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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.

2nd June, 2012

Swami Kedaratmananda

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From the Editor's Desk

We are happy to bring out the seventh volume of *Anwesa : A Journal of Education* in 2012. The present volume contains nine articles on different topics and one observation on the present literacy programme under the heading "Opinions & Comments". Some of these articles are research papers of high quality while others are expository in nature. Among the research papers based on survey, two papers deal with environmental issues, one by Dr. Madhumala Sengupta, Dr. Debasri Banerji & Sri Pintu Kumar Maji, and the other by Dr. Tuhin Kumar Samanta and Sri Siddharta Sankar Mishra. Dr. Sengupta and her associates have studied "Ecological Values amongst College Students with visual impairment". This study is based on Wiseman and Bogner's two-dimensional ecological model of values namely, preservation and utilization. Dr. Samanta and Sri Mishra, on the other hand, have explored the awareness of environmental education among different levels of teachers in the district of West Midnapore. Their finding is : teachers of different categories are facing problems due to environmental pollution and they feel for the need of protection of the environment from different corners of administration and civil society.

There are quite a number of articles that deal with different problems of students ranging from the primary to the higher education level. Dr. N.B. Biswas and Nandeswari Boro have jointly investigated the problem involved in implementing the curriculum for primary education in the district of Kokrajhar in Assam. They have suggested some measures to to implement the primary curriculum in the said district. Sri Satyabrata Dinda has discussed the conceptual changes that are taking place in higher education over a few years or decades in India. In doing so he has quite rightly made a comparative study between the traditional and the new concept of higher education and discussed the issue in the context of LPG, i.e. Liberalisation, Privatisation and Globalisation. The present issue contains one article on human rights. In this paper Dr. Bhagirathi Biswas has traced the history of the concept of 'human rights' as practised in ancient India. His sources of study are old scriptures and smrities. After a thorough study of the 'dharma' he has shown the relevance of this concept even in today's India.

Dr. Sudeshna Lahiri and her Ph.D. scholar Ms. Suvashree Roy Chowdhury have examined the role of technology in enhancing the quality of classroom teaching. They are of the opinion that our classrooms need a change and that change can be brought about by the use of technology, especially the Information Communication Technology, better known as ICT.

This volume also contains one article on the problem of college teachers. It highlights the issue of job satisfaction of the college teachers with reference to sex and marital status. This study is based on a field survey made in North 24 Parganas, West Bengal. Another article by Mrs. Priyanka Dutta on "Emotional Intelligence and Mental Health of Adolescents" will be liked by readers. Here she has given us a clear and general idea of the new concept of 'emotional intelligence' and how does it affect the adolescents.

Lastly, there are two articles which are related to education in general. Out of these

two, one article deals with 'value education'. Dr. Subimal Kumar Chatterjee notices erosion of values, specially moral values in the age of consumerism and globalisation. In his article Dr. Chatterjee has referred to the relevant issues towards inculcation and promotion of values which can be achieved by joint efforts of both Government and Non-Government Organisations. Sri Sudipta Ghosh has made a general survey of the literacy campaign and raised several questions regarding the policy of literacy campaign undertaken by the government.

I hope that all the articles included in this volume of Anwesa will be helpful to all the professors, teachers, teacher-trainers, researchers and university scholars. So I must thank them all who have contributed generously their well thought-out articles for our journal. Here I would like to 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 of Anwesa.

Rahara
June 12, 2012

Malayendu Dinda

Anwesa

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Ecological Values amongst College Students with Visual Impairment

*Madhumala Sengupta **

*Debasri Banerjee **

*Pintu Kumar Maji **

Abstract

The value system of an individual has strong impact on his behaviour. In the context of environmentalism, the eco-centric and anthropocentric values have been studied extensively. The influence of self-enhancement values and self-transcending values on environment related behaviour has also been investigated. Recently Wiseman and Bogner (2003) proposed two-dimensional ecological model of values namely preservation and utilization. According to them "Ecological values are determined by one's position on two orthogonal dimensions, a bio-centric dimension that reflects conservation and protection of environment (preservation) and an anthropocentric dimension that reflects utilization of natural resources (utilization)". This study is a descriptive research intending to find out the existing pattern of value system by using the Model of Ecological Value proposed by the above-mentioned authors. The result indicated that although the respondents reported high preservation value yet their scores on utilization are not necessarily high. It also revealed a negative correlation between preservation and utilization scores.

Keywords : Ecological Value, Preservation, Utilisation and Students with Visual Impairment.

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Introduction :

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 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 set of attitudes, few in number and stable in nature (Rokeach, 1973).

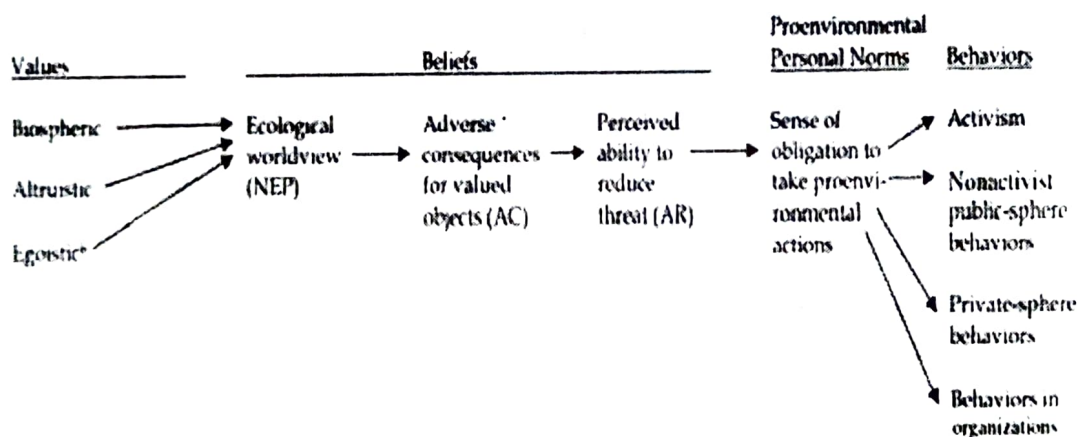
Schwartz (1992), a renowned exponent on human value system, arrayed the values in two dimensions. The first dimension is individual values, which may be distinguished between self-enhancement and self-transcendence. Self-enhancement implies self interest whereas self-transcendence is concern for others. The second dimension of values varies from openness to change with conservation or preserving the status quo. Both the value dimensions have been studied in reference to environmental behaviour. Within these two dimensions of values ten types of motivation have been identified. These are universalism, benevolence, conformity, tradition, security, power, achievement, hedonism, stimulation and self-direction.

Thomas and Burton (1994) mentioned about ecocentric values and anthropocentric values in the context of environmentalism. A parallel can be drawn between ecocentric and self-transcendent values, as both are altruistic in nature and opposed to self-enhancement. Self-enhancement value is not exactly similar to anthropocentric because anthropocentric values also show concern for environment but for different reason. Like anthropocentrism, ecocentrism seeks to protect environment but anthropocentric approach to nature is about preserving the nature for the welfare of humanism and not for its intrinsic value.

The value orientations are used to study and explain the environmental beliefs and behaviours. The three-value orientation in this respect may be mentioned, which are egoistic,

altruistic and biospheric (Groot and Steg, 2008). Values play important role in directing one's behaviour but the judgment of an individual varies with situations, though judgment is likely to be moderated by pre existing value endorsement level (Howes and Gifford, 2009).

The following diagram shows how precipitation of behaviour is preceded by several factors. The values and beliefs like ecological worldview 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

From the environmental education perspective the various commissions, committee and conference (Stockholm, Belgrade, Tbilisi, and Erath Summit etc) proposed that for the protection of environment every citizen must be involved. On the other hand from the perspective of the Special Education Various International and national bodies like Dakar Framework of action, Salamanca conference (Spain), Biwako conference-2000; Action Plan for Inclusive Education of Children and Youth with Disabilities-2005 (India), National policy on Disability-2006, etc. required that the people with disability must fully participate in the nation building process equally along with normally abled person which again is the lofty ideal of our constitution also (51-A, 29-2).

It is expected that challenged children especially sensory deprived students are often sensitive and appropriate ecological value and environment related behaviour are often based on environmental sensitivity. Visually impaired persons actually do not see the environment

being degraded mercilessly but despite that how they perceive the damage and how they react to it is the objective of the study. This is why the present study has been chosen and hopefully important facts in this regard will emerge out of it.

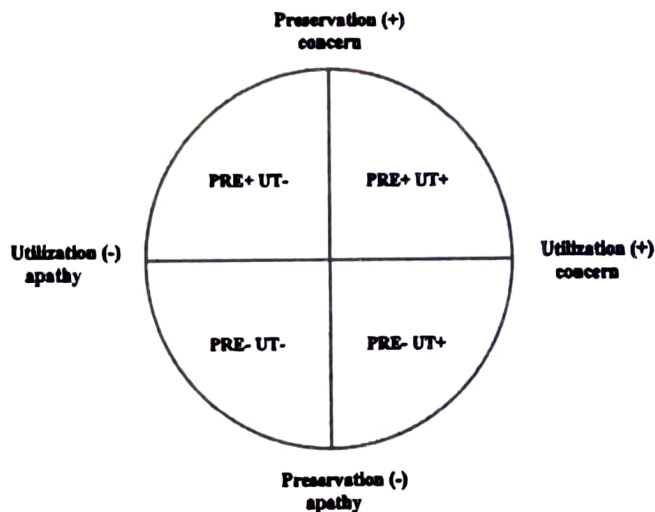
The development of pro-environmental behaviour or environmental activism is strongly related to philosophical factors and essential psychological factors rather than mere accumulation of knowledge. This has been proved time and again by previous researches. But researches in this respect on students with visual impairment are far from adequate indicating a research gap necessitating further research on this aspect as no empirical work was found relating value, behaviour and locus of control. However, a few empirical researches conducted by the authors showed activity method of teaching environmental education improved the pro environmental behaviour of students with visual impairment (Maji, P.K., Sengupta, M., and Banerjee, D., 2009). Regarding environmental awareness and behaviour, gender difference was observed among the school students with visual impairment (Maji, Sengupta, and Banerjee, 2008, 2010). Another empirical study revealed that academic achievement impacted on ecological value of the students with visual impairment (Maji and Mukherjee, 2011). So it is expected that this study will not only clarify the relation among relevant variables but also develop new perspective on visual deprivation and environmentalism.

Development of Ecological Values Scale :

The study of ecological value scale began with the concept of environmental worldview. In this respect Bogner and 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 and 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 biocentric (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 and Wiseman (1999) postulated that biocentrism or preservation and anthropocentrism 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 and Bogner 2003).

Wiseman and Bogner (2003) proposed their two-dimensional Model of Ecological Values (MEV) with different view comprising two orthogonal dimensions that are preservation and utilization. They describe their model as follows; "Ecological values are determined by one's position on two orthogonal dimensions, a bio-centric dimension that reflects conservation and protection of environment (preservation) and an anthropocentric dimension that reflects utilization of natural resources (utilization)".

The two dimensions of ecological value can be depicted in the following diagram with four quadrants.



Source: Model of Ecological Value from Wiseman and Bogner (2003)

Depending on the perception of the individual, he or she may be placed in any one quadrant of the circle rather than on either end of the continuum. PRE+ and UT- scores indicate that the person has strong view regarding the protection of the environment. But his concern for utilizing the natural resources is not so pronounced rather he is apathetic in this regard. The people in this category should be considered as environmentalists but resource utilization is not in their agenda. This kind of approach should be aligned with the technocentrism. According to Pepper (1996) technocentrism recognizes environmental problems but also believes that our society will solve these problems and achieve unlimited growth (interventionist 'cornucopian' view). The people with this view have faith in the application of science, market forces and managerial ingenuity in the environmental management (O' Riordan, 1988). It is often referred to as accommodating technocentrism, which supports sustainable growth guided by management rules.

PRE- and UT+ scores may be akin to anthropocentric in nature as people belonging to this quadrant are not worried about preservation of natural resources rather believe that

resources are meant for human consumption irrespective of ecological harm it may cause. People with scores PRE+ and UT+ realize the importance preserving the nature like any other hard core environmentalists and at the same time want to curb resource uses as much as possible indicating their high concern for limited and fast dwindling resources. This view is similar to the econentric point of view as defined by New Ecological Paradigm (Dunlap 2000).

PRE- and UT- quadrant is a view, which neither endorses preservation of nature nor interested in reducing resource utilization. People belonging in this category are somewhat disinterested in environmental issues and have no strong opinion in this respect. They are apathetic as far as environment is concerned.

The model of ecological value scale is so different from New Ecological Paradigm scale in the sense that in NEP both PRE+UT- and PRE-UT+ scorers are placed at the centre of the continuum implying little difference between the two groups while the perceptions or value orientation of these two groups are quite different and should not be equated. . Thus model of ecological value scale is a better instrument in identifying the respondents having different approaches to environment. This is why the study was undertaken to analyse deeply what is the worldview of the students. The students with visual impairment were selected as the sample for this particular work with the objective of understanding their ways of perceiving the natural world and its problems.

METHOD

Participants

In the present study purposive sampling was done. The present sample comprised 55 students-girls and boys, the participants are the undergraduate college students (N= 55). Among them 29 students are fully blind and 26 are partially sighted. The average age of the students was 21 years. The intelligence or socio economic background may have moderated the findings of the study but were not controlled.

MATERIALS

Ecological Value scale

The ecological value scale constructed by Wiseman and Bogner (1999) was translated into Bengali and two items were modified in such a way so as to suit the purpose of the present research. For example one item in original scale was like this "I would like to sit by

a pond and watch dragon flies.” It was reframed as “I enjoy the chirping of the cricket during quiet night”. The internal consistency of the scale was found to be .65. There are 20 items. The reliability of the test was determined by Cronbach alpha (0.62). Item-test correlations were also calculated and the values varied from 0.2-0.8. No negative correlation was found.

Procedure

As the questionnaires were not in Braille form, the researchers carried out a structured interview and read out the items to the students and tape-recorded their responses. The questions are to be answered verbally as the students with visual impairment. Approximately, on an average, 45 minutes were required to interview each student with impairment. For this reason students with impairment met the researchers after the college hours and sometimes at their home. The whole procedure of data collection was completed within two months. The researchers tried to maintain the objectivity as far as possible.

Analysis of the Result

Table No. 1 Showing the means and standard deviations of the utilization, preservation and ecological value scores

	N		Utilization	Preservation	Ecological value
Boys	29	Mean	29.03	36.44	65.48
		SD	6.71	5.5	6.93
Girls	26	Mean	28.54	36.96	65.5
		SD	7.43	3.92	6.71
Total	55	Mean	28.8	36.69	65.49
		SD	6.99	4.78	6.77
Fully blind	29	Mean	29.69	35.62	65.31
		SD	4.32	4.62	6.66
Low vision	26	Mean	27.81	37.88	65.69
		SD	9.19	4.77	6.99
Total	55	Mean	28.8	36.69	65.49
		SD	6.99	4.78	6.77

The above table depicts the means and standard deviations of the four categories of sample group namely boys, girls, students with full visual impairment, students with partial visual impairment. Apparently not many differences in means among the different categories are observed.

Table No. 2 Showing the mean differences between the scores of the boys and girls.

t-test for Equality of Means (gender)				
	t	df	Sig. (2-tailed)	Mean Difference
Utilization	-0.996	53	0.324	-1.882
Preservation	1.788	53	0.08	2.264
Ecological value	0.207	53	0.837	0.382

From the above table it is evident that there is no significant difference between the boys and girls in respect of preservation, utilization and total ecological value scores, as t test results are found to not significant.

Table No. 3 Showing the mean differences between the scores of the students with low vision and fully blind.

t-test for Equality of Means (extent of blindness)				
	t	df	Sig. (2-tailed)	Mean Difference
Utilization	0.26	53	0.796	0.496
Preservation	-0.394	53	0.695	-0.513
Ecological value	-0.009	53	0.993	-0.017

From the above table also shows no significant differences in utilization, preservation and ecological value scores among the students with full blindness and students with partial blindness.

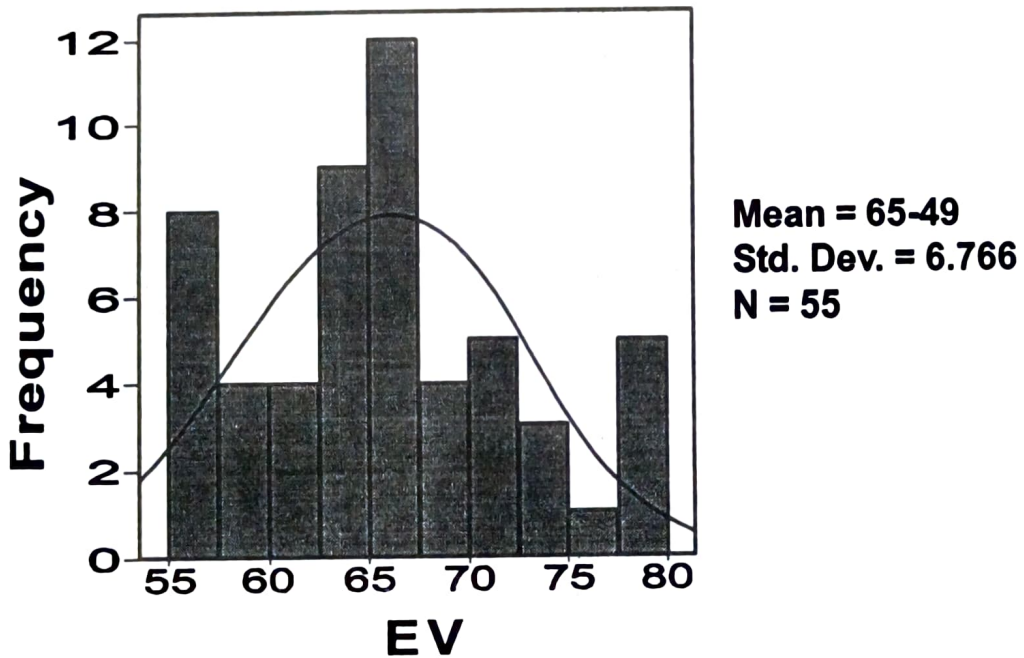
Table No. 4 showing the correlation between preservation and utilization scores.

		Preservation	Utilization
Preservation	Pearson Correlation	1	-.389**
	Sig. (2-tailed)		0.003
	N	55	55
Utilization	Pearson Correlation	-.389**	1
	Sig. (2-tailed)	0.003	
	N	55	55

** . Correlation is significant at the 0.01 level (2-tailed).

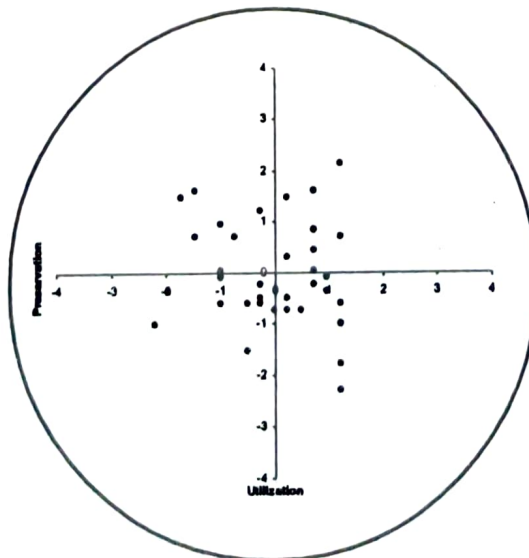
It is evident that the significant negative relation exists between preservation and utilization scores. This result vindicates one of the anomalies of environmentalism. People are concerned about environment. They are willing to preserve the natural resources but when it comes to resource utilization, they do not live up to their professed willingness to reduce the uses of natural resources for whatever reason.

**Fig.-1 Showing the frequency graph of ecological value scores with normalisation
Histogram**



The above graph also shows that scores are piled on the lower side of the distribution indicating most of the students reportedly have low ecological value.

Fig 2. Showing the distribution of ecological value scores in four quadrants.



The points on the quadrants show that preservation and utilization scores are scattered over the four quadrants without concentrating on any particular quadrant. The ideal situation would have been high preservation and high utilization scores (PRE+, UT+) i.e. the upper right quadrant. But apparently more number of scores is found on the two lower quadrants. This indicates concern for the preservation for the environment to some extent but no concomitant decrease in utilization of resources. The frequency distribution in fig 1 also shows the same result.

Discussion and conclusion :

The model of ecological value proposed by Bogner and Wiseman has been used extensively to assess the ecological perception of the students. It is a powerful tool, which the researchers applied to study the ecological behaviour of the children as well as adolescents. However, the scale was mostly effective to study the outcome of learning programmes like Sunship Earth. Experimental and control groups were used to find out how or whether earth education had any effect on preservation and utilization scores. However, the objective what to describe the distribution of scores of two dimensions of ecological model. Besides, a sample group (students with visual impairment) was used in this study, which was not done in previous works. This study did not find any difference in value scores between boys and girls. The result is consistent with other studies (Johnson and Manoli 2008).

Educational implication of the study :

This study should be considered as a unique area of study as it endeavours to understand the environmental perceptions of the visually impaired students. It also implies that disadvantaged sections of the society are part of the mainstream society and they too should learn to behave responsibly towards environment and gradually improve the quality of life, which is the objective of environmental education.

This study will throw light on important issue of interrelation between environmentalism and people's value systems. The research documented the views of the visually challenged students and supported the rationale of introducing environmental education even at the tertiary level of education.

Limitation of the study

The sampling should have been more rigorous and also should have been larger in size. The visually impaired students were individually interviewed and the researchers noted their responses down. The Braille version of the questionnaire would have been more accurate method of data collection without the face to face interaction of the interviewer. Inclusion of all the stages of education would have given a holistic view of the situation.

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A Study on Environmental Education Awareness among Different Levels of Teachers in Paschim Medinipur District, West Bengal

*Siddhartha Sankar Mishra **

*Tuhin Kumar Samanta **

Abstract

Environmental education is the process, which covers the objectives to develop knowledge, awareness, attitude, values, skills, participation and commitment among the individuals and social groups about the total environment, environmental problems and their adequate solutions. The important pre-requisites for the successful introduction of environmental education in schools include : the existence of clear and well communicated policies; curricula revision; proper preparation of teachers through training; the availability of relevant materials in local languages; networks for exchange of expertise between teachers etc. The population for the sample was primary, secondary and college teachers of Paschim Medinipur in West Bengal. The present study revealed significant result with respect to the Environmental education awareness of different levels of teacher. The trend of the result leads to conclude that the teachers of different categories are facing problems due to environmental pollution and they feel for the protection of the environment.

Key Words : Attitude, Environmental education, Pollution, Protection, Values.

Introduction :

Environmental education means that learners achieve goals for dealing especially with environmental aspects. Such goals can be seen in three categories namely cognitive, affective and psychometric. Environmental education is the process, which covers the objectives to develop knowledge, awareness, attitude, values, skills, participation and commitment among the individuals and social groups about the total environment, environmental problems and their adequate solutions. India became the first country in the world to change its constitution

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to protect environment. The sixth Five Year Plan (1980-1985) devoted a full chapter on environment and development emphasizing sound environmental and ecological principles. The National Policy on Education (1986) aims at creating 'consciousness of environment'. "National Curriculum of Primary and Secondary Education : A Framework, 1986" : developed the concept of environmental studies. On 22nd November, 1991 the Hon'ble Supreme Court of India has given direction to the Union and State Governments to make environment education a compulsory subject at school and college levels.

The teacher is the principal means for implementing the programmes of environmental education. According to Dubey and Dubey (2003) and Bhattacharya (2003), environmental education should have an important place in pre-service teacher training school and the teacher educational institutions have to share this responsibility. Teachers face today, more than before, a compelling responsibility to serve society by fostering the transformation which would put people on the path to sustainable development.

The important pre-requisites for the successful introduction of environmental education in schools include: the existence of clear and well communicated policies; curricular revision; proper preparation of teachers through training; the availability of relevant materials in local languages; networks for exchange of expertise between teachers etc.

Review of Related Literature :

Environmental Education in Abroad :

Hicks, B.V. (1986) analysed environmental perception and behavior to identify planning and design considerations, survey information was organized into the following nine categories of variables: demographic, economic, agricultural, economic, agricultural knowledge and behavior, environmental perception, social and psycho-cultural. Environmental education can mean concepts in ecology, outdoor education, environmental science or instruction about issues (Ramsey, Hungerford & Volk, 1992). A primary goal of environmental education, though, is the development of responsible environmental behavior in citizens, both as individuals and societal groups (Ramsey & Hungerford, 1989).

Environmental Education in India :

Gupta, V.P. and others (1981) made a study on environmental awareness among children of rural and urban schools and non-formal education centres. Manuel (1982) analysed some worthwhile environmental education models in India and abroad and other relevant materials from the point of view of developing a functional theory of environment education. The study related to Environmental Education awareness among elementary school teachers have been done by Dhillon and Sandhu, (2005). Related study has been done by Verma

(2006) on pre-service and in-service teachers and teacher educators. As per directives of the Hon'ble Supreme Court, the NCERT has developed a model syllabus on education for all stages of school education and the same has been published under the title 'Environmental Education in School, June 2004'. School system provides the largest organized base for environmental education and action with children in this plastic age, school offers an effective instruments for imbedding in them the desirable environmental ethic. Teacher is one of the important factors, which is bound to effect this program. This can provide a vital link in the delivery of environmental knowledge, its associate problems and their solutions.

Need of the Study :

In recent years environmental issues have become an almost obligatory agenda of vibrant socio-political debate amongst the nations of the world, conflicts of interest with regard to development, biodiversity, pollution, climate change, causes of global warming, health and hygiene, deforestation etc. are going on directly or indirectly. In case of failure of any three (3) there will not remain any choice regarding lifestyle and behaviour of the individual in order to maintain a socially useful productive and supportive environment good for all. This study aims at bringing out these awareness among the primary, secondary and college teachers.

Objectives of the Study:

The following objective are laid down for the present study.

1. To compare the differences in awareness in environmental education among primary teachers and the secondary teachers.
2. To find out the differences in awareness in environmental education among primary teachers and the college teachers.
3. To asses the differences in awareness in environmental education among secondary teachers and the college teachers.
4. To asses the differences in awareness in environmental education among male primary teachers and the female primary teachers.
5. To estimate the differences in awareness in environmental education among male secondary teachers and the female secondary teachers.
6. To identify the differences in awareness in environmental education among male college teachers and the female college teachers.

Hypotheses of the Study :

- OH₁ There exists a significant differences in awareness between the primary teachers and the secondary teachers towards environmental education.
- OH₂ There exists a significant differences in awareness among the primary teachers and the college teachers towards environmental education.
- OH₃ There exists a significant differences in awareness among the secondary teachers and the college teachers towards environmental education.
- OH₄ There exists a significant differences in awareness among male and female primary teachers towards environmental education.
- OH₅ There exists a significant differences in awareness between the male and female secondary teachers towards environmental education.
- OH₆ There exists a significant differences in awareness between the male and female college teachers towards environmental education.

Methodology :

Sampling : The population for the sample was primary, secondary and college teachers of Paschim Medinipur District in West Bengal. A total sample of 150 teacher was selected using purposive random sampling technique. The detailed break up of the sample is given in table 1.

Table 1 : Detail break up of the sample

Level	Sex	Total
Primary teacher	Male	25
	Female	25
Secondary teacher	Male	25
	Female	25
College teacher	Male	25
	Female	25
Total		150

Tools: Teacher made questionnaire is applied. Among the different techniques available, 3-point i.e. Strongly agree (SA), Partially agree (PA) and Disagree (D) Likert type of ratings is adopted. The questionnaire consists of a series of statement, all of which are related to the following dimensions: Environmental Education, Pollution, Deforestation, Population explosion etc. There are four dimensions on which 50 statements fall, these are: knowledge, awareness, attitude and participation.

Findings and Discussion :

After collecting data, the investigator had to analyse the data.

Analysis of data pertaining to Hypothesis No. 1:

Hypothesis no. 1: Awareness of Primary teachers and the Secondary teacher towards their environmental education differ significantly.

The mean score of Primary teachers is 95.08 with SD 5.77 whereas the Secondary teachers is 98.36 with SD 3.56 the computed 't' value is 3.42. From the table it is verified that the value 3.42 is significant at .05 and .01 levels (Table: 2). From this statistical analysis, we can state that the awareness of Secondary teachers towards environmental education differs significantly from that of Primary teachers.

Table 2 : Comparison among Primary and Secondary teachers

Teacher	N (Sample)	M (Mean)	S.D. (Standard Deviation)	Df (Degree of Freedom)	t Value	Significance
Primary	50	95.08	5.77	98	3.42	Significant
Secondary	50	98.36	3.56			

Analysis of data pertaining to Hypothesis No. 2:

Hypothesis no. 2: Awareness of Primary teachers and the College teachers towards their environmental education differ significantly.

The mean score of Primary teachers is 95.08 with SD 5.77 whereas the College teachers is 99.28 with SD 3.25 the computed 't' value is 4.27. From the table it is verified that the value 't' is significant at .05 level that means both the groups differ significantly in their awareness towards environmental education (Table: 3). The mean of college teachers is greater than the mean of Primary school teachers. Therefore the College teachers have more awareness than the primary school teachers.

Table 3 : Comparison among Primary and College teachers

Teacher	N (Sample)	M (Mean)	S.D. (Standard Deviation)	Df (Degree of Freedom)	t Value	Significance
Primary	50	95.08	5.77	98	4.27	Significant
College	50	99.22	3.25			

Analysis of data pertaining to Hypothesis No. 3:

Hypothesis no. 3: Awareness of Secondary teachers and the College teachers towards their environmental education differ significantly.

The mean score of secondary teacher is 98.36 with SD 3.56 whereas the College teachers is 99.28 with SD 3.25 the computed 't' value is 1.34. The 't' value computed from the above results shows 1.3495 (Table: 4). From the t-table it is seen that the value is insignificant at 0.05 level. Therefore we may conclude that the awareness of secondary and college teachers does not differ significantly towards the environmental education.

Table 4 : Comparison among Secondary and College teachers

Teacher	N (Sample)	M (Mean)	S.D. (Standard Déviation)	Df (Degree of Freedom)	t Value	Significance
Secondary	50	98.36	3.56	98	1.34	Not Significant
College	50	99.28	3.25			

Analysis of data pertaining to Hypothesis No. 4:

Hypothesis no. 4: Awareness of male Primary teachers and the female Primary teachers towards their environmental education differ significantly.

The mean score of male Primary teachers is 97.12 with SD 5.00 whereas the female Primary teachers is 93.04 with SD 5.86 the computed 't' value is 2.648 (Table: 5). From the table it is verified that the value 't' is significant at 0.05 level that means both the groups differ significantly in their awareness towards environmental education. The mean of Male Primary teachers is greater than the mean of female Primary teachers. Therefore the male Primary teachers have more awareness in environmental education than the female primary school teachers.

Table 5: Comparison among male Primary and female Primary teachers

Teacher	N (Sample)	M (Mean)	S.D. (Standard Deviation)	Df (Degree of Freedom)	t Value	Significance
male Primary	25	97.12	5.00	48	2.648	Significant
female Primary	25	93.04	5.86			

Analysis of data pertaining to Hypothesis No. 5:

Hypothesis no. 5: Awareness of male Secondary teachers and the female Secondary teachers towards their environmental education differ significantly.

The mean score of male Secondary teachers is 99.2 with SD 3.511 whereas the female Secondary teachers is 97.52 with SD 3.47 the computed 't' value is 1.70 (Table: 6). The 't' value computed from the above results shows 1.7 from the t-table it is seen that the value is insignificant at 0.05 level. Therefore we may conclude that the awareness of male secondary and female secondary teachers does not differ significantly towards the environmental education.

Table 6 : Comparison among male Secondary and female Secondary teachers

Teacher	N (Sample)	M (Mean)	S.D. (Standard Deviation)	Df (Degree of Freedom)	t Value	Significance
male Primary	25	99.20	3.511	48	1.70	Not Significant
female Primary	25	97.52	3.477			

Analysis of data pertaining to Hypothesis No. 6:

Hypothesis no. 6: Awareness of male College teachers and the female College teachers towards their environmental education differ significantly.

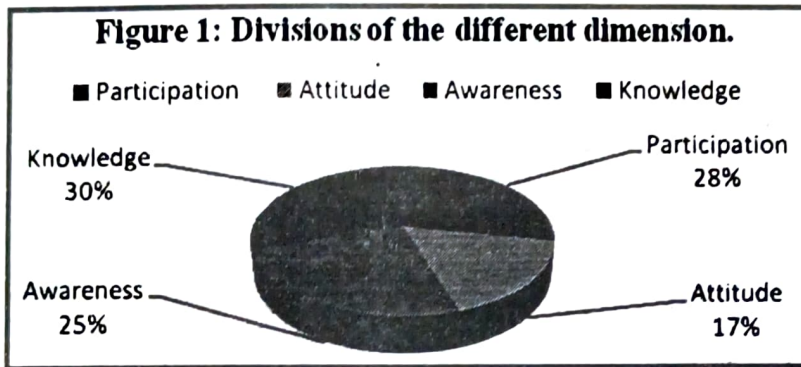
The mean score of male College teachers is 99.68 with SD 3.14 whereas the female College teachers is 98.88 with SD 3.37 the computed 't' value is .867 (Table: 7). The 't' value computed from the above results shows 0.867. From the t-table it is seen that the value is insignificant at 0.05 level. Therefore we may conclude that the awareness of male college teacher and the female college teachers does not differ significantly towards the environmental education.

Table 7 : Comparison among male and female College teachers

Teacher	N (Sample)	M (Mean)	S.D. (Standard Deviation)	Df (Degree of Freedom)	t Value	Significance
Male	25	99.68	3.14	48	.867	Not Significant
Female	25	98.88	3.37			

Dimensions of the Questionnaire

The questionnaire has four individual dimensions that encompasses the thirty six items. The thirty six items are divided among the four dimensions. This is best shown in the underlying figure (Fig. 1).



Taking the mean of the different levels of teacher i.e. Primary, Secondary and College teachers-the following figures are presented. It is shown here how the scores of different groups are divided among the four dimensions of the questionnaire.

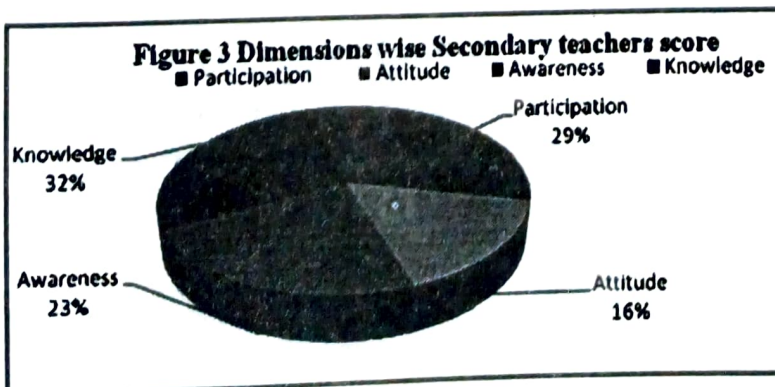
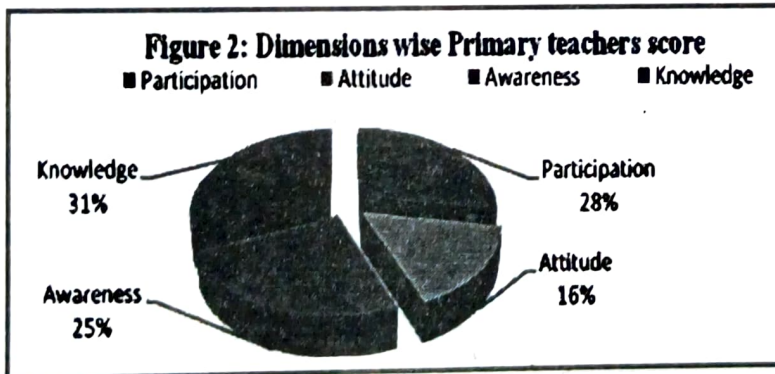


Figure 4: Dimensions wise College teachers score

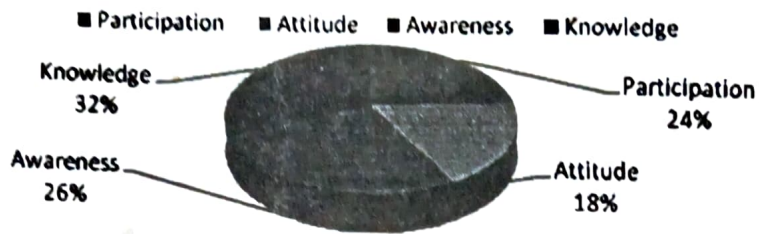


Figure 5: Dimensions wise male Primary teachers score

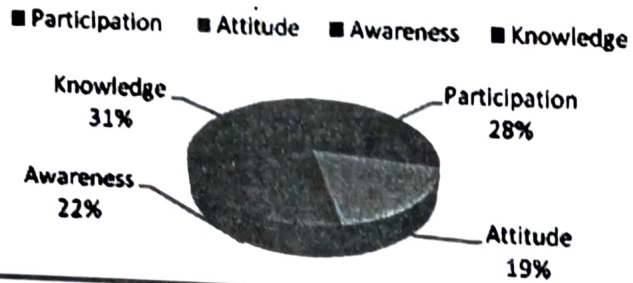


Figure 6: Dimensions wise female Primary teachers score

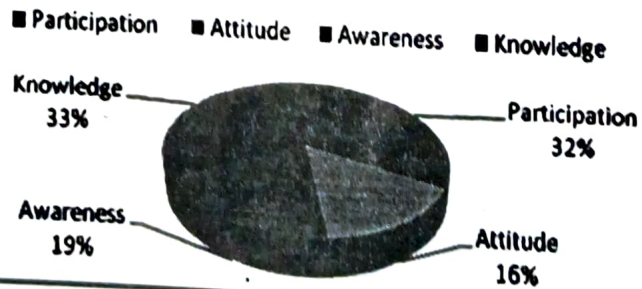
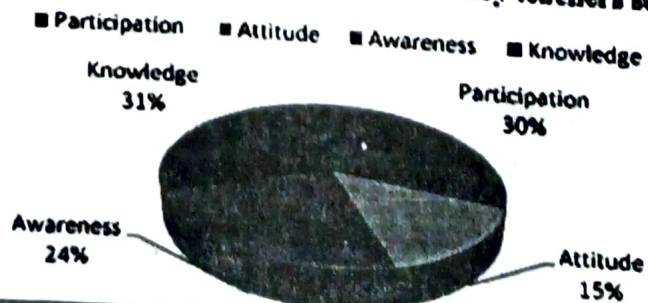
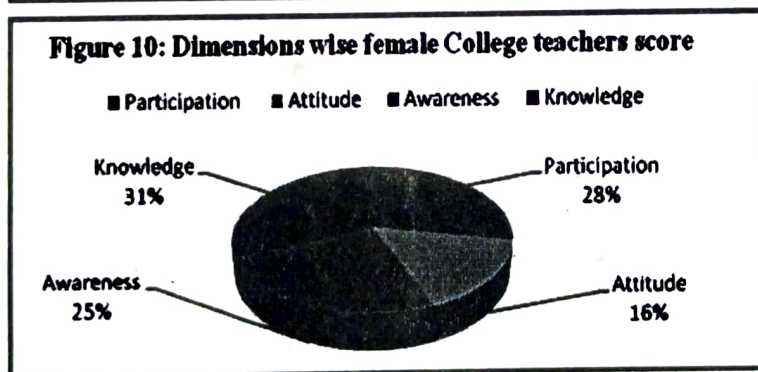
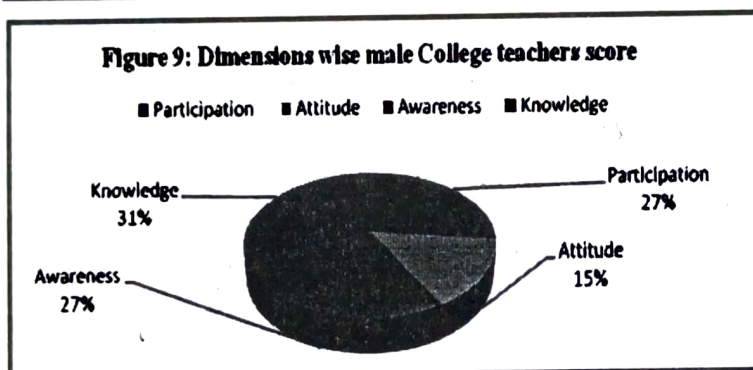
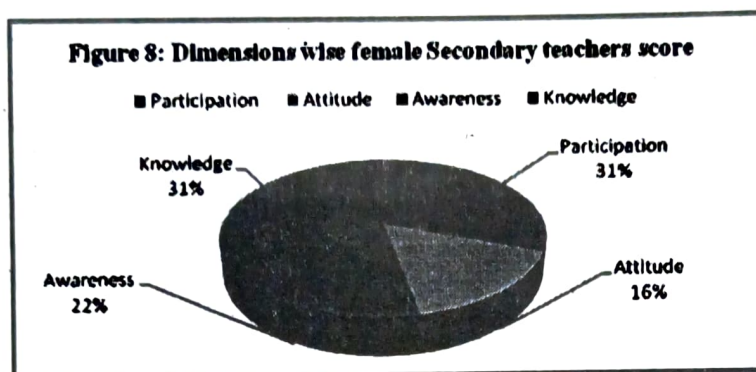


Figure 7: Dimensions wise male Secondary teachers score





Delimitation of the Study :

The present study has been delimited in the following aspects.

1. The sample size was reduced to 150 only.
2. The study was confined to Paschim Medinipur district only.
3. Variables were reduced to gender and levels of teachers only.
4. Others variables such as socio-economic status, religion, cast, location, variation (i.e. rural, urban, industrial, metropolitan etc.) are also delimited.
5. Other specialized tools to measure and assess environmental education awareness would have been used.
6. The study was restricted to a self-made questionnaire for survey.
7. One of the main objectives of environmental education (skill) has been omitted from the dimensions taken for the construction of questionnaire.
8. Due to shortage of time and resources the study has been delimited in terms of better analysis.

9. It was restricted to college teachers, secondary teachers and primary teachers. No teacher was taken from Universities.
10. Only 4 independent variables were considered (a) sex, (b) college teacher, (c) secondary teacher and (d) primary teacher.
11. The comparison within certain groups was also delimited.

Conclusion :

The present study revealed following significant conclusions with respect to the Environmental Education awareness of different levels of teacher. It has been found that about 23 % of primary teachers, 25 % of secondary teachers and almost 26 % of college teacher are well aware about the environmental education. Results revealed that both the group having favourable attitude towards environmental awareness. It is interesting to note that the teachers are aware about their environment however in practice they don't perform the role about environmental protection. Mainly environmental pollution, protection and ecological balance have been given stress in the study. It has been found that all the groups emphasize on the protection of environment than ecological balance. The trend of the result leads to conclude that the teachers of different categories have faced the problems due to environmental pollution and they feel for the protection of the environment.

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The Relevance of Human Rights as Practiced in Ancient India for Today : A Retrospection

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Abstract

The present article deals with different types of human rights as practiced in ancient India, found in the Holy Scriptures and Smrities, and their relevance for the present society. The practice of different types of Dharmas (as right) by the common people and by the ruler himself made the society balanced and just. A vivid description is given for every type of right with the original Sanskrit version.

Keywords : Dharma, Veda, Smrities, Puranas, Upanishads, Arthasastra

Introduction :

Human Right is a very relative, complex and comprehensive term and was originated in Ancient India. In ancient time, this concept was used synonymously as Right, Duty, Dharma and Responsibility. Righteousness was Dharma and Dharma was considered as Right. All the Scriptures of India have given the message of Human Dignity and Equality for thousands of years. The Rig Veda, which is regarded as the oldest document, declares that all human beings are equal and they are all brothers. According to the Atharva Veda, all human beings have equal right over food and water (natural resources). The Vedas including Upanisads (Sruti) were the primordial source of 'Dharma', a compendious term for all human rights and duties, the observance of which was regarded as essential for securing peace and happiness to individuals as well as society. The 'Smritis' and the 'Puranas' were collections of the rules of Dharma including civil rights and criminal liabilities (Vyavahara Dharma) as also Raja Dharma (Constitutional Law) which were developed on the basis of fundamental ideals incorporated in the Vedas. There were also several other authoritative works on Raja Dharma, the most important of them were the Kamandakaniti, Sukraniti and Kautilya's Arthasastra. All of them were intended to secure happiness to all.

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According to Justice Sir K. Ramaswamy "The word 'Dharma' denotes upholding, supporting, nourishing that which upholds, nourishes or supports the stability of the society, maintaining social order and general well being and progress of mankind: Whatever conduces to the fulfillment of these objects is Dharma. Dharma is that which approves to oneself or good consciousness or springs from due deliberation for one's own happiness and also for welfare of all beings free from fear, desire, disease, cherishing good feelings and sense of brotherhood".

Thus, all rules which are consistent with the fundamental principle propounded in the Vedas, which are intended to secure happiness to all, constitute "Dharma". These include all basic human rights.

It is similar to article 13 of Indian Constitution which provides that laws enacted by the Legislature or rules made by the State are liable to be struck down as void if they violate all or any of the Fundamental Rights.

Therefore, just as we extract highly valuable 'gold' from the ore, it is necessary to extract the rules of 'Dharma', comprising all human rights and duties which are of eternal value, the observance of which alone can secure happiness to all.

An analysis of all the rules of 'Dharma' would show that, valuable Human Rights had been identified and recognized in India from times immemorial and duty was cast on the State as also on specified individuals to protect such Human Rights. It also shows that these values included several Human Rights now incorporated in the Universal Declaration of Human Rights, and also in the various fundamental Rights incorporated in Part III of the Constitution of India.

The fundamental rights represent the basic values cherished by the people of India since the Vedic times and they are calculated to protect the dignity of the individual and create conditions in which every human being can develop his personality to the fullest extent. "Sarve janah sukhino bhavantu" is the highest ideal of human life. Let all people be happy.

There are various types of rights as mentioned in the different Scriptures such as :

Right to Happiness, Guarantee for Human Rights, Right to Equality, Right to Education, Right to Protection, Right to Practice any Religion and to Form Association, Special Rights of Women, Right to Social Security, Right to Fair and Humane Treatment for Employees, Right to Human Treatment in Custody and in Prison, Right to Impartial and Speedy Justice, Protection of Human Rights even during and after War etc.

Right to Happiness: "Dharma" was evolved to secure Right to happiness for all without any exception. The idea, that for the good or happiness of a greater number, unhappiness or misery

could be inflicted on a smaller number, was never accepted in Indian culture and civilization. Instead, the "right to happiness" of every human being was laid down as an ideal. This was incorporated in the prayer to be said everyday by every individual, which deals :

Sarve api sukhinah santu sarve santu niramayah
Sarve bhadrani pasyantu ma kacid duhkhabhag bhavet

*"Let all be happy
Let all be free from diseases
Let all see auspicious things
Let no body suffer from grief"*

A prayer to be recited by the students in chorus incorporated in the 'Shiksavalli' (Chapter on Education) of the Taittiriya Upanisad is also very significant and enlightening; this tells :

Saha navavatu
Saha nau bhunaktu
Saha virya karavavahai
Tejasvi navadhitamastu
Ma vidvisavahai
Om santih, santih santih

*"May He (God) protect us both together
May He nourish us both together
May we work conjointly with great energy
May our study be vigorous and effective
May we not hate any one
Let there be peace, peace, and peace".*

The ideal that all should enjoy peace and happiness is implicit in this prayer.

In the Taittiriya Upanishad, the advice and directive given to an out-going student, was also intended to fulfill the same purpose. It is said :

Satyam vada
Dharmam cara
Satyanna pramaditavyam
Dharmanna pramaditavyam
Matridevo bhava
Pitridevo bhavo
Acaryadevo bhavo
Atithidevo bhavo

*Esa adesah
Esa upadesah
etadanusasanam*

“Speak the truth. Follow the prescribed conduct. Do not fail to pay attention to truth. Never fail to perform duty. Do not disregard what is proper and good. Treat your mother, father and teacher as equal to God. So also, treat your guest as God. This is the directive, this is the advice. This is the discipline (to be observed throughout life)”.

In Mahabharatha, it is disclosed that even before the origin of the State, in our hoary past, there existed an ideal Stateless society where the human rights of every individual were protected by others conforming to Dharma. It is clearly mentioned :

*Naiva rajyam na raja asit na dando na ca dandikah
Darmenaiva prajah sarva raksanti sma parasparam*

“There was neither kingdom nor the king, neither punishment nor the guilty to be punished. People were acting according to Dharma and thereby protecting one another.”

In Kautilya's Arthashastra (p-39-42), “Raja Dharma”, the Constitutional law of ancient India is mentioned and also laid due emphasis on the right to happiness of all individuals and the duty of king (Ruler) to protect that Right.

*Prajasukhe sukham rajnah prajanam ca hite hitam
Natmapriyam hitam rajnah prajanam tu priyam hitam
Tasmat nityotthito raja kuryadarthanusasanam
Arthasya mulamutthanamanarthasya viparyayah*

“In the happiness of the people lies the king's happiness; in their welfare his welfare; whatever in his own interest, the king shall not consider as good; but whatever is in the interest of his people, the king shall consider as good”.

The “right to happiness” covering all specific human rights intended to secure happiness. That is why the ideal and slogan that “Sarve janah sukhino bhavantu,” “Let all people be happy” became an article of faith in our social and constitutional system, comprising various specific human rights, the protection of which leads to happiness.

Guarantee for Human Rights : Our society was duty-based society and our culture wanted to secure the rights to every individual by creating a corresponding duty in other

individuals. For example, the duty of parents towards their children, and the duty of sons and daughters, as the case may be, to maintain their parents in old age, and the duty of teachers towards their students, the duty of students towards their teachers, the duty of every individual in a family towards other individuals in the family and other members of the concerned human society, the duty of the State towards citizens, the duty of the citizens towards the State were all created to protect the basic human rights. The creation of a duty in one individual necessarily resulted in the creation of a right in the other individual and in the protection of such a right. This fundamental approach to life has been clearly laid down in the entire ancient literature. In Vishnupurana, there is a complete chapter devoted to defining the territorial boundaries as well as the basic philosophy of India. It is mentioned :

*Atrapi bharatam srestham jambudvipe mahamune
Yato hi karmabhuresa tato anya bhogabhumayah*

Among the various countries, Bharat is regarded as great because this is the land of duty in contradistinction to others which are lands of enjoyment, i.e. based on rights.

The basic value of life, evolved through Vedic and other literature, which is incorporated in the most popular and significant declaration in the Bhagavad Geeta (Ch-II), Karmanyevadhikaraste.

"Your right is to perform your duty"

The great message of this verse is that every one owes a duty towards others and he has the right to perform his duty and everyone should perform his own duty properly.

Right to Equality: Right to equality (Samanata) is the most valuable right, without which happiness is impossible. Charter of equality (Samanata) is found incorporated in the Rig Veda, and also in the Atharva Veda. It is mentioned that:

*Ajyesthaso akanisthasa ete
Sam bhrataro vabridhuh saubhagaya. Rg. 5.60.5*

"No one is superior (ajyestasa) or inferior (akanisthasa). All are brothers (bhrataraha). All should strive for the interests of all and should progress collectively".

*Samani va akutih samana hrdayani vah
amanamastu vo mano yatha vah susahasati. Rg. 10.191.4*

"Let there be oneness in your resolutions, hearts and minds. Let the strength to live with mutual co-operation be firm in you all".

It is equally interesting to refer to the contents of Articles 1 and 7 of the Universal Declaration of Human Rights (1948), which are :

“All human being are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood”.

“All are equal before law and are entitles without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination”.

This declaration is similar to the declaration of equality made in the Rig-Veda. It is similar to the rules of Raja Dharma, the Constitutional Law which disclosed in the Manusamhita.

Yatha sarvani bhutani dhara dharayate samam

Tatha sarvani bhutani bibhratah parthivam vratam. Manu. 1X-31

“Just as the mother earth gives equal support to all the living beings, a king should give support to all without any discrimination”.

Right to Education : The concept of pious obligations is a unique method by which several valuable human rights of individuals had been sought to be created and protected by creating human obligations. The three pious obligations as declared in the Vedas were (i) Devaruna, (ii) Pitruruna and (iii) Rishiruna. In fact, the entire ancient law, evolved in India, was based upon the principle of three pious obligations. Maharshi Vyasa considered that the three pious obligations were not completed. He added the fourth pious obligation namely, Manavaruna. In Mahabharata, (Adiparva, Ch. 120-17-20), in which these four pious obligations have been mentioned.

Rnaiscaturbhih samyukta jayante manava mudhi

Pitridevardhimanujairdeyam tebhyasca dharmatah

Yajnaistu devan prinati svadhyayatapasa munin

Putrath sraddhaih pitrimscapi anrisamsyena manavan

“Every individual should discharge four pious obligations. They are Devaruna (towards God), Pitriruna (towards parents), Rishiruna (towards teachers) and Manavaruna (towards human society)”.

“A man should discharge Pitriruna by maintaining continuity of family, Devaruna by worship of God, Rishiruna by the acquisition and dissemination of knowledge and Manavaruna by every type of social service”.

According to this pious obligation, every individual is duty bound to acquire knowledge to give it back to the society by making useful addition to it and to use it for securing happiness to fellow human beings.

In ancient India, the great importance had given to education. It is clearly mentioned by the great Sanskrit poet Bhartrihari in his writings.

Vidya nama narasya rupamadhikam pracchannaguptam dhanam

Vidyabhogakariyasah sukhakarividyagurunam guruh

Vidya bandhujano videsagamanē vidya param daivatam

Vidya rajasu pujita na tu dhanam vidyavihinah pasuh. 20

“Education is the special manifestation of man. Education is the treasure which can be preserved without the fear of loss. Education secures material pleasure, happiness and fame. Education is the teacher of the teacher. Education is the friend when one goes abroad. Education is God incarnate. Education secures honour at the hands of the State, nor money. A man without education is equal to animal”

The high respect and regard accorded to the teacher shows the great importance given to education or knowledge.

Gururbrahma gururvisnuh gururdevo maheswarah

Guru saksat param brahma tasmai sri gurave namah

“My Guru is Brahma (the creator), Guru is Visnu (the Protector), and Guru is Lord Parameswara (the Sustainer himself).

From ancient time to modern time every Sastras every Philosophers every Thinkers have given the great importance to education. In Indian Constitution also is emphasized and given great importance to education.

“Right to education, understood in the context of articles 45 and 41, means: (a) every child/citizen of this country has a right to free education until he completes the age of fourteen years, and (b) after a child/citizen completes 14 years, his right to education is circumscribed by the limits of the economic capacity of the State and its development”. (Para -145, Page - 2232).

It is a matter of great regret that the right to education which is a basic human right is yet to be implemented effectively.

Right to Protection : “Right to Protection” is related to the topic of Raja Dharma. The origin of the State and its purpose has been to secure protection to individuals from the State,

so that individuals may live happily, and that peace and tranquility may prevail in the society. As stated in the Mahabharatha (Santiparvan 59, 106-107), that:

*Pratijnam ca adhirohasva manasa karmana gira
Palayisyamyaham bhaumam brahma ityeva casakrit
Yascatra dharmo nityokto dandaniti-vyapasrayah
Taptasamkah karisyami svavaso na kadacana*

The king must act according to Dharma systematically and rule fearlessly. He shall treat all living beings equally without yielding to evil desires, anger or greed or prompted by personal ego or acting according to your own pleasure or displeasure. He should punish in accordance with law those who transgress the law. He should take a pledge that by thought, word and deed he will rule the world believing that creation is the very incarnation of the Creator. He shall never allow himself to become a despot.

It is also mentioned in Manusamhita (ch-V11, sloka-143-144).

*Ksatriyasya paro dharmah prajanameva palanam
Nirdista-phalabhokta hi raja dharmena yujyate*

"The highest duty of a king is to protect his people. The king who receives the prescribed taxes (from his subjects) and protects them alone acts according to Dharma".

It is also mentioned in Sukraniti (1, 27-28).

*Nripasya paramo dharmah prajanam paripalanam
Dusta-nigrahanam nityam na nitya te bina hmume*

"The highest Dharma of a king is the protection and welfare of the people and putting down the wicked".

Explaining the position which prevailed in ancient India R. C. Majumdar says:

"The duty of the king was clearly defined in the Sastras. In those days, a man's status in society was looked at not so much from the point of view of his rights, as from that of his duty, which had moral and religious sanction behind it; and it would have created as much sensation in those days, if the king had failed in his duties, as would follow the violation of people's right in modern day's". (Ancient India P. 154-155).

According to Kamandakaniti, the duty of the King should be: to protect people; to restore stolen property to the owner or to pay its value; and to protect the helpless and the diseased.

It is very much similar to every right which is necessary to lead a comfortable life and

live with dignity and happily stands included in the fundamental rights guaranteed under article 21 read with right to equality under Article 14 of the Constitution of India.

Right to Practice any Religion and to Form Association :

Right to Practice any Religion and to Form Association is also related to Raja Dharma. Our society is a 'Dharma' based society which respects every religion. This basic human right was sought to be protected by incorporating a specific rule in Raja Dharma to the effect that the State was under duty to protect every one without discrimination. It is mentioned in Dharmakosha.

*Pasanda-naigama-sreni-puga-vrata-ganadisu
Samrakset samayam raja durge janapade tatha. P-870*

"The king should afford protection to compacts of associations of believers of Veda (Naigamas) as also of disbelievers in Veda (Pasandis) and of others".

Associations of people of any township, of artisans and other professional and even of heretics appear to have been enjoying a respectable status in ancient India. The king was required to give audience to every such association on top priority basis and honour its views in administrative matters too.

The above rights are declared as human rights in Article 18 and 20 of the Universal Declaration. They read :

"18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice worship and observance".

"20. i) everyone has the right to freedom of peaceful assembly and association.

ii) No one may be compelled to belong to an association".

Indian Constitution confers the Fundamental Right to all to practice any religion of their choice.

Thus, secularism is given the pride place in Indian Constitution, framed and adopted by the people and has its source in Ancient Literature.

Special Rights of Women : The right to equality as a human rights are applicable to men and women equally. The role assigned to woman by Nature to be mothers. In view of the fact that the mother is the dearest person on the earth to an individual and in view

of the intense love and affection of mother to her children, and her readiness to make tremendous sacrifices for the sake of her children, the mother came to be regarded as God incarnate (Mata Pratyaksha Devatha). Further, as every woman was a potential mother and possessed motherly qualities, the cultural value evolved was to treat mother as God and to treat every woman, except in her relationship to a man as wife, as equal to mother. In Hitopadesha of Narayana is mentioned that :

*Matrivat paradaresu paradravyesu lostravat
Atmavat sarvabhutesu yah pasyati sa panditah*

“A person who regards every woman other than his wife as equal to his own mother, who regards wealth, which belongs to another as equal to a cloud of earth and who regards every other individual as his own self is an educated man (Panditah) in the real sense of the term”. Every woman is equal to mother was invented with the object of providing immunity against evil thoughts afflicting the mind. Every woman and even small girls came to be addressed as Ma, Amma etc., which means mother. This cultural value is firmly rooted in every individual and has proved to be the best guarantee to protect the right of women. This is perhaps the most valuable human right envisaged and cultivated in India since hundreds of centuries. The rule of Dharma which made it the duty of male members of the family to afford protection to women is said :

*Pita raksati kaumare bharta raksti yauvane
Raksanti sthavire putrah*

“Father protects the girl during her childhood, the husband protects her after marriage and her sons protect her in old age”.

The true meaning of the aforesaid verse is that a woman requires and is entitled to protection at every stage of life. Correspondingly, it is the duty of the father, the husband and the sons to look after her as daughter, wife and mother respectively. It is the duty of the father to look after his daughter with all care, educate her having due regard to her aptitude including in art and crafts and music, celebrate her marriage. Thereafter, the fundamental duty and responsibility to maintain and protect her stands shifted to her husband, and thereafter when her sons become aged, that duty gets shifted to the sons.

Manusmriti strongly advocates that women should be honoured and must be assured of happiness (III 56-57-58-61-114).

This topic can be completed best by quoting what Kerry Brown a British author has stated in his Book, “The Essential Teaching of Hinduism” (Arrow Books, London 1990) ascertaining the real meaning of the verse in Manu thus :

"In Hinduism a woman is looked after not because she is inferior or incapable but, on the contrary, because she is treasured. She is the pride and power of the society. Just as the crown jewels should not be left unguarded, neither should a woman be left unprotected. No extra burden of earning a living should be placed on women who already bear huge responsibilities in society; childbirth, childcare, domestic well being and spiritual growth. She is the transmitter of culture to her children.

In Manusamhita, it is disclosed on liability of husband to his wife that "a husband who had to go abroad for business may depart after making arrangements for maintenance of his wife". Such as :

*Vidhaya vrittim bharyayah pravaset karyavannarah
Avritti-karsita hi stri pradisayet sthitimatyapi. Manu IX-74*

It is also mentioned in Manusamhita that "the king must take care of and protect the property of women who have none to look after them, if they be childless or widows, or whose husbands have gone aboard and yet remain loyal to their husband, or who are afflicted with disease or who have no family".

*Vasaputrasu caivam tyadraksanam niskulasu ca
Pativratasu ca strisu vidhavasvaturasu ca. Manu-VIII- 28*

Vasista commences of work saying that 'the special duty of king is the protection of his people'. After referring to the necessity of the king to engage men as soldiers to fight in defence of the realm, he provides :

Avyarthah striyah syuh. Vasista Ch. IX-20

"Their (soldier's) wives, who have no other means of livelihood, shall be given subsistence by the king".

Manu said himself

*"Yatra naryastu puhyante ramante tatra devatah
So, the special care should be taken to the women.
Jagater yata vara vara jaya, vara vara abhiyana
Matra bhagni o vadhuder tyage haiyache mahiyana"*

The special human right to women should be conserved in order to check the trend of increasing onslaught on women.

Right to social Security : All individuals have the basic human right to happiness although they do not possess the capacity or resources to lead a happy life. Many individuals suffer from abject poverty, want of education, earning capacity, physical deformity, disease, old age,

loss of earning member of family etc. The rights is sought to be protected by creating duty in individuals on whom they depend, as also on the State. In Mahabharatha, the rules of "Dharma" included the duty of an individual to maintain his dependents are mentioned clearly.

Akrodhah satyavacanam samvibhagah ksama tatha

Prajanah svesu daresu saucamadroha eva ca

Arjavam bhritya-bhuranam navaite sarvavarnikah

"Truthfulness, to be free from anger, sharing wealth with others (Samvibhaga), forgiveness, procreation of children from one's wife alone (sexual morality), purity, absence of enmity, straight forwardness, maintaining persons dependent on oneself are the nine rules of Dharma of persons belonging to all the Varnas" (M.B. Shantiparva-60-7-8).

The duty to maintain dependents was cast upon earning member of a family, in respect of those helpless citizens, who had none to maintain them; duty was cast upon the State. It is disclosed in the Mahabharata (Shantipava 86-24-26) as such:

"The king should look after the welfare (Yogakshema) of the helpless, the aged, the blind, the cripple, lunatics, widows and orphans, those suffering from disease and calamities, pregnant women, by giving them food, lodging, clothing and medicines according to their needs".

The corresponding provision in the Universal Declaration of Human Rights is Article 22, which reads:

"Every one, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State of the economic, social and cultural rights indispensable for his dignity and the free development of his personality".

Thus, right to social security as a human right recognized in Indian culture holds goods for all times and to the entire humanity.

Right to Fair and Humane Treatment for Employees : Sukraniti is a compilation of Raja Dharma and Vyavahara Dharma (Constitutional Law and Civil and Criminal Law). This book disclosed an advance stage of development of Labour Law with the object of ensuring the dignity of the individual employee and to secure a decent living as such:

Bhritidanena santusta manena parivardhitah

Santvita mriduvaca ye na tyajantyadhipam hi te

"Satisfied by payment of adequate wages, promoted honourably, cheered up by gentle words and consoled in grief, the employees would never let down or desert their master". (Sukra-11, 839).

*Avasyapasyavargasya bharanam bhritakad bhavet
Tatha bhritistu samyojya tadyogya bhritakaya vai*

"Wages to be considered as fair must be sufficient to procure the necessities of life from out of the wages. The wage of an employee should, therefore, be a fair wage, so as to enable him to procure all the necessary requirements of life". (Sukra. 11, 805-806).

This rule indicates that every employer should pay fair wages as also annual bonus.

*Astamamsam paritosya dadyad bhritayavatsare
Karyastamamsam va dadyad karya dragadhikam kritam*

"If an employee does his work efficiently, he should be granted an extra remuneration equal to 1/8th of the piece rate earning in recognition of his efficiency". (Sukra. 11, 830-831).

*Svamikarye vinastoyastatputre sad bhritim vahet
Yavadvaloanyatha putragunan driddha bhritim vahet*

"If an employee dies even before retirement, his son becomes automatically entitled to get the employment of his deceased father. His wages should be determined according to his qualifications". Sukra. 11, 832-833).

This valuable right corresponds to Article 23(3) of human rights. It reads :

"23(3). Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection".

This Article is very much similar with the Sukraniti.

Right to Human Treatment in Custody and in Prison :

The extent of care taken and protection given to the human rights even when they are kept in lock-ups or those condemned to jail by the law. The rules of Raja Dharma set out earlier indicate that even from the most ancient times the concept of human rights evolved was very wide and covered the right against torture and inflicting of any other type of physical or mental injury by the high handed act of officers of the state. It is mentioned in the Kautiliya's Arthashastra (P. 235, 255).

*Dharmasthiyascarakannisarayato bandhagaracchayyasana- bhojanoscara samcaram
Rodhabandhanesu, tripanottaradandah kartuh karayitusca,
bandhanagarat sarvasva vadhamasca*

“An officer who obstructs or causes to obstruct prisoners in their daily routine such as sleeping, sitting, eating, etc. shall be liable to be punished with fines ranging from three panas and upwards”.

Right to Impartial and Speedy Justice: The human right of every individual to secure justice at the hands of the State was firmly laid down as a Rule under Raja Dharma. The origin of “Vyavahara” (Administration of Civil and Criminal justice), through which Right to impartial justice was to be secured, has been explained in Narada Smriti:

*Dharmaikatanah purusastadasan satyavadinah
Tada na vyavaharoabhunna dveso napi matsarah
Naste dharमे manusyanam vyavaharah pravartate
Drasta ca vyavaharanam raja dandadharah smritah*

“When people were Dharma abiding and truthful, there existed neither hatred nor envy nor any legal disputes. Practice of Dharma having declined in mankind, lawsuits (Vyavahara) was invented and the king was entrusted with the power to decide law-suits as he had the sanction of Dharma to enforce obedience to and to order punishment for disobedience of Dharma”. (Narada P 5, 1-2).

The Administration of Justice was made one of the five Fundamental Duties of the State. These were :

“To punish the wicked, to honour (protect) the good, to enrich the treasury (exchequer) by just methods, to be impartial in rendering justice to the litigants and to protect the kingdom- these are the five yajnas (selfless duties) to be performed by king.” (Atrisamhita)
The king was required to decide all cases impartially and in accordance with law. It is also laid down in the Naradasmriti.

*Dharmasastram puraskritya pradimvakamate sthitah
Samahitamatih pasyet vyavaharananukramat
Evam pasyan sada raja vyavaharan samahitah
Vitatyeha yaso diptam sakasyeti salokatam*

“The king should try cases with great care and caution and should give decision according to law and adhering to the opinion of the chief justice.” (Narada, 1-35, 24-74).

Duty to desist greed and anger is mentioned in Sukranitis such :

Dharmasastranusarena krodhalobha vivarjitah

“In deciding cases, the king should not allow himself to be influenced by anger or greed.”
(Sukraniti IV- 5)

These valuable rights are found incorporated in Article 10 of the Universal Declaration of Human Rights; It reads :

“Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.”

Thus, speedy and satisfactory disposal of cases has been recognized as one of the basic human rights.

Protection of Human Rights even during and after War :

Human rights were regarded as sacrosanct in India from times immemorial, is evidenced by the rules which prescribed that even during and after winning wars, certain human were required to be respected and protected. The restriction on an honourable warrior, which every soldier must remember during war declares law for warriors. When he is fighting with his foes in the battle-field he should fight only in accordance with Dharma, which is hence called Dharmayudha. (Manusmriti-VII, 990-93 and 98).

Concluding Remarks : Human Rights were in our hoary past, are in the present and will be in future. Human rights violations and also awareness were in the past, are in the present and will be in future. It is fact that where there is the problem, there will be solution. Man can reduce the degree of violation and their effort should be established a violation-free society.

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Value Education : A Need of the 21st Century

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Abstract

Since later part of the last century people have witnessed gradual increase in violence, loss of human life and property, consumerism and multidimensional impact of globalisation. Side by side, erosion of moral values was also noticed. Need for restoration of values through value based education system was felt by social reformers and educationists. In this article relevant issues towards inculcation and promotion of values have been discussed in the light of earlier recommendations of several government and non-government organisations. Some suggestions for implementation of value education have been presented.

Key words : Value Education, Value based Education, Value Erosion, Value Restoration.

Introduction :

The last century have witnessed unparallel progress in science and technology side by side with unimaginable destruction of human life and property. Even within the first ten years of the present century the same episode is continuing. The entire world is passing through an unprecedented crisis. Rising incidents of corruption, rapes, exploitations, envy, hatred, jealousy, violence and gradually declining human values are not only threatening peaceful existence of present generation but also making the future of our subsequent generations unsafe. The modern materialistic and consumeristic culture of western world have penetrated our ancient Indian culture so much so that we have lost the right track to 'humanity'. No doubt it is a problem, a problem of human civilization. Our educationists and thinkers have unequivocally pointed out that as civilization, development and modernization are influenced by education of varied nature, the remedial measures to protect our social, cultural and National integrity can be taken through educational avenues only. As 'future of education' and 'future of man' are complementary to each other, we should think over and

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decide immediately about the desired type of 'man for future' and 'education for future' as well. Thoughts of the great educational thinkers of the past and those of the present have already made it clear that the present mechanistic system of education based on mere transfer of informations is not sufficient to educate the desired manpower for the future. We require knowledge based and value based education that could truly help in character building. In the modern world when we have accepted the concepts of Global Village and Knowledge Society, it will be a total failure on the part of the teachers and educationists if we fail to make students understand the 'Value of Education' and need for 'Value based Education'.

Earlier Thoughts and Steps Taken.

In our ancient system of 'Asrama' based 'Gurukul' siksha, every student was used to cultivate universal virtues like charity, compassion, self-restraint and non-violence. Philosophically speaking, values are those standards conditioned by one's cultural trends and guarded by conscience according to which one is supposed to shape his life patterns. This is also the main objective of education. Similar view was upheld by Tagore in his "Ideals of Education" where in he has stated that "Education in all its different forms and channels has its ultimate purpose in the evolving of a luminous sphere of human mind from the nebula that has been rushing round ages to find in itself an eternal centre of unity." In spite of the fact that India is a secular country, nobody can deny that its social background is multi-lingual, multi-religious and multi-cultural. It is also true that our country is secular but society religion based. There is no contradiction between the two. The impact of religion on value education do not erect any obstacle in bringing about the desired educational changes proposed by NCERT during 1999-2004. Keeping in view our ancient heritage where students were used to cultivate universal values vis-à-vis the truth that teachers of educational institution play the pivotal role in dissemination of knowledge, Pandit Jawaharlal Neheru tried to design the pattern of University Education. He said "A University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for onward march of the human race towards even higher objectives." As the present state of affairs in education and values is known to every sensible person, it is needless to spend any word/s to analyse how much of the thoughts of Pandit Neheru have come true.

In the earlier days of Indian civilization, values were intertwined with education and culture. Leaving apart the period dominated by Vedic saints and rishis, let us come down to the thoughts of pre-independence period when Mahatma Gandhi, Sarojini Naidu, Rabindra Nath Tagore and other great thinkers advocated about value based education. It was resolved in Wardha Education Conference (1937) that common values should be taught to all children

irrespective of their religion. Similar recommendations were available in the reports of Radhakrishnan Commission (1948) and Mudaliar Commission (1952-53). Sri Prakash, Chairman of the committee on Religious and Moral Instructions (1960) strongly urged to introduce Moral Education in the curriculum from lowest to the highest level. Kothari Commission (1964-66) recommended to make attempts to inculcate amongst students social, moral and spiritual values through educational avenues. Subsequently National Policy on Education (1986) reiterated the views of earlier commissions towards need for value based education. As a follow-up action, Ministry of Human Resource Development and national level bodies like UGC, NCERT, AICTE, NIEPA and such others initiated a number of programmes on value based education. NCERT through its National Resource Centre on Value Education (NRCVE) adopted a number of initiatives like networking with pioneering institutes working in areas of value education, setting up of reference library related to values, continuous enrichment of Indian concept of values, acquiring literature for children towards teaching about values through colourful pictures and religious stories and such others.

In spite of all efforts of our predecessors in the educational world 'Value Education' has become a significant concern of 21st century. Not for ignorance but for lack of desired consciousness and inconsistent thinking about 'social cohesion', 'learning to live together' and such others, value based issues are gradually losing ground. To restore the ancient Indian values UGC took several measures during tenth plan and thereafter for promotion of value education, human rights, and social responsibility through education system in colleges and universities. The target is character building of the ideal manpower of 21st century.

Value of Education, Value Education and Character Building

The word value derived from the Latin word "Valerie" means "to be strong and vigorous". The word was first used by the famous German Philosopher Nietzsche in 1880 in plural (values) in the context of personal moral beliefs. Some educationists used the word as verb to mean esteem something and others as singular noun meaning price or cost of any item, property, labour etc. which do not have any direct bearing on character building. Different educational thinkers and social reformers defined values in a number of ways following their own line of thinking and realization. In the Indian system of values, Patanjali listed ten universal values' of which five were marked as special values and the rest five as general. Ancient Indian system of education was 'value-based' which had direct bearing on character building. The earlier system can also be named as 'Man-making Education' where mere transfer of informations from teacher to student was not considered. The system was based on religious thoughts and beliefs, philosophies of life, moral attitudes etc. with a view

to promote self sdevelopment of people in all dimensions. The said system was not costly or valuable in terms of money but very costly and valuable in terms of development of ideal citizenship. Though during the current century we are living in a 'Global Village' where professionalism in all respects is the sole need for survival, still one cannot ignore the ancient Indian system of education in the name of modernization and internationalization. This is because, it is only through the revised ancient system, quality man power can be processed. Here lies the importance and necessity of value education and/or value-based education.

How Promotion or Inculcation of Values can be Made Effective

When the entire world is undergoing radical social changes, people inhabiting different socio-economic strata are primarily motivated to satisfy their own needs by any means, peace is dominated by violence; promotion of values amongst common people, inculcation of values especially amongst younger generation and restoration of values in general have reached the topmost priority level in the 'to do' list. It is difficult to suggest the best possible avenues and means by which the aforementioned work can be done. In addition, value erosion is to be controlled also. The mechanism must be multi-pronged which are to be operated from diversified platforms by different agencies like families, educational institutions, sociologists and social scientists, psychologists and psycho-analysts, respective state and / or central governments, non-government organisations, religious organisations and such others. Some of the mechanisms and avenues are suggested below :

- 1) Family is the first institution of learning value of 'values'. Parents of children and other elderly family members should take the responsibility of teaching by suitable methods.
- 2) Elderly members of society are no less important than parents or guardians of children as teachers for promotion of values.
- 3) Teachers of educational institutions can play pivotal role to inculcate values amongst students.
- 4) Senior students of any institution can volunteer themselves to guide the junior students of their own institution or other members of the society.
- 5) Resource persons from religion organisations, relevant departments of human resource ministry and non-government organisations can shoulder the responsibilities of value restoration and inculcation.
- 6) Individualistic efforts by persons from amongst common people may also be attempted.
- 7) As teachers are kingpins of the teaching-learning system, some educationists proposed

introduction of B.Ed. training in Value Education so that trained teachers can effectively nurture their students in the arena of value based education system.

- 8) Children may be involved in value learning through attractive stories from great epics, history of freedom fighters, national and international personalities, play acting on value based script, exhibition etc.
- 9) Seminars on values, peace, non-violence, national integrity, evil impact of anti-social activities on human beings and society at large may be organised.
- 10) Stage wise value oriented programmes like Community Prayer, Health and Cleanliness Programme, Socially Useful Productive Works, Teaching Learning Situations, Cultural and Recreational Activities may be arranged.
- 11) Observance of memorable days of historical importance like Independence day, Republic day, Birth day of eminent personalities etc.
- 12) Political leaders and activists should welcome this vital issues of value education, value restoration and value promotion. They should give proper emphasis on 'values' side by side with their political activities.
- 13) It is not possible to follow and implement all the recommendations of different bodies for restoration of values. Maximum efforts must be given to implement as many of those as possible keeping in view the ground realities and feasibilities.
- 14) Value culture and peace culture must be practiced by one and all to create a congenial atmosphere for value restoration and transfer of value education.
- 15) Irrespective of caste, creed, sex, age, religion, education, economic and cultural status, all the stakeholders of society should come forward and play positive role in value education related programmes to set example before others. Simple deliberation of value related concept or introduction of value education topics in the course curriculum will never influence restoration of values. Elderly people of the society should follow "*Apani Achari Dharma*" before preaching 'do's and 'don't's to others. Practical application of theoretical concepts is essential.

Concluding Comments

Value Education is not simply a topic that can be covered within a few pages of an article or a series of books. It is a movement in itself that started in the earlier days of civilization and cultural revolution. The movement is likely to continue during the future centuries to come having the same basic needs and causes but with changing dimensions. On analyzing the trends of changing social scenario during the last fifty years, I as a teacher – administrator of education faculty find no other alternative but to recall thoughts of Swami Vivekananda and quote : "We must have life-building, man-making, character-making

assimilation of ideas". He believed in perfection. According to him "Education is the manifestation of the perfection already in man". Swamiji never thought of that education where mere transfer of informations from teacher to student is done. He believed in 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". Essence of the above quoted thoughts of Swami Vibekananda was not only reflected in all his activities but also in the mind-set of most educationist, thinkers and social reformers of repute. Standing in the beginning of the 21st century when rate of obsolescence of knowledge is challenging the rate of knowledge explosion, there is no denying of the fact that "knowledge without conscience leads to perdition of soul". Here lies the value of value education and / or value based education. Even the best technological experts with highest skill, bureaucrats with maximum administrative expertise, academicians with adequate knowledge and politicians with extreme power will not be able to reach their goal if they do not believe in the strength of 'values'.

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Study of the Problem Involved in Implementing the Curriculum for Primary Education in Kokrajhar District

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Abstract

Curriculum is the instructional and educative programme following which the pupils achieve their goals, ideas and aspiration of life. Successful implementation of curriculum depends on a variety of factors that operate in the actual field settings i.e. at the primary schools. It also depends on the perception of the teachers as to the problems faced by them in implementing the curriculum. This paper gives information regarding problems involved in implementing the curriculum for primary education in Kokrajhar district with regard to physical facilities, time table, syllabus, resource for teaching etc. It will certainly provide some future direction towards problems involved in implementing the curriculum in the said district.

Key Words : Curriculum Implementation, Qualitative Improvement

Introduction :

Kokrajhar district is one of the 27 districts of Assam. The district lies roughly between 89.46'E to 90.38'E longitude and 26.19'N to 26.54'N latitude. The district is bounded on the North by Bhutan, by Dhubri district on the South, Bongaigaon district on the East and West Bengal on the West.

Kokrajhar was originally a part of undivided Goalpara district. It was a mere Village with a railway station till 1956. In 1957, when Bimala Prasad Chaliha was the Chief Minister of Assam, due to the demand of the Bodo people led by Rupnath Brahma who was also a

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minister in the Chaliha Ministry, a new civil sub-division was created after carving out the Northern part of the Dhubri Sub-division and some parts of Goalpara Sub-division and it was named as kokrajhar Sub-division. On July 1, 1983, the Kokrajhar Sub-division was upgraded into Kokrajhar district with headquarter at Kokrajhar town.

After the formation of Bodoland Territorial Area District, certain areas of Dhubri district has been carved out and added to the Kokrajhar district. There are three sub-divisions in the district. They are Kokrajhar, Gossaigaon and Parbotjhora Sub-division. According to 2001 census, the total population in the district was 9, 05,764 (Nine lacs five thousand seven hundred sixty four) and the literacy rate of Kokrajhar district was 51.49%.

Need and Importance of the Study

Education according to Thomas Raymont (Principle of Education, Orient Longman, 1960) means that process of development which consists of the passage of human beings from infancy to maturity, the process which he gradually adapts himself in various ways to his physical, social and spiritual environment. It is a continuous process of modification. It is a lifelong process of development. According to Webster's New Twentieth Century Dictionary, education is a process of training and developing knowledge, skill, mind and character etc. especially by formal schooling. Education has a number of aims which varies from age to age from country to country. Usually the aims of education are of general and specific kinds. General aims are universally applicable to all times whereas specific aims are determined by the socio-economic conditions of a country. Again, educational aims are divided into individual and social aims. Therefore, to achieve the aims of education for a society or for the nation, school education must provide knowledge and skills which would enable children to attain their greatest potential as individuals and as useful members of the society to which they belong. In order to meet these ends a well planned school curriculum is essential.

Curriculum is a dynamic component of the complex phenomenon of education which itself keeps changing in response to the needs and values of life in any society. Curriculum is the instructional and educative programme by following which the pupils achieve their goals, ideas and aspiration of life. According to Raymont "A curriculum is the outward expression of ideas and aspirations of a community not of an individual and the community has the right to lay down the broader outlines which instruction shall follow in its schools with due deference to the opinion of the professional elements as to what constitutes suitable mental food for children."

A curriculum is not static but dynamic. It is constantly changing according to the changing needs, demands and aspirations of the society. So, curriculum of the past and today are different in many ways.

In the words of Kerney and Cook, "It is a complex of more or less planned or controlled conditions under which students learn to behave and to behave in their various ways. In it, new behavior may be acquired, present behavior may be modified, maintained or eliminated and desirable behavior may become both persistent and viable."

The present Curriculum of primary Education in Assam (kokrajhar) comprises:

- (i) Mother tongue
- (ii) Mathematics
- (iii) Environmental Studies (EVS) {In classes III and IV: Social Studies as EVS I and Science as EVS II}
- (iv) Art Education
- (v) Physical Education

The new curriculum is child centric, activity and competency-based related to the child's day to day environment and oriented towards the principle of joyful learning. Emphasis has been given on the development of skill and understanding as well as application rather than on mere gathering of knowledge and information as in traditional curricula. The curriculum is developed for all types of learners. Special importance is given to rural, first generation learners, learners of different communities like tea-workers, SC, ST, etc. Accordingly, textbooks have also been prepared, without any bias in respect of religion, caste or gender.

The state government has introduced a one- year pre-primary course in all primary schools of Assam from 1999, following which SCERT has developed a curriculum-cum-activity book for teachers for handling the pre-primary class called 'ka Shrenee.' No textbook or formal evaluation has been envisaged for this class.

Another development in primary education is the introduction of the learning of English in classes III and IV as an additional subject from the year 1999. No formal evaluation of learner's attainments in English has been prescribed by the government. Only three periods per week are allotted for teaching English. The curriculum prepared by SCERT for the purpose is restricted to learning of the English Alphabet, numerical recognition (from 1 to 100), some common vocabulary for beginners and some understanding of regular learning of English as readiness for class V.

The present paper would throw light on problems involved in implementing the curriculum in kokrajhar district with regard to physical facilities, time- table, syllabus, resource for teaching etc. Thus the paper has some specific implications for promotion of quality education at primary level in kokrajhar district.

Statement of the Problem

A study of the problem involved in implementing the curriculum for primary education in kokrajhar district.

Objectives of the Study

To Study the Problem involved in implementing the curriculum in kokrajhar district with regard to :

- (a) Physical facilities.
- (b) Time table.
- (c) Syllabus.
- (d) Resources for teaching.
- (e) Achieving qualitative improvement.
- (f) General Problem.

Delimitation of the Study

- (i) The study was delimited only to curriculum practice in lower primary schools (class I-IV) of kokrajhar district.
- (ii) It was restricted to 71 provincialised lower primary schools of kokrajhar district.
- (iii) It was restricted to a sample of 195 teachers of the selected primary schools.

Methodology of the Present Study

Population - The population of the present study comprised the teachers of various primary schools in the said district.

Sample -In Kokrajhar district, there are five educational blocks i.e., Kokrajhar, Dotma, Gossaigaon, Kachugaon and Parbotjhora block. The researcher selected three of the blocks, Kokrajhar, Dotma and Gossaigaon. Stratified random sampling method was followed for the present study. Accordingly, 71 primary schools were selected and 195 teachers were the respondent for the study.

Tools - In order to collect data for the present study the investigator developed a problem check list for all the teachers.

Data Collection - After selecting the sample and prepared the tools, the investigator personally visited each of the selected schools and gave the problem check list to the teachers of the sampled schools.

Analysis and Interpretation of Data

Data have been presented and analysed under six major heads, namely, problems related to physical facilities, time-table, syllabus, resources for teaching, achieving qualitative improvement and general problem.

Problems related to Physical Facilities

Responses related to the problems of physical facilities are presented in terms of percentages in table 1.

Table 1; Problems related to physical facilities

S.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Insufficient building for classroom.	35.9	6.7	57.4
2.	Lack of professional library.	100	—	—
3.	Absence of room for keeping teaching aids.	15.9	46.7	37.4
4.	Lack of furniture in school.	34.4	29.7	35.9
5.	Classroom are over-crowded	16.4	33.9	49.7

The table above indicates that 35.9% teachers considered that insufficient building for classroom always created problems in implementing the curriculum. Lack of professional library always create problem to all the teachers. Absence of room for keeping teaching aids always create problem to 15.9% teachers, sometimes to 46.7% and not at all to 37.4%. Lack of furniture in school always create problem to 34.4% teachers, sometime to 29.7% and never to 35.9% teachers. 16.4% teachers always faced the problem of over-crowded teachers, which was sometimes to 33.9% and not at all to 49.7% teachers.

Problems related to Time-table

Time table is calculated exercise of tabulated precision, correlated cohesion and worked-out specification in terms of the school subjects and their relative weightage which is determined by an apportionment of teaching periods at different levels, by a fixation of special teachers and by a proper placement of periods. The problems related to time table are presented in table 2.

Table 2; Problems related to time-table

S.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Time table is very rigid.	7.18	44.62	48.2
2.	Class load is heavy.	45.64	9.74	44.62
3.	Time allotted for various subjects is not adequate.	3.59	51.28	45.13
4.	Irregular attendance among students.	9.23	66.67	24.10
5.	Time table is not consonance with local needs	—	45.13	54.87

It can be observed from the table that rigid time table, heavy class load, inadequate allotment of time for various subjects, irregular attendance among students, were always considered as problems by 7.18%, 45.64%, 3.59%, 9.23% teachers respectively, while 44.62%, 9.74%, 51.28%, 66.67% and 45.13% felt that these sometimes became problems. It was 48.2%, 44.62%, 45.13%, 24.10% and 54.87% teachers who did not consider these problems at all. Thus, it appears that the time-table followed in the schools did not provide appropriate scope for properly implementing the curriculum.

Problems related to Syllabus

The syllabus if not prepared properly lead to the problem of curriculum load. Responses related to the problems of syllabus are presented in table 3.

Table 3; Problems related to Syllabus**Table 3; Problems related to Syllabus**

S.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Prescribed content of syllabus is excessive.	13.85	28.2	57.95
2.	Course of study is rigid.	2.56	52.31	45.13
3.	Course of study is vague.	6.7	47.80	46.50
4.	Lack of knowledge of objectives of different subjects.	7.69	48.72	43.59
5.	Lack of knowledge of content among teachers.	1.5	46.5	52

It was found that 13.85%, 2.56%, 6.7% considered that the contents of the syllabus were excessive, rigid, vague causing problems in the implementation of the curriculum while 57.95%, 45.13% and 46.50% teachers not at all faced the problems. Teachers in general did not consider their own lack of knowledge with respect to objectives of different subjects and prescribed content as causing serious problems in their work. In these regard 43.59% and 52% teachers who felt that these items were not at all problems for them.

Problems regarding Resources for teaching

The problems regarding resources for teaching in implementing the curriculum are presented in table 4. Items under this were related to two specific aspects namely teaching aids, textbooks and teacher's handbooks.

Table 4: Problems regarding resources for teaching.

S.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Non-availability of teachings aids for teachings.	—	22.56	77.44
2.	To improve teachings aid is a problem.	1.54	40.0	58.46
3.	Many students do not have text book.	5.13	29.23	65.64
4.	Teacher's handbook is not available.	68.22	13.83	17.95
5.	Lack of skilled in the use of teaching aids.	—	51.28	48.72

From the data it was observed that improving teaching aids, lack of textbooks among students, non availability of teachers handbooks were always considered problem by 1.54%, 5.13% and 68.22% teachers respectively while 22.56%, 40%, 29.23%, 13.83% and 51.28% sometime faced the problem of non-availability of teaching aids for teaching, problem to improve teaching aids, lack of textbooks among students, non availability of teacher's handbook and lack of skill in the use of teaching aids and 77.44%, 58.46%, 65.64%, 17.95% and 48.72% did not consider these as problems at all.

Thus, from the observation we can say that regarding resources for teaching it requires further in-depth investigation to analyse and pinpoint the malady underlying the production and distribution mechanism.

Problems in achieving qualitative improvement

The teacher plays the pivotal role in teaching learning process. The teachers should adopt their teaching in such a way as to facilitate the development of inner abilities in each individual child and also to prepare him for the practical life outside the school. The real situation can be observed in table 5.

Table 5 : Problems in achieving qualitative improvement

S.No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	Slow and passive pupils in class.	3.1	81.0	15.9
2.	Motivating the under achievers.	4.1	61.54	34.36
3.	Identify the cause of pupils' poor achievement.	0.5	59.5	40.0
4.	Lack of skill in remedial teaching.	10.26	46.15	43.59
5.	Lack of skill in preparing.	—	62.56	37.44

Teachers (3.1%) admitted that slow and passive pupils in class always create problem, which was sometimes to 81% teachers. 4.1% always found the task of motivating the under achievers as problem, which was sometimes to 61.54% teachers. To identify the cause of pupils poor achievement was always a problem to 0.5%, sometimes to 59.5% and not at all to 40% teachers. 10.26% always faced the problem of lack of skill in remedial teaching, 46.15% sometimes faced the problem and 43.59% never faced the problem. Lack of skill in preparing was sometime problem to 62.56% teachers and never to 37.44% teachers.

Thus the observation highlights the need for imparting necessary orientation and training to teachers through appropriate in-service programmes.

General Problem

Attempt was also made in the checklist to obtain the responses of teachers with regard to certain general problems faced by the teachers. Data in this regard are given in table 6.

Table 6; General Problem

S.I No.	Problems	Always (in%)	Sometimes (in%)	Not at all (in%)
1.	In-service training is too theoretical and traditional.	10.3	55.9	33.8
2.	Lack of skill in handling pupils.	1.54	57.44	41.02
3.	Lack of environment to teach children.	8.7	34.9	56.4
4.	Lack of reading habits among students.	1.02	59.49	39.49
5.	Lack of support from parents and community.	22.56	34.36	43.08

The analysis of the data shows that in the opinion of 10.3% teachers in-service training was always too theoretical and practical, which was sometime to 55.9% and not at all to 33.8% teachers. Lack of skill in handling pupils was always a problem to 1.54% teachers, sometimes to 57.44% and not at all to 41.02% teachers. 8.7% teachers pointed out that their work was hindered by lack of appropriate environment for carrying out teaching activities and which was sometimes to 34.9% and never to 56.4% teachers. Majority of teachers (59.49%) sometimes faced the problem of lack of reading habits among students. 22.56% always faced the problem of support from parents and community for education of their children.

This observations highlight that it was not only the factors within the school that need improvement but also several aspects that fall outside the school such as teacher training, community support and so on also have to be dealt with if the curriculum has to be implemented in an effective and efficient manners.

Findings and Conclusion

1. So far as problems related to physical facilities in implementing the curriculum was concerned, insufficient building for classroom creates a problem to 35.9% teachers, lack of professional library was always problem to all the teachers. Similarly, lack of furniture in the school was always a problem to 34.4% teachers and 16.4% teachers faced the problem of overcrowded student.

The teachers mainly perceived that insufficient building and lack of furniture was the main problem in implementing curriculum for lower primary schools in kokrajhar district.

2. As regard problem related to time table, 7.18% teachers faced the problem of rigid time table, 45.64% teacher always faced heavy class load, irregular attendance among students create problem to 9.23% teachers. The study reveals that teachers generally faced rigid and heavy class load problem.
3. Major findings were also found out regarding problems related to syllabus. Excessiveness of prescribed content of syllabus create problem to 13.85% teachers. Lack of knowledge of objectives of different subjects always create problem to 7.69% teachers. Similarly rigidity and vague course of study create problem to 2.56% and 6.67% teachers.
4. Regarding resources for teaching, it was observed that lack of textbooks among students create a problem to 5.13% teachers. Similarly non-availability of teachers handbook create problem to 68.2% teachers.
5. In respect of problem in achieving qualitative improvement, slow and passive pupils in class and motivating the under achievers create a problem to 3.1% and 4.1% teachers. Lack of skill in remedial teaching create problem to 10.26% teachers.
6. So far as general problem was concerned, the study reveals that 10.3% teachers viewed that in-service training was too theoretical and traditional. Lack of environment to teach children and lack of support from parents and community create problems to 8.72% and 22.56% teachers.

In conclusion we can say that creation of a sound primary education system appears to be a basic component of any strategy for social, political and economic development of a country. In fact, it is primary education which develops the basic innate abilities of a person to live a full personal life of an individual and as a member of a family, and an economically productive life as a worker, and a socially useful life as a citizen. The development of an appropriate curriculum is indispensable for improving the quality of primary education. Successful implementation of curriculum depends on variety of factors that operates in the actual field settings, i.e. at the primary schools. These include physical facilities, resources for teaching etc. Curriculum implementation also depends on the perception of the teachers as to the problems faced by them in implementing the curriculum. For the smooth functioning of the curriculum in the district, necessary considerations have to be taken of the problems.

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A Study on the Job Satisfaction of the College Teachers with Reference to Sex and Marital Status (North 24 Pgs.)

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Abstract

The influence of a great teacher indirectly extends over many generations, it transcends national and international boundaries and it advances the cause of civilization the world over. College teachers instruct students in a wide variety of academic and vocational subjects beyond the high school level. They prepare lectures, exercises, laboratory experiments, grade exams and papers, advice and work with students individually. They also encourage to do their own research to expand knowledge in their field by performing experiments, collecting or analyzing data or examining original documents, literature and other source materials. Above all they have to maintain a good relation with their colleagues, students and head of the institution. There is a great need of mental satisfaction of teachers, but they face a number of problems in their working place. The need of the present study is to identify some of the problems about job satisfaction of the college teachers with reference to sex and marital status. The study used two structured interview schedules, one for the college teachers other for the head teachers and a job satisfaction scale of Dr. B.C.Muthayya was also applied. The sample consisted of 200 teachers from ten government-aided colleges of North 24pgs. It was found that there was no significant relation between marital status and job satisfaction of male college teachers and also female college teachers. There was no significant relation between sex and job satisfaction of college teachers. Teachers were dissatisfied due to various reasons. There were no residential accommodation, proper maintenance of staffroom, proper placement of light on the blackboard, purified water, and separate drinking facility for the students and teachers in the colleges. 40% teachers faced promotion related problems due to political interference, groupism, autocratic attitude of the head of the department, controversy between junior vs. senior teachers, excessive burden of administrative work, inconvenience of transport and excessive length of working hours. For better social status for the teachers the society should think deeply and should create a congenial atmosphere in the society for that.

Keywords : Job Satisfaction, College Teacher, Sex, Marital Status.

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Introduction :

Teaching is one of the noblest professions on earth. A good teacher must be wise, patient and understanding. The purposes that a teacher fulfils, the ideals that he maintains, the services that he renders, the training that he undergoes the character that he portrays, the personality that he develops in himself all are characteristics of a missionary attitude. Teacher show students skills. They teach things in different ways so that different students can learn in the way that is easiest for them. Teacher is the pivot of the entire educational process or activity. There is no exaggeration that a spacious building, costly equipment and sound syllabus will serve some useful purpose only when there are teachers who are fully alive to the nobility of the profession and its accompanying responsibilities.

In the 21st century, with the rapid development of technology knowledge based economy begins to take shape, so it is extremely significant to improvement and update the knowledge structures of college teachers. On the basis of role setting, college teachers are required to have a high degree of sensitivity to new knowledge, profound professionalism, strong thirst for knowledge and capabilities in education and scientific research. The present teacher is supposed to have a broad view of the subjects he teaches. He cannot afford to teach his subjects in isolation. He must have adequately familiarize with concepts like 'work experience, community service' etc. as these have become an integral part of the educative process. A teacher should be gifted with all the imaginable qualities. He is supposed to be a rare blend of all the possible merits without having any demerits at the same time. However the major qualities are the philosophy of the teacher, personality, health and appearance, intelligence, mental health, character, sociability, love for the profession, love for children, qualification, thirst for knowledge, professional efficiency, expression, human relations (his relation with pupils, with colleagues, with superiors, with the parents of students, with community) etc.

The teacher is an individual with culture and citizenship who believes that his job is critical to the progress of the community and the nation. In view of such realization, UNESCO in its Resolution of October 5, 1968 on the status of teacher said, "policy-governing entry into preparation for teaching should rest on the need to provide society with teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills." (Sources: Sidhu, K. Singh.; School Organization and Administration, pg = 140-143.)

Teacher job satisfaction refers to whether teachers are happy with their job or not. In one word, we can say that job satisfaction of teacher is the teacher's psychological, physiological and environmental circumstances which leads the teacher to a positive emotional state and

consequently perceive satisfaction in his or her job. Job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, organizational climate. Pay structure and condition of service etc, a person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with their job holds negative attitudes about the job. So, due care should be provided on the teacher's job satisfaction. If the teachers have full job satisfaction then it will help to increase their motivation and bring professional growth. Educational institutions should provide the opportunity to the teacher to express their opinion about administrative issues, the freedom to choose their own books and teaching methods and the power to decorate their classroom lectures in the way they find best can help them feel motivated and satisfied. Job satisfaction of the teachers is of great significance for the growth and development of any organization.

Objectives :

1. To know the facilities available for the teachers in the colleges.
2. To identify the problems faced by the college teachers.
3. To know the job satisfaction of male and female college teachers.
4. To know the job satisfaction of the married and unmarried college teachers.

Hypothesis to be tested :

1. There is no significant relationship between sex and job satisfaction of the college teachers.
2. There is no significant relationship between marital status and job satisfaction of male college teachers.
3. There is no significant relationship between marital status and job satisfaction of female college teachers.

Research Design :

It was an exploratory survey type of study.

Tools :

The study used two interview schedules, one for the college teachers to know about the facilities and problems of the college teachers and other one for the head of the institution to know the problems faced by them about co-teachers. A job satisfaction scale of Dr. B.C.Muthayya was also used. As the tools were structured interview schedule to obtain some information and the researcher was the interviewer, tools were reliable to the extent to which the respondents answered honestly. The reliability value of the job satisfaction scale is .80. So far, as validity was concerned the tools had content validity.

Sample :

The sample comprised the employed teachers, but the present study was of a pilot type scheduled to be completed within a short period of time. Ten colleges were randomly chosen from North 24pgs.

Delimitation :

1. As the study was time bound and the number of concerns that employed teachers was not few it was not possible to cover all of them.
2. The present study has been delimited to the three-year degree college teachers of North 24 pgs.
3. Ten colleges were registered under West Bengal State University.
4. Only full time college teachers were taken for this study. No part time college teachers were included.

Findings :

All the colleges of North 24 pgs were government aided college. There were 200 college teachers in ten colleges. Among them 100(50%) were married and rest 100(50%) were unmarried. Among 100 male college teachers 50(25%) were married and rest 50(25%) were unmarried. Out of 100 female college teachers, 50(25%) were married and rest 50(25%) were unmarried. Among 200 college teachers the number of Ph.D holders were 81(40.5%) which were greater than the number of M.Phil holders who were only 31(15.5%). The college teachers who had both M.Phil and Ph.D degree were 24(12%).

All the 200(100%) college teachers were full time teachers and they got their job through college service commission. Among 200 college teachers 30(15%) teachers did not availed the in-service training program (orientation and refresher courses). Because they were newly appointed at their colleges.

40(20%) college teachers opined that there was no canteen facility in their colleges. So, they had to carry their tiffin with them or they had to go outside the college campus for their food. For that they came late at their allotted class time. All the 200 (100%) college teachers did not get the residential accommodation. As there was no residential facility, so most of the college teachers came late at college due to the transport problem. All the 10 colleges had staffroom facility. But some of the colleges did not have well furnished and well equipped staffroom. Moreover, there was no proper maintenance of staffroom. Some staffroom was not near to the principal's office. Some colleges did not have separate shelf or cupboard for every teacher to place their books. All the 200 college teachers opined that they had

electricity facility in their colleges. But in some colleges there was no proper arrangement of generator. Some rooms did not have proper placement of light on the blackboard by which the writing on the blackboard could not be seen clearly.

Drinking facility was availed by all the 10 colleges. But some of the colleges did not provide purified water. Most of the colleges did not have separate drinking facility for the students and teachers. Moreover, the place of drinking water was not properly clean. Out of 200 college teachers, 20(10%) college teachers opined that there was a common door of entrance to the toilet room for them. Arrangement of toilet system was under the same roof. For this, the female teachers felt shy. Moreover, the toilet of some colleges was not clean. The drainage system of the toilet room was not proper. Basically, the toilet room was not properly maintained by those colleges.

There was seating arrangement in all the 200 colleges. But in some colleges the conditions of the chair was poor. There was no adequate number of chairs for all the college teachers, in some colleges there was separate seating arrangement for the full time and part time teachers.

Out of 200 college teachers 146(73%) college teachers got their salary on time. But 54(27%) college teachers opined that they did not get their salary on time. Due to the shortage of the number of non-teaching staff the bill was not prepared on time so they got their payment in the middle of the month. Increment facility was availed by all the 200 college teachers of 10 colleges. 120(60%) college teachers did not have any type of promotion related problems. But 80(40%) college teachers opined that they faced promotion related problems due to political interference, groupism and autocratic attitude of the present head of the department.

All the 200 college teachers opined that they shared their academic views at the time of meeting. But in some cases the opinions of the college teachers differ and there was lingering of decision. Discouragement from the side of senior teachers at decision making process also created a problem. Some college teachers opined that the relation between college teachers and principals was not cordial, non co-operative and discouraging. Due to this, they felt shy and fear to express their views to the principals. Most of the college teachers opined that they had good relationship with their colleagues. But professional contradiction such as, preference remained there.

Regarding job satisfaction the dissatisfied unmarried male college teachers was 33(16.5%) but the dissatisfied married male was 29(14.5%). This was due to political

interference, interference of the head of the department, disproportionate student-teacher ratio and the controversy between junior vs. senior teachers. The dissatisfied married female college teachers was 30(15%) which was greater than the number of dissatisfied unmarried female college teachers. This was due to the excessive burden of administrative work, inconvenience of transport and excessive length of working hours. In general, 120(60%) college teachers were dissatisfied with their job. They were dissatisfied because of various problems such as promotion facility, delay in the payment of salary, political interference, ill behavior of the management etc.

In the opinion of Principals the senior teachers were more systematic than the junior teachers. Some of the college teachers were not punctual and did not follow the rules and regulations of the colleges. In the opinion of the Principals, most of the married female teachers had a tendency to go back to their homes as soon as possible. Principals of all the colleges tried to maintain good relationship with the teachers. All the 200 college teachers tried to help the principal in functioning of the colleges. Principal of all the colleges thought that most of the college teachers (male/female) were dissatisfied with their jobs because the rules and regulations of the colleges were not followed by them. The internal politics of the colleges, pressure of the political parties, the negligence of the secretary and president of the colleges hampered the functioning of the colleges in the right direction.

Conclusion :

The problem of teacher's status is a universal problem. In our country, all the commissions appointed to go into the problems and reforms of the education laid special emphasis on the need of improving the status of the teachers. Intensive and continuous efforts are necessary to raise the economic, social and professional status of the teachers and to feedback talented young persons into the profession. The teacher's status depends upon his/her educational qualifications, training, sincerity to the students and application of innovative techniques in teaching and rapport with the students. For a better social status for the teachers, the society should think deeply and should create a congenial atmosphere in the society for that. The teachers should also peep into the past history of the teaching profession and should earnestly follow the teacher's professional ethics. New conduct and service rule suitable for the teaching profession should be framed for the teachers. Every effort should be made to provide residential accommodation to the teachers. Principals and the head of the departments always appreciate the teachers for their hard and good work. All the educational institutions should have proper canteen facility. Lastly for special interaction, the dynamics of group interaction between the head of the institutions should be needed to determine the positive attitude in both.

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Role of Technology in Enhancing Classroom Teaching. Our Classrooms Need a Change

*Dr. Sudeshna Lahiri**

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Abstract

ICT is an acronym that stands for Information Communications Technology. However, apart from explaining an acronym, there is not a universally accepted definition of ICT? Why? Because the concepts, methods and applications involved in ICT are constantly evolving on an almost daily basis. It is difficult to keep up with the changes - they happen so fast. A good way to think about ICT is to consider all the uses of digital technology that already exist to help individuals, businesses and organisations use information. ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, email, robots. So ICT is concerned with the storage, retrieval, manipulation, transmission or receipt of digital data. Importantly, it is also concerned with the way these different uses can work with each other. In this present day scenario ICT is often categorised into two broad types of product: - (1) The traditional computer-based technologies (things we can typically do on a personal computer or use computers at home or at work); and (2) The more recent, and fast-growing range of digital communication technologies (which allow people and organisations to communicate and share information digitally. Speaking in reference to the present day context of India, education system is hugely lacking the usage of technology. Senses are the gateways of knowledge and what else can placate to learners' senses than usage of technology in teaching? We need to initiate more of technology into classroom teaching and transform the education system into a scientific community. The school administration is expected to be more enterprising and agile in bringing about these changes in mode of teaching and learning processes. Concept of Smart class rooms has already crept in, but keeping in mind the cost effectiveness and financial aspect of our country's fund towards education - usage

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of ICT often handicaps us and remains a farfetched idea. Only planning of inclusion of ICT would not help learners and educators, but intelligent and innovative ideas need to come up for the execution of ITC based learning and class room instructional transaction. It was observed in the research conducted by Empirica (2006), that a very high percentage, almost 86% of students in Europe state are more motivated and attentive when computers and the Internet are used in class. ICT has a strong motivational effect and positive effects on behaviour, communication and process skills. Multimedia and interactive content on interactive whiteboards is engaging and motivating, particularly for primary pupils, and students pay more attention during lessons. Becta (2003), surveyed and opined that Government interventions and training programmes result in positive attitudes towards ICT in teachers. Issuing teachers with their own laptop computer increases positive attitudes towards their work. Technology has to become the forte for teachers as well as students. Exposition of knowledge must come about through ICT and undoubtedly it will act as an enabler and amplifier for the management and administration in academic arena.

Key Words : E-mail, Information Communication Technology (ICT), Digital TV, Robots, Personal Computer (PC).

Introduction :

The main purpose of ICT in Education means implementing of ICT Equipments and Tools in Teaching-Learning process as a media and methodology. The purpose of ICT in education is generally to familiarise students with the use and workings of , and related social and ethical issue.

ICT has also enabled learning through multiple intelligence as ICT has introduced learning through simulation games; this enables active learning through all senses.

For developing countries ICTs have the potential for increasing access to and improving the relevance and quality of education. It thus represents a potentially equalizing strategy for developing countries. ICTs greatly facilitate the acquisition and absorption of knowledge, offering developing countries unprecedented opportunities to enhance educational systems, improve policy formulation and execution, and widen the range of opportunities for business and the poor. One of the greatest hardships endured by the poor, and by many others, who live in the poorest countries, is their sense of isolation. The new communications technologies promise to reduce that sense of isolation, and to open access to knowledge in ways unimaginable not long ago. However, the reality of the Digital Divide—the gap between those who have access to and control of technology and those who do not—means that the

introduction and integration of ICTs at different levels and in various types of education is a big challenge . Failure to meet the challenge would mean a further widening of the knowledge gap and the deepening of existing economic and social inequalities.

Objectives

How can ICTs help expand access to education ?

ICTs are a potentially powerful tool for extending educational opportunities, both formal and non-formal, to previously underserved constituencies—scattered and rural populations, groups traditionally excluded from education due to cultural or social reasons such as ethnic minorities, girls and women, persons with disabilities, and the elderly, as well as all others who for reasons of cost or because of time constraints were unable to enroll on campus.

One defining feature of ICTs is their ability to transcend time and space. ICTs make possible asynchronous learning, or learning characterized by a time lag between the delivery of instruction and its reception by learners. Online course materials, for example, may be accessed 24 hours a day, 7 days a week. ICT-based educational delivery (e.g., educational programming broadcast over radio or television) also dispenses with the need for all learners and the instructor to be in one physical location. Additionally, certain types of ICTs, such as teleconferencing technologies, enable instruction to be received simultaneously by multiple, geographically dispersed learners (i.e., synchronous learning).

Teachers and learners no longer have to rely solely on printed books and other materials in physical media housed in libraries (and available in limited quantities) for their educational needs. With the Internet and the World Wide Web, a wealth of learning materials in almost every subject and in a variety of media can now be accessed from anywhere at any time of the day and by an unlimited number of people. This is particularly significant for many schools in developing countries, and even some in developed countries, that have limited and outdated library resources. ICTs also facilitate access to resource persons—mentors, experts, researchers, professionals, business leaders, and peers—all over the world.

How can the use of ICTs help prepare individuals (teachers and learners) at workplace and classroom ambience ?

One of the most commonly cited reasons for using ICTs in the classroom has been to better prepare the current generation of students for a workplace where ICTs, particularly

computers, the Internet and related technologies, are becoming more and more ubiquitous. Technological literacy, or the ability to use ICTs effectively and efficiently, is thus seen as representing a competitive edge in an increasingly globalizing job market. Technological literacy, however, is not the only skill well-paying jobs in the new global economy will require. EnGauge of the North Central Regional Educational Laboratory (U.S.), 2010, has identified what it calls "21st Century Skills," which includes digital age literacy (consisting of functional literacy, visual literacy, scientific literacy, technological literacy, information literacy, cultural literacy, and global awareness), inventive thinking, higher-order thinking and sound reasoning, effective communication, and high productivity. The potential of ICTs to promote the acquisition of these skills is tied to its use as a tool for raising educational quality, including promoting the shift to a learner-centred environment.

How can ICTs help transform the learning environment into one that is learnercentred ?

Research has shown that the appropriate use of ICTs can catalyze the paradigmatic shift in both content and pedagogy that is at the heart of education reform in the 21st century. If designed and implemented properly, ICT-supported education can promote the acquisition of the knowledge and skills that will empower students for lifelong learning. When used appropriately, ICTs—especially computers and Internet technologies—enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centered pedagogy—in its worst form characterized by memorization and rote learning—to one that is learner-centered.

Active learning is one of the positive aspect of ICT. ICT-enhanced learning mobilizes tools for examination, calculation and analysis of information, thus providing a platform for student inquiry, analysis and construction of new information. Learners therefore learn as they do and, whenever appropriate, work on real-life problems in-depth, making learning less abstract and more relevant to the learner's life situation. In this way, and in contrast to memorization-based or rote learning, ICT-enhanced learning promotes increased learner engagement. ICT-enhanced learning is also "just-in-time" learning in which learners can choose what to learn when they need to learn it.

Collaborative learning is another good aspect of ICT centred learning. ICT-supported learning encourages interaction and cooperation among students, teachers, and experts

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regardless of where they are. Apart from modelling real-world interactions, ICT-supported learning provides learners the opportunity to work with people from different cultures, thereby helping to enhance learners' teaming and communicative skills as well as their global awareness. It models learning done throughout the learner's lifetime by expanding the learning space to include not just peers but also mentors and experts from different fields.

ICT emphasizes on *Creative Learning*. ICT-supported learning promotes the manipulation of existing information and the creation of real-world products rather than the regurgitation of received information.

Integrative learning can also be carried out through ICT based learning. ICT-enhanced learning promotes a thematic, integrative approach to teaching and learning. This approach eliminates the artificial separation between the different disciplines and between theory and practice that characterizes the traditional classroom approach.

Evaluative learning is another new aspect of students activity that has been brought about by ICT. ICT-enhanced learning is student-directed and diagnostic. Unlike static, text- or print-based educational technologies, ICT-enhanced learning recognizes that there are many different learning pathways and many different articulations of knowledge. ICTs allow learners to explore and discover rather than merely listen and remember. It helps them to follow up their own shortcomings and find the various lacunae in their own knowledge. A teacher is hardly required to be involved and does not have to play the role of a corrector. Self-learning is the best done through ICT based learning.

Changes to be brought about in the class rooms.

We live in a postmodern society, where information is considered to be an extremely valuable commodity. Those who control important information, or who simply know how to access and use it, are the key players in the information-based economy (Simmons, 2009). He further argued that, computer literacy and the skills that can be built there from are essential to one's effectiveness in modern societies, not just in our working lives, but in the way we learn, manage our finances, and improve our standard of living. When it comes to teaching and learning, Computers can be an incredible tool, especially when the learners have access to data stored on CD-ROMs or the Internet. Busch, (1995), Othman and Nordin (2005) researched that teachers and students are expected to use PC (personal Computers) to access vast knowledge bases on almost any topic, search archives of information dating back decades, ask questions online and even take online courses. So it is important to have

a basic understanding of computer technology, regardless of one's career choice or aspiration. Researchers have proposed that positive attitudes toward computers, high computer self-efficacy and lower computer anxiety levels could be important factors in helping people learn computer skills and use computers. Woodrow (1999), claimed that students' attitudes toward computers were critical issues in computer courses and computer-based curricula. Sam, Othman and Nordin (2005), concluded that monitoring the user's attitudes toward computers should be a continuous process if the computer is to be used as a teaching and learning tool. Other attributes, such as gender and age (Morris, 1988-1989) and computer anxiety (Paxton & Turner, 1984) were also shown to be related to attitudes toward computers.

What most importantly is to be changed is the attitude of the teachers and learners towards using gadgets and machines. One has to grow his/her dependency on ICT. In general, attitudes can be defined as "a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object" (Fishbein and Ajzen, 1975). Robinson, Simpson, Huefner, and Hunt, (1991), researched that attitudes are relatively less stable than personality traits and can be changed both across time and across situations in virtue of individual's interaction with the environment. Binder and Niederle (2001), also added that since attitudes are learnt, they are mouldable i.e. they change with experience of the stimulus objects and with social rules or institutions. According to Whitrow (1999) computer-related attitudes influence students' desire to use computers, their desire to enrol in computer-related subjects and courses, and their choice of career path. Students' computer-related attitudes are also directly related to their prior experiences and use of computers (Levine & Donitsa-Schmidt, 1997).

Recently Education industry is one of the booming and the most evolving economic sectors in India. With over 1 million schools providing education from K-12 (kindergarten - Class 12) to over 200 million students, the government spending on the sector is expected to rise in the 11th five year plan.

According to the recent survey by The ASSOCIATED CHAMBERS of Commerce and Industry of India (ASSOCHAM, 2011), Private Equity (PE) and venture capitalists (VC) firms are likely to invest Rs 4,500 crore in the education sector over the next three years. The booming education sector in India has opened a wide playground for Private Equity (PE) and venture capitalists (VC). PE investment in the education sector has increased from \$129 million in 2009 to \$183 million in 2010.

Testament to the growth opportunities in the education sector is the recent investment of \$ 15 million from Fidelity Growth partners India (FGPI) in **Class teacher Learning Systems**. Class teacher Learning Systems, a pioneer in educational content solutions in the country, is one of the leading entities to promote the new face of education. The investment will be used to further the company's product portfolio and strengthen Class teacher's role as an organization that combines technology and innovation as part of its commitment to education.

Why is there a dire need to incorporate ICT in education system ?

Globally, educational systems are under great pressure to adopt innovative methodologies and to integrate new Information and Communication Technologies (ICTs) in the teaching and learning process, to prepare students with the knowledge and skills they need in the 21st century. Apparently, teaching profession is evolving from an emphasis on teacher-centered, lecture- based instructions to student-centred interactive learning environments. ICTs integration is understood as the usage of technology seamlessly for educational processes like transacting curricular content, students working on technology to do authentic tasks and developing technology supported products, providing authentic assessments and institutional development. Today a verity of ICTs can facilitate not only delivery of instruction but also learning process itself. Moreover, ICTs can promote international collaboration and networking in education and professional development. There is a range of ICTs options- from **Videoconferencing through multimedia delivery to websites** which can be used to meet the challenges teachers face today. In fact, there has been increasing evidence that ICTs may be able to provide more flexible and effective ways for lifelong professional development of teachers. Undoubtedly ICTs has brought about many challenges and opportunities for education. The educational system needs to come to terms with these new challenges and take full advantage of the opportunities. If educational institutions have to ensure that their students leave the institutions as confident individuals capable of using new technology creatively and productively then their teachers should have the competence to integrate the emerging technologies and the digital content with all their operations. A teacher being a pivot in the process of teaching learning, knowledge of ICT and skills to use ICT in teaching learning has gained immense importance for today's teacher. A teacher is expected to know successful integration of ICT into his/her subject area to make learning meaningful. This knowledge development during pre-service training has gained much importance with the notion that exposure to ICT during this time is helpful in increasing student teachers' willingness to integrate technology for classroom teaching.

ICT integration in institutions is being perceived as a necessity and is growing exponentially. The pervasive use of technology in all spheres of life, the knowledge economy and the paradigm shift together, generate demands on the institutions to adopt ways that help inculcate 21st century skills amongst students.

Lacunae still existing in our class rooms.

Toddman and Lawrenson (1992), proposed that gender often plays a hindrance towards the usage of computers in school students. Consequently, the school counsellors and vocational guidance specialists have important roles to play in developing positive computer attitude in secondary school students by counselling them in gender relations to vocations and knowledge acquisition, usefulness of computers to students in all fields of study, counselling for confidence in handling computer and overcoming anxiety when using it. It is the view of the researchers that if these are properly managed, students attitude to computer, computing and computer vocations will be improved and many more will like to be involved in adopting computers and computing as a tool in the global march towards computerization and technological advancement. However, it is suggested that the psychological basis of gender differences and contribution of these factors to computer attitude still require the attention of researchers as this will enable school counsellors to design appropriate guidance and counselling programmes which could be tailored towards improved attitude towards the computer, given the important roles computer and its applications play in the lives of man in the 21st century and beyond.

Financial constraints are often an impediment for ICT based education in our country. Urban schools are now adopting smarter way of delivering class room lectures, but a bit of attention towards rural schools are still needed.

Poor infrastructure is still a huge drawback. Often indolence on the part of the management of the school is one of the major reasons for ICT absent learning. There might be machines present, but proper maintenance is lacking. Therefore leading to mass wastage of material and recourses.

Under the changing scenario, there is a need to redefine the role of a teacher-educator too. The absence of training in ICT based instruction is one of the reasons as to why the teachers tends to shirk the usage of ICT in their jobs. The National Council of Teacher Education, Jaipur (NCTE), based on a thorough job analysis, has come out with three areas in which a teacher-educator needs to acquire mastery (NCTE, 1998). It emphasized

that teachers must act as a role model for pre-service trainees and in-service teachers, demonstrating the use of technology across the curriculum. They must encourage technology integration among the trainees, colleagues, teachers and parents. Teachers are expected to be involved in planning and implementing ICT professional development training, be up-to-date with the latest technological developments and advise the institutions concerning technology advancements and up gradation. Teachers are to interact through e-mail/forum/communities/blogging with trainees, participating schools, and parents. Plan, design, and demonstrate the use of multimedia applications for instructional use through multimedia projects. Examine a variety of evaluation and assessment tools including electronic portfolio assessment. Become active, competent online users of telecommunication services and act as model in the use of internet as an instructional tool.

The impact of ICT on learning and teaching : it can make a difference.

Evidences and researches do show that ICT based learning enhances and improves class room environment .The instructor and the instructed both share a platform of equal ease and comfort. The teachers are not required to repeat the same thing over and over again .Whereas the students feel good to use machines and do self learning in an entertaining way. The advent of new information and communication technologies is providing a new impetus to research the potential of computer technology in the countries of the Global South. Dhararajan (2001) points out that 'if applied with thought, extreme sensitivity and knowledge..... [ICTs] afford the means to extend access to education and training to the knowledge-poor, the unreached, the isolated and those who have been ignored for too long'. Pontefract (2001) has cautioned, however, that effective use of ICTs must be tied to the needs of developing countries and challenges the 'one size fits all' approach of many programmes. A study of computer costs and other issues in developing countries carried out for DFID (, UK) by Cawthera (2001) concluded that 'the training of teachers in the use of ICT in schools is an important aspect of provision which may often be overlooked and under budgeted'. He suggests that in contexts such as Sub-Saharan Africa, where there is simply not the capacity to train and retrain the huge numbers of teachers currently required, 'school based, computer supported teacher training might be part of the solution to this problem. Technology could make teacher training experiences better and shorter'. Moon (2000), Leach and Moon (2002), Dladla and Moon (2002) and Leach (2000) have pointed to the potential of communication technologies for transforming the models and processes of teacher development, as well as for enabling access to quality resources and professional support.

Conclusion :

The ultimate goals on the part of teacher must be the transfer of information (knowledge), skills development (training), active participation (deep learning) higher level thinking (adaptive learning) by using ICT. And on the part of the students the learning goals are to acquire subject knowledge, discipline-based techniques and transferable capabilities to be intelligent and creative, to be able to analyse critically and reason, to pose and solve problems, to make judgements and take decisions, to communicate well and work effectively in a group by using ICT tools. The National Policy on Information and Communication Technology (ICT) In School Education under the Department of School Education and Literacy Ministry of Human Resource Development Government of India 2009 had already suggested the various strategies to revamp our education system through an integrated ICT oriented structure. The policy envisaged three stages of ICT implementations at the school level – ICT literacy and Competency Enhancement, ICT enabled teaching – learning and introduction of ICT related elective subjects at senior Secondary level.

The International Journal of Education and Development has also undertaken the endeavour using Information and Communication Technology (IJEDICT) an e-journal that has started providing free and open access to all of its content related to latest developments in the world of education.

IJEDICT aims to strengthen links between research and practice in ICT in education and development in hitherto less developed parts of the world, e.g., developing countries (especially small states), and rural and remote regions of developed countries.

Thus, our class-rooms must not lag behind and remain ignorant of what is happening worldwide. Our teachers, management of the schools, largely Government must make a sincere effort to inculcate the spirit of inquiry and the enthusiasm to use ICT and make education enjoyable and easy to all.

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Conceptual Changes in Higher Education

*Satyabrata Dinda **

Abstract

The paper argues for conceptual changes that have taken place in the field of higher education in the twenty-first century. Such drastic changes have been triggered by two major trends – firstly the acceleration in the pace of changes itself and the globalization of the economic and technological growth. These transformations in higher education have been taken into consideration against the upcoming trends of Liberalization, Privatization and Globalization. For the convenience of discussion and understanding, this paper has been presented under several significant units – Massification of Higher Education, Higher Education Objectives, Formal Education System versus Distance and Open Education Systems, Concept of Industrialization of Education, Concept of Collaboration or Consortium, Concept of Self-financing (Privatization), Quality of Higher Education (Assessment / Evaluation), so on and so forth.

Keywords : Globalization, Liberalization, Privatization, Massification, Self-Financing, Distance and Open Learning (DOL) etc.

Topic : Conceptual Changes in Higher Education

Higher Education in India and abroad has reached a crossroad. Phenomenal changes have taken place in different spheres of higher education. The last decade of the twentieth century and the first decade of the twenty-first century witnessed transitional trends in higher education. Considered against the emerging perspectives of Globalization, Privatization and Liberalization, higher education is plagued with numerous challenges and problems. On a global scenario, higher education has undergone radical quantitative and qualitative transformation. Such changes in higher education are propelled by two central trends - firstly, the acceleration in the pace of change itself and the globalization of the economy and of technology.

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Keywords : Globalization, Liberalization, Privatization, Massification, Self-Financing, Distance and Open Learning (DOL) etc.

Topic : Conceptual Changes in Higher Education

Higher Education in India and abroad has reached a crossroad. Phenomenal changes have taken place in different spheres of higher education. The last decade of the twentieth century and the first decade of the twenty-first century witnessed transitional trends in higher education. Considered against the emerging perspectives of Globalization, Privatization and Liberalization, higher education is plagued with numerous challenges and problems. On a global scenario, higher education has undergone radical quantitative and qualitative transformation. Such changes in higher education are propelled by two central trends – firstly, the acceleration in the pace of change itself and the globalization of the economy and of technology.

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In this paper, I am concerned with the conceptual changes that have taken place in higher education over a few years or decades. In order to ascertain the nature of conceptual changes in relation to higher education, I think that it is pertinent to make a comparative study between primitive or old higher education and new higher education. Let me explain and substantiate in a nutshell what higher education was in the primitive times and in the preceding decades. In old times, higher education was a thing of privileged few, it was not deemed as a birth right of each and every citizen. Higher education in those days was accessible to those people who really deserved it. It was restricted to a particular section of society who worked hard to aspire. Maximum people were debarred from this prerogative. Moreover, it was looked upon as an ideal, those highly educated people were confined within their own periphery. Education was an ideal devoid of practical aims. In those days, there was no direct linkage between education on one hand and society on the other hand. The trilogy concept of LPG (Globalization, Privatization and Liberalization) has triggered unprecedented changes in higher education. It is not virtually feasible here to discuss everything elaborately because of the constraints of time and space. Therefore, it is pertinent to concentrate on the problems and the prospects under several heads :

Higher education Objectives:

21st Century has witnessed a paradigm shift in Higher Education Scenario. Higher education in twenty first century is based on societal needs. Higher education institutes such as colleges and universities as well as Management institutes and IIT institutes are expected to cater to the demands and needs of emerging human society. Therefore, more compulsions and obligations are being imposed on educational sections to introduce Vocational, Professional and Job-oriented courses such as Biotechnology, Microbiology, Molecular Biology, Mass Communication, Journalism, Information Technology, and Computer Application etc.

Societal expectations from educational organizations are increasing by leaps and bounds. Curriculum and syllabus are closely aligned with industrial and social needs. An integrated approach towards the education ecosystem has been adopted with a view to establishing a linkage between educational institutions and other social, economic, cultural, political and industrial sectors. The following excerpts from UNESCO's "Policy Paper for Change and Development in Higher Education", published in 1995, offer perspectives on the contemporary challenges that higher educational institutes must face : "... We are living at a time when without good training and research at the higher level, no country can assure a degree of progress compatible with the needs and expectations of the society in which economic development is carried out with due consideration for the environment and is

accompanied by the building of a 'culture of peace' based on democracy, tolerance and mutual respect, in short sustainable human development. ... Higher education everywhere is being called upon to be better adjusted and more responsible to the demands of times in which new opportunities are accompanied by new challenges and upheavals ... higher education, like many other levels and forms of education is being asked to re-examine in view of its relations to society and particularly with the economic sector, its institutional and organizational setting, funding arrangements and management. Higher education is being asked to develop with all relevant partners, a comprehensive vision of its goals, tasks and functioning." Higher education in recent years has become information-based and knowledge-based. This has been made possible by the onset of e-learning, computer learning and Internet facilities. Other objectives of higher education are development of reasoning, thinking power, judgment, decision-making ability, self-concept, value-clarification, proper study habits, tolerance, renewal of ambiguity, risk-taking capacity, scientific temper etc. Higher education has become a convenient vehicle of serving the interests and privileges of the common masses of the country. The recommendations of the Delors Commission — the four pillars of learning — Learning to know, Learning to do, Learning to be and Learning to live together — have become lifelines to higher education.

Alternative or Parallel education system (Traditional Education System versus Distance and Open Education System) :

The relationship between higher education and the so-called 'outreach programmes' and the concept of distance education are being persistently explored and frequently discussed. Sometimes, it is a hotly debated topic. On one hand, there are traditional subjects and the watertight compartmentalization of divergent disciplines. On the other hand, there are possibilities of breaking out of specialist moulds, areas of convergences between disciplines such as literature, folklore, sociology, education, linguistics, computer and musicology. Changes are easily traceable in recent studies and researches. It is not now-a-days unthinkable that experts of various fields are collaborating to make higher education and research not only inter-disciplinary but also more holistic, relevant and fruitful. Presently, the number of students educated through conventional courses at regular Universities is less than the students of Distance and Open Education system. Higher education has reached even the unreachable and remote parts of the country through these modes. Higher education has to be made more accessible to the common people who are otherwise engaged in different activities of their lives. They do not have much time and scope to attend regular courses at Universities and colleges and, that is why, they are deprived of the benefits of higher education. Thanks to the Open and Distance Learning systems because through them, more

and more students, teachers as well as retired people are being educated. They are deriving the privileges of higher education through online, e-mail, Internet, postage, printed materials, radio and TV programmes. With this view in mind, Ambedkar Open University, Netaji Subhas Open University (1997), and Indira Gandhi National Open University (1985) have been set up. "Reaching" the Unreached" – has been the slogan of Distance and Open Learning system. Traditional classroom method has been replaced by cassettes, Compact Disks, Multimedia, Computers, Satellites etc. In the conventional education pattern, the teachers have to interact with the students within the classroom situations. But with the coming of Distance and Open Education Systems, the entire method has been radically changed. In the new educational protocol, the traditionally rigid space time hierarchy structures have been shattered.

Assessment /Evaluation : Quality in terms of relevance and excellence of the academic syllabi and programmes offered has become an important concern with educational institutes. Standard of education has become crucial on account of quantum change in socio-economic contexts. Currently, the quality of education has become vital throughout the global and assessment of quality is being ensured through regular processes. University Grants Commission (UGC) has formulated an independent statutory Body for this purpose. At present, Colleges and Universities are being evaluated by National Assessment and Accreditation Council (NAAC) for educational and financial aids and grants. NAAC has stipulated certain criteria of assessment and these comprise –curricular aspects, teaching - learning methods, evaluation procedures, research, consultancy, extension, infrastructure, learning resources, workshops, seminars, conferences, tutorial classes, student support, student progression, administrative management and organization, quality of academic staff, National Service Scheme, NCC campus, teacher –student interaction, games and sports , and quality versus quantum . Universities and colleges in India are going through a crucial phase of time. Teachers, administrators and non-teaching staff have to work hard to meet the challenges of quality assurance and assessment. Universities and Colleges are systematically evaluated by NAAC as A, A+, B, B+, B++ in terms of gradation etc. Quality, amount and level of classroom interaction and instruction are also taken into consideration by NAAC on a regular basis. These who do not come up to meet the criteria will not be provided grants and aids of University Grants Commission, the Central Government and the State Government. It is really a tough time for the academic institutes They have to prove themselves worthy; otherwise they are sure to perish. That is why, it is a question of "Do or Die" situation, a matter of survival or doom.

Concept of self Financing :

With the advent of Globalization, concept of Self-Financing has come into existence. Educational institutes have been told to manage and manipulate their monetary affairs on their own. Grants and aids of the Central Government as well as of the State Government to higher education institutes have been comparatively curtailed and reduced. Consequently, Colleges and Universities are bound to hike their fee structure suddenly and exorbitantly. It is matter of much concern that Governments of different countries are engaged in systematic and reckless privatization of education sectors. Lack of public funding and apathy of the Government in higher education have multiplied to a greater extent.

Moreover, the factors related to Marketization, Privatization, Globalization and Liberalization are in a process of destroying the public funded education system in India. Government is playing a negative role in educational sphere and an ongoing procedure of commodification of education and abolition of tenure posts of teachers is taking place intermittently in the era of capitalistic globalization. Government of India is showing a regressive trend in education through its aggressive move to privatize education by dismantling the Grant-in-Aid and also granting permission to open more and more private colleges and universities in the country.

Consortium or Collaboration Concept :

Share and Share alike has now become the new motto of Colleges, which is involved in "give and take" scheme. University Grants Commission has started approving this scheme recently. This scheme has been made available and it is implemented by colleges and universities through the country and abroad. The proposal that had been included in the 10th plan of UGC had been endorsed by the Commission in its 425th meeting, held on 8th December 2005. By availing this scheme, the cluster of colleges would be able to share faculty members, library, laboratory and other recourses among themselves. This is rather an innovative strategy, which would enrich the academic as well as financial infrastructure of the colleges. At a time when fund crunch prevents colleges from utilizing recourses in the best possible manner, such a concept would make optimal use of both manpower and knowledge. Undergraduate colleges will be as resourceful as the postgraduate ones because of this unique opportunity. Under these projects, every college will get the best of the other, as well as give something that is lacking in other colleges of the group. The central fund would be used to up-to-date libraries and laboratories. Moreover, by connecting the libraries of these colleges through a LAN (Local Area Network), students of each college would be able to access books and resources materials from other colleges. Simultaneously, on the

11th 5-year plan it had been mandatory that an academic institute is entitled to conduct a seminar, conference and workshop in collaboration with other educational institutes and organizations. Otherwise, educational institutes will not be provided financial grant or assistances by University Grants Commission.

Socialization of Education :

The mission of higher Education, as asserted by the UNESCO-Sponsored world declaration on Higher Education for the Twenty first century held in 1998 in Paris, is to contribute to the sustainable development and improvement of society as a whole by educating highly qualified graduates who are able to meet the need of all sectors of human activity. But regrettably enough, socialization of public education has not taken place in India. Society is being gradually alienated from higher education institutes and it is as affair of grave concern to all of us. Emphasis has been laid on the advancement, creation and dissemination of knowledge through research and experiment, as part of its service to the community of relevant expertise to assist societies in cultural, social and economic development. Such research should not be limited to the field of science and technology alone but be expanded into the social sciences, the humanities and the creative arts.

Value Education :

Education in 21st century has become 'knowledge-based' and 'technology -based'. Therefore, education is gradually becoming information -based, bereft of wisdom and judgment. The sole objective of education – enlightenment of the human mind and expansion of the human spirit as enunciated by the great prophets and gurus has been defeated. In spite of unexpected growth in the field of higher education, regrettably enough, it has not been able to produce great men like Mahatma Gandhi, Swami Vivekananda, Netaji Subhas Chandra Bose, Rabindranath Tagore, Pandit Iswar Chandra Vidyasagar, Raja Ram Mohan Roy etc. It is a matter of great concern to the educationists, thinkers, well-wishers and teachers of the nation. Hence, Value-based education is the need of the hour. Adequate steps should be taken to ensure that quality keeps pace with quantity in the education system.

Commercialization of Education:

Commercialization of Education is another baneful effect of Globalization. With the introduction of Globalization, Education sector has been rampantly and recklessly privatized and this has multiplied the cost of higher education in India and abroad. Under WTO (World Trade Organization) General Agreement on Trade in Services (GATS) has been signed and as a result of this, developing countries like India have made easy access to technical,

vocational and professional courses of foreign educational institutes. Billions of dollars are being earned by the so-called educational institutes through the lure of foreign degrees. The Provisions of GATS have forced Indian Government to bow down to the pressures of the international markets and demands . The blatantly dishonest practices of the corporate sectors are visible in the domain of higher education as it is evident from the survey conducted by Association of Indian Universities (AIU) that out of 144 foreign institutes selling their education in India, 46(31.2%) are not recognized anywhere in the world and 23 of the 26 Indian partners are not affiliated to any University in India and have any approval of the University Grants Commission (UGC). With GATS spreading its tentacles, more and more fake foreign institutes will come, dupe the students as everything is to be run on commercial lines. The UGC Act had been seriously violated with the connivance of the Ministry of Human Resource Development (MHRD) as the educational mafia, foreign and local, has made inroads into the bureaucracy as well as the Government. The UGC over the last five years has tied to wreck itself and thus, by way of its policies, darkened the future of higher education in India.

Teacher-Student Relationship Dynamics:

A major breakthrough or shift had taken place in the dynamics of relationship between the teacher and the students in the recent years. Previously, the teacher was looked upon as a Guru, a superior human being in respect of intelligence and knowledge as well as personality. A vertical relationship existed between the teacher and the students. Currently, a parallel relationship exists between the teacher and the students. In present educational scenario, teacher is frequently termed as 'instructor', 'counsellor' instead of a giver or dispenser of knowledge and information. Teacher and students are standing on the same platform. Teachers are regarded as friends, guides and philosophers in today's context. The traditionally vertical teacher-student relationship will evolve towards a more horizontal pattern in which the teacher becomes a facilitator, mediator and the student has become naturally active.

Massification of Higher Education :

UNESCO in its World Conference held in Paris in 1998 (5-9 October) designed its Vision and Action about Higher education in the 21st century. While noting the 'spectacular Expansion: An over six fold increase in student enrolments world-wide, from 13 million 960 to 87 million in 1995' the declaration emphasizes the great challenges and difficulties being faced by higher education sector due to reduced priority with respect to access with equality and financing. That sustainable development needs a 'critical mass of skilled and educated people'. Hence, it gave the clarion call for massification of higher education for

creating vast knowledge-based societies. It recalled the various declarations and conventions of UNO, stressed on Article 26 of Universal Declaration of Human Rights. In the past, higher education was elitist by nature and therefore, it was restricted to a handful of people in society who looked upon it as their privilege. Those people were strongly opposed to the idea of higher education being made available and accessible to the common people and the masses. But recently, the situation has undergone a radical transformation. Presently, everyone has the right to education and that 'higher education shall be equally assessable to all on the basis of merit', and that there shall be no discrimination by making higher education 'equally accessible to all on the basis of individual capacity'.

Public –Private Partnership :

Education, especially higher education, had never been the sole responsibility of the state all over the globe. The people and the Governments have always warmly welcomed private institutes. The position was reiterated by the World Bank in its subsequent studies (World Bank, 2002), by calling for greater Public Private Partnership in higher education. But the new policy regarding Public-Private Partnership (PPP) has made little impact on policy makers across the world. This principle has not been adequately practised and implemented in reality. This has been explicitly and clearly evidenced by the Xth Five Year Plan document that has recommended that the universities must make greater efforts to supplement resources from Government (Government of India, 2002).

The concept of Industrialization of education

Some eminent academics think that the concept of industrialization of education is undergoing profound transformation and this is due to the development of the New Information and Communication Technologies (NICT), such as the Internet that has its origin in the scientific community. Since the invention of the Internet Protocol (IP) by Vincent Cerf in 1974, it has taken only 15 years to create the base of collective intelligence. Educational scenario is presently plagued with certain problems because of the industrialization of education and these are : Are buildings, lecture rooms and auditoria liable to be replaced by digital sites, virtual seats of learning ? Will teachers be replaced by digital avatars, or will they be caught up in the whirlwind of change ? Will they all have the ability to redefine their roles, or will they be subjected to the changes imposed by globalization ? The role played by the education software in distance education increased in the period from 1985 to 1995 as it gradually replaced learner-controlled approach instruction or programmed education in which traditional or audiovisual teaching aids were used. In order to meet the challenges with which the academics will be faced, the concept of the 'Virtual University' or the 'meta-

university' has come into existence. The mass advent of the NICT in the recent years has brought about revolutionary changes in the higher educational spheres. The virtual or 'meta university' will make a maximum use of advanced technology in order to work collaboratively and globally. It will also tend to reduce the compartmentalization of the various forms of education such as primary, secondary, university, adult, vocational, professional etc. In these emerging contexts, the 'new teachers' will have to master this new NICT environment and be mentally prepared for a radical change of role while adding to and updating their knowledge of their subject.

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Emotional Intelligence and Mental Health of Adolescents

*Priyanka Datta**

Abstract

The paper is concerned with adolescents who are striving hard in the present complex society to prove themselves, to meet expectations of their parents and teachers and the increasing demands of the society. They undergo emotional turmoil for many reasons. They fail to understand their own feelings and lack in developing better human relations. It is the prime time when the mental health of the adolescents needs to be utmost taken care of immediately to prevent them from developing low self esteem. The paper attempts to discuss the role of Emotional Intelligence in improving the mental health of adolescents. The paper provides important suggestions regarding improvement of low self esteem and mental health of adolescents. The paper further provides suggestions as to how parents and teachers should communicate with adolescents to enhance their self esteem. Increased development of emotional intelligence can enable them to succeed in their personal and professional lives.

Key words : Emotional Intelligence, Adolescents, Mental Health, Low self- esteem

Introduction :

Our present society is a complex society. The adolescents are striving every moment to prove themselves, to meet the expectations of their parents and teachers and the demands of the society. They undergo emotional turmoil for many reasons. They need to understand their own feelings. They also need to develop good relations with others. It is the time when the mental health of the adolescents needs to be taken care of the most. The paper attempts to discuss the role of Emotional Intelligence in improving the Mental health of adolescents.

What are Emotions ?

The Oxford English dictionary defines *emotion* as “any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state.” Goleman (1995) stated that

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emotion refers to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act. Emotions are the reactions consisting of subjective cognitive states, physiological reactions and expressive behaviours. Anger, sadness, fear, enjoyment, love, surprise, disgust, shame are some dimensions of our emotional life.

Are emotions intelligent ?

Many theorists have tried to bring emotions within the domain of intelligence. E.L. Thorndike was very influential in popularizing the notion of IQ in the 1920s and 1930s. In the Harper's Magazine article he proposed that one aspect of emotional intelligence, "social" intelligence- the ability to understand others and "act wisely in human relations"- was itself an aspect of a person's IQ. Other psychologists of the contemporary time viewed social intelligence in terms of skills for manipulating other people. The eminent psychologist Robert Sternberg's studies supported Thorndike's conclusion that social intelligence is both distinct from academic abilities and a key part of what makes people do well in the practicalities of life. Other psychologists like Gardener, Salovey along with Sternberg have taken a broader view of intelligence, and tried to reinvent it in terms of what it takes to lead life successfully (Goleman, 1995).

Emotional intelligence :

The term Emotional intelligence synonymously used as social intelligence is the ability to understand and deal with human relation. The concept of Emotional Intelligence was first introduced by Salovey and Mayer in the early 1990's and made popular by Daniel Goleman with publication of his book: *"Why it can matter more than IQ"* in 1995. He strongly argued that Emotional intelligence which is the capacity to create positive outcomes in relationships with others and with oneself is more important for a happy and productive life than IQ. According to Mayer and Salovey (1993), emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is a comprehensive term that includes a broad collection of interpersonal and intrapersonal skills. Interpersonal skills consist of the ability to understand the feelings of others, empathise, maintain and develop interpersonal relationships and above all our sense of social responsibility. On the other hand, intrapersonal skills comprise of the ability understand one's own motivation.

Salovey subsumes Gardener's personal intelligence in his basic definition of emotional intelligence, expanding these abilities into five main domains:

- a) Knowing our own emotions
- b) Managing our emotions

- c) Motivating ourselves
- d) Recognising the emotions of others and
- e) Handling relationships (Goleman, 1995)

The four important dimensions of Emotional Intelligence are –

- a) Perception, Appraisal and Express of Emotion- It is the ability to identify; express emotion in one's as well as others physical state, feelings and thoughts.
- b) Emotional Facilitation of Thinking- Emotions is sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings.
- c) Understanding and Analyzing Emotions; Employing Emotional Knowledge- It is the ability to label emotions and recognize relations among the words and emotions themselves, such as the relation between liking and loving.
- d) Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth- It is the ability to stay open to feelings, both those that are pleasant and those that are unpleasant.

According to Dunn (2003), components of Emotional Intelligence which can be regarded as key to success in life are as follows:

- Self-awareness and self-honesty
- Knowledge about causes of emotions
- Self-regulation and modulation of one's emotions
- Empathy
- Motivation and good decision-making
- Ability to analyze and understand relationships
- Intuitiveness
- Creative and flexible thinking
- Integrated self
- Balanced life

Emotional intelligence is environmental in nature and can be learned and increased over lifetime of an individual. Emotional intelligence plays a key role in determining life success. It becomes more and more important as adolescents progress up the career ladder of their life. Emotions are their feelings; hence, emotional intelligence is their life. Emotional intelligence does not only measure emotions or intelligence. It also opens up a new way of looking at how their thinking and behaviour could be seen intelligent.

Adolescence : Adolescence has traditionally been viewed as beginning with the onset of puberty, a rapid spurt in physical growth accompanied by sexual maturation, and as ending when individuals assume the responsibilities associated with adult life- marriage, entry into the workforce and so on(Rice, 1992).

Emotional Development during Adolescence : Adolescents are very emotional as they experience huge swings in mood and turbulent outbursts of emotions. There are differences in opinions among researchers regarding this view. Csikszentmihalyi & Larson (1984) in their study found that adolescents show more frequent and larger swings in mood than those shown by older persons. Diener & Diener (1996) argued that most adolescents report feeling quite happy and self-confident, not unhappy or distressed. Moreover most teenagers report that they enjoy relatively good relations with their parents. A similar view was expressed by Bachman (1987). He stated, the adolescents agree with parents on basic values, future plans, and on many other matters. Emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001), processes that are life-long issues for most people. Identity refers to more than just how adolescents see themselves right now; it also includes what has been termed the "possible self"—what individuals might become and who they would like to become (Markus & Nurius, 1986).

Establishing a sense of identity has traditionally been thought of as the central task of adolescence (Erikson, 1987), although it is now commonly accepted that identity formation neither begins nor ends during adolescence. Adolescence is the period, when the individuals develop the cognitive capacity to consciously understand themselves as who they are and what makes them unique.

Developing a Sense of Identity :

Identity includes two concepts.

- The Self-concept-It is the set of beliefs that one has about oneself. Self-concept includes beliefs about one's attributes (e.g., tall, intelligent), roles and goals (e.g., occupation one wants to have when grown), and interests, values, and beliefs (e.g., religious, political).
- The Self-esteem, which involves evaluating how one feels about one's self-concept. "Global" self-esteem refers to how much we like or approve of our perceived selves as a whole. "Specific" self-esteem refers to how much we feel about certain parts of ourselves (e.g., as an athlete or student, how one looks, etc.).

Self-esteem develops uniquely for each adolescent, and there are many different trajectories of self-esteem possible over the course of adolescence. (Zimmerman, Copeland, Shope, & Dielman, 1997). Thus, self-esteem, whether high or low, may remain relatively stable during adolescence or may steadily improve or worsen.

Some factors may influence identity development and self-esteem during adolescence. For example, adolescents' developing cognitive skills enable them to make abstract generalizations about the self (Keating, 1990). The physical changes they are experiencing

can strongly influence, either positively or negatively, global self-esteem. This is particularly true in early adolescence when physical appearance tops the list of factors that determine global self-esteem, especially for girls (Harter, 1990a). Comments by others, particularly parents and peers, reflect appraisals of the individual that some adolescents may incorporate as part of their identity and feelings about themselves (Robinson, 1995).

Self Esteem : Self esteem has been described as the affective or evaluative appraisal of the self; or in other words how much a person likes or dislikes his or her self (Baumeister, 1993). High self esteem indicates a person has self respect, a sense of self-worth, value and a feeling that "*you are glad you are you*" (Corkille Briggs, 1970, p.3). Self esteem is related to better overall functioning of the individual. Rogers (1959) found self esteem to be associated with adaptive personality functioning. Self esteem is also positively associated with subjective well-being (Diener & Diener, 1996) and satisfying social relationships (Leary & Baumeister, 2000). Low self esteem is associated with depression (Tennen & Herzberger, 1987), loneliness (Jones, Freeman & Goswick, 1981) and Anxiety (Brockner, 1984)

Low self esteem : Low self-esteem develops if there is a gap between one's self-concept and what one believes one "should" be like (Harter, 1990b). The following characteristics have been identified by different researchers as being associated with low self-esteem in adolescents (Jaffe, 1998):

- Feeling depressed
- Lacking energy
- Disliking one's appearance and rejecting compliments
- Feeling insecure or inadequate most of the time
- Having unrealistic expectations of oneself
- Having serious doubts about the future
- Being excessively shy and rarely expressing one's own point of view
- Conforming to what others want and assuming a submissive stance in most situations

Consistently low self-esteem has been found to be associated with negative outcomes, such as depression, eating disorders, delinquency, and other adjustment problems (Harter & Marold, 1992, Striegel-Moore & Cachelin, 1999). This makes it necessary for the professionals to identify adolescents who exhibit these characteristics and help them get the extra help they need.

Emotional Intelligence and Mental Health of Adolescents : Many studies have been conducted on emotional reactions of adolescent children. It is found that experiences affect

both physical as well as mental health of adolescent children. It has been claimed that negative emotional states are associated with unhealthy patterns of physiological functioning, whereas positive emotional states are associated with healthier patterns of respond in both cardiovascular activity and immune system (BoothKewley & Friedman, 1987; Herbert & Choen, 1993). Salovey et al., (1999) asserted that individuals "who can regulate their emotional states are healthier because they accurately perceive and appraise their emotional states, know how and when to express their feelings, and can effectively regulate their mood states" (p. 161). This directly indicates that these characteristics dealing with the perception, expression, and regulation of moods and emotions, further suggests that there is a direct link between Emotional Intelligence and physical as well as mental health of the adolescents.

In another study, Salovey (2001) states that the failure of emotional self-management leads to significant negative influences on health (e.g. excessive cardiovascular reactivity). He observed that people low on this dimension of Emotional Intelligence, resorted to smoking, drinking and eating fatty foods as a way of coping to emotional stress. According to Salovey (2001) although suppressing negative feelings is neither a healthy strategy, he suggested that emotions' manifestation has a positive impact on physical health when people are confident about their abilities to regulate them. He proposed that the best way of dealing with the expression of our feelings in terms of our health is through the rule of "golden mean". "We may need to express negative feelings, but in a way that is neither mean spirited nor stifled" (p. 170). Moreover, Taylor (2001) argued that if you are emotionally intelligent then you can cope better with life's challenges and control your emotions more effectively, both of which contribute to good mental and physical health. Dulewicz, Higgs, and Slaski (2003), examined the role emotional self-management such as stress, distress, morale and poor quality of working life play in everyday life. They demonstrated that Emotional Intelligence was strongly correlated with both, physical and psychological health.

Many authors claimed and reported that there existed a significant relationship of emotional intelligence with mental health (Goleman, 1995; Salovey & Mayer, 1990, Bar-On, 2005). Since, emotional functions including emotion, intelligence, and emotional intelligence can be used as a possible instrument to increase individual's mental health.

Improving Low Self Esteem and Mental Health of Adolescents : The aim of education is to provide healthy personality for individuals and one of the important ingredients of education, the role of mental health is crucial not only in formal education institutions but also, in informal education –such as family and societies.

It is first important to help the adolescent to raise self-esteem. The teachers, parents, or professionals to identify the specific areas that is important to the adolescent. Trying to improve global self-esteem is difficult, but helping adolescents to improve their self-concepts in specific valued areas is both doable and contributes to global self-esteem in the long run (Harter, 1990b).

- The adolescent can be encouraged to explore their specific interest and helped to find resources that might lead to satisfaction of their interest. This can help them in gaining self-esteem.
- In order to enhance adolescents' self-esteem, they must be encouraged to face a problem instead of avoiding it. They can be imparted with training in interpersonal or problem-solving skills, role-playing a difficult conversation, or providing information and resources.
- They need to be provided with continuous encouragement and support in facing feared situations, such as taking an exam.

Significant attempt should be made to develop awareness of the importance of the emotional skills among adolescents

How Parents and Teachers should communicate with Adolescents to enhance Self Esteem?
They must-

- Engage adolescents with nonthreatening questions that will help them to define their identities. Questions like- Whom do you admire? What do you like to do in your free time? What are your strengths? What are your hopes for the future? What have you done in your life that makes you feel proud? can be asked by the parents or teachers.
- Listen to adolescents without making much judgement. They must also try to listen more than speaking. This enables the adolescent to realize that you value his or her opinions, and thus to trust you more (Forgatch & Patterson, 1989).
- Ask open-ended questions. Ask questions that require more than a yes or no response; this helps the adolescent think through ideas and options (Hill & O'Brien, 1999).
- Avoid "why" questions. "Why?" questions tend to put people on the defensive (Plutchik, 2000). Questions can be rephrased to get at what the adolescent was thinking rather than the reason for something the adolescent has said or done. For example, instead of asking, "Why did you say that?" instead: "You seemed to be really trying to get across a point when you did that. Can you tell me more about what you meant?" can be asked.

- Match the adolescent's emotional state, unless it is hostile. If the adolescent seems enthusiastic or sad, let your responses reflect his or her mood. Reflecting someone's mood helps the individual feel understood (Forgatch & Patterson, 1989).
- Follow rational decision-making strategies. It should be kept in mind that the adolescent has a relatively short attention span, so they must briefly explain themselves. Choose a topic that is relevant to adolescents (e.g., deciding how to deal with an interpersonal conflict, identifying strategies for earning money for college) (Keating, 1990).
- Discuss ethical and moral problems that are in the news. Encourage the adolescent to think through the issues out loud. Without challenging his or her point of view, wonder aloud about how others might differ in their perspective on the issue and what might influence these differences (Santilli & Hudson, 1992).
- Recognize and manage emotions. Parents and teachers must help adolescents to identify options and to do something constructive about them. Inability to do so may otherwise affect the adolescents as they may indulge themselves in alcohol or other drugs, overeat, or remain withdrawn and become depressed. Adolescents who feel angry may take out their anger on others, hurting them or themselves instead of dealing with their anger in constructive ways, if they are not aware of its source (Goleman, 1994).
- Developing empathy. Empathy can be taught in various contexts, such as helping students to empathize with different groups of immigrants and understand emotionally the negative consequences of prejudice (Aronson, 2000).
- Impart Conflict resolution programs. These programs teach students to define their objectives in conflicts, their feelings, and the reasons for what they want and feel, and then ask them to take the perspective of others involved when coming up with options that might resolve conflicts (Johnson & Johnson, 1991). Parents can also provide this training at home with better results.
- Develop a cooperative spirit and encourage them for team work.

The adolescents themselves must also begin to master the emotional skills like self awareness; identifying, expressing, and managing feelings; impulse control and delaying gratification; stress and anxiety and understanding what behaviour is acceptable in a situation (Goleman, 1995), so that they can better manage and cope with stress, make friends and adjust well with the larger society. Emotional intelligence if can properly be developed in the adolescents will thus not only help them to improve their mental health but also enable them to succeed in their personal and professional lives.

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Opinions & Comments

Whither Literacy Campaign ?

*Sudipta Ghosh **

The Literacy Campaign, the zealous and hullabaloo-induced show-off Govt's policy, flaunting how much serious as well as concerned it is about the education of the *hoi polloi*, has fallen flat on its nose in West Bengal, despite a phenomenal amount of public money being spent over the decades. There is a plethora of problems leading to the failure of the project. This article tries to take an in-depth look at the malaise which runs deeper – some of the grey areas hitherto untouched. The task seems to be a Sisyphus one, reminding us of an oil-smeared bamboo pole with a man climbing up two metres and slipping down three metres at the same time. The thrust of the article is, mainly, on the role of the government officials vis-à-vis the school administration, and their excellence in the notoriety of anti-Midas' touch – whatever it touches turns into dust.

There has been too much hype and hoopla and too much money being spent on the mass literacy campaign. But, sadly, no real success has been achieved so far, thanks to the venal political leaders and the government's lack of practical wisdom which presupposes calibrated, well-thought out *modus operandi* to take the campaign bull by its horn. The problem looks so imposing that perhaps even Hercules would not have been able to solve it. In the previous dispensation, to look after the campaign a sub-divisional working committee had been formed to take the fruits of education to the grassroots level. They had been assigned the task of grooming the resource persons who, in turn, were supposed to share their experiences with those who were to teach the learners, most of whom were of the first generation. But the committee entrusted the noble mission comprised teachers who used to toe the ABTA line, a CPI(M)- sponsored teachers' association. Obviously, a teacher who did not owe allegiance to the association could not be a part of the noble mission, no matter if he or she possessed the right kind of aptitude as well strong will to motivate the resource persons. Even resource persons used to be selected from within the ABTA. What is required to clear the Augean stables is not the persons toeing the party line but having a right kind

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of aptitude and an unflinching dedication. Teaching methods have undergone a sea change. But most of the teachers are reluctant to upgrade themselves, fearing an extra burden. The fact that the previous dispensation had fallen flat on its nose was kept under wraps by manipulating the results of the board exams. It even went to the extent of fabricating statistics to paint a rosy picture of the state. It did not have the guts to accept the hard truths. Nor did it have the will to address the malaise. Now with the present dispensation taking over we remain expectant that things will turn around. But given the performance of the government and its proclivity to flip-flops things look gloomy unless there is a paradigm shift in the present government's perception.

Of the plethora of bottlenecks leading to the failure of mass Literacy Campaign in West Bengal the administrative pusillanimity is largely responsible. People with an eye on fat pay packet aspire for the Head of the institution, no matter if they don't have even a semblance of aptitude for the job. Barring exception, they, held hostage by the clique-infested, muscle-flexing politics, play hooky when faced with real challenge. They wimpishly wriggle out of the tricky situation. To cover-up their inability-pushed nefarious designs they impose some ludicrously specious disciplinary actions on the teachers to inhibit their flow of thinking which could have come handy in improving, or overhauling the basic infrastructure for the Literacy campaign. The seamy side of the disciplinary over-much is that the teachers will become Mr Creakles, unable to teach humanely. It must be kept in mind that the teachers are not workers, and the school is not a factory churning out products mechanically. They should be given some space to breath freely, think independently without being constipated with the rigmarole. If the teachers are put through the wringer just to settle old score the first casualty would be the poor students. The present bunch of Teflon Heads take recourse to deceit, and true lies to inflate the success story of their students by merely manipulating the score. The parents of the first generation learners (the targeted group of Literacy campaign) are deluded into believing that things are going well. This is a betrayal, verging on criminal frivolity. Lest this guile be seen through they keep the para-teachers and the official stuff (they enjoy the privilege just for being locals, and some, in an effort to show unflinching loyalty, become poodles of the administrative boss) in good humour. More often than not they go scot free, no matter whatever the laxity they indulge in. The fabricated reports of drop-outs are condoned, a deliberate attempt to backstab the Campaign. The Headmasters/ Headmistresses, entrusted with the task of instilling confidence into the teaching fraternity, are expected to lead from the front. The task assumes greater significance when it comes to teaching the first-generation learners. But, sadly, the situation is quite the opposite. Most of them don't know even how to run the administration, as they lack basics, let alone inspiring teachers to work with greater zeal. The result is disastrous. The teachers, fed up with the way things drag on, teach with drooping shoulders, mechanically, routine-wise.

But that does not mean the teachers are sacrosanct, above criticism. Barring exceptions, teachers have suffered a slump in moral values, leading to them being unable to rise to the occasion. Easily carried away by loaves and fishes, they do not hesitate to curry favour with those who matter in the administration. Some even go a step further to become poodles of the Headmaster. Gone are the days when the teachers used to exude high moral values which spread like wild fire among the students. The vacuity has reached such an extent that the students seldom find their role-models. With a laid-back attitude, the teachers, drugged, as it were, with Lotos, love to wallow, crouch and squirm rather than taking everything in their stride. They seem to have developed a gluttony for taking things lying down. With Mammon being their only presiding deity, their heart is always on the *qui vive* to earn money by any means available. With the politics rearing its ugly head making the teaching fraternity its hunted victims the ambience at school gives off the stinking smell of a rotten system, thanks to the teachers' susceptibility to weak-knead pleasure-loving hedonistic mindset. They can easily be carried away by the razzmatazz of political heebie-jeebies. They love to dabble in petty politics rather than whipping up their grey matters to devise some innovative to take the Campaign head on. Rudderless, they are drifting for want of a real cause that can lift their sagging morale got soggy by the politics of vested interest. To serve their ends they sacrifice their self-esteem to be used as pawns by the political mumbo jumbo and hanky panky.

With the school administration pairing with the corrupt, cowering government officials, thus forming a deadly duo, the campaign is in existential danger. The exponential increase in number of students ensures a phenomenal amount of money pouring in to aid and abet the campaign. Sadly but realistically, one wonders what fraction of money ultimately reaches where it should. The funds siphon off, with only a pittance utilized. The campaign's faultlines within are the venal government officials-inept school administration-'ready-to-fish-in-troubled-water' builders nexus. The officials bully the Heads of the school administration into conniving at the malpractices. As a *quid pro qui*, the Heads are allowed to have a finger in the pie. In the vicious cycle it is the poor learners, especially those whose parents are too naïve to understand such hanky panky, who are severely hit.

The startling revelation by the Centre that West Bengal is left languishing at the bottom, just a place ahead of Bihar, so far as the rate of drop-out is concerned, has made the rank and file of the education department a singed cat hopping on hot tin roof. The education minister of the previous dispensation Mr Partha Dey's attempt at sweeping the reality under cover by dismissing the report a smear campaign against the state stood jeering at himself. It was an attempt at self-deception, with the balloons of hype and hoopla

surrounding the much-fancied, much-vaunted campaign pricked, triggering a domino effect on the self-styled custodians of education. The present education minister is expected to deliver the punch to shore up the state's image. But, given the present dispensation's predilection for flip-flops in taking decision, the future looks bleak for the campaign. While the mass literacy campaign all over India seems to have run into a rough weather, in Murshidabad it is a complete failure, thanks to the incorrigibly venal government officials hectoring teachers what is to be done, while at the same time they sit idle devising ways how to swindle money, in collusion with the Vodka-swigger, swaggering-puppy, fly-by-night politicians.

The Head of an institution can make or mar a thing. It needs some steel in the spine. Must be pro-active. What we need is not a Cipher who bends to the whims and fancies of the powers that be. An intrepid with a strong moral character can make a difference, packing those holding education hostages off with lock, stock and barrel. The existing system of recruiting Heads of the educational institutions needs an overhaul. The way the Heads are selected is rife with loopholes. Educational qualifications get the better of one's personality where the opposite should have been the norms. The personality test should not be a push over. Rather, it should be as rigorous as the way an IAS is selected. It may sound ludicrously specious to those who run administration toeing party line and rubbing shoulders with the rogues in disguise. Since the Heads(some are too pliant to not let corruption happen, while some other are into the sleazy deals) are the pivot around which corrupt people revolve, only people having a right kind of aptitude should be encouraged. As for the teachers, carrot n' stick policy should be adopted – carrot for excellence and stick for dereliction. They should be accountable to the public. A sincere and innovative teacher should be credited with an extra increment, while an insincere teacher found neglecting his assorted duties should be dealt with an iron fist. Last but not the least, resource persons play a vital role in realizing the dream. They should be selected with utmost care. People having a right kind of aptitude and a zeal for work should be given a priority. There should not be an automatic choice for the resource persons simply because of their unflinching allegiance to the ruling party.

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Emblem of the Ramakrishna Mission

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

– Swami Vivekananda