks to Smt. Parbati Bandyopadhyay for her assistance in the administration of tests for data collection.

esis in early parent-child interactions within the home. Affectional tendencies which are so important to psychological adjustment in adult life are dependent on the nature of parent-child relationship. This parent-child relationship again largely depend on the relationship between parents.

Though most people desire to lead a happy married life, unfortunately, this goal is not attained by majority of the people. This is evident from high rate of marital dissatisfaction indicated by bickering, marital separation, divorce, suicides, dowry deaths, etc. in our society. Marital dissatisfaction and instability are not only frustrating to the parents but also place the children under additional stress often leading to dysfunctional parenting, childhood trauma, feeling of insecurity, loneliness and deprivation. Stress situations, like this, may cause deterioration of children's mental health. Children from families with high tension are likely to have poor mental health.

In the present study an attempt has been made to study the relationship that may exist between Family Tension and Mental Health of schoolgoing adolescents.

Though some research progress has been made towards understanding such relationship in western countries, the amount of work done in India, specially with children in West Bengal is very small. Since family set-ups in the east and the west differ much, the results of investigations with western children may not be true with Indian children. Hence investigations, such as this, will be of much importance to all concerned with guidance and upbringing of children.

Problem

In the present study the author proposes to:

- I. Study the extent of tension in the families of the day.
- II. Study the degree of Mental illness in children of the day.
- III. Compare mental health of children from families with different degree of family tension.

Procedure

Sample : The sample consisted of 600 schoolgoing adolescents (Boys 300 and Girls 300) of classes IX and XI and age groups 15+ and 17+ respectively. They were drawn from 12 randomly selected schools in the districts of Nadia and 24-Parganas (North). The children were all day scholar, attending schools for about 6 hours a day and coming from middle class families. Most of families under consideration consisted of parents and their children, average number of children in the families being 1.9. Thus the average number of persons in the families comes out to be about four.

Design of the Study

From among the schools in the districts of Nadia and 24-Parganas (North) 12 schools were first selected at random. The study was intended to be carried on the children of classes IX and XI and here were about 1800 children reading in these classes. Out of these 800 children 600 were again selected by stratified sampling technique, taking classes and sexes as strata and individual children as sample units.

Sarkar's Family Questionnaire - III (for the assessment of family tension) was then administered on the 600 Boys and Girls, thus selected, and three groups with High, Middle and low family tension were formed in the basis of family tension scores. Group - III (with high family tension) included the top scoring 27% families respectively. Group - I, II, III, thus formed, consisted of 162, 276 and 162 children respectively.

Assessment of Variables under Study

- (a) **Mental Health** : F-inventory, used for the purpose, was originally prepared by Girindra Shekhar Bose, a revised of which was standardized by Arati Sen (1969) and was found to have high reliability and validity. This revised version of the inventory contained 70 items, each with three response alternatives, covering the following psychiatric syndromes and symptoms : 1. Obsession 2. Anxiety 3. Hysteria 4. Anxiety Hysteria 5. Paranoia 6. Schizophrenia 7. Depression 8. Manic Depression 9. Mania 10. Neuresthanias 11. Aggression and 12. psychiatric Anxiety.

Different weightages were given to items and responses in terms of scores and on the basis of clinical assessment of the gravity of symptoms. A high score on the test indicates greater degree of mental illness.

- (b) **Family Tension**: Sarkar's Family Questionnaires - III developed on the basis of similar questionnaires used by P.G. Herbert, Nijhawan and her associates (1972) in their study. The Questionnaires consisted of 48 items and sought information about the extent to which disagreement between parents existed in making decisions about various household issues. Family tension was measured by the extent to which disagreement existed about various household issues. The percentage of areas in which tension occurred was calculated as follows. The tension index $= \frac{T}{N} \times 100$ where N is the total number of items sampled and T is the number of items on which parents disagree sometimes or often.

(c) **Biodata Sheet** : This contained items seeking information regarding the family e.g. family size, socio-economic status, parental occupation, education, income, etc.

(d) **Collection of Data**: F-inventory, Biodata sheet, and Sarkar's Family Questionnaire-III were administered on the 600 children selected and on the basis of responses on Family Questionnaire-III. Three groups with High, Middle and Low Family Tension were formed. Biodata sheet was used in having an idea about the nature of sample studied.

Analysis

The data collected were subjected to statistical analysis. Frequency distributions of scores for the variables under study were drawn for different groups and Means and σ 's were calculated. These statistics are given in the following tables.

Table - 1: Descriptive Statistics for the Variables studied:

Variables	Groups	N	M	σ
Mental Health	Boys	300	85.06	35.73
	Girls	300	110.72	38.25
	Combined	600	97.89	39.18
Family Tension	Boys & Girls Combined	600	16.82	11.45

Table - 2: M's and σ 's of Mental Health Scores obtained by various investigators over the last thirty years:

Name of the investigator year and sample	σ	G r o u p s		
		Boys	Girls	Combined
Arati Sen (1964-65) students of classes VIII, IX, X, XI	N	436	296	732
	M	82.40	93.82	96.90
	σ	31.50	32.03	32.17
Chhanda Dutta Gupta (1974-75) students of classes VIII, IX, X, XI	N	200	200	400
	M	83.90	105.60	94.75
	σ	33.05	37.90	37.52
Smriti Kana Das (1986-87) students of class IX	N	60	60	120
	M	108.33	117.85	113.09
	σ	25.04	27.40	26.67
Ashapura Sinha (1988-89) students of classes X and XI (Girls)	N	-	200	-
	M	-	98.57	-
	σ	-	11.34	-
Arun K. Sarkar (1995-96) students of classes IX and XI	N	300	300	600
	M	85.06	110.72	97.89
	σ	35.73	38.25	39.18

Statistics in Table-I gives an indication of the present state of Family Tension and Children Mental Health. Means and σ 's of Mental Health scores obtained by various investigators over the last thirty years and collected from Ph. D and MA/M.Sc Dissertations have been presented in Table-2. A critical look into the figures in Table-2 revealed increase in Mean Mental Health scores over the years, both for Boys and Girls. The increments were found to be significant at .01 level in the case of girls but not in the case of boys. Thus children, specially girls, are becoming more and more ill mentally day by day.

Table - III : Means and σ 's of Mental Health scores of different groups of children and t-values of the groups compared:

G r o u p s		Group - I Low Family Tension	Group - II Middle Family Tension	Group - III High Family Tension
Boys	N	81	138	81
	M	68.32	83.45	104.63
	σ	31.46	32.76	35.26
Girls	N	81	138	81
	M	99.75	105.50	130.62
	σ	38.92	31.55	40.54
Combined	N	162	276	162
	M	84.01	94.45	117.62
	σ	38.73	34.01	40.15

Group Compared		Boys	Girls	Combined
Gr. III & Gr. II High & Middle Family Tension	D	21.18	25.12	23.27
	σ_0	4.80	5.24	3.76
	t	4.41**	4.79**	6.16**
Gr. III & Gr. I High & Low Family Tension	D	36.31	30.87	33.61
	σ_0	5.25	6.24	4.38
	t	6.92**	4.95**	7.67**
Gr. II & Gr. I Middle & Low Family Tension	D	15.13	5.75	10.44
	σ_0	4.47	5.09	3.67
	t	3.38**	1.13	2.84**

** Significant at .01 level

Means and σ 's of Mental Health scores of children coming from families with High, Middle and Low Family Tension together with t-values of the means compared have been presented in Table-3. Mean Mental Health score for Group-III with High Family Tension is the highest indicating highest degree of mental illness in children from families with high Family Tension. Group-II with middle order Family Tension have medium mental health and Group-I with low Family Tension got the lowest mean Mental health score indicating lowest degree of mental illness. The results are

true both for boys and girls. All the group mean differences were found to be significant beyond .01 level. Thus it is seen that Mean Mental Health score increased (indicating deterioration of Mental Health) with the increase of tension in the family.

Conclusions

1. Degree of Tension, as measured by the extent of disagreement between parents in decision making over various family issues, in families of the day is fairly high.
2. Children, specially girls are becoming more and more ill mentally day by day.
3. Degree of Mental illness is highest among children from families with high tension and lowest among children from families with low tension indicating deterioration in Mental Health with the increase of tension in the family. Mental illness, therefore, seems to be directly related to Family Tension.

Discussion

The conclusions are in tune with the finding of investigators like Nijhawan (1972) and Sarkar (1981). They are also in tune with what can be expected from theoretical considerations.

On the basis of the findings of the study parents may be cautioned about the danger of family tension and advised to minimise their differences and reduce tension in the family.

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Original manuscript received on 17.07.2009

Accepted manuscript received on 18.09.2009

Literacy : is it a Human Right?

Dr. Malayendu Dinda

Abstract

Literacy and human rights are the two most important issues in today's world. The UNO has included literacy or education as a basic right for men. It means: human rights are inherent in human person, they are not given to people by the state and the state cannot deprive people of their right. The HDHR (1984) has recognized the right to education as special cultural right to which every one is entitled. Despite all these high sounding principles illiteracy has become a global problem in the 20th and 21st centuries. After the Second World War most countries are committed to some forms of planned economy to raise the level of education of common people so that the nation state may be better equipped in terms of capital goods and human resources to face the technological and scientific challenges of the coming years.

Keywords: Literacy, Human Right

Concept of Literacy

The topic itself entails two basic ideas: literacy and human right. To begin with the first one, literacy is not just the ability to write one's name or read or write a few simple sentences. According to an expert committee on the standardization of Educational Statistics convened in 1951 by UNESCO, "A person is literate who can with understanding both read and write a short and simple statement in his everyday life." The meeting of experts on literacy (1962) unanimously said that the aim must be functional literacy. It considered that a literate person is one who "has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required

Dr. Malayendu Dinda

Assistant Professor (English)

Ramakrishna Mission Brahmananda College of Education, Rahara, Kolkata - 118.

E-mail : malayendu_dinda @ yahoo.co.in or dinda.malayendu@gmail.com

for effective functioning in his group and community and those attainments in reading, writing and arithmetic make it possible for him to continue to use these skill towards his and community's development."

Concept of Human Right

The expression "human right" is relatively new in the vocabulary of mankind. According to Edward Lawson: "... Human rights are entitlements due to every man, woman and child because they are human". The idea of human rights comes from the cumulative influences of Thomas Aquinas, philosophies of Locke, Rousseau, Voltaire and most importantly the "*American Declaration of Independence*" and the "*French Declaration of Rights of Man and of Citizens*". The documents testify to the view that "human beings are endowed with inalienable eternal rights, never renounced when human kind contracted to enter the social from the primitive state and never diminished by the claim of the "divine rights of kings." John Locke opines that certain rights self-evidently pertain to individuals as human beings (because they existed in the state of nature before human kind entered civil societies). The same Lockian voice has been found in Thomas Jefferson's writing in the *American Declaration of Independence* (on July, 1776): "We hold these truths to be self-evident that all man are created equal, that they are endowed by their creator with certain unalienable rights, that among these are Life, Liberty and Pursuit of Happiness". In the same vein The French Declaration (August 26, 1789) observes: "... men are born and remain free and equal in rights." It has also proclaimed that the political association should preserve the "natural and imprescriptible rights of man.

Some scholars believe that the concept of human right can be deduced from the nature of man as a sentient and intelligent being. Others refer to Aristotle's theory of political nature of man. The *Bible* and the *Doctrine of Natural Law* also contribute to this belief. Though there is no complete agreement on the concept of human rights, its notable features are:

Firstly, human rights limit state power and represent individual and group demand for the shaping and sharing of power, wealth, enlightenment and other cherished values in community process, most fundamentally the value of respect and its constituent elements of reciprocal tolerance and mutual forbearance in the pursuit of all other values.

Secondly, human rights refer to a wide continuum of values ranging from the most justifiable to the most inspirational. Human rights partake of both the legal and the moral, sometimes indistinguishably.

Thirdly, a human right is quintessentially general or universal in character, in some sense equally possessed by all human beings everywhere, including in certain instances even the unborn. It extends to every person on earth without discrimination irrelevant to merit.

Fourthly, a human right is qualified by limitation that the rights of any particular individual or group in

any particular instance are restricted as is necessary to secure the comparable rights are sometimes designated *prima facie* rights.

Fifthly, and finally, human rights are commonly assumed to refer, in some vague sense, to fundamental claims or goods as distinct from “nonessential”.

UNO and Human Rights

After the Second World War, concept of human rights began to be popular. The vast majority of scholars, philosophers and diplomats now agree that every human being, irrespective of culture or civilization, race or sex, is essentially entitled to some basic rights. These rights are civil, political, social and cultural. They are recognized in the *Declaration* by the UN (1942), *Un Charter* (1945), *Universal Declaration of Human Rights* (UDHR-1948), *International Bill of Rights*, the *International Covenant on Economic, Social and Cultural Rights* and the *African Charter*. The human rights include the rights pertaining to the security of the person (right of life and liberty), the right not to be tortured or subjected to the cruelty, inhuman or degrading treatment or punishment, the right not to be held in slavery or servitude, etc. The violations of these rights are never justified even in a state of national emergency. The civil and political rights include right to freedom of thought, conscience and religion, right to freedom of opinion and expression, the right to freedom of assembly and association, the right to freedom of movement and the right to take part in the Government, directly or indirectly. The economic, social and cultural rights including basic survival right to food, shelter, health care and social services, the right to work, the right to education and right to participate in the cultural life of one's communities. The premise of the current international law is that rights are inherent in human person. They are not given to people by the state and the state cannot deprive people of their rights. To put it in simple terms, human rights are universally accepted principles and rules that support morality and make it possible for each member of the human family to realize his or her full potential and to live life in the atmosphere of freedom, justice and peace.

UNO and the Right to Education

UNO has recognized the right to education as a social and cultural right to which everyone is entitled. The right of every one to education is proclaimed in the *UDHR* in the following terms:

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

Article 26(2): Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedom. It shall promote understand-

ing, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the UNO for the maintenance of peace. In the *International covenant on Economics, Social and Cultural Rights* the UNO has tried to promote world-wide literacy. The UNO was convinced that the promotion of literacy can contribute to a better understanding or respect for human rights; the awareness of human rights will add to comprehensive process on the part of the recipient, depending essentially on respect for human person, human dignity and the fostering of attitudes which is conducive to coexistence, justice and peace. With this specific objectives of world wide literacy, *the International covenant on Economics, Social and Cultural Rights* focuses on universal primary education, fundamental education for the illiterates, and non-discrimination on the ground for sex and race. It states in Article 13.1(a) : Primary education shall be compulsory and available free to all, in 13.1(d) : Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the period of their primary education. Article 5 of this *Covenant* undertakes the prohibition and elimination of racial discrimination in all its forms and the guarantee to the right of everyone without distinction as to race or nationality or ethnic origin. Article 10 delineates the measures to eliminate discrimination against women in order to ensure to them equal rights in the field of education and Article 10(f) ensures the reduction of female students drop-out rate and the organization of programmes for girls and women who have left school prematurely.

Literacy : a Global Concern of the 20th and 21st Centuries

In the later half of the 20th century, the UNO has laid unprecedented emphasis on the need of spreading literacy so much so that it declared 1975-1985 as the "literacy decade". No doubt, literacy or education in general is an effective agent to change the socio-economic condition of our people and improve the quality of life for all irrespective of caste or sex. It is not an end in itself; it is rather a basic human right and an indispensable means to development. It has been rightly observed in the *declaration of Persipolis*, September 1975: "Literacy ... is not the force of historical change. It is not the only means of liberation but it is an essential for all social change". Today's leaders have realized the importance of literacy drive in several countries, even in the most industrially advanced countries like the U.S.A. and the U.K., not to speak of the poor, underdeveloped countries. Shackled by poverty and burdened by illiteracy the underdeveloped Third World countries face huge obstacles in their endeavour to improve the economic condition. The illiterates are, therefore, serious handicaps in the modern society. They are in the lowest rungs of the economic ladder. It has become pretty difficult for them to find a place in our automated highly mechanical society, they often find themselves misfit in this age of science and technology. The overall scenario was different only a few decades ago. A large percentage of the world population lived and worked without being able to read or write. In several cases as in the primitive agricultural

society illiteracy has never been a serious problem or drawback. The capability to learn how to live does not depend upon the ability to read or write. However, there came a great change in the attitude of all nations and its people after the holocaust of the World War II. Since then most countries are committed to some form of planned economic development programmes. This plan usually concerns over everything the raising of education levels of people so that the nation state may be better equipped in the terms of capital goods and human resources to face the technological and scientific challenges of the 20th and 21st centuries. So there was a tremendous surge for the 100% literacy in many countries all over the world. The former socialist the U.S.S.R. had achieved this rare feat through firm determination and planning.

Illiteracy & Human Right in India

In India illiteracy and poverty are linked in a tragic bond. More than 50% of the total population is functionally illiterate. Like other third world countries, drive against this illiteracy in India is of surmount importance. Our great reformers like Raja Ram Mohan Roy, Vidyasagar and Swami Vivekananda realised that only education could emancipate the ignorant Indians from the bondage of slavery. At the time of independence 14% of the total population was literate and one child out of three was enrolled in primary schools. Therefore, our planners and administrators thought of developing the society in such a manner that the majority is made aware of their socio-economic condition and is enabled to develop skills to enrich and uplift their standard of living. The constitution makers clearly state in Article 45 that "The State shall endeavour to provide within a period of ten years from the commencement of this Constitution, free and compulsory education to all children until they complete the age of 14 years. However, this directive to render free, universal primary education to all children remains even after five decades of independence as an intangible dream. Although literacy progressed steadily from 16.67% in 1951 to 37.23% in 1981, to 43.56% in 1991 the actual number of illiterates are increasing because of increasing population. The National Education Policy of 1986 shows that there were more illiterates in 1981 (437 million) than there had been in 1947 (300 million). The paper admits unanimously if things continue as they are now, in 2000 A.D. there would be 500 million illiterate people in India. India has the largest number of illiterate citizens, suffocating in superstition and extreme backwardness. The paper thereby chalks out a plan to eradicate illiteracy by giving a new direction to the India's education policy. It suggest (a) universalization of primary education (b) adult education in a big way (c) emphasis on non-formal education (N. F. E) (d) continuing education (e) vocational education and (f) education for women's equality. In May 1992, a detailed review of the country's educational situation (Plan of Action or P.O.A.) was made in the light of the recommendation of the National Education Policy of 1986.

The 1992 Commission recommended free and compulsory universal education to all children upto 14 years of age before we enter into the 21st century. Since then "Each one teach one" and "Education for all" have been set as the goal of the Indian Literacy Mission.

According to the 1991 census, the national literacy rate for the population aged 7 years and above is 52.21%, an increase by 8.65% from the 1981 (43.56%). The number of literates aged 7 or above was 3,593 lakh. It compares quite well with the number of literates in 1991 (3.289 lakh) which is a marginal increase from the 3,053 lakh in 1981. The increase in the number of literates in 1991 over 1981 was 1,236 lakh whereas the corresponding increase in the number of illiterates was 236 lakh only. These statistical data indicate that India is well on its way towards its literacy mission. Now India has more than 6,00,000 primary schools, and 2,70,000 N.F.E. centres enrolling approximately 222 million students. The gross enrolment ratio in classes I-V increased from 46% in 1951 to 74% in 1991. The enrolment of girls at the primary stage rose appreciably from 60 lakh in 1951 to 4.30 crore in 1991. The drop-out rate came down in classes I-V from 62.5% in 1981 to 49.7% in 1989. This progress has made the Indian education system as one of the largest system in the world ensuring accessibility of primary schools to the maximum number of students. The new thrust in elementary education has emphasised on two aspects – universal enrolment and universal retention of children up to 14 years of age and a substantial improvement in the quality of education. A phase drive symbolically called "Operation Blackboard" undertakes to provide at least two reasonably large rooms that are usable in all weather, toys charts, maps and at least two teachers, one of whom a woman, in every school. This new scheme of primary education aims at producing competent and efficient primary teachers by giving them adequate training and evolving non formal education (N.F.E) for the people of geographically remote areas, weaker section of society and the working children and adults. As a background for this N.F.E scheme the Govt. of India acknowledges the huge backlog of illiterate in the country and also the continuous addition of this type every year. The reason of these children for not feeling attracted to learning is well-known. They try to augment the family income or help in daily chores of household. It is not easy to teach them in formal education. As a result N.F.E. is thought out to be the only answer to this formidable problem. For adult education, the National Literacy Mission (N.L.M.) was launched in 1988 to impart "functional literacy" to 800 lakh adult illiterates in the age group 15-35 where N.F.E. is not in operation. The programme under N.L.M has showed that the eradication of illiteracy is not a utopian idea but is possible and achievable. The success of Ernakulam and Kerala experiments for achieving full literacy has generated certain excitement in the literacy campaigns. These campaigns are area specific, time-bound, volunteer-based, cost effective and out-come oriented. Total literacy campaigns have been launched in 336 districts of the country covering over 81 lakh illiterate persons, and 134 districts have commenced post-literacy campaigns to consolidate the gains of literacy. The new scheme of education also ensures that education will be used as an agent of basic change in the state of women. It gives overriding priority to the removal of women's illiteracy and obstacles

inhibiting their access to and retention in elementary education through provisions of special support services, setting of time-targets and effective monitoring.

Beside these main issues it also ensures life-long education (continuing education) to youths, housewives, agricultural and industrial workers and professionals through the Indira Gandhi Open University (I.G.N.O.U.) and distance learning with the help of the media. It too focuses on the education of the handicaps and the backward classes like SC and ST by providing them with several incentives for learning.

Education as a Human Right in Indian Perception

In general terms, education as a human right is aspirational; not justiciable, universal and fundamental in the sense of essential. In Indian Constitution it has not been given the status of a fundamental right. It is incorporated in the Directive Principles of States and is viewed as a welfare activity. In the Indian way of thinking, a human being is a positive asset and a precious national resource which needs to be cherished and nurtured with care and tenderness. For proper nourishment literacy is essential for all and literacy is fundamental to our all-round development—material and spiritual. In India a vast number of illiterates and semi-illiterates have lived for centuries along side a highly literate and educated minority. When only a handful of elites thrive to live a life of luxury and comfort, the teeming millions live below the poverty line. There is no denying the fact that our society is a resultant product of their manual toil yet they do not have the basic amenities of life like food, shelter and education. The only solution that can give them their long cherished emancipation from the tragic bondage of poverty and ignorance is their literacy or their awareness to be literate, at least functionally. Literacy, therefore, viewed from the humanitarian considerations, is not merely a welfare activity—it is a basic and essential human right. Each one of us has the divine in us and each individual has the potentialities to realise what lies within him. Therefore, whatever assists or helps man to discover his inner self and achieve his ultimate should be provided to him. The ancient Hindu philosophy and the Greco-Roman Humanism support this view. This idea has been beautifully summed up by Goethe: Man carries within himself not only his individuality but all of humanity; with all its potentialities although he can realise potentialities in only a limited way because of the external limitation of his individual existence”.

To conclude, the illiterate person is a weak link in the whole chain of development. He is a person who remains outside the public affair and feels a sense of alienation. Illiteracy is not only his personal tragedy but a tragedy of the whole humanity because it belittles the dignity of man. Functional illiterates are not born; they are just a product of the indifferent and blind society and the discriminatory economic milieu. If the illiterates are not given their dues and the right to literacy or education as a basic human right in recognition of their human dignity, every educated person will be responsible for this social injustice as Swami Vivekananda said “So long as the millions live in

hunger and in ignorance I hold every person a traitor who having been educated at the public expense pays not the least heed to them”.

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Original manuscript received on 11. 10. 2009

Accepted manuscript received on 16. 11. 2009

ANWESA

A Journal of Education

VOLUME - 5 JANUARY 2010

ISSN - 0973 - 5895



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