

ISSN – 0973 – 5895

VOLUME – 6, April 2011

ANWESA

A Journal of Education



RAMAKRISHNA MISSION
BRAHMANANDA COLLEGE OF EDUCATION

ISSN – 0973 – 5895

VOLUME – 6

2011

Anwesa

A Journal of Education

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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)

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Printed by :
Ramakrishna Mission Boys' Home
Rahara, Kolkata - 700 118
Phone : 2568-2850 / 3219

F O R E W O R D

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 over flooding 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.

19 April, 2011

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From the Editor's Desk

We are happy to bring out the sixth volume of *Anwesa : A Journal of Education* in due time this year (2011). The present volume contains eleven 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, one paper deals with environmental issues, particularly ecological values of school students. Dr. Madhumala Sengupta and Sri Pintu Kumar Maji have studied in detail about the correlation of ecological values and environmental behaviour of school students residing in Sundarban.

Interestingly, there are quite a number of articles that deal with different problems of students, both abled and disabled. Sri Satyabrata Dinda has discussed about the parental attitude to the children having different sorts of disabilities and suggested some important tips to handle these handicapped children. Dr. Alok Gardia and Jitendra Kumar advocated for Inclusive Education as a remedy for achieving social equity. In this article readers will be acquainted with the history of the genesis of Inclusive Education.

Evaluation continues to be an important pre-occupation among the teachers and teacher-educators. In the present volume of *Anwesa* readers will find two articles on Evaluation, one deals with gender difference in scholastic achievement while the other considers the concept of Continuous and Comprehensive Evaluation in improving school-community symbiosis. Dr. Amit Kr. Chakraborty, Dr. Sanat Kr. Ghosh and Sri Anup Kr. Chakraborty's article takes into account the question of gender in relation to educational achievement in the primary level. Dr. Jayanti Das and Rumpa Mukherjee justify the relevance of Continuous and Comprehensive Evaluation (CCE) first enunciated by Radhakrishnan Commission (1948). Dr. Debasri Banerjee & Srabanti Mukhopadhyay have meticulously studied the changes in attitude of school teachers with the changes in secondary school administration under the West Bengal Board of Secondary Education.

Dr. L.N. Satpati and Dr. Mousumi Boral have picked up the issue of literacy and basic educational attainment in West Bengal. They studied the said subject by using Combined Literacy Index (CLI). Dr. Asit Sen examines the effectiveness of construction of Linear Programmed Instruction in the teaching of Physics. Smt. Sucharita Row Chowdhury is interested in the problems of school children. She highlights the problem of truancy of school-going children in her article "Be Cool: Stay at School".

This volume also contains one article on Physical Education. It highlights the fact that body movement can enhance communication between different parts of the brain leading to improved learning skills. It explores the unity of mind and body in two domains, namely, the personal and educational and identifies the importance of play for a healthy mind in a healthy body. Our journal is enriched with an article on Swami Vivekananda. Sri Rajib Lochan Mahapatra and Ritwik Bandyopadhyaya have attempted to read Swamiji's speeches from post-colonial stand point and tried to assess the impact of Swami Vivekananda, the first Indian post-colonial thinker, as the authors believe, on the educational system prevailing in India.

From this year we have started a new column for writing comments and opinion on the present day educational problems. Sri Sudipta Ghosh, an ex-student of R.K.M. Brahmananda College, Rahara, has volunteered to write some comments on our present educational problems. We have also started a new section called "Book Review". For this section reviews on any recent book on education are invited for future volumes. Ms. Suvashree Roychowdhury has tried her maiden hand on reviewing a book.

Now, in the end, I can only hope that all the articles, comments and book review 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 who have extended their helping hands in every possible way to bring out this volume.

Rahara
April 26, 2011.

Malayendu Dinda

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Ecological Value and Pro-environmental Behaviour Amongst Secondary School Students Living in the Sundarbans

** Dr. Madhumala Sengupta*

** Pintu Kumar Maji*

Abstract

The Sundarban in West Bengal has long been declared as World Heritage site but its environment continues to be ravaged by various human activities. To safeguard its precious eco system the school students of these areas must be made environmentally aware and active as they will be the future residents of this region. The school curriculum, of course, imparts environmental education as compulsory subject but the method of teaching is not always effective. This particular study investigates two important issues in relation to environmental education. First, traditional method in environmental education is not effective and activity based method is more important in achieving the objectives of environmental education. Secondly, development of affective factors like value system is more likely to initiate pro-environmental action. The study concluded that students from schools with environment related activity programmes have more positive ecological value than those students from schools where no such activities are conducted. It also revealed that ecological value and environmental behaviour are positively correlated. However, the students from two types of schools did not differ in their pro environmental behaviour.

Keywords : Ecological Value, Pro-Environmental Behaviour, Environment Related Activity Programmes, Sundarban and Secondary School Students.

Introduction

Global warming, climate change and loss of bio-diversity are now playing havoc with life on the Earth. The present degradation is causing severe environmental crisis ultimately creating enormous problem for human beings. Besides the overall global environmental damage, there are some fragile eco systems, like the Sundarbans, which are at the receiving end of the natural plunder unleashed by human civilization. The important implication of the present study has to do with the fragility of Sundarban declared as Biosphere Reserve by government of India in 1989. The Sundarban, supporting an exceptional biodiversity with wide range of flora and fauna is an example of ongoing ecological process, but it is under threat due to biotic pressure much of which is induced by human action. The backwardness of its people and their complete dependence on natural resources has aggravated the matter. 35.5% of the population belong to SC, ST category.

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95% depend on rain fed mono cropping agriculture. The plight of the Sundarban is ascribed to many factors like –

- Uncontrolled population growth with low income level
- Lack of large scale employment opportunity
- Extension of non-forestry land use in to mangrove forest
- Demand for small timber and fuel wood
- Poaching and uncontrolled fishing
- Continuous trampling of river and creeks by fishermen
- Chemical pollution etc.

It is not that their environmental awareness among the school students is less but lack of basic necessities of life forces the local people to overexploit nature. Adult education programmes along with the government initiated programmes for socio-economic development are urgently needed to protect this World Heritage site. Fortunately the school education system has been reorganized by introducing environmental education as a compulsory subject with activities like Eco-club and GLOBE programmes. But not all the schools in West Bengal have come under the purview of such programmes including schools in the areas of Sundarban. Although the NGOs like WWF had organized environmental awareness programmes for the teachers, students and villagers of the Sundarban, yet the measures taken so far are not adequate.

It is now an established fact that environmental education through traditional teacher centric classroom transaction is not effective, rather direct experience with nature is likely to have greater impact on the psyche of the young minds. In this respect research findings have corroborated that outdoor activities help to develop environmental knowledge, positive attitude and responsible behaviour (Ballantyne, Fein & Packer, 2001; Tanner, 2001; Ballantyne & Packer, 2009). The study conducted by Palmer (1999) on 1259 students demonstrated that experiential learning in the context of environmental education has more impact than formal education. Finger (1994) also showed that outdoor activities, hands on experiences, etc. are strong predictor of environmental behavior.

Even before the Supreme Court verdict of compulsory introduction of environmental education, the Indian Ministry of the Environment and Forests (MOEF) in 1980s had started developing programmes and activities related to environmental education. This national initiative helped to improve the standard and visibility of environmental education in Indian school system. In 1986 the concept 'Eco-Club' emerged and in 2001 NGC or National Green Crops programme was ushered in. The objectives of this programme were to :

- To impart environmental education among the school children, thereby spreading environmental awareness.
- To encourage and mobilize participation of them in various environment education activities in their localities.

- To impart knowledge about their immediate environment, eco system, their inter dependence and their need for survival, through visits and demonstrations and to mobilize youngsters by instilling in them the spirit of scientific inquiry in to environmental problems and involving them in the efforts of environmental preservation (MoEF Annual Report, 2005).

The scheme was to operate through Eco-Club formed in the following manner :

- Each Eco-Club should have 30-50 students expressing interest in environmental issues.
- Eco-Club is to be supervised by a teacher-in-charge and to be provided with small monetary grant.
- A district implementation and monitoring committee (DIMC) should supervise the programme.
- A state steering committee and a nodal agency are to oversee and coordinate the scheme's implementation.
- The national steering committee is there to give over all direction to the programme.

In environmental education research the initial emphasis was on environmental knowledge and awareness to develop environment related behaviour. Later on the researcher found out that awareness per se is not adequate to precipitate pro-environmental behaviour. Rather the psychological and philosophical factors like value system, motivation including locus of control, personality traits play important role in this regard along with external factors like infrastructure, social, cultural, political factors and economic situation (Kollmuss & Agyeman, 2002). In environment related researches, the initial trend was dominant social paradigm indicating anthropocentric approach. Now the researcher are more inclined to paradigm shift from DSP (Dominant Social Paradigm, which is essentially anthropocentric) to NEP (New Environmental Paradigm, basically ecocentric approach), indicating the crucial role of affective factors like relevant values and psychological variables as motivation. In this context the ecological value is worth studying in relation to pro-environmental behaviour. This change in outlook emphasizes more on human values over environmental knowledge vis-à-vis environmental protection.

Values indicate the worth, usefulness or importance of a thing, object or an issue. The new Shorter Oxford Dictionary also mentions value as : estimate, opinion, regard or liking about something. Value is accepted as principle or moral standard of a person or group of people. As values evoke emotional reactions and expressed in terms of good, bad, worse, desirability or avoidance, they define goals and are manifested through one's behaviour. The attitudes are the derivatives of values and hence values play important role in environmentalism and have been found to be predictors of pro-environmental behaviour (Hopper & Nielson, 1991, Vining & Ebreo, 1992; Stern, Dietz & Kalof, 1993).

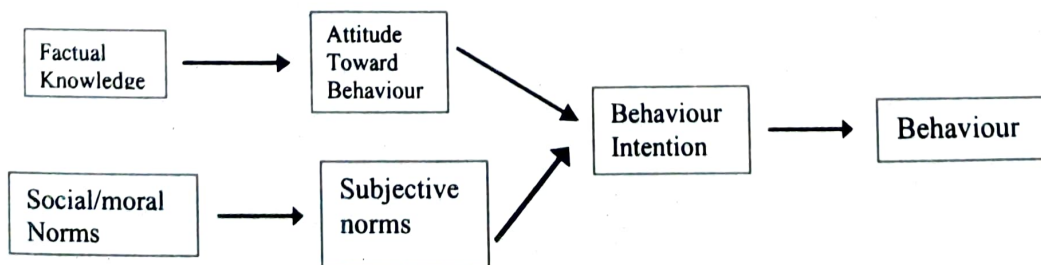
In the context of environment related behaviour, value as an important variable has been extensively studied. Along with attitude, values are considered to be determinants of environmental behaviour. According to Rokeach (1973) values are generalized internal standard of behaviours. Although they are commonly related to self enhancement yet there are possibilities of self

transcendence. Values are higher order factors, preceded by attitudes which are first order primary factors. They have been termed as a set of consistent attitudes, few in number and stable in nature (Rokeach, 1973).

The study of ecological value scale began with the concept of environmental world view. In this respect Bogner & Wilhelm (1996) constructed Environmental Perception Scale which was applied to assess the perception of the European adolescents. Bogner and Wiseman (1999) proposed two dimensions of environmental perception namely utilization and preservation. Subsequently it was designated as Model of Ecological Value (Wiseman & Bogner, 2003). The Model of Ecological value is a different approach to environmental perception. Previously environmental perception was considered as a unidimensional construct (Dunlap et. al., 2000). According to the authors New Ecological Paradigm (NEP) is a continuum where perception varies from bio-centric (NEP) on one extreme to anthropocentric at the other end. Individual perception or views belong to any one dimension but not to both. However, Bogner & Wiseman (1999) postulated that biocentricism or preservation and anthropocentricism or utilization is two separate views and they are not necessarily related. Preservation is the biocentric dimension of perception which is concerned with conservation and protection of environment. Utilization, on the other hand, is anthropocentric dimension with the objective of utilizing natural resources (Wiseman & Bogner, 2003).

Whatever the approaches to environmental education are, the objective remains the development of responsible citizenship behaviour. Thus assessing environment related behaviour remains the important aspect of environmental education research. As environmental behaviour is affected by so many factors, it is not easy to study or measure it. Moreover, its measurement is mainly based on self report and rarely observation of actual practice of such behaviour is undertaken. The self reported behaviour may not reflect the actual situation because people often report socially desirable behaviour as part of image management. Besides, there are many situational constraints for which people are unable to perform the behaviour, one being an individual's own perceived self control.

Various researches on environmental education had shown the relation between environmental knowledge, attitude, values and environmental behaviour. Environmental knowledge and environmental values explained 40% variance of ecological behaviour intention. Again ecological behaviour intention predicts 75% of variance of general ecological behaviour (Kaiser, 1996). The relationship was depicted by the following flowchart :



Source: Kaiser (1996)

Environmental action on the part of the people may be direct or indirect. Moreover, this action may be carried out individually or collectively. Jenson (2002) had shown how environment related behaviour encompasses four types of actions :

Table No. 1 Four Types of Environmental Actions

	Direct action	Indirect action
Individual action	1	2
Collective action	3	4

The collective action in the context of Asian countries like ours is important as our society is collective in nature and group activities get precedence over individual action. Hence types 3 and 4 of environmental behaviours are expected to be more effective although types 1 and 2 cannot be neglected. However, it is to be noted that despite having pro-environmental behaviour intention an individual may not actually act due to behaviour difficulties or inherent constraints.

Recently another related theory regarding environment related behaviour has been proposed by Thogersen & Olander (2003). It has been aptly named as 'spill over effect'. According to this theory people need consistency in their life. When they begin to develop pro-environmental attitude and practice in one area of their life, they seek to reduce dissonance by transferring these to other areas of life until it becomes habitual. Thus development of initial environment related behaviour are likely to spill over in other areas turning an individual more and more environmental crusader.

Statement of the Problem

The literature on environmental education and method of teaching substantiate the fact that knowledge, value and positive attitudes are the prerequisites to environmental behaviour and the field based activity method is more effective to traditional classroom practices. The theoretical knowledge gained through it often does not get translated into pro-environmental behaviour or develop action skills for the protection of environment. Empirical studies confirm the importance of activity based learning in the field of environmental education. Immersion in field setting and kinesthetic experience of field work positively affect students' learning. To substantiate this theoretical underpinning and to survey the schools in the Sundarban areas vis- a vis environmental education, this present study was undertaken.

Objective of the Study

The objectives of the present study are :

- To assess the ecological value and pro-environmental behaviour of secondary school students.

- To study the effect of type of educational institutions (two types of schools were selected i.e. schools with Eco-Club programmes and schools without such programmes) and gender on the ecological value and pro-environmental behaviour of secondary school students.
- To explore the relationship between the ecological value and pro-environmental behaviour.

Delimitation of the Study

1. External factors like socio-economic background of the students were not taken into consideration.
2. The effect of academic achievement and intelligence on the variables studied in the research was not measured.
3. The study was restricted within the Sundarban in South 24 Parganas.

Sample

The present sample included 560 Secondary school students comprising both girls (259) and boys (301), from class X under the West Bengal Board of Secondary Education. The sample was drawn randomly from schools situated in the 19 Blocks under the Sundarban areas (South 24 Parganas district) in West Bengal. The number of school studied was 15, out of which 7 Schools organize environmental activity programme through Eco-club (EAP schools) etc. and in other 8 schools regular activity programmes are not undertaken (Non- EAP schools).

Tools of the Study

The following tools were used for data collection :

Ecological Value Scale

The ecological value scale constructed by Wiseman & Bogner (1999) was translated into Bengali (20 items). The tool was standardized on a separate sample group (N=60). The reliability of the test was determined by Cronbach alpha (0.62). Item-test correlations were also calculated and the value varied from 0.2-0.8 . No negative correlation was found.

Pro-environmental behaviour scale

By pro-environmental behaviour 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 factors included were behaviour related to civic responsibility, personal change, individual civic action and cooperative civic action etc. The researchers developed the Likert type (5-point) scale (25 items) having a reliability (KR-21) value of 0.78. The item validity was tested by Tetra-choric correlation and the values varied from 0.2-0.7. No negative correlation was found. Face and Content was ascertained by experts.

Procedure

The study is a part of UGC-UPE project. Under this project the field workers along with research assistant visited the schools after permission was obtained from the authority. The respondents were given instructions regarding the filling in of questionnaire. The questionnaire distributed to the class and one period of 30 minute was allocated for this purpose. It took approximately two months to cover the 15 schools. For the purpose of quantitative analysis of data, a few selected statistical methods were used.

Result and Discussion

Table 1 Showing the descriptive statistics of the ecological value scores and pro-environmental behaviour scores.

	Ecological value	Pro-environmental behaviour
N	560	560
Mean	60.26	107.94
Std. Deviation	7.323	12.424
Skewness	-0.241	-0.324
Kurtosis	0.502	0.09

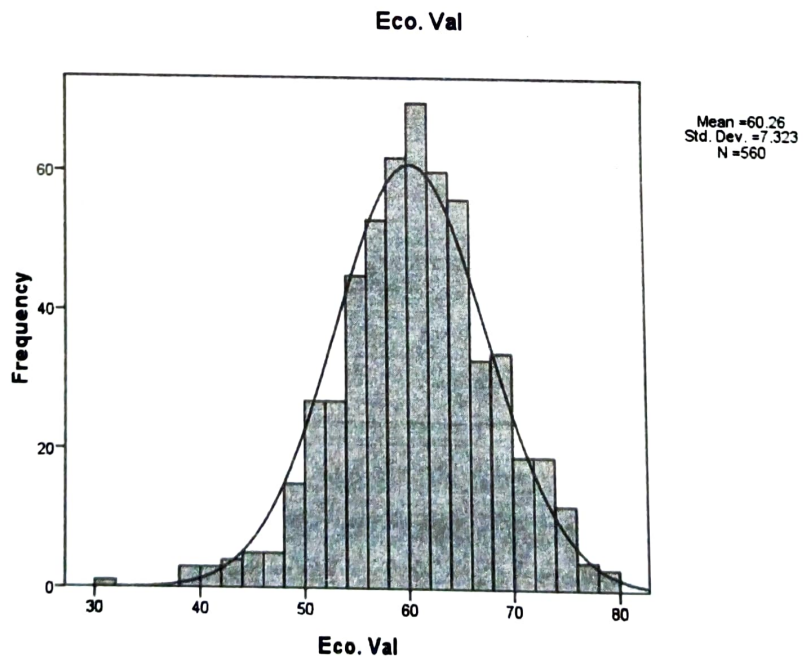


Fig 1 Showing the frequency distribution of the ecological value.

From the above table and figure it is evident that the distribution of ecological value scores' distribution is slightly negatively skewed, i.e. scores are piled slightly above the mean. The distribution is also slightly leptokurtic or peaked.

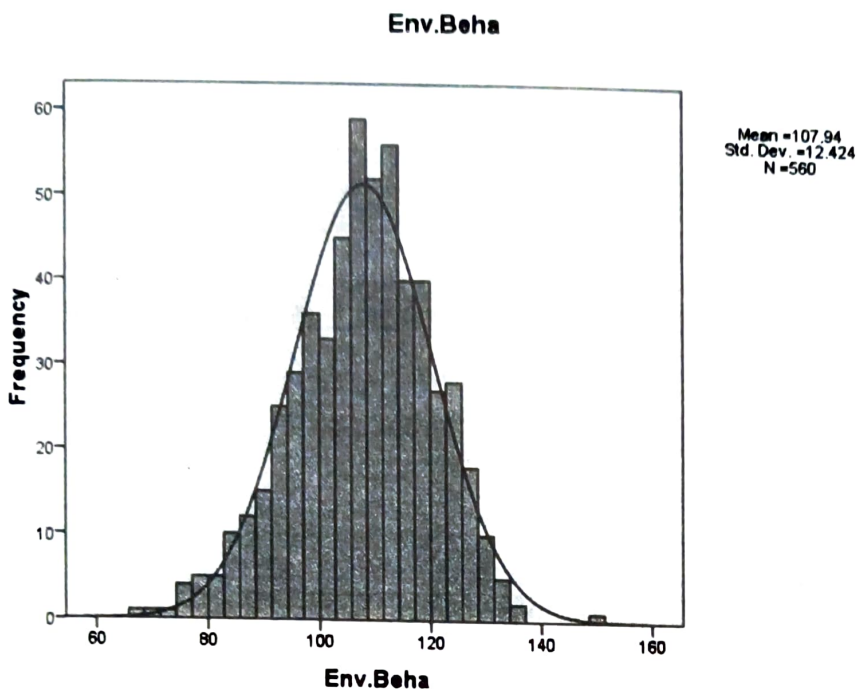


Fig 2 Showing the frequency distribution of Pro-environmental behaviour scores.

The frequency distributions of the Pro-environmental behaviour scores indicate leptokurtic distribution.

Table 2 Showing the Ecological value and Pro-environmental behaviour scores of different categories of sample.

			N	Mean	S.D.
Ecological Value	Gender	Girls	259	60.75	7.317
		Boys	301	59.83	7.313
	Env. Prog.	EAP schools *	289	61.62	7.259
		Non-EAP Schools*	271	58.81	7.123
Pro-environmental Behaviour	Gender	Girls	259	108.53	12.78
		Boys	301	107.43	12.107
	Env. Prog.	EAP schools	289	108.75	12.636
		Non-EAP schools	271	107.07	12.157

* EAP schools (schools with environmental activity programmes)

* Non EAP schools (schools with no environmental activity programmes)

Table 3 Showing the ANOVA result of dependent variable ecological value on category variables.

Dependent Variable: Eco. Value					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1116.220 ^a	3	372.073	7.168	0000
Intercept	1830816	1	1830816	3.53E+04	0000
School type (EAP & Non-EAP)	950.69	1	950.69	18.316	0.000
Gender	1.72	1	1.72	0.033	0.856
School type * Gender	12.626	1	12.626	0.243	0.622
Error	28858.75	556	51.904		
Total	2063292	560			
Corrected Total	29974.97	559			
a. R Squared = .037 (Adjusted R Squared = .032)					

Table 4 Showing the ANOVA result of dependent variable Pro-environmental behaviour on category variables.

Dependent Variable: Env. Beha					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	464.391 ^a	3	154.797	1.003	0.391
Intercept	5867014	1	5867014	3.80E+04	0
School type(EAP & Non-EAP)	292.159	1	292.159	1.893	0.169
Gender	48.493	1	48.493	0.314	0.575
School type * Gender	18.411	1	18.411	0.119	0.73
Error	85814.42	556	154.342		
Total	6610561	560			
Corrected Total	86278.81	559			
a. R Squared = .005 (Adjusted R Squared = .000)					

Table 5 Showing the correlation between ecological value scores and Pro-environmental behaviour scores.

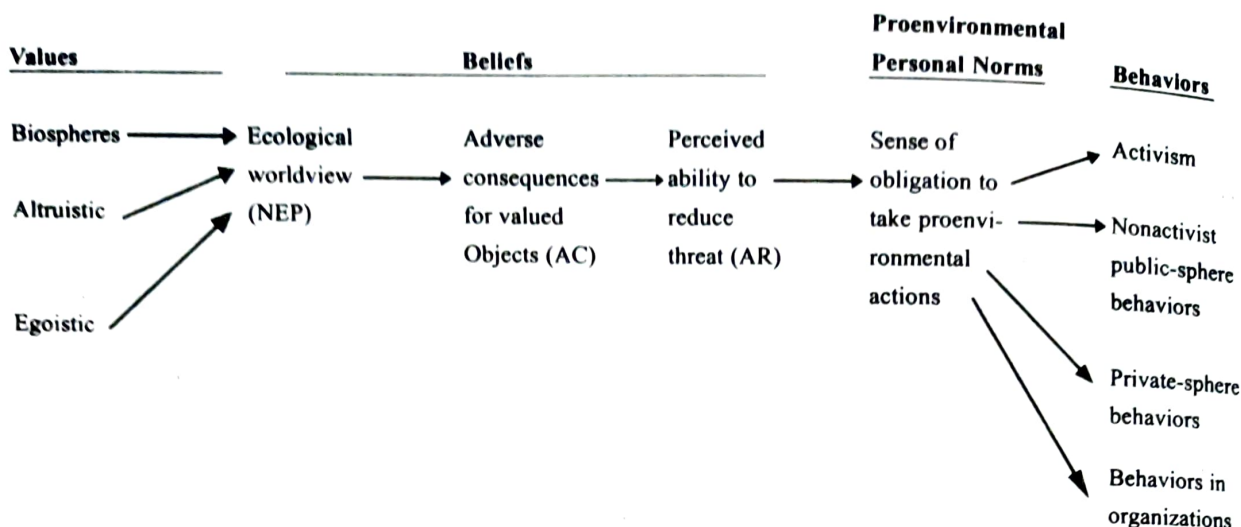
Correlations			
		Eco. Val	Env. Beha
Eco. Val	Pearson Correlation	1	.489**
	Sig. (2-tailed)		0
	N	560	560
Env. Beha	Pearson Correlation	.489**	1
	Sig. (2-tailed)	0	
	N	560	560
** Correlation is significant at the 0.01 level (2-tailed).			

Discussion and Conclusion

The statistical analysis of the data shows ecological value scores and pro-environmental behaviour scores are not normally distributed but the skewness and kurtosis values do not deviate much from the normal values. In other words the distributions are near normal. It is also evident that students studying in schools with Eco-club activities are more concerned and possess positive values regarding environmental issues than those students studying in non EAP schools as indicated by ANOVA result. This finding is consistent with similar research works which corroborated the fact that activity method of teaching environmental education is more effective (Bogner, 1999; Goodwin, 2003; Mukhopadhyay, 2010). All these studies emphasize that students really learn about science by doing science.

But at the same time no difference in pro-environmental behaviour was observed among the students of EAP schools and non-EAP schools. The finding is not at all surprising. Responsible environmental behaviour is learned response/action; it is contingent on several variables interacting with each other (Sia et.al., 1985). However, the significant positive correlation between ecological value and pro-environmental behaviour is consistent with other research findings.

The following diagram shows how precipitation of behaviour is preceded by several factors. The values and beliefs like ecological world view must be associated with a very important factor like perceived ability to reduce threat. In other words the individual's internal locus of control to perform behaviour is a key determining factor of behaviour. The authors also specified the different types of environment related behaviours like direct action, private sphere behaviour (reducing electricity consumption) and behaviour in work place.



Source : Dietz, Fitzgerald and Shwom, 2005

A number of critical components of educational programmes are to be addressed in order to change students' behaviour. These are :

- In our school system, the instructional materials and methodology of teaching hardly develop the skills of investigation and evaluation. Besides most of these activity programmes do not attempt to develop ownership and empowerment in learners, which are crucial prerequisites for changing behaviour.
- Teaching environmental education as a separate subject even by means of activity method and experiential learning may not produce desired result as achievement of objectives of environmental education needs life style change. The UK government's education department has suggested eight door ways as 'whole school' approach to environmental education encompassing all types of school activities.
- The DfES (2005b) proposed that the following eight door ways are metaphor by which the schools may face the daunting challenge of initiating and extending their sustainable school activities.

Doorways

Food and drink	By 2020 it is recommended that the schools are suppliers of healthy local sustainable food and drink
Energy and water	all schools are models of energy efficiency, renewable energy, Water management
Travel and traffic	all schools are model of sustainable travel
Purchasing and waste	schools are model waste minimisation and sustainable procurement
Building and ground	visible use of sustainable design, features and development grounds in such a way that students learn about natural world and sustainable living.

Inclusion and Participation	model of school inclusion enabling all pupils to participate fully in school life.
Local well being Global dimension	model of good corporate citizenship within their local areas training for global citizenship.

Implication

As it has been mentioned that Sundarban as an ecological marvel occupies a very important place in world map, so arresting ecological disaster of this area is of paramount importance. The best way to achieve this objective is to educate the local people as they are the main stake holders. It has already been mentioned that their level of education is low and ignorance is abysmal. From the analysis of the data, done so far, it is evident that organizing environment related activities has significant implication for the successful implementation of environmental education in school. Theoretical perspectives on environmental issues are important but not enough for motivating an individual to take action for the environment. Direct hands on experiences with environment related problems and learning about action skills are sine qua non to attain objectives of environmental education.

The findings of the research have policy implication as far as environmental education in school is concerned. First, all the schools must be brought under the Eco-club and GLOBE programmes, so as to expose the students with ground reality understanding the gravity of the situation and most importantly learning about action skills. All these call for curriculum modification, making it holistic and crosscurricular in approach. Change in evaluation process is also imperative so that environmental education does not turn into mere appendage and mindless, unnecessary, burden to already overloaded curriculum. It is expected that sustainable development can be embedded in to whole school management by means of the above mentioned doorways and help in practical guidance.

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Trends of Basic Educational Attainment in West Bengal: a Spatio-temporal Analysis Using Combined Literacy Index (CLI)

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Abstract

Education is one of the basic requirements of man for his acceptability in the society. The primary expression of education is literacy, which can be defined in a number of ways to characterize various qualities of a population. In this paper, however, the Census of India definition of literacy has been used, and the issue of literacy gap in regard to male-female and rural-urban population of West Bengal has been addressed by using Combined Literacy Index (CLI), a single measure to include both total literacy and male-female, and rural-urban literacy gaps. This is done to assess the progress of literacy of the state on both time and space frame.

Keywords : Basic Education, Combined Literacy Index, National Literacy Mission.

Introduction

Ordinarily 'literacy' means 'the ability to read and write' (*Readers' Digest-The Word Power Dictionary, 2000*). According to the Census of India (2001) definition, a person aged seven and above, who can both read and write with understanding in any language, is treated as literate. However, in the censuses prior to 1981, children below five years of age were necessarily treated as illiterates.

Literacy is one of the most important expressions of education. All nations have a target to achieve cent percent literacy among its population. Some of the developed countries have already achieved this goal. But, many of the underdeveloped and developing countries are still far behind the target. So, these countries are trying their utmost to increase literacy among their population.

It is found that child of a literate person, especially women, cannot remain illiterate. So, the gender bias in literacy should be removed. In India the literacy level is still quite low. Besides, there is wide gap between male and female literacy, usually the latter lagging far behind. The National Literacy Mission (NLM) of India puts much emphasis on increase of literacy level of the country's population. The Planning Commission of India has given emphasis on reduction of gender gap in literacy by 10 percent points during 2011-12. Moreover, the gap in literacy between rural and urban population also has to be eliminated for overall development of the country.

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Human Development Index (HDI₁) includes adult literacy as one of the basic components. Two-third weightage has been given on adult literacy (*i.e. for 15+ years age group*) and one-third on gross enrollment ratio (*i.e. average percentage of those passing out from successive levels of education*) to determine the education index (Human Development Report, 1991). The Gender-related Development Index (GDI) takes into account male and female adult literacy separately and then combines them to measure equally distributed education index on the basis of share of male and female in the total number of concerned population (Human Development Report, 1995). GDI includes gross enrollment ratio also, as in HDI. Both HDI₁ and GDI incorporate adult literacy and gross enrollment ratio. Data required for the calculation of Education Index in HDI and GDI are not always available especially at the lower administrative level; and therefore Combined Literacy Index (CLI) can be effectively used as an alternative measure, which has been found to be very highly correlated with Education Index of HDI/ GDI (Satpati, 2011).

Methodology and Data

The following method is used to assess the trend of general educational attainment of West Bengal.

Combined Literacy Index (CLI) = Total literacy*(Female Literacy/ Male Literacy)

The choice of female or male and rural or urban in the numerator depends on whichever is lesser than the other. Since female literacy or rural literacy is usually less than that of male literacy or urban literacy, in this case female literacy or rural literacy has been taken as the numerator. It is obvious that the method is not applicable in case the population consists of either male or female persons only. Theoretically, if there is no disparity in literacy among female and male or rural and urban the ratio becomes unity, and total literacy is the true expression of the basic educational attainment. Contrarily, if any of the components is neglected CLI is bound to fall.

The literacy data have been collected from various census reports and statistical abstracts published by the government authorities as have been cited at appropriate places in this paper.

Discussion and Findings

Considering social, economic and political distinctions, West Bengal is one of the important states of India. During the British period and also after the Independence the state enjoyed relative supremacy in many spheres including economy, polity, art and culture, and others aspects of Indian society. It was one of the front runner states with regard to education. But, owing to influx of the refugees and political turmoil in the post-Independent period, West Bengal got huge setback in its overall progress. In this paper the main focus is on literacy which, to a great extent, reflects the basic educational attainment of the state. In the following sections the issue has been discussed both historically and spatially, sometimes in comparison with the overall situation of the country.

Progress of literacy in West Bengal

The total number of population of West Bengal in 1951 was about 24.8 million, which was

14.79 percent of the then Indian population and in 2001 the number increased to 80.1 million, i.e. 12.84 percent. But, in terms of increase of population during the period 1951-2001, it was 3.23 times in West Bengal and 2.8 fold in India. Compared to India, the growth rate of population of West Bengal rapidly declined during the last five decades, but the overall growth rate of literacy has remained always lower in the state in relation to the national average of the country (Table- 1). The last census of 2001 shows marginal positive deviation compared to the Indian situation and the state ranked eighteenth among the states and union territories. However, in absolute terms total number of illiterates in West Bengal was 330 million that consists mainly of the Schedule Tribes, Castes and Muslim population (Datta Roy, 2008).

Table- 1

Growth of population and literacy of West Bengal in reference to India

Year	Growth of Population (in %)		Overall Literacy in (in %) *		Growth of Literacy (in %)	
	India	West Bengal	India	West Bengal	India	West Bengal
1951-1961	21.51	32.80	28.30	29.30	9.97	5.0
1961-1971	24.80	26.87	34.45	33.20	6.15	3.9
1971-1981	24.66	23.17	43.57	40.90	9.12	7.7
1981-1991	23.87	24.73	52.21	57.70#	8.64	16.8#
1991-2001	21.54	17.77	65.38	68.68	13.17	10.98

Note: * Rate of literacy at the end on the decade. Up to 1981 literacy rate is for the age group 5 years or more; and for 1991 and 2001 it is for the age group 7 years and more. # This could be a reflection of the enthusiastic National Literacy Mission. *Data source:* Statistical Abstract of India, 2005 & 2006 and Statistical Abstract of West Bengal, 2006.

The historical trends in literacy gaps of West Bengal in terms of male-female, rural-urban and Scheduled Castes and Tribes- Others can be analyzed using CLI (Table-2). On the basis of data available for the present purpose, it has been found that the educational achievement in West Bengal is higher than that of Indian average throughout the period of 1951-2001. Although the state has relatively poor performance in total literacy and growth of total literacy, it has performed better in eliminating the gaps in literacy among male-female, rural-urban and backward-other population of the state. This should be considered one of the commendable achievements in basic education, especially providing the primary requirements for attaining literacy among all sections of the population. The reduction of disparity in literacy among different sections of the population will definitely usher a better prospect of education of the state in the near future.

Table- 2**Combined Literacy Indices (CLI) of West Bengal with reference to India**

Year	CLI (Male-Female)		CLI (Rural-Urban)		CLI (SC&ST- Others)
	India	West Bengal	India	West Bengal	West Bengal
1951	5.98	8.66	-	-	-
1961	10.75	12.29	-	11.84	-
1971	16.47	17.38	-	15.26	-
1981	23.00	24.54	-	21.49	-
1991	31.98	39.20	30.74	57.70	-
2001	46.67	52.88	48.43	68.64	47.82

Note: The figures of 1991 and 2001 include population in the age group 7 years and above. *Data source:* Census of India, calculated by the authors.

Spatial pattern of literacy in West Bengal

Now, the progress of literacy in West Bengal can be analyzed on the basis of spatial distribution of the CLI, both in rural and urban areas, as well as district-wise. The data have been taken mostly for the year 2001, and the disparity factor considered is male-female literacy gap. This is because gender inequality in literacy among the districts of West Bengal is well-known (Boral and Satpati, 2010). Although more than 72 percent (in 2001) population of the state live in the rural areas, it is quite evident from the following table that in the rural areas the basic educational attainment is still low compared to that of the urban areas. However, it is significantly increasing both in rural and urban areas, and the rate of increase of CLI is more in the rural areas of the state. This means, the rural areas are also being provided with the basic educational facilities to help in spreading literacy.

Year	Rural	Urban
1991	31.04	63.26
2001	46.10	71.45

The districts of West Bengal have been classified on the basis of CLI, for the year 2001, of male-female disparity in literacy taking into account total literacy and literacy of the Schedule Tribe population of the state (Table-3). Mention may be made that the state has a share of total ST population of 5.36 percent in its total population. Moreover, the total literacy among ST population

is only 43.4 percent and male female literacy rates are 57.38 and 29.15 percents respectively, (in 2001) indicating very high gender disparity in literacy. In West Bengal the literacy of the ST population is much lower than that of India (Raha and Desai, 2008: p-35).

It is found that in terms of both total literacy and ST literacy Kolkata is the best performer. This is because of the character of population being urban, where only educated people have a better opportunity to find employment and earning. In terms of overall literacy Purulia and Uttar Dinajpur are the worst performers and needs to be taken suitable cares for the basic education. Other districts requiring proper attention include Malda, Kochbihar, Dakshin Dinajpur, Bankura, Murshidabad, Jalpaiguri and Birbhum. Regarding ST literacy all of the districts, except Kolkata, require due attention from the appropriate authorities.

Table- 3

Classification of the districts of West Bengal on the basis of CLI (2001)

CLI classes	Total Literacy	ST Literacy
11-20	–	Birbhum (12), Purulia (16), Murshidabad (19), Malda (14), Uttar Dinajpur (13)
21-30	Purulia (28), Uttar Dinajpur (30)	Dakshin Dinajpur (24), N 24 Pgs (26), Hugli (25), Medinipur (23), Bankura (23), Bardhaman (21), S 24 Pgs (23), Nadia (22), Jalpaiguri (24)
31-40	Malda (35)	Howrah (36), Darjiling (39), Kochbihar (36)
41-50	Kochbihar (49), Dakshin Dinajpur (48), Bankura (41), Murshidabad (42), Jalpaiguri (45), Birbhum (44)	–
51-60	Medinipur (57), Darjiling (56) Bardhaman (54), S 24 Pgs (52), Nadia (54)	–
61-70	N 24 Pgs (67), Howrah (65), Hugli (61)	–
71-80	Kolkata (78)	Kolkata (61)

Data source: Census of India, calculated by the authors.

The districts within and adjacent to the Kolkata Metropolitan Area have educational attainments, as reflected by CLI. But, many of the districts like Purulia, Uttar Dinajpur, Malda etc. perhaps due to their population structure and status of economy could not do well. This also indicates, to some extent, the urban primacy of Kolkata over rest of the state.

Conclusions

CLI can be considered as an important measure to find out the basic educational attainment of a region by using disparities in literacy among male and female or rural and urban population. In case of West Bengal the trend is quite clear and the areas of strengths and weakness can be easily identified, and necessary measures may be taken accordingly. But, literacy alone cannot be taken as full educational attainment; and therefore, various stages of education like primary, secondary and tertiary should also be considered. However, the gender gap in literacy is very prominently reflected in many of the districts, where the CLIs are comparatively low. Regarding ST population, all of the districts except Kolkata have poorly attained the basic education. Further study is suggested to identify the basic educational attainment among other backward people of West Bengal.

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Gender Difference in Scholastic Achievement in Mathematics At Grade – II Level : An Empirical Study

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Abstract

The present study deals with an effort to find the gender difference in scholastic achievement in mathematics at grade-II level students with reference to their caste, religious community and locale. A self developed competency based Achievement Test was administered on a sample of 535 no of students selected, by applying the cluster sampling technique to collect the required data. The required personal information of the subjects was also collected from the respective Head Teachers by using a self made General Information Schedule and the data so collected were analyzed statistically. The finding was that there is no significant gender difference in mathematics achievement in general and separately in rural and urban areas. But while a significant gender difference in mathematics achievement was found between the General Caste boys and Schedule Caste & Tribe girls in both the rural and urban areas and between the General Caste boys and the Muslim girls in urban areas, no significant gender difference was found in intra caste and Muslim minority community in both the area.

Keywords : Gender, Gender Difference, Scholastic Achievement, MLL.

Introduction

Women play a pivotal role in making her family and as a whole the society. It is a fact beyond any question that the women's education plays a vital role in the process of reformation and progress of a society. The material or spiritual progress of a society cannot be achieved to some expected level if its women are not developed educationally. The success of any developmental programme of a developing society, like us, is not only depend on the role and participation of the male members of the society but also equally on its counterpart. Therefore women's education and its educational achievement in quality and quantity is vitally needed for

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the development and progress of a society and for this, it is a serious matter of concern to the educational planners, Teachers, Teacher educators, administrators and national leaders to be looked into. If we go back to the ancient age of our history of education, we will see that the society of that time had paid equal importance to the education of women. The education at that time was free from all encumbrances for women to achieve.

But, on the passage of time, with the transformation of society, a change has occurred in social values, norms, practices and attitudes and the result of which is a gender based difference in education, both in quality and quantity. For this, gender based difference in achievement in school subjects is a reality at present time.

But the sex and gender, in true sense, is not equal. The sex is a natural and biological topic of discussion related to a specific reproductive organ and hormones functioning on it. It is universal. It also refers to the visible differences in genitals and the differences related to it in anatomy and procreative functions. On the other hand, gender is a socio cultural definition of men and women. It is the way the societies distinguishes them and discriminate between them.

It is a man made socio cultural process of defining masculine and feminine qualities, behavior patterns, roles and responsibilities. This happens through the process of socialization; it is a process of transforming a biological human being to a social being. Therefore values, beliefs, norms, practices and attitudes of a particular society shaped its human beings to a social being.

Mathematics is one of the most important subjects taught right from the primary level to the highest level of education. It is only the subject which creates and develops so many cognitive and non-cognitive abilities in students' mind. The abstract thinking, logical thinking, reasoning ability, computing ability, concept symbolizing skill, generalizing skill, application skill etc. are the abilities developed in students mind after studying mathematics. Therefore, no gender based difference in mathematics achievement is expected to the planners and leaders or the society.

Some significant research studies were done in the field. Geary, D.C(1999) has tried to study the sex differences in mathematical abilities. A number of significant research works were done by Eceles, J. S., Wise, L.L., Stanly, J. on gender disparity in mathematical abilities. Fennema, Elizabeth (1998) has conducted a research work on the subject 'Gender Equality For Mathematics and Science' and came to the conclusion that males were more confident about learning mathematics than the females. Gordon Stobart, and others (1992) observed that girls were better performer in subjects except mathematics and some science subjects.

In India some researchers attempted to compare the achievement in mathematics of boys and girls at different levels of education. For example, Rastogi, Satish (1998) observed that there was no sex difference in mathematics achievement. Mondal, K. C (1998) found that girls in class VIII were better to some extent than the boys in creativity in mathematics. It was also his observation

that boys in general were better in fluency, flexibility, originality or creativity aspects of mathematics than the girls. Basavayya, D. (1995) also reported that boys perception was better than the girls.

Of course, though some studies were undertaken in and abroad to understand the gender differences in mathematics abilities in general, a detailed study was felt be necessary for examining the gender difference in scholastic achievement in mathematics at primary level at different settings in cast, community and locale.

Statement of the problem

The present study deals with an effort to determine the existence of any gender difference in scholastic achievement in mathematics at grade II level students with respect to their caste, community (religious) and locale.

Objectives of the study

The following were the objectives of the present study :

1. To find out the mean achievement score in mathematics of boys and girls with respect to their caste, community (religious) and locale
2. To find out the gender difference in scholastic achievement in mathematics in general.
3. To find out the gender difference in achievement in mathematics at their locale settings.
4. To find out the gender difference in achievement in mathematics with respect to their caste and community (religious) settings in urban and rural areas.
5. To find out the gender difference in achievement in mathematics between the general caste boys in urban area and the schedule caste and tribe, muslim and general caste girls in rural area and vice versa.
6. To find out the intra caste gender difference in achievement in mathematics in rural and urban area.

Variable

The scholastic achievement was found as a research variable involved in the present study. The scholastic achievement means the quantity and the quality of learning attained by student in a particular subject of study after a specified period of instructions. It means brightness in academic subjects. In this study scholastic achievement means knowledge, understanding and the application skills achieved by the students at grade II level in the subject of mathematics after following normal classroom instructions in respect to their prescribed syllabus by the West Bengal Board of Primary Education.

Hypotheses

Keeping in view of the objectives stated above, the following null hypotheses were formulated for empirical verification in the present study.

- Ho1** : There is no significant gender difference in scholastic achievement in mathematics at grade II level
- Ho2** : There is no significant gender difference in scholastic achievement in mathematics in rural area.
- Ho3** : There is no significant gender difference in scholastic achievement in mathematics among the general caste students in rural area.
- Ho4** : There is no significant gender difference in scholastic achievement in mathematics between the general caste boys and the schedule caste & schedule tribe girls in rural area.
- Ho5** : There is no significant gender difference in scholastic achievement in mathematics between the general caste boys and the minority (Muslim) girls in rural area.
- Ho6** : There is no significant gender difference among the intra caste and community (religious) students in scholastic achievement in mathematics in rural area.
- Ho7** : There is no significant gender difference in scholastic achievement in mathematics in urban area.
- Ho8** : There is no significant gender difference in scholastic achievement in mathematics among the general caste students in urban area.
- Ho9** : There is no significant difference in scholastic achievement in mathematics between the general caste boys and the schedule caste & tribe girls in urban area.
- Ho10** : There is no significant difference in scholastic achievement in mathematics between the General caste boys and the minority (Muslim) girls in urban area.
- Ho11** : There is no significant gender difference among the intra caste and community (religious) students in scholastic achievement in mathematics in urban area.
- Ho12** : There are no significant differences in scholastic achievement in mathematics between the general caste boys in urban area and the
- (i) general caste girls,
 - (ii) schedule caste and tribe girls,
 - (iii) minority (Muslim) girls, in rural area separately.
- Ho13** : There are no significant differences in scholastic achievement in mathematics between the general caste boys in rural area and the
- (i) general caste girls,
 - (ii) schedule caste & schedule tribe girls,
 - (iii) minority (Muslim) girls, in urban area separately.

Delimitations

The present study was subjected to some delimitations. The following are the delimitations :

1. The study was confined to grade II level students only.
2. The study was confined within a small geographical region in the state.
3. The achievement test administered was not a standardized one.
4. The sample size was delimited to 20 (Twenty) no of primary Schools only.

Methodology

The present study used Descriptive Survey Method to investigate the gender difference in scholastic achievement in mathematics at grade II level.

Population and Sample

The population of the present study was the students at grade II level of the Government primary Schools in Burdwan district, West Bengal. The sample of the study was formed by selecting 20 number of primary schools, 10 from urban and 10 from rural area randomly from the urban and rural areas in Burdwan district by the Cluster Sampling Technique. 535 number of students (264 boys and 271 girls) at grade II level of the selected schools were formed the sample for the proposed study. The subjects of the randomly selected sample was further subdivided into boys and girls at urban & rural areas in their caste and community.

Tools used

The following self made tools were used for the purpose of collection of data required for the present study :-

1. General Information Schedule.
2. Competency Based Achievement Test following MLL norms in mathematics for grade II level students.

Procedure of Data Collection

The data required for the present study were collected by administering the self made Competency Based Achievement Test on the subjects of the sample in a normal class room situation at their normal settings at the end of the academic session by the investigator him self and others. The marks obtained by each subject of the sample were taken as a primary data. The general information required on the subjects was also collected from the teachers of the respective schools by using the self made General Information Schedule.

Statistical Techniques used

The collected data were analyzed statistically by using mean, standard deviation, and t-test.

Results and Discussions

As a result of careful analysis, interpretation of data and discussion on the results obtained through t- test were summarized as follows :

Table 1
Significance of difference between the mean
score achieved by the boys and girls

Gender	Mean	SD	SE	t- value	P (> T)
Boys	25.59	14.26	0.94	0.4336*	0.6647
Girls	26.16	14.98	0.91		

*not significant at .05 level

It is revealed from the above table that the girls were better performer than the boys in general. But the obtained t-value (0.4336) was found not significant at the 0.05 level of confidence. It implies that the difference in achievement in mathematics of boys and girls at grade II level is not significant statistically. Therefore the null hypothesis no 1 is not rejected.

In Rural Area

Table 2
Significance of difference between the mean score
achieved by the boys and girls in rural area

Gender	Mean	SD	SE	t- value	P (> T)
Boys	20.18	14.23	1.24	0.7852	0.4331
Girls	18.88	12.65	1.11		

*not significant at 0.05 level

Though the boys achieved better than the girls, the obtained the t- value (0.7852) was found not significant at the 0.05 level of confidence. It implies that the difference in achievement in mathematics of the boys and girls is not significant statistically in rural area. Therefore the null hypothesis no. 2 is not rejected.

Table 3
Significance of difference between the mean score achieved by the
General Caste boys and the general caste girls in rural area

Gender	Mean	SD	SE	t- value	P (> T)
Boys	25.58	14.81	2.34	1.1383	0.2592
Girls	21.37	14.72	2.83		

*not significant at 0.05 level

The obtained t- value (1.1383) was found not significant at the 0.05 level of confidence, Which implies that the difference in achievement score in mathematics of the general caste boys and the girls in rural area is not significant. Therefore the null hypothesis no. 3 is retained.

Table 4
Significance of difference between the mean score achieved by
the General Caste
boys and the Schedule Cast and Tribe girls in rural area

Gender	Mean	SD	SE	t- value	P (> T)
Boys	25.58	14.81	2.34	3.9521**	0.0002
Girls	14.76	11.84	1.6		

**Significant at .05 level

The obtained t- value (3.9521) was found significant at the 0.05 level of confidence. It implies that the difference in achievement score in mathematics of the general caste boys and the schedule caste & tribe girls is significant in rural area. Therefore the null hypothesis no 4 is rejected and the alter native hypothesis is accepted.

Table 5
Significance of difference between the mean score achieved by the General Caste
boys and the minority (Muslim) girls in rural area

Gender	Mean	SD	SE	t- value	P (> T)
Boys	25.58	14.81	2.34	1.6628*	0.0999
Girls	20.9	12.01	1.68		

*not significant at 0.05 level

The obtained t- value (1.6628) was found not significant at the 0.05 level of confidence Which implies that the difference in achievement score in mathematics of the general caste boys and the minority (Muslim) girls is not significant. Therefore the null hypothesis no. 5 is retained

Table 6

Significance of difference between the mean score achieved by the intra Caste and community (religious) boys and girls in rural area

Caste & Minority	Gender	Mean	SD	SE	t- value	P (> T)
Schedule Caste and Tribe	Boys	16.42	14.9	2.13	0.6189*	0.5373
	Girls	14.78	11.95	1.63		
Minority (Muslim)	Boys	19.82	11.25	1.74	0.4246*	0.672
	Girls	20.86	12.13	1.72		

*not significant at 0.05 level

It was found that the t- value (0.6189) obtained for the difference in mean score achieved in mathematics by the schedule caste & tribe boys and girls, and the t- value (0.4246) obtained for the difference in mean score achieved in mathematics by the minority (Muslim) boys and girls were not significant at the 0.05 level of confidence. It implies that the difference in achievement score of the schedule caste & tribe boys and girls and minority (Muslim) boys and girls are not significant. Therefore, the null hypothesis no. 6 is retained.

In Urban Area

Table 7

Significance of difference between the mean score achieved by the boys and girls in urban area

Gender	Mean	SD	SE	t- value	P (> T)
Boys	31.22	14.32	1.25	1.1285*	0.2601
Girls	33.14	13.53	1.16		

*not significant at 0.05 level

The obtained t- value (1.1285) was found not significant at the 0.05 level of confidence. It implies that the difference in achievement score in mathematics of the boys and girls is not significant in urban area. Therefore the null hypothesis no. 7 is retained.

Table 8
Significance of difference between the mean score achieved by the
General Caste boys and girls in urban area

Gender	Mean	SD	SE	t- value	P (> T)
Boys	36.24	11.83	1.32	1.1824*	0.2387
Girls	38.29	10.54	1.14		

*not significant at 0.05 level

The obtained t- value (1.1824) was found not significant at the 0.05 level of confidence. It implies that the difference in achievement score in mathematics of the general caste boys and girls is not significant in urban area. Therefore the null hypothesis no. 8 is retained.

Table 9
Significance of difference between the mean score achieved by the General Caste
boys and the Schedule caste & Tribe girls in urban area

Gender	Mean	SD	SE	t- value	P (> T)
Boys	36.24	11.83	1.32	2.0955**	0.0386
Girls	30.5	11.55	2.36		

**not significant at 0.05 level

The obtained t- value (2.0955) was found significant at the 0.05 level of confidence and therefore the null hypothesis no. 9 is rejected. It means that the difference in achievement score in mathematics between the general caste boys and schedule caste & tribe girls is perceived to be significant in urban area.

Table 10
Significance of difference between the mean score achieved by the General Caste
boys and the minority (Muslim) girls in urban area.

Gender	Mean	SD	SE	t- value	P (> T)
Boys	36.24	11.83	1.32	6.1806**	0-00
Girls	19.64	13.33	2.52		

**not significant at 0.05 level

The obtained t- value (6.1806) was found significant at the 0.05 level of confidence. The difference in achieved score in mathematics of the general caste boys and the Muslim girls is perceived to be significant in urban area. Therefore the null hypothesis no. 10 is rejected.

Table 11

Significance of difference between the mean score achieved by intra caste and community (religious) boys and girls in urban area.

Caste & Minority	Gender	Mean	SD	SE	t- value	P (> T)
Schedule Caste and Tribe	Boys	29.56	12.40	2.19	0.1718*	0.8642
	Girls	30.13	11.74	2.40		
Minority (Muslim)	Boys	14.30	12.91	2.89	1.3869*	0.1722
	Girls	19.65	13.33	2.52		

*not significant at 0.05 level

It was found that the t- value (0.1718 and 1.3869) obtained for the difference in mean score achieved in mathematics by the boys and girls of the schedule caste & tribe and the minority (Muslim) community respectively were not significant at the 0 .05 level of confidence. Therefore the null hypothesis no. 11 is retained. It implies that the difference in achievement score in mathematics of the boys and girls of the schedule caste & tribe and the Muslim community are not significant in urban area.

Table 12

Significance of difference between the mean score achieved by the urban General Caste boys and rural General Caste, Schedule Caste & Tribe and the Minority (Muslim) girls.

Gender	Mean	SD	SE	t- value	P(> T)
General caste boys (UR)	36.24	11.83	1.32	5.0945**	0.00
General caste Girls (RUL)	22.11	14.21	2.73		
General caste boys (UR)	36.24	11.83	1.32	10.3617**	0.00
SC & ST girls (RUL)	14.76	11.84	1.6		
General caste boys (UR)	36.24	11.83	1.32	7.1937**	0.00
Minority girls (RUL)	20.9	12.01	1.68		

** Significant at .05 level

The obtained t- values 5.0945, 10.3617 and 7.1937 were found to be significant at the 0.05 level of confidence respectively. Therefore the hypothesis 12 (i, ii, iii) are rejected. It implies that the difference in achievement score in mathematics between the general caste boys in urban area and the general caste girls, schedule caste & tribe girls and the Muslim girls in rural area are significantly different.

Table 13
Significance of difference between the mean score achieved by the General Caste rural boys and the General Caste, Schedule Caste & Tribe and the Minority girls in urban area.

Gender	Mean	SD	SE	t- value	P(> T)
General caste boys (Rul)	25.56	14.83	2.34	5.5563**	0.00
General caste Girls (UR)	38.41	10.58	1.14		
General caste boys (Rul)	25.56	14.83	2.34	1.3956*	0.1678
SC & ST girls (UR)	30.50	11.55	2.36		
General caste boys (Rul)	25.56	14.83	2.34	1.7718*	0.0810
Minority girls (UR)	19.29	13.70	2.59		

** Significant at .05 level

* Not significant at .05 level

The obtained t- value (5.5563) was found to be significant at the 0.05 level of confidence. It implies that the difference in achievement score in mathematics of the general caste rural boys and the general caste urban girls is significant. Therefore the null hypothesis 13 (i) is rejected. On the other hand, the obtained t-values 1.3956 and 1.7718 were found to be not significant at the 0.05 level of confidence. It means that the difference in achievement score in mathematics of the general caste rural boys and the schedule caste & tribe and the minority girls in urban area are not significantly different. Therefore the null hypotheses 13 (ii & ii) are retained.

Conclusions

The findings emerged from the discussions and interpretations of data are summarized as follows:

1. There is no significant difference in achievement in mathematics between the boy and the girls.

The obtained t- values 5.0945, 10.3617 and 7.1937 were found to be significant at the 0.05 level of confidence respectively. Therefore the hypothesis 12 (i, ii, iii) are rejected. It implies that the difference in achievement score in mathematics between the general caste boys in urban area and the general caste girls, schedule caste & tribe girls and the Muslim girls in rural area are significantly different.

Table 13
Significance of difference between the mean score achieved by the General Caste rural boys and the General Caste, Schedule Caste & Tribe and the Minority girls in urban area.

Gender	Mean	SD	SE	t- value	P(> T)
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General caste boys (Rul)	25.56	14.83	2.34	1.7718*	0.0810
Minority girls (UR)	19.29	13.70	2.59		

** Significant at .05 level

* Not significant at .05 level

The obtained t- value (5.5563) was found to be significant at the 0 .05 level of confidence. It implies that the difference in achievement score in mathematics of the general caste rural boys and the general caste urban girls is significant. Therefore the null hypothesis 13 (i) is rejected. One the other hand, the obtained t-values 1.3956 and 1.7718 were found to be not significant at the 0 .05 level of confidence. It means that the difference in achievement score in mathematics of the general caste rural boys and the schedule caste & tribe and the minority girls in urban area are not significantly different. Therefore the null hypotheses 13 (ii & ii) are retained.

Conclusions

The findings emerged from the discussions and interpretations of data are summarized as follows:

1. There is no significant difference in achievement in mathematics between the boy and the girls.

2. While boys in rural area have achieved better than the rural girls and is reversed in urban area, the difference in achievement score between them in both the areas are not significant statistically.
3. The difference in achievement score between the general caste boys and girls in rural and urban area are not significant statistically though the boys in rural area are the better performer in comparison to their counterparts. But it is reverse in the case of urban area.
4. A significant difference is found between the achievement score of the general caste boys and the schedule caste & tribe girls in both the rural and the urban area.
5. While the difference in achievement score between the general caste boys and the Muslim minority girls is seen significant in urban area, it is not found in rural area.
6. The difference in achievement score between the schedule caste & tribe boys and girls in rural and urban area are found not significant statistically.
7. A statistically significant difference is found between the achievement score of the general caste boys in urban area and general caste, the schedule caste & tribe and the Muslim minority girls in rural area separately.
8. While a significant difference in achievement score between the general caste rural boys and the general caste urban girls is found (girls are better performer than the boys), no such significant difference in achievement score is found between the general caste boys in rural area and the schedule caste & tribe girls and the Muslim girls in urban area separately.

Suggestions

On the basis of the research findings obtain in the present study the following suggestions and further scope of research can be formulated below :

1. The findings of the study may be verified by making a sample from the population through out the state.
2. The geographical\ and topological variation of the state may be considered in further study.
3. A longitudinal study on the same topic may be undertaken to measure the carry over effect of gender difference in mathematics achievement.
4. A project may be undertaken to verify the research findings so obtained by using a standardized achievement test in mathematics at grade II level
5. Caste and Community differences in achievement in mathematics may also be studied in future..
6. How gender difference in achievement is related with socioeconomic status with respect to some cognitive and non-cognitive variables of the students may also be undertaken in future.

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Redefining Swami Vivekananda as a Post Colonial Thinker : Impacts on Education System

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Abstract

An attempt has been made in this article to decipher the inner meanings of Vivekananda's speeches and ideas on Post Colonial thinking. Besides, an analysis has been made of how colonialism prevailed in the education system and why it lacked courage and faith. The causes why Swami Vivekananda turned back to the Indian scriptures, his importance on spiritualism and religion to enrich man throughout his life, and the type of education that he wanted, have also been discussed briefly here. It also deals with his views on education and empowerment of women in India. Specific reasons are given to establish Swami Vivekananda as the first Post Colonial thinker in India and the pioneer of modern Post Colonialism.

Keywords : Colloquial Languages, Mass Education, Orientalism, Post Colonialism, Women Education, Women Empowerment.

Introduction

Colonialism, as the term indicates, emerged in Europe in fifteenth century as a result of growing market capitalization and imperialistic attitude of the Europeans. In India it started with the arrival of the British and exercising their monopoly over the Indian trade and commerce. But soon colonialism did not remain confined within the economic or military dominance, it rather entered into the religious, cultural and educational arena. Indian nationalists, leaders and intelligentsia resisted this imperialist attack of colonialism through different modes which is technically known as Post Colonialism. Intellectuals like Bal Gangadhar Tilak, Bipin Chandra Pal and Lala Lajpat Rai with their power of retrospection had glimpsed into the glorious pasts. Philosophers like Sri Aurobindo (in *The Doctrine of Passive Resistance*), Rabindranath Tagore (in *The Home and the World*) and Bankimchandra Chatterjee (in *Ananda Math*) with their power of introspection moved back to the ancient Indian philosophy and its broad vista of wisdom reflected through the scriptures. The anti-colonial struggle, very different in nature from other contemporary thinkers, was Mahatma Gandhi's *Satyagraha* system, an indigenous form of struggle based on a larger idea of non-violence. His notion of *Swaraj* not only directed the nation, but every individual Indian. The master stroke of

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Mahatma Gandhi not only asserted the superiority of Indian morale but also of Indian culture and tradition. But the striking figure, clad in yellow and orange, shining like the sun of India in the midst of the heavy atmosphere of Chicago, a lion head, piercing eyes, mobile lips, movements swift and abrupt- Swami Vivekananda remains unmentioned and unrecognized as a Post-Colonial figure. Though he died in 1902, long before the end of British colonialism that ended literally in 1947, his anti-colonial thoughts were clairvoyant and had queer resemblance with the features of Indian Post Colonialism. An attempt has been made to focus light on different aspects of Swamiji as a pioneer of Post Colonial thoughts, particularly in the field of education.

Post Colonialism : What does the Concept Mean ?

Post Colonialism is the method of idealizing the old culture and re-establishing its authenticity by criticizing the colonial practices and supremacy. It is a type of "cultural nationalism" as popularized by the renowned post colonialist Frantz Fanon. According to Elleke Boehmer : "Post Colonialism is a name in literary and culture studies, but it also designates a politics of transformational resistance to unjust and unequal reforms of political and cultural authority which extends back across twentieth century and beyond." The ancestry of Post Colonialism can be traced to Frantz Fanon's "The Wretched of the Earth", voicing "cultural resistance" to France's African empire. The first step of Post Colonialism is to give a voice to the Colonized people to reclaim their own past, with the following next step to eradicate the colonialist ideology by which a country's past has been devalued. Edward W. Said's "Orientalism" (1978) exposed Eurocentric universalism's hegemony, the superiority of western and East as inferior and backward. So it can be said, West "does not visualize the same views that East acknowledges. The west not just discovered Orient; it made it as just as Flaubert's Egyptian courtesan "produced a widely influential model of oriental-mute, undemonstrative, inarticulate-dominated by the author physically and mentally." There has always been an obstinate racial, colonial and imperialist attitude of the occident, and orient was a place where the arrogant swaggering European could go without any resistance. Till the present day a Westerner possesses a certain degree of inescapable authority and power over the famished, underprivileged Orient .This comes from the brute political, military, and economic power of West over the Orient.

Twentieth century scholars like Albert Memmi, Mahatma Gandhi, Rabindranath Tagore pointed to the racial dimension of colonial rule, inequalities of power, and destruction of indigenous values and cultures. This was a type of colonial domination inculcated through the English books, literatures writings etc. The colonial writers represented the culture and customs of each colonized country in particular ways. In Aldous Huxley's essay "Beneras", the customs and rituals of the Hindus have been presented as unscientific, unhygienic and unholy. Huxley also remarked about the burning dead body and its legs as bare-footed, projected like the feet of persons sleeping uneasily on bed. This shows that Huxley probably misrepresented the fact, because before burning of the dead bodies, the legs are generally bended. Similar misrepresentations have also been made by other writers. It was a kind of masochistic assault on the indigenous culture of the natives. Mahatma

Gandhi passively resisted the British colonialists through Satyagraha and fasting, so did Swami Vivekananda through his bold discourses and bolder deeds. Swami Vivekananda resisted the colonialist penetration into the Indian culture by looking back at the *Vedas* and the *Vedantas*. He quoted from Sanskrit scriptures yet he was secular. He supported the Casteless society of the Muslims, and thought of a united India.

Swami Vivekananda : a Radical Post Colonial Thinker

Swami Vivekananda was an anti-colonial thinker (post colonialist redefined), yet his sayings and thoughts have never been properly analyzed. Scholars have defined him merely as a “Savior of Hinduism.” But the words that he uttered had not been properly understood, and if one interprets him properly, s/he will discover a vast intellectual mine that may provide all the ingredients of Post Colonialism which lies unexcavated. Without Swami Vivekananda, Indian Post Colonial theory and criticism remains incomplete. None gave much priority to his ideas, thoughts, and sayings, though he was one of the forerunners of Indian Post Colonialism. He gave self identity, the divine feeling of self respect and introspection, service and self sacrifice to his Indian brethren. A.L. Basham said “I believe that Vivekananda will always be remembered in the world’s history because he virtually initiated what the late C.E.M. Joad once called “the counter attack from the east”. Many Indian and foreign theorists and historians have tried to diminish Vivekananda’s role by labelling him as Hindu Monk, but it is untrue, unjust and unfair. It might be that he gave illustrations from *Vedas*, *Upanishads* and *Puranas*, but he gave the call to his countrymen- the Indians –the Hindus and the Muslims, the Buddhists and the Jainas, the Sikhs and the Christians. He was not confined within the limits of Hindu scriptures, but he also went through the Quran and the Bible. Thus Romain Rolland, the great French philosopher, said : “Each of the other orators at the religious conference had spoken of his own God, the God of his sect. He-he alone- spoke of all their Gods, and embraced them all in the Universal being.”

Post Colonialism generally has the following components :

1. Looking back to the pre-colonial pasts.
2. Trying to locate the culture and tradition to define the country *per se* and finding out how colonialists destructed the self identity and culture of the natives through oppression.
3. Locating the problems faced by the natives under the colonial rule.
4. Visualizing the future of that particular country, its destiny, and progress of common people within the space of that nation.
5. Focusing on education through colloquial languages.

Swami Vivekananda, the first Indian Post Colonial thinker, had each and every component embedded within his thoughts.

1. Retrospecting the Hoary Past

Swami Vivekananda as a post colonial thinker, like the present post colonialists turned to the Indian pasts. He said “we must learn the elements of our being, the blood that courses in our

veins." As Past determines the future, and being a great benefactor he opened the door of glorious Indian pasts for his countrymen.. Indian Post colonialists like Gyanendra Pandey and Kancha Iliiah say that the Muslims and the women are kept as "outsiders", though they are on the inside. But Swami Vivekananda supported the classless society of the Muslims. His aim was to amalgamate the Hinduism with that of the Islamic culture-a casteless society like the Muslims, and education and culture from the Vedas and Upanishads of Hinduism. He strongly advocated the "casteless society" of Islamic tradition. For him national identity is crucial as it unites people under one umbrella to function in the name of a unified nation, and provides them identity. . He was also in favour of women education and empowerment. We have the example of ancient Hindu wise women like Lopamudra, Gargi, Apala, Khana who showed extraordinary brilliance and have contributed a lot for human civilization. Swami Vivekananda turned back to the Indian religious books- *Upanishads*, *Vedas* and *Puranas* and said "India is the only country where humanity has attained its highest towards gentleness, generosity, purity, calmness...it is the "punyabhumi."

2. Revitalizing the Cultural Ethos : a Way to Gaining Dignity

As a true nationalist Swami Vivekananda gave the call "I am an Indian and every Indian is my brother." There was no Hindu, no Muslim, no Sikh for him – the only word dear to him was Indian. In Post colonial studies, the image of a unified nation figures prominent in different ways: the word Nation exists in thoughts and images, and "unity" though in thinking is nevertheless "powerful"; this Unity can be regenerated and sustained by literary texts, religious scriptures, songs, speeches, culture, traditions.

The fact which is important in Swamiji as the first post colonial thinker is the remark of the daily newspaper "New York Herald" after his speech at the religious conference, at Chicago. It stated "He is undoubtedly the greatest figure in the Parliament of Religions. How foolish are we to send missionaries to this learned nation." And to quote "Boston Evening Transcript": "The four thousand fanning people in the Hall of Columbus would sit smiling and expectant for an hour or two to listen to Swami Vivekananda for fifteen minutes. The chairman knew the old rule of keeping the best until the last". His speech was to preserve one's own identity and self respect (*Atmanam vridhhi*). His call to the youth and scholars of India was "Arise, Awake, and stop not till the goal is achieved". In his book-"My India-the India Eternal" he said "Political greatness or Military power is never the mission of our race; it never was and it shall never be." To liberate his fellow countrymen from the shackles of Colonialism he said- "The debt which the world owes to our Motherland is immense. There is no country in the world that has done quite so much for the improvement of Mankind. Therefore I have no words of condemnation for my nation."

3. Colonialism : a Dagger to Indian Education system

The cunning British Colonizers infected the education system with the spewing lethal venom of colonialism to gratify their own purpose. Their only aim was to create a handful number of Indian *Baboos* and Native elites who could help them to rule India. Thus when planning for the education of a native elite of administrators of colonized India in 1835, Thomas Babington Macaulay

notoriously declared that all of the "Orient's literary production did not amount to the cultural world of a single shelf of European literature." This education system lacked the strength and faith in one's own self, its own identity, and was psychologically inadequate. Though the British education system had some good points, but its disadvantages were so high that the good things had been weighed down. As Rabindranath Tagore said, we only carry our education, yet never did we master it... Gauri Viswanathan in her "Masks of Conquest" demonstrates English Literature as a discipline was introduced in India by: rejecting the Indian literary scriptures in Sanskrit, Arabic and the Persian; promoting the English language in the Indian education system; and using English as the medium of instruction, creating an elite class of Indians who could help them in their colonial administration.

This education system only inspired the natives to take on western values, religion, language and practices and reject their own traditions. The clever British colonialists in a slow but steady process forced the natives to put on, in Frantz Fanon's phrase, "white masks." These masks were not a perfect solution and the Indians experienced a schizophrenic condition. Swami Vivekananda being the first post colonial thinker understood that colonialism's evangelical and reformist mission was a farce. The Education system of the British Colonialists was never a benevolent enterprise because it was spearheaded by the pirates, the opportunists and the merchant class.

4. Swamiji : the Great Visionary

Swamiji, the great visionary, with his far-sighted thoughts, had proved him relevant in modern times. In one of his prophecies he stated, "You take it from me; the rising of the *Sudras* (the working class) will take place first in Russia, and then China. India will rise next and will play a vital role in shaping the future world". This can be experienced in the increasing role of India in international politics. Even, in the latest International Education Commission, organized by UNESCO, popularly known as Delors' Commission Report, Swami Vivekananda's educational thoughts have been recognized and acknowledged. The four pillars recommended by Delors' Commission-Learning to Know, Learning to Do, Learning to Live Together and Learning to Be—all of these have been clearly mentioned in the educational ideas of Swamiji. As far as the first pillar is concerned, Swamiji stated that the technique of knowledge gathering is to be cultivated. For this mind is to be made calm. To quote him, "all knowledge that the world has ever received comes from the mind; the infinite library of the universe is your own mind...". In his language, education is not something that runs riot in the brain, but which is practically useful. He favored manual work and opined that every work has its own dignity-as suggested by the second pillar. He in one of his voyages with Jamsedji Tata, even advised him to expand industry and set up research institute, which Tata followed. The result was Tata Institute of Fundamental Research (TIFR) and Tata Institute of Social Sciences (TISS), two centres of research excellence. He always supported the idea of *Basudheiba kutumbakam* (the whole world as a unified family) and had preached the gospel of universal brotherhood as suggested by the third pillar- learning to live together. Swamiji always wanted that every individual should reach the highest level of development in all aspects-body and

mind, intelligence, sensitivity, aesthetic sense, personal responsibility and spiritual values. "Be what you are born for" should be the clarion call for every individual learner, as the fourth pillar says it.

5. Education : the Essential Route to Solve all Problems

Swami Vivekananda said: "Education is the manifestation of perfection already in man." He knew well that India is colonized due to her illiteracy, and education is the panacea to all its problems. To quote Swami Vivekananda: "Education is not filling the mind with a lot of facts... Perfecting the instrument and getting complete mastery of my own mind is real education. Education is not the amount of information that puts into your brain and runs riot all your life. We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet. The education that our boys receive under the British Colonizers is very negative.-there is no *Sraddha*(self respect and faith) in himself. This self respect is the key note of Indian scriptures-the Veda and the Vedanta." Swami Vivekananda was the first person to rise against Colonialism-not only in the religious but also social and educational field- to implement "counter colonialism." He supported the old institution of living with Guru and similar systems of imparting education." What we want is western science coupled with Vedanta, *Bramacharya*(to be a true student) as a guiding motto, and *Sraddha* (faith) in one's own self. What we need...is to study independent of foreign control...we need technical education and all else that may develop industries so that men instead of seeking for service may earn enough to provide for themselves, and save something against a rainy day". "Education, Education, Education alone! Traveling through many cities of Europe and observing them in comforts and education of even the poor people, there was brought to my mind the state of our own poor people, and I used to shed tears. What has made the difference? Education was the answer I got. Educate and raise the masses, and thus alone a nation is possible. They are to be given back their lost individuality, trodden under the foot of the colonizers".

Mass Education : through Native and Colloquial Languages

Swamiji said "the greatness of a teacher consists in the simplicity of his language. My ideal language is my master's language, colloquial and yet most expressive." Education through native language is essential because: it brings *Sraddha*(faith) and courage in one's own self; it can be easily understood by most people; it helps a person to respect his own language and culture; colonialism can be rooted out only if one person has faith in himself and does not think himself inferior to the white people".

Thus, he said that education should be taught to the masses in their colloquial languages, so that more people can be brought under the light of education. But he also understood that education does not take place in social vacuum. Therefore, he gave the call for the elevation of the masses but their religion should be unhurt. Till now, in higher studies like medical sciences, engineering, etc. there are no provisions for studying in native languages.

Women Education : the Need of the Hour

Swami Vivekananda more than hundred years back gave his path breaking vision on Women Education. His objectives on women education were :

1. Women are to be provided education because they give birth to children. Providing education to the women is indirectly educating their children.
2. Educating the women not only increases the literacy of a country, but helps for the betterment of society, its hygienic conditions.
3. Women should enjoy the same status as men in the society.
4. Women are to be empowered to save their own problems.
5. Women education is the only way to uproot colonialism, because the mother can only teach her child to have faith in one, love his fellowmen, and serve people and his country.

He gave illustrations from the glorious pasts of India, the noble examples of *Sita*, *Savitri*, *Damayanti* so that Indian women should be inspired to mould their own lives in the light of them. He was the first person to visualize that "in West woman is the wife, but in the East she is the mother. Indian women know the value of chastity because it is their cultural heritage." He also discussed about problems of Indian women, but none that are not to be solved by the magic word "Education". He said by teaching a man we are teaching only one person, but by teaching a woman we are teaching several. What he wanted a real lioness—to work for Indians, women specially. To liberate his colonized countrymen from the physical and mental bondage, he made an astonishing remark: "With five hundred men, the conquest of India might take fifty years with as many women not more than a few weeks." This uttering has also relevance in modern world where girl children are neglected and even killed before their birth.

Conclusion

Anti colonialism started in India even before others thought of it. Swami Vivekananda was an exceptional personality who first raised his voice against the colonialists. His bold words helped people to think of a unified India. He brought National integration, self respect and faith among his countrymen. He achieved the rare success in Chicago by establishing that India is a country not of the ignorant and uneducated, but a land with immense knowledge and power along with its glorious pasts. Swami Vivekananda was the first post colonial thinker who voiced against the colonial cultural and religious oppression.

Swami Vivekananda was secular; to him every religion was equal. His only aim was to achieve national integration irrespective of caste, creed or religion. Swami Vivekananda gave importance to women education for the betterment of the society. He wanted that education should bring moral values and faith in one oneself. Religion and spiritualism had an important place to bring back faith and resist Colonialism.

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Implementing Inclusive Education : a Remedy for Achieving Social Equity

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Abstract

The persons with special needs have now become an integral part of population in all the nations of the world. Disability affects 15 – 20% of every country's population. There are at least 650 million people with disabilities world wide (UN Convention on Rights of Persons with Disability 2007) and out of these, 80% with disabilities live in the developing countries like India. The Indian census also reports that 21.9 million persons are disabled. Thus, India, being a welfare state, special needs of these sections cannot be ignored. The inclusive education movement is one of the remedy to provide equal educational opportunities to these sections of people. Education is the exact mirror of the society; hence, special children cannot be educated in an artificial social setup. Such feeling is the core of giving impetus to inclusive education movement. The article here provides the glimpse of conceptual development of inclusive education along with its seriously felt need. Further, the article presents different challenges need to overcome for successful implementation of inclusive education so that inclusive education may be a strong remedy to achieve social equity which is the ultimate goal of any democracy like India.

Keywords : Disabled, Inclusive Education, Normal Children, Social Equity.

Introduction

Every human being comes in this earth with a lot of potentials which are nurtured through formal and informal associations. It is through education that an individual gets his identity and develops specific skills which become a means for his survival and social stratification. Education has also been considered essential for achieving the goals of equality, development and peace. Looking significance of education in human life, Article 26 of the Universal Declaration of Human Rights proclaims the right of every citizen to an appropriate education regardless of gender, race,

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color and religion. In line of universal declaration the Indian constitution in Article 45 also guarantees the right of every individual to education.

In this context among the population of the country a significant percentage (2.13%) counts towards persons with different disabilities. This segment of population is either devoid of basic educational facilities or suffering under insufficient educational facilities. Therefore, it is of utmost importance that disabled children should also have the same right for enjoying equal educational opportunity of good quality.

In almost every country, disabled children and adults are being excluded from formal education altogether; some of those who go to school fail to complete sufficient years of schooling. They are gradually and deliberately pushed out of the school system because schools are not sensitive to their learning styles and backgrounds. In a gesture of sympathy some children are sorted out into categories and placed in separate special schools, away from their peers (Kisanji, 1999).

But, in present modern democratic world, attempts are being made to include children with special abilities in mainstream of education. The current debates stand on the political and philosophical shoulders of earlier arguments about where and how to provide appropriate educational services for students with disabilities. During the 1960s, the focus was on the efficacy of special education; in the 1970s, reform shifted to mainstreaming; in the 1980s, the focus was on the regular education initiative; and in the 1990s, discussion have centered on the inclusion policy (Paul et al. 1997). Systematic efforts to provide special education to special needs children started in the 19th century in Europe and America. Jean Marc Gaspard Itart (1775-1838), a French physician, is the person to whom most historians trace the beginning of special education. Special education is a specialized branch of education in which special educators teach those students who have physical, cognitive, language, learning, sensory or emotional abilities that deviate from those of general population. Special educators provide instruction specially tailored to meet individualized needs, making education available to students who otherwise would have limited access to education. Thus, we see that this has led to the development of two separate systems of education within countries, regular and special education. However, with the increasing demand for education for all and also for mainstreaming of these sections of the society in a normal set up the concept of special education began to crumble. The thinking that has developed during the last 50 years in the disability field has had significant influences not only on special education but also on practice in regular education. The concept of special education has undergone a change in present scenario. Now it is gaining momentum that the responsibility for all learners whether special or normal child should remain with the regular classroom teacher. Under special education set up, this has been observed that after completing a particular period of education a child has to survive and excel in a society which is governed according to the setting of normal people. Thus, the skills developed in the special setting may not be helpful for the child. Therefore, a special child needs to be trained in a normal set up which will help him to adjust in a larger composite society. Such observations led to serious thinking for a type of education which may develop among these children the abilities to

adjust in a larger real outside world. Out of such concerns, the concept of inclusive education emerged out under the preposition to redesign such educational environment which is conducive to all type of learners including children with special abilities.

Historical Roots of Inclusive Education

The concept of inclusive education has not sparked off at once. The history of disability has not been a subject for celebration in view of the inherent violation of human rights (Kisanji, 1999). Disabled people have experienced discrimination and less favorable treatment than non-disabled people. Most disabled children in Greek society were killed as infants by being left in the woods to die, thrown from cliffs or being fed to wild animals (Barrett, 2008). Even when spared death or abandonment, disabled people have historically been subjects of ridicule or amusement, something to use as a source of entertainment. Philanthropists suggested that they should be given custodial care. The physicians and scholars in ancient Greek and Roman societies made some efforts to treat and preserve the lives of the handicapped and provided asylums for them (Panda, 1997). This is why they were kept in asylums where they were fed and clothed. But these asylums were not meant to be educational institutions (Pritchard, 1960; Bender, 1970). Thus, we see that there was no provision of education for them in asylums and that they were removed far away from social and cultural norms of the society. This is why the concept of de-institutionalization came in force which means removing the disabled persons from the institutions and places them in other environments. The philosophy of de-institutionalization was responsible for the initiation of normalization movement, first developed in Denmark and Sweden. Normalization refers to a process or attempts for making the education and living environment of the disabled as close to normal as possible. No what the type and level of their disability, normalization aims that they should feel as normal as possible with the environment of his education and living. Normalization, a philosophy gave birth to the concept of least restrictive environment (LRE) and mainstreaming. LRE means reducing and minimizing the restrictions imposed by the environment on the learning and living of the disabled children to the maximum extent possible. Mainstreaming refers to the temporal, instructional and social integration of eligible disabled children with normal peer based on an ongoing individually determined educational planning and programming process and requires clarification of responsibility among regular and special education administrative, instructional and supportive personnel (Kaufman, 1975). Thus, LRE and mainstreaming gave birth to the concept of integration. Integration recognized the existence of a continuum of services from the special school, special class to the regular class with or without support (Kisanji, 1999).

In the United States, professional advocacy groups launched the Regular Education Initiative (REI) movement, which called for the merging of special and general education into one single system in which all children attended the regular community school. All special education staff, resources and learners with special needs, they recommended, should be integrated into the regular school (Skrtic, 1991).

Alongside the Regular Education Initiative (REI) another movement was initiated by advocacy groups on severe intellectual impairments, such as The Association for Persons with Severe Handicaps (TASH), which promoted the rights and well-being of people with severe intellectual disability (Jenkinson, 1997). This is the inclusive schooling movement. Like the REI, it proposes the merging of special and general education, but it goes beyond this. It does not believe in the existence of a continuum of provision, from special school, special class to regular class. There should be only one unified education system. The proponents of inclusive schooling call for a restructuring of the school to accommodate all learners and advocate radical changes to the curriculum, claiming that current curricula are perpetuating exclusion, dividing those learners who could meet their objectives from those who could not (Ainscow, 1991, 1994; Jenkinson, 1997).

The 1983 World Program of Action Concerning Disabled Persons which states under Article 120 that all member states agree that education for persons with disabilities should be carried out, as far as possible, within the general education system.

A few years later, the 1989 Convention on the Rights of the Child acknowledged the special needs of the children with disabilities, and stated that these children must be guaranteed "effective access to education in a manner conducive to the child achieving the fullest possible social integration and individual development..." Such notions were further asserted by the 1990 World Declaration on Education for All, by the 1993 Standards Rules on the Equalization of Opportunities for Persons with Disabilities, and by the 1994 UNESCO Salamanca Statement and Framework for Action. The real journey of inclusive education begins from the Salamanca Statement of UNESCO (Miles, 1999). The Statement re-affirms the right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights, and renews the pledge made by the world community at the 1990 World Conference on Education for All to ensure that right for all, regardless of individual differences. It also mentioned the 1993 UN Standard Rules on the Equalization of opportunities.

School should accommodate all children regardless of their physical, intellectual, social and emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote and nomadic populations, children from linguistic, ethnic or religious minorities and children from other disadvantaged or marginalized areas or groups (The UNESCO Salamanca Statement, 1994).

Now, every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning. Every child has unique characteristics, interests, abilities and learning needs. Education systems should be designed and educational programs should be implemented to take into account the wide diversity of these characteristics and needs. Those who have special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs.

Vision of Inclusive Education

Respect for difference and diversity is at the heart of inclusive education. Regular education

classes combined with special education services is a model often referred to as inclusion. In this model, students with special needs are educated with their typically developing peers for at least half of the day. In a full inclusion model, specialized services are provided within a regular classroom by sending the service provider in to work with one or more students in their regular classroom setting. In a partial inclusion model, specialized services are provided outside a regular classroom. In this case, the student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions, or to receive other related service such as speech and language therapy, occupational and/or physical therapy, and social work. Thus inclusive education is a concept that favors participation of special children with normal peer groups. Miles (2000) draws the characteristics of inclusive education:

- acknowledges that all children can learn;
- acknowledges and respects differences in children: age, gender, ethnicity, language, disability, HIV and TB status etc.;
- enables education structures, systems and methodologies to meet the needs of all children;
- is part of a wider strategy to promote an inclusive society;
- is a dynamic process which is constantly evolving;
- need not be restricted by large class sizes or a shortage of material resources;

Inclusive education is about the education of all children in mainstream schools. It reflects changes in the social and political climate wherein a new approach characterizes thinking about difference. It also reflects the values, ethos and culture of a public education system committed to excellence by enhancing educational opportunities for all students. Thus, it emphasizes learners' rights as well as their needs, and stresses the importance of an education free from discrimination and segregation. Inclusion is about the child's right to participate and the school's duty to accept. Further, the British Psychological society's position statement on inclusive education (2000) writes that it is about :

- rejecting segregation or exclusion of learners for whatever reason – ability, gender, language, care status, family income, disability, sexuality, colour, religion or ethnic origin;
- maximizing the participation of all learners in the community schools of their choice;
- making learning more meaningful and relevant for all, particularly those learners most vulnerable to exclusionary pressures;
- rethinking and restructuring policies, curricula, cultures and practices in schools and learning environments so that diverse learning needs can be met, whatever the origin or nature of those needs;

Further the word; 'Inclusion' refers to the changes to improve the educational system for all students. It means :

- changes in the curriculum;

- changes in how teachers teach and how students learn, as well as;
- changes in how students with and without special needs interact with and relate to one another;

Inclusive education practices reflect the changing culture of contemporary schools with emphasis on :

- active learning,
- innovative and flexible assessment devices,
- applied curriculum, multi-level instructional approaches, and
- increased attention to diverse student needs and individualization.

The claim is that schools, centers of learning and educational systems must change so that they become caring, nurturing, and supportive educational communities where the needs of all students and teachers are truly met. Inclusive schools no longer provide “regular education” and “special education”. Instead, inclusive schools provide an inclusive education and as a result students will be able to learn together (Scheyer et al.,1996). In other words, it is open to all students, and that ensure that all students learn and participate. For this to happen, teachers, schools and systems undergo a drastic change so the educational system may better accommodate the diversity of needs that pupils have and that they are included in all aspects of school-life. The efforts to include special children also needs checking each and every dimension of effective schooling in line of suitability of all type of learners.. Inclusive education is a process of enabling all students, including previously excluded groups, to learn and participate effectively within mainstream school systems.

Guiding Principles of Inclusive Education

The effort of including types of learner in an inclusive educational set up revolves around certain fundamental principles. These principles are as under mentioned:

- Every student has an inherent right to education on basis of equality of opportunity.
- No student is excluded from, or discriminated within education on grounds of race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status.
- All students can learn and benefit from education.
- Schools adapt to the needs of students, rather than students adapting to the needs of the school.
- The student's views are listened to and taken seriously.
- Individual differences between students are a source of richness and diversity, and not a problem.

The diversity of needs and pace of development of students are addressed through a wide and flexible range of responses.

Challenges in implementing inclusive education

Since inclusive education is not merely changes in certain educational facilities; it needs a complete change in attitude and desire of each stakeholder. An unwillingness to participate in-

service training activities or to take supervisory assistance seriously is the negative characteristics of a teacher (Prasad, 2004). The old practices and resources need to be redefined under new parameters which consequently pose a big challenge in implementing inclusive education. This challenges emanating for creating awareness and stretches to encouraging action for providing educational facilities to these children.

Awareness

Awareness on disability is very necessary for inclusive education. Persuading parents of 'normal' children to accept disabled children as classmates certainly is not a cakewalk, given deeply entrenched social prejudices. "We have to work hard to persuade parents that inclusive education is possible. Most parents in this slum who are barely literate themselves believe that disabilities are contagious" (Chatterjee, 2003). It's sad that in north India, even educated people tend to turn their minds and faces away from people with disabilities rather than attempt to mainstream them (Chatterjee, 2003). It is also found that the schools don't accept them, and even if they do, the poor child may have to be withdrawn 'because other parents object. Thus, we see that there is a great need of positive attitude and awareness about disability and education of disabled children. So, if parents and people are educated about the advantages of inclusive education which develops the virtues of empathy and compassion in children, they become a strong pressure group of the cause.

School Management

Another challenge in implementing inclusive education is poor school management. Classroom management is the first requirement because without an efficient learning framework there can be no individualized programming (Prasad, 2004). Unfortunately, the reality is that students with special needs do not have access to the teaching learning materials they need. For inclusive education, schools and institutions need some changes in their infrastructures. The administrators should provide buildings that are disabled-friendly and create barrier free environment. School must be supportive to special needs students. According to Chatterjee (2003), inclusive education requires manageable classrooms so that challenged children receive teacher's attention.

Poverty

The single strongest indicator of educational marginalization is poverty. In economically depressed communities, optimism for the future is low, capacity to organise for collective goals may be diminished, and young people can be alienated from schooling and communities (Inclusive Education Statement-2005).

Moreover, the number of students dropping out of school is getting higher, especially in poverty-stricken areas. Students are forced to leave school due to their parents' poor economic condition, and to work to help their parents make both ends meet. This leads to the growing number of child laborers, which in turn leads to physical and psychological disabilities.

Government Policy

Another serious challenge is the fact that most disabled people are still excluded from equal access to mainstream education. In fact, they have become the ones who are sidelined by an exclusive education policy.

A centralized education policy is an exclusively one-sided policy, which is often the main cause of segregation and discrimination. The case in point is the endlessly controversial national exam, which fails to accommodate students' diverse backgrounds and needs.

Curriculum

One of the major challenges for implementing inclusive education would also be designing suitable curriculum as per inclusive setting. The curricula are not designed on the basis of flexibility and tend to be content-heavy. With such a rigid curriculum, students with special educational needs are excluded and even marginalized from mainstream education.

It is not easy, to limit the scope of inclusive education to be included in the curriculum. As a result, designing teaching materials that cover students' diverse needs and cultural backgrounds is problematic. Prasad (2004) also remarks that one of the most important aspects for programming of the child with learning problems is 'flexibility.' This is possible only when the teacher has flexibility in material available for proper curriculum transaction.

Lack of Adequate Teachers' Training

No less important a challenge is the lack of teacher training in dealing with students hailing from heterogeneous cultural milieu. Teaching students issues related to inclusiveness in all walks of life requires a special skill, which can be acquired through a specific training program. According to Hegarty, it is imperative that in developing countries such as India where in classroom pupil-teacher ratios tend to be high, more qualified and trained teachers — not para teachers — are recruited to effectively implement inclusive education precepts and practices," We often find children/youth with visual impairment attending regular schools, but in a passive manner. They are left on their own to fend for themselves, or they depend on what their regular teachers and parents can do to help them. There are no qualified teachers that can provide advising and support during the process, and no educational material that would allow these children to have an active role. We can conclude then that they are physically integrated; in some cases, they are functionally and socially integrated. But there is no attitudinal integration, and it is only at this point that we can truly achieve "full participation and equality" (UN slogan). According to Patanjali (2005), to implement the current concept of inclusive education, the pre-school teachers should also have in-service training on disabilities, and future training courses should include education of children with disabilities.

Training of regular teachers is very important. It is actually one of the foundations that can lead us to make inclusive education a successful reality. Qualified teachers know that sometimes

they need to modify materials, techniques, methods, etc.; that when necessary, they have to replace or skip activities, that they might have to adjust scheduled times, etc. Therefore, we can assert that advanced professional training for primary school teachers is extremely important.

Conclusion

The benefits of inclusive education are numerous, to name a few, the children with special needs develop friendship with their peers and also increase social initiation in mixing with other social groups and develop relationships and networks with different agencies of the society in holistic manner. At the same time normal school provides them with better peer role models for academic, social and behavioral success in their future life.

The educational benefits are also good that the inclusive set up gives a good exposure of general curriculum which is more close to reality outside the school. At the same time with inclusive education the special children enhance their skill acquisition and generalization to greater society. The inclusive set up also helps in raising the expectations of the individuals to do well in their studies and in their future life expectations.

Looking to such benefits there is need of sensitizing each and every stakeholder towards proper implementation of inclusive education. Implementing inclusive education can only be viable provided that each stakeholder whether it is student, teacher, parents or larger community and most importantly the policy makers or administrators are cognizant of the numerous challenges mentioned above related with curriculum, teacher training, school management, and most importantly lack of social participation. There is need to design and implement such effective strategies which may prove worthy for overcoming these challenges. Therefore, there is need to ensure a holistic social participation to provide equal educational opportunities for all.

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Play : the Choice for a Healthy Psyche and Physique

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Abstract

To play or not to play is the question. Quizzed on the importance of finding the right balance between school and professional sport, most sportspersons reveal – You've got to study, there's no choice. A large number of sportspersons, domestic and international, who have refused to give up their studies for the sake of sports, have enjoyed the best of both worlds. M.S. Sridhar, former Ranji cricketer is a doctor and Anil Kumble and Javagal Srinath both are engineers. This brings us to the relationship between sports and academics. It is often said that an interesting or participation in sports gives a sharper edge to a child's performance in other fields. Just as often, sports has been shunned for being too competitive, too performance oriented or simply too much interference with other, more worthy pursuits. What, then of the idea that not only can sport and learning complement each other, but that a lot of learning may also happen through sports? Experience reveals that the type of concentration and fitness that involvement in sports demands enables a person to be alert, sharp and quick in picking up academics. Playing or any sport has a balancing effect on children and adults. They are able to take the ups and downs of life in their stride, are more focused and have excellent interpersonal skills and lead healthier lives. Research has shown that movement can enhance communication between different parts of the brain leading to improved learning skills. The view that the mind is divided from the body has wrecked havoc socially, politically, and culturally. A different perspective will lead to more wholesome personal and collective life. This paper explores the unity of mind and body in two domains – the personal and in education and identifies the significance of play for a healthy psyche and physique.

Keywords : Brain Synapses, Life-style Diseases, Physically Challenged, Play, Social Attitude.

Introduction

Very few children today go out to play — their schedules do not allow it. Only a generation ago, the picture looked different. Children rushing out to play after school hours was a common sight. They played football, cricket, kho-kho, gulli danda, chor [i.e. thief] police and other weird games. They played with neighborhood friends, at school, at every possible corner. Today's children

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are not aware as to who lives next door. Even if they are, playing together is often not thought of.

Sports have changed and so has people's concept about it over the years. It is believed to have started with the religious bull-leaping ceremony, then held in funerals to honour dead warriors. Greece has put up the Olympics in BCE 776. Later it became a form of entertainment for the rich and wealthy.

Sports continued to change and gradually included forms such as foot races, long and high jump, boxing, wrestling, javelin, and discus throw. With the Industrial Revolution the number of sports spectators started increasing. Mass media subsequently played a huge role in making sports much more popular. So there was more involvement of people.

Sports need no longer be confined to the corners of the strong world. The weak and physically challenged too can enjoy sports. Long ago many people had a grudge about women's participation in sports—the reason put forward was lesser physical ability and fragility on the part of the fair sex. Today, however, women share an equal right of participation in most forms of sports and at all levels. From interschool to Olympics however what became open is that society even today cannot provide girls with equal facilities. It is however heartening that the social attitude so long prevalent is fast changing.

Sports is not just something to help you lose weight or help you play tournaments, be televised and appear in limelight and be a star. It is not necessary for everyone to take up sports as a profession. Sports by itself makes you feel happy. Just come down to the field and I'm sure your world will change.

Sports will give you a mind free of tension and worries. These days children worry about things, which adults do not understand. Sports can change one's perspective on life. It would help you accept defeat spiritedly and thus lessen the chances of depression, or even suicide, a menace that is plaguing the world of teenagers.

Sports will help overcome stress, depression, nervousness, irritation. Sports teaches us teamwork, staying cool and calm, being careful, helps sharpen our reflexes, makes us think lucid. It has a positive effect on us.

Health for all by 2000 through primary health care was declared in the Alma Ata Declaration. WHO launched the slogan "Move for Health", on World Health Day in 2002. Education has a definite positive impact on health is clearly evident from the following observation by UNICEF.

There is an unmistakable correlation between education and mortality rates, especially child mortality. The implications for girls' education are particularly critical.

A 10 percentage point increase in girl's primary enrolment can be expected to decrease infant mortality by 4.1 deaths per 1000 and a similar rise in girl's secondary enrolment by another 5.6 deaths per 1000.

Recently Indian Government has given more emphasis on Family Welfare Programs than Family Planning Programs, in order to provide wider scope for promoting Maternal and Child Health (MCH) programs to improve the health of mothers and their younger children

According to Akmam(2001), educating through general education is time consuming, and to get positive results for the improvement of the health of the illiterate masses, within a short time, health education might be a choice.

Research proves that physical activity benefits all, especially women— psychologically, socially and culturally. Physical exercise helps avoid obesity, chronic diseases such as type ii diabetes, osteoporosis and cardio vascular diseases.

Sports do not eat up study hours! Rather the diversion helps one concentrate better. Academically it helps you to plan your work better just as you plan your moves, correctly and fast while in play. In today's world planning is of utmost importance. Gradually man whose gregarious instinct has led him to construct society is becoming isolated pressurized by work. Sports are a remedy to this problem too. When we play together we get to know each other better. Play helps us to get rid of enmity and cements us in a bond of love and equality. Above everything it makes life better, brighter and more colourful and exuberant.

We live in an age where the term 'life style diseases' have become endemic. Children cooped up in crowded apartments, public places for play fast shrinking, curricular pursuits taking up every moment of the day, all leading to an adulthood where the meaning of play has been all but forgotten— or worse still never known. Then, towards middle age, we realise the importance of making space on a regular basis for physical activity in our lives.

The problem however begins much earlier. A very small percentage of our schools have a decent playground, let alone equipment. A smaller percentage still has children using whatever playground there is optimally. Sports after class VIII is the first period to be sacrificed when there is need to accommodate an extra activity. For some reason, we think that once children have reached the age of 13, they don't need to run around and play and shout anymore. We thus push them into unorganized, often unproductive leisure pursuits. Those who stay with sports do so because they are extraordinarily motivated, or because it is important for their self image.

Within the school, importance of sports rises periodically—when sports Day celebrations are planned, or if the school is participating in a competition or tournament. We need to make a conscious and concerted effort to give sports and play its due place in the school system. This begins with mainstreaming of sports education in the time-table, treating the sports / physical education trainer as a professional of value, thinking through the sports curriculum carefully and transmitting the perception that sports is important to children, parents and all teachers. Taking the focus of sports away from individual excellence and viewing it as integral to life/ living will also bring in those lifestyle changes that positively influence health— physical and mental.

The game impulse is an ancient one. Archaeological excavations of all world civilizations have revealed gaming boards and pieces, a few thousand years old. Many of them resemble the boards and pieces we play with today. What has changed is the attitude to play. Before the advent of television, family members—— children, parents, grandparents, aunts and uncles spent time together playing. With the advent of other modes of entertainment, games seem to be losing their appeal.

Some of the ancient and traditional indoor games of India played across the country, were at one time, very much a part of the social fabric. These games are now dying a slow death, and except in some parts of the country, have become extinct. Games were popular for the challenges they held, for the team spirit they inculcated and for the sheer camaraderie and of course fitness levels they encouraged. Some build memory, improve concentration, — others spatial awareness, sharpen language, mathematical skills or even fine motor skills. Some can be played alone, — others involve planning strategizing and building logical skills, and provide space of interaction across which different generations can interact with ease. Play can be a wonderful stress buster for adults and children alike. The experience of play changes with the people with whom we play, thus making each game a different experience. With family relationships slowly eroding, playing together could well be the way to bring people together. Early and sustained exposure to the belief that winning and losing are merely two sides of a coin and are not an end in them, helps mould one's attitude to the ups and downs of life. Traditional games also indicate that popular western games like Snakes and Ladders and Ludo have their origin in traditional Indian games. Pride and nostalgia however are not enough to revive them. What is needed is an understanding of their relevance in the 21st century— if they are lost, we will be poorer.

Movement is a clear sign of life in human beings. Every activity—internal and external—requires movement. Breathing is the movement of the lungs, speaking—that of the larynx,, listening – movement of muscles of the inner ear. For healthy functioning of the body, movement has to occur at the appropriate intensity. Apart from the fact that the human body is programmed to move children need to be aware of themselves and others in their environment. Appropriate movement is required to support children's early physical development in bones, muscles and organs. New insights in brain research have proved that early movement's experiences are crucial to several stimulations, which in turn is essential for healthy brain development. The brain of an infant is full of neurons at birth. In course of time each of these neurons can form as many as 15,000 connections with other brain cells. Synapses that are not used often enough are eliminated. On the other hand synapses that have been activated repeatedly tend to become permanent. Physical activity and play during childhood have a crucial role in sensory stimulation and physiological development that result in more synapses.

Although the structure of the brain circuits are genetically determined, the experiences that fill each child's days are what actually determine the brain's ultimate design and the nature and extent of that particular child's adult capabilities. Movement makes an instrument of learning, because it activates the neural wiring throughout the body.

With relevant alteration in taste and attitude and concept, Space War the 1st game that could be played on a regular computer, was invented in 1962, while the 1st videogame to be played on a TV set came in 1967. The 1970s saw the release of the 1st home videogame consoles. The hand held videogame was released around the same time. Today input devices for computer games vary from a joystick, mouse or keyboard to other esoteric input devices.

In 2003 Nokia entered the hand hold game business. Today practically all major mobile phone companies have invested in the gaming business, Most mobiles- Samsung, Nokia, Motorola etc come with inbuilt games acting as hand held gaming consoles in their own right.

The latest trend in virtual gaming is online games – games that can be accessed by simply logging on to the Internet, some of which may even be downloaded into a PC. While many believe that such games are valued only for the purpose of entertainment, a number of them have other uses as well. Word games such as online editions of scrabbles as well as other puzzle-based games are a good example of how an active online gaming trend could actually help develop skills such as those of language, logic and mathematics.

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Impact of continuous and Comprehensive Evaluation in Improving School Community Symbiosis

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Abstract

In the present situation, the gigantic responsibility of educating millions of children cannot be borne by the governmental effort alone. The quantitative and qualitative development of education depends upon close and cordial relationship between school and community. Thus a true and real symbiotic relationship between school and community is needed for the accomplishment of the goals of education and this relationship could be strengthened by a broad spectrum of evaluation called "Continuous and Comprehensive Evaluation(CCE)". The concept of CCE was first introduced in Indian Education by the Radhakrishnan Commission(1948). The term continuous and comprehensive evaluation refers to a particular process of evaluation which is school based and takes care of student's pace of learning in all aspects of personality growth i.e. cognitive, affective and psychomotor domains with regular periodicity and timely remediation. The term school community symbiosis refers to a mutual benefitted relationship which strengthens the education system of our country. The school community symbiotic relationship is promoted through programmes and activities of Parent-Teacher Association(PTA), Mother-Teacher Association (MTA) & Village Education Committee(VEC). Thus the objectives of this article are to study the system of CCE in primary schools in West Bengal, to identify the various strategies implemented by CCE to strengthen the relationship between school and community and to identify the different roles played by PTA, MTA & VEC. Ten schools were selected randomly out of 130 schools from Barasat block. The total sample was 90 comprising 10 headmasters, 30 parents & 50 students of primary schools of West Bengal. The tools were questionnaire for the headmasters & interview schedule for the parents and students. It was found that 90 percent of the headmasters as well as 90 percent of the parents were in favour of the scheme of CCE continued in the school as it promoted overall development of the students performance. The various strategies implemented by CCE in various schools were conduction of instant and unit wise evaluation in the school in which parents or community help was taken, taking parent's cooperation in conducting various co-scholastic activities and discussion of teachers with parents through PTA, MTA about the difficulties of their children and seeking parents assistance in providing remedial measures to overcome the difficulties. 93.4 percent parents stated that PTA/MTA association did a lot for the improvement of the school and they were

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satisfied with their activities Thus the various views of headmasters, parents and students coincide to one point that CCE should be conducted in the schools because it acts as bridge for bringing school community closer to each other. Thus CCE has positive impact on school community symbiosis through its adopted strategies.

Keywords : Continuous and Comprehensive Evaluation, Community Participation, School Community Symbiosis.

Introduction

Community participation is the corner stone of universalisation of elementary education. Educationists have already realized the importance of community in educational endeavour and conscious efforts in this direction have been made. The National Policy on Education (1986) and Programme of Action (1992) stated that, "The planning would be decentralized and the teachers as well as local community should be fully involved in this process". Education is a social process proceeding in a social environment and schools are social inventions meant to serve social needs. Unfortunately however we find a wide gap between society and education. In order to strengthen the bond between school and the community and to cover the widening gap between school and community Government has to adopt some strategies and these strategies are implemented through a wide scheme of evaluation programme called Continuous and Comprehensive Evaluation(CCE). CCE is a useful proposition provided it is handled with proper planning and care and also implemented with missionary zeal. It is a child- centered approach. This scheme not only encourages the teachers to come forward to contribute in the field of education but also encourage the parents to come forward with a motivating attitude to give their useful suggestion for the improvement of teaching-learning process. If the scheme of CCE will be implemented in the school then the community members will come forward in providing various types of help for all round improvement of the schools so that the children find the atmosphere of the schools conducive to good learning and they may not drop out. The CCE system has been implemented in the state of West Bengal during 1980 and community participation has also been going on continuously since then. Hence there is a felt need to undertake the study whether the strategies adopted through CCE are being fruitful in improving symbiotic relationship between school and community.

Research Methodology

- Objectives :**
- 1.To study the system of continuous and comprehensive evaluation in primary schools in the state of West Bengal.
 2. To identify different roles played by the community organizations like PTA, MTA, VEC in developing quality in education.
 3. To find out the existing evaluation strategies for strengthening the relationship between school and community.

Research Questions : 1. Is there any impact of continuous and comprehensive evaluation on school-community symbiosis?
2. Is the role played by the community organizations adequate in providing quality education?
3. Are the evaluation strategies relevant enough to strengthen the school community relationship?

Research Design : It was an exploratory survey type of study with qualitative analysis only.

Tools : The study used questionnaire for the headmasters & interview schedule for the parents and the students.

Sample : In the present study Random Sampling Method was used to collect data. 10 schools were selected randomly out of 130 schools from Barasat block. In consonance with the aim of the study, the sample comprised of 10 teachers, 30 parents and 50 students .

Delimitation : This study was limited to only 10 primary schools of Barasat block under North 24 Parganas District. Selection of students was limited to class IV of the sample schools.

Findings : Findings are based on the analysis and interpretation of the collected data as per the objectives of the study. The findings were based on the questionnaire and interview.

Objective-1 The educational qualification of the headmasters revealed that about 70 percent of them were graduates and about 30 percent of them were trained. All the schools conducted evaluation continuously in order to note the changes that occur in the pupil's behaviour. 90 percent of the sample schools conducted instant tests monthly on very short notice to the children and 60 percent conducted subunit tests with short notice. The instant tests were more effective to address the progress of the learners. Thus by conducting this type of evaluation the teachers were able to access the student's progress at the end of each test. Grading scheme was adopted by all the sample schools for assessing co-scholastic areas. All the teachers expressed their views that they used the process of indirect grading for scholastic and direct grading for co-scholastic subjects. All the schools used 5- point scale for grading performance of the learners. 90 percent of the students were made aware about the assessment procedure and calendar of activities. The teacher made the parents aware about the system of CCE so that they could judge their children's performance and could motivate them to do better. The process of showing the answer scripts to the parents and the frequency of supplying the progress reports to the parents were quite satisfactory and encouraging as accepted by the sample teachers. The CCE served as a great boon as it helped in the identification of the weaker students through school evaluation marks. 100 percent of the sample teachers used to assign homework to students to assess their performance in the subjects taught and checked it regularly. 90 percent of the headmasters were of the view that the teachers could complete the syllabus due to use of CCE. 70 percent of the teachers didn't felt overburden due to the system of CCE and they were hopeful of achieving the goals of CCE in the long run. 90 percent of the teachers felt that the students were comfortable with the present evaluation system because it would promote the all round development of the students. Both remedial teaching and providing retest to the low achievers

have been emphasized by the teachers significantly. 56.6 percent parents were having their educational qualification as secondary and higher secondary stage. Thus the sample parents were not so much qualified and their salary structure was also not very high but all of them were interested in the education of their children. Majority of the parents liked the school where their children studied because the teachers taught well, they discuss with them about the answer script of their children and they also frequently conducted the test in the school. 83.4 percent parents felt free to discuss with the teachers about the educational problems of their children. The parents came to know about the system of CCE through PTA/MTA meetings, through class teacher (informal meetings) and due to discussions with the child at home. Majority of the Parents (90 percent) wanted that the scheme of CCE should be continued in the school because it strengthened the school- community relationship and it helped in shaping the future of the students. But few felt that the scheme of CCE should not be continued because it is time consuming scheme and put a greater pressure on teachers and students. 93.4 percent parents were happy with system of grades used in evaluating scholastic and co-scholastic areas because it is a best and reliable method of evaluating learner's performance and it removes the tension of failure in the tests among the students. 96.7 percent parents liked the way CCE was conducted in the school because PTA/MTA meetings were held regularly where the result of the students available through CCE are discussed, since evaluation was conducted 3 times so the students were serious about their studies, co-scholastic areas were taken care better so the students took interest for going to school, progress report cards were shown to parents, retest was taken for low achievers & the teachers completed the syllabus in time. Thus from the above discussion it can be said that CCE should be conducted in the school because it act as an bridge for bringing school-community close to each other . The sex ratio of the sample students shows that 56 percent of the sample students were female and 44 percent were male.. It was ascertained from the students that all the teachers assigned home tasks to them and they completed the home tasks by themselves, with the help of parents, tutors and peers. Majority of the sample students were of the view that their parents looked after their daily routine activities. But few sample students were of the view that their parents did not look after their daily routine work because parents were not educated & no leisure time were available for parents. 40 percent of the sample students opined that teachers used to took special classes on the content in which most of the students had not done well in the test. 96 percent of the sample students opined that the teachers regularly checked the class work and homework. 96 percent of the sample students felt that the teachers provided full support and encouragement to the students for participating in the activities like Games , Sport etc. All the students admitted that they used to get the progress reports in a reasonable time and they also returned it after getting it signed by the parents. Almost all the students admitted that their parents showed concern after going through the report cards. This indicates the seriousness of the parents about their performance of their children.

Objective-2 Although 90 percent of the headmasters opined that parental participation was essential in schools system but 10 percent believed that parental participation was not very essential because they thought that all parents were not educated, so they could not give any significant contribution from their sides. The sample teachers admitted the fact that the parent teacher contact

was quite significant and 70 percent attended the school meetings regularly showing their interest they had for the education of their children and the PTA/MTA meetings were held 3 times in an academic session. 90 percent of the school got parental support for conducting CCE in school. 90 percent of the schools got the support of VEC or PTA members for their improvement and betterment. 80 percent of the mother participated in the PTA/MTA meetings and gave there useful suggestions as depicted by the sample teacher .Thus these PTA/MTA association brought the community member closer to the school. 13.4 percent of the parents were members of VEC, PTA, MTA. 83.4 percent of the parents attended the PTA/MTA meetings twice during the current session for discussing with the teachers about some important issues so that they could took some steps for the betterment of their children .These discussions increased the rapport between teachers & parents. As opined by majority of the sample parents the contribution of VEC/PTA/MTA towards the school were numerous. They help in conducting evaluation, providing community support to the school in financial terms for purchase of teaching learning materials, furniture, repair work and construction of building, contacting the parents of the children who did not went to the school or who have left the school before completing primary education, creating a positive learning environment through sensitizing parents about the importance of education, discuss the problems of the children with parents, it assists the teachers to conduct door to door survey, it improves parent-teacher relationship by organizing meetings in the school, it helps in organizing exhibitions, sport competitions etc. in the school, mobilize resources for school improvement, promote enrolment and reduce dropout of the children, assist in the smooth functioning of the schools, encourage the mothers to come forward and participate in school activities, helping teachers to design low cost teaching aids. Thus 93.4 percent parents stated that PTA/MTA association did a lot for the improvement of the school and they were satisfied with their activities.

Objectives-3 90 percent of the sample headmasters revealed that the strategies adopted by CCE played a catalytic role to strengthen the relation between school and community or teachers and parents and they liked to continue this scheme in the school. 20 percent of the schools took the help of parents or community members in evaluation work. It was done in two ways .Some community members helped the teachers in preparing the question papers & some parents helped the teachers in calculation of marks and also helped them to convert those marks into grades. 70 percent of parents participated in organizing co-scholastic activities. Some parents helped the teachers in organizing these activities and some parents who were competent enough in some areas helped the students to learn certain skills. Most of the parents expressed that the teachers send the progress report to them and also invited them to have a glance over the answer scripts of their children. Thus the teachers of the schools were very much particular in sending the progress report cards and answer scripts to the parents. After seeing this the parents used to have discussion with the teachers regarding the children's improvement. It was possible because of CCE and thus it enabled the community members to come closer to the school. 90 percent of the parents expressed their desire to assist the school in conducting different scholastic and co-scholastic activities. 86 percent of the parents discuss with the teachers regarding the achievement of their children in scholastic and co-scholastic areas and after knowing the weakness of their children took steps for their benefit.

Thus it can be concluded that majority of the parents were conscious about the studies of their children. 93.4 percent parents believed that CCE had a positive impact on school community partnership.

Conclusion

We concluded from our study that this system of evaluation might make the parents and community members more conscious about the educational system. Thus through CCE various types of programmes were conducted through which parents were automatically dragged towards the school system for its betterment and in turn their children were benefitted. Thus CCE was used to sensitize the whole education system by bringing school community closer. Due to this system school communities are enveloped in a symbiotic relationship. In the state of West Bengal almost all the schools working for elementary levels practice CCE to promote academic excellence.

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Be Cool : Stay at School

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Abstract

Truancy is the most common maladjustment in the students. The causes are many. There is increasing evidences that some truants spent their time engaging in fringe activities such as drug taking, joyriding, violence, and participating in organised crime. Truancy is a community-wide issue, and resources from all parts of the community are needed to help young people overcome the many obstacles that can interfere with regular school attendance. Any successful anti-truancy initiative will require the formation and maintenance of solid partnerships among schools, families, law enforcement, courts, and other community institutions and services.

Keywords : Early Warning Signs, Failure, Life Long Problem, Maladjustment, Preventions.

Introduction

Truancy is traditionally defined as an absence from school that is not excused by the parent or guardian or the school. Truancy means intentionally skipping classes of educational institutions or being absent from compulsory schooling. When pupils are absent from regular classroom on a regular basis without any valid reason, it is considered as truancy. Again many students go to the schools but don't attend classes. It is also type of truancy. When trying to define truancy, it is important to look at two dimensions of absenteeism: missing full days of school and missing some classes, but not others. While many truant students miss numerous full days of school, other students have a few full-day absences, but are frequently marked as absent from specific classes. Truancy is one of the major problems seen in the academic institutions. There are many definitions regarding truancy and truant. According to the California Education Code (EC) section 48260, any pupil subject to compulsory full-time education or compulsory continuation education who is absent from school without a valid excuse for three full days or tardy or absent from more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district. According to the NCSE (National Centre for School Engagement), if a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant. Although states

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in the USA vary in their responses to truancy, their laws in defining truancy are fairly similar as follows. In Connecticut, a truant is a child between the ages of five and 18 who is enrolled in any public or private school and has four unexcused absences in a month or 10 in any school year. A habitual truant is a child of the same age who has 20 unexcused absences from school during a school year. A truant as defined in Illinois is any child subject to compulsory schooling and who is absent from school unexcused. Absences that are excused are determined by the school board. A chronic or habitual truant is a school-age child who is absent without valid cause for 10 percent out of 180 consecutive days. The truant officer in Illinois is responsible for informing parents of truancy and referring the case to juvenile court. In Louisiana, any student between the ages of seven and seventeen is required to attend school. A student is considered truant when the child has been absent from school for five school days in schools operating on a semester system and for ten days in schools not operating on a semester basis. A student may be referred to juvenile court for habitual absence when all reasonable efforts by school administrators have failed and there have been five unexcused absences in one month. The school principal or truancy officer shall file a report indicating dates of absences, contacts with parents, and other information. In Virginia, any student between the ages of five and 18 is subject to compulsory school attendance. After a pupil has been absent for five days during the school year without a valid excuse, a notice is sent to parents outlining the consequences of truancy. In Poland, the first day of spring (March 21) is an unofficial occasion popular among children, who traditionally play truant on that day. Truancy has been regarded as a type of conduct disorder in the axis 1 of the Diagnostic and Statistical Manual of Mental disorders (DSM IV). According to the Office Of Juvenile Justice and Delinquency Prevention, "Truancy may be the beginning of a lifetime of problems for students who routinely skip schools."

There are a number of expressions in English which refer to truancy. In South Africa, it is called bunking, skipping or jippo. In Jamaica, it is called skulling. In Australia truancy is called wagging, ditching, skipping school, jiggling, dogging or bludging. It is called bunking off, skiving or twagging in England, mitching, wagging or on the knock in Wales, sagging in Liverpool, bunking or cutting class, doggin, skiving or puggin in Scotland and on the hop, on the bunk, mitching or dossing in Ireland. In the United States and Canada expressions include (playing) hookey, ditching, jiggling, and sluffing, skipping, or cutting class.

The main characteristics of truancy are as follows :

1. It is a type of conduct disorder.
2. It is unexcused absence from school.
3. Truancy is a status offence – an act that is a crime due to the young age of the actor, but would not be illegal for someone older.
4. It is the early warning signs of students headed for potential delinquent activity, social isolation, or educational failure via suspension, expulsion, or dropping out.

5. It is an early warning sign for future problems.
6. If left unchecked, truancy is a risk factor for serious juvenile delinquency.
7. It affects the students learning and social development.

Truancy can be categorized into 5 heads. They are as follows :

1. Depending on the quality of teaching and the teacher, some students become truant from certain classes in schools or skip certain lessons. It is called specific lessons truancy. To avoid this, a rapport should be built up between the student and the teacher. Relevant subjects related to the life of the learner should be introduced. To enrich the teaching method, modern technology should be applied in the classroom teaching. Class size should be made proper and teaching should be innovative.
2. Post registration truancy is similar to specific lesson absences. The difference is that specific lesson absence is where students miss lessons week after week. Post registration truancy is where students register as being at school and then skip school. In specific lesson absence, students miss lessons where they do not respect the teacher. Post registration students miss many classes on different days for many reasons. It is often done on the spur of the moment. This tends to be the truancy that takes place in schools. Post registration truancy is often related to the teacher's attitudes and personal conduct. For example if the teacher is late to start the lesson it will not set a good example to students. It may make them feel that they are disliked. To tackle this problem, teacher should set good examples before the students and should teach creatively.
3. Parentally condoned truancy is the single cause of non-attendance at school. It occurs in primary school as well as high school. It is higher among girls than boys and is especially so in high school/ teenage years. It is linked to maternal protection issues where there is violence in the family. It occurs in the form of a sick note and is difficult to detect and manage. Here the parent is aware of the truancy of the child but does not take any action against it. The teacher should find out the problem and help both the student and the parent to overcome this. Teacher should also keep an eye on the student's well-being and should keep regular contact with the student's family.
4. When the child fails to attend school and lacks the authorization, it is called blanket truancy. In this case, the student does not have an absent note from their parents.
5. In many cases, the students attend school but do not participate in the lesson. They switch off and show withdrawn behaviour by avoiding contact with the teacher. He / she does not acknowledge what the teacher tells him to do. This is called near truancy or psychological absence. Many of them appear to be attending to lessons but are really thinking of something else. They do it as an attention seeking device. To handle this problem, the teacher should find out the reason for avoiding the work. After the detection of the problem, the students should be provided with proper support for the student's behavioural needs. The truants should be engaged in group participation in any classroom activity. They should be delivered verbal and non verbal lessons.

Causes of Truancy

There are a number of possible causes of truancy. According to the TRDP (Truancy Reduction Demonstration Program) the basic causes of truancy are as follows :

1. **Family Environment** : over protection or indulgence, negligence from the parents, poverty, substance abuse in the home, domestic violence, familial conflicts, and marital status of parents adversely affect the school attendance. Family factors that contribute to truancy in students are innately personal in nature. Parentally condoned absence is especially influential, as it reinforces the lack of consequences for irresponsible/unwanted behavior on the part of the child. Parental attitudes to education are crucial for keeping children in school; often a parent's condonation of truancy (albeit overt or tacit) is construed as the parents, are not valuing education. It is worth noting that many parents indiscriminately sanction an absence by sending a note or making a call. Schools should be able to enlist the support of parents when it comes to tackling truancy. When a parent doesn't value education, wants their child to help them out at home or believes their child has good reasons for staying away, the task is altogether more challenging. Many of the parents lack appreciation for value of education, have financial difficulties (lack of adequate nutrition, clothing, transportation, inability to pay fees). So they don't pay heed to the continuous absence of their children from the school. Even many of the parents don't have idea of effective parenting. They lack control and supervision over their children. Again poor parent-child relationship, familial instability, in appropriate role models, alcoholic parents are some other causes of truancy.

2. **Bad Influences** : One of the common causes of truancy and disruptive behavior in children is the influence of friends and peers. Many times these peers are seen encouraging truancy as a status-seeking activity or as a way of joining in or blending in. The child's natural instinct to want to be a part of a larger crowd or group dynamic will take over, even if they are taught better habits. Often this same dynamic is prevalent in the face of any resistance the child may put forth, prompting teasing or goading the child into truanting.

3. **School Environment** : What is classed as truancy can depend largely on the school's attitude to the 'truant' or their problems. Relationships with teachers, seen as lacking respect/fairness, play a large factor in truancy rates among children. Often this inability to get along with teachers and/or students will result in disciplinary problems which may lead to suspension, or expulsion. Of course, being away from the school either voluntarily or at the school's demand can have an adverse effect on the student's academic performance, resulting in not being able to keep up with school work, getting poor grades, or even failing. The uninteresting and irrelevant curriculum, improper class placement, failure to identify and help children with problems, insufficient counseling and guidance staff, low teacher expectations, lack of parent-teacher communication, too weak or rigid administrative policies compels the students to become truant.

4. **Bullying** : Closely related to the issue of a child's relationship with school is the matter of bullying. Bullying is a prime component in the making of an unsafe school environment; if a child

does not feel safe at school, or on the way to/from school, they are much more likely to become truant. Bullying occurs for many reasons and it goes beyond the one isolated instance of harassment either because of teachers' inability to control, or problems arising from the child's own personality or learning abilities. A parent might say they're keeping their child off school because they're being bullied. The school might call it truancy.

5. Personal Matters : Individual (personal) factors related to child truancy include lack of self-esteem/social skills/confidence, self-concept; poor peer relations; lack of academic ability; special needs; and lack of concentration/self-management skills, poor health, feeling of lack of control over life. Professionals have identified that many chronically truant children had a job, had a family to support, or had trouble managing both school and work, thus forcing them to make a choice between personal life and school. Many a time the risky behaviors are further instigated if the child develops or has already developed an alcohol or drug problem. The students who don't take part in co-curricular activities tend to be truant as they lack the sense of belongingness to the school. Again many children have language barriers, vision/ auditory problems, unidentified learning disabilities, mental or emotional instability, fear of the teacher or administrator or punishment at school. They are also likely to be truant.

6. Community : Lack of support for school, unresponsive community service agencies, community upheaval and social change, loss of neighbourhood schools and sense of 'ownership' of schools, negative peer influences, high incidence of substance abuse, criminal activity, inadequate provision for transportation can be causes of truancy.

Effect of truancy on teaching and learning

1. Due to students truancy it is necessary to try and catch them up in their work and ensure that they do not have gaps in their knowledge. This is difficult as the time spent doing this takes up time when the class could be covering new skills or topics.
2. It affects the dynamics in the classroom - students and teachers not trusting one another as well as the students not trusting the truant student.
3. When they are not at school they are becoming disengaged with the school and are not learning the required skills and information.
4. If they become truant from particular lessons or teachers there will be gaps in their knowledge.
5. Truancy affects the other students in the class.
6. When truants are not at school they are not learning the skills necessary to complete their education and enable them to make some choice and have stability in their life as adults.
7. Children who are habitually truant are often placed in the custody of social workers, which is traumatic for children and their families and expensive for taxpayers.
8. Schools lose state education funding due to high rates of truancy and dropout since such funding is typically dependent on actual attendance rates.

9. The financial impact of truancy is passed on to taxpayers through the cost of court time and personnel fees paid to attorneys identified to represent the school in truancy proceedings. There are also additional costs associated with arrest, prosecution, and incarceration when truant students engage in delinquent acts.
10. Business centres must pay to train uneducated workers. Additionally, business and shopping centers in close proximity to schools experience a loss in business due to the number of youth "hanging out."
11. Truancy is a well-established risk factor for school dropout, which is a very serious and all too common problem. Each year, approximately five out of every 100 high school students (five percent) drop out of school. Many students who are habitually truant end up dropping out of school, and the consequences of dropping out are well documented. For example, school dropouts:
- a. are more likely to be involved in problem behaviors such as delinquency, substance abuse, and early childbearing
 - b. have significantly fewer job prospects
 - c. make lower salaries
 - d. are more often unemployed
 - e. more frequently experience unstable marriages
 - f. are more likely to engage in criminal behaviour

Truancy not only immediately affects the students at school and in their homes; the effects can also follow into adulthood. Truant students end up breaking the relationship with their teacher, so that it becomes a constant battle with the teacher and student to catch them up when they are at school. If the parents are not aware of the truanting, it can begin to break down relationships in the home, adding stress to the family. Students fall behind in their work due to time missed from school and often drop out of school, leaving them with a very limited education and job prospects—this could include difficulty of obtaining and holding down a job and poor relationship skills. Students who are chronic non-attendees receive fewer hours of instruction; they often leave education early and are more likely to become long term unemployed, homeless, caught in the poverty trap, dependent on welfare, and involved in the justice system. High rates of student absenteeism are believed to affect regular attendees as well, because teachers must accommodate non-attendees in the same class. It has been suggested that chronic absenteeism is not a cause of academic failure and departure from formal education, but rather one of many symptoms of alienation from school. Chronic absenteeism, truancy and academic failure may be evidence of a dysfunctional relationship between student and school, suggesting that schools need to be more student-centred and supportive of students with different needs. This argument is supported by research that highlights significant associations between student background factors, poor attendance, and early school leaving. Reid states that truants engage in meaningless activities while away from school. There are evidences that some truants spent their time engaging in fringe activities such as drug taking, joyriding, violence, and participating in organised crime. In one study titled "Against the Odds", girls found

that it was easier and more acceptable to be truants. They formed networks where it was safe to hang out and it was away from the taunting and name calling suffered at school. The girls believed that the teachers only cared about the high achievers so they gave up trying. This situation relates to social learning theory due to their feelings towards school and seeing their peers truanting. The network becomes, for some, a preferred option to the other more conformist activities and occupations.

Truancy is a community-wide issue, and resources from all parts of the community are needed to help young people overcome the many obstacles that can interfere with regular school attendance. Any successful anti truancy initiative will require the formation and maintenance of solid partnerships among schools, families, law enforcement, courts, and other community institutions and services. This is not only the hallmark of an effective effort to address truancy problems among youth, but it is also a defining characteristic of one's roles and responsibilities as a coordinator. These partnerships can help make every level of your anti truancy initiative — including prevention, early intervention, and legal intervention — both possible and more successful. While typically thought of as a problem among students in middle and high schools, many of the risk factors for truancy are likely to begin either before or during elementary school for students and their families. And truant behavior itself is often seen among very young students. It is essential to begin thinking about and addressing the issue of truancy early on since: (1) even a few absences can negatively influence both academic performance and school attachment among students and (2) mild truant behavior can quickly progress to a more serious and chronic level. Truancy is a multifaceted problem with a wide range of causes and consequences; in fact, researchers have established a connection between truant behavior among youth and such problems in adulthood as violence, marital troubles, job problems, criminal behavior, and incarceration. As National Drug Prevention and School Safety Program Coordinators, we are well-situated to collaborate with diverse partners to establish a continuum of programs and services designed to promote student attendance and prevent risk behaviors among young people from elementary through high school. Establishing initiatives that allow schools and communities to both prevent and effectively cope with truancy will go a long way toward placing young people on a positive path throughout their school years and into adulthood.

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Parental Attitude to the Child with Disability

** Satyabrata Dinda*

Abstract

The paper attempts to make a study of the attitudes of the parents towards their disabled children. Some parents are overcautious, some are plagued with different complexities, such as inferiority complexity and hypertension. Some are very much conservative and make their children responsible for divergent handicaps. Others are quite liberal and generous. This paper is also a result of several visits to different institutions and organizations for the differently abled children. There are multiple reasons for the parental attitudes towards their handicapped children.

Keywords : Disability, Handicap, Parental attitude, Retardation.

Introduction

Parental attitudes have assumed a major importance in the study of child development. In a family both the father and mother are equally responsible for child care though in Indian family system the mothers are more responsible in child care. From 1950 it is observed that a large volume of research work was taken to study the parental attitude towards child care and child rearing practices, when there is a disabled child in the family. It is observed that the parent's child rearing attitudes are usually interpreted as caused by the child characteristics. Peshawaria (1992) rightly observed that parenting a child with Mental Retardation is not an easy job. Orr et. al. (1993) found that parents having a child with Mental Retardation experience a variety of stresses and stress reaction related to child's disability. Thus, mutual influence of parent and child is stressed. The attitude of parents of children with Mental Retardation can be thought of on several different levels of meaning, any of which has apparent relevance in the consideration of intervention. Parents attitudes are part of the ecological analysis of system within which the child interacts and develops, and they in turn are shaped both by interaction with the child and by wider systems of family and society values, by specific experience and by the services available. The term "Parents Attitude" is used loosely in the literature to cover parent behaviour, perceptions, reactions, values, feeling etc (McConachie, 1986).

When there is a child with Mental Retardation in the family, the family and society members, even the father blamed the mother because our society, even today, believe that the mother is responsible for giving birth to a child with retardation. The father goes outside more than

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the mother and regularly interacts with his friends. Therefore he faces more challenge to express that he is the father of a retarded child. Therefore, before starting any intervention services for a child with disability we should observe his attitude from a bird's eye view, because without parental positive attitude no intervention services can be successfully implemented. Therefore, for rehabilitation for children with retardation we need parental positive attitude.

In India particularly in West Bengal such studies are either absent or are unknown to the present investigator. In developed countries some researchers accepted this area as their topic of research interest. Among them Bounrind (1971) found father's authoritarianism negatively related to preschool girls' cognitive performance and Radin (1973) found father's warmth positively related to cognitive performance in pre-school boys. These studies and investigations of Belcher and Krug (1965), Moss and Jones (1977) hold-up primarily for middle class sample. Whether parental attitude toward children with retardation is related with child's level of intellectual functioning have rarely been investigated (McConachie, 1986).

Fathers' attitudes are to some extent a reflection of the society they live in; their overall attitudes to mental retardation and to current service philosophy that is inclusion are also of relevance. According to MaConachie (1986), fathers' attitudes and the behaviors may be in apparent conflict. From the study of Wolfensberger (1967) it is observed that the parents show 45 initial or early reactions, all negative when they become sure that their child is a retarded one. It has been suggested that to have a child with mental retardation is harder for a father to accept than for a mother, because of its questioning his 'manhood', because he is out off from the channels of information and services which the mother takes part in with child, because the child will take much longer to develop to the level at which father can involve his or her in traditional 'father role' activities, and because the father's wish to take pride in his child's achievements in the outside world will be frustrated. According to Bales (1955), the process of adaptation to the child with disability will be different for fathers' and for mothers'. Some evidence has been found to suggest that fathers have a greater tendency to be concerned about issues consistent with the instrumental role (i.e. the cost of providing for a young child with retardation) than mothers (Gumz and Gubrium, 1972). There is also some evidence suggesting that a father's primary mode of influence on the child may be in direct channel (Peck and Stephens, 1960; Ce-in and Lenine, 1963).

Fathers tended to be more negative than mothers, for example, in feeling satisfied child's progress, in feeling that services were appropriate, in feeling that friends offer the right kind of help or in feeling delighted with the child's small achievement. Wishart, et. al. 1980), Cain and Lenine 1963, and Tallman 1965 observed that fathers have been found to cope less well with children whose handicap is obvious from their appearance. From the above discussion it is clear that fathers' attitude has a greater effect on child's intervention and management. Therefore, we should have at least some data on the basis of which we can conclude about fathers' attitude.

B. Problem to be studied : Attitudinal problems on the part of parents are the major problems in the rehabilitation, socialization, mainstreaming and integration of the children with disability in the family as well as in the society. Negativism on the parental side has obstructed and disturbed the lives of the disabled children. Keeping all these problems in view, the present study or project has been formulated.

2. Rationale / Justification for the Project

The project titled "Parental Attitude to the Child with Disability" is significant for multiple reasons. First of all, parents should understand that their child with disabilities is in no way responsible for his or her handicap. Secondly, parents should provide all sorts of assistance to their children. This assistance is of different types- monetary, physical, mental, educational etc. Thirdly, parents should perceive that they play an instrumental role in the rehabilitation programs of the child. The present project is rational because it will make an attempt at analyzing the attitudes, outlooks of the parents regarding their disabled children. After the review of the related literature, it is feasible to come to a conclusion that project in this area has scarcely been done either in the national or international. This kind of project will be instrumental in changing attitudes and perceptions of the parents.

3. Objectives of the Study

(A) **Broad** : The project will endeavour to explore the attitudinal issues and concerns which are supposed to play a pivotal role in the rehabilitation and adjustment of the disabled people in society. Broadly interpreted, the project related perspectives of society at large.

(B) **Specific**: The objectives of this study are :

- To make a survey of the parents whose children are plagued by different kinds of disability – hearing impairment, visual impairment, locomotor disability, mental retardation, orthopedic handicap, cerebral palsy etc.
- To make an assessment of parental attitudes towards their disabled children.
- To determine whether their attitudes are positive and negative and how much their attitudes play a catalytic role in the rehabilitation of the children with disability.
- To study if any gender bias exists in the mind of the parents to their disabled children.

4. Methodology

(A) **The Type of the Project**: the project is fundamentally qualitative and descriptive project or Research is of two types – quantitative or statistical and qualitative or descriptive or analytical. This project intends to be randomized and cross sectional because the parents of the disabled children have been selected randomly and they belong to different sections of society.

(B) **Study Place**: Survey or Interview has been conducted in the National Institute for Hearing Handicapped (NIHH) and the National Institute for the Mentally Handicapped (NIMH) respectively, located in Bonhooghly (Baranagar), Kolkata, West Bengal.

(C) Study Population : Population in this project comprises the fourteen parents of the disabled children. The Project makes an effort in initiating the assessment of parents who belong to divergent strata of society. Parents, irrespective of class, caste, religion, educational qualification, race, creed, have been drawn. Specifications regarding age group, socio- economic status, geographical location, type of the impairment or disability the child is suffering from, gender, discrimination, are not rigid and compartmentalized. Project is very much democratic and egalitarian in its approach. In a nutshell, it is all-inclusive.

(D) Sample Size : The sample consists of 14 parents whose children are disabled in one way or the other. The size of the sample is adequate for this kind of project. Parents who have given their verbal consent have been interrogated. Unwilling or reluctant parents have been excluded from the interview. The sample has been randomly selected and parents who come to NIHH and NIMH to take proper training and counseling for their children with disability have been approached and interviewed.

(F) Data Collection : Data have been collected from the parents who come to NIHH and NIMH respectively. Data have been gathered on the basis of a questionnaire or opinionnaire prepared beforehand. Data have been taken from interview conducted between the parents of the disabled child and the researcher or investigator. The reactions, responses and information provided by the parents have been recorded or written verbally in the diary.

(G) Data Interpretation and Analysis : Data regarding the parental attitudes to the child with disability have been collected from NIHH and NIMH respectively. The parents were asked on the basis of a questionnaire, which consists of twelve open-ended questions and statements. The questions and statements have been set on the different aspects and perspectives of special education. The parents have spontaneously expressed their opinions and views regarding their disabled children. Their response and reactions have been registered in a written form. The opinions and perspectives of the parents are similar on certain points and different as well as conflicting on some other points. Further parents have been interviewed and asked to ventilate their opinions.

(H) Major Findings and Results :

- Almost all the parents are of the opinion that educational expenses at special schools are less compared to normal schools provided these schools are Govt.-aided or Govt-sponsored. If the special schools are privatized, then the expenditure is sure to be more exorbitant and costly than the normal schools. Some parents have also told that they are not aware of the expenditure of education at special schools. They are only conscious of the educational expenditure at normal schools. Speech therapy is more costly than training and counseling at NIHH though hearing aids have been supplied by the institutes to the parents without any charges.
- In most cases, mothers are entrusted to look after the child with disabilities. They have to supervise the different activities of the child. They are doing domestic chores and at the same time they skilfully manage to tackle all things related to the child. Mothers have dedicated their lives for

the betterment of their disabled children. They make compromise and adjustment to make their children happy and peaceful. They are not frustrated at all, frustration was their initial response but in course of time, it has been eliminated. Mothers are trying their level best so that their children can overcome their difficulties and complications.

- All parents opine that the academic performance of the children with mental retardation is bound to be poor because they have problems in understanding, communicating, reading, writing and speaking. That is why, it is quite natural that they cannot compete with the normal children. But children with hearing impairment may do well in academic activities because this kind of handicap may not badly affect everyone. Children with hearing impairment may be accommodated in society but children with mental retardation cannot be adjusted and accommodated in normal society.
- Parents whose children are suffering from hearing handicap are of the view that they can go to the mainstream schools like the normal children. But parents whose children are mentally retarded told that these children could not go to the mainstream school because intellectually they are below average human beings. They will not be able to perform well in the academic and curricular activities. They cannot vie with the normal children.
- Parents point out that it is not so much difficult to communicate with the children with hearing impairment though the communication depends on the extent of disability. If disability is mild, then communication is not complicated. But if it is severe or profound, it is difficult on the part of the parents to establish verbal or mental rapport with the children. Parents of children with mental retardation opine that it is very difficult to communicate with them because they lack the ability of understanding and communication.
- Consensus of opinion prevails among the parents regarding the measures adopted by the central and state Governments for the children with disabilities. At the same time, they also express that there is a dichotomy or discrepancy between theory and practice, between the Acts of the Governments and actions for the disabled children. Parents are of the view that Governments should come forward for the proper rehabilitation of disabled children. They should initiate certain programs to change the mentality of the common people to the disabled children. Without the financial, social and psychological support of the Governments, these children are sure to lag far behind the normal children in every sphere of life.
- The parents feel disheartened, hurt and sometimes offended when they attend social gatherings and occasions in the company of the disabled initially when they compare their disabled children with the normal ones. But in course of time they try to tide over their frustration and depression and make an all-out effort to help their children.

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- Parents have unanimously expressed that they should help the children with disability not only monetarily or financially but also mentally and psychologically so that they feel courageous and bold to overcome their problems.
- Some parents have been able to adapt themselves to the needs of their children and some are still combating to overcome depression and awkward situation. Those who have accepted the disabilities of their child with stoical resignation and equanimity regarding this as part of their life. But there are some who have not considered this with an open-eyed regard. Parents also tell that they should sacrifice a lot for the sake of the disabled child.
- Parents are of the opinion that their hopes and frustrations cannot be equally shared with the disabled children as these are shared with the normal ones. Some opine that parental desires and despairs may be shared with the disabled children partially, not totally and sometimes and not always. Some cherish the view that while sharing hopes and despairs of the disabled children, mental maturity should be taken into consideration.
- Parents feel extremely delighted and happy if their disabled children perform well in the examination and co-curricular activities. They think that their labours have been rewarded. They want to encourage their disabled children to do better in the future.
- Parents think that counseling and proper training are essential because these can make things better for the children as well as for their parents. Because the parents are benefited from the parent-teacher counseling programs which provided them valuable tips for tackling and handling the complication and problems of the disabled children. Parents point out that they can derive help from the instructions imparted by the special educators at NIHH and NIMH. They are asked to follow the instructions at the time of handling the disabled child at home. Moreover, they acquire knowledge about special education from these training and counseling programs. They are required to attend these programs in order to assist their children from all angles.

Major Findings of the Project

- 1.44% of the population surveyed has been identified as disabled.
- Out of the disabled people identified. Men with disabilities constitute 57.12%, while women with disabilities comprise 42.88%.
- People with locomotor for impairments contribute 44% while people with hearing problems and mental retardation comprise 23.75% and 12.59% of the total population identified as disabled respectively.
- Most (78%) of the disabled people do not have Disability Identity Cards.
- There are more married men across disabilities, while more disabled women are single.
- Most of the children who have dropped out of school are girls.
- Out of 1,882 people identified, a total of only 76 people have received different kinds of aids, of whom 65 people are still using the aids.

Recommendations

- All disabled people should have Disability Certificate and Disability Card and this facility should be made available at Block or Panchayat level.
- All government and private buses should have reserved seats for persons with disabilities in all the districts of West Bengal, especially in rural area.
- Sarva Siksha Axiyan (Education for all) should be properly implemented not only for admission in the school but also support to the disabled students for continuation of education especially at secondary and higher secondary levels.
- State Government should ensure 3% reservations for people with disabilities in all Government jobs.
- There is an acute need to disseminate information about all Acts related to disabled people as well as all available facilities and schemes for disabled people.

Variables

- Parents do not have the similar attitude to the disabled son and daughter. Their attitude in this regard is characterized by gender bias. They look upon their disabled daughter as a 'burden' and 'unwanted' guest but in case of sons, they cherish a completely different outlook. Their attitude to the son is one of positivity while their attitude to the daughter is one of negativity and cynicism.
- Mothers do not nurture any sense of disenchantment and disillusionment with the disabled children while fathers are dissatisfied and disgusted with the problem of disability in their children. Mothers have to look after the children while fathers are escapists. They are extremely busy with their own business. Mothers make compromise, adjustment and readjustments in order to accommodate their disabled children in family and society.
- Mothers of children with mental retardation are frustrated and pessimistic because they think that children cannot learn, communicate, express and move freely and spontaneously. They are introvert and ego-centric. If this continues to occur, the entire thing will deteriorate. Mothers find it difficult to make the child follow the instructions given by special educators.
- Attitude of parents of children with hearing impairment is different from that fostered by the parents of children with mental retardation. It is notable to mention in this context that attitude of the first category (hearing impairment) is more optimistic and hopeful than the second category (mental retardation).
- Parents are mostly female. Among fourteen parents interviewed, there was only one male guardian who strikes a contrasting attitude of hope, optimism and positivism. He is the only father who has accompanied his son almost all the time inspite of his hectic schedule of a businessman.

- Parents having two children, one normal and the other abnormal, are more depressed and negative-minded than the parents having one child only. The obvious reason is that one child is a source of relief and pleasure while the other is a source of worries, anxiety and irritations.
- Parents whose children are severely or profoundly disabled consider the whole matter as being complicated and problematic. In this regard, parents interpret everything in a negative manner. But parents of children with mild disability look upon the entire thing with more positive outlook.

(I) Recommendations and Suggestions : On the basis of the major findings of the project, a number of recommendations can be put forward. These are as follows:

- Projects and researches regarding Parental attitudes to the child with disability should be encouraged because these will create awareness or consciousness among the parents about the different kinds of disability and their possible remedial steps.
- To rehabilitate a child with disability, whether visual, hearing, autistic, mental, in the family as well as in the mainstream of the society, parents need positive familial, social and psychological attitude. Change of attitude is essential for the child's rehabilitation.
- Bias or Prejudice against the girl child or daughter with disability should be relinquished as soon as possible. Because it is not only detrimental to the family but also to the society as a whole. In this today's world of democracy, equality and equalitarianism, girl children with disabilities should be provided equal opportunities, facilities and privileges. In an age when people are talking about the equal status of men and women, girl children with disabilities cannot be deprived or exploited. Gender-bias on the part of the parents should be discarded.
- Children with mild disability should be accommodated in the naimstream school system. Parents should encourage them to go to the normal schools and they should help them from all angles. Central Government and the state Governments should take the initiatives to introduce implement and popularize inclusive education for the disabled children.
- Attitudinal perspectives of people in society should be modified or transformed in order to accommodate the children with disabilities in the mainstream. People condemning or ridiculing the disabled children should be given exemplary punishment for their mentality.
- Institutes like NIHH, NIVA, NIMH, NIOH, should be established in a great quantity to meet the challenges and address the grievances of the disabled people.

5. Summing up : Parental attitude is instrumental in the process of restoration and rehabilitation of the disabled children . Parents should be more positive -minded, hopeful and optimistic regarding the prospect of their children. They should not look down upon the disabled children as 'unwanted' or 'burden' . They should avoid the blame game among themselves. They should realize that their disabled children are like the ordinary human being and they are capable of leading a normal peaceful life provided they get parental support, Cooperation, solidarity, sympathy, compassion and benevolence. Parents should not make any distinction between the boy-child and the girl-child. They should be more liberal, generous and magnanimous.

Parents should be more patient and tolerate while tackling the problems of their disabled children. Parents should acquire more knowledge and information about the problems and solutions of disabilities. They should also be familiarized with the behavioral characteristic different types of disabilities and thereby deal with the complication of their children. The attitude of the parents is very much significant not only from the research standpoint but also from the very practical and functional perspectives.

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A Survey on the Attitude of School Teachers towards the Changes in Secondary School Administration under West Bengal Board of Secondary Education

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Abstract

Educational administration is a part and parcel of the entire education system. It evolves and changes in accordance with evolution and change in the educational pattern and system. This study was undertaken to find out the attitude of school teachers towards the changes that have been introduced in the administration of secondary schools of West Bengal. The sample comprises 400 male and female teachers, selected from different urban and rural schools in West Bengal, under the West Bengal Board of Secondary Education. Data was collected through an Attitude scale.

Keywords : Administration, Secondary Education, Teachers' Attitude.

Introduction

Education develops according to the need of the society. Educational administration is a part and parcel of the entire education system. It evolves and changes in accordance with evolution and change in the educational pattern and system (Banerjee, 2010). Educational administration includes management of educational institutions with a view to foster teaching and learning. It is concerned with the dealing and coordinating of the activities of groups of people.

According to Bengal Education Act (1960), "Secondary education means education suitable to the requirements of all pupils who have completed primary education and includes general, technical, industrial, agricultural and commercial education." The secondary level of education includes children between the age group of 14-18 years, studying in classes IX - X leading to higher secondary classes of XI and XII.

In India as well as in West Bengal secondary education in its modern form has been developing since the last part of the 18th Century. The acceptance of Macaulay's Minutes (1835) by Lord William Bentinck, the then Viceroy of India, paved the way for the expansion of secondary education. In accordance with the directives of Wood's Despatch (1854), a Department of Education was established in each provincial administration. Financial and general control was placed with the Department, but academic control of secondary schools vested in the University. This dichotomy is generally known as "dualism" in the administration of secondary education. The report of Hunter Commission (1882) did not recommend any vital change in the pattern of administration. Lord Curzon adopted a policy to weed out the sub-standard schools by stricter rules of administration.

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and recognition. A strict control of the University upon secondary education was proposed. Sadlar commission (1917) recommended the establishment of a Board of Secondary and Intermediate Education in each province. This recommendation could not be implemented in Bengal. Administrative controversies were heightened during diarchy also. The University of Calcutta consistently resisted the attempts of the provincial government to officialise the proposed Board of Secondary education.

After independence, secondary education was transferred to the care of West Bengal Board of Secondary Education (WBBSE) established in 1951 under an Act of the State Legislature called the West Bengal Secondary Education Act of 1950. Presently the Board is handling around 10,238 number of schools. The Board constitutes 67 members with the President at the helm (Annual Report, 2007-2008, Department of school Education.) The board is basically vested with various powers like advising and laying down the general policies regarding secondary education before the Government, controlling and guiding the schools in different administrative matters etc.

Some changes in the administration of secondary education has been taking place in recent years. Like increase in the working hours from 5 hours to 5½ hours, number of periods from 7 to 8, decrease in the number of non-working days etc. There is also a proposal to reschedule the educational year from January to December from the year 2012.

Attitude is always a stand or position which an individual takes toward a person or an issue (Garrett, 1996). It is very important for any type of work. How a teacher performs his duty as a teacher depends to a great extent, on his attitudes, values and beliefs. Changes in different forms is very essential in our educational system to meet the challenges of the present day society. So the teachers attitude towards administration plays a very important role in the field of secondary education.

A few number of related research studies were available on the teacher attitude towards administration in the last decade. Caffrey, Mc. And Londeree D. (2000) conducted a study on "Teacher attitudes toward supervision and evaluation in the developmental research schools of the state of Florida." Results of their study indicated that there was no difference in teachers perceptions of formal evaluation as an accurate indicator of teaching effectiveness between teachers who had developed a personal professional development plan and those who had not. The results of the study of Findlay, H.E. (2005) showed that curriculum supervision and instruction depended on the 3 factors – trust in administration, collaboration and commitment to teaching.

Ahmed, A. and Sahak, R. (2009) observed in their study 'Teacher – student attachment and teachers attitudes towards work' that teacher-student attachment and teachers attitudes toward work appear critical in promoting and maintaining positive teacher behaviors. Communication connects students with teachers, improving the classroom atmosphere. Teachers who communicate effectively with their students can give them appropriate and helpful feedback. Teacher – student interaction is extremely important for a successful relationship through the entire school year.

Objective

To find out the attitude of school teachers towards changes in administration at secondary stage of education under the West Bengal Board of Secondary Education (WBBSE).

Methodology

Sample :

The sample consisted of 400 school teachers both male and female from urban and rural schools in West Bengal, under the WBBSE.

Tools :

- An information schedule developed by the researchers for background information.
 - Attitude towards administration of school teachers (ATAST) constructed by the researchers.
- ATAST consists of 18 statements to be answered in a 5 point Likert form of five options , namely "Strongly Agree", "Agree", "Undecided", "Disagree", "Strongly Disagree".

Analysis :

Qualitative analysis using percentages and narrative description was done.

Reliability and Validity of the Tools Used :

Content validity was done by expert rating of items by 3 Experts . Initially 22 items were taken. Those items which were rated as good and very good items were selected . The Interrater Agreement Model was used (Gregory ,2005) for final selection of 18 items. The range of coefficient of content validity was .67 to .94. The average of coefficient of content validity was 78 .

		Expert 2	Expert 3
Expert 1	Administration	.94	.72
Expert 2	Administration		.67

Reliability was measured by using the Cronbach's Alpha and was found to be .634 .

Findings and Discussion

● From the year 2009 , the working hour of the school teachers under WBBSE has been increased from 5 hours to 5½ hours. In this study we find that 25.75 % teachers support the present system of 5½ hours. 63% teachers favour the previous system of 5 hours. In the rural areas the teachers and students have to spend lots of time in travelling as the distance of the school from their dwellings is quite a bit. So increase in school hours would mean that they would either have to start off earlier or would reach later. The communication system is not well developed in these areas. Often they felt that this would be inconvenient specially for female students. So they were not in favour of increasing the time period.

● The increase in working hour should made by increasing the time span of the class. We find that 58.50% teachers are not in favour of this while 29.75% teachers think that this is the right way to adjust the increase in working hours. Only 11.75% teachers were undecided.

● From the year 2009, the number of period in a school under WBBSE has been increased from 7 to 8. In this study, we notice that 61.50% teachers are not in favour of increasing the number of periods. 28.25% teachers favour the present system and only 10.25% teachers are in two minds in this matter.

- Majority of the teachers (89.75%) do not support the idea that increase in school timing will lead to increase in work efficiency.
- Most of the teachers (87%) believe that the introduction of unit test is responsible for increase in their work load.
- 67.75% teachers support the appointment of 'Para-teachers' in schools.
- 51.75% teachers do not accept the fact that the system of appointing 'Para-teachers' is leading to a decrease in workload for full time teachers.
- 61% teachers believe that 'Para-teachers' are not responsible for lowering standard of teaching.
- 64.25% teachers believe that the appointment of 'Para-teachers' has had a positive effect in improving the teacher – student ratio.
- 64.25% teachers feel that the gradual increase in the number of students is the main hurdle towards good teaching.
- 74.50% teachers are strongly against the decision of decreasing the number of non-working days or holidays, which has been implemented since 2008.
- The teachers (87.50%) also feel that increasing the number of working days will not improve the standard of teaching.
- Infact 74.75% teachers think that one month of summer or puja vacation is helpful in re-energizing the teachers to work and thus help in improving the quality of work.
- 58.75% teachers did not like the idea of academic calendar being from the middle of the calendar year which existed all these years.
- It is proposed that the academic calendar will commence from January to December from the year 2012. In this study, majority of the teachers (71.25%) are strongly in favour of this. 11.75% teachers are not in favour of this while 17% are in two minds in this matter.
- Most of the teachers (82.25%) strongly support that a minimum of fifty percent attendance in the class for a student to appear at the secondary examination should be made compulsory.
- 56.25% teachers support the decision of giving extra 15 minutes time to the students for going through the question paper in secondary examination. However, 37.50% teachers do not support this idea. While the rest were undecided.

Conclusion

The implementation of any innovation or change in the education system depends to a great extent on the teacher. The awareness, involvement and commitment of the teachers are necessary for the implementation of the changes in administration at different stages of education. The result indicates that most of the teachers have a positive attitude toward the appointment of 'Para-teachers' in schools. Introduction of the new educational year i.e. January to December has been supported by the majority. The compulsion of maintaining a minimum of fifty percent

attendance in the class for a student to appear at the secondary examination has been supported by the teachers. But majority of the teachers are strongly against the decision of decreasing the number of non-working day or holidays.

Delimitation

The present study has been delimited to Bengali medium non – government schools of West Bengal.

Limitation

No study is flawless. This study has its limitations. The sample of this study was collected only from the non – government schools of WBBSE. It would be much better if the sample could be collected from Government schools and English medium schools of WBBSE.

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Construction of Linear Programmed Instruction : Material in Physics and its Measure of Effectiveness

** Dr. Asit Kumar Sen*

Abstract

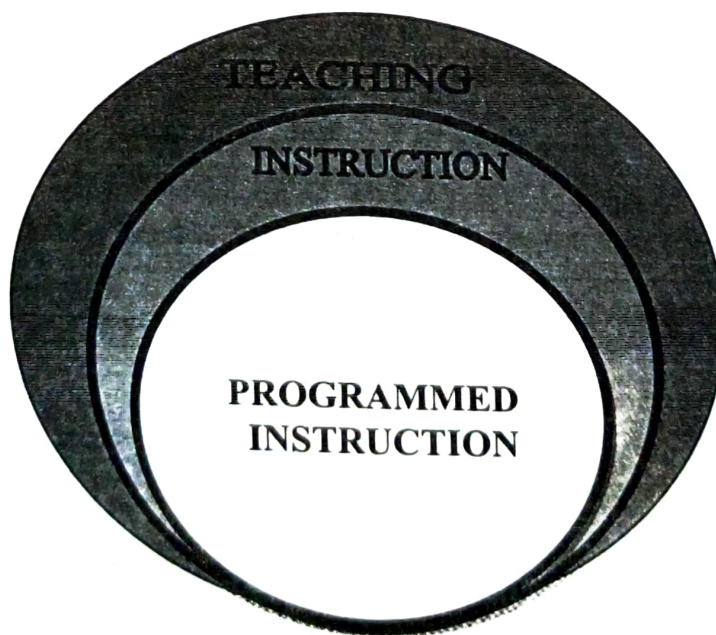
The Programmed Instruction is a new strategy of teaching and it is going to be the most useful method for the coming decades. Here construction of Linear Programmed Instruction (LPI) material, i.e. construction of frames on Physics (Heat Transmission) had been performed. Achievement based pre and post test (Post test was being exposed with LPI) were taken. The results were analyzed through Error-rate, Co-efficient of Correlation and t-value. The effectiveness of the LPI material has been estimated.

Keywords : Linear Programmed Instruction (LPI), Construction of Frames, Measures of Effectiveness of LPI.

Introduction

Programmed Instruction" has been defined as a method of given individualized instruction, in which the student is active and proceeds at his own pace and is provided with immediate knowledge of result.

The programmed Instruction is a new strategy of teaching. It is highly individualized instructional strategy for the modification of behaviour. It is a subset of both Teaching & Instruction.



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1.1 Types of Programmed Instruction

- a) Linear or Extrinsic Pr. Instruction.
- b) Branching or Intrinsic Pr. Instruction
- c) Mathematics Programming
- d) Computer Assisted Instruction (CAI)
- e) Linear Controlled Instruction.

1.2 Fundamental Principles of P. Instruction

- 1) Principle of small step.
- 2) Principle of activity responding by the students.
- 3) Principle of reinforcement or motivation.
- 4) Principle of self pacing.
- 5) Principle of student's evaluation.
- 6) Principle of small error-rate
- 7) Principle of statement of objective.
- 8) Principle of integration.
- 9) Principle of immediate knowledge of results.

1.3. The Linear Programmed Instruction (L.P.I.)

The linear programmed instruction grew out in operant conditioning of **B. F. Skinner**. The application of operant conditioning model of teaching is known as Linear Programming or Skinnerian Programming or Extrinsic Programming.

1.4 Chief Features of Linear Programming

- i) Every Learner follows the same path.
- ii) Each of the unit of the Programme is called Frame. Each frame constitutes a statement and a question and these frames are arranged sequentially.
- iii) Each frame is small and carries a single idea, example or rule.
- iv) Generally only one response is required.
- v) Prompts or Cues are given in the earlier frames to minimize probability of errors and generally withdrawn towards the end.
- vi) Every student work at his own speed and follow the frame in the same order.
- vii) Feedback or reinforcement is quick. Immediate knowledge of results acts as reinforcements and maintains motivation.
- viii) The programme controls the responses of the learner.
- ix) The learner learns (with critical observation and comprehension of the frame) by avoiding the error.

1.5. Merits of Linear Programming

- i) Immediate knowledge of results acts as a great motivator and releases anxiety and tension.
- ii) The smallness of frames being the sub-goals within the reach of the learner and thereby facilitates second reinforcement.
- iii) Repetition strengthens the responses and ensures learning.
- iv) Easy nature of the programme provides success-experiences of the learner.

Now using the Principles of L.P., the researcher wants to construct L.P. Instructional material on physics and to find effectiveness through Error- rate, Pre & Post test's performances of the achievement test.

2. Methods Followed

Step 1 :

Selection of students is done randomly from class VIII of a Secondary High School. The selected 12 students are exposed to achievements test (Pre-test) based on Lecture method. (Teacher made test) on the topic - Transmission of Heat.

Step 2:

Constructing the frames of Linear programming on the above topic, the Linear Programmes are being tried out on those students.

Step 3:

Making hypothesis that the Post-test followed by L.P. will be more effective (in scoring) than the Pre-test.

Step 4:

After trying out with L.P, the students are being exposed to achievement test (Post-test) on the same topic second time, and the results are analyzed, following the hypothesis, through the statistical techniques (i.e. Error- rate, t-test, co-efficient of correlation (r_{xy}) etc.

3.1 Construction of Frame (Linear Programming)

Topic/ Unit:- **Transmission of Heat(Class VIII)**

- Sub Unit 1: Meaning of Transmission of Heat, Conduction, Convection & Radiation (types of heat transmission).
- Sub unit 2: Definition and characteristics of conduction, experiment and explanation of conduction of heat with examples.
- Sub unit 3: Definitions, experiment & explanation of convection, examples; Sea breeze and Land breeze. etc.

Instructional Objectives

Knowledge :

- Students will be able to know the meaning of different processes involved due to transmission of heat.
- They will be able to recognize the principles, properties and factors of conduction and convection.
- They will be identifying the principles behind the formation of sea breeze and land breeze.

Understanding

- Students will be able to differentiate the convection as well as conduction.
- Able to explain the cause of natural occurrence due to conduction or convection.
- Why should ice cube be covered with wood-dust? – They will be able to explain.

Application

- The students will be able to explain or analyze the problem related to conduction or convection.
- To assess the factor of gravity as an influence of convection.
- They will be able to give example or apply these principles in different situations.

Psychomotor

- The students will be able to do experiments related to conduction & convection.
- They will be able to draw the pictures related to these principles (like sea breeze.)

3.2. Linear Programming Text

Direction :

1. Answer all the questions as per direction.
2. Don't strike or write anything on the questions.
3. Give the serial number of the question (if not understood) to the examiner for explanation.

FRAME 1:

The transmission of heat occurs due to propagation of heat from one place to another. A metallic stirrer kept in a cookery-pan seems to be heated. This is an example of heat transmission.

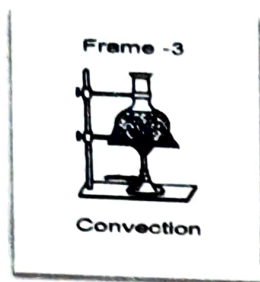
Thus the primary condition of heat transfer (or transmission) between the two body is; one will be _____, another is _____.

FRAME 2:

When one end of metal rod is heated, the other cold end seems to be hot gradually. This is called Conduction of heat.

- i) Thus conduction of heat is possible in a single metal due to difference in _____.
- ii) The other condition of transfer of heat is the necessity of _____.

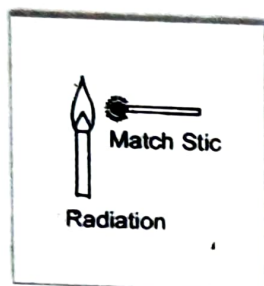
FRAME 3 :



In a flask (made of glass) containing water is kept on oven. After sometimes lowermost hot water became lighter and goes up and uppermost cold & heavy water comes down. This is called Convection.

In this case : – (i) Can it called a process of transmission of heat ? (ii) Here, the _____ particles of water gives heat to the _____ particles.

FRAME 4:



You will feel the heat if you stand nearby a furnace or a burner. The flow of heat by this process is called Radiation.

Thus a match- stick (viewing picture) receive heat for ignition by the _____ process of heat transfer.

FRAME 5:

we can explain the transfer of heat (including three processes) by one real-life example. A labourer wants to transfer some bricks from one to other end of a roof by these processes. (a) He may transfer the bricks one by one (hand to hand) by putting some other labourer in between (b) he may bring the bricks with walking up to the other end. (c) he may transfer the bricks by throwing them .

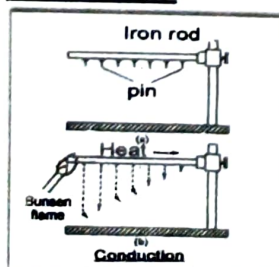
Thus the applicable area of heat transfer (following the example) successively are _____, _____ & _____.

FRAME 6:

(Definition) The process, in which the heat transmits from the hot part to colder part of a body without transferring the medium, is called Conduction of heat.

Thus, which medium is most suitable for conduction of heat. (i) Solid, (ii) Liquid, (iii) Gas.

FRAME 7:



Let one hand of a iron- rod (covered with wax) is kept near the Bunsen- Burner. After sometimes, it is found that some wax is falling from the other end of the rod.

(viewing picture) Thus,

i) What is the cause of melting ?

ii) The heat transfer is possible until the _____ will be equal.

FRAME 8: The vibration of the molecules of the solid medium increases in the part where heat is imparted and this vibration energy ultimately transfer to the other end as heat.

Thus, what type of initial energy related to the vibration of molecule?

FRAME 9:

The responsible factor for conduction of heat (as described in frame 7) is (i) heat (ii) temperature (iii) temperature difference.

FRAME 10:

If three different metal rods covered with wax (one end) is kept in contact with same water-bath, the length of the melted wax will be different.

Following this concepts; what will be the right answer from the following alternatives;

- a) Due to different absorptive power.
- b) Due to different conductive power.
- c) Due to different absorptive power but same conducting power.

FRAME 11 :

Following the experiment (**frame 7**) if we take bent rod instead of straight one, we shall observe the same effect of melting wax.

Thus, in conduction, heat propagates both in _____ & _____ path.

FRAME 12:

The matter in which the heat can flow easily is called **good conductor of heat**

(Ex. All metal) mercury (Liquid metal) and in reverse case, it is called insulator or **bad conductor** (ex. Wood, glass, water, air etc).

Thus, in general, the liquids as well as gases are _____, exception is _____

FRAME 13:



A net (made of copper metal) was kept above the flame of a Bunsen-burner. After sometimes, it will be seen that the flame is not coming out of the net. From this observation, what conclusion is drawn correctly ?

- i) The net repels the flame
- ii) Copper is a good conductor of heat
- iii) The absorptive power of copper is high.

FRAME 14:

Which is not an application of conduction out of the following examples?

- i) Ice is covered with wood-dust.
- ii) The birds try to expand their wing during winter.
- iii) It seems to be more hotness in presence of cloudy sky.

FRAME 15:

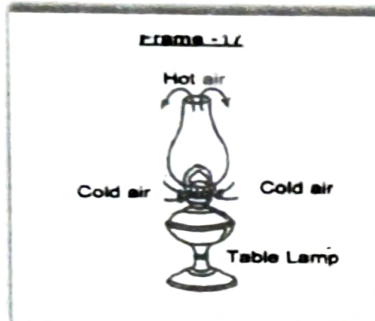
The process in which hot particles of a substance carry the heat from hot to cold region, is called Convection of heat transfer.

Thus following the **frame3**; convection is not possible in **i) Solid ii) Liquid iii) Gas** (Choose one)

FRAME 16:

Following **frame No. 3**, cold water comes down and hot water goes up. So, which important factor is related to convection in this context ?

FRAME 17:



The table lamp (Kerosene as fuel) used for illumination, is an example of convection of heat in air. Thus, in the following which alternative is more correct?

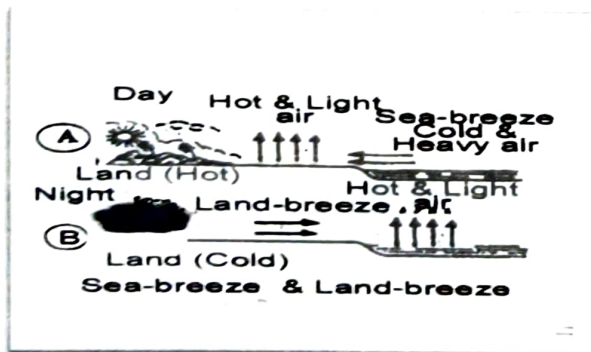
- i) The hot air comes out only
- ii) In one side cold air enters and in other side hot air goes out.
- iii) Only cold air comes in

FRAME 18:

The ventilator is maintained high above the floor of the room, keeping in view of the **convection current**.

Thus, in ventilator, air (after processing in the room) becomes _____ and _____ and goes upwardly.

FRAME 19:



The other example of convection is the **Sea breeze** (Breeze coming out from the sea) and **Land breeze**. Thus Sea breeze is created during _____ time and **Land breeze** during _____ time

FRAME 20:

Now you have come to know the heat transfer by all the processes. Write **1** for conduction, **2** for convection, **3** for Radiation.

- a) The velocity of the transmission of heat by this process is very slow
- b) Feeling warm besides the fire (side ways)
- c) David's Safety Lamp
- d) Heat can flow both in straight & curved path

3.2 Answer for the Frames

Frame 1	:	Hot, Cold
Frame 2	:	Temperature difference, Medium
Frame 3	:	Yes , Hot, Cold
Frame 4	:	Radiation
Frame 5	:	Conduction , Convection, Radiation
Frame 6	:	Solid
Frame 7	:	Heat, Temperature
Frame 8	:	Kinetic Energy
Frame 9	:	Temperature difference .
Frame 10	:	(b)
Frame 11	:	Straight & curved
Frame 12	:	Bad Conductor , Mercury
Frame 13	:	(ii)
Frame 14	:	(iii)
Frame 15	:	(i)
Frame 16	:	Gravity
Frame 17	:	(ii)
Frame 18	:	Hot, lighter
Frame 19	:	day, night
Frame 20	:	a) 1 b) 3 c) 1 d) 2, 1

3.3 Try out of Frame

The Programming frames are being tried –out for 12 (Twelve) students. On the basis of re-sponses and answer of criterion test is validated.

The important internal criteria for L. P.I. is Error rate.

$$\text{Error rate} = \frac{\text{Tot. No. of errors} \times 100}{\text{Tot. No. of frames} \times \text{No. of learners}}$$

$$\left(\begin{array}{lcl} \text{Tot errors} & = & 21 \\ \text{Tot frames} & = & 20 \\ \text{No of learners} & = & 12 \end{array} \right)$$

$$\text{Error rate} = \frac{21 \times 100}{20 \times 12} \cong 9\%$$

3.4: Measures of Effectiveness of the L. P. I.

12 Students of class VIII of R.K. MISSION BOYS HOME HIGH SCHOOL, RAHARA, have been selected for Pre- test (X) and Post- test (Y) with Achievement test, in between L.P.I will be exposed. Pre- test is exposed with Lecture method and post test was exposed with achievement test followed up with programmed Instruction

X = Pre-test score

σ_1 = S. D (Pre-test)

M_1 = Pre-test Mean

Y = Post – test score

σ_2 = S. D (Post-test)

M_2 = Post-test Mean,

σ_{M1} = Sample distribution mean (Pre- test)

σ_{M2} = Sample distribution mean (Post- test) ,

r_{xy} = Co - efficient of co - rrelation between Pre & Post Test

$$t = \frac{|M1 - M2|}{\sqrt{(\sigma_{M1})^2 + (\sigma_{M2})^2 - 2\sigma_{M1}\sigma_{M2}r_{xy}}}$$

TABLE – 3 .4 (a)

Score (X)	Score (Y)	Score(X)	Score (Y)
16	23	18	24
28	34	15	14
25	29	10	15
32	40	23	28
18	23	18	18
27	32	22	30

TABLE – 3 .4 (b)

SL. No.	X	Y	XY	X ²	Y ²	Df = N-1
1	16	23	368	256	529	
2	28	34	952	784	1156	
3	25	29	725	625	841	
4	32	40	1280	1024	1600	
5	18	23	414	324	529	11
6	27	32	864	729	1024	
7	18	24	432	324	576	
8	15	14	210	225	196	
9	10	15	150	100	225	
10	23	28	644	529	784	
11	18	18	324	324	324	
12	22	30	660	484	900	
N=12	$\Sigma X=252$	$\Sigma Y=310$	$\Sigma XY=7023$	$\Sigma X^2=5728$	$\Sigma Y^2=8684$	

$$M_1 = \frac{\Sigma X}{N} = \frac{252}{12} = 21$$

$$M_2 = \frac{\Sigma Y}{N} = \frac{310}{12} = 25.83$$

$$\begin{aligned}\sigma_1 &= \frac{1}{N} \sqrt{N \Sigma X^2 - (\Sigma X)^2} \\ &= \frac{1}{12} \sqrt{12 \times 5728 - (252)^2} \\ &= 6.03\end{aligned}$$

$$\begin{aligned}\sigma_2 &= \frac{1}{N} \sqrt{N \Sigma Y^2 - (\Sigma Y)^2} \\ &= \frac{1}{12} \sqrt{12 \times 8684 - (310)^2} \\ &= 7.51\end{aligned}$$

$$\sigma_{M1} = \frac{\sigma_1}{\sqrt{N}} = \frac{6.03}{\sqrt{12}} = 1.74$$

$$\sigma_{M2} = \frac{\sigma_2}{\sqrt{N}} = \frac{7.51}{\sqrt{12}} = 2.17$$

$$r_{xy} = \frac{N \Sigma XY - \Sigma X \Sigma Y}{\sqrt{\{N \Sigma X^2 - (\Sigma X)^2\} \{N \Sigma Y^2 - (\Sigma Y)^2\}}} = 0.94$$

$$t = \frac{|M_1 - M_2|}{\sqrt{(\sigma_{M1})^2 + (\sigma_{M2})^2 - 2\sigma_{M1}\sigma_{M2}r_{xy}}}$$

df = degrees of freedom = n-1 = 11

TABLE - 3.4 (C)

df	Pre- test		r_{xy}	Post-test		t value (observed)	t Critical (one tailed 1%)	t Critical (one tailed 5%)	Significant
	M_1	σ_1		M_2	σ_2				
11	21	6.03	0.94	25.83	7.51	6.04	2.72	1.82	Yes

Interpretation

Since observed value of t is 6.02, which is much larger than the critical value 2.72 (1% significant). It may be concluded that the gain from pretest to post test is significant and hypothesis that the test with Linear Programmed Instruction (L.P.I) increases the test Scores, is accepted. Thus, Linear Programmed Instruction Material almost effective because the test is within 1% significant level, high co-efficient of correlation (0.94) values and the rise or increased mean values.

3.5: Conclusion & Limitations

- 1) It is not a self sufficient teaching learning process.
- 2) It is very efficient for average student, not for the meritorious students.
- 3) It is useful for obtaining mastery learning (80%)
- 4) Programed frame must be tried out for large no of students for improving the sensitivity of the measurement.
- 5) It can be used only to achieve the lower cognitive objectives. Also Psychomotor or affective objectives can not be realized by this programming.
- 6) It can be used to teach the conceptual and explanatory content but factual content can not be taught.
- 7) It does not provide the freedom to the learner for emitting the responses. It generates controlled learning situation.
- 8) In the coming decades, learning through Distance Mode (Computer based) will be very much popular and useful. In that system Programmed Instruction Material (P.I.M.) is going to be the most effective for teaching learning process. However, teachers have to devote more time in preparing P.I.M. particularly for the intelligent and creative students, so that whole class will be benefitted by this Programme.

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Opinions & Comments

** Sudipta Ghosh*

Education& its malcontents

The present dispensation at the centre, caught in a time warp, has, presently, dished out a host of dubious education policies at the expense of tender minds, to, vainly, cleanse the Augean stables, accumulated over the years. Constipated with neglect and step-motherly attitude, education sector has been the worst hit. Being failed to achieve what should have been achieved in literacy campaign, the Govt. has come up with some quick-fix solutions to manipulate its achievements. It can be called an exercise in self-deception. The policies, borne out of sheer frustrations, are an attempt to woo the disenchanted and disillusioned masses, by offering them success on a platter. The policies are consciously-inflicted, verging on conspiracies.

A Trip to Cultural Gehena

The outrageous idea of doing away with the class X Board examination, or making it an optional is a part of the conspiracies, betraying the capitalist mindset of the corporate class which dictates terms in the formulation of education policy. The first casualty of this policy is the first-generation learners. The naïve parents will be deluded into believing that their children are getting good education, while, in reality, real education is eluding them. Given the recent trend in the Board exams, marks are awarded indiscriminately, giving rise to a false sense of feel-good among the parents who are made to believe that this is the best possible education system. Sometimes, results are manipulated to brag about how much progress we have made in the education sector. Even superficial, or lack of knowledge, wonder of all wonders, fetches good marks. But little do they know that their trumpeting success would sound hollow when it comes to seeking admission to premier colleges, or institutions, or finding jobs, with phenomenally good marks cocking a snook at them. At the end of the day, they feel cheated and deceived, generating strong resentments among them, and at the same time sending out a wrong signal that real education is the privilege of a few. Social disparity will widen, giving hard blows to the ambitious project of mass education. Slowly but surely we are heading towards a cultural gehena.

No-detention Policy

The no-detention policy till ClassVIII, a short-cut way to perceived success, is an attempt at pulling wool over the Govt's years of neglect towards education, and treating it the Cinderella way. Proceeding from the misconceived populism, it is a stratagem to cripple a generation of students who will not be able to understand even what is good for them, let alone the chicaneries of the sly politicians, leading to the proliferation of the sub-literate idiots and the under-achievers. They will not be in a position to rise in revolt against the political peccadilloes, paving the way for the

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politics of vested interest, with none breathing down their necks. The another reason behind this atrociously outrageous policy is to dupe a large section of naïve people into believing that everything is hunky dory with the educational scenario in the state. The ubiquitous middle-class, with their hurtling, straggling baggages of fear psychosis of being marginalized, will not, unlike the naïve parents of the first generation learners, take things lying down, and shift their focus to privately-run schools, leading to the mushrooming of privately-run schools where moolah rules the roost. This moolah-inspired bluff, verging on criminal profligacy, must be called.

Symptoms of the Time

The cycle of degeneration comes full with a double whammy of horrendously violent, insular, clique-infested politics, and inane crass consumerism making inroads into the education sector. The two-pronged attack makes it difficult both for the students and the teachers alike to uphold the time-tested student-teacher relation. In a changed milieu with political hanky panky terribly interfering, students have become dare-all, and do not care showing even an iota of regards towards their teachers. If one volunteers to discipline them, and inculcate them with good social and moral values through some doses of corporal punishments, as a last resort, of course, he is severely reprimanded by the administration, and sometimes roughed up by the over-indulgent parents of the pampered students with total connivance of the MC, or sometimes at the incitement of the MC. This is being done deliberately with an eye on the vote-bank. The decent pay packet for the teachers has become an eyesore for some people who love to see the teachers in penury. This devilishly queasy mindset is deftly manipulated by some wily politicians who love to dabble in muscle-flexing. The Govt's dubious education policies are to be blamed, to a large extent. In the age of crass consumerism a good and efficient teacher is of no value to the present crop of students who find it a push-over to score phenomenal marks at the exam, no matter how much knowledge they procure, unless he churns out tailor-made notes which can be easily crammed and reproduced in the answer scripts. The knowledge-hungry students are a casualty in this age of unabashed, inane consumerism.

Media's Role

The La Martiniere incident throws up a can of worms. The future of a country is bleak where the teachers, scared of the pampered students of over-indulgent parents whose money-pushed, and ignorance-pulled inflated egos prevent their wards from being inculcated with moral values, find it hard to teach, where mere slapping or mild rebuke is misconstrued as a human right violation, sensationalized by a section of media. Media's role in this regard is lop-sided, partisan. They, playing to the gallery, sensationalize a minor incident of student caning in a manner as to make the teachers whipping lads, and bite the dust, doing damage to the teacher-student time-tested relation. Forgetting the professional norms which the mainstream media organizations scrupulously adhere to, the present breed of greenhorn presenters and reporters, hardly worth of the powerful media which requires high degree of certitude and maturity at least some understanding of the subject under focus, indulge in yellow journalism to achieve instant vacuous success. Instead of looking at looking-within and self-correct, they are busy in finding fault with others. Acting like lynch-mobs,

they are hell-bent on damaging the reputation of the teachers in general. The more the teachers are made to look in disgraceful light the more they earn TRP which, in turn, makes way for more proceeds from ads. This is a moolah-inspired propaganda against the entire teaching community. Teachers are humans; they are not from other planets. As every human errs, so do the teachers. If a teacher errs, or falls victim to greed and adopts unfair means to rake in money, which are the symptoms of time, he or she must undergo counseling before being punished, or pilloried. Media has a tremendous role to play in this regard. Instead of sensationalizing the issue and calling for teachers' head it should take up the issue keeping in mind the social needs. Student- teacher relation is fast deteriorating, and the media cannot afford to abet the deterioration. Instead of pinning blame squarely on the teachers the media should introspect itself. It should undertake orientation programme both for the students spoilt at their mothers' apron, and the parents, powered by the inflated egos, indulging in acerbic remarks directed against the teachers. The errant teachers should not be taken for a ride at the drop of a hat before being exposed to rectification programme. The healthy student-teacher relation is a key to congenial educational ambience where students' all-round development is sure to happen. If a teacher's duty is to impart good social, and moral values, students' duty is to receive them in unquestioned loyalty to the teachers. If a student is made to believe that he is higher in social position, courtesy his over-indulgent parents, how can you expect a healthy student-teacher relationship in a milieu of crass consumerism? Those who are baying for teachers' blood at the drop of a hat had better keep in mind that education is not a commodity to be sold to the highest bidder. The onus is as much on the teachers as on the parents.

The Way out

To exorcise the ghost of non-functioning let us try out something innovative, instead of clinging on to stereotypes.

Given the recent precarious trend of teachers being roughed up, or the road blockade over the demand of mass copying, an offshoot of political promiscuity, it is imperative to overhaul the existing exam system and introduce a new one which allows examinees to consult books, and other related magazines and journals to write their answers in the exam hall, provided, of course, that the question papers are set in a manner that one requires comprehensive understanding of the subject, and thorough knowledge and ability to use it in the practical day-to-day situation. It will discourage the age-old habit of rote learning, and total dependence on the private tutors, and at the same time it will encourage reading habit, one that has become a thing of the past, thanks to the money-spinning coaching centres mushrooming almost every day. As for the teachers, it is imperative, given the slump in their moral values, to introduce a carrot and stick policy – gradation in terms of the quality of teaching. An A-graded teacher should be rewarded with an additional increment, while a D-graded, and an incorrigibly errant teacher should be dealt with severely. But the real crux of the problem lies in the fact that the Govt has an old habit of dithering over the execution of policies. And, they say, old habits die hard. But this stumbling block can be converted into a stepping stone if the Govt joins hands with the NGOs, for neither the GOs nor the NGOs can plough the furrow alone.

Book Review

*** Suvashree Roy Chowdhury**

Writing a Successful Thesis or Dissertation : Tips and Strategies for Students in the Social and Behavioral Sciences, By Fred C Lunenburg ~Beverly J Irby, Corwin Press, A Sage Company, Thousand Oaks, CA 91320, Price : \$ 40.00

There are various professors who give advices to doctoral students in writing their research reports in dissertation styles. None comes close to comparing to this work done by Lunenburg and Irby, who have developed their book with a plethora of examples of every sort in order to demonstrate to the student many ways of dealing with a host of issues that are encountered in writing a dissertation. The authors take a methodical approach in all the processes and start from the beginning of the journey. For that reason this volume could be helpful to the new doctoral or masters student who is just starting to take courses but knows that they need to begin organizing their activities to ultimately lead to a successful research project. This journey usually is enhanced by understanding where studies are headed early in the process.

The book is divided into four major parts, namely :

GETTING STARTED is the first part of the book that deals selection: both of a topic for one's research and for an advisor who will oversee and assist the novice researcher in developing their work. Numerous points are made that most graduate students have not considered until they are well along into their studies, so by reviewing these early chapters near the start of studies, greater appreciation can be developed for the research effort that will be made.

In the second part WHAT YOU NEED TO KNOW the authors discuss the importance of understanding and selecting design methodology suitable for the study that the researcher has selected. This becomes most important in the reviewers' eyes as it is important to consider a wide variety of possible techniques, rather than to adopt a design that the student has been interested or most focused on through their current knowledge base. So the focus becomes on selection of techniques, including quantitative, statistical, and qualitative designs. Each of these chapters helps the student better understand what should be considered in making choices in this important process. What is really helpful is the variety of examples that are supplied to the reader in better understanding the methods available and the usefulness of these designs in making appropriate selections for the proposed study. The examples, succinct and yet detailed, are also excellent examples of how a student can develop an abstract in their own work. As the graduate student is completing courses in research design and methodology, reading this section of the work would be appropriate to better appreciate the nuances of the methodologies available to the researcher. Then when the details of

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the methodology become firm in the visioning of the research project, the novice researcher should re-read these chapters again as they are working on developing their proposal.

The third part THE DISSERTATION CHAPTERS gives rich explanations and details for developing the chapters and topics that are necessary in both the proposal and the final report of the research dissertation. Although these sections are very common in any treatment or discussion of doing research, Lunenburg and Irby provide not only the traditional listing of topics but also help the readers (Doctoral and Masters Students) to have a deep insight into the purpose of their research problems, its purpose and significance.

The authors have very well given detailed discussions of issues that are most difficult for novice researchers to deal with such as theoretical frameworks, reconciling conflicting theories, multiple sources of data, and researcher discussion of the findings. In each of these, and a plethora of other topics, examples of how to handle varied situations and illustrations of complete reporting help the new researcher to understand what is needed to present a complete picture of the various parts needed in the report. In these chapters, the researcher will find points that have not been considered before, thus being able to avoid difficulties that are likely to surface.

Concluding chapters, the last and fourth part THE DEFENCE AND THE AFTERWARD help the student researcher move to the more stressful experience of defending the research orally to the committee and how to get the most from the final product in presenting at professional meetings, job interviews, and publishing the results in academic journals, books, popular press, and the Internet. Advantages and issues encountered are discussed in these to help the new graduate make these most productive for their selected career and purpose. These chapters offer solid advice to the new doctoral or masters graduate in getting their work out to be considered by others.

Appendices given at the end of the chapters are quite useful in the work of all researchers but especially those who are working on or completing their degree's culminating project. Outlines are provided to assist one to ensure that all chapters have the needed contents and that no critical aspects are missing even to the point where various research designs have all the specific information to make that design's details complete, i.e., analysis of variance and regression, multivariate analysis of variance, correlation etc. Sample letters of contact for collecting data from subjects are included in the appendices. Proposal checklists are detailed and there is also an agreement document between

The readers of this book personally will find the planning of the writing process to be very helpful. The book itself acts as a guide to the students. This particular work of the author gives an out and out exposition of knowledge regarding the pros and cons of writing a research paper, journal or dissertation. The holistic approach of this book is a complete work in itself. The aspiring researchers will be immensely benefited by this work of Fred C. Lunenburg and Beverly J. Irby.

ANWESA

A Journal of Education

VOLUME – 6, April 2011

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