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Ms.Pramila D Thokle

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A CRITICAL STUDY ON THE VIEW OF DR. B. R. AMBEDKAR AND GANDHIJI ON THE ISSUE OF UNTOUCHABLES

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Abstract

Dr. B. R. Ambedkar and Mahatma Gandhi both of them fought against the untouchability. Very differently both of them tried their best to resolve the problems of untouchability. Mahatma Gandhi supposed that untouchability was the internal problems of Hindu Community. According to him Untouchables did not have the separate identity as like Muslims, Shikhs, and Chrishnity was having. Where as, Dr. B. R. Ambedkar view was, if untouchables are the part of Hindu then untouchables must get equal rights as like Hindu peoples are enjoying. But for that orthodoxy Hindu people were not ready to accept them on equal level. Besides that even Mahatma Gandhi was also in fever of varnashram system where untouchables were not granted the equal status in society. Therefore Dr. B. R. Ambedkar very strongly opposed Mahatma Gandhi on the views of untouchables. He was very unsatisfied the work which have done by congress and Mahatma Gandhi. He further concluded that untouchables do not want to live on sympathy of Hindu. But all untouchables want to live with honor and respect. Untouchables should free from the gold chain of Hinduism. In this paper I want to study the different way of struggle of Dr. B. R. Ambedkar and Mahatma Gandhi against untouchability.

Keywords: 1. *RTC:* Round table conference, *Fascism:* a political system based on a very powerful leader, state control, and being extremely proud of country and race and which political opposition is not allowed. *Fascist:* - A person who believes in or sympathizes with fascism. *Congress:-* From its foundation on 28 December, 1885 by A. O. Hume, a retired British Officer, until the time of independence of India on 15 August, 1947, the Indian National Congress was considered to be the largest and most prominent Indian public organization.

1. Representation of Dr. B. R. Ambedkar in RTC as a Leader of Untouchable.

I. On 20th November, 1930 'Plenary Session' of 1st RTC, rising to represent the point of view of the Depressed Classes, Dr. B. R. Ambedkar describe them as "a group by themselves which is distinct and separate from the Muhammadans and, and although they are included among the Hindus, they in no sense form an integral part of that community." He describe the problem of 1/5th population of Indian Untouchables as large as the population of England or of France, as a "midway between that of the serf and the slave", and that what is worse is that the "enforced servility and bar to human intercourse, due to their untouchability, involves, not merely the possibility of discrimination in public life, but actually works out as a positive denial of all equality of opportunity and the denial of those most elementary of civic rights on which all human existence depends."¹

II. In the meeting of Minorities of RTC (13-11-1931) Gandhiji said that he do not mind if untouchable want to separate from Hindu and wanted to converted in Islam or Christianity. But he will strongly opposed to divided Hindu religion by giving a separate constituency to the Untouchables.²

III. Gandhiji suggested to Minorities like Muslims and Shikhas that they could decide their demands among their self but they should not support to the demands of the untouchables. Dr. Babasaheb Ambedkar proved that how congress was against to the political demands of the untouchables.

In the Round table conference Gandhiji further argued that he is the only leader of Untouchble and no other else. It was the insult not only Dr. Babasaheb Ambedkar but it was the

insult of million of untouchables who willingly accepted the leadership of Dr. Babasaheb Ambedkar. No one can imposed his leadership on any group of people, it must be accepted and Dr. Babasaheb Ambedkar was accepted leader of millions of untouchle.³ Gandhiji and Congress party was not much interested to remove the untouchability from the society. But all the congress leaders were wants their hold on untouchables. They supposed that congress is the only party who is taking care of depressed class people. But in reality, Congress just want to use politically to the depressed class people.

2. Fascist Congress: - Dr. Babasaheb Ambedkar stated that it was the trumpet of Congress that she is the only political party who is struggling for the freedom movement. But in reality is that, she want to hide her political fascism, behind her freedom movement of India. He further stated that Congress supposed that she is the only political party, who representing the whole India and other political party should not emerged in India. On the other hand she is ambitious about all other political parties should merged quietly in the Congress party. He further stated that if Congress does not want the slavery of British, the same way we do not want slavery of Congress.⁴ this statement of Dr. B. R. Ambedkar had given clear idea that downtrodden people should not depend on Congress for their emancipation.

3. Proposal of Dr. B. R. Ambedkar to Congress:- He had been fighting since last twenty years against congress but then also he had been presented one good proposal in front of congress that is, if congress is ready to give the explanation about what congress will do for untouchable in free India then he will ready to fight against British rule with congress, otherwise he will take the stand against both Congress as well as British rule.⁵ Here, Dr. Babasaheb Ambedkar thought was, untouchables are under the slavery of both British rule as well as the social system of India. Even after the independence of India, untouchables would be force to live under the rule of upper caste. Therefore he wanted surety from congress about the security of downtrodden people of India. If congress is ready to give the security about the untouchables then he will be ready to fight against British rule, otherwise he is free to fight against both congress as well as British rule.

4. Failure of Congress to end of untouchability: - According the Ambedkar, the congress failed to remove the untouchability from the society, because she has taken much care of law and customs of orthodoxy Hinduism rather than untouchables. The system of untouchability was a gold mine to the Hindus. In this society there was a master class and a servile class. The untouchable class was the servile class. According to Ambedkar, swaraj instead of putting an end to untouchability might extended its life.⁶ Congress did not shown courage to stand against the orthodoxy thoughts of people whos wish was to remain untouchability in the society. Even Gandhiji belived the Varna system. Therefore Dr. B. R. Ambedkar did not believed that Congress will do better for untouchables.

5. Conversion of religion is the solution to remove the Untouchability: - Dr. Ambedkar came to the conclusion that only conversion of Religion is the solution to remove the untouchability from the society. He stated that, the religion which keeps untouchables away from the knowledge, and gives the opportunity to touchables to become a knowledgeable is not the true religion. He further stated that, law and customs of Hindu religion is, one kind of tricks which keeps arm in the hands of touchables and makes armless to untouchables. For the human development there is requirement of freedom, equality and sympathy. For the untouchable not a single thing is available out of these

three. He explained that, to free from the exploitation by touchables, conversion of religion is very essential for untouchables. Conversion of people who called as untouchables, with Hindu religion, is responsible for untouchability. So it is better to break the contact with Hindu religion which keeps you untouchables.⁷ Conversion in another religion can give you a better opportunity for the upliftment. Not only that but because of Conversion we untouchable people will get new identity. In new religion we do not find untouchability. Therefore he decided to leave the Hinduism and he will accept new religion with his followers, in which he gets equality, sympathy and freedom of living. Dr. B. R. Ambedkar challenged the orthodox people of Hindu religion to abolish the untouchability otherwise most of untouchables' Hindu people will get converted into another religion.

6. Safeguard for the untouchables in the future constitution of India:- In the sixth sitting of RTC, which was held on 16-12-1931, Dr. B. R. Ambedkar, and Rao Bahadur R. Srinivasan had presented the scheme of political safeguards for the protection of depressed classes in the future constitution of a self-governing India. In sixth sitting of RTC he had presented several points of safeguard for the untouchables of India. Under the safeguard of **Equal citizenship**, it was mentioned that the depressed classes cannot consent to subject themselves to majority rule in their present state of hereditary bondsmen. Before majority rule is established their emancipation from the system of untouchability must be an accomplished fact. It must not be left to the will of the majority. The Depressed Classes must be made free citizens entitled to all the rights of citizenship in common with other citizens of the State. To secure the abolition of untouchability and to create the equality of citizenship, it is proposed that fundamental rights shall be made part of the constitution of India.⁸

7. Gandhism and untouchability:- According to Dr. Babasaheb Ambedkar Gandhism is not useful to resolve the problems of untouchability. Hindu religion is one kind of custody. Dr. B. R. Ambedkar refused the thoughts of Gandhiji which were in favor of the Varnashram system. He said that there is no hope in Gandhism to get the equality, freedom and abolishment of Untouchability.⁹

8. Dr. B. R. Ambedkar's view about role of Saints to remove the untouchability: - Saints were not concerned with the struggle between men. They were concerned with the relation between man and God. They did not preach that all men were equal. They preached that all men were equal in the eyes of God. Why the teaching of the saints proved ineffective was because the masses have been taught that a saint might break Caste but the common man must not. A saint therefore never an example to follow. He always remained pious man to be honoured. That the masses have remained staunch believers in caste and untouchability shows that the pious lives and noble sermons of the saints have had no effects on their life and conduct as against the teaching against Shastras.¹⁰

10. "Be aware from the political party how is not having the fervour to remove the Untouchability":- On 5th October 1953 at Merat in one public meeting Dr. B. R. Ambedkar said that you people must be aware from the such political party who does not have fervor to remove the untouchability.¹¹ Here he warn the untouchables that they must be careful about their rights. Congress and such other political party only wants the vote of untouchables but these party are not serious about to abolish the untouchability.

Conclusion: - Dr. B. R. Ambedkar believed that there is no use of free India unless and until Indian society is free from untouchability. For the emancipation of untouchables, has to fight themselves only. Untouchables should not depend on any other political party rather than Scheduled Caste Federation, the political party of Dr. B. R. Ambedkar. Even saints also have not done any constructive work to remove the untouchability. Therefore he said that removal of untouchability is the responsibility of untouchable's people only. Dr. B. R. Ambedkar had given the motivation of the untouchable people of 'Aat Dip Bhav' means self enlightenment. Mahatma Gandhi and the other leaders of Congress have not done any constructive work to remove the untouchability of the Indian society. Congress itself used untouchables as a vote bank and nothing else. He strongly objected the thoughts of Class system of Gandhiji. He strongly recommended that Conversion of Hindu religion is the best solution to throw out the untouchability. He studied various religion and at last he converted in Buddhist with five lacs of people from Hindu religion who were early treated as the untouchables. In this religion, he finds the liberty, equality and fraternity. He abolished the untouchability which was presented in the Indian society from long period.

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THE HISTORY OF EDUCATION IN BAHÁ'Í COMMUNITY OF IRAN AND INDIA

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Introduction

The place of religion in public education is an issue concerning many people. In America, following World War II to practice religious exercises in schools was always an issue for criticism and resentment. Some people believe in that and some don't (Thiessen, 2001). Religion in public education is a sensitive issue and attracts a lot of attention. There are many researches about different major religions and their effects and its interrelationship with education. As the Baha'i faith is new comparing to the other religions, there isn't adequate research about the philosophy of education from the Baha'i perspective.

Teachings of Baha'i faith lays a great stress on spiritual education and believes that the lack of spirituality is the main cause of the problems of the world so from the Baha'i point of view moral but illiterate child is better than a literate but unethical one, because, the first one doesn't harm the others but the second one can harm himself and others. One of the main principles that Baha'i education stresses and proclaims is that education is not only a way for personal progress but it is also a means for social engagement and social development. (Arbab, 2004)

The main teaching of Baha'i faith is unity in diversity. Although I am different from you, by faith, color, race and thought but not only do I respect you but try to love you and pave the way for your development. Disunity from the Baha'i perspective is the root of all disasters and calamities of the world like war, social inequality, insecurity, anti-social behavior, disparity and conflict, prejudice, criminality etc.

Baha'i educationalist like Daniel Jordan, (Jordan & Street, 1972) has suggested that if the teachings like unity in diversity and universal peace be applied in general and in education in particular, they can help to overcome the crisis in education and in society successfully.

Baha'i Faith

The Baha'i faith is a new, independent, universal religion. (Zaerpoor, 1981, p.12). Baha'i faith believes that God has revealed himself to humanity through different messengers to educate and teach humanity and uplift the soul of man and for the progress of the world and its people as a society. Messengers of God include Abraham, Krishna, Buddha, Moses, Jesus, Mohammad and Bahauallah, who were all teachers and all came from the same source, being different chapters of one religion. Baha'is also believes that Bahauallah is the latest of these messengers. The origin of the Baha'i faith is in Iran (Perkins & Hainsworth, 1980, p.12). Bahauallah, "Glory of God", the messenger of Baha'i faith was born in 1817 in Tehran, the capital of Iran. He proclaimed his message from Iran to the entire world. It was during Bahauallah's life time that his faith spread out to Ottoman Empire, Caucasus, Turkistan, India, Burma, Egypt, And Sudan (Hartz, 2009. p 13).

Iran in nineteenth century was deeply affected by war, famine, political instability, economic crisis and epidemics (Momen, 2008, p.9). According to Balyuzi (1980, p.3) people of Iran in Qajar period became intellectually starved and morally corrupt, materially impoverished and spiritually dying. Corruption oppression and tyranny were widespread.

Shahvar says that (2009, p.5) by the nineteenth century achievements of Europe in science and technology called non-western reformist for the imitation of European model. The more contact with west increased the pressure and thirst for change among people in Iran. It is logical to say that the reformist ideas of the Baha'i faith had a great role in propagation of reform and modernization of Iran.

Bahauallah (1988, p.156) states that his only purpose is that of educating people. The Prophets of God have come to educate and guide people to the straight path of truth. On the other hand, Bahauallah proclaims that his main message for the world is unity. Unity of God, unity of religions and unity of mankind. (Bahauallah et al., 1991 vol II, p. 157).

History of Education in Baha'i Community

Due to the status that education has in Baha'i philosophy, from the very beginning, the Baha'i community, whenever it was possible, planned for educational programs. During Bahauallah's time the Baha'i community, because of severe oppression, could not initiate educational plans although it was the main responsibility of every follower of Bahauallah to deliver his message to the people of the world. However, all these activities were at the individual level and not collective (Momen, 2011).

History of Education in Baha'i Community of Iran from Initiation of the Baha'i Faith

Despite the significance of child education in the writings of Bahauallah, spiritually and materially, the prolonged and severe persecution of Baha'i community in Iran prevented the process of formal education of Baha'i children to be established till 1899 and only informal educational classes, by individual believers in private homes could be held. The content of the classes were fundamental courses on the Persian and Arabic language and literatures and the history and writings of Baha'i faith. As the situation got better for the Baha'i communities in Iran, the formal schools were established under the guidance and encouragement of Abdul-Baha in several places like Iran, India, Egypt, Turkey, Palestine and southern Russia (Momen, 2011).

Baha'i Schools in Iran from 1899 to 1934

Baha'i schools in Iran were a series of government-recognized educational institutions, conducted on Baha'i principles that were initiated under the guidance and encouragement of Abdul-Baha, established, owned and controlled by Baha'i community from 1899 till 1934 (Rafati, 2011). According to Rost (1969, p.39) the first Baha'i school, Tarbiat School, was established during the period of Abdul-Baha which faced several struggles.

According to Momen different date is mentioned by historians for the start of the first modern school for boys in Iran, Tarbiat School, and its recognition by the government is mentioned differently by different historians. Most of them say that it was established in 1897 and recognized the date between 1899 till 1903. The earliest attempt to found a Baha'i school have been in the village of Mahfuruzak in Mazandaran in 1870 by a Baha'i believer and his wife, Mullah Ali and Allaviyyeh Khanom, which established both girls and boys school in 1882. Mullah Ali was accused and then arrested, taken to Tehran and finally executed. (Momen, 2008, p.97-100)

These schools were financed and controlled by the support of Baha'i community and were started by Tarbiat School in Tehran and were followed by Tawakkol school(1908) in Qazvin, Taiyd(19-09),Wahdate Bashar in Kashan (1910), and the Mawhebat(1913for girls)in Hamadan, Saadat in Barforush(1912), Saadat in Najafabad (for boys in1926 and for girls in 1929) and a number of similar schools at the other parts of Iran and several schools outside of Iran such as Tashkent, Marv, Iskendrun (Turkey) and Daidanaw(Burma) (Rafati,2011).

Momen says that the second girl's school in Tehran, (the first one was Namus School,) was Madrasa-yi Taiyyddiayi Dushizegan-I Vatanand was established by a Baha'i. Shortly after that in May 1911, Tarbiat School for girls in Tehran was established in response to Abdul-Baha's stress on the girls' modern education although during those days, resistance forces were still very strong and they were sturdier in villages. Some of the American Baha'is came to serve and teach in this Baha'i school. He also mentions that a number of Baha'is initiated private schools which were influenced by Baha'i teachings. (Momen, 2008, p.97)

By 1933 there were 47 primary schools run by Baha'is, eight of which had secondary level classes. By one count, these schools had more than 4700 boys and girls students. All these schools laid stress on the study of modern sciences, moral education and arts which was not a portion of old-style education in those days (Baha'i International Community, 2005). Providing education for girls was another emphasis and necessity for Baha'i community heartened by Abdul-Baha. At a time when the women's world was limited to their home and not allowed in public by themselves, Baha'i writings encouraged them to go out and advance in different aspects of life and develop by science and industry and art during the period when even founding a modern boys school had a lot of difficulties. (Momen, 2008, p.110-117)

These schools were founded at the time when there was a lack of modern education in Iran. Shahvar (2009, p.58-60) believes that these Baha'i schools were an introduction and development of modern education in Iran, as a portion of the general changes and westernization struggles in late nineteenth and twentieth century's. Though modern schools were founded by foreign religious missions in Iran in 1830's these were restricted mostly to Christian communities. Shahvar also says that Baha'i schools were different from the other schools as they welcomed students from all different religious and it was different from other religious schools in which they did not use the academic setting for religious training. Baha'i schools were available for boys and girls and the only school which welcomed the children of various backgrounds. Most of the schools at that time were old-style and limited to memorization of Quran and poetry. The teachers of these schools were local religious leaders.

According to Momen (2008, p. 97-100) some of the practices in these schools were ground-breaking in Iran. It was uncommon not to punish children in school. Some of the Baha'i schools had co-education. the physical education was included in the curriculum of Baha'i schools; stress was on English language, partly because it was emphasized by Abdul-Baha. Most of the Iranian schools then were teaching French.

Tarbiat boy's school had six preparatory grades and four intermediate. Of the twenty six teachers twenty were Baha'is and there were 541 students that 331 of them were Baha'i, 175 Moslem,21 Christian,4 Jew and 2 were Zoroastrians (N.S.A of the Baha'is of USA, 1980, p.117).

Momen (2008, p.109) says that only about one-half of the children appearing in Baha'i schools were Baha'is and not all but most of the teachers were Baha'is. Religious propaganda was banned in the Baha'i schools as all other schools in Tehran. The Baha'i community also initiated a number of kindergartens in diverse cities like Tehran, Hamadan, Qazvin, Kerman and Yazd.

Almost all the schools were slowly closed in Raza Shah Period in 1934 over the course of a year. The reason for closure was that the Baha'i religion was not recognized as a minority faith like Christianity or Zoroastrian, by the people, and because of that their religious holidays were not acceptable. The Baha'is did not accept this discrimination, so the government closed slowly all the Baha'i schools (N.S.A of the Baha'is of USA, 1980, p.117).

Momen (2008, pp. 115-117) says that all Baha'i schools were not closed because some of them were considered as private schools and some of the other Baha'i schools escaped closure as the government did not recognize they were Baha'i schools. The other reason to escape closure was that there was nothing in those villages with which instead of them. From the Momen's point of view the Baha'i schools were among the first modern educational schools in Iran. The Baha'i schools pioneered development in two aspects. Taking education to villages long before there were government schools was the first one and girl schooling in towns and cities was the second one.

Character Training Classes (Dars Akhlagh)

According to Rost (1969, p.44) another educational movement was the initiation of classes of religious and moral instructions for Baha'i children and youth, which was totally different from Baha'i schools, in Tehran and some other places in Iran.

The Baha'i community beside formal schools, have informal educational classes known as "character training classes"(DarseAkhlagh) that was initiated in 1898 by Sayyed Hasan Hashemizade known as Motewajjeh who gathered a group of Baha'i children of south Tehran, and gradually expanded in all parts of Iran. These classes were held on Friday mornings. The curriculum of the classes was memorization of prayers and short quotes from Baha'i and other holy texts. As the classes extended they were supervised by local and the national levels. In 1933 Ali Akbar Foroutan compiled a series of books, according to the various grades from one to twelve that contained of Baha'i history, laws and administrative principles. It was not limited to only these materials and depending on the interests of the children and teachers, some other materials could be added to the classes (Momen, 2011).

These classes are still operated throughout the Baha'i world with the participation of Baha'i and non-Baha'i children.

Seasonal Schools

Seasonal schools are another part of Baha'i educational plan that was started in 1927 in America, under the guidance and order of Shoghi Effendi. It had its own style, goals, methods of teaching and curriculum. Although it is usually held in summer, as Shoghi Effendi says, it can be held in other seasons also. It is under the direct supervision of National Spiritual Assemblies of each country and Baha'i and non-Baha'is can take part (Bahauallah.,1991, vol. I, p. 29)

Shoghi Effendi (1979, p.340) says that the Baha'i universities of the future will be founded upon this seasonal schools.

Current seasonal schools are usually held annually and take between two or three days but it is not inflexible and can change according to the demands of the community. Shoghi Effendi

elucidates the goals of seasonal schools and says that it is a good means for the evolution of administrative order, (Bahauallah et al., 1991, vol. I, p. 34) to foster the spirit of fellowship in a particularly Baha'i atmosphere among the participants, to train people for teaching and to comprehend Baha'i teachings and history, to understand the relation of Baha'i teachings with other religions and the society, to catch the way that these teachings can help the world which has lots of economic and political problems and is in need of remedy. After understanding all these the programs of seasonal schools should give the participants such a courage to manifest in their deeds. The methods that Shoghi Effendi suggests for these seasonal schools are lecture and workshop (Bahauallah et al., 1997, p.558- 630).

According to Rost (1969, p.78) the first Baha'i summer school in Iran was initiated by two American women in 1936. Closing of the schools worked as motivation for the establishment of summer school already developing in America. These summer schools continued functioning all over Iran till 1979 when all social Baha'i activities were banned by the Islamic government and still is closed.

Seasonal schools are currently running by Baha'i community under the guidance of their National Spiritual Assemblies in all over the world.

History of Education in Baha'i Community of India

India is very important in the history of Baha'i education opening with a private primary school in Pune established about 1936 (Rost, 1969, p.108). India has been related to the **Baha'i faith** right from its inception in 1844. One of the first eighteen people, Sheykh Saidi-i-Hindi, who recognized and accepted the **Bab**, (the forerunner of **Baha'u'llah**), was from India. In 1880 the first Baha'i group was shaped in Bombay and expanded quickly to Pune, Calcutta, Karachi and Delhi. In 1923 the National Spiritual Assembly of India was formed following which several teaching plans were initiated (Baha'i World Centre, 1986, p.246).

According to the Association of Religion Data Archives (Most Baha'i Nations, 2010) there are close to some 1,897,000 Baha'is in India.

Different educational activities have begun from the inception of Baha'i community in India but some are more important as mentioned below.

Baha'i Schools in India

As already mentioned Baha'i schools are a series of government-recognized educational institution, conducted or inspired on Baha'i principles, owned and controlled by Baha'i community or individual Baha'is.

The main purpose of founding school beyond presenting necessary services to Baha'i families of the school is to contribute the teaching and consolidation work in India through training potential village teachers. The curriculum of school has academic, vocational and Baha'i aspects (Baha'i World Centre, 1986, p. 211-233).

There are some Baha'i schools, under the guidance of National Spiritual Assembly of India, and lots of Baha'i inspired schools in India that are owned by individual Baha'is. The most famous one, the *New Era High School* founded in 1945, located in Panchgani in the state of Maharashtra, is a private international Baha'i school, drawing students from all over the world and from different religious background like Buddhist, Christian, Hindu, Muslims and others under the supervision of the National Spiritual Assembly of the Baha'is of India. The New era has

educational, moral, social and artistic activity to enhance potentiality for the goal of service to mankind. *Rabbani School* is another famous Baha'i school established in 1977 located in Gwalior under the guidance of the National Spiritual Assembly of India. These two schools are not only schools but centers of community development, social service projects and adult literacy and training programs. These were developed under the guidance of Universal House of Justice and the National Spiritual Assembly of India. A number of smaller schools and educational programs in India include Baha'i Saramsa School (1984 in Sikkim, Saramsa), Barli development institute (1985 in MadhyaPradesh), Baha'i' I Secondary School Tadong (1975, Gangtok in Sikkim), Mona school (1986 in Satara), Ruhiiyih School (1985 in Darjeeling). Glory School (1981 in Sahantiniketan), Anis School (1983). (Official Website of Baha'is of India, n.d).

Tutorial Schools

Momen (1997, p. 17) says that one of the educational projects running by Baha'i community is tutorial school, where one or two teachers, who have been specially trained for this work, conduct classes for children and adults. These classes are frequently held in the open air. The curriculum includes reading, writing, character training, and other elementary subjects. This pattern has been fruitful in countries as diverse as India, Zaire, Bolivia, and the Philippines. The Universal House of Justice explaining the goals and styles of the tutorial schools says that it must be as a tool for the consolidation of Baha'i and non-Baha'i communities and aims to educate the children that are ready to serve the faith and their communities. The attitude for these schools is not only to be self-sufficient but to educate the children to contribute other regions and communities. (Bahauallah et al., 1997, p.555)

Seasonal Schools

India like other countries has conducted a lot of seasonal schools every year. The first seasonal school was held in Simla in 1938 under the guidance of Shoghi Effendi. (Effendi, 1970, p.173) Seasonal schools are still functioning every year in India and they are directed by National Spiritual Assembly of India. Its aims, style and methods are the same as explained before.

Ruhi Institute

Ruhi Institute is an educational institution, initiated in Columbia in 1964 under the guidance of the National Spiritual Assembly of Columbia and developed after 1970 and since 1992 registered as the "Ruhi Foundation"- a legally independent non-profit organization. It dedicates its effort to the development of human resources for the spiritual, social and cultural development of Colombian people. The Ruhi programs were progressively embraced by all countries around the world, including India. The programs of Ruhi Institute are for three different age groups. Children classes for spiritual education includes ages from 5 to 11 years old, junior youth empowerment program, includes ages between 12 and 15 years old and youth and adult classes for those 15 and above. Educational activities are planned to aid the participants to acquire proper understanding of relevant concepts, develop spiritual qualities, and gain those approaches, skills and aptitudes that qualify an individual to direct his or her energies towards the elevation of the well-being in the community. The participants of the Ruhi Institute in one activity act as students and in another one as tutor. Thus, participants in the Ruhi programs play two different roles at the same time. All the people who take part in the different activities of the Ruhi Institute are named collaborators. All the programs are according to the requirements and situations of the local people served by the

institute and a collaborator follows it according to his/her personal capacities and concern. The courses are intended to prepare the trainee to serve the community. In the beginning the collaborator learns new concepts and skills and then takes part in courses that make them ready to act as tutors of the earlier courses. This forms a dynamic environment for the growth of human resources. Ruhi Institute like any other institution has its own strategy and framework. The Ruhi Institute has two main theories. On the one hand it disagrees with the individualistic concepts of social change and on the other hand it also rejects the concepts that believes human is a product of the society. Ruhi Institute believes that any change happens over the interactions between the change of both the individual and the structures of society. Developing the individual helps the social progress and structural change in society prepares a readier environment for an individual to promote his capacities. The participation is one of the main concepts in Ruhi Institute and it means a *systematic learning process within each community. In this manner the community the community is not considered only as the object of the social experimentation of others but itself experiments with new ideas, technologies, methods and procedures (Ruhi institute, 2008).

Summary

In sum, there is a great emphasize on education in Baha'i faith and from its inception the Baha'i community was encouraged to start social activities and educational plans.

Although the Baha'i educational plans in Iran was strongly developing in late 19th and beginning of 20th century but because of religious prejudice all Baha'i schools were closed in Raza Shah period and after Islamic revolution in 1978 all social activities of Baha'i community was totally prevented and forbidden.

But India had a different story. The Baha'i educational activities were welcomed in India and step by step educational plans of Baha'i faith increased and developed. The number of Baha'i schools increased significantly. The Ruhi institute could accomplish its educational programs in India but not in Iran. The seasonal schools are hold in different cities in India but in Iran it is banned.

Thus, India is a good place for individual Baha'is and Baha'i communities to implement their educational plans.

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वर्तमान समाज के संदर्भ में श्री गुरु ग्रन्थ साहिब की प्रासांगिकता

हरप्रीत कौर

राजस्थान विश्वविद्यालय

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सारांश:-

प्रस्तुत लेख द्वारा वर्तमान समाज के जातिगत, धार्मिक, राजनीतिक आर्थिक रूप से हो रहे विघटन को उजागर करने का प्रयास किया गया है मानव द्वारा परस्पर बढ़ती ईर्ष्या, द्वेष, वैमनस्य तथा संकीर्ण स्वार्थ व मनोवृत्तियों के लिए धर्म को आधार बनाया जा रहा है, जबकि सभी धर्म मानव को एकता व भाईचारे का संदेश देते हैं। भारत के विविधतापूर्ण समाज के लिए सिक्खों के धर्मग्रन्थ 'श्री गुरु ग्रन्थ साहिब' में संकलित वाणी में मानवीय समानता व सद्भावना का संदेश नीहित है जिस पर अमल करके वर्तमान समाज में धार्मिक संकीर्णता से बाहर निकलकर मानव चेतना में प्रेम, सहयोग, सहनशीलता, बंधुत्व तथा सौहार्द्रता की भावना पैदा की जा सकती है।

भारतीय संस्कृति भले ही अपने विविध तत्वों से सम्पन्न रही हो परन्तु विभिन्न काल के चलते एक समय ऐसा भी आया जब इसी भारत भूमि पर सांस्कृतिक तत्व समाप्त होते गये। जिससे तथा कथित जातियों के आधार पर इस देश के लोग विभक्त हो गये। भारतीय संस्कृति विखण्डित होने लगी। स्थिति इतनी विकृत हो गई कि ब्राह्मण को ब्रह्मा के मुख से, क्षत्रिय को भुजाओं, वैश्य को पेट से और शुद्र को पैरों से निर्मित हुआ माना गया और इसी धारणा के चलते भारतीय समाज में वर्गों, व्यवसायों व कार्यों का विभाजन हो गया। तब से अब तक देश धर्म, जाति, क्षेत्र, वर्ग, लिंग इत्यादि के रूप में विघटित होता चला जा रहा है।

स्वतन्त्रता के पश्चात संविधान में तथाकथित सम्पूर्ण देश में समानता की व्यवस्था की है किन्तु आज भी यह व्यवस्था पूर्ण रूप से व्यवहारिक नहीं की जा सकती। इसी कारण जातिगत रूप से तो भारतीय समाज का विघटन हो ही चुका था परन्तु वर्तमान में समाज धार्मिक रूप से, राजनीतिक रूप से तथा आर्थिक रूप से भी विघटित होता चला जा रहा है। यह भेद राष्ट्रीय स्तर पर ही नहीं अन्तर्राष्ट्रीय स्तर पर भी व्याप्त हो चुका है। मनुष्य-मनुष्य के साथ प्राकृतिक भेदों के कारण लड़ रहा है जाति-पाँति, नस्ल भेद, रंग भेद इत्यादि के कारण मानव-मानव का शत्रु बन गया है। एक मानव अपने से भिन्न धर्म, जाति, नस्ल भेद, रंग विचार वाले व्यक्ति को सहन करने को तैयार नहीं है। मानव स्वभाव से ईर्ष्यालु व असहिष्णु हो गया है।

मनुष्य अपने संकीर्ण स्वार्थों तथा मनोवृत्तियों के लिए धर्म को आधार बनाता है, धार्मिक अहम् इतना बढ़ चुका है कि सहनशीलता को त्याग कर धार्मिक जुनून के कारण अपने धर्मों को सर्वापरि व दूसरे के धर्म को तुच्छ मानने लगता है इसी के चलते वर्तमान में विश्व भर में धर्म के नाम पर हिंसा व्यापक स्तर पर बढ़ रही है आज इक्कीसवीं सदी में पहुँचने के बाद भी मानव विश्व स्तर पर आतंकवाद, गुटवाद, क्षेत्रवाद, अलगाववाद, जातिवाद इत्यादि समस्याओं से ग्रस्त हुआ पड़ा है मानव मूल्यों का ह्रास हो चुका है। चिन्ताजनक मुद्दा यह है कि ये मानववृत्ति की ही उपज है और मानव समाज के लिए खतरे की घंटी है।

संयुक्त राष्ट्र संघ ने भी मानव स्वतन्त्रता, समानता और भ्रातृत्व की बात को स्वीकारा है। यू.एन.ओ. जनरल असेम्बली ने 10 दिसम्बर 1946 को मानव अधिकारों के संदर्भ में एक प्रस्ताव पारित करते हुए सभी सदस्य देशों को कहा था कि वे अपने-अपने देशों और प्रभावधीन क्षेत्रों में वहाँ के शैक्षणिक और सामाजिक

संस्थानों में बिना किसी भेदभाव यह संदेश संचारित करे कि All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards are another in a spirit of brotherhood.

मनुष्य आज अपनी काबिलियत के साथ आश्चर्य जनक विकास कर चुका है। नील गगन की छाँव तले खुले आसमान में रहने वाला और कंद-मूल खाकर जीवन निर्वाह करने वाला मानव आज स्पेस युग में प्रवेश कर गया है परन्तु मनुष्य को यह बात अच्छी तरह से समझ लेनी चाहिये कि प्रकृति की असीम देन सभी की सांझी है किसी एक सम्प्रदाय या क्षेत्र विशेष के लोगों की नहीं है प्रकृति ने सभी मनुष्यों को समान बनाया है फिर जाति वर्गों, नस्लों, रंगों का भेद क्यों? संसार के सभी मनुष्य समान हो और उनमें एकता व भाईचारा ही उनकी प्रथम आवश्यकता है।

इसी बात को ध्यान में रखते हुए मध्यकाल में गुरु ग्रन्थ साहिब की रचना की गई। यह ग्रन्थ अपने आप में विविधता में एकता का प्रतीक है। यह एक ऐसा ग्रन्थ है जिसमें बारहवीं से सत्रहवीं शताब्दी के 36 वाणीकारों की वाणी संकलित है। यह किसी एक व्यक्ति की रचना न होकर विभिन्न धर्मा, प्रांतों व क्षेत्रों तथा विभिन्न जातियों के संतो की वाणी का संकलन है इस संकलन में विभिन्न भाषाओं (फारसी, अरबी, संस्कृत, हिन्दी, गुजराती, मराठी, राजस्थान, भोजपुरी आदि) की शब्दावली का प्रयोग किया गया है परन्तु यह शब्दावली ऐसी है जो साधारण बोलचाल की भाषा में पाई जाती है।

इन विविधताओं को इस ग्रन्थ में संकलित करने का मुख्य कारण यही है कि तत्कालीन समाज में धर्म, वर्ण, श्रेणी और भूखण्ड के आधार पर परस्पर विरोधी रुचियों, घृणा और व्यर्थ के कर्मकाण्डों के कारण समाज में व्याप्त शक्तियों को चुनौती दी जा सके। गुरु ग्रन्थ साहिब में एक ऐसी विलक्षण सभ्यता का सृजन किया गया है जिसमें मानवीय समता का संदेश नीहित है यह हर समय व स्थान पर समान रूप से महत्वपूर्ण व शाश्वत है। इसके अनुसार यद्यपि मनुष्य के धार्मिक विश्वास भिन्न-भिन्न हैं किन्तु सभी का मूलाधार एक है अतः निम्न पंक्तियाँ इस ग्रन्थ में नीहित अनेकता में एकता का अद्वितीय उदाहरण हैं—

- *सभ महि जोति जोति है सोई
तिस कै चानणि सभ महि चानणु होई*
- *ना को बैरी नही बिगाना सगल संगि हम कउ बनि आई।*
- *अवलि अलह नूर उपाइआ कुदरति के सभ बंदे
एक नूर ते सभु जगु उपजिआ कउन भले को मंदे।*
- *एको पवणु माटी सभ एका सभ एका जाति सवाईआ।*

गुरु ग्रन्थ साहिब में एक ऐसी विचारधार का निर्माण किया जिसमें कोई ऊँचा या नीचा नहीं है। सिक्ख गुरुओं द्वारा चलाई गई संगत व पंगत की रीति ने व्यवहारिक रूप से ऊँच नीच के भेद को मिटाया इस बात की घोषणा निम्न पंक्तियों द्वारा होती है जिससे पता चलता है कि मध्यकालीन संतो व गुरुओं के प्रयत्न से सभी वर्ण एक हो चुके थे—

चारे पैर धरम्म दे चारे वरनि इकु वरनु कराइआ

गुरु नानक एक महापुरुष थे और वे स्वभाव से विनम्र थे यह विनम्रता का भाव इन पंक्तियों द्वारा प्रदर्शित होता है जिसमें उनहोंने स्वयं को नीच से भी नीच माना और समाज द्वारा दुत्कारे गये वर्ग की पीड़ा को उनके साथी बनकर महसूस किया—

- *नीचा अंदरि नीच जाति नीची हू अति नीचु।
नानक तिन कै रंगि साथि वडिआ सिउ किआ रीस।।*
- *सभु को ऊँचा आखीए नीचु न दीसै कोई।*

इकनै भांडे साजिए कडु चानणु तिह लोई॥

तत्कालीन समाज में हिन्दुओं व मुसलमानों में द्वेष व ईर्ष्या की भावना बलवती हो चुकी थी गुरुवाणी ने जाति पाँति के भेदभाव के विरुद्ध तो जेहाद छेड़ ही दिया था इस वाणी ने बाहरी दिखावे को एक ओर करके एकता की भावना का संदेश भी दिया—

- *ना हम हिन्दु न मुसलमान
अलह राम के पिंडु परान*
- *हिन्दू तुरक कहा ते आये
किनि एक राह चलाई
दिल महि सोचि विचारि कवादे
भिसक दोजक किनि पाई।*

गुरु ग्रन्थ साहिब में संकलित वाणी का मुख्य उद्देश्य मानव कल्याण है— इसमें आध्यात्मिक, सामाजिक, राजनैतिक, आर्थिक आदि अनके समस्याओं से ग्रसित समाज के कल्याण के लिए प्रार्थना की गई है और कहा गया है कि हे प्रभु! जगत का कल्याण करो, चाहे किसी भी तरह से करो—

जगत जलंदा रखि लै

आपणी किरपा धारि।

जितु दुआरै उबरै तिते लेहु उबारि।

सतिगुरि सुखु वेखालिआ सचा सबदु बीचारि।

नानक अवरु न सुझई हरि बिन बखसण हार॥

वास्तव में गुरु ग्रन्थ साहिब में साम्प्रदायिका घृणा व मानव मन में भेद उत्पन्न करनेवाले तत्वों को सर्वथा अस्वीकार करते हुए हर धर्म की आधारशिला को सत्य माना है और सच्चा धर्म सदैव मानवता की सेवा और उसका कल्याण ही बताया गया है—

- एकौ धरमु द्विडै सचु कोई
गुरमति पूरा जुगि जुगि सोई॥
गुरुवाणी में स्पष्ट है कि दूसरों के अवगुण देखने के बजाये उनके गुणों को सीखना बुद्धिमता है—
- साझ करीजै गुणह केरी छोड़ि अवगुण चलीए।
- *फरीदा बुरा दा भला करि गुसा मन न हढ़ाई।*
इसी संदर्भ में गुरु अर्जुन देव का कथन है कि
दुख न देई किसै जीअ पति सिउ घरि जावउ।

गुरु ग्रन्थ साहिब में जाति पाँति और धर्म के भेद भाव से ऊपर उठकर चिन्तन सत्य में एक ही नाद गुंजायमान है यह आलौकिक नाद है— “एक पिता एकस के हम बारिक।” निष्कर्षतः हम यह कह सकते हैं कि जब सब मनुष्य एक निर्गुण की संतान है तो मानव-मानव में परस्पर भेदभाव निर्मूल है यह ऊँच-नीच, जाति-पाँति लिंग भेद के आधार पर द्वेष एवं तिरस्कार करना उस सृष्टि रचयिता परम पिता परमेश्वर को कैसे सुहाते होंगे? एक ओर हम उसकी दया, करुणा व कृपा के इच्छुक हैं और दूसरी ओर हम उस प्रभु की सृष्टि में अपनी घृणा व वैमनस्य जैसे विष घोल रहे हैं।

गुरु ग्रन्थ साहिब की वाणी की यह मान्यता है कि यदि कोई धर्म श्रेष्ठ है तो वो है उस प्रभु, अल्लाह या ईश्वर के नाम का स्मरण व निर्मल कर्म। यदि कोई हिन्दु है तो वह सच्चा हिन्दु बने और यदि कोई मुस्लिम है तो वह सच्चा मुसलमान बने।

- *चहु वरना कउ दे उपदेशु
नानक उस पंडित कउ सदा अदेशु।*
- *सो मुलां जो मन सिउ लरै
गुर उपदेशि काल सिउ जुरै।*

मनुष्य के कर्म ही उसे ऊपर उठाते हैं और उसके कर्म ही उसके विनाश का कारण बनते हैं मानव सेवा ही ईश्वर सेवा है और यह सेवा निष्काम भाव से करनी चाहिये—

- *सेवा करत होई निहकामी।
तिस को होत परापति सुआमी॥*

राष्ट्रीय और अन्तर्राष्ट्रीय एकता व सदभावना को दृढ़ करने के लिए गुरुओं के क्रियात्मक कदम उठाये। उनकी वाणी में स्थान-स्थान पर मानव एकता, प्रेम, समानता और भाईचारे पर बल दिया गया है:

सभे साझीवाल सदाइनि तूं किसै न दिसहि बाहरा जीउ॥
वह परमात्मा एक है। लोग उसे विभिन्न नामों से पुकारते हैं—

- *कोई बोलै राम राम कोई खुदाइ॥
कोई सेवै गुसईआ कोई अलाहि॥*

कोई राम कहे या रहीम कहे मतलब तो उस 'एक' ईश्वर से ही है। मन्दिर और मस्जिद एक है। हिन्दु-पूजा तथा मुस्लिम-नमाज एक है सभी इंसान एक है। सम्पूर्ण मनुष्यता एक है। भ्रम के कारण प्राणी अलग-अलग दिखाई देते हैं।

- *“मानव की जात सभै एकै पहिचानबो।”*

इस प्रकार हम देखते हैं कि मानवता और एकता का संदेश देने वाला श्री गुरु ग्रन्थ साहिब प्रचलित धर्मों का सांझा धार्मिक ग्रन्थ है इससे धार्मिक पक्षपात संकीर्णता एवं साम्प्रदायिक का कोई स्थान नहीं है। अतः आज समूचे विश्व में बंधुत्व की भावना को दृढ़ करने की आवश्यकता है। एक ऐसी व्यापक विश्व विचारधारा को अपनाया जाये जो कि न सिर्फ धर्म आधारित भेदभाव, संकीर्ण राष्ट्रवादी सोच, रंग-नस्ल-लिंग भेद, आर्थिक असंतुलन व राजनीतिक भेद का निषेध करे बल्कि सभी धर्मा, राष्ट्रों, रंगों, नस्लों के मनुष्य को स्वीकार करके आर्थिक समानता व स्वतन्त्रता को समर्पित समाज की स्थापना कर सके। गुरु ग्रन्थ साहिब की वाणी द्वारा एक ऐसी जीवन शैली कानिर्माण मानव समाज में किया जा सकता है जो प्रत्येक मनुष्य की आवश्यकता को पूरा करने में समर्थ है और जिसके द्वारा मनुष्य धार्मिक संकीर्णता के दायरे से बाहर निकल कर मानव चेतना में सहनशीलता व अमन-शान्ति पैदा करेगी।

संदर्भ—

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CONSTRUCTIVISM IN EDUCATION WITH RESPECT TO TECHNOLOGY

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Abstract:

Learning is meaningful if all senses are utilized simultaneously in the process of acquiring knowledge. As we move to the higher level of learning the abstractness in the concepts go on increasing. Mere verbal explanation can never reduce this complexity. Usually a teacher makes the child accept it as it is and moves ahead. The child takes it as it is, crams it or omits it as an option. All these are not healthy way of learning.

Constructivist learning theory has its place in the educational setting, but may not be appropriate as an exclusive practice. We've detailed some of the pros and cons of constructivist learning theory as well as some ideas on how to integrate its principles into the learning environment.

Constructivism in education is the need of time. The constructivist approach through the medium of technology helps to achieve the major aims of education. Biological science Curriculum Study (BSCS), explains the process of constructivism by employing five "E"s. they are Engage, Explore, Explain, Elaborate, and Evaluation.

In our Indian classroom setup, the heterogeneity bound to exist. We never attempt to overcome it, but our attempt is to provide conducive environment which caters to the individual differences. The teaching-learning process must facilitate the gifted as well as the slow learners to perceive and understand the concept in a meaningful way. It must provide an individual to construct his own knowledge rather than reproducing facts. A constructivist approach through technology is the best means to cater the need of heterogeneous group. It encourages active participation on the part of the learner and helps them to explore and elaborate the fund of knowledge. Even students find it more interesting.

Keywords: Constructivist, individual, technology, transformation and traditional.

Introduction:

As per Swami Vivekananda "Education is the manifestation of perfection already in man". Education works out to nurture the potentials of individuals for a overall development. Education today has undergone a major shift from traditional chalk and talk method to constructivist approach. The world is changing at a faster pace and to keep in line with the changing world we need to update our teaching-learning process. Technology has made tremendous progress in the past few years and the application of technology in our present day class room teaching can intern prove to be essential means to overcome the drawback of present Educational System.

Today Class room teaching has become monotonous and passive activity. The students are only inactive listener passive by nature who just mugged up the content in the form it is being taught in class without giving it a second thought. In order to attain Quantity in Education we are losing out the Quality. Our students who are rankers out here at State and National level fail to complete at international level; why? Its not that the students don't have ability to compete, they do have, but it's not nurtured the way it needs to be. The mere mechanical class room teaching of the concept will never create creative citizens. Here Technology has a major role to play. It's said that, the more I see, the more I perceive.

An Indian class room consists of heterogeneous group of students. Catering to the needs of each and every one is not an easy task at all. Also we are bound to accept the individual differences in each student. The individual difference is basically due to the;

- (a) Innate abilities.
- (b) Environmental influence.

The innate ability of an individual cannot be changed, but of course the environment can be made facilitating and conducive for an individual. To make the class room environment conducive and enhance the teaching-learning process, Technology has major role to play. If the class room instructions include technical inputs, then it would enhance the concept clarity and perception of the students. Even the average and below average students can try to grasp the concepts according to his understanding instead being just passive listeners or seating in class with the absent mind. At least the picture or visual may arise the curiosity in a child and maybe he starts thinking in his own rather than accepting blindly what is feed to him.

HETEROGENITY IN INDIAN CLASSROOM:

The Psychological growth of the child is kept in mind while designing entire school curriculum. Sometimes psychological aspect of child is neglected when it comes to teaching-learning process. Psychologists say that “All individuals are different in degrees and not in kind.” Though every student has the ability to grasp and conceptualize the concept, but pace of it is different for every child. In every class there is mixed group of fast and slow learners here we are not concerned about how to bring them on same platform but is to provide an exposure to knowledge and facilitate them to explore their own words.

Eminent Psychologist Bruner, Gagne, Eric Erickson and many others emphasize on the environmental factors contributing development of the Childs personality. Here the major emphasize is on the construction of one’s own knowledge by the child. The teaching-learning process must be effective enough to plunder the mind of the child with questions like, Why, How, etc. Arousing curiosity in a child’s mind is the basic purpose of the class room instruction. Even educationist now-a-days emphasize more on the construction of once ones knowledge rather than producing facts.

Learning is meaningful if all senses are utilized simultaneously in the process of acquiring knowledge. As we move to the higher level of learning the abstractness in the concepts go on increasing. Mere verbal explanation can never reduce this complexity. Usually a teacher makes the child accept it as it is and moves ahead. The child takes it as it is, crams it or omits it as an option. All these are not healthy way of learning.

Here of course technology can prove to be a boon. Using technology in teaching of such concepts can provide a direction to a child’s imagination. This will in turn lead to his concept clarity. Basically when a child visualizes a virtual image, he uses his senses of hearing as well as vision to perceive it. This helps in acquisition of higher order skills of reasoning (why) and analyzing it critically based on his prior knowledge. The retention of such processed knowledge from the information is of longer duration. A teacher’s task of teaching gets fulfilled when a child can relate the concept to the world outside.

What is constructivism?

“As long as there were people asking each other questions, we have had constructivist classrooms. Constructivism, the study of learning, is about how we all make sense of our world, and that really hasn't changed.”
- Jacqueline Grennan Brooks (1999)

The concept of constructivism has roots in classical antiquity, going back to Socrates's dialogues with his followers, in which he asked directed questions that led his students to realize for themselves the weaknesses in their thinking. The Socratic dialogue is still an important tool in the way constructivist educators assess their students' learning and plan new learning experiences. Constructivism is basically a theory - based on observation and scientific study - about how people learn. By experiencing things and acting upon those experiences people build their own understanding and knowledge of the world. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know. In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher should be aware of the previous knowledge of children and accordingly she should guide the activity to address them. Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn HOW TO LEARN. Constructivism is also often misconstrued as a learning theory that compels students to "reinvent the wheel." In fact, constructivism taps into and triggers the student's innate curiosity about the world and how things work. Students do not reinvent the wheel but, rather, attempt to understand how it turns, how it functions. They become engaged by applying their existing knowledge and real-world experience, learning to hypothesize, testing their theories, and ultimately drawing conclusions from their findings.

Though Constructivist learning holds a significant place in the educational setting, then to it is not regarded as appropriate as an exclusive practice. We've detailed some of the pros and cons of constructivist learning theory as well as some ideas on how to integrate its principles into the learning environment. Constructivist learning theory operates based on the principle that students build knowledge based upon prior knowledge. Constructivism theory states that there is no knowledge independent of the knower, only the knowledge that they create for themselves based on the information that they obtain from the world around them. Instead of having a finite answer, constructivism teaches that the learner creates the answer as they see it. Since students begin with existing knowledge as the starting point, teachers are less like dispensers of information and more like teach guides that allow students to make their own conclusions. This method of teaching tends to be more tolerant of different cultures and encourages diversity rather than other theories.

Constructivism avoids direct instruction. Instead, the teacher guides students in discovering knowledge on their own. In constructivism,

- Here students are not passive listener they are actively involved;
- The role of teacher here is of learning guide so the environment is democratic, rather than autocratic;
- the activities are students oriented nor lesson oriented;
- a teacher facilitates activities in which students are responsible for their own learning and are autonomous from one another.

Difference between Traditional & Constructivist Classroom:

Basis	Traditional Classroom	Constructivist Classroom
1. Concept	1. Curriculum begins with the parts of the whole and emphasizes on basic skill,	1. Curriculum emphasizes big concept, beginning with the whole and expanding to include the parts.
2.Scope	2. Strict adherence to fixed curriculum is highly valued	2. Pursuit of student questions and interests is valued
3.Material Used	3. Materials are primarily textbooks and workbooks.	3. Materials include primary sources of material and manipulative materials
4.Basis of Learning	4. Learning is based on repetition	4. Learning is interactive, building on what the student already knows
5.Role of Student	5. Teachers disseminate information to students; students are recipients of knowledge.	5. Teachers have a dialogue with students, helping students construct their own knowledge.
6. Role of Teacher	6. Teacher's role is directive, rooted in authority	6. Teacher's role is interactive, rooted in negotiation.
7.Method of Evaluation	7. Assessment is through testing, correct answers	7. Assessment includes student works, observations, and points of view, as well as tests. Process is as important as product.
8. Perception	8. Knowledge is seen as inert.	8. Knowledge is seen as dynamic, ever changing with our experiences.
9.Number of Students required	9. Students work primarily alone	Students work primarily in groups.

Roles of the Teacher in Constructivist teaching

According to David Jonassen, Distinguished Professor of Learning Technologies at the University of Missouri, there are three roles for teachers who use the constructivist learning theory in their class.

- Modeling
- Coaching
- Scaffolding-to provides sufficient support to promote learning when new concepts are introduced.

Constructivist learning environments, according to Jonassen, should have specific learning goals, where teachers make activities interesting and engaging, but not overly structured. Examples of how teachers could approach learning goals would be having the students answer a specific, open-ended question or a broad issue, examine a case study, undertake a long-term project or examine a problem with multiple projects or cases integrated together.

Benefits of Constructivist teaching

Constructivist teaching places more emphasis on sensory input, something that has long been over looked by many traditional educators. In the days of old, students were expected to sit through lectures, take notes and take tests. While some of that still occurs in classrooms, more and more educators are learning that students need to be fully involved in the learning process, using all of their senses, not just their eyes and ears. Learners aren't just passive participants in the classroom; they need to be actively involved in "the bigger picture" of the world around them. The constructivist teaching method has been used in special education settings for some time. It is quite effective for those students who have special needs like sensory processing disorder or those on the Autistic spectrum. Some of these students have brilliant minds, but simply can't be reached through traditional methods. Rather than simply doling out information, a teacher is more of a guide for a learning journey and actively participates in the learning process with the students as well as encouraging them to challenge ideas.

Constructivist Application of Technology:

We already discussed about facilitating each and every individual to actively participate in the teaching-learning process in classroom. Facilitate here means to provide them a medium which activates all their senses and make them a mentally ready to perceive and relate to things. Even Gestalt, believes that the foremost principle which contribute learning is the principle of readiness; here we mean physical and mental readiness. To make an individual ready to learn some stimulus which a rise his curiosity should be provided to him. An environment for the stimulus of any of any of a wide range of devises and machines, physical systems, work environments, human and animal populations, individual processes, as well as natural or artificial systems can be provided through Technology. Here technology enables to the construction of knowledge. Here the concept of constructivist learning through technology gets focused.

Constructivism in education is the need of time. The constructivist approach through the medium of technology helps to achieve the major aims of education.

The process of constructivism by employing five "E"s. they are Engage, Explore, Explain, Elaborate, and Evaluation.

1. ENGAGE:

In this stage the instructional task are first identified by student which they encounter. Connection building of past and present learning experiences should be made lay the organizational ground work for the activities ahead and stimulate their involvement in the anticipation of these activities. The technology can be a great help here as sawing the surprising event, and animated series (i.e. forming of a DNA structure, how a human body functions, eruption of volcano and the flow of lava, lifestyle of people at northern poles, icebergs in sea, the wild life and its habitat etc.) are ways to engage the students and focus them on instructional tasks. Unless the senses of students are not involved attentiveness and appropriate learning can't be developed as to motivate students for active participation technology plays an important role.

2. EXPLORE:

In this stage students gets straight away involved with phenomena and material. Involving themselves in activities they develop a grounding of experiences with phenomenon. Here technology is the best source for exploration of knowledge. If technology is tactfully used to teach a particular concept; in depth detailed study could be done and concept clarity on part of the student be achieved. Even students can explore the ocean of knowledge through internet nowadays. The student's inquiry process drives the instruction during an exploration.

3. EXPLAIN:

The third stage, explain, is the point at which the learner begins to put the abstract experiences through which s/he has undergone into a communicable form. In order to format sequencing events in logical format language acts as a motivating agent. Learner support each other understands as they articulate their observations. Explanations from the teacher can provide names that correspond to historical and standard language, for student findings and events. For example a child through her exploration, may state they have noticed that a magnet has a tendency to "stick" to a certain metallic object. The teacher, in her discussion, may at this stage introduce the terminology referring to "an attracting force". The misconceptions can be removed during the discussion which facilitates even an average student to gain an insight of the concept. There are many created works like drawing, video or tape recording and writing acts as evidences of learner's development progress and growth.

4. ELABORATE:

In the stage four, the students expand on the concepts they have learned, make connections to other related concepts, and apply their understanding to the world around them.

For example; while exploring light phenomena, a learner constructs an understanding of the path light travels through space.

Examining a lamp post, she may notice that the shadow of the post changes its location as the day grows later. This observation can lead to further inquiry as to possible connections between the shadow's changing location and the changes in the direction of the light source, the sun.

Applications to real world event such as where to plant flowers so that they receive sunlight most of the day, or how to probe up a beach umbrella for shade from the sun, are both extension and applications of the concept that the light travels in a straight path. These connections

often lead to further inquiry and new understandings which could be nurtured and motivated through technical inputs.

5. **EVALUATION:**

Evaluate, the fifth “E” is an ongoing diagnostic process that allows the teacher to determine if the learner has attained understanding of concepts and knowledge. The evidence of learning serves to guide the teacher in future technical lesson planning (Digital lesson plan) and may signal the need for modification and change of direction.

The learning process is open-ended and open to change. There is an on going loop where questions lead to answers but more questions and instruction is driven by both predetermined lesson design and the inquiry process. The constructivist through technology caters to the individual differences in a heterogeneous classroom set up.

1. It activates several cognitive processes in the learner during learning including relevant information, organizing incoming information and integrating information with the existing knowledge.
2. It enhances the possibility of individualizing the educational process to accommodate the needs, interests, current knowledge and learning styles of each particular student to construct his\her own knowledge.
3. It leads to more positive attitude towards learning and it also increases student participation in classroom.
4. It provides opportunity to each student to explore his\her own knowledge.

Student’s positive attitude towards the technical approach:

Researches show that students show a greater liking to the technology integrated approach in classroom rather than the routine chalk and talk approach. The main reasons they specify is because it is a

- Learning is individualizing in nature.
- Learning according to self pace.
- No humiliation for doing mistake.
- Experimenting with different options is possible.
- Are more objective than teachers.
- Free teachers for more meaningful contact with students
- Great motivator.
- Give a sense of heuristic learning to students.
- Are excellent for drill and practice
- Provides stimulus which arose curiosity to enquiry.
- Teach in small increments
- Build proficiency in technological use, which will be valuable later in life.
- Sensitize the hearing, touch and sight to perceive knowledge for longer retention.
- Helps to conceptualize the applications of the content in day to day life situation.

Hurdles in the path of technical integration in teaching-learning process:

Up till now we discussed how technology proves helpful in the teaching learning process to cater the individual differences in the class. We are also in brief known from researches that students too like to learn through technological package.

Though technology has a number of benefits, it is not being used to the extent and way it could be used. Many hurdles come in the way of applying technology in the teaching learning process in the classroom.

1. Though many schools of today's era are well equipped with latest hardware and software but benefit of it largely depends upon the skill of teachers who are using it.
2. For using educational technology more effectively, teacher have to master a variety of powerful tools, have to redesign lesson plans as per technology enhance resources with less number of computers how more and more number of students can be taught logistic problems and teacher should take on a complex new role in technology transformed classroom.
3. Teachers currently receive little technical, pedagogic or administrative support for these fundamental changes and few colleges of education adequately prepare their graduates to use information technologies in their teaching. As a result, most teachers are left largely on their own as they struggle to integrate technology into their curricula.
4. Moreover when teachers do make us information technologies they are often used for either teaching students about computers or for drill and practice sessions focusing on the acquisition of isolated basic skills. Most teachers report that computers initially make their job more difficult. Despite the daunting challenge of using computers and networks appropriately within an educational context, however, teachers commonly report that they have not received adequate preparation in the effective use of computers within the classroom.
5. Towards technology related courses teacher generally have a negative reactions to narrowly technical orientation. This pursue them just operation of computers but not how to use it for enhancing their teaching.
6. Most teachers, however, cannot use computers effectively someone is available to help not only with the technical problems that are likely to arise from time to time but also with the deeper pedagogic challenges of choosing software, organizing project that make use of technology, and learning how to guide students in the use of computer-based resources.
7. A main challenge before a teacher is to evaluate the cost of time that is required for teachers to incorporate technology effectively in the curriculum. Especially in the inception period the effective utilization of education technology is a challenge.
8. One of the biggest hurdles in technology integration in the process of teaching learning is its acceptance by teachers who are still not showing positive approach towards it.
9. The status of teacher's training institute regarding its curriculum, syllabus etc which is still outdated and teachers teaching is also not justify it so the result is that the pupil teacher who undergo this training don't become efficient enough in incorporation of technology in their life while teaching in class.

CONCLUSION:

As far as Indian classroom is concerned heterogeneity exist by and large. We never wanted to overcome or hampered this unity in diversity but just to attempt for the favorable environment which approach to words individual differences. Though the students is gifted or slow learners teaching learning process should facilitate both of them in perceiving and understanding the

concept in meaningful way. Building of self knowledge rather than reproducing facts in the basic target. A constructivist approach through technology is the best means to cater the need of heterogeneous group. It encourages active participation on the part of the learner and helps them to explore and elaborate the fund of knowledge. Even students find it more interesting. But still in most of the schools in India integration of technology in teaching learning process is not proper, because of many reasons some of the important one is teacher's attitude and inefficiency to integrate technology to teach the subject content.

Looking at the data, over 200,000 new teachers enter the profession each year, and there is 50% turn over in the teaching force approximately every 15 years. While advances in underlying technologies, educational software and pedagogic methods will result in an ongoing need for in service training, colleges of education have a valuable opportunity to introduce future teacher to the use of educational technology before the demands of an actual teaching position began to intrude on the time available for such training.

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ENVIRONMENTAL RESISTANCE MOVEMENTS: A REVIEW

Dr. Sujata J.Gokhale

Introduction:

India's environmental movement is at crossroad. On the one hand, there is a greater acceptance of our concerns, but on the other hand, there is also growing resistance against the required action. Grassroot and radical environmental movements have played important role in global environmental politics. While reviewing major environmental resistance movements in India such as, Chipko, Narmada Bachav Andolan, Tehari Dam Campaign, Baliapal and Chilka Bachav Andolan etc, it is observed that, they differ from one another on the grounds of critical analyses, strategies, ethical motives and political impacts.

The conditions which gave rise to the movements have intensified over the period of time. This suggests that for the foreseeable future, ecological resistance movements will continue to challenge the environmental beliefs and practices that are predominant in today's world.

The diversity of these popular ecological resistance movements serve as a caution against hasty generalization. Still, thoughtful critic of these movements reveals some trends and tendencies .Such analysis allows consideration of international foundations of popular ecological resistance. It makes possible to speak of the emergence and potential of a global radical environmentalism.

Methodology:

Objectives of the Study:

- To study major environmental movements in India.
- To understand the issues, trends and tendencies related to these movements.

Research Problem: To study major environmental movements in the context of issues, trends and tendencies related to these movements.

Data Collection and Analysis:

This paper is purely based on secondary sources such as reference books, articles in journals and articles on authentic websites. The secondary data will be collected with the help of available sources and analysed, and conclusions will be furnished afterwards.

What is Resistance Movement?

According to English Dictionary resistance movement is fighting (for freedom, etc) often secretly or illegally, against an invader in an occupied country or against the country's government, etc. A resistance movement is any form of political protest by an individual, group of individuals, or collection of like-minded groups. In general, the protests are in opposition to occupation of a nation by a foreign presence or to internal government policies and rule. Many causes for and forms of the resistance movement concept exist.

Two of the most basic are organized violent uprisings against a foreign invasion or nonviolent resistance. One of the most famous organized violent uprisings was the multifaceted

underground French resistance to German Nazi occupation of France was during World War II. An example of a nonviolent resistance was when the spiritual leader Mahatma Gandhi led against British rule in India in the early and mid-1900s.

Civil resistance against an established government is quite common throughout human history, and is often referred to as an insurrection. Insurrections such as those that have occurred in modern times in states like Iraq, Peru, and Sri Lanka often grow to the point where they can be categorized loosely as a form of resistance movement known as civil war.

Religious differences often lead to resistance movements as well. The Shiite, Sunni, and Kurdish Islamic conflict in Iraq is one example, and the conflict between Muslims and Hindus in India is another.

Environmental Resistance Movements:

The environmental movement (sometimes referred to as the ecology movement), also including conservation and green politics, is a diverse scientific, social, and political **movement** for addressing **environmental** issues.

The environmental movement is an international movement, represented by a range of organizations, from the large to grassroots and varies from country to country. Due to its large membership, varying and strong beliefs, and occasionally speculative nature, the environmental movement is not always united in its goals. The movement also encompasses some other movements with a more specific focus, such as the climate movement. At its broadest, the movement includes private citizens, professionals, religious devotees, politicians, scientists, nonprofit organizations and individual advocates.

In case of India, Environmental and public health is an ongoing struggle. The first seed of an environmental movement in India was the foundation in 1964 of *Dasholi Gram Swarajya Sangh*, a labour cooperative started by Chandi Prasad Bhatt. It was inaugurated by Sucheta Kriplani and founded on a land donated by Shyma Devi. This initiative was eventually followed up with the Chipko movement starting in 1974.

Chipko Movement in India:

The Chipko Movement was started in the northern Himalayan segment of Uttar Pradesh, the area that is well known as Uttarakhand. The word “chipko” refers “to stick” or “to hug”. The name of the movement comes from a word meaning “embrace”: where the villagers hug the trees, saving them by interposing their bodies between them and the contractors’ axes.

This became popular as “Chipko movement”. Chipko movement is a grassroot level movement, which started in response to the needs of the people of Uttarakhand. The rate of heavy depletion of forests was resulting in destruction, arid- making the Himalayan mountain range barren. Moreover, the construction of dams, factories and roads had already led to deforestation. Most of the leaders of the Chipko Movement were village women and men who strove to save their means of subsistence and their communities. SunderlalBahuguna, a renowned Gandhian, with a group of volunteers and women started the non-violent protest by clinging to the trees to save them from felling.

The 5,000-km trans-Himalaya foot march in 1981-1983 was crucial in spreading the Chipko message. Bahuguna coined the Chipko slogan: “ecology is permanent economy”. Chandi Prasad Bhatt, one of the earli-est Chipko activists, fostered local industries based on the

conservation and sustainable use of forest wealth for local benefit. Dhoom Singh Negi, with Bachni Devi and many village women, first saved trees by hugging them in the “Chipko embrace”. They coined the slogan: “what do the forests bear” soil, water, and pure air”. GhanashyamRaturi, the Chipko poet, whose songs echo throughout the Himalayas of Uttar Pradesh and InduTikekar, a doctor of philosophy, whose spiritual discourses throughout India on the ancient Sanskrit scriptures and on comparative religion have stressed the unity and oneness of life, put the Chipko Movement in this context and there are other prominent leaders of the movement.

The first Chipko action took place spontaneously in April 1973 in the village of Mandal in the upper Alakananda valley, and over the next five years it spread too many districts of the Himalayas in Uttar Pradesh. It was sparked off by the government’s deci-sion to allot a plot of forest area in the Alakananda valley to a sports goods company.

Such other incidents have become successful and the movement soon spread to other areas. The Chipko activists formed into groups and campaigned from village to village and informed people about the purpose and importance of the movement. The move-ment has been diversifying its activities. It is now collecting funds to take up research on the issues of forests, soil, and water conservation.

The Chipko protests in Uttar Pradesh achieved a major victory in 1980 with a 15-year ban on green felling in the Himalayan forests of that state by the order of Mrs. Indira Gandhi, the then Prime Minister of India. Since then, the movement has spread to many states in the country.

Narmada Bachao Andolan:

The Narmada is India's largest westward-flowing river and is of immense religious and cultural importance to the people living on its banks. It is also the subject of the largest river development project in the world, the Narmada Valley Project, which envisages the construction of thirty large and hundreds of small dams along its length. The Narmada projects are the epitome of unsustainable development. Two of the largest proposed dams, SardarSarovar and Narmada Sagar, have been under construction since 1961. According to Narmada BachaoAndolan, the dams force the displacement of about a million people and affect many more, largely poor peasants and tribals. They also cause immense ecological damage through the inundation of forests, including prime habitats of rare species. Resettlement and compensation have been totally inadequate and there is not the remotest prospect that the displaced people, the 'oustees', will be adequately resettled, nor that the ecological damage can be compensated for. There are also real doubts, borne out by the experience of large dams elsewhere in India, that the dams will yield their projected benefits of hydropower, irrigation and drinking water. The project is set fair to become another human and ecological 'development tragedy'. The Save the Narmada Movement (Narmada BachaoAndolan, NBA) is the people's movement that has mobilized itself against this development since the mid- and late-1980s. It has succeeded in generating a debate across the sub-continent which has encapsulated the conflict between two opposing styles of development: one massively destructive of people and the environment in the quest for large-scale industrialization; the other consisting of replicable small-scale decentralized, democratic and ecologically sustainable options and activities harmoniously integrated with both local communities and nature. Narmada BachaoAndolan was initiated by MedhaPatkar along with other colleagues. MedhaPatkar is a graduate in social work, who moved to live among the tribals of the Narmada Valley in the

mid-1980s and alerted them to the fate that awaited them with the dams. Having founded NBA, she remains one of its main catalysts, strategists and mobilisers. During the Narmada struggle, Patkar has faced repression and has been arrested several times; she also undertook many Satyagrahas (pledge for truth) and long fasts.

The decade-long struggle in the Narmada valley has resulted in suspension of the work on the SardarSarovar dam project through the movement as well as the Supreme Court's intervention. NBA questioned and compelled the World Bank that supported the dam with a US\$ 450 million loan to review the SardarSarovar project. NBA has also exposed fraud in the environment compliance reports and massive corruption in the rehabilitation leading to a judicial inquiry. Even if the wall is complete (122 m high in 2009), the further erection of 17 m high radial gates was not permitted, due to non-compliance on rehabilitation and environmental measures. There are more than 200,000 people in the submergence area of this single dam with the best of agriculture and horticulture and all community life going on with temples, mosques, trees, schools, dispensaries, Government buildings etc.

Tehri Dam:

The Tehri Dam has been the object of protests by environmental organizations and local people of the region. In addition to the human rights concerns, the project has spurred concerns about the environmental consequences of locating such a large dam in the fragile ecosystem of the Himalayan foothills. There are further concerns regarding the dam's geological stability. The Tehri dam is located in the Central Himalayan Seismic Gap, a major geologic fault zone. This region was the site of a 6.8 magnitude earthquake in October 1991, with an epicenter 53 kilometres (33 mi) from the location of the dam.

The relocation of more than 100,000 people from the area has led to protracted legal battles over resettlement rights, and ultimately resulted in the project's delayed completion.

Since 2005, filling of the reservoir has led to the reduced flow of Bhagirathi water from the normal 1,000 cubic feet per second (28 m³/s) to a mere 200 cubic feet per second (5.7 m³/s). This reduction has been central to local protest against the dam, since the Bhagirathi is considered part of the sacred Ganges whose waters are crucial to Hindu beliefs. At some points during the year, the tampering with Bhagirathi waters means this tributary stops flowing. This has created resentment among many Hindus, who claim that the sanctity of the Ganges has been compromised for the generation of electricity. Though the officials say that when the reservoir is filled to its maximum capacity the flow of the river will again become normal. In spite of concerns and protestation, operation of the Tehri Dam continues.

Anti Tehri Dam Protests:

He has remained behind the anti-Tehri Dam protests for decades, he used the Satyagraha methods, and repeatedly went on hunger strikes at the banks of Bhagirathi as a mark of his protest.^[11] In 1995, he called off a 45-day-long fast following an assurance from the then Prime Minister P.V. Narasimha Rao of the appointment of a review committee on the ecological impacts of the dam, thereafter he went on another long fast another fast which lasted for 74 days at Gandhi Samadhi, Raj Ghat,^l during the tenure of Prime Minister, H.D. Deve Gowda, he gave personal undertaking of project review. However despite a court case which ran

in the Supreme Court for over a decade, work resumed at the Tehri dam in 2001, following which he was arrested on 20 April 2001.

Eventually, the dam reservoir started filling up in 2004, and on 31 July 2004 he was finally evacuated to a new accommodation at Koti, a little hillock, along the Bhagirathi where he lives today, continues his environment work.

Sunderlal Bahuguna has been a passionate defender of the Himalayan people, working for temperance, the plight of the hill people (especially working women). He has also struggled to defend India's rivers.

In case of Narmada and Tehari, According to Centre for Social Studies, Gujarat, "A famous Narmada Dam project displaced 19 villages with 2,224 households and will displace 193 in Madhya Pradesh and 36 villages in Maharashtra". (Vidyut Joshi:1983:3) ,According to Thukral and Singh Mrudula, the attitude of the authorities towards the oustees is apathetic, and the level of information among the potential oustees about the dam, the submergence and rehabilitation was low. The authorities had made little effort to communicate the rehabilitation provision to the people. But the situation improved slightly after the movement against the dam,

Baliapal Movement:

On the east coast of India, along the Bay of Bengal, a small area of land in the far north of Orissa state has become the stage for a life or death struggle waged by peasant farmers and fisherfolk against the central government and military establishment of India. In the Baliapal and Bhograi village areas of Baleshwar district, the inhabitants of 54 villages (approximately 45,000 people, according to government estimate) are facing forced eviction and relocation from their homes and lands to make way for the government's National Testing Range—a site for the testing and launching of satellites, rockets and long-range missiles.

Faced with eviction from the land which has nurtured them, the villagers have formed a people's movement which has engaged in a three-year struggle of resistance against the state. The conflict is taking place against a backdrop of increasing militarization by the Indian state, a process that not only threatens the local culture and prosperity of the people of Baliapal but also portends dangerous implications for the whole region.

The Land and Its People

Named "the granary of Orissa," the Baliapal Bhograi area contains some of the most fertile agricultural land in India, producing a variety of crops such as coconuts, groundnuts, oilseeds, cashews and paddy.

One of the most densely populated poor areas in Orissa, Bhograi, with 600 persons per km², and Baliapal, with 397 per km², are far in excess of the state average of 169 persons per km². Approximately 35 percent of the village populations are wealthy landowners and middle peasants, the average plot size varying between five and 10 acres for middle peasants and 30-35 acres for wealthy landowners. The other 65 percent of the population consists of agricultural laborers, sharecroppers, fisherfolk (Dhiwars) and tribals. The nature of the crops grown in the area often requires the entire family to participate in the agricultural process.

The Militarization of Orissa

The original decision to set up National Testing Range (NTR) was made in 1979 by the Janata government and was pursued by the Congress(I) government when it came to power in

1980. In 1985 the Congress(I) government announced that the range would be located in the Baliapal area, costing Rs 3,000 crores (US\$2,310 million), covering 160km² and necessitating the evacuation of 70-100,000 people from approximately 130 villages. Although the government gave its formal and final approval to the sitting of the range on 21 May 1986, by 6 August 1986, due to criticism of the choice of site because of its dense population and agricultural fertility, the size of the range was reduced to 102 km² (68 km² for the range and 34 km² for a safety zone) This revised project would cost Rs 1,100 crores (US\$840 million) and affect 45,000 people in 54 villages (41 in Baliapal, 13 in Bhograi). According to the government, the people in the 13 villages that comprise the safety zone would be allowed to continue cultivating the land, although all the villages must be evacuated. According to Brig. R. S. Kannan, Area Commandant for the entire Baleshwar district, the NTR should properly be called the National Range, indicating that it is to be more than a testing site, contrary to initial government statements.

According to Brig. Kannan, the NTR is part of a wider integrated military system that is being developed within Orissa. Military sites include an "Interim Test Range," the Balasore Rocket Station and Proof and Experimental Establishment at Chandipur, a radar observation and ground control station at Nilgiri, air force bases at Charbatia and Rasgobinpur, naval bases at Chilka Lake and Gopalpur, an ammunitions industry at Saintala and a MIG fighter assembly plant at Sunabeda.

India is a threshold nuclear power, having carried out a peaceful nuclear explosion while vowing not to use nuclear energy for military ends. India thus retains the nuclear bomb option but lacks a delivery system. So the decision to set up a range capable of launching long range missiles has roused apprehensions that India might be developing such a system. Skeptics argue that a missile capable of delivering a conventional warhead can be used for a nuclear warhead if need be. Certainly a missile range of the sophistication and magnitude of that planned for Baliapal would be necessary for the deployment of nuclear warheads. Such a development portends serious consequences for the stability of the region, especially given the belligerent relationship between India and Pakistan. Alternately accusing the other of being on the verge of developing nuclear weapons, both countries have a ready rationale for pursuing their own arms build-up. Indeed, rarely a day goes by without the Indian press announcing a new revelation about Pakistan's new arms technology. The scenario is being played out against a backdrop of superpower rivalry, Pakistan receiving arms from the United States and India conducting most of its arms trade with the Soviet Union.

Rehabilitation As Cultural Dislocation

In order to offset popular resistance to the location of the NTR, the government has proposed an elaborate rehabilitation and compensation plan worth Rs 127 crores (US\$100 billion). Briefly, the plan intends to relocate the people of Baliapal into model villages up to 15 km away from their present homes, each family receiving a house costing Rs. 15,000 (US\$1.140) and built on 10 decimals of land (one-tenth of an acre). The model villages will contain schools, hospitals, community centers and post offices. Nine industries (including oil, leather, spinning and tool manufacture) will be set up to provide direct and indirect job opportunities for one member of each displaced family, providing a total of 4,000 jobs; the range will provide another 470 jobs.

The government has announced that it will evict all encroachers without compensation for the land and will only compensate for any structures on the land and for the standing crop; if evictions occur after harvesting there will, of course, be no standing crop to compensate for. Secondly, given the population density of Baleshwar district, it appears improbable that even the official estimate of 45,000 people can be resettled within 10-15 km of their present residences (unofficial - i.e., nongovernmental-estimates of the number of evictees are closer to 100,000 people).

For the people of the Baliapal-Bhograi area, whose livelihood and culture are intimately bound to the land the rivers and the coastal waters, the severance of their working relationship with the natural environment and the community culture that has developed as a result of this relationship amounts to cultural ethnocide - a process that is occurring throughout India as local culture is destroyed for the sake of development.

Finally, the Orissa state government's past record on implementation of rehabilitation and compensation plans sets a grim precedent for the present scheme. The Chief Minister of Orissa stated in 1986 in the Orissa State Assembly that of the 30,000 people made homeless by the Rengali Dam project 11 years ago, 22,000 have yet to be rehabilitated. Also, the survivors of the village of Badakhanpur, which was washed away by a flash flood of the Subarnarekha River in October 1985, have yet to be rehabilitated.

The response of the people of Baliapal-Bhograi has been one of total resistance to the missile range and the rehabilitation scheme. As Sashadhar Pradhan, the Baliapal panchayat samiti (village committee) chairman and local Janata party leader, has stated, "the villagers will not vacate their land whatever the compensation".

Chilika Lake:

Madhumati no more sews her husband's net, nor does she hum the tunes that fisherwomen used to while drying the catch. She has been evicted from her lake and her tradition that is not only her livelihood but her identity. Madhumati belongs to the traditional fishermen community of Pathara that have a 5,000 year old history of sustainable fishing practices in Chilika Lake. Rampant prawn mafia has made her entry into the lake for fishing impossible. Similar is the condition of 132 fishing villages with a total population of more than ten million exclusive of the surrounding habitation which has about 237 villages. According to the Directorate of Fisheries Statistics 2000-01, about 30% of the fishing village populations are active fishermen and many others depend indirectly on fishing. They form a rare group of traditional fishermen unique to the eastern coast of Bay of Bengal. The communities are characterised by the specific way of fishing they practice. Madhumati now works as a daily labourer in INS Chilika like many more people from the surrounding villages of Chilika such as Soran, Nairi, Pathara and others. She rows to the academy everyday with a handful others, sweltering through the unpredictable water of Chilika to clean, cook and work in the gardens. They do everything except fishing ~ the work they believe they are born to do. The traditional fishermen are Harijans – the 'untouchables' and hence they occupy lowest social position in the society. The seven sub-castes of fishermen are Keuta, Kandara, Tiar, and Nolia. Niary and Gokha. Kondras are the lowest of the sub castes. Tradition fishermen are displaced largely by the upper caste outsiders. "Amaku kom labho miluchhi, ame chhoto jatiro loko..." says Madhumati. Allegations of illegal practices in the prawn trade in Chilika Asia's largest brackish water lake ~ have been confirmed by a five-member committee set up by

the Bhubaneswar High Court. The committee was set up after writ petitions was filed by three primary fishermen cooperative societies against the government policy of leasing fishing patches in Chilika, which they said had led to “mafias taking control of the prawn trade”, and resulted in marginalisation of the traditional fishermen.

Chilika Banchao Anadolan against the TATA’s project and other illegal prawn cultivators paved way two years later for Orissa High Court’s affirmation of the rights of traditional fisherfolk in Chilika, ban modern prawn culture and directive to the state government to demolish all illegal prawn gherries. Eventually, Tatas moved their operation away from the lake in 1994 and the lease policy was revised to define ‘capture’ and ‘culture’ sources and a role to Fishery Department. But the revised lease proposal did not make any significant change over. The National Environmental Engineering Research Institute, Nagpur, Central Board for Prevention and Control of Water Pollution, Dr. K. Alagarswamy report came out with recommendations to save the cultural source. And thus, the Supreme Court of India issued a historical judgment against aquaculture in Chilika based on these reports. The Court held that the intensified shrimp farming culture by modern methods is violative of constitutional provisions and central acts, especially the Environment Protection Act. Therefore it cannot be permitted to operate. Orissa legislative assembly constituted a sub-committee to look at shrimp culture in Chilika Lake. The committee allowed the practice of leasing out some portions of Chilika Lake for prawn culture. The “Chilika Macchhyajibi Mahasangha” started a campaign to implement Supreme Court orders and fulfil their demand.

Revenue officials play a key role, manipulating areas earmarked for leasing, or leasing unleased areas to unauthorised culturists at a price. This means that even the efforts of senior technocrats to abolish shrimp gheries are being subverted by revenue officials at the tehsil level. Traditional fishermen entering these areas are now being treated as encroachers, leading to violent conflicts between the two groups.

The resistance movement in Chilika has emerged basically out of conflicts over access to natural resources, or occupational displacement. The 14,000 acres earmarked to non-fishermen for shrimp culture, encroachment of around 20,000 acres, mostly by non-fishermen, and declaration of a portion of the lake as a bird sanctuary by the government have adversely affected the socio-economic condition of most traditional fishermen. Balaram Das feels that by allowing non-fishermen fishing rights; the state government is indirectly promoting illegal prawn farming, thereby defeating the very purpose of the proposed legislation. He feels this would “again threaten the livelihood of the traditional fishermen and cause irreparable damage to the fragile ecosystem of MaaChilika”.

What really worries the traditional fishermen in the regulation Bill is the clause that promises to reserve 30% of the lake’s fishing area for non-traditional fishermen. In other words, primary fishermen and non-fishermen societies will be entitled to sub-leases on a 70:30 basis, for all practical purposes. While this may seem like a tilt in favour of traditional fishermen, the clause, in fact, virtually sanctions illegal encroachment of the lake’s waters by the prawn lobby and gives non-fishermen groups a legal position in the whole fracas. Biswapriya Kanungo, legal advisor to the Chilika Matsyajibi Mahasangha alleges that the government has deliberately fomented trouble in Chilika by allowing export-oriented culture fishing in the lake. Despite official assurances that the Bill will lead to a ban on culture fishing, the

fishermen contend that it will end up regularising the illegal industry. “Chilika Maati payin, aame jibana debu”. Like many other people’s movements across India, this one too is reaching breaking point, with the fisherfolk prepared to die to protect their rights to life and livelihood. Chilika showcases how intensive exploitation of resources brings people into severe conflict.

Chilika is the largest brackish water lake in Asia and also the second largest lake in the world. Based on highly productive ecosystem, rich biodiversity and socio-economic importance, Chilika was designated as a Ramsar site in 1981. It has also found its position in the list of wetlands selected for intensive conservation and management by the Ministry of Environment and Forests (MOEF), Government of India. The Nalaban Island within the lagoon is notified as a “bird sanctuary” under Wild Life (protection) Act in 1987. Some rare, vulnerable and endangered animal species listed in the IUCN (International Union of Conservation of Nature and Natural Resources) inhabit the lagoon area for the whole or at least part of their life cycle. It supports the largest congregation of aquatic birds in the country, particularly during the winter. Satapada is a place in this wetland, which hosts famous dolphins.

Enron Project:

Ratnagiri: Violations of Human Rights 1997

Beginning in 1994, when construction of the Dabhol Power project began in Ratnagiri, local farmers, shop-keepers, fisherpeople, politicians, and other residents of the district staged protests against it. Protests ceased in 1995 through the end of 1996, because construction at the site was suspended due to the cancellation of the project by the Shiv Sena-BJP government and during consideration of the CITU case

Less than a month after the dismissal of the CITU case in December 1996, demonstrations against the DPC project resumed in Ratnagiri district. With the exception of one incident of stone-throwing and one incident in which a water pipeline was damaged, these protests were peaceful, and at no time did opponents of the project advocate violence. The police response was abusive, however. For example, Dr. S.B. Bhale, who since January 1997 has worked at the Guhagar rural government hospital—the hospital closest to the Dabhol Power project—commented on police brutality during demonstrations:

If the police actually bring people for treatment, they may bring them to the government hospital. I have seen at least ten to fifteen people over the last year who were brought by the police after demonstrations. All of these people had injuries consistent with beatings by lathis: contusions, abrasions, cuts. Two people had fractures on their arms and hands because of beatings with lathis. When people are brought by police, the doctors do not take medical histories, they just treat their wounds. The police will take their information at the station and tell the hospital people to “just treat them.”

The abuses took place in the context of a state of emergency that had been imposed for DPC’s benefit, and those responsible were state agents acting at the company’s request with additional surveillance provided by DPC.

After a brutal police raid on June 3, 1997 (see below), demonstrations became less frequent, because villagers feared the repressive tactics of police and many were facing charges still under adjudication. However, local opposition to the project remained strong. Ataman More, a

local leader of the opposition to the project, told Human Rights Watch in early 1998, “[P]eople still oppose the project and protests could intensify except for the police atrocities and harassment.” Prohibitory orders were still being renewed at fifteen-day intervals, and criminal proceedings against opponents of the Dabhol Power project continued to be adjudicated.

During the 1997 protests against the Dabhol Power project, individuals identified as “leaders” of the opposition were detained through the use of preventative detention laws and targeted externment orders that have restricted their movement and prohibited their entry into areas where opposition to the project was most active. The logic of these measures has been to weaken resistance by forcing villagers to participate without leadership and to demoralize those most vocal in their opposition to the project. In this case, the prohibitory order was issued against environmentalist Medha Patkar and retired Bombay High Court Judge B.G. Kolse-Patil, two recognized leaders of demonstrations. The intent of the order was clear: to prohibit leading opponents of the Dabhol Power project from exercising their right to freely express their views in order to prevent opposition to the project from becoming an election issue.

Summary & Conclusions:

➤ In case of Chipko movement, which was started by Sunderlal Bhahuguna in the year April 1973 in the village of Mandal in the upper Alknanada Valley which spread in many village of Uttar Pradesh which is now called as Uttarakhand? This movement’s main motive was to make people aware of the importance of forest. Chipko Movement is an important environmental movement, which has gained considerable popularity and success by adopting a Gandhian non-violent method. The movement paved the way for many such environmental movements in the country.

The launching of Chipko Movement in 1973, set the platform for grassroots environmental movement across the India. Similar movements were able to bring policy changes at regional and National level that led to proactive legislation to protect environment and forest resources.

➤ While in case of Narmada, and Tehri Dam, Generally, The attitude of the authorities towards the oustees is apathetic, and the level of information among the potential oustees about the dam, the submergence and rehabilitation was low. The authorities had made little effort to communicate the rehabilitation provision to the people. But the situation improved slightly after the movement against the dam,

➤ For the people affected by the developmental projects, displacement is that indeed and unmitigated disaster. The studies conducted in this regard, reveal the plans of and therefore dispersed and localized. resettlement or rehabilitation have rarely worked well in the past. Therefore, the opposition to development projects by the displaced people is increasing day by day. The displaced people are being supported by a growing number of environmental groups, human rights groups, and NGO’s in their fight against developmental projects or for better resettlement or rehabilitation. But all these agitations were project specific. Even though opposition to large dam had become a worldwide phenomenon it was with the silent valley and the controversial Narmada and Tehri projects that international attention was focused in India.” (Thukral :1992:10)

➤ Chilika lake was started by Madhumati a fisher wife to save lake from the TATA Company who was planning lake which is in the Orissa state and it is the where lot of migratory birds

folk in the lake very year. The protest for this to do project on that lake. After their laws made that only prawns can taken that lake but it is that laws were to break and there were of mafia that were taking advantage of the people. The protest again started to stop this mafia from coming there. Bhubaneshwar High Court made the committee to patch with illegal practices. Now it has been declared as bird Sanctuary and are been seen some rare, vulnerable and endangered animal species listed in the IUCN (International Union of Conservation of Nature). In case of Chilka also, it threaten the livelihood of the traditional fishermen and cause irreparable damage to the fragile ecosystem of Chilika.

- Enron project was to produce electric supply to many villages and industries. It was the nuclear plant by Enron and it was named as Dabhol power project and it nuclear project which again was reason for rehabilitation and displacement of the village. Like to mention that again Ms Medha Patkar and her colleague enter the protest against the Government and Enron. The protest was so strong that it made enron to close down shutter.

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**Dr. BR AMBEDKAR'S PHILOSOPHY IN RELATION TO WOMEN
EMPOWERMENT AND ITS RELEVANCE IN MODERN INDIAN EDUCATION
SYSTEM**

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Abstract

Dr. B.R Ambedkar was the greatest fighter for right and empowerment of women in India. He played significant role in leading the society for Liberty, Equality and Fraternity. He was first Indian who broken down the barriers in the path of Liberty, Equality and Advancement of women in India. The present paper is an attempt to highlight Dr. Ambedkar's philosophy on women's problem and cause in pre and post independent India with their solutions and its relevance in modern Indian scenario. Dr. Ambedkar started his movement in 1920. The encouragement of Dr. Ambedkar to women to speak boldly it was first time seen when Radhabai Vadale addressed a press conference in 1931 fearlessly and confidently. He strongly advocated for family planning measures for women in Bombay Legislative Assembly. Dr. Babasaheb spent his life for the betterment of women even involved in bad practices and professionals like prostitutions. Ambedkar's whole life is saga of a savior of women from cruelties of religion, cast and man dominated society of India.

Introduction

It was date of 14th april 1891 a star was born on family of Ramji Rao sakpal and Bhimabai sakpal .who came to change life and darkness of these 85% of Indians. He was 14th child of his parents named Bhim Rao Ambedkar, he born in Untouchable "Mahar" cast family. His father and grandfather were serving in British Army. In those days Government ensured that all the army personnel and their children were educate and ran school for this purpose. This ensured good education for Bhim Rao Ambedkar. That would have otherwise been denied to him by virtue of his caste. Dr.Ambedkar was highly inspired by Lord Budhha ,Jyotiba Phuley and Savitri bai Phuley. Svitri Bai Phuley was *First Women Teacher* in pre independence India. On May 24, 1956, on the occasion of Buddha Jayanti, he declared in Bombay, that he was going to embrace Buddhism in October. On October 14, 1956 he embraced Buddhism along with many of his followers. On December 6, 1956, Greatest Indian of democracy and father of Indian constitution got Parinivan. Baba shahab left physical world and went away to us. He was like a sun that made bright future in life of Indian men and women forever.

In a recently conducted survey by History TV 18 and CNN IBN in June 2012. "Who is the greatest Indian after Mahatma Gandhi?" is the question asked from the people of India. The contestants include, First PM Jawahar Lal Nehru, Singer Lata Mangeshkar, J.R.D.Tata, Abdul Kalam, Indira Gandhi, Schin Tendulkar, etc. The final result was Dr. B.R.Ambedkar declared as winner. Historian Ramchandra Guha stated on the declaration of results Dr. Ambedkar's legacy has been distorted to suit particular interests. He was a great scholar, institution builder and economic theorist.

Review of Related Literature

Keer (2009) composed a book Dr.Babasahab Ambedkar: Life and Mission. He described that Dr. Ambedkar's mission of life was Liberation and Education. He wanted to provide

education at minimum fees to Indian student specially those who were depressed in India on name of cast, religion and economic status. He advocated women education

Singariya.M.R (2013) conducted a study on Dr. Ambedkar as economist. He found that Ambedkar's role in Indian economy is incredible. The establishment of bank of baroda and major role in nationalization of bank and establishment of Reserve bank of India. The land reform suggested by Ambedkar was revolutionary in developing India.

Shastri (2014) conducted study on Dr Ambedkar and cast system in Indian. He found that Cast system is based on basic stratification of Hindu Religion. Cast is the basic cause of discrimination and backwardness of India. He also mentioned that Dr. Ambedkar played crucial role in uplifting life of people who were cut off from main stream of life in so called Hindu Society that was established of genesis of cast and chatrvarna system forcefully imposed on indigenous people of India.

Singariya.M.R (2014) conducted study on Ambedkar and women empowerment in India. He found that Ambedkar was first Indian who break down the barriers in path of women empowerment in India. Ambedkar stated that women must be treated equally and given equal prestige.

Dr Ambekar and women awareness

After completion of his study in London, Dr.B.R.Ambedkar returned India. In July 1924, he founded the "*Bahishkrit Hitkaraini Sabha*" (Outcastes Welfare Association). The aim of the Babasahab was to uplift the downtrodden socially and politically and bring them to the level of the others in the Indian society. He used to small meetings to develop social, political. Educational, economical, awareness in women. In 1927, he led the Mahad March at the Chowdar Tank at Colaba, near Bombay, to give the right to untouchables to get water from tank as a common human being. He said we don't become immortal from water of chowder tank but for our human dignity we must do it.

Dr. Babasaheb spent his life for the betterment of women even involved in bad practices and professionals like prostitutions. The greatest example of it was seen in Kamathipura. There was a person named David who was the mediator working in brothel. He left his profession persuaded by the thoughts and teachings of Dr. Babasaheb Ambedkar. He evoked the entire prostitute to give up their profession and lead the life of respect. It made revival of thousands of prostitutes in society.

Dr.Ambedkar and Gandhi on Poona Pact

The Congress version had no provisions for the depressed classes. Ambedkar became more skeptical of the Congress's commitment to safeguard the rights of the depressed classes. When a separate electorate was announced for the depressed classes under Ramsay McDonald 'Communal Award', Gandhiji went on a fast unto death against this decision. Gandhi told that he believed in cast system and representative of untouchables and don't like that any especial rights should given to dalits. Ghandhi told that "*if these Britishers give me freedom and also gives special rights to untouchable then I don't need this kind of freedom*". He also told that I belived as hindu and supporter of Varna system. We take our ancestral job as source of earning and survival.

Ambedkar replied to Gandhi if u believed strongly what you said here then why you don't took occupation of your ancestors you must do job of baniya holding taraju in your hand why You

become a barrister and get education of law. Leaders forced to Dr. Ambedkar to drop his demand. Dr.B.R Ambedkar believed that in absence of special provisions and rights untouchables and women shouldn't rise in society of Brahman and man domination and freedom become just meaningless for backwards, downtrodden, weaker section and women of independent India.

On September 24, 1932, Dr. Ambedkar took a decision from sad heart to do agreement with Mr.Gandhi. They reached an understanding, which became the famous Poona Pact. According to the pact the separate electorate demand was dropped and replaced with special concessions like reserved seats in the regional legislative assemblies and Central Council of States. Dr. Ambedkar replied a reporter on asking question of Poona pact that I taken a fruit of opportunity, rights and happiness of my people from England but these cunning peoples taken away juice and pulp of that fruit and given rest to my people.

Dr. B.R Ambedkar and The constitution of India

In 1947 India became independent. An incompetent Brahman became first Prime Minister of India because worship of Mr. Gandhi. Nehru opposed Ambedkar always. Dr. Ambedkar had been elected as a Member of the Constituent Assembly from Bengal, and Nehru urged to him to join his Cabinet as a Law Minister because Nehru wasn't found any competent person for the job of drafting the Constitution Dr. Ambedkar was elected as Chairman of this Drafting Committee.

It was Dr.Ambedkar's restless effort of 2 years 11 month and 18 days that constitution Indian came in existence. Indian Constitution has 395 Articles 22 parts and 8 schedules. For his great contributions in drafting of Indian constitution, Dr.B.R Ambedkar was called as "*Father of Indian constitution*". February 1948, Dr. Ambedkar presented the Draft Constitution before the people of India; it was adopted on November 26, 1949.

On date 26 January1950 Indian Constitution implemented and India became a democratic nation. India did not became a true democratic nation if there was no Ambedkar because Brahman dominated society follows *Manusmiriti* and independent Indians still facing Castism, untouchability and ignorance There was no meaning of independence for 85% of Indians as they were called as *Shudra* untouchable peoples of nation. Dr.Ambedkar was Real hero who made India an Independent Democratic nation in real sense of Democracy. He provided all for all feeling among the people of Independent nation.

Problems of women's in pre independent India

Indian social system was based on *Manusmiriti* it was a series of regulation and rules, forcefully implemented in ancient India. Manusmiriti was only cause of backwardness of Indian women from ancient Vedic period to British period. Problems of women's are following in ancient India.

1. No right of liberty,
2. No right of equality
3. No right of education.
4. No right of property.
5. No right of leadership.
6. No right of rising voice against atrocities.
7. No right of keeping money.
8. Didn't claim for financial right to father, Husband and her son.

In ancient India women's status was socially, economically, religiously and politically shameful. Manusmriti made women a permanent slave in home and society.

Objectives of Study

The objectives of the study are following:

1. To study the philosophy of Dr. Ambedkar in relation to problems of women and its relevance in modern Indian society.
2. To study the philosophy of Dr. B R Ambedkar in relation to women education and its relevance to modern Indian education system and society.
3. To study the philosophy of Dr. Ambedkar towards women liberty and its relevance in modern Indian society.
4. To study the philosophy of Dr. Ambedkar in relation to women empowerment and its relevance to modern Indian society.

Method Of study

Historical and philosophical methods were used for study. Data were collected in two forms

1. Primary sources

Primary data collected from letters by Dr. Ambedkar, Government documents, books by Dr. Ambedkar.

2. Secondary sources

Secondary data collected from internet, newspapers, published papers, Books. Magazines like Dalit Dastak, Mulnivasi and various conferences and meetings in pre and post independent India.

Dr. Ambedkar contributions for women education

Dr. B.R Ambedkar understood real problem of the women backwardness religious restriction and lack of education. Dr. Ambedkar said "*Education is milk of lioness people Roars who drink it*". He advocated women education from his initial agitations for women and untouchables rights. Dr. Ambedkar made constitutional safeguards for women safety and education. He also made special provisions for women in government services. He advocated 50% seats should be filled by women.

Dr. Ambedkar founded "*People's Education Society*" in July 1944. He also established "*Siddharth College of Arts and Science in Bombay*" in April 1946 and ensured women education in Siddharth College. He said "*Educating a man means educating an individual but educating a woman means educating two families.*" According to him "*Empowerment of women is true empowerment of the Nation.*" These words explained about his contribution for women empowerment.

Dr. Ambedkar contributions for women empowerment

Dr. Ambedkar started his movement in 1920. He stated "We shall see better days soon and our progress will be greatly accelerated if male education is persuaded side by side with female education. He started fierce propaganda against the Hindu social order and launched a journal *Mook Nayak* in 1920 and *Bahiskrit Bharat* in 1927 for this purpose. Through its issues he put due stress on the gender equality and the need for education and exposed the problems of the depressed as well as women. Ambedkar's perception of women question, emphasizing their right to

education, equal treatment with men, right to property and involvement in the political process resembled the global feminists demand. As J. S. Mill expressed in the Subjection of Women, the legal subordination of one sex to the other is wrong in itself and one of the chief hindrance to human development; and ought to be replaced by a principle of perfect equality, admitting no privilege or power on the one side, nor disability on the other, Ambedkar also holds the same views on work for women.

In January 1928, a women association was founded in Bombay with Mata Ramabai Ambedkar wife of Babasahab as its president. In the Kalaram Temple Entry Satyagraha at Nasik in 1930, five hundred women participated and many of them were arrested along with men and ill treated in jails. As a result of inspiration from Ambedkar, many women wrote on various topics. And Tulsibai Bansode started a newspaper „Chokhamela“. This shows how Ambedkar created awareness among poor, illiterate women and inspired them to fight against the unjust and social practices like child marriages and devdasi system

The encouragement of Dr. Ambedkar to empower women to speak boldly was seen when Radhabai Vadale addressed a press conference in 1931. She said “It is better to die a hundred times than live a life full of humiliation. We will sacrifice our lives but we will win our rights.” The credit for this self – respect and firm determination of women goes to Ambedkar. Dr Ambedkar believed in the strength of women and their role in the process of social reform. The historic Mahad Satyagraha” witnessed participation of three hundred women along with their male counterparts. Addressing another meeting of about 3000 women, he said, “I measure the progress of community by the degree of progress which women had achieved. He strongly advocated for family planning measures for women in Bombay Legislative Assembly.

Dr.B.R Ambedkar and Maternity leave for working women

In 1942, being a Labour Minister of Executive Council of Governor General, he introduced a Maternity Benefit Bill. He provided several provisions in the constitution for protecting the welfare and civil rights of women. Working women can take 3 month maternity leave before and after the delivery of child during her job period with the benefit of salary. He made also a provision for child care leave of 6 months for women in service sector. These facilities are still working for women in service sector in India.

Dr. Ambedkar’s Hindu code Bill and constitutional safe guards for women

Dr. Ambedkar was aware of social condition of women. Man dominated society and religious blindness inhibits women growth and development. To overcome these problems he introduced a bill in assembly named The Hindu Code Bill. It was the most formidable legislative measure of modern India, sought among other reforms, to put an end to a variety of marriage systems prevailing in India and legalise only monogamous marriages. The Code also sought to confer on women the right of property and adoption which had been denied by Manu. It put men and women on an equal level in all legal matters. In simple words Hindu code bill was solution of women problems in India.

On 27 September 1951 Dr Ambedkar resigned from cabinet. He said in his letter to Prime Minister of India that, I even agreed to break up the bill and restricted it to Marriage and Divorce in the fond hope that at least this much of our labour may bear fruit. But even that part of Bill had been killed. I see no purpose in my continuing to be a Member of your Cabinet”.

The Hindu Code Bill was later split in to four Bills, and the same were put on the Statue Book by Parliament.

1. The Hindu Marriage Act, 1955
2. The Hindu Succession Act, 1956
3. The Hindu Minority and Guardianship Act, 1956
4. The Hindu Adoption and Maintenance Act, 1956

They give independent status to women and endow them with the right of adoption, succession and property, so completely denied by Manu.

Dr. Ambedkar tried his best effort for an adequate inclusion of women's right in the political vocabulary and constitution of India as follows:

1. **Article 14** Equal rights and opportunities in political, economic and social spheres. This is weapon of women for equality after the slavery of thousands of year.
2. **Article 15** prohibits discrimination on the ground of sex. It protects women from discriminations on gender ground.
3. **Article 15(3)** enables affirmative discrimination in favour of women.
4. **Article 39** Equal means of livelihood and equal pay for equal work. It made women financial similar and equal to man first time in Indian history.
5. **Article 42** Human conditions of work and maternity relief. This act is big relief for working women. Women should take maternity leaves during her job without any deduction in salary of working women.
6. **Article 46** The state to promote with special care, the educational and economic interests of weaker section of people and to protect them from social injustice and all forms of exploitation. Here special provisions for women of weaker section i.e. poor deprived and backward section women.
7. **Article 47** The state to raise the level of nutrition and standard of living of its people and the improvement of public health and so on. It is related to better health facilities for women.
8. **Article 51 (A) (C)** Fundamental duties to renounce practices, derogatory to the dignity of women.

Article 243D (3), 243T (3) & 243R (4) provides for allocation of seats in the Panchayati Raj System. This article assured that women participation in Panchayati raj system as Panch and Pradhan it also ends the monopoly of man in Panchayat.

Relevance of B.R Ambedkar's Philosophy In Modern Indian Education System in Relation To Women Empowerment.

- Awareness of women's right to women's of India.
- Providing right education similar as men.
- Fighting against cultural and religious bans on women and realised them as independent in real sense.
- Provide education to women's for social understanding through different women organisations.
- Provision of free education for single girl child in KVS and NVS.

- Provision of equal rights for women similar to men in social, economical and political sphere of orthodox Hindu society.
- Provision of government jobs for women.
- Provision to fill 50% seats by women candidates.
- Provision of Maternity leaves for working women's.
- Provision of re marriage of widow.
- Provision of scholarship and fellowships for women in higher education and research field.

Dr. Ambedkar's efforts and contribution made Indian women empower first time in Indian History. His efforts and provision made him incredible person who advocates women liberty, education and empowerment after the slavery of thousands of years.

Conclusions

Finally we can say that Dr.B.R Ambedkar was messiah of Indian women. In the condolence on Ambedkar's death in parliament, Prime Minister Nehru said "Dr. Babasaheb Ambedkar was a *symbol of revolt against all oppressive features of Hindu society*". His life was devoted to women's freedom and equality of Hindu and non Hindu society. In his famous book "*Pakistan and partition of India*" he expressed his views about Muslim women and their story was not different from Hindu women's. Dr Ambedkar developed awareness among Muslim women's against social barriers and drawbacks of religion. In his last speech in Indian Parliament we can know his feelings and respect showed towards women. He quoted the famous thoughts of an Irish Patriot Daniel as, "*No man can be grateful at the cost of his honour, no woman can be grateful at the cost of her chastity*". And no nation can be grateful at the cost of his liberty." He had done remarkable work of liberty, equality, education and empowerment of women.

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**REVIEW OF NATURE OF COMMERCE EDUCATION AND A PRACTICAL
APPROACH TO COMMERCE EDUCATION WITH SPECIAL
REFERENCE TO SHIVAJI UNIVERSITY,
KOLHAPUR IN MAHARASHTRA**

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Introduction

Commerce Education in India started in 1886, over a hundred years ago. In the field of Commerce Education, in the meantime, Commerce Faculties were developed and established. As per UGC Report, in India, there are 634 universities¹. Commerce Education is an education relates to practical organizational problems and their appropriate solutions. The role of commerce education is developing the person and his self reviewing capabilities. It enables a person to tackle crucial assignment problems faced by the business organisations. Whenever researcher reviewed all concepts of commerce education, we get to know about the following,

1. Review of Literature some Reports on Commerce Education

1.1. Abbot-Wood Report on Commerce Education - (1936-37) ¹

Report states, "Vocational education is not a matter for the school alone, it is a specific and not a general preparation for employment. Industry and commerce must cooperate with educational organizations if the vocational education provided is to be appropriate and adequate."

1.2. Report of the Special Committee on Commerce Education - (1949) ²

Report recommends,

1. Economic' developments are bound to create a demand for commercial education. Under careful guidance the Universities should attempt to find a proper synthesis between the cultural and vocational education.

2. Commercial firms got trained students in their Offices and liberally promoted them to higher jobs.

3. The evening students are more serious-minded and showed better results at the University Examinations than the corresponding day-scholars.

4. The teachers to be selected for B. Com. must also be selected with great care. Where teaching of professional subjects is concerned, the teachers should ordinarily be men of professional standing with first rate academic qualifications. The remuneration offered must be

such as to attract the right type of men.

5. There should be a limitation of the number of students allotted to a class or a section and the limitation must be rigidly enforced. Tutorial classes should be encouraged in all the stages of Commerce studies.

6. The future progress of Independent India demands the improvement in the quality of Commerce Graduates of the Universities who will undoubtedly play an important part in building up the industrial prosperity of our country.

7. An Independent Faculty of Commerce should be constituted without delay. 8. The B. Com. Course should be separated and should have specialised Syllabus with a practical bias”.

1.3. Report of the Special Committee for Commerce Education – 1958.³

Report recommends:

1. In order to provide for efficient personnel in the lower wings of the administrative and other ladders in business and commerce, the institution of a national diploma in commercial practice or D.C.P. While state governments should continue to have the liberty to organise, instruction for the D.C.P.
2. M. Com. Course should be so designed as to train specialists for employment in business and industry on the one hand and the academic profession on the other.
3. It is necessary that some measure of coordination should be established between the universities and the professional institutions, commercial or industrial or business concern.
4. There should be a well-organised scheme of practical training for Commerce teachers.
5. Establishment of commerce workshops in all commerce departments of university and in commerce colleges for making the students familiar with the appliances, forms and documents that are used in industry and trade.
6. Change in teaching methods can help the students to develop a better understanding and appreciation of the world of business.
7. Establishment of an All India Council for Commerce Education that should function under the same auspices and function in the same manner as the existing All India Council for Technical Education which should be concerned exclusively with the subject of commerce and management education”.

In conclusion, Committee expressed the hope that recommendations would lead to a better integration of Commerce Education with the diversified and developing requirements of commerce and industry in India.

1.4. The Report of the University Grants Commission - (1962)⁴

This Report states:

- 1) That during the period of study at the university, a Commerce student should be given opportunities for practical work in three or four different kinds of firms;
- 2) That after graduation some of them be advised to specialise in a particular profession like Accountancy and receive the requisite practical training;
- 3) A thorough study of the scientific methods of educational testing and appraisal have been undertaken by the Ministry of Education, and at the universities with a view to applying the results of this study in Indian educational practice.

- 4) The Ministry of Education should have one or two experts who are Skilled in the preparation and use of objective tests and who understand the underlying procedures and principles, preferably persons who have a Doctor's degree in this field. This would provide an agency for centrally organized research of testing procedures and a place where local results in universities might be pooled, and from which advice and assistance could be sought by the universities.
- 5) Each university should have a permanent full time Board of Examiners with a small staff of assistants who can do clerical and routine work.
- 6) There are also various recommendations for the Correction of Evils in the Examination System
- 7) The system of awarding grace-marks is abolished for the first degree and all higher examinations.
- 8) Viva-Voce examinations should be employed only for post- graduate and professional degrees”.

1.5 Report of the Curriculum Development Centre in Commerce - (1989) ⁵

The University Grants Commission (UGC) had taken up a programme of developing curriculum in different subject areas the work of restructuring and reforming the various university level courses in commerce. This was probably the first exercise on national scale in India to restructure commerce courses with a view to make them updated and move meaningful. Commerce suggested syllabi for the following courses:

1	B.Com. (Hons.)	19 Papers
2	B.Com. (Professional)	30 Papers
3	M.Com. (Business Economics)	11 Papers
4	M. Com. (Business Studies)	12 Papers
5	M. Com. (Accounting)	11 Papers
6	Post-Graduate Diploma in Accountancy and Internal Audit	4 Papers
7	Post-Graduate Diploma in Insurance	4 Papers
8	Post-Graduate Diploma in Cost Accounting	4 Papers
9	Post-Graduate Diploma in Personnel Management	4Papers
10	Post-Graduate Diploma in Portfolio Management	4 Papers
11	Post-Graduate Diploma in Public Enterprise	4 Papers
12	Post-Graduate Diploma in Foreign Trade	4 Papers
13	Post-Graduate Diploma in Entrepreneurship and Small Unit Management	4 Papers

1.6 Report on Higher Education in India - (2003) ⁶

Report on, ‘Issues, Concerns and New Directions for Evaluation and Assessment Systems’ recommends:

1. The Semester System should be preferred to the annual system in teaching and evaluation at the Indian Universities.
2. Continuous Internal Assessment should be given the attention it merits in the students’ academic programmes at the Universities.

3. The Grading System with a linear 10-point scale and its equivalence in terms of percentage of marks should be followed uniformly across Universities and disciplines.
4. Pre-and Post-processes of examinations should be made transparent
5. Appropriate and effective feedback mechanism should be established at all institutions.
6. Examination should be designed in such a way that at least some portion of it Evaluations the students' insight into the subject.
7. In the continuous evaluation based on objective-type questions, measuring the higher mental ability of students should be adopted and ICT may be effectively used to set and evaluate such papers.
8. Serious efforts should be made in developing question banks by following rigorous scientific procedures across disciplines.
9. A proper structure for Examination Reforms Units for the Universities should be evolved, supported by UGC to keep the nationwide evaluation processes at Universities under continuous scrutiny.
10. All the examination processes should be computerized and recent advances in ICT should be exploited to make the process automated and efficient.
11. A proper methodology should be evolved for product evaluation in professional courses.
12. Innovative practices related to examination reforms should be empirically tested and institutionalized.
13. Curriculum construction should transact in an authentic and real environment.
14. Knowledge and skills must be developed with a view to provide relevance and meaningfulness”.

1.7 Report of Institute of Applied Manpower Research - (2005)⁷

This Report on “An evaluation of vocational education scheme of UGC” recommends:

- 1) Students should be encouraged to start their own enterprise – especially in rural areas by arranging orientation classes, career guidance, link-up with financial institutions to give them temporary loans etc.
- a. 2. Linkage with industries and On-Job-Training (OJT) should be made mandatory for all vocational students.
- 2) There should be a proper awareness of the course. Usefulness of the course can be popularized to the students at the 10+2 level.
- 3) A number of measures can be taken to improve teaching and modify the infrastructure.
- 4) People from institutions such as banks, industries, health and other areas must be included while framing vocational courses.
- 5) Colleges should be given permission to start vocational courses only after it has been ascertained that they have the required infrastructure.
- 6) In -service training programmes for teachers should be arranged so as to acquaint themselves for getting skills needed as vocational subjects are quite new.
- 7) Teachers must also be encouraged to undertake field trips along with the students so as to acquire new skills and knowledge related to their subject.

- 8) There must be a proper mechanism for monitoring, evaluation and up gradation of vocational courses at all the universities where vocational courses are implemented.
- 9) The vocational courses must also relate to local needs and conditions. So field experience, imparting knowledge about local needs, knowledge on local resources and their commercial use and training in modernising local industries must be included in the syllabi.
- 10) New measures and methods must be included to increase the employability of girl students”.

2. Review from Research articles and Papers

2.1. Sawlikar Rahul (2012) ⁸ in his Research Paper entitled as ‘*Current Trends in Commerce Education*’ written by states, “The growing phenomenon of globalization, liberalization and privatization has been immensely influencing the Commerce Education. The Higher Education sector in India is very vast. The role of Higher Education in national development is well established. The objectives of Higher Education can be achieved only through qualitative change in the system. The output of Commerce Education should be multidimensional and with full global competitiveness. But we have to realize that the Commerce graduate have lack of practical knowledge. The practical oriented Commerce Education is a need of the age. With a growing emphasis on information, global economy, Higher Education was viewed as increasingly essential for the world’s population. Information Technology and Mobile Technology is now forcing education sector to change according to the need of the time. The most emerging dimension of the Business and Commerce education in the 21st century is the need for Business School to use technology and make it integral part of course contents. Education now becomes an industry, there is explosion of technologies and knowledge in all sphere. The quality of Commerce Education has become a major marketing issue in the changing environment. As per specialization, a practical training should be provided to the students. By making relevant and practical oriented Commerce Education, we may impact global competitiveness to our students. As a part of the society the social awareness among Commerce students is the emerging need of present time”.

2.2. Prasad, Bhar, and Srivastav (2011) ⁹ in their joint research Paper titled as, “**Critical Review of Examination Related Problems in Technical education in India**”, describes, “The role of examination system in improving the quality of technical education by comparing it with the quality control department of an industrial production unit. The paper discusses the salient features of a good examination system and asserts that a robust examination system alone can bring about substantial improvement in quality of technical education. Quality problems in the examination system in general have been analyzed. Thorough overhaul in the examination system with regard to its policies, procedures and practices have been suggested... Statistical analysis of the examination results has been suggested for identifying the problems in the examination system as well as in the teaching process of a university. Other remedial measures have also been suggested to make the examination system more efficient in order to produce technical manpower of superior quality from the existing technical institutions”.

2.3. Ara Roshan (2011) ¹⁰ in her Research Paper titled as ‘**Reorienting Commerce Education and the Significance of Commerce Education**’ states, “The world is witnessing a high-tech revolution with changes in science, technology, commerce and industry. The world now believes

that knowledge is everything. With opening up of world economy by way of globalisation, liberalization and privatization processes all the business sectors are witnessing a tremendous growth. The whole economy is undergoing a tremendous transformation with many new sunrise sectors like financial services, consultancies etc coming up. The service sector is outstripping the manufacturing sector in growth. A career in these sectors involves challenging work, high growth opportunities, lucrative pay packets and a professionally challenging work environment. The job market is undergoing a metamorphosis. This is creating a huge demand for careers like CAs, ICWAs, ICSs and MBAs. This has led to huge change in the way we teach and deliver business studies and management courses. The corporate world is dynamic and the changes are so severe that a series of new concepts and techniques are fast coming into being and the earlier and traditional ones are becoming obsolete. This situation has given rise to the need for restructuring the curricula of commerce education at all levels so as to make it meaningful and compatible with the changing business scenario and introduce the concepts and techniques among the commerce teachers to further channelize and streamline their contribution. By introducing more and more professional skills, we need output of graduates and researchers to be of the best quality in the world”.

2.4.Palekar Aatish (2012)¹² in his research paper titled as ‘**The Reform of Examination System**’ states, “Examination is a necessary evil. They cannot be completely done away with. In any education system, they must occupy an important place. Yet the way and the form in which they are held need reform. There are so many serious defects in the present system of examination that their purpose is completely defeated. They fail in measuring the progress of students. However, in the most of the universities in the country, teaching, learning and examinations have been so mechanized that no one wants to change or accept new challenges. Besides, uniform standard of evaluation are adopted throughout the country, isolated cases will not create faith in the reforms. The existing examination system has functioned largely as a process of filtration rather than as an instrument for raising the quality of education. It is not that the internal evaluation system is not without any demerits. Many still consider the present examination system as an inescapable necessity. On the whole, examination reforms would be meaningful only when it reaches the core of the education process”.

2.5.Adhikari and Bhattacharjee (2011)¹³ in their Research Paper titled as, ‘**Commerce Education in Northeast India- A Need for Reorientation**’ stated, “Though Commerce is a professional course, and even though people of northeast India hanker after white collar jobs, but still the students in north east are not much attracted towards commerce education. The present system of liberal commerce education suffers from lack of practical orientation. The educational policy makers need to think about this matter seriously without further delay. Globalization and liberalization of our economy coupled with privatization and technological revolution have posed the most unprecedented challenges before the liberal commerce education. The present paper reflects the scenario of Commerce education in India with special reference to Northeastern region. It discusses the major bottlenecks of general commerce education in this region and provides some suggestions on the basis of observations. The present system of liberal commerce education suffers from lack of practical orientation. The educational policy makers need to think about this matter seriously without further delay. Globalization and liberalization of our economy coupled with

privatization and technological revolution have posed the most unprecedented challenges before the liberal commerce education. Today, no sector of the country remains unaffected by the global changes. The need of the hour is to make a corresponding change in the role of commerce education so that it becomes purposive, practical-oriented and socially relevant. Thus, proper planning is vehemently suggested to upgrade, modernize and diversify the structure and curriculum of liberal commerce education in all colleges and universities of Northeast India”.

2.6.Ranjan Rakesh (2012) ¹⁴ states in his Research Paper titled as ‘**Effective Teaching of Commerce**’, “Education is a social science that encompasses teaching and learning specific knowledge, beliefs, skills, perceptions and attitudes. Teachers use a variety of methods and materials in order to impart a curriculum effectively. There is no one right teaching style. Teaching may appear easier and "more natural" for some than to others, but there are no "born teachers" who don't need to improve or others who can never improve regardless of effort. Not all techniques are effective in every setting, in every situation of the same setting, and with every group. A new approach should not be tried only because it is new, nor ejected for the same reason.

Effective teaching is characterised by the use of variety of methods which have been carefully chosen to match course objectives and contexts for learning and which encourage pupil participation and motivation. Fresh approaches to the teaching of practical skills, with more emphasis on group work than on class activity, are improving the effectiveness of learning. Technological activity is also prominent within all courses at all stages. It is being used increasingly as an appropriate vehicle to develop knowledge and understanding. In planning approaches to teaching and learning, teachers have to ensure, not only that the content is appropriately covered, but also that there will be balanced development of knowledge, understanding and skills. The most effective teaching involves the careful selection of approaches to match course objectives and the context for learning. For teaching any subject effectively first of all teacher should be clear about its general as well as specific objectives of each topic/concepts because this will only help the teacher in selecting the appropriate approach and method of teaching according to the content.

Commerce is such a subject where a teacher can use all the methods effectively such as lecture, discussion, role playing, seminar, supervised as well as independent study, project method, field trip, etc. but one of the major concern is that teacher should use these methods in actual class room teaching. Commerce subject is of vocational based so the activity method is quite suitable for commerce. Thus learning by doing, by activity and experience is the first and the most natured form of learning. Effective teaching is nothing but helping students to learn and for this teacher has to foster a good learning atmosphere. Effective teaching is not only concerned with teaching effectively but it is also concerned with how quickly and well a student learns that depends not only on the intelligence and prior knowledge of the students but also on the students learning styles. Even effective use of traditional teaching techniques can be enhanced by the use of teaching aids (audio-visual resources).

2.7. Miriyala C. and Neduri S. (2006) ²² in their Research Paper titled as ‘**Commerce as A Futuristic View in World Trade Organisation**’ reveals the Imperatives of Futuristic Commerce and Management Education under WTO as:

- 1) One should recognize the need for failing Commerce and Management Education development in India to the specific Economic, Social, Political and Technological reality under WTO, it is possible as discussion were made on education.
- 2) The commerce education needs to be organized and promoted in relation with national priorities as national trade can be protected through knowledge of Commerce Education.
- 3) Under WTO, unorganized sector, small and medium sector relating to Health education, Power, Transport, Environmental protection in India will be affected and good number of benefit will be bestowed by WTO if Commerce and Management education is widespread.
- 4) The Commerce education needs to base on the distinctive cultural reality of India. Under WTO, otherwise the cultural relation will be negatively affected because the ethics are the parts of commerce education.
- 5) Commerce Education has the problem of resources to the Indian Economy, So that the Commerce institution and should come together for resource sharing in the form of factually exchanges, creation of a common pool of information on relevant literature. However, under WTO information related to the resources sharing can be gained by the suffering countries.
- 5) Commerce education should essentially focus on experiential learning through WTO the experiential leanings possible to the under developed countries.
- 6) The commerce and management institutes must appreciate the importance of informational Technology in creating and disseminating knowledge. It is exactly possible through WTO as the main stream of the Globalization is the introduction of Technology.
- 7) This education should inculcate in the students strong human values and ethics. As more number of countries became members of WTO, definitely these countries adopt the human values and ethics in their commerce process”.

While concluding this paper, they stated further, “The Commerce Education will be necessary to anticipate and study some of their contours so that we design appropriate system of commerce education as early as possible”.

2.8.M. V. S. Srinivasa Rao (2006) ²³ reveals in his Research Paper titled as ‘**The Changing National Economic Scenario and the Impact on Business Education**’ :

- 1) To cope with a business environment with increasing complexity and rapid changes, there is an urgent need to give a critical look at the existing curriculum In Business Studies at the school stage. Rather than loading it with not-so-relevant chunks of content, it is necessary to base it on themes, issues and skills, which are useful, practical, functional and related to one’s personal life at home and at work place.
- 2) Students of Business Studies should be more exposed to practical aspects of conducting business. Thus the syllabus should include more of drafting of reports, minutes, conducting case studies, undertaking project work, field survey, etc. to get a real feel of the ever-changing nature of the dynamic world of business. He should have developed the ability to use language effectively to think, listen, speak and write clearly.
- 3) A commerce student should also develop desirable work habits and interpersonal skills relating to group dynamics, communication, computation, consumerism, career

development etc. and to apply these personal and business related skills for responsible participation in Society.

- 4) A curriculum on business studies to be need based must be relevant and practical and enable students to interact with the ever-changing business environment. A business student must keep himself/herself abreast of latest happenings in the world of business and be able to express his/her ideas, opinions and reactions after studying their implications”.

3. Review of Lectures on Commerce Education

3.1. Takawale, Ram Lecture (2003) ²⁷ on the occasion of UGC Golden Jubilee Lecture Series at Shivaji University, Kolhapur; on the subject, “Challenges and Opportunities of Globalization for Higher Education in India-Alternatives Through E-Education” he expresses his views and states:

1. The Indian System of higher education is facing today many challenges arising out of globalization and liberalization.

2. Use of Information Technology in the field of education is eliminating concept of jurisdiction of a university, and creating IT enabled facilities such as distributed classrooms and many other appliances and applications.

3. This creates competition for colleges and universities, and will be resulting into a threat to the existence and survival of weaker institutions.

4. The Information Age is also recognized as the Knowledge Age; and Indian Government and leaders are placing high hopes and goals of making India a Knowledge Super Power within the next decade or two.

5. This can be achieved only through a right system of education for all.

6. The crucial test lies in addressing age-old problems successfully by mobilizing common people and creating learning communities to achieve Antyodaya (upliftment of the downtrodden) with equity and justice. This is an opportunity to build a New Indian Education System and new society obtained only once in a millennium”.

3.2. Nigavekar Arun Lecture (2010) ²⁸ published in University News; Vol. 48, NO. 27, on the topic, “Globalisation: An Opportunity for Indian Higher Education” he stresses, “ On the inherent tensions among various central limitations, the serious problems these have created for the Indian Higher Education and Government’s failure to introduce a coherent national policy. The various problems faced by the Indian higher education include the problem of numbers, paucity of good teachers, dependence on Government funds etc. It is also noted that the cardinal problem behind the impedance to higher education system’s capacity to be effective and efficient is that despite having a strong control over public education system, Government is unable to meet the demands of expanding education system. After offering the view that the above mentioned issues can be addressed amicably subject to the social and political will, the author further discusses more vital issues related to technology-use in the education. He posits that the education world has changed mainly because of its nexus with economy and technology. Hence only by raising the human capital can country increase productivity and attract private investment. Since information communication technologies can potentially multiply the access, relevance and affordability of learning opportunities, they have an important role to play in improving the quality of teaching and learning. The author has referred to the ‘blended approach to education’ that means enriching the

classroom education experience through interactive multimedia. He also addresses the issues of Awareness, Availability, Accessibility and Affordability of ICTs. He concludes the topic with his remark that ‘we need to continue to deploy ICTs in education sector because education empowered with ICT is probably today the world’s best investment’.

According to him, “Globalisation of higher education needs to be looked upon as a golden opportunity for Indian Higher Education system to gain strength and it is for this system to adopt new strategies in the dynamic educational scenario in the world”.

4. Review of Relevant Books on Commerce Education

4.1. ‘Teaching of Commerce-A Practical Approach’ a book written by **Agarwal, J.C. (2011)**²⁹ - serves as a reliable handbook for in service commerce teachers. The book is written keeping in view the actual teaching learning situation in the classroom. The book fully covers the B.Ed. syllabi in the teaching of commerce and is essentially student- centered and examination oriented. Twenty suggestive lesson plans on various topics on commerce, included in the book are expected to be of great assistance and inspiration to the teachers in the preparation of their day to day lessons.

4.2 ‘Teaching of Commerce’ a book written by **Seema Rao (2009)**³⁰ primarily deals with the methodology of teaching of commerce and lays emphasis on the fundamentals of modern philosophy of education. Stress has been laid in the text on the specific techniques in commerce teaching. It highlights the scope of formal teaching techniques and also points out their limitations. The book has a detailed discussion about various teaching aids in commerce and its relevance and importance in teaching of commerce. In her book, Ms. Rao has also emphasised that though many universities have started teaching commerce, it is greatly handicapped due to non availability of literature. The importance of methods of teaching of commerce has further increased in the light of new developments of world economy in general and Indian economy in particular, especially in the field of industry, trade and commerce.

4.3 Mahesh Kumar (2008)³¹ in his book ‘**Modern teaching of commerce**’ planned and presented to the students of B.Ed. in Indian universities, for their benefit. It is strictly in accordance with curriculum and syllabus, prescribed by UGC. This book is designed for providing a solid workable base for all course papers. This book is equally useful for teachers, trainers, teacher-students and students in general. This book is devoted to the teaching of commerce.

4.4 Babu Muthuja, R. Usharani and Shahid Akhtar (2009)³² in their book **Teaching of Commerce and Accountancy’** explains the strategic methods and techniques of teaching of commerce. It serves as a valuable reference tool for teachers, educationists, policy planners and students.

4.5 Trivedi, I.V. (2002),³³ ‘**Commerce Education in the New Millennium**’ this book is a compilation of papers on the syllabus for commerce graduate as discussed at a length at the 55th All India Commerce Conference-2002.

Some of the papers presented at the conference on various issues include:

1. Commerce Education in the 21st Century – Pranab K. Banarjee.
2. Restructuring B.Com. Course – Swapan K. Bhattacharya.
3. Commerce Education: Need for Change – M. R. Chulet
4. Communication Skills –Dr. M. L. Dashira.

5. Commerce Education – A Reformative Approach- Narayan Dutta.
6. Commerce Education in the New Millennium – C. M. Jain.
7. University Standards in Commerce Education – Dr. Renu Jatana.
8. IT and Commerce Education: Be Embedded in! Manish Kumar.

The papers presented in this book provide varied perspectives and deep insight into several complex issues involved. Review of all these papers is taken in 2.2 above.

4.6 K. Hanumantha Rao and P. Srinivas Subba Rao (2008) ³⁴ **Commerce Education: Emerging Challenges**, a book written by is a compilation of papers on Commerce Education: Emerging Challenges as discussed at a length at the Andhra Pradesh Teachers Association Commerce Conference 2006. This book reveals, “Commerce means Creating Opportunities for Money Mobilization and Efficient use of Resources in a Competitive Environment. Commerce has great role to play in a commercial world. Challenges are unlimited in the era of globalization. Identify the right source with a great force. Facing the challenges and accepting challenges is a basic phenomenon of commerce.

Present day commerce education is undergoing a radical and fundamental transformation due to globalization, liberalization and privatization.

Some of the papers presented at the conference on various issues include:

1. Commerce as a Futuristic View in WTO – C. Miriyala and S. Neduri.
2. The Changing National Economic Scenario and The impact on Business Education – M. V. S. Srinivas Rao.
3. Commerce Education: Emerging Challenges – B. M. Krishna and Vijay Das.
4. Is Higher Education a Cash Cow – K. V. Achalapatti
5. Commerce Education in 21st Century – Y. Vishnu.
6. State and Status of Commerce Education at Under Graduate Level – A Micro Study – P. Hanumanta Rao and P. Shanmukha Rao.

The papers published in this book provide varied perspectives and deep insight into several complex issues involved. Review of all these papers is taken in 2.2 above.

5. Review of Related Articles on Commerce Education

5.1 Article written by **Shaikh Salim and Vidya Gavali (2011)** ³⁵ on the subject, “**Higher Education: Not So High in India!**” states, “Indian higher education system faces several issues though the third largest in the world. By 2020, aging of world economies are estimated to create a skilled manpower shortage of 56.5 million, while Indian alone will have a labour surplus of 47 million. However, on account of lack of appropriate education and training required to meet the expectations of industry, India faces the danger of losing out on the ‘demographic dividend’. Hence, higher education and vocational training will play a critical role in this regard. Referring to statistics collected through several bodies/surveys, the article presents the concerns related to quantity as well as quality of higher education in India and also offers several suggestions. The important points made, relevant to the current study, is the need to improve upon the areas like interactions with industry, training to respond to market skill needs and incentives, up gradation of curricula to reflect modern technologies and introducing flexibility by mapping the demand and supply for skills as well as ensuring the involvement of private sector in curricula design.

5.2. Article written by **Ahirrao, Jitendra** and **Rodiya, Prakash Ratanlal (2012)** ³⁶ on the topic, **“Emerging trends in Commerce Education to face the challenges of dynamic business world”** ³⁶ states, “ Commerce education is business education. Commerce education is that area of education which develops the required knowledge, skills and attitudes for the handling of Trade, Commerce and Industry. The recent commerce education has emerged in the form of Chartered Accountant, Cost and works accountant, Company secretary and Business administrator. Commerce education is a totally different from other disciplines. Hence, it must charter new routes to service the aspirations of the nation. To meet the growing needs of the business society, there is greater demand for sound development of commerce education. The relevance of commerce education has become more imperative, this means a marked change in the way commerce and management education is perceived in India. Through teaching, research, and service, the College of Commerce is dedicated to developing tomorrow's leaders, managers, and professionals”.

5.3. Michelle A Petricone (2012) ³⁷ in their article on the topic, **“The Power of a Commerce Degree in International Development”** states, ““There are tons of people who seek to make the world a better place. However, without the right background or tools, it's hard to promote any significant change. Commerce degrees, however, offer students with humanitarian and philanthropic ambitions the resources and knowledge necessary to foster economic development internationally. With an occupation in international development, students will have real potential to improve the living conditions of millions of people around the world. Balancing the theoretical and practical studies of a commerce degree can be challenging. These types of programs must naturally touch on a wide variety of topics. A lot of diverse and specific in depth research is required to deal with the enormous economic problems confronting impoverished countries. That is why both the theoretical and practical areas are a necessity, parts. Practical knowledge is an important piece of a commerce degree; this knowledge is hard to teach and will often involve hands on experience. The desire to change the world, reduce poverty, and build a greener future is a noble pursuit. For students hoping to enter the humanitarian and not for profit business, an international development degree will be a major first step. Employers also seek out graduates with a commerce degree because it compliments international development well”.

5.4 Singh Pooja ³⁸ (2011) in her article **“Reasons for Concern and Recommendations of Concern”** on Pitroda Commission on Quality of Higher Education. The article reviews briefly the report of the National Knowledge Commission (Pitroda Commission). The commission identifies that India needs to educate much larger number of people without diluting the academic standards. The author has put forth various reasons for concern. These include outdated curricula, poor system of assessment, confinement of education within classroom only, lack of interdisciplinary approach, little accountability etc. Further, several recommendations are made to help ameliorate the situation. These are primarily focused on reforming the current system to improve the performance at following areas: accountability, competition, accreditation, internal system, information and incentives.

6. Review of Research Thesis on Commerce Education

6.1 K. R. Shimpi (2005) ³⁹ - Research Thesis titled as **“A study of the basic skills in commerce with reference to the restructured programme, modified syllabi and vocationalization of the first degree education”** is a research done by Dr. K. R. Shimpi.

This research is an attempt to study the impact of these schemes and to understand the learning outcomes of practical in Commerce and also to know difficulties faced by the colleges in the implementation of the scheme of practical. An effort is made to stress the importance of the development of basic skills in commerce and to prepare an inventory for the guidance of teachers and students. This study helps to make teaching – learning process more effective and competent. The research work is helpful to study the impact of the ‘Scheme of Practical’ introduced under the Restructured Programme, Modified Syllabi and Vocational Scheme of the University of Pune in the faculty of Commerce.

Conclusion

The review of related literature namely various reports, research papers, different books published earlier and also lectures delivered by prominent persons has revealed the fact that enforcement of practical approach and application in Commerce Education is the earnest demand of this modern age. Sincere and serious attention is also invited towards ultra modern technology being introduced and issued in every sector of business world. Science is always flourished through its laboratories; similarly Commerce is sponsored through industrial establishments, commercial markets, financial banks and economical policies being adopted from time to time. To make commercial knowledge most effective and successful it must be spiced with enough practical out look even during the period of theoretical learning in schools and colleges.

All conclusions arrived at each and every type of literature is in support of our exact intention to suggest modifications in the existing system of imparting commerce education through colleges under the jurisdiction of Shivaji University, Kolhapur. The review of related literature thus fully supports our recommendations based on our findings.

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A Man without Education
is like a Building without
Foundation”

**DEVELOPING FMCG BRAND USING MARKETING COMMUNICATION
TOOLS – A CONCEPTUAL STUDY**

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Abstract

Now-a-days, markets have taken a different dimension owing to the overpopulation of both large and small companies. As a result, markets have become overcrowded with many marketing messages. This has altogether make it quite difficult for the customers to perceive the marketing messages. With the rising cost of advertising and other promotional tools, the marketing objective of the company has evolved not only to control the expenses but also to confirm superiority over the competitors. To create the edge over the competitors, the companies are adopting effective brand strategy for new products and also redesign its old brand strategy. Therefore, to be unbeaten in the markets, both in national and international level, the marketing organizations must create, redesign and protect its brand so that the company will prosper in the long run. It is the marketing communication which ideally has positioned and presented a brand to people. Keeping it in mind, an effort would be there to provide an in depth study on how marketing communication manages to ascertain relationship with the customers. This study is based on various models that have proven how marketing communication has developed as an apparently integral part of the marketing and corporate communication strategies of many companies. The present study would also highlights how the messages are to be disseminated effectively to make the brand remain in the mind of the customers for longer time.

Key Words: *Communication Mix, Marketing Messages, Brand Building, FMCG Product, Customer Perception.*

Introduction:

The term marketing is an integral part of the company's business. It includes both producer and the consumers. It does not mean one way communication process rather it focuses on the exchange of values and ideas between consumers and producers. The concept of marketing originates in the beginning of the Twentieth century and had become a keystone-philosophy in the mid-fifties. In the sixties the marketing concept was regarded as the savior of companies. In contrary it remained unresponsive to greater societal issues in the seventies. The over segmentation creates discontentment in the eighties since customer needs were given too much priority (Morgan, 1996). In the twenty first century, marketing communication has given the requisite emphasis to survive in the competitive era and to get an edge over the competitors (Hackley, Kitchen, 1998). Thus to state specifically the term Marketing communication (MC) concept is derived from marketing management itself. This concept involves the coordination and integration among all marketing communication tools, avenues, and sources within a company. This concept is developed to make all the tools, avenues and sources to work as a unified force. This unified force has a definite impact on all of a firm's business, marketing channels, potential customers and internally directed communications to develop the brand awareness.

Marketing communication process incorporates all marketing tools, approaches, and resources within a company not only to establish a greater impact on consumer mind but also to generate maximum profit at minimum cost. Thus all the promotional tools need to be put together to gain competitive edge over competitor.

The marketing communication approach focuses to evolve brand awareness, deliver information, educate the market, and develop a positive image of the product brand. The objectives of MC are thus to measure the impact on the customers and the benefits they draw from it. Shimps (2000) has foretold that the objectives of the company and the benefits of the customer are two sides of the same coin since the main element behind MC is to start with the customer.

Table: 1 The framework for company objectives and customer benefits

Company Objective	Customer Benefit
Increase sales	Affect Behavior
Maintain or improve market share	Start with the customer
Create or improve Brand Recognition	Use any and all forms of contract
Create a favourable climate for future sales	Achieve Synergy
Improve promotional efficiency	Build Relationship

Source: Adapted from Belch and Belch (2001) and Shimps (2000)

Marketing Communication can only be effective if the message is delivered in a right channel in a right manner. The structure and execution of messages are the indispensable aspect of marketing communication.

Table: 2 The framework for message structure and message execution

Message Structure	Message Execution
Order of Presentation	Straight sell or Factual Message
Conclusion Drawing	Scientific / Technical
Message Sidedness	Demonstration
Refutation	Comparison
Verbal versus Visual Image	Testimonials
	Slice of Life
	Animation
	Personality
	Fantasy
	Dramatisation
	Humour
	Combination

Source: Adapted from Belch and Belch (2001)

The purpose of discussing marketing communication is to consider how effectively the tools are used by the companies considering the preference of the customers. Classic tools have its own strengths and limitations but not ignoring Internet which has already emerged as one of the most effective tool. New modern technology plays a major part of MC and the Internet in

particular since it can be appeared as both a tool and a media. The Internet according to Belch, Belch, (2001) is effective both from the company and the customer point of view.

Table: 3 The framework for the classic tools and Internet objectives

The Classical Tools	Internet Objectives
Advertising Public Relation Sales Promotion Direct Response Personal Sales Events and Sponsorships	Disseminate Information Create Awareness Gather Research Information Create an Image Simulate Trial Improve Customer Service Increase Distribution

Source: Adapted from Duncan (2002) and Belch and Belch (2001)

Literature Review:

The literature reviews provides a theoretical outline. It explores how marketing communication establishes a strong bond between potential customers and the product. Moreover, it establishes how marketing communication by disseminating messages helps to evolve as Brand.

According to Idman (1993), successful marketing communication has three obstacles to overcome. Firstly, the message should be delivered in a way that the audience must notice it. Next, the full attention of the audience has to be grabbed by framing the message in such a way as to make them understand all about it. Lastly, it is of utmost necessity to create certain feelings and atmospheres in order to awake wanted visions or patterns of behaviour.

Rowley (1998) has suggested that the marketing communications aim to increase sales, maintain or improve market share or create a competitive advantage. To reach these objectives different communication channels are used to convey the organizations message, with the help of different promotional tools such as advertising, personal selling, public relations, sales promotions and direct marketing.

Shimp (2000) has proposed Marketing communications as the collection of all elements in a brand's marketing mix to facilitate the exchanges through establish shared meaning with the brand's customers or clients. He has further stated that marketing communications is all about the organizations making sure that customer are aware of the products that the organizations offer. Belch (2001) has evaluated that the objectives of marketing communications is manifold.. The primary focus is to allow more customers to buy the product or service, or get existing customers to buy more. He has also suggested to pay heed in the matter like Maintain or improving market share.

As per Reid (2005), *many* companies have adapted marketing communication to survive in the competitive marketing environment of today and increased managerial expectations related to marketing and thereby improve the management and integration of their marketing communications program. (Reid et al, 2005)

More recently, Yin Wong and Merriles (2007) have stated that the development of brands on an international arena offers opportunities to exploit economics of scale. They concluded that

branding is not the only parameter for succeeding on the global market. A firm may be a great marketer in one country, but the brand cannot literally be transferred to another country with the expectation of the brand becoming a success.

Keller (2008) has suggested that the role of brands within companies has changed over the last decades. The rising position of brands within companies implicates the need to understand how to manage the brand governance mechanisms effectively in order to maximize brand value and therewith also the company's profit (Bauer et al., 2000; Keller, 2008).

Guthrie & Kim, (2009) have pointed out the fact that *Brand Involvement* is a motivational state that can be used to understand consumer attitudes towards products or brands. They also have explained that Brand Involvement can also be framed as an analytical tool to measure the level of brand interest as well as the brand's significance to the consumer (Guthrie & Kim, 2009).

Park (2010) has assessed that consumers' self-construal has to be taken into account while analyzing the effects of brand personality on brand image,. The self-perception and the way consumers value their self-personalities also has an influence over the selection of the brand. (Park & John, 2010).

Freling, Crosno & Henard, (2011) have stated that Brand personality can be evaluated through the dimensions of brand personality appeal (BPA): favourability, originality and clarity. These three dimensions are extremely important in developing brand personality and their optimization leads to higher levels of consumer purchase intentions.

Objective of the Study:

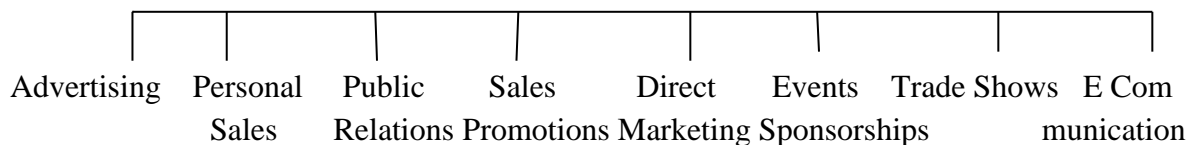
Brands in FMCG have been specifically referred to a meaning to consumers, and these meanings can be acknowledged in part from experience. It is the marketing Communication which ideally has positioned and presented a FMCG brand to people. It is again the Marketing communication which helps to explore the brand in the market. This can only be possible by employing marketing communication tools aptly. This is why Marketing Communication is so vital and indispensable to develop brand awareness. The specific objectives of the study are:

- i. To provide an in depth study on how marketing communication manages to establish relationship with the customers.
- ii. To prove how marketing communication has become an integral part of corporate strategy by employing various models.
- iii. To ascertain how messages can be delivered aptly.

Models Used To Develop Brand Recognition Through Marketing Communication:

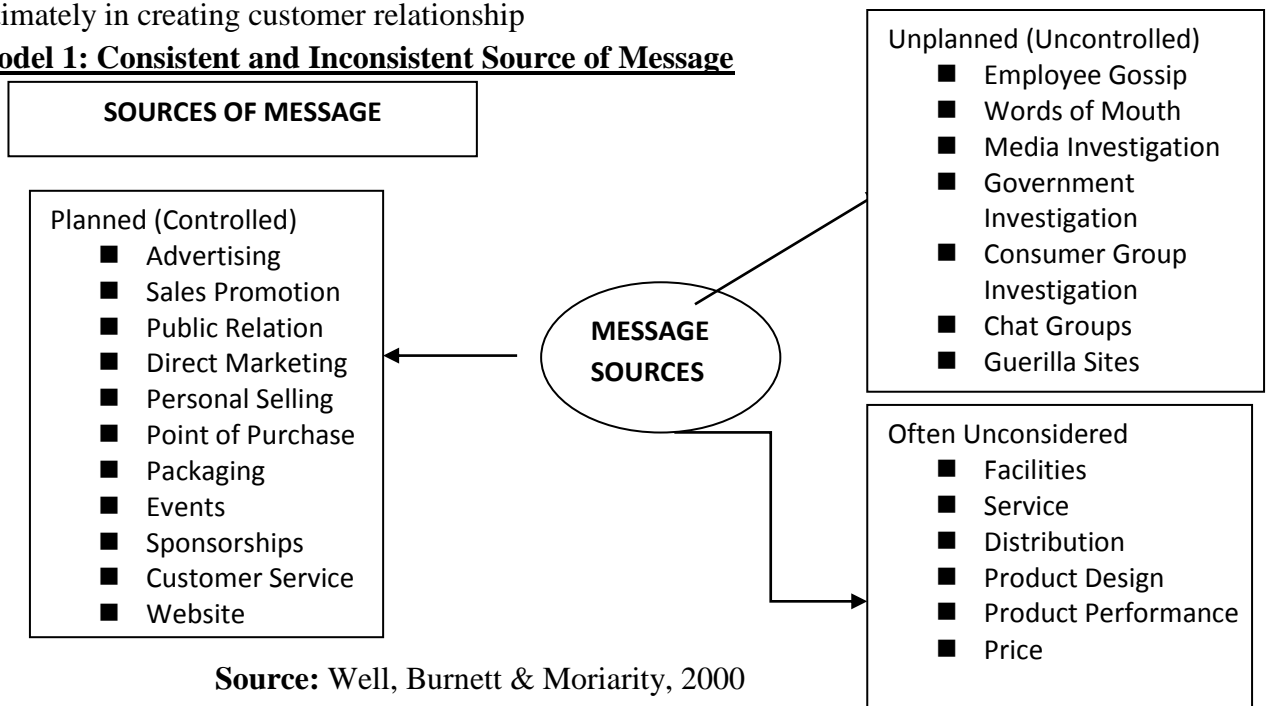
Marketing Communication is the collection of all elements in a brand's marketing mix. It facilitates exchanges by establishing shared meaning with the brand's customers or clients. Marketing Communication is the process employed by the marketers to make the customers aware of the product or services. It is even employed to achieve the organizational objectives. It even aims to increase sales, maintain or improve market share and to gain competitive advantage over others.

Communication Mix



Marketing Communication is a management concept. Its objective is to disseminate the message successfully to its target audience. Marketing communication is divided into several separate communication tools. These tools are employed to serve manifold purposes. The most likely contribution is to communicate with its target groups effectively or how the message can be transmitted to the target audience. As each tool has its own advantages and disadvantages, marketers usually prefer to use mix of these tools to make the entire process effective. (De Pelsmacker et al. 2007) The contribution of each marketing communication tools varies depending on the changing marketing environment, and thus marketers need to adjust their tools on the basis of the current scenario. (De Pelsmacker et al. 2007) The most common and convincing conventional approach is to distinguish marketing communication tools into the following categories: public relations, advertising, sales promotion, and personal selling. (Pickton & Broderick 2004) Direct marketing, exhibitions, or sponsoring fits are also among the necessary marketing tools. The newest tools which give marketing communication a different dimension is e-communication, which is also effective to stimulate purchasing. Word of mouth (WOM), is also in the hunt among the probable marketing communication tools. Duncan (2002) has listed different tools or functions such as advertising, public relations, sales promotion, the personal connection (direct response and personal sales) and experimental contacts (events and sponsorship). While implementing Marketing Communication, the strategy needs to be framed accordingly about the usage to make the promotional purpose effective in order to create the brand awareness & to help ultimately in creating customer relationship

Model 1: Consistent and Inconsistent Source of Message



Media is used specifically to inform the target market aptly. In advertising campaign of product only the main features along with USP (Unique Selling Proposition) are highlighted. Further detailed information on the product is also provided through direct mailing, websites, telemarketing, brochures etc. Message should be consistent i.e. same message should be delivered repeatedly through different media. Design consistency refers to consistency in color, photographs and other visual elements and proper linkage among these elements. Design consistency makes the www.aarhat.com/ERJ/June 2016/VOL III/Issues II/Impact Factor:2.148 / 63

process cost effective as well as increasing the impact on the audience. This of utmost necessity since some unseen factors often proves to be decisive. This consistency helps to develop a definite view of the product in the mind of the audience. In todays marketing; purchase is the lengthy and complex process as this process involves different decision makers and influencers. Outlook of others and unanticipated situational factors play a significant role. A relevant knowledge about the product gives the potential customers an edge over the others. It gives them the choice even to go for the purchase. Thus the appropriate repeated message at the right time gives a base to the Brand and the awareness stimulates even in the purchasing decision.

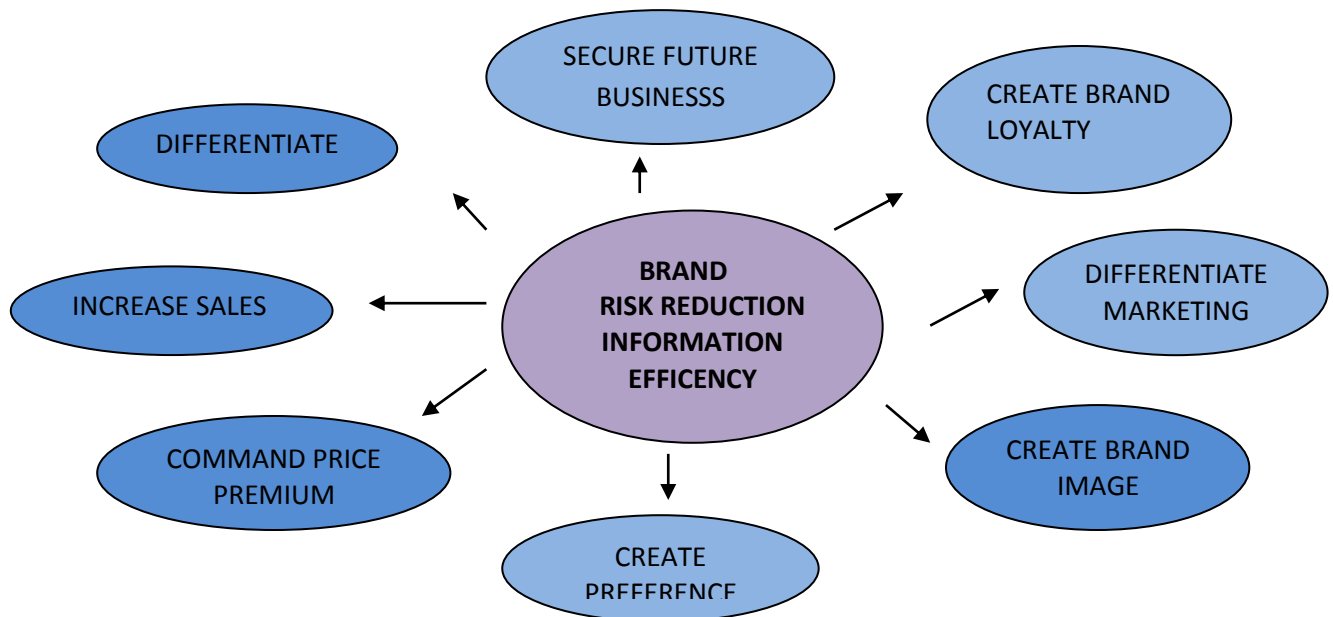
Model 2: Four Essential Components of Marketing Mix



(www.audiologyonline.com)

Marketing communication involves all the essential four components of marketing mix - the product, price, distribution and marketing communications. Marketing research should keep a close look on market segmentation for the proper functioning of marketing mix to make the target audience aware about the product. When a product is designed considering the needs of clearly defined consumers' segment, price of the product is also to be taken care off. The appropriate distribution channels and the marketing communications must be structured accordingly to pay heed to the characteristics of the target segment. The instruments which support and give a shape to the marketing communication activities are integrated communication strategy and integrated communication plan. The integrated communication strategy is reflected in market positioning. It is based on the Objectives aimed by the company and on communication axis. The integrated communication plan is focused on choosing the specific components, taking into account their effective correlation in terms of optimizing costs.

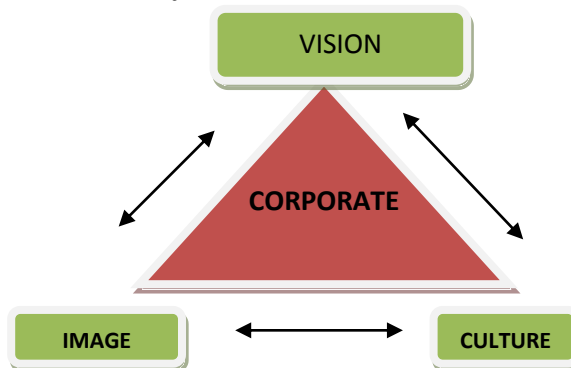
Model 3: Eight Distinctive Features to Focus from Company Perspective



Source: Kotler and Pfoertsch, 2006

All the eight distinctive feature of the brand are emphasized in the outer circle of the brand functions. The core represents the functions and value for the consumer. In contrary the outer circle signifies how far these values develop the unique status for the company. All the features are interrelated and thus help to achieve the desired result. Brand preference is achieved by delivering the perceived promise .The effective differentiated marketing manages to create a brand image in the mind of the customers. Thus the brand manages to develop the brand loyalty in the mind of the target market and as a result the potential customers would show their eagerness to pay the extra premium for its distinctiveness. Again it gives the opportunity to the company to improve its market share. Again, the eight brand features situated in the outer circle of the brand functions represents the core functions and value for the consumer. These roles are linked to each other and thus responsible for developing an edge over the competitors. As a result of that loyalty towards the brand, it will secure future business and increase brand equity in a sustainable manner (Kotler and Pfoertsch, 2006).

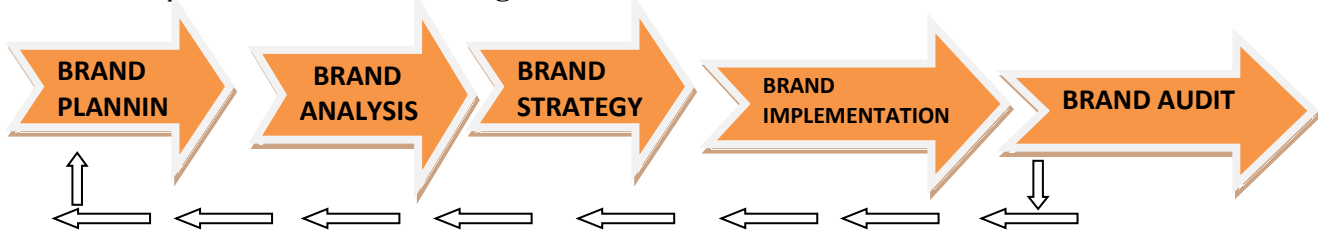
Model 4: Three Elementary factors of Assessment



Source: Elements of corporate branding (Hatch & Schultz 2003).

This model focuses on three factors - management, employees and external stakeholders. Vision refers to the aspiration of the top management. They have to consider the objectives as well to achieve in the future. The employees are the integral part of the strategic planning. Thus their active participation holds the key for the success. They are the one to represent the organizational culture. Image refers to the impression the stake holders have for the organization. Their consideration and views are the most valuable point to assess.

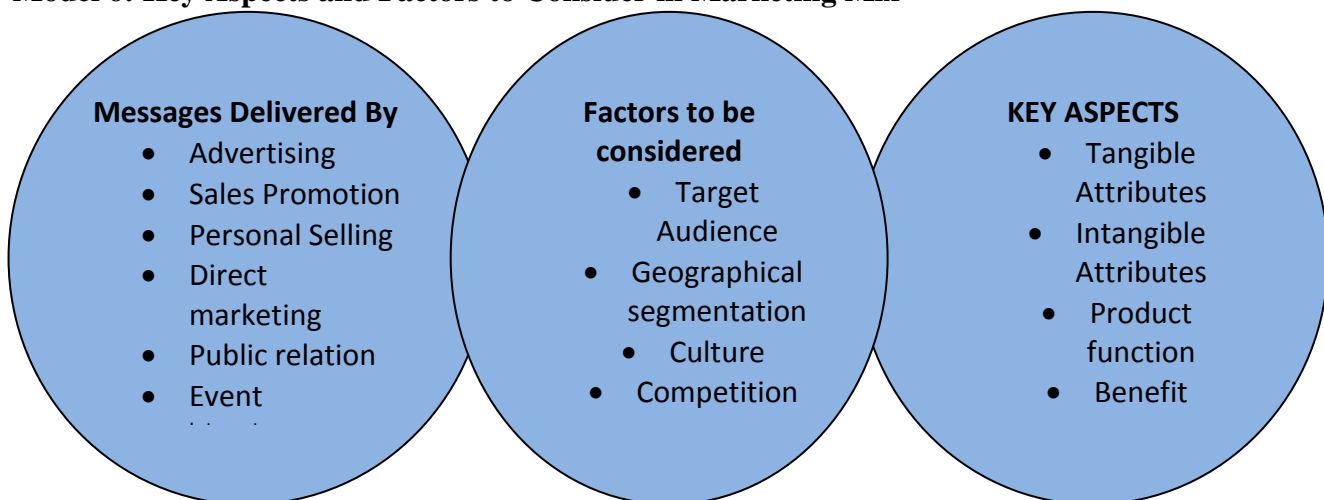
Model 5: Sequence of Brand Building Process



Source: Brand building process (adapted from Kotler & Pfoertsch 2006)

Kotler and Pfoertsch (2006) see brand building as a sequence of processes. At first, brand planning takes place. The framework for the brand is developed by coordinating several internal processes and procedures. This is framed to give a proper shape to brand orientation. Second, brand analysis needs to be done. It can only be possible by considering brand mission, personality and brand values. All these attributes need to be aligned with the corporate vision and mission. Management and employees responsible for the brand awareness activities need to take into account the key attributes of the products and services of the company. They need to understand and anticipate the needs of their customers and other stakeholder groups. The third steps include development of Brand Strategy. It is entirely depended on the core value and association of the brand. Brand architecture relates corporate or product brand only by understanding the target market. In Fourth step, brand implementation is to be done. Here attention is given to implement the plan. Fifth, and last, brand audit is performed. It controls and evaluates the performance of the established brand. Thus Brand building makes its presence felt. It is being done not only by distinguishing it but also by establishing a strong brand image on the mind of the customers.

Model 6: Key Aspects and Factors to Consider in Marketing Mix



Marketing Communication always plays a vital role to establish the brand. To develop the Brand, marketing Communication tools need to be employed effectively. Before employing the media mix, key aspects need to be considered. The tangible and intangible attributes need to evolve out along with the product function, benefit and operation. It needs to be cleared to whom the message is to be delivered along with geographical segmentation, culture and competition. Based on all these, the message is to be framed and the right media vehicles are to be opted to make the message transmitted effectively. Only by systematically employing this mix, the information delivered would bring an effect on the potential customers.

How Marketing Communication Tools Be Employed To Develop Brand Awareness:

The marketers are using various marketing communication tools in creating brand relationship in FMCG. Brand relationship in FMCG gives the option to develop Brand Awareness. Brand awareness again plays a vital role in consumer decision making process. These are learning, consideration and choice. Brand awareness is the result of consumer's exposure to brand. Brand awareness in FMCG refers to the ability by which the customer recognizes the Brand. Brand awareness stands for both brand recognition and recall. Brand awareness is nothing but the ability of the potential buyer to recognize and recall a brand in respect of a certain product category. One of the advantages of marketing communication tools is the ability to reach consumers of FMCG. The consumers search for the information which is being provided by the marketing communication tools. This information can be disseminated properly only by assessing the target audience properly. Considering their choice, the messages are to be delivered aptly and consistently by various communication tools. This regular and consistent information develops a bonding between brand and the customers. This bonding generates a perception which in return helps to develop Brand awareness in the mind of the customers by making them knowledgeable about the product attributes. This positive effect would help the customers to identify a definite brand from the product cue. Again marketers use various communication tools to develop brand awareness to retain the product's current customer base and to cement relationship with them too.

Conclusion:

Marketing Communication helps to disseminate the information. It can only be done by assessing the target market properly. In response to the assessment, different promotional tools need to be employed to ensure the reach. To incorporate all in a positive note, only opens up the avenue to reach the message successfully in the mind of the consumer. Moreover, it helps the message to have an ever lasting impression in the mind of the customers for a long time. This impression through promotional tools helps to develop the brand awareness in the mind of the customers. The brand awareness instigates the customers to select the desirable brand from the product cues. In a nutshell, marketing communication tools entice the customers to develop a definite bonding with the Brand.

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REFLECTIVE PROFESSIONAL ACCOUNTABILITY MODEL

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Introduction

Professional accountability culture brings about awareness for the need to be answerable to oneself and to the society. Quality of the teachers can be enhanced leading to professional development of the teachers.

Profession and job are often used interchangeably in a conversation, but the difference between them is exemplary. Profession is not just a job or activity where a person works for few hours and the motive is only monetary gain. It is synonymous to discipline, responsibility and service to others. Moreover, in a profession there is need for knowledge base, skill and ever increasing expertise.

A profession is defined as a specialized service based upon advanced specialized knowledge and skill, and dealing with its problems primarily on an intellectual plane rather than on a physical or a manual labour plane. Knowledge is the basis for permission to practice in any profession. Thus, there underlies a moral obligation of a professional to have grounded knowledge and to increase the knowledge through further learning and practice.

The accountability and ethics become an inherent part of any professional as it is not finishing a job for personal economic well being but for the larger good of the society. It assumes a collective responsibility and is charged with a certain degree of answerability towards others.

All professions are required to be accountable in various ways for the quality of service they render to their stakeholders, to their fellow professionals. Whenever we say professionals, we are obligated to whatever is best for the stakeholders, not what is convenient, easier or what the professional wants.

Accountability is an ethical concept – it concerns proper behaviour, and it deals with the responsibilities of individuals and organisations for their actions towards other people and agencies.

According to Bovens, accountability can be defined as the methods by which the actor may render an account (i.e. justify their actions and decisions) to the stakeholders and by which the stakeholders may hold the actor to account (i.e. impose sanctions or grant permissions).

Professional Accountability

Each member of the organisation is expected to answer to someone: for doing specific things according to specific plans and against certain timetables to accomplish tangible performance results.

Teachers standing in the profession are determined by their seniority rather than by their teaching or the research work done or by the results of their students. The system gives freedom to the teachers to teach or work as much or as little they like. (Dr. Anil Kumar. Professor,

Measurement and Evaluation, NITTTTR, Bhopal). But, professional achievement connotation is no longer limited to just number of years of performing the same task. It is not about repetition of tried and tested way of teaching, or level of complacency in thinking that they are not accountable to the stakeholders as they have completed so many years of service. Professional accountability is to be constantly evolving and updating oneself, being responsible for one's performance in that year and putting oneself up for assessment and evaluation on certain parameters.

Our educational commissions and policies right from early seventies have stressed upon the need for professional ethics and accountability. Teachers' performance has to be assessed and checked through criterion and standards set as a part of professional accountability. Teachers should be able to provide self-appraisal for their responsibilities carried out in the year towards curriculum transaction, engaging the students, keeping abreast with innovations and development in the field of education, their own apprising knowledge and participation in associations and various platform of professional growth.

The following table shows the evolution of the understanding and significance of professional accountability through the eyes of the national committees:

Landmark Years	National Committees	Professional Accountability
In 1971	S R Sen Committee	the need for code of (Professional Ethics)
In 1986	National Policy of Education and also its Programme of Action	"Annual Performance Appraisal" of the teachers of educational institutions.
In 1987	Mehrotra Committee	teachers' performance should be evaluated by students and there should be compulsory annual submission of 'performance appraisal'
In 1988	UGC	Self Appraisal Performance of the teachers is to be made mandatory as a requirement of Career Advancement Scheme(CAS)
In 1997	Rastogi Committee	``self-appraisal by teachers, assessment by students in an appropriate manner, periodic performance appraisal having regard to the number of teaching days, work-load and code of professional ethics."''
In 2008	UGC, Review Committee,	“Multiple parameters like regularity in class room teaching, holding tutorials, availability to students for consultations, participating in faculty meetings, guiding and carrying out research and participating in other academic activities like seminars etc
In 2006-09	National Knowledge Commission	To enable the teacher to know his/her strengths and deficiencies and use feedback information to improve his teaching-Self , students etc

NCFTE 2010 aims of continuing profession aims at continuing professional development programmes- explore, reflect on, and develop one's own practices. It stresses on research and reflection on learners and their educational practices.

Thus, teaching is not just a job of fulfilling 6 to 7 hours in a school or college, but a conscientious and responsible effort to grow and help others to grow, it is being able to make oneself equipped with newer knowledge and skills. The professional accountability thus can be seen by per

Three Types of Accountability

Product Accountability Model stresses on outcome, ie the amount learned by the student. To assess whether specified learning outcomes have been achieved. This kind becomes too simplistic and the focus is not the teacher's performance but only the outcome or the product, which could be the result of various other extraneous factors and even the students' capacity and motivation.

Process Accountability Model:

Teachers are held accountable for the knowledge and skill that they demonstrate. It is about knowing their subject matter, knowing their students, knowing the factors that influence learning and using professionally sound instructional procedures. This model is more acceptable, as the teachers are the proactive actors who are taking efforts to update and polish their knowledge. The professionals are concerned with the learners, learning situations and also the factors that can affect learning, here the context of the institution is kept while planning. The process is more important than the product.

Experimental Accountability Model:

Teachers are expected to try out different approaches to improve learning and instructions. It promotes participation in planning, implementation, evaluating experimental programs. This model moves a step further and doesn't just limit itself to whatever has been done, but attempts to try new ventures, experimenting with new technologies.

Thus the different models of professional accountability bring out that accountability in its simplest form can be the students' results or what the teacher can give as the outcome of the students, but nowadays accountability is not a matter of just final exam related outcomes but how has the teacher added more to the process of teaching and engaging the students. Is there a emphasis on making learning interesting and participative for the learners. Is the focus more on learning environment rather than just completion of syllabus and assessing the information is repeated well by the students? Process model has nowadays been seen as a sign for the professional responsibility and endeavour of the teacher. A step further is where the teacher is not just using the learning techniques and strategies developed by others , but is now more pro- active in experimenting for new methodologies and creating new programs to make teaching –learning more customise to the particular set of learners and learning situations.

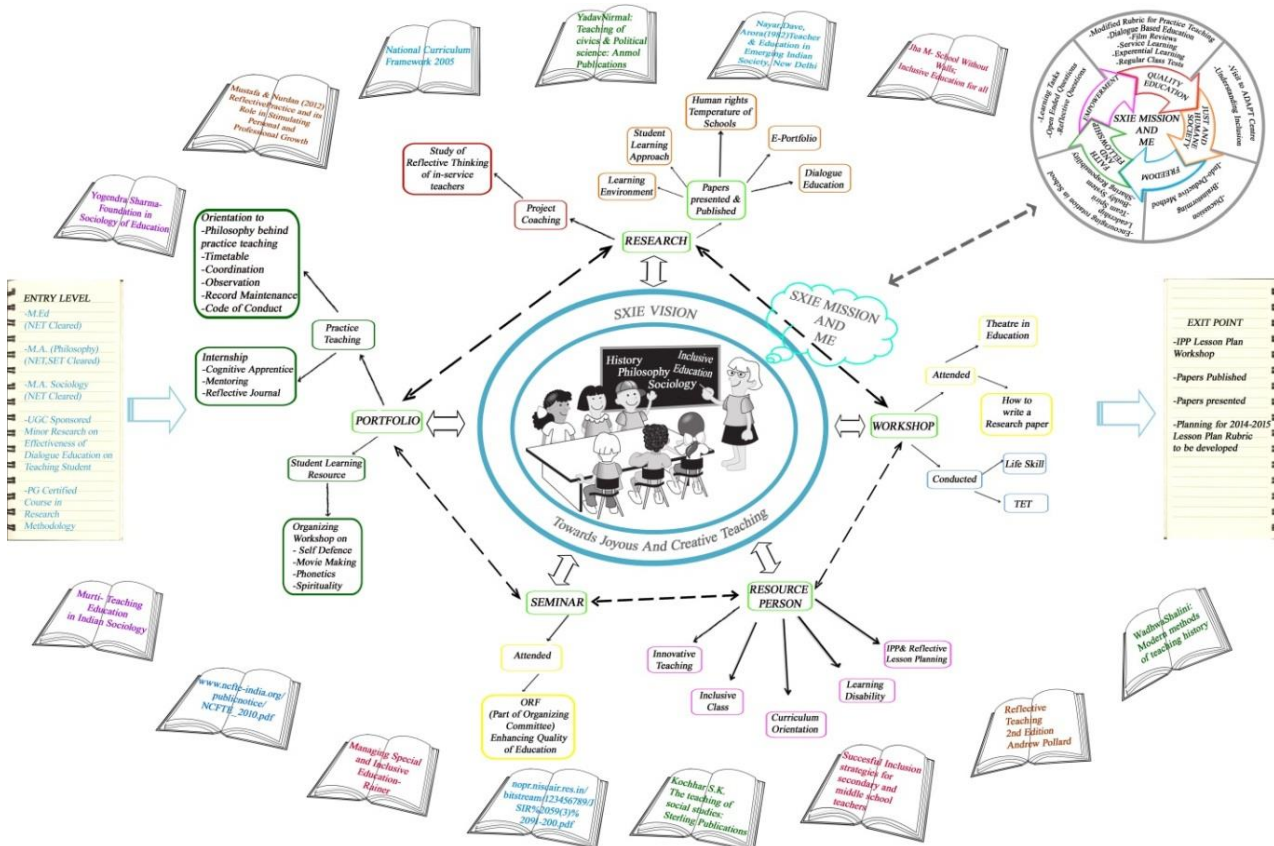
A professional accountability is a process of reflection on the paths for getting tasks accomplished in stipulated time but still keeping in mind the vision and mission of the Institute. In this process there is critical viewing and reviewing which makes the process not just a follow instructions or carry on a routine schedule but , expands on the available resources and multiplies it for the one's own growth and development of the stakeholders too. The teacher enters with certain qualifications and achievements and has a definite point exit point but what is significant is

in between the entry and exit time steps taken to augment what was, by adding to existing qualifications, upgrading knowledge and skills and research and making this profession for the improvement of existing knowledge and process. Thus, accountability of a professional is that of a critical, reflective thinker who will take steps towards fulfilling the vision of the Institute as well as the objectives of the society.

Reflective Professional Accountability Model

The Professional Accountability Model considers the teachers skills, attitude and knowledge at the start of the year. The objectives for the portfolios, subjects taught, approaches used, exhibition of different methods, technology while teaching and the self- feedback is important for this model. Besides that, student feedback can be supplemented to it. But here most important is

Even at St. Xavier's Institute of Education to appraise the teachers' performance, teachers used various models of professional accountability. A graphic representation of the professional accountability model is shown below:



Reflective Professional Accountability Model

The professional accountability model image shows how as a professional there is entry level of the author's achievements and qualifications. At the entry level, the vision and mission of the Institute also is in the centre with personal goals set by the author, to be completed for the year. With these factors in mind, the author then planned the portfolios and duties along with the expected outcomes. The different portfolios were streamlined with plan of action and achievement but syncing in with the culture of college of joyous and creative experience. Research was carried

out, seminars attended and workshops were conducted as a part of professional development. This made the author more equipped and prepared to teach students in a more engaging manner. Research topics selected were on study approaches, Dialogue based education, Reflective Thinking, e-portfolio, human rights, such that it made the author more sensitive towards the topical needs of the students and the society. Relevant reading and reference material was made use of, which made the author's entry point enriched. The interaction with student was liberal and democratic, as the aim of the author was to empower the student to reflect and critically examine the content, relate it the outside world and also plan certain action that can contribute to the society. This type of experimental and process accountability helped the author to be socially responsible and dynamic. The professional accountability model doesn't stop with just planning the actions, but also executing them to bring about positive change. This model helped the stake holders also to get clear picture of the contribution of the author to various aspects of curriculum transaction, research, being a resource person and also carrying out one's portfolios.

Thus, at the exit point the author had clear idea as to what was envisioned for the year and how much was achieved, what was the capacity at the start of the year and how much more was built and developed in the process. The exit point showed the development of the author by the end of the year at the same time gave an idea to what could have been done more and differently which can be a reflecting window before planning for the next year. Thus, the model of accountability makes a professional self –reflecting and self –policing, reflecting writing journaling and teaching styles is emphasized. Deliberate and conscious efforts are taken to critically assess ones' own methods of teaching, adequacy of research and reading.

The author also realised the weakness and lacunae through this exercise of writing down how the year was entered and exited and in between the entry and exit points what happened any new addition to the previous educational qualifications, seminars, workshops attended and conducted, the portfolios handled.

Such accountability model makes the professional more conscientious, responsible and answerable to his/her stakeholder. Moreover, there can also be performance indicators in form of Teacher Assessment Questionnaire, Student achievement gains and overall institute achievement gains.

It is essential that the professionals have to be critical thinkers. The reflections- for action, in action and on action makes the professionals take ownership and are accountable. The development of this model benefitted the researcher to reflect on the ties between the means and the ends. The development was focussed and meaningful and not just trial and error. There was planning and implementation of plans in a direction keeping in mind the goals to be achieved and destination to reach. At the same time the process, the journey becomes more reflective and transformative. Reflecting on professional development is no longer limited to narrow lens of "third person perspective that yield generalised findings with clearly formulated, publicly agreed procedures" to practical reasoning, personal judgments and interpretations (Dunne & Pendlebury, 2003; p.195). It is more introspective and reflective, it is a journey that every teacher can take within and understand the process and reflect on what was needed to reach the goal, what was the gap and what can be done to avoid the wastage and stagnation. As in the words of Maliere, "It is not only what we do, but also what we do not do, for which we are accountable."

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THE ROLE AND IMPORTANCE OF EDUCATION FROM THE BAHA'I POINT OF VIEW

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Introduction

The Baha'i faith is a new, independent, universal religion. (Zaerpoor, 1981, p.12). Baha'i faith believes that God has revealed himself to humanity through different messengers to educate and teach humanity and uplift the soul of man and for the progress of the world and its people as a society. Messengers of God include Abraham, Krishna, Buddha, Moses, Jesus, Mohammad and Bahauallah, who were all teachers and all came from the same source, being different chapters of one religion. Baha'is also believes that Bahauallah is the latest of these messengers. The origin of the Baha'i faith is in Iran (Perkins & Hainsworth, 1980, p.12). Bahauallah, "Glory of God", the messenger of Baha'i faith was born in 1817 in Tehran, the capital of Iran. He proclaimed his message from Iran to the entire world. It was during Bahauallah's life time that his faith spread out to Ottoman Empire, Caucasus, Turkistan, India, Burma, Egypt, And Sudan (Hartz, 2009. p 13).

As we know India is a developing country and changing and growing very fast in different aspects of life, socially, economically and in culture and accordingly must adopt itself with changing circumstances. Education is an important factor that can basically move forward the society towards the new world order and a new civilization. Then, it is essential to refocus on education in each and every country that wants to develop, and play an important role in the new world.

On the other hand, the whole world is under the pressure of war, dissension, prejudice etc. It shows that the old system of education was not successful to settle down all this crisis and the world is in need of a new world system of education. The role of education is not just reacting to trends. Education has to be in lead and play a major role in societal events of the future. Education must be future oriented and not only as a medium for the transmission of the past but to create the future.

If on one hand we believe that all things start from education and education can and must create the future and on the other hand we agree that the world is not in a good situation these days, we reach to the point that the old system of education is not qualified and should be changed or modified for the new situation of the world and adopt itself with new needs of the world, a world that from one side is local and from the other side is global.

Education in Baha'i Faith

From Baha'i point of view education plays a great role in changing the world because it is believed that changing the world is due to changing the man and the man without education is like a fruitless tree. The man is like a mine full of valuable stones that education alone can reveals all this priceless stones. Education in Baha'i point of view is more than just a medium for the transmission of the past but it has such a power to make the future, human being and society in

such a way that has never existed before, based on the capacities that have not been revealed in human beings yet.

Then, education is an important means of shaping the socio-economic and cultural forces and determining the direction of growth based on the exigencies and requirements of the world. One role of education is to adopt the person with the needs of the outside world and on the other hand, it determines the actual needs of the children based on the capacities within each one of them and the future oriented ideal society emerging from these educated children. So it is very important to know what kind of future society a particular type of education shapes and what desirable characteristic of the individual will contribute to an ideal society.

Abdul-Baha (1990a, p. 213) says that civilization is the consequence of education and without it all nations remain savage. With education one nation can progress and become blissful and happy and absence of it leads to deterioration and fall.

Abdul-Baha (Abdu'l-Baha, 1957, p. 110) gives an example and compares China with Japan. He says that Today [1875] from the standpoint of population the greatest nation in the world is China. Their population should be the cause of their power but because of lack of education they are among the weak nations. On the other hand, Japan at first was under the protection of China, and now for some years has opened its eyes and adopted the techniques of contemporary progress and civilization and paid attention to science and industries which is of use to the public. As a result, the government got power and although its population is about one-tenth of China, they recently challenged the government of China.

In one perspective we can classify the role of education in two categories. While education is an ongoing process of improving knowledge and skills, it is also an exceptional means of building relationships among individuals, groups and nations and bringing about true civilizations. So education is effective in both individual and societal aspect of life as well. For example, in individual aspect, according to Bahauallah, knowledge when applied can largely eliminate fear. (Bahauallah et al, 1991 vol. I, p. 249) and in social aspect of life, Abdul-Baha says that true education will decrease the amount of crime (Bahauallah et al, 1991 vol. I, p. 262).

People without education don't have freedom. They are under the chains of prejudice and ignorance that limit their actions. (Bahauallah et al., 1997, p. 616) Independence from the other people or nations just comes from education. How can a nation be independent when its people are ignorant and blind? If you are blind you need someone to lead you and in this way you are dependent on him and you cannot investigate truth independently and must obey him otherwise he or she will not help you and put force on you. But when you are educated and skillful you have your own options, to be obedient or not, and you can think, feel and act freely and individually. Abdul-Baha (1957, P.111) says:

Observe carefully how education and the arts of civilization bring honor, prosperity, independence and freedom to a government and its people.

In another statement he (Abdul-Baha, 1978, p.129) also says:

Education is the indispensable foundation of all human excellence and alloweth man to work his way to the heights of abiding glory.

Abdul-Baha (1957, p.109) believes that prosperity and success is only achieved by education which is the main reason for the decline and fall of people. Abdul-Baha (1957, p.18)

also believes that justice can be achieved when people are educated otherwise they don't know their rights and they cannot appeal for it. For example, if people see that the conduct of the local government is against their rights, they can take their case to higher courts. According to Universal House of Justice ignorance is the main reason for the fall and decline of peoples and perpetuation of prejudice. Nations can achieve success only if education is bestowed all its citizens (Bahauallah et al., 1997, p. 616).

From the above statements we conclude that democracy is possible wherever the people are educated. Democracy is not something from top to down but is from down to top. If people are educated they demand their rights and they can supervise their government. When people are educated they know what is wrong and right and how to apply it and they can demand it, but when they are ignorant and uneducated they cannot be a change maker but easily accept the government procedure and the community law. If the governments are thirsty of power and looking for their lusts and are making war, people and specially mothers that are educated have such a power to put pressure on them and proclaim that they want peace and not war. Bahauallah (1976, pp. 26-27) believes that education is a genuine treasure for man and the fundamental cause of joy, exaltation and happiness unto him.

Bahauallah also says that education can give the individual with a kind of wide knowledge and awareness which will result in wisdom. He says knowledge is like the eyes. The role of eyes in a body is to determine the routes. To be educated is like to have eyes that give you direction. As a person needs the eyes to find his or her way, in the same way the world needs wise and knowledgeable people. (Bahauallah et al., 1991 vol. I, p. 250)

Shoghi Effendi says that if the children are educated both spiritually and materially, in future when the spiritual values predominate in the world, those youths who are educated spiritually and materially will be true leaders of the future. (Bahauallah et al., 1991vol II, p. 438) but we should know that a future leader is different from the current politicians as the individual one who is educated spiritually tries to guide people on the basis of cooperation and love and not competition and dominance.

Although teaching the faith in Baha'i religion has a great status but when it reaches to the education of children, the second one has a priority. Shoghi Effendi in response to a person asking about priority of teaching the faith or education of children says, that, no matter how urgent and substantial the needs of the teaching the faith may be you should not neglect in any condition the education of your children, as your obligation towards them is not less sacred than towards the cause (Bahauallah et al., 1991, vol. I, p. 301).

Although it is said that education of children has a priority to teaching of the faith but from the other statements we come to know that from Baha'i point of view they are not considered as two different items. Education of children and teaching the faith are two sides of one coin because both have the same goal of developing the potential capacities of human being. In Baha'i point of view, if we educate the children, actually we are teaching the faith as Bahauallah (Bahauallah et al.,1991vol. I, p. 262) says that education of children is considered as a safeguard of the faith. In another statement Bahauallah (Bahauallah et al., 1991vol. I, p. 246) says that the goal of every religion is to promote the status of the human being and education is the means to achieve this goal.

Bahauallah (Bahauallah et al., 1991 vol. I, p. 276) says that one of the most important services that someone can undertake, and is considered as worship of God, is education of children and the more you persevere in this important duty, the more you will get the support of God. Abdul-Baha (Bahauallah et al., 1997, p.144-211) clearly says that education of children is a spiritual duty and it is seen as a service to blessed perfection. You cannot differentiate between serving the faith or Bahauallah and to serve the human being in the form of education of children and he considers it as inescapable commandments of the God. Education of children is also perceived not only as the worship of God but also the best way of it.

From the above statement we understand that education of children is a spiritual duty and due to that must be in harmony with religion. Both have the same goals and both lead to reality. Whenever they are in contrast to each other, it means that one of them is not on track. In Baha'i point of view, science and knowledge not only should be in harmony with religion but also they both serve to deepen understanding of the faith. (Bahauallah et al, 1991 vol. I, p. 299). Abdul-Baha (1978, p.110) believes that promotion of knowledge helps the promotion of the faith because both lead to reality and cannot be in contrast. By true knowledge people comprehend the true faith.

Abdul-Baha (1978, p.126) says that use of mind, learning, the expansion of consciousness, and insight into the realities of the universe and the hidden mysteries of Almighty God are as pillars for the support of the faith of God. The education of children is the best way of worshipping God. (Abdul-Baha,1978, p.126). Thus in Baha'i point of view, the religion and science are in full harmony with each other and whoever is expanding the borders of knowledge actually is consolidating the faith.

According to Shoghi Effendi view, education is more important than pilgrimage of the holy land. In response to an individual believer asking to take a trip to the holy land or pay the expense of a young man for education Shoghi Effendi believes that it is more important to keep helping the young man (Bahauallah et al.,1997, p. 505).

Another role of education is discovering the potentiality of human being. In Baha'i literature there are different metaphors to show the role of education in discovering the hidden capacity of man. Abdul-Baha (Bahauallah et al., 1991 vol. I, p. 247) considers man as steel whose lack of education will corrode him and compares him to a fruitless tree. In another metaphor Abdul-Baha (Bahauallah et al., 1991 vol. I, p. 247) says that the goal of the tree is having the fruit, the goal of the human is to reveal his potentialities as much as he can. If a child is not fruitful, it is better to be dead than alive. From the Baha'i perspective the goal of every individual, for living in this world, is to perfect material and spiritual aspect of his life. This can be attained by education. Abdul-Baha says:

For the inner reality of man is a demarcation line between the shadow and the light, a place where the two seas meet; it is the lowest point on the arc of descent, and therefore it is capable of gaining all the grades above. With education it can achieve all excellence; devoid of education it will stay on, at the lowest point of imperfection (Bahauallah et al., 1991 vol. I, p. 270).

It is believed that education determines the destiny of a child and as a result the destiny of a community depends on the education of every individual child. A particular type of children based on particular type of education will shape a particular kind of society. Education is as a means for development and progress of societies. According to Abdul-Baha, the main element to reach to a

progressed civilization, which is based on unity of mankind, is spiritual virtues, and, ignorance is the root cause of wrongdoing. So without education there are no spiritual virtues and without virtues there is no progressed civilization (Bahauallah et al., 1991 vol. I. p. 263).

Abdul-Baha says that every child is potentially the light of the world and at the same times he can be the cause of its darkness and it depends on education (Bahauallah et al., 1991 vol. I., p. 271).

The other important feature of education is its influence in shaping personality of the individual. Education has its utmost influence in infancy and childhood. When the child gets older it is hard to change his habits. Abdul-Baha (Bahauallah et al., 1991 vol. I., p. 247) believes in critical period in every child's life, if it is lost, it is not changeable. Shoghi Effendi (Bahauallah et al., 1991 vol. I., p.298) says that whatever children learn in their early stage of life, it will leave its traces upon the whole life and becomes a part of their nature.

Summary

According to Baha'i faith education is the most important element for the betterment of the world. It is only through education which word can reach to its next stage development.

In short it can be said that:

1. Education is among the most important of acts.
2. Education is to worship God.
3. Education is more important than teaching the faith and pilgrimage of holy land.
4. Education is a safeguard of the faith.
5. Education bestows wisdom.
6. Education is the foundation of all excellence and development.
7. A man without education is like a fruitless tree.
8. Through education all capacities of human being are revealed.
9. Education is a means for making societies.
10. Education is the fundamental element of freedom and justice.
11. Education is fundamental cause of honor, prosperity, joy and happiness.

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IMPACT OF PARENTAL CARE ON CHILDREN'S DEVELOPMENT

Dr. Kumari Kamlesh

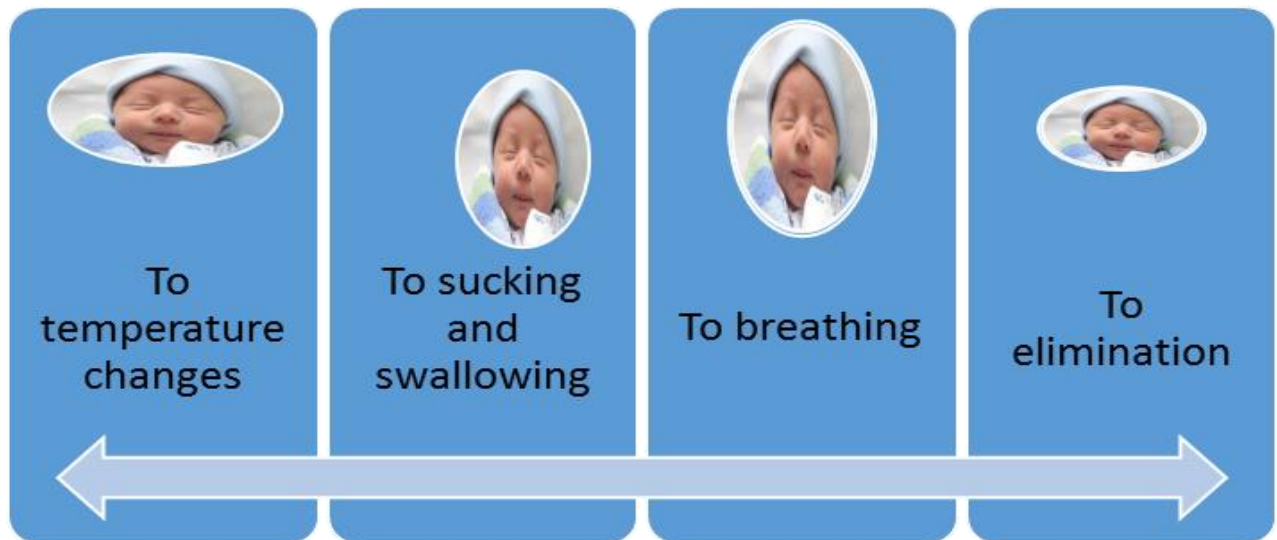
Principal

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Abstract

Parents are the first care takers and teachers of a child. Health and habits much depend upon the way how they are brought up in their childhood. The impact begins from the infancy stage to adolescence stage. During this period an individual develops the qualities of trust, sharing, confidence and good citizenship. In the lack of proper care and nourishment, he develops weak health and habits. This paper presents the different stages of development in a child and the factors affecting different periods of development.

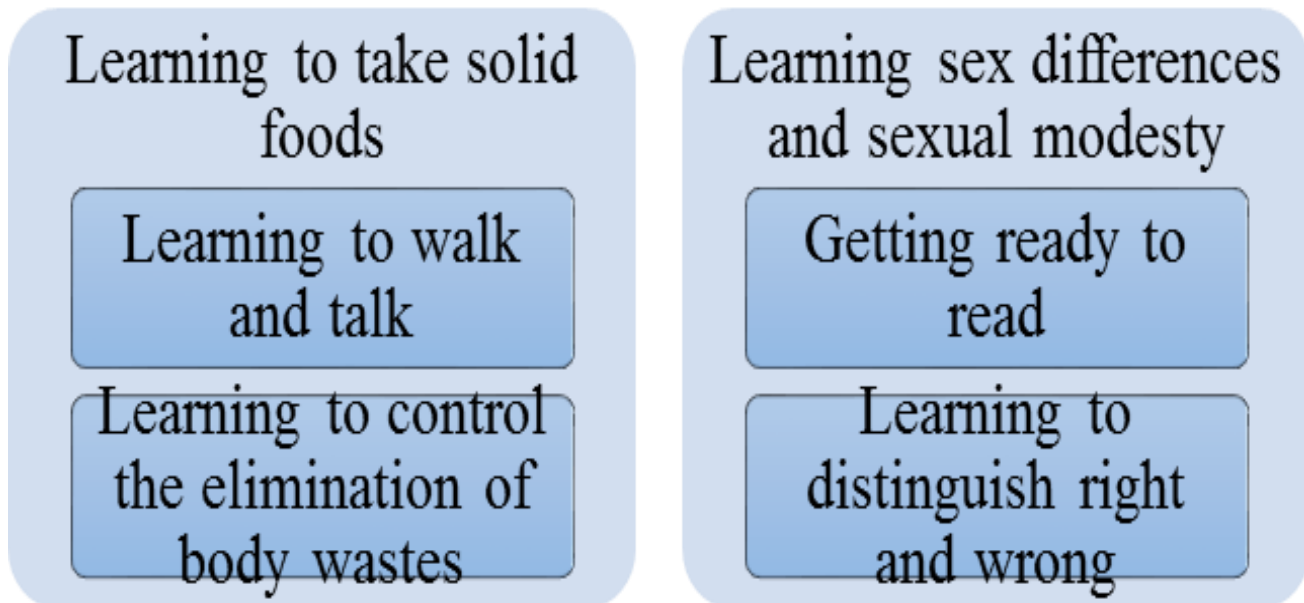
Infancy period extends from birth to eighteen months of age. This is called the age of trust v/s mistrust. The infant who comes to the new environment, from mother's womb needs only nourishment. If the child's caretaker, the mother anticipates and fulfills these needs consistently, the infant learns to trust others, develops confidence. If the infant fails to get needed support and care, it develops mistrust which affects the personality in later stages of life. It is a time for radical adjustment. This is a time for developing the bonds that will last a lifetime providing the child with the inner resources to develop self-esteem and the ability to relate positively with others. Each child is unique and it is imperative that parents learn to understand, respect, support and encourage the unique characteristics and abilities of each child. The new born infant must make four major adjustments to post natal life:



Early childhood ranges from eighteen months to three years. By second year of life, the muscular and nervous systems are developed markedly, and the child is eager to acquire new skills, is no longer content to sit and watch. The child moves around and examines its environment, but judgement develops more slowly. The child needs guidance. In the crisis of autonomy v/s doubt faced during this period, the critical issue is the child's feeling of

independence. In an extremely permissive environment, the child encounters difficulties that it cannot handle, and the child develops doubt about its abilities. Similarly if the control is severe, the child feels worthless and shameful of being capable of so little. The appropriate middle position, respecting the child's needs and environmental factors, requires the caretaker's careful and constant attention.

Babyhood and Early Childhood development includes:



Middle childhood_ extends from 3-5 years. The crisis faced during this period is initiative v/s guilt. Once a sense of independence has been established, the child wants to try out various possibilities. It is at this time the child's willingness to try new things is facilitated or inhibited. If the care taker recognises the child's creative effort in attempting to do some activities is encouraged, the crisis will be resolved in favourable direction and this outcome, if repeated, should influence the future initiative. Otherwise the child develops feelings of guilt.

When a child takes the first step on his or her own, a new phase in development begins. At this stage children are now free to roam around their world. It is a time for active exploration of their environment. Language development takes major leaps which leads to learning the names of objects of interest, the ability to ask for things and as they discover their independent nature, yes, they develop the ability to say "NO!"

During this developmental stage, a major challenge is developing what psychologists call emotional regulation. "Meltdowns" are common during this period but parents can use the bond developed during infancy to help the child learn to modulate their emotional expression and begin to grasp the difficult concept of delay of gratification. While they instinctively seem to be able to say "NO" toddlers also need help in learning how to accept "No" from others.

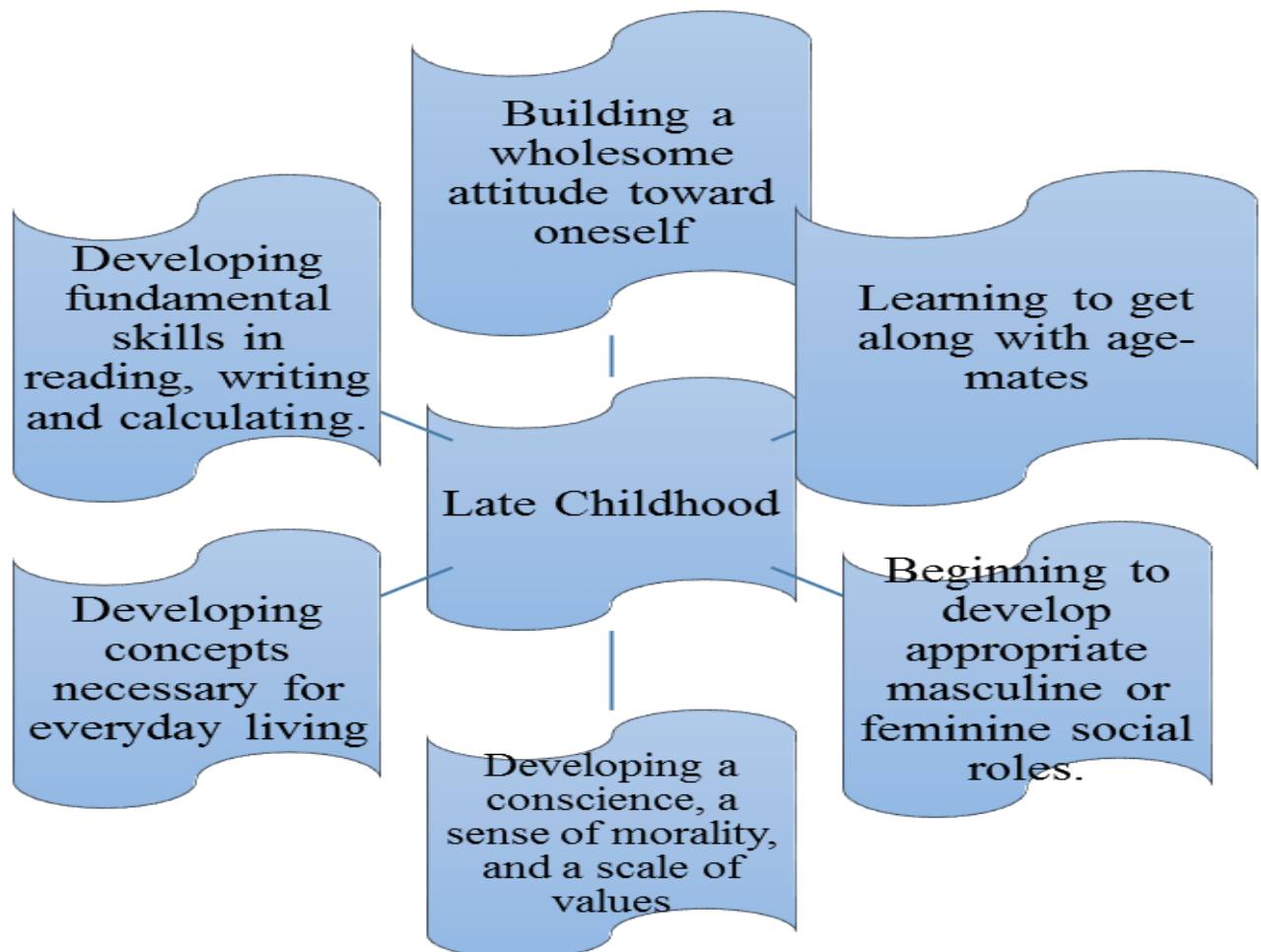
This is also a stage of rapid physical and intellectual development preparing these children for starting school which includes interacting cooperatively with peers while at the same time being able to compete physically and intellectually. A child's parent is in the position to be a coach

providing just the right combination of encouragement, support and guidance. Parents also need to serve as primary teacher for the mastery of basic learning skills and encourage active discussion and experimentation of new concepts and skills.

Late childhood ranges from 5-12 years. During this period the child develops greater attention span, needs less sleep, and gains rapidly in strength; therefore, the child can spend much more effort in acquiring skills, and needs accomplishment, regardless of ability. The crisis faced during this period is hard work v/s inferiority.

The child aims to develop a feeling of competence, rather than inability. The success in this endeavour leads to further productive behaviour, failure results in development of feelings of inferiority. Hence, the caretakers should guide the child to take up appropriate tasks. Raising school age children can be awesome. Watching them try new activities, cheering them on at athletic events and applauding their accomplishments at recitals are usually some of the high points for most parents. Parents need to impart a moral code that the child gradually internalizes.

As children struggle with these important tasks parents must be able to provide praise and encouragement for achievement but parents must also be able to allow them to sometimes experience the natural consequences for their behavior or provide logical consequences to help them learn from mistakes. Late Childhood includes:



Adolescence is a period of transition from childhood to adulthood which extends from 12-18 years. During this period the individual attains puberty leading to many changes. These changes have enormous implications for the individual's sexual, social, emotional and vocational life; that is why Stanley Hall has rightly described this period as a "period of storm and stress". These changes make the individual to find an identity, which means developing an understanding of self, the goals one wishes to achieve and the work/occupation role. The individual craves for encouragement and support of caretakers and peer groups. If he is successful he will develop a sense of self or identity, otherwise he will suffer from role confusion/ identity confusion. There is no doubt that for most families, the teen years present a challenge for parents and children. During adolescence, kids need their parents more than ever. Research shows that a positive family environment including fun family activities, open parent-child communication and the encouragement to participate in positive extracurricular and community activities, teens are able to navigate these years with relative ease.

Adolescence includes:

- (i) Achieving new and more mature relations with age-mates of both sexes.
- (ii) Achieving a masculine or feminine social role.
- (iii) Accepting one's physic and using one's body effectively.
- (iv) Desiring, accepting, and achieving socially responsible behavior.
- (v) Achieving emotional independence from parents and other adults.
- (vi) Preparing for an economic career.
- (vii) Preparing for marriage and family life.
- (viii) Acquiring a set of values and an ethical system.

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PERCEPTION OF THE TEACHERS TOWARDS THE PROBLEMS FACED IN IMPLEMENTATION OF EVALUATION REFORMS IN HARYANA

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Abstract

After the independence a lot of evaluation reforms have been undertaken on the basis of important recommendations suggested by the various commissions and committees. The main reforms introduced in the evaluation system in school education are CCE, grading system and semester system. Although Haryana Board has introduced evaluation reforms in terms of CCE, grading system and semester system, however the teachers, parents and students are facing certain problem in understanding of these evaluation reforms. The present study was based on the perception of the teachers towards the problem faced in implementation of evaluation reforms in Haryana. The objectives of the present study were to find out the perception of the teachers towards problem faced in implementation of evaluation reforms (CCE, Grading System and Semester System). A descriptive survey method was used for the research. The sample comprised of 120 teachers of secondary school (60 from Govt. and 60 from private schools) of Bahadurgarh block of Jhajjar district in Haryana. For the present study a self-made questionnaire for teachers were developed to test the following objectives: a) to find out the perception of the teachers towards problems faced in implementation of CCE .b) to find out the perception of teachers towards problem faced in implementation of grading system. c) To find out the perception of teachers towards problem faced in implementation of semester system. The study revealed that most of the teachers were facing problems in implementation of evaluation reforms in Haryana.

Keywords: Teachers' perception, Evaluation reforms (CCE, grading system & semester system), Secondary school teachers, Haryana.

Introduction

“The highest education is that which does not merely gives us information but makes our life harmony with all existences.”

.....*Rabindranath Tagore*

Education, in general, aims at shaping the personality of children in the desired direction. It is a complex concept that refers to both the process and the product. Education is the process of development, which consist of the passage of the human being from infancy to adulthood. It is a holistic process and not only the training of the intellect. It is done through a variety of inputs like curriculum textbooks and other instructional materials, organization of teaching learning through direct or indirect contact with children. Education is essentially a social affair and not an isolated activity. It is related to life and community. Everyone those who are involved in education from school administration to parents and teachers as well as all other stakeholders' wants to ensure that the educational programs in which they are involved are achieving their stated goals. In this context evaluation measures the achievement of students to know how much and how well they are achieving the pre-set objectives. It provides an essential yardstick to judge the quality of students. It plays an important role in the overall educational system. Education should not be restricted within the boundaries of marks, percentage, ranks, positions and academic scores. There is an urgent need to eradicate the existing pressure on children to grow in stress free environment. So the teachers and the parents have to understand their inner feeling and requirements.

Significance

Following the recommendation of NCF 2005, Haryana was the first State in the country to implement evaluation reforms in terms of CCE, grading system and semester system from the year

2006-07. Many stakeholders particularly teachers have faced problems in implementation of these reforms. The present study presumes that success of any innovation in the field of education greatly depends upon its proper implementation by the practitioners. The practitioners need to utilize the new knowledge through continuous personal striving towards greater proficiency (Ramdas, 2001). Effective implementation of these reforms, therefore requires the teachers to acquire sound knowledge about the system and are to be trained in making accurate observations and to appropriately modifying the teaching-learning environment. It is therefore pertinent to find out teachers' perception towards the problems faced in implementation of evaluation reforms in Haryana.

Problems Related to Implementation of Present Scheme of Evaluation							
S. No.	STATEMENTS		SA	A	U	D	SD
1.	It is easy to evaluate the scholastic aspects of the students.	F	24	45	10	25	16
		P	20	37.5	8.3	20.83	13.3
2.	It is difficult to evaluate the co-scholastic aspects of the students	F	61	40	12	6	1
		P	50.8	33.3	10	5	0.8
3.	Sometimes the syllabus is neglected due to heavy examination load	F	16	62	19	23	0
		P	13.3	51.6	15.8	18.3	0
4.	Subjectivity is not the major problem in awarding internal grades to the student	F	19	55	19	23	4
		P	15.8	45.83	15.8	19.16	3.3
5	The present scheme of evaluation has increased the work load of the teachers.	F	35	62	12	11	0
		P	29.2	51.6	10	9.16	0
6	Checking of so many projects, worksheets & assignments is stressful for teachers						
		F	36	47	17	13	7
7	The present scheme of evaluation has increased the work load of the students	P	30	39.16	14.1	10.8	5.8
		P	33.33	37.5	10	19.16	0
8	In present scheme of evaluation, students do not get enough time for self-study	F	40	45	12	23	0
		P	33.33	37.5	10	19.16	0
9	Ensuring healthy competition among the students is a difficult task in the present scheme of evaluation.	F	30	48	18	19	5
		P	25	40	15	15.8	4.16
10	Monitoring the changes taking place in the child's behavior is a difficult task in the present scheme of evaluation	F	40	49	13	12	6
		P	33.3	40.8	10.8	10	5

11	Books are not designed according to the semester wise courses.	F	23	82	6	9	0
		P	19.16	68.3	5	7.5	0
12.	Providing continuous feedback to the students every time is a difficult task in the present scheme of evaluation.	F	14	64	18	24	0
		P	11.6	53.3	15	20	0
13.	Filling and preparing records of the students is the most time consuming activity for the teachers.	F	32	63	16	9	0
		P	26.6	52.5	13.3	7.5	0
14	Providing remedial instruction to students is a difficult task according to present evaluation system.	F	18	75	20	8	2
		P	15	62.5	16.6	6.66	1.66
15	Preparing CCE report cards is a lengthy and time consuming process.	F	43	59	9	9	0
		P	35.8	49.1		P	35.8
16	School teachers have tension of student's result due to grading system	F	25	45	20	28	2
		P	20.8	37.5	16.6	23.3	1.66
17	Students show artificial behavior in front of teachers to get good grades in the activities.	F	26	58	13	23	0
		P	21.6	48.3	10.8 3	19.16	0
18	Giving grades to the students on the basis of their performance is a difficult task for teachers.	F	19	50	15	34	2
		P	15.8	41.6	12.5	28.3	1.66
19	The syllabus of all school subjects is not divided into units according to semester wise work load	F	23	75	16	6	0
		P	19.16	62.5	13.3	5	0
20	The high student teacher ratio is a big problem in implementing the present scheme of evaluation	F	34	49	5	30	2
		P	28.33	40.8	4.16	25	1.66
21	Inappropriate school facilities are a big problem in implementing CCE system in schools	F	55	45	10	7	3
		P	45.8	37.5	8.33	5.83	2.5
22	Due to co-scholastic activities, the	F	14	60	24	20	2

	reading habits of the students are dying out day by day	P	11.6	50	20	16.6	1.66
23	Rigid time table of schools is a hurdle in implementing the present scheme of evaluation.	F	42	55	15	8	0
		P	35	45.8	12.5	6.66	0
24	Lack of orientation of parents is a big issue in implementing the present scheme of evaluation in schools	F	30	37	23	29	1
		P	25	30.8	19.1	24.16	0.8
25	The present scheme of evaluation has helped me in better understanding about the students	F	0	17	10	70	23
		P	0	14.1	8.3	58.3	19.16
26	The present scheme of evaluation has helped me in effective classroom management	F	8	10	6	65	31
		P	6.6	8.3	5	54.16	25.8
27	The present scheme of evaluation has helped me in improving my efficiency to teach	F	14	32	12	51	13
		P	11.6	26.6	10	42.5	10.8
28	The present scheme of evaluation has helped me in better organization and transaction of the subject-matter	F	4	23	17	65	11
		P	3.3	19.16	14.1	54.16	9.16
29	Due to the present scheme of evaluation the students are more inclined towards co-scholastic areas	F	25	60	11	14	10
		P	20.8	50	9.16	11.6	8.3
30	Due to the present scheme of evaluation malpractices like paper leakage has reduced	F	36	14	10	45	15
		P	30	11.6	8.3	37.5	12.5

Interpretation:

From the table it was found that 57% teachers agree that it is easy to evaluate the scholastic aspects of the students and 84% teachers agree that it is difficult to evaluate the co-scholastic aspects of the students. Around 63% teachers agrees that sometimes the syllabus is neglected by them due to heavy examination load and around 62% teachers agree that subjectivity is not the major problem in awarding internal grades to the students. It was also found that around 81% teachers agree that the present scheme of evaluation has increased the work load of the teachers, around 69% of the teachers agree that checking of so many projects, worksheets and assignments is stressful for them and around 71% teachers agree that the present scheme of the evaluation has also increased the workload of the students and they do not get enough time for self-study. It is evident from the above table that around 60% of the teachers agree that ensuring

healthy competition among the students and 74% said that monitoring the changes taking place in the child's behavior is a difficult task in the present scheme of evaluation. Around 87% of the teachers agree that the books are not designed according to the semester wise courses. It is found that around 65% teachers agree that providing continuous feedback to the students every time is a difficult task and 79% teachers agree that filling and preparing records of the students is the most time consuming activity for the teachers. It is revealed from the above table that around 77% of the teachers agree that providing remedial instructions to the students is difficult and preparing CCE report cards is a lengthy and time consuming process. Around 58.3% of the teachers agree that the school teachers have tension of student's result due to grading system and giving grades to them on the basis of their performance is difficult for teachers as the students show artificial behavior in front of teachers to get good grades in the activities, assignments and projects. Around 57% teachers agree that giving grades to the students on the basis of their performance is a difficult task for teachers and around 80% teachers agree that the syllabus of all subjects is not divided into units according to semester wise work load and high student- teacher ratio, inappropriate school facilities rigid time table of schools are a big problem in implementing CCE system in schools. More than 50% teachers agree that due to Co-scholastic activities, the reading habits of the students are dying out day by day and lack of orientation of parents is a big issue in implementing the present scheme of evaluation in schools. It was also found that 50% teachers disagree that the present scheme of evaluation has helped in better understanding of the students, in effective classroom management, in improving their efficiency to teach, and in better organization and transaction of the subject-matter. Around 70% of teachers agree that due to the present scheme of evaluation students are more inclined towards co-scholastic areas and 50% teachers disagree that due to the present evaluation scheme of evaluation malpractices like paper leakage has reduced.

Table : Mean of Responses of Teachers

Problems Related to Implementation of Present Scheme of Evaluation					
	SA	A	U	D	SD
Mean	26.93	49.2	14.4	24.4	5.23

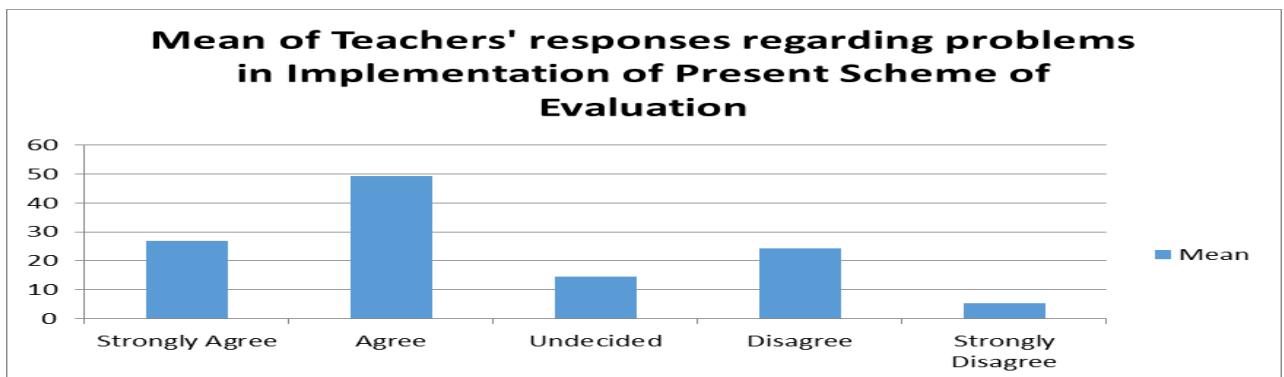


Figure 1.2 Mean of Teachers' Responses regarding Problems in Implementation of Present Scheme of Evaluation

Table 1.2 and Figure 1.1 shows that mean of responses of teachers regarding present scheme of evaluation is 26.93 for strongly agree, 49.2 for agree, 14.4 for undecided, 24.4 for disagree and 5.23 for strongly disagree. The table shows that most of the teachers are facing problems in Implementation of present scheme of evaluation.

Discussion:

On the basis of the analysis and interpretation of the perception of the teachers related to the problems faced by them in implementation of evaluation reforms in Haryana it can be concluded that most of the teachers agree that sometimes the syllabus is neglected by them due to heavy examination load and the workload of the teachers has increased. It is found that most of the teachers agree that students do not get enough time for self-study and ensuring healthy competition among the students and providing remedial instructions to the students is a difficult task and the high student- teacher ratio is a big problem in implementing the present scheme of evaluation. Most of the teachers agree that due to co-scholastic activities, the reading habits of the students are dying out day by day and the rigid time table of the school is a hurdle in implementing the present scheme of evaluation and also the books are not designed according to the semester wise courses. Most of the teachers agree to this that filling and preparing records of the students is the most time consuming activity for teachers and students show artificial behavior in front of teachers to get good grades in activities, assignments and projects, and it is also found that most of the teachers agree that preparing CCE report card is a lengthy and time consuming process and most of the teachers also agree that the syllabus of all subjects is not divided into units according to semester wise workload. Similarly studies conducted by Padhi, S.K(2010), Bhattacharjee and Sharma(2009), Y. Sreekanth (2006) revealed that the teachers had moderate positive perception towards CCE and various problems perceived by teachers such as heavy workload, improper training for CCE implementation, overcrowded classroom, assessment of co-scholastic aspect, lack of coordination among planners, school administration and preparation of report cards. In an articles published in U.News(2011) & Edutracks feb (2011) it was found that a survey was done two years after CBSE introduced CCE system. The report revealed that 67% of the teachers are still struggling with it and 58% have a negative and indifferent approach towards it. These studies are in the conformity with the findings of the present study. Also study conducted by Sonawanea, S (2011), Tarsing, N.et.al (2011), Adam, F. C. (2009), Jett, P. M. (2009) found that the teachers were not properly oriented and they don't know the proper grading system. These studies are in the conformity with the findings of the present study.

Educational Implications

Some of the main implications of the present study are as follows:

- This study was an attempt to bring out the ground realities of evaluation reforms in schools. It identified the major problems that the school teachers encountered while executing this scheme of evaluation.
- The study was able to elucidate the suggestions and the remedial measures from the teachers to overcome the problems that come in the way of proper execution of evaluation reforms.
- The study can further help the state and the school administration to identify the major problems that the teachers encounter in the classes during executing this scheme and take up the appropriate steps in the areas where teachers seek help.

- The study revealed that there is an immense need to provide adequate training for the teachers the benefits of this system effectively.
- The study highlighted that the teachers should also be provided ample material and professional support for effective implementation of present evaluation scheme in Haryana.
- So still a lot of efforts need to be put in to improve the status and effectiveness of the evaluation system in education. Serious measures should be taken to overcome the barriers which are hindering in the effective implementation of present evaluation system in Haryana.

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भारतीय समाजातील 'सोशल मिडिया' : एक बदलते व्यक्तीमत्त्व

प्रा. गव्हाणे राजेंद्र रामचंद्र
ठाणे (पश्चिम)ण

प्रस्तावना :-

सोशल मिडियामुळे मानवी जीवनात अनेक बदल घडून येत आहेत. नागरी पत्रकरिता वाढीस लागण्यासाठी सोशल मीडिया हे उपयुक्त ठरले आहे. सोशल मीडियाच्या माध्यमातून जनहिताचे निर्णय किंवा सरकारी योजनांची माहिती शासनाला किंवा विद्यापीठ संस्थानाही देता येईल. आज संपूर्ण जगात सोशल नेटवर्कींगच्या माध्यमातून उपयोग केला जात आहे. इलेक्ट्रॉनिक माध्यमे व वृत्तपत्र माध्यमांनीही मागे राहून चालणार नाहीत. सोशल मीडिया द्वारे प्रिन्ट मिडिया वार्ताचे स्रोत विकसित करू शकेल. लोकांच्या हिताच्या किंवा शाश्वत विकासाच्या वार्ता सोशल मीडिया देईल. या सोशल नेटवर्कींगच्या माध्यमातून विकासाभिमुख चळवळी व सामाजिक परिवर्तनाची चळवळ गतिमान करता येईल व विकास आंदोलने व लोकांच्या प्रतिक्रिया किंवा अभिरुची जाणून घेता येणार आहेत. इलेक्ट्रॉनिक माध्यमे व मुद्रित माध्यमे यांना देखील पूरक सोशल नेटवर्कींग मिडियाचे महत्त्व किती आहे. सोशल मिडियामुळे माध्यमांचे व्यक्तीमत्त्व बदलत आहेत.

आजचे युग हे स्मार्ट सोसायटीचे व नवीन माहिती तंत्रज्ञानाचे आहे. सोशल मिडियामुळे माहितीचा प्रचंड वेग वाढला असून आपण आपली प्रगती व विकास गतिमान केला पाहिजे. माध्यमांनी निरनिराळी तंत्र आत्मसात केली पाहिजेत. फेसबुक, ई-मेल, चॅटिंग हा इंटरनेट विश्वाचा विषय आहेत. माहितीच्या वेगाच्या विषय निघाला की इंटरनेटची किमया पुढे येते. आणि इंटरनेट विषय आला म्हणजे सोशल नेटवर्कींगचा हॉट विषय चर्चीला जातो.

सोशल मीडियाची संकल्पना :-

इंटरनेट हे एक अतिशय उत्तम व प्रगत माध्यम आहे. जगातील कोणत्याही विषयांची माहिती इंटरनेट वेब मीडिया कडून मिळते. आपले ज्ञान अद्यावत करण्यासाठी याच इंटरनेट मीडियाचे तज्ज्ञ लोक व युवापिढी वापर करून उत्तम प्रकारे नेटवर्कींग करीत आहेत. संपूर्ण विश्वातील लोक सोशल मीडियाकडे धावत आहेत. समाज जीवनावर प्रभाव टाकणारा घटक म्हणून सोशल नेटवर्कींग अर्थात सोशल मीडियाकडे पाहिले जाते. म्हणूनच या माध्यमाला सामाजिक परिवर्तनाचे अभियांत्रिकी माध्यम म्हटले जाते. सोशल नेटवर्कींगच्या माध्यमातून वृत्तपत्रे, चॅनल्स, रेडिओ, टेलीविजन, मासिके, ग्रंथालयातील

पुस्तके मोठया प्रमाणात उपलब्ध आहेत. सोशल मीडियाला वाचक व श्रोते आणि प्रेक्षक मिळू लागले आहेत. त्यामुळे सोशल मीडियाचा वापर अधिक वाढला आहे. सोशल मीडिया म्हणजे मॉडर्न चहाची टपरी, जिथे एकाच व्यासपीठावरून सर्व समाजातील लोकांशी संवाद साधता येतो. असे मुक्त संवादाचे व्यासपीठ म्हणजे सोशल मीडिया होय.

माध्यमांचे बदलते व्यक्तीमत्व :-

आदान प्रदान करण्यास सोशल मीडिया उपयुक्त माध्यम आहे. या सोशल नेटवर्कींगच्या माध्यमातून अगदी सहजरित्या संवाद साधता येतो. त्यामुळे वेळेची बचत होते. नागरी समाजातील प्रश्न व समस्या आणि उपक्रम यांना वाचा फोडता येते. म्हणूनच हे खुले व्यासपीठ सामाजिक प्रश्न सोडविते व वैचारीक प्रबोधन करते. आज सोशल नेटवर्कींग मुळे सायबर समाज हा विषय आज मानवी जीवनाच्या प्रत्येक क्षेत्रात आपला जम बसवित आहे. सोशल मीडिया अर्थात सोशल नेटवर्कींगच्या माध्यमातून आज ई-कॉमर्स, ई-प्रशासन, ई-मेल, बँकींग, स्मार्ट हाऊसेज, ई-एक्झाम,

ई-लर्निंग इत्यादीला सोशल मीडियामुळे प्रोत्साहन मिळत आहेत. इंटरनेटच्या माध्यमातून सोशल मीडिया बाजारपेठेत उत्पादनाचे मार्केटिंग करित आहेत. सोशल मीडिया उद्योगात फेसबुकचा निर्माता झुबेर मार्कने मोठी गरूड झेप घेतली आहे. भारतात अनेक भाषा बोलल्या जातात. वैश्वीक ज्ञानाचा साठा इंटरनेटवर प्रामुख्याने इंग्रजी भाषेत उपलब्ध आहे. गुगल सारखी सोशल नेटवर्कींग सर्च इंजिनने भारतीय भाषां मध्ये अनुवादाचे सॉफ्टवेअर विकसित केले. भारतात इ.स. २०१४ पर्यंत इंटरनेटचा वापर करणाऱ्यांची संख्या ३०० दशलक्षांवर जाऊन पोहचेल असे गुगलचे कंट्री हेड राजन आनंदन यांनी वॉल स्ट्रीट जर्नलला सांगितले आहे. याचा अर्थ इंटरनेटच्या माध्यमातून सोशल मीडियाचा विकास भारतात होत आहे. तंत्रज्ञानाचा नवा अविष्कार म्हणजेच सोशल मीडिया होय. “ज्ञानापर्यंत पोहोच” (बबमे जव दवूसमकहम) हे या माध्यमांचे वैशिष्ट्य म्हणावे लागेल. इंटरनेट केवळ माहिती घेण्यापुरती सेवा राहिलेली नसून संसूचना, शिक्षण, सामाजिक अभिसरण (वबपंस छमजूवता), व्यापार, राजकीय आंदोलन यांचा अविभाज्य भाग व सांस्कृतिक विकास आंदोलनापर्यंत त्याची व्याप्ती झालेली आहे.

भारतातील अण्णा हजारे यांचे लोकपाल आंदोलन, पाकिस्तानातील शिक्षण कार्यकर्त्या मलाला युसूफजईचे माध्यमातून स्त्री हक्क आंदोलन यात फेसबुक पासून इलेक्ट्रॉनिक मीडियाचे फार मोठे योगदान राहिलेले आहे. सोशल नेटवर्कींग ही संकल्पना डिजिटल माहिती तंत्रज्ञानामुळे सर्वत्र रुजू लागली आहेत. सोशल मीडियाद्वारे मॅरेज होऊ लागले, याचे उदाहरण म्हणजे फेसबुकद्वारे प्रेमप्रकरणातून विवाह होऊ लागले आहेत. जिवलग मित्र, मैत्रीणींशी किंवा अनोळखी व्यक्तींशी संपर्क ठेवू शकता. आजकाल वेबब्लॉग व सोशल नेटवर्कींग साईटवर अपडेट करतांना ही लोक गुगल

ट्रेडिंगचा विचार करतात. हा व्हाट्सअपच्या युजर्सचा टिवटिवात गुगल ट्रेडच्या आधारावर जगभरातल्या लोकांपर्यंत पोहोचावा यासाठी व्हाट्सअप हॅशलॉजी सुविधा उपलब्ध करून दिली.

त्यामुळे फेसबुक आता व्हाट्सअप फॉलो करतात. माहिती युगात फेसबुक अनेकांच्या जगण्याचा भाग झाले असून, नैराश्य आल्यावर अनेक जण फेसबुकवर स्वतः टाकलेले जुने फोटो पाहत असल्याचे संशोधनात दिसून आले.

सोशल मिडीयाची विविध क्षेत्रातील भूमिका :

सोशल मिडीया हे समाजाशी सुसंवाद साधण्याचे एक ऑनलाईन माध्यम आहे. जीवनाचा प्रत्येक पैलू या माध्यमातून जाणून घेता येतो. विविध क्षेत्रातील जवळपास ५०० पेक्षा जास्त संकेतस्थळ आज इंटरनेटवर उपलब्ध आहेत. संशोधनाचे क्षेत्र असो अथवा शिक्षणाचे क्षेत्र, वित्तीय क्षेत्र असो अथवा व्यावसायिक प्रत्येक क्षेत्र सोशल मिडीयाच्या परिघा मध्ये येते. त्यांची थोडक्यात चर्चा खालीलप्रमाणे करता येईल.

१) शिक्षण आणि संशोधन क्षेत्रातील भूमिका :

शैक्षणिक व संशोधनाच्या क्षेत्रात सोशल मिडीयाची भूमिका अत्यंत महत्त्वाची राहिली आहे. विद्यार्थ्यांची शिक्षणातील व संशोधनातील आवड निर्माण करण्यात सोशल मिडीयाला यश प्राप्त होत आहे. ऑनलाईन ज्ञान अर्जित करण्यात विद्यार्थ्यांना जास्त रस असलेला आढळून येतो. कोणत्याही विषयाची माहिती आज ऑनलाईन स्वरूपात प्राप्त करता येणे शक्य आहे. विद्यार्थी पालक आणि शिक्षक यांच्यात सुसंवाद निर्माण करण्याचे एक प्रभावी साधन म्हणून सोशल मिडीयाकडे पाहिले जाते.

२) व्यावसायिक क्षेत्र :

एखाद्या व्यावसायिकासाठी स्वतःच्या उदयोगाचा विस्तार करण्यासाठी व आपल्या उदयोगास संपुर्ण जगात पसरवण्यासाठी सोशल मिडीयापेक्षा प्रभावी माध्यम असूच शकत नाही. काही संकेतस्थळ नाममात्र शुल्क घेऊन उदयोगाची जाहीरात करित असतात, ज्यामुळे आपला उदयोग फक्त आपल्या शहरा पुरताच नाही तर संपुर्ण देशभर व देशाबाहेर देखील विख्यात होण्यास मदत होते.

३) वैद्यकीय क्षेत्र :

आज घडीला वैद्यकरय क्षेत्रातील तज्ञ सुध्दा या सोशल मिडीयाच्या क्षेत्रात रस घेत आहेत. यात सहभागी आहेत. वैद्यकीय क्षेत्रात शिकणारे विद्यार्थी त्यांच्याशी संबंधीत असलेले ज्ञान हे ऑनलाईन स्वरूपात या सोशल मिडीयाच्या माध्यमातून प्राप्त करत आहेत. याचा फायदा रुग्णांना देखील होत आहे. सोशल मिडीयाच्या माध्यमातून रुग्ण आपल्या आजाराविषयी तज्ञाकडून सल्ला घेवू शकतात ते सुध्दा घरी बसून. डेलीस्ट्रेंथ, पेशंट लाइकमी या सारखी संकेतस्थळे वैद्यकीय क्षेत्रात वैद्यकीय ज्ञानाचा प्रचार व प्रसार करत आहेत.

४) शासकीय क्षेत्र :

सोशल मिडीयाची अत्यंत प्रभावी व उल्लेखनीय अशी भूमिका आढळून येते ती राजकीय क्षेत्रात अण्णा हजारे यांच्या जनलोकपाल बील आंदोलनास मिळालेल्या प्रचंड

लोकप्रियते मध्ये सोशल मिडीयाचा सिंहाचा वाटा आहे. व्हाट्स, फेसबुक यासारख्या संकेत स्थळाच्या माध्यमातून जगातील कानाकोपऱ्यातून लोक या अभियानास पाठींबा देत होते.

निष्कर्ष :- सोशल मीडियामुळे सामाजिक अभिसरणाची प्रक्रिया गतीमान होते. अमेरिकेत सोशल नेटवर्किंगद्वारे सोशल मीडियाचा विकास झाला असून भारतात मात्र या बाबत फारशी जागरूकता नसली तरी स्वयंसेवी संस्था आणि इलेक्ट्रॉनिक माध्यमे व प्रिन्ट मीडिया सोशल मीडियांचा वापर वार्तांचा व घटनांचा स्रोत म्हणून वापर करित आहेत. तरुण-तरुणीं मध्ये सोशल मीडियाची क्रेज निर्माण झाली आहे. नव्या माहिती तंत्रज्ञानाचा भारतीय वृत्तपत्रे, इलेक्ट्रॉनिक मीडियाला पारंपारीक तंत्रज्ञान कार्यप्रणालीचा वापर करतांना आधुनिक तंत्रज्ञानाचा संगम करावा लागेल. स्वतःच्या वेब साईट्स विकसित कराव्या लागतील. सोशल मीडियाचा आधार घ्यावा लागेल.

सोशल मीडियामुळे अमेरिकेतील ओहियो राज्यातील एका बलात्कार प्रकरणात दोन फुटबॉल खेळाडू दोषी ठरले. सोशल मीडियामुळे दोषींना शिक्षा झाली. काही ब्लॉगर्स आणि इंटरनेट साईटची हॉकिंग करणाऱ्या ऍनॉमिमस नावाच्या गटाने लोकांचे लक्ष वेधले. सोशल मीडियामुळे ते चव्हाटयावर आले. मोबाईल एस.एम.एस., ऑनलाईन व्हिडीओ आणि सोशल मीडियातून चांगलेच प्रकरण गाजले होते. त्यामुळेच सोशल मीडियाची ताकद वाढली आहे. क्रिकेट व चित्रपट जगतात ही सोशल मीडिया वापरायचे प्रमाण वाढले आहे. मोबाईल मीडिया हे सातवा मीडिया असून यात जगातील सर्वच माध्यमे समाविष्ट आहे. सोशल मोबाईल मीडियाचा वापर इंटरनेट सोशल नेटवर्किंग साईट्स करित आहेत.

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**A STUDY ON THE EFFECTIVENESS OF INSTRUCTIONAL PACKAGE ON
CLIMATE CHANGE WITH REFERENCE TO WATER CONSERVATION
PRACTICES AMONG B.Ed. STUDENT-TEACHERS
IN BANGALORE CITY**

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Abstract

Bangalore is India's IT capital and the most third important city next to New Delhi and Bombay. The rising temperature due to climate change has touched 37-38 degree Celsius in 2014 and the city is experiencing an urban heat island effect. Due to this the city is facing drinking water problem. B.Ed. student-teachers are the future secondary school teachers who have the big responsibility in developing water conservation practices among the adolescent students who are future citizens. In the present experimental study, an attempt was made to develop and find out the effectiveness of Instructional Package on Climate Change (IPCC) with reference to water conservation practices among B.Ed. student-teachers in Bangalore. Pre-test, post-test parallel group design was followed for collecting the data by administering Climate Change Practices Scale (CCPS) which also includes also water conservation practices. The data was analyzed by using statistical techniques and interpreted.

Key Words: *Water Conservation Practices, IPCC, CCPS and B.Ed. student-teachers.*

Introduction

More than one billion people in the world still lack access to safe water. In addition, some observers have estimated that by 2025 more than half of the world population will be facing water-based vulnerability. Therefore, the conservation and optimal utilization of this scarce resource is extremely important for economic development. Reports by Indian Network for Climate Change Assessment, Intergovernmental Panel on Climate Change (IPCC) etc. state that India is recognized to be highly vulnerable to climate change as it is a warm and primarily subtropical country where agriculture and drinking water depend on the monsoons. Climate change has increased the intensity of rain fall in certain parts and water scarcity in most of the places. This is having impacts on a range of sectors, including water resource management, industry, urban planning, and agriculture.

Need and Importance of the Study

Bangalore is India's IT capital and the most third important city next to New Delhi and Bombay. The rising temperature due to climate change has touched 37-38 degree Celsius in 2014 and the city is experiencing an urban heat island effect. Due to this the city is facing drinking water problem. In another 15 years, half of the city's thirst may be slaked. This grim picture comes from a 2015 report by Bangalore Political Action Committee. The current water supply to the city from the Cauvery is just around 1,400 MLD. By 2021, the city faces a deficit of more than 1,000 million liters per day (MLD). This deficit is estimated to increase to 2,311 MLD in 15 years. The report emphasizes recycling water through treatment plants, rainwater harvesting and rejuvenating the city's lakes, which can add up to 500 MLD. Water experts say it's time that water conservation should be made as a habit by the people in Bangalore. B.Ed. student-teachers are the future secondary school teachers who have the big responsibility in developing water conservation practices among the adolescent students who are future citizens of Bangalore. Water conservation practices include a set of eco-friendly practices to manage fresh water as a sustainable resource, to

protect the water environment, and to meet current and future human demand. In the present study an attempt was made to develop and find out the effectiveness of IPCC with reference to water conservation practices among the B.Ed. student-teachers in Bangalore city.

Statement of the Problem

“A Study on the Effectiveness of Instructional Package on Climate Change with reference to Water Conservation Practices among B.Ed. Student-Teachers in Bangalore City.”

Objectives of the Study

1. To develop and validate IPCC for the B.Ed. student-teachers.
2. To construct and validate the CCPS for B.Ed. student-teachers.
3. To compare the effectiveness of IPCC and Conventional Method of Teaching Environmental Education (CMTEE) in enhancing water conservation practices among B.Ed. student-teachers.
4. To investigate interaction between ‘treatment’ and locality, gender and subject with reference to water conservation practices among B.Ed. student-teachers.
5. To investigate whether the B.Ed. student-teachers sustain water conservation practices fostered through IPCC.

Variables of the Study

- Independent Variable : IPCC and CMTEE
- Dependent Variable : Water Conservation Practices
- Moderate Variables : Locality, Gender and Discipline

Operational Definitions

- IPCC: It enables B.Ed. student-teachers to develop the water conservation practices as a part of adapting and mitigating the climate change. It includes User Guide, Self Instructional Materials (SIMs) and Documentaries.
- CMTEE: It covers the topics like environment; causes, effects and control measures for various types of environmental pollution; meaning, importance, objectives and strategies for teaching environmental education at secondary school level.
- Water Conservation Practices: It includes a set of eco-friendly practices to be taken up by B.Ed. student-teachers to manage fresh water as a sustainable resource, to protect the water environment, and to meet current and future human demand.
- Student-Teachers of B.Ed. Colleges: Student-teachers studying at two of the Aided, Urban and Co-Education B.Ed. Colleges in Bangalore affiliated to Bangalore University.
- Gender: It refers to Male and Female student-teachers studying at B.Ed. colleges and involved in the study.
- Subject: It refers to the Science and Arts opted by the student-teachers in their B.Ed. course.
- Locality: It refers the place (either from rural or urban areas) from where student-teachers come to B.Ed. College.

Hypotheses of the Study

1. There is no significant difference between pre-test scores of Experimental (E) and Control (C) Groups with reference to water conservation practices.

2. There is no significant difference in the effectiveness of IPCC and CMTEE with reference to water conservation practices among B.Ed. student-teachers.
3. There is interaction between treatment and gender–subject, locality–subject; and locality–gender with reference to water conservation practices among E group.
4. Immediate and delayed post-test scores of E group differ significantly with reference to water conservation practices.

Design of the Study

Pre-test Post-test equivalent group experimental design was followed in the present study.

Tools

1. Raven's Standard Progressive Matrices Test (RSPMT)
2. CCPS has 10 dimensions each with 10 statements with level of responses viz. Always (5), Frequently (4), Sometimes (3), Rarely (2) and Very Rarely (1). The omitted statement is given zero. The reliability coefficient is 0.87 (split half) and 0.88 (test-retest) and 0.93 (intrinsic validity). The second dimension covers water conservation practices.

Sampling Procedure

Multistage purposive sampling technique was employed to select student-teachers from two B.Ed. colleges in Bangalore city as Experimental (E) and Control (C) groups. RSPMT was used to obtain two matched groups (36+36) for the E and C groups.

Treatments for E and C Groups

1. **IPCC:** This validated package was meant for E group with duration of 40 hours.

1. Orientation Session (1 Hour)
2. Printed User Guide
3. Printed SIMs

Module 1: The Background of the Climate Change (5 Hours)

Module 2: Impacts of Climate Change (6 Hours)

Module 3: Global Fight on Climate Change (5 Hours)

Module 4: India's Fight on Climate Change (5 Hours)

Module 5: Green Solutions for Climate Change (5 Hours)

Module 6: Climate Change Education (4 Hours)

4. Documentaries and Discussion (3 Hours)

Glimpses of Climate Change –NASA (5.48 Minutes)

Impacts of Climate Change on World (2.22 Minutes)

Climate Change–Causes, Impacts and Solutions (3.55 Minutes)

An Inconvenient Truth (1 Hour and 47 Minutes)

5. Consolidating Sessions (6 Hours)

2. **CMTEE:** It was meant for C group with duration of 5 hours. It covers the topics like environment; environmental pollution; meaning, importance, objectives and strategies for teaching environmental education at secondary school.

Conducting of the Experiment

- The C and E Groups were pre-tested on water conservation practices.
- Both the E and C groups were given treatment respectively through IPCC and CMTEE.
- Immediately after the treatment, both E and C Groups were post-tested to know any change in water conservation practices.

- The E group was administered delayed post-test after a gap of five weeks to know the sustainability of change occurred on their water conservation practices.

Statistical Techniques and Interpretation of Data

The statistical techniques such as mean, standard deviation, ‘t’ test and a Two-way ANOVA were used in analyzing the data.

Hypothesis 1: There is no significant difference between Pre-test scores of Experimental and Control Groups with reference to water conservation practices.

Table 1: Comparison of Pre-test Scores of E and C Groups with reference to Water Conservation Practices

Group	N	Mean	S.D.	‘t’ Value	‘P’ Value at 0.05 LoS
C Group	36	29.56	1.664	-0.138	0.891
E Group	36	29.58	1.500		*NS

*NS – Not Significant

The obtained ‘t’ value -0.138 is less than the tabled ‘t’ value 2.0281 and ‘P’ value 0.891 is more than tabled ‘P’ value 0.05 level of significance with df 35. So the null hypothesis is accepted. This means that before treatment, C and E groups were homogenous in terms of having water conservation practices.

Hypothesis 2: There is no significant difference in the effectiveness of IPCC and CMTEE on water conservation practices among B.Ed. student-teachers.

Table 2: Comparison of Post-test Scores of C and E Groups with reference to Water Conservation Practices

Group	N	Mean	S.D.	‘t’ Value	‘P’ Value at 0.05 LoS
C Group	36	29.50	1.612	-27.545	0.000
E Group	36	40.78	3.181		**S

**S – Significant

The obtained ‘t’ value -27.545 is more than the tabled ‘t’ value 2.0281 and ‘P’ value 0.000 is less than tabled ‘P’ value 0.05 level of significance with df 35. The mean value of post-test score of E group is higher than C group. So the null hypothesis is rejected. This proves that IPCC as a treatment is very effective than CMTEE in enhancing the water conservation practices among the B.Ed. student-teachers belonging to experimental group.

Hypothesis 3 (a): There is interaction between treatment and gender–subject with reference to water conservation practices among E group.

Table 3a (i): A two-way ANOVA of Water Conservation Practices in regard to interaction of treatment and Gender–Subject

Source	df	Mean Square	‘F’ Value	‘P’ Value (0.05 los)
Corrected Model	3	56.737	9.867	0.000 **S
Intercept	1	51646.581	8981.445	0.000 **S
Gender	1	61.464	10.689	0.003 **S
Subject	1	90.427	15.725	0.000 **S
Gender * Subject	1	0.009	0.001	0.970 *NS

* NS – Not Significant ** S – Significant

The obtained 'F' value 0.001 is less than tabled 'F' value 4.00 with df 1 and 32. The obtained 'P' value 0.970 is not significant as this value is more than tabled 'P' value 0.05 level of Significance. It implies that IPCC has equal effect in increasing water conservation practices among B.Ed. student-teachers irrespective of their gender-subject.

Table 3a (ii): Gender–Subject wise mean and significance values of Water Conservation Practices

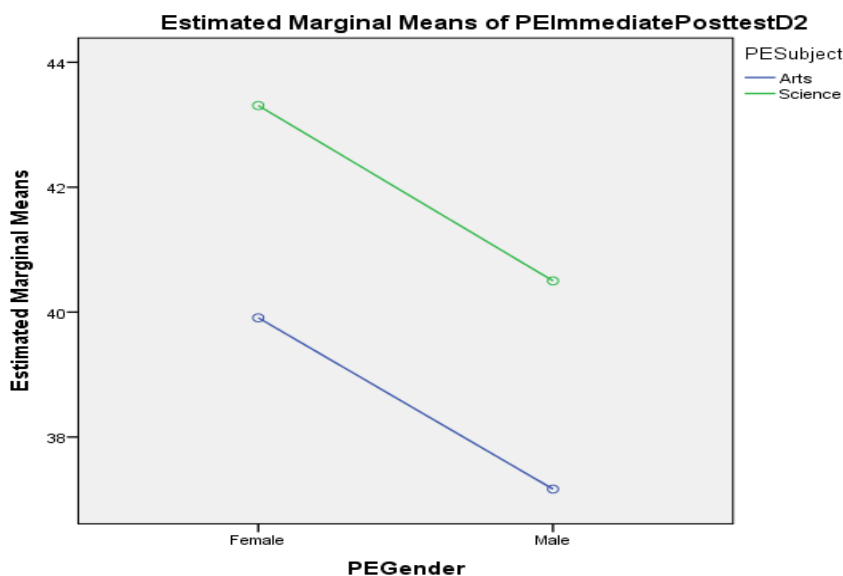
E Group Gender	E Group Subject	Mean	df	'F' Value	'P' Value (0.05 level)
Female (24)	Arts (11)	39.909	1	11.968	0.002 **S
	Science (13)	43.308	32		

E Group Gender	E Group Subject	Mean	df	'F' Value	'P' Value (0.05 level)
Male (12)	Arts (06)	37.167	1	5.797	0.022 **S
	Science (06)	40.500	32		

* NS – Not Significant ** S – Significant

The obtained 'F' value 11.968 is more than tabled 'F' value 4.00 and 'P' value 0.002 is less than tabled 'P' value 0.05 level of significance with df 1 and 32. It means IPCC has more interaction with female student-teachers belonging to Science than Arts with reference to water conservation practices. The obtained 'F' value 5.797 is more than tabled 'F' value 4.00 and 'P' value 0.022 is less than the tabled 'P' value 0.05 level of significance with df 1 and 32. It means IPCC has more interaction with male student-teachers belonging to Science than Arts with reference to water conservation practices.

Graph 1: A two-way ANOVA of Water Conservation Practices among E group by the gender–subject and treatment.



Hypothesis 3 (b): There is interaction between treatment and locality–subject with reference to shopping practices among E group.

Table 3b (i): Summary table of two-way ANOVA of Water Conservation Practices in regard to interaction of treatment and locality–Subject

Source	df	Mean Square	'F' Value	'P' Value (0.05 los)
Corrected Model	3	64.317	12.762	0.000 **S
Intercept	1	58091.502	11526.502	0.000 **S
Locality	1	50.887	10.097	0.003 **S
Subject	1	103.385	20.514	0.000 **S
Locality * Subject	1	27.748	5.506	0.025 **S

* NS – Not Significant ** S – Significant

The table reveals that the obtained 'F' value 5.506 is more than tabled 'F' value 4.00 and 'P' value 0.025 is significant as this value is less than tabled 'P' value 0.05 level of significance with df 1 and 32. It implies that effect of IPCC on water conservation practices among E group is not homogenous as there is significant interaction of IPCC and locality–subject.

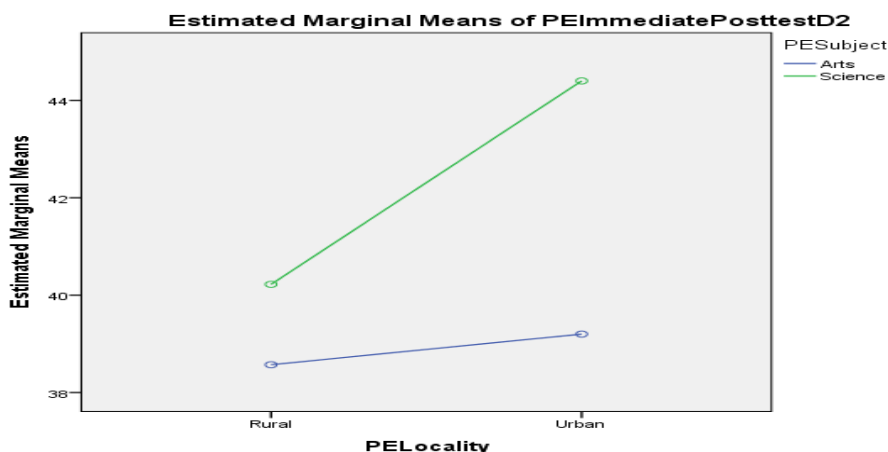
Table 3b (ii): Locality–Subject wise mean and significance values of Water Conservation Practices

E Group Locality	E Group Subject	Mean	df	'F' Value	'P' Value (0.05 level)
Rural (16)	Arts (07)	38.571	1	2.129	0.154
	Science (09)	40.222	32		*NS
Urban (20)	Arts (10)	39.200	1	26.827	0.000
	Science (10)	44.400	32		**S

*NS – Not Significant ** S – Significant

The obtained 'F' value 2.129 is less than tabled 'F' value 4.00 and 'P' value 0.154 is more than tabled 'P' value 0.05 level of significance with df 1 and 32. It means IPCC is equally effective on rural student-teachers belonging to both Science and Arts with reference to water conservation practices. However, IPCC has more interaction with urban student-teachers belonging to science than Arts with reference to water conservation practices as the obtained 'F' value 26.827 is more than tabled 'F' value 4.00 and 'P' value 0.000 is less than tabled 'P' value 0.05 level of significance with df 1 and 32.

Graph 2: A two-way ANOVA of Water Conservation Practices among E group by the locality–subject and treatment



Hypothesis 3 (c): There is interaction between treatment and locality–gender with reference to water conservation practices among E group.

Table 3c (i): Summary table of a two-way ANOVA of Water Conservation Practices by Locality–Gender and Treatment

Source	df	Mean Square	'F' Value	'P' Value (0.05 level)
Corrected Model	3	42.242	5.942	0.002 **S
Intercept	1	51122.316	7190.982	0.000 **S
Locality	1	19.926	2.803	0.104 *NS
Gender	1	55.750	7.842	0.009 **S
Locality * Gender	1	19.926	2.802	0.104 *NS

* NS – Not Significant ** S – Significant

The table reveals that the obtained 'F' value 2.802 is less than tabled 'F' value 4.00 and 'P' value 0.104 is not significant as this value is more than the tabled 'P' value 0.05 level of significance with df 1 and 32. It implies that IPCC is has equal effect in increasing water conservation practices among B.Ed. student-teachers irrespective of their locality-gender.

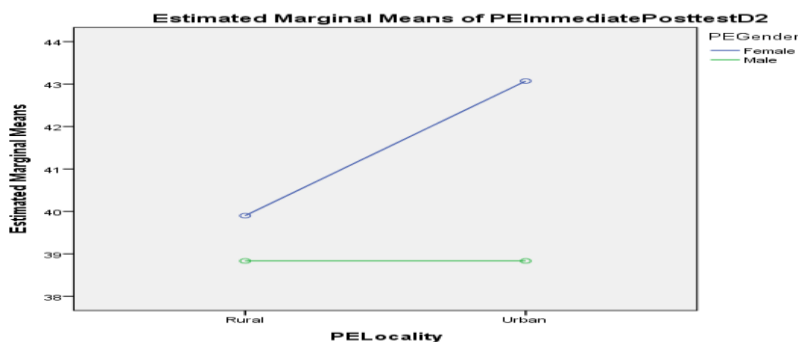
Table 3c (ii): Locality–Gender wise mean and significance values of Water Conservation Practices

E Group Locality	E Group Gender	Mean	df	'F' Value	'P' Value (0.05 level)
Rural (16)	Female (10)	39.900	1	0.600	0.444
	Male (06)	38.833	32		*NS
Urban (20)	Female (14)	43.071	1	10.611	0.003
	Male (06)	38.833	32		**S

*NS – Not Significant ** S – Significant

The obtained 'F' value 0.600 is less than tabled 'F' value 4.00 and 'P' value 0.440 is more than tabled 'P' value 0.05 level of significance with df 1 and 32. It means IPCC is equally effective on female and male rural student-teachers with reference to water conservation practices. In addition, the obtained 'F' value 10.611 is more than tabled 'F' value 4.00 and 'P' value 0.003 is less than tabled 'P' value 0.05 level of significance with df 1 and 32. It means IPCC has more interaction with female student-teachers belonging to urban than male with reference to water conservation practices.

Graph 3: A two-way ANOVA of Water Conservation Practices among E group by the locality–gender and treatment



4. Immediate and Delayed Post-test scores of Experimental group differ significantly with reference to water conservation practices.

Table 4: Comparison of Immediate and Delayed Post-test of Scores of Experimental Group with reference to Water Conservation Practices

E Group	N	Mean	S.D.	't' Value	P Value at 0.05 at LoS
Immediate Post-test	36	40.78	3.181	1.000	0.324
Delayed Post-test	36	40.75	3.219		*NS

*NS – Not Significant

The obtained 't' value 1.000 is less than the tabled 't' value 2.0281 and 'P' value 0.324 is more than tabled 'P' value 0.05 level of significance with df 35. It proves that the water conservation practices fostered through IPCC are sustainable by the experimental group even after five weeks. Hence the package is found to be reliable.

Major Findings

1. Pre-test: There was no significant difference in the Pre-test scores of E and C Groups. This indicates that both the groups were alike in water conservation practices before subjected to treatment.
2. Post-test: There was a significant difference in the Post-test scores of E and C Groups. This proves that IPCC is more effective than CMTEE in enhancing water conservation practices among B.Ed. student-teachers.
3. ANOVA of Gender–Subject: IPCC has more interaction with female student-teachers belonging to Science than Arts and also male student-teachers belonging to Science than Arts with reference to water conservation practices.
4. ANOVA of Locality–Subject: IPCC is equally effective on rural student-teachers belonging to both Science and Arts with reference to water conservation practices. However, IPCC has more interaction with urban student-teachers belonging to science than Arts with reference to water conservation practices.
5. ANOVA of Locality–Gender: IPCC is equally effective on female and male rural student-teachers with reference to water conservation practices. However, IPCC has more interaction with female student-teachers belonging to urban than male with reference to water conservation practices.
6. Sustainability: A high degree of reliability is found between immediate and delayed post-test scores. It proves that the IPCC has sustainable effect on water conservation practices among experimental group. Hence the package is found to be reliable.

Educational Implications

1. B.Ed. student-teachers being the future secondary school teachers, have a great role in inculcating water conservation practices among the adolescents who are future citizens.
2. The findings of the study reveal that IPCC has superiority over the CMTEE in increasing and sustaining water conservation practices among B.Ed. student-teachers in Bangalore.
3. There shall be a provision for a specific module on water conservation practices as a part of teaching of Environmental Education at College of Education.
4. Colleges of Education can celebrate the World Water Day on 22nd March. They can screen documentary to reflect how consuming too much water, or polluting a shared body of

water, can make it hard for others to have enough for drinking, hygiene, agriculture and other needs, not to mention the health of the ecosystem.

5. Center for Environmental Education (CEE), Bangalore can organize workshops on rain water harvesting for B.Ed. student-teachers.

Limitations

1. The study was confined to B.Ed. Student-teachers studying in Bangalore city.
2. The study was limited to two parallel groups of student teachers drawn from two of B.Ed. Colleges affiliated to Bangalore University.
3. The study was confined to moderate variables like Gender, Subject and Locality.
4. Sample groups were selected from two separate B.Ed. Colleges due to the non-availability of good number of student-teachers from same institution.

Suggestions for Further Study

1. The study can be extended to study the effectiveness of IPCC on values, attitude etc. pertaining to climate change among B.Ed. student-teachers.
2. Similar study could be undertaken with other moderate variables qualification, marital status, socio-economic status etc.
3. Similar study could be undertaken with larger sample of B.Ed. student-teachers.
4. The study can be extended to B.Ed. Teacher Educators and Secondary School Students.

Conclusion

The study has proved that IPCC is more effective than CCTEE in increasing water conservation practices among B.Ed. student-teachers. This calls for the proper integration of IPCC in B.Ed. curriculum which also helps the student-teachers to influence secondary school students (who are future citizens) towards practicing water conservation now and in future.

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आदिम कलेचा वारसा 'गोंदण' : एक ऐतिहासिक दृष्टीकोन

डॉ. रामकुमार प्रधान

इतिहास विभाग

एसएनडीटी कला व एससीबी वाणिज्य व विज्ञान महिला महाविद्यालय मुंबई.

मानवी त्वचेवरील गोंदण हे सौंदर्य, सांस्कृतिक ओळख, औषध, स्थान, सायको-सामाजिक, सामाजिक-सांस्कृतिक संकल्पना समजून संवाद साधण्याचे माध्यम आहे. ज्ञान प्रसार प्रणालीमध्ये आदिवासीची संस्कृती अंकित करणारी व्हिजुअल भाषा आहे. मानवी इतिहासात डोकावून पाहिले असता गोंदण हे आदिवासींची संस्कृती जतन (प्रसारित) करणारा एक वारसा आहे. एका पिढीकडून दुसऱ्या पिढीकडे संस्कृती स्थलांतराचा मार्ग आहे.

संपूर्ण जगाचा विचार करित असताना कलेची सुरुवात आदिवासी जमातीमध्ये झाली असे दिसते. ज्या काळात कला किंवा कलाकार हि संकल्पना अस्तित्वात नव्हती त्या काळात आदिवासी लोकांनी कलात्मक व सौंदर्याचा उत्तम नमुना म्हणून गोंदण संपूर्ण जगाला देणगी दिली आहे. आदिवासींच्या मुळभाषे बरोबर गोंदण सामाजिक समूहाला एकात्मतेत बांधून ठेवण्याचे काम करित होते. धार्मिक जीवन, संस्कृती, कुळ, रूढी, परंपरा, सामाजिक मूल्य त्यांच्या त्वचेवर पहावयास मिळते. आदिवासी जमातीमध्ये त्वचेवरील गोंदण हे अभिमानाचे प्रभावी साधन आहे. ते अगधी बरोबर आहे, कारण ते पूर्वजांनी सांगितलेली परंपरा आहे. आपले पूर्वज देव, आत्मा, यांचे चिन्ह असलेले गोंदण आदिवासी जमातीच्या एकतेचे व वंशावळीचे संरक्षण करण्याचे प्रतिक मानले जाते.

त्वचा हे कलेचे प्रथम कॅनवास होते. तर काळ्या व इतर टोकदार वस्तू पहिले ब्रश होते. गोंदण काढण्यासाठी टोकदार वस्तू त्वचेवर टोचणे हा पहिला प्रकार होता. गोंदण तयार करताना झालेली जखम भरून निघण्यासाठी राखेचा वापर करून ती जखम कायम स्वरूपाे भरून काढली जात होती. इतिहासपूर्व काळातील आदिम मानव अग्नीमध्ये काठी जाळून त्याद्वारे कातळी कट करित असत व जखमेवर काळा पदार्थ लावून गोंदण चिन्ह तयार करित असत असा विश्वास होता. प्राचीन काळातील आदिम मानवाने गोंदून घेण्याची प्रक्रिया करित असताना अग्नीपासून होणारी वेदना, रक्त इत्यादी सहन केले आहे, कारण त्यांचा पवित्र जीवनावर विश्वास होता. रक्त देणे हे निसर्गादेवांशी संबंधित होते. गोंदण काढत असताना प्राण्यांचे चिन्ह हे प्राणी हल्यापासून स्वतःचे संरक्षण करण्यासाठीचे प्रतिक होते. मृत्यू नंतर आत्म्यांपासून संरक्षण करण्यासाठी चित्र रेखाटण्याची

पध्दत होती. देवतांच्या नावाने गोंदवून घेणे हा उद्देश होता. आदिम मानव टोळी-टोळीने रहात असताना, एखाद्या टोळीच्या सरदाराचा मृत्यू झाल्यास टोळीचा सरदार आपल्यावर वाईट दिवस आणेल, त्यापासून सुटका होण्यासाठी भिन्न भिन्न प्रकारे चिन्ह गोंदवून घेण्याची प्रथा होती. इतिहासपूर्व काळातील आदिवासी लोक त्वचेवर गोंदवूनघेण्यात गुंतली होती हा पुरातत्वीय पुरावा आहे. अश्मयुगातील कृत्रिम गोंदण हे मानवजातीला फार जुने आहे. निरनिराळ्या वन्य जमातीत भूत्खेतांपासून स्वतःचे संरक्षण व्हावे म्हणून कपाळावर, हातावर व शरीराच्या अन्य अवयावर सांकेतिक चिन्ह काढण्याचा प्रघात होता. यातून गोंदण रूढ झाले असावे.

दहन कला : दहन करून गोंदणे हि प्राचीन इतिहासातील दहन कला आहे. आत्मा एक अदृश्य शक्ती आहे, ती मानवी शरीरात वास करते असे प्राचीन लोकांचा समज होता. आधुनिक काळातही शरीरासंबंधीचा गूढवादि विश्वास समान आहे. वाईट गोष्टी आत्म्यात वास करतात त्यापासून परावृत्त करण्यासाठी गोंदणे चालू केले आहे असा विश्वास आहे.

कुळ चिन्ह : आदिवासी जमाती गोंदण काढताना ज्या चिन्हाचा वापर करीत होते त्यास कुळचिन्ह असेही म्हणतात. प्राण्यांचा कुळ चिन्ह म्हणून सामान्यता गोंदून घेण्यासाठी वापर होत असे. यामध्ये अस्वल, बेडूक, साप, फुलपाखरे, या सारख्या प्राण्यांचा व पक्षांचा वैक्तिकरित्या शारीरिक पराक्रम म्हणून वापर केला जात होता. आध्यात्मिक विचार दर्शविण्यासाठी मार्गदर्शक म्हणून हे कुळ चिन्ह गोंदून घेत होते. लढाई दरम्यान किंवा एखाद्या हल्ल्याच्या वेळी शत्रूंपासून मित्रांना ओळखण्यासाठी या चिन्हाचा वापर होत असे. या शिवाय एखाद्या मित्राचा मृत्यू झाल्यास आपल्या मित्राशी स्वर्गात चांगले वर्तन करता येतो असाही समज होता. दुसरे असे कि आपल्या कुटुंबातील नाते संबंध असलेली व्यक्ती कुठेही मृत्यू पावली तर त्यास ओळखता येणे हे होय.

संस्कार चिन्ह : आदिवासी जमातीमध्ये पौगंडावस्थेत मुलांना गोंदून घेण्याची प्रथा होती. मुलगा गोंदून घेत असताना वेदना सहन करीत नसेल तर तो युध्दासाठी निरुपयोगी आहे, असे समजले जाई. तसेच मुलगी वेदना सहन करीत असेल, तर तिला बाळंतपण करताना त्रास होणार नाही असे समजले जात असे. ज्यांना गोंदून घेताना वेदना सहन होत नाही त्यांना कमकुवत आहे, असे समजले जात होते.

आदिवासी स्त्रियांमध्ये गोंदण हे प्रिय आभूषण आहे. त्यांचा असा विश्वास होता कि, गोंदणविना त्यांचे जीवन अपुरे आहे. गोंदनामुळे त्यांचे सौंदर्य फुलून दिसते. जी युवती गोंदवत नाही, तिला आदिवासी समाजात लज्जीत व्हावे लागते. म्हणूनच गोंदण त्यांच्याकरिता असे आभूषण होते कि, मरणोपरांत सोबत रहात असते. शरीरावर गोंदवून घेतल्यामुळे युवकाची (प्रेमी) नजर त्यांच्यावर असते, असा त्यांचा विश्वास आहे. गोटुलातील प्रेमिका कपाळ, छाती, मंगट, बा हु,

हात, हाताची व पायाची बोटे इत्यादी भागावर गोंदून घेत असे. मौल्यवान आभूषण न वापरता केवळ गोंदण आभूषणानी आपली इच्छा पूर्ण करित असतात. हलबी जमातीत सुध्दा गोंदण्याची प्रथा प्रचलित आहे. लग्नसमारंभाच्या वेळी गोंदवून घेण्यास विशेष महत्त्व असते. हे हलबी जमातीचे खास वैशिष्ट्ये आहे. लग्नानंतर मुलगी आईवडीलाकडून सासरी जाण्यापूर्वी तिचे अंग मुद्दाम गोंदून घेतात. मुलगी आईवडिलांना विसरू नये हा त्यामागील उद्देश असतो. हलबा जमातीमधील स्त्रियांच्या हातावर, गालावर, चेहऱ्यावर व कपाळावर गोंदलेले असते .१०४

गोंड व माडिया गोंड जमातीमधील स्त्रिया अंगावर गोंदून घेणे, हे एक मानाचे लक्षण समजले जाते. आपले शरीर अधिक आकर्षक दिसावे, असाही त्यामध्ये एक दृष्टीकोन असतो. प्रत्येक स्त्री आपल्या तरुण वयातच गोंदून घेते. त्यांच्या हातापायावर, दोन्हीबाहुंवर, कंबरेवर, छातीवर, नाक सोडून संपूर्ण तोंडावर भरपूर गोंदून घेतले असते. त्यात ठिपके, लहान उभे-आडवे पट्टे, झाडे, प्राणी, पक्षी यांच्या नक्षी असतात. गोंदून घेण्यासाठी 'घेलवा' तेलाचा व कोळशाचा वापर करतात. प्रत्यक्ष गोंदताना 'घेलवा' तेलाचा व गोंदल्यानंतर रंग उठून दिसण्यासाठी कोळशाचा उपयोग करतात. गोंदण्यासाठी सायटस काट्यांचा उपयोग करतात.८०

ठाकूर स्त्रियांबरोबर पुरुषही गोंदून घेतात. साधारणता मुली आठ ते बारा वर्षाची असताना गोंदून घेतात तर काही ठिकाणी उशिरा गोंदून घेण्याची प्रथा आहे. कवर जमातीमधील स्त्रिया छातीवर व हातापायावर गोंदून घेतात . एखादी स्त्री कवर आहे कि गोंड हे तिच्या गोंदणावरून ओळखता येते.

आज गोंदण लोकप्रिय झाले आहे. आदिवासी जमाती मधील वाघ, ड्रगण या सारख्या गोंदना मधील डिझाईनसनी युवावर्गात लोकप्रियता मिळवली आहे. गुगलवरील Indian tattoos या सदराखाली आदिवासी गोंदणामधील प्रतीकात्मक चिन्ह व काळ्या रंगाचा वापर मोठ्या प्रमाणात केलेला दिसून येतो. अनेक लोक भारतीय गोंदण मिळविण्याच्या प्रयत्नात असतात. आदिवासी जमातीमधील अतिशय सुंदर व शक्तिशाली गोंदण डिझाईनस मिळविणे हाच दृष्टीकोन असतो, कारण अनेक भारतीय आदिवासी जमातीची गोंदण कला हि परंपरा आहे. अनेक तरुण लोक त्यांच्या पूर्वजांना शोधात आहेत, जे भारतीय आदिम वंशातील भाग होते आणि त्या वंशाचे प्रतिनिधित्व भारतीय आदिवासींचे गोंदण करित आहे. कारण गोंदण हे भारतीय आदिम जमातीचा वारसा आहे.

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धरती धन न आपना की ज्ञानो: एक आत्मनिर्भर स्त्री

डॉ. भोरे रवींद्र लिंबाजीराव

हिन्दी विभाग,
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भारतीय पुरुष प्रधान समाज में नारी की स्थिति मुख्य रूप से दो धाराओं पर दिखायी देती है। हमारी संस्कृति में नारी की महत्ता को स्वीकारा गया है। उसे सम्मानित एवं गौरान्वित करने का कार्य किया है - किंतु इसी निगाह से अगर हम समाज जीवन में उसकी दशा को देखने - समझने का प्रयास करें तो तथ्य कुछ अलग ही दिखायी देता है। एक ओर उसे पूजनीय माना जाता है - तो दूसरी ओर उसे गुलामी, दासी बनना पड़ता है। ' भारतीय समाज से अगर स्त्रियोंकी गुलामी को नष्ट करना है तो उनके गुलामी का समाजशास्त्रीय विश्लेषण होना जरूरी है। ' (पृ. 1)

' स्त्री विमर्श ' समकालीन साहित्ये का एक बहुचर्चित विमर्श रहा है। दलित, अल्पसंख्यांक, आदिवासी आदि उपेक्षित वर्गों की तरह स्त्री भी साहित्य में अपने ' स्वत्व ' के साथ उपस्थित होने लगी है। यद्यपि ' स्त्री ' आदिकाल से ही साहित्य के केंद्र में रही है, हर काल में, हर रचना में वह विद्यमान रही है। ' (पृ. 2)

आँचलीक उपन्यासों में भी स्त्री के विविध रूपों को देखा जा सकता है। कहीं वह गुलाम, पुरुष प्रधान संस्कृति के अधीन, परावलंबिता, अपनेही विचारों में मग्न तो कहीं कहीं अपड अज्ञानी होने के बावजूद भी आत्मनिर्भर स्त्री के रूप में उभरकर आयी है।

आत्मनिर्भर स्त्री ज्ञानो :-

ज्ञानो उपन्यास में प्रमुख स्त्री पात्र के रूप में उभरकर आयी है। वह निम्न वर्ग तथा चमार जातिकी प्रतिनिधी स्त्री पात्र है। ज्ञानो का चरित्र निडर स्त्री, साहसी प्रेमिका और आदर्श नायिका के रूप में चित्रित हुआ है। उपन्यास में जितना महत्त्व काली को है उससे कहीं ज्यादा ज्ञानो का है। जैसे ज्ञानो के संबंध में आई घटनाएँ ही उपन्यास के केंद्र बिंदु को अवगत करा देती है।

ज्ञानो वह प्रतिनिधी नारी है जिसमें काली की प्रेमिका की भूमिका तो है किंतु उसमें शोषित स्त्री का अस्तित्व भी दिखाई देता है। ज्ञानो मंगू चमार की बहन और जस्सो की बेटी है। ज्ञानो और मंगू के विचारों में काफी अंतर पाया जाता है। मंगू हरनाम चौधरी की गुलामी करता है। ज्ञानो उसका विरोध करती है। उपन्यास में वह विद्रोहिणी के रूप में उभरकर आयी है। ज्ञानो समाज और अपने उपर होनेवाले अन्याय और अत्याचार को बर्दाश्त नहीं करती। ज्ञानो का चमार समाज में अलग अस्तित्व है क्योंकि वह अपने समाज के प्रति आस्था रखती है। वह अन्याय, अत्याचार सहनेवालों से नफरत करती है। वह कहती है, ' घोडेवाहा के चमार बहुत बेगौरत है, मुँह खोले बिना ही मार खा लेते है। ' (धरती धन अपना, पृ. 24) इसलिए अपने उपर होनेवाले अन्याय का जो विरोध नहीं करता उसे उनका बहुत गुस्सा आ जाता है। ज्ञानो निडर स्त्री है। वह अपने या अपने समाज पर होनेवाले अन्याय को सह नहीं पाती है। इसलिए तो वह इस तानाशाही समाज के विरोध में अपना आवाज उठाती है। वह निडर होकर जमींदारों के सामने भी बात करती है। अपनी गलती न होते हुए भी लोग चुपचाप अन्याय सह लेते हैं। इस बात से उसे ताज्जुब लगता है। पुरुष होकर भी अन्याय को सहना उसे कुत्ते के समान जाना लगता है। इसलिए वह इस समाज को जागृत करने का प्रयास करती है।

ज्ञानो अपने समाज के लोगों पर होनेवाले चौधरी के अत्याचार को सह नहीं पाती है। इसलिए तो वह निडर होकर अपनी तीखी आवाज में चौधरी को गालियाँ देती है। अपनी माँ के समझा देने के बावजूद भी उससे चुप रहा नहीं जाता। वह चौधरी को गालियाँ देती ही रहती है। ज्ञानो अपने लोगों पर बहुत गुस्सा हो जाती है। क्योंकि वे चौधरी की हँ में हँ मिलाने रहते हैं और उनकी हर बात पर अपना सिर हिलाते है। ज्ञानो इन लोगों को घृणा से देखती है। उसे लगता है कि वह बस निडर होकर चौधरी को इतना बता दे कि ये जो कर रहे हैं नाजायज है। वे जो मारपीट कर रहे हैं गलत है। उनके साथ हाथा - पायी करना तो दूर की बात है। ज्ञानो यह सोचकर भी परेशान हो जाती है कि, ' अगर बाहर का आदमी इस स्थिति को देखेगा तो क्या सोचेगा कि घोडेवाहा के चमार बहुत ही बेगौरत है। अपनी बात स्पष्ट न करते हुए ही मार खा लेते हैं। ' (पृ. 34)

तात्पर्य ज्ञानो ऐसा पात्र है जो इस रूढीबद्ध सामाजिक परंपरा के विरोध में अपना आवाज बुलंद करना चाहती है। वह इस सामंतवादी लोगों के बीच निर्भिक होकर जीना चाहती है।

उपन्यासकार जगदीशचंद्र ने ज्ञानों को काली की साहसी प्रेमिका के रूप में चित्रित किया है। काली शहर से गाँव आ जाता है और ज्ञानो जब उसके सामने आ जाति है तो उसे छः साल पहले की एक बेबाक, झगडालु और खुले बालोंवाली लडकी उसके सामने घूम जाती है जो सारा दिन गलियों में घूमती - फिरती थी। उसके यौवन और सुडौल शरीर को निहारते हुए उसे बहुत ही बड़ी नजर आती है। (पृ. 30) जब से काली गाँव में अपने चाची के पास आया है तब से ज्ञानो का भी काली के घर आना - जाना बढ़ जाता है। तात्पर्य वह काली से प्रेम करती है। प्रेम अगर प्रेम का आधार बन जाए तो वह दुनिया बदल सकता है। नाकमयाब काम को कामयाब बना सकता है। वह अपनी मंजिल सहजता से पार कर सकता है। काली ज्ञानो के कारण ही फिर से शहर जाने की बात टालता है और गाँव में ही रहने की बात करता है। अपना मकान भी पक्का बनाने की बात अपने चाची से कहता है। ज्ञानो गाँव के लोगों की मानसिकता पहचानती है। उसने उन्हें करीब से देखा है। वह कहती भी है कि, 'अगर आदमी गाँववालों की मर्जी पर चलने लगा तो उसे एक दिन गाँव छोड़ना पड़ेगा या तो किसी कुँ में छलाँग मारनी पड़ेगी।' (पृ. 57) ज्ञानो की इन्हीं बातों से काली प्रभावित होता है और वह अपनी मानसिकता बदल लेता है। सारतः ज्ञानो का चरित्र एक आदर्श नायिका एवं साहसी प्रेयसी के रूप में उभरकर आया है।

ज्ञानो को किसी के आगे झुकना पसंद नहीं है। नंदसिंह और चौधरी मुंशी के बीच जब झगडा हो जाता है तब काली नंदसिंह का पक्ष लेता है और उसकी चौधरी मुंशी से हाथापायी हो जाती है। इसी कारण काली को चौधरी हरनामसिंह की डाट खानी पडती है। इससे परेशान होकर वह गाँव छोड़ने का फैसला करता है। यह बात ज्ञानो को मालूम होती है तो उसे काली का चौधरी से घबराना अच्छा नहीं लगता है। वह चिढ़कर काली से कहती भी है कि, 'मैं तो समझती थी कि तू जिगरवाला आदमी है। तू आसानी से बदलनेवाला नहीं है। तेरे से गली के कुत्ते अच्छे हैं जो मारने से आगे से घूरते तो हैं।' (पृ. 209) तात्पर्य ज्ञानो को काली का चौधरी के आगे झुकना अच्छा नहीं लगता है। गाँव में जब बायकाट सुरू होता है उस समय भी उसने बुटासिंह और मुंशी को टोकरे से मारा था। सारतः ज्ञानो का ऐसा चरित्र है जो अपने उपर होनेवाले अन्याय को वह बिल्कुल सह नहीं पाती है।

ज्ञानो सच्ची प्रेमिका के रूप में उभरकर आयी है। जब वह अपना सबकुछ काली को देती है तो कुछ दिन वह उससे मिलती नहीं है। वह शर्म महसूस करती है। लेकिन कुछ दिनों बाद वह खुद फिर काली के पास चली जाती है। उसका फिर से काली के पास चले जान ही उसके सच्चे प्रेम को प्रस्तुत करता है। उसके बार - बार ठुकरा देने के बावजूद भी वह उसीकी ओर चली जाती है। गाँव के लोग उन्हें एक साथ देखकर जब अलग - अलग प्रश्न करते हैं। ज्ञानो को बहन कहने की बात वह काली को कहते हैं। लेकिन वह कुछ कहता नहीं है। जब ज्ञानो से पुछा जाता है तब वह भी निडरता से कहती है, 'अगर काली अपनी छाती पर हाथ रखकर कह दे कि वह मुझे अपनी बहन समझता है तो मैं मान लूँगी कि वह मेरा भाई है।' (पृ. 276) तात्पर्य वह गलत बात कबूल नहीं करती है। वह एक विद्रोहिणी के रूप में निडरता से गाँववालों के सामने बात करती है।

उपन्यास में ज्ञानो का चरित्र आदर्श नारी, तो कही बहन, पत्नी, आदर्श प्रेमिका के रूप में उभरकर आया है। ज्ञानों को अपने ही परिवार द्वारा जब जहर की गोली दी जाती है तब ज्ञानो और उसके प्रेम का अंत हो जाता है नारी अपने कर्तव्य से भागती नहीं दिखाई पडती। गुप्त ने नारी की इस स्थिति को निम्न रूप में व्यक्त किया है - 'अबला जीवन हाय तेरी यही कहानी। आँचल में है दूध और आँखों में पानी।'

संक्षेप में कह सकते हैं कि ज्ञानो का चरित्र एक निडर स्त्री, साहसी प्रेमिका, आदर्श नायिका, शोषिता, अन्याय का मुकाबला करनेवाली, अत्याचार का विरोध, विद्रोहिणी तथा अपने समाज के प्रति अस्था रखने वाली के रूप में उभरकर आया है।

संदर्भ संकेत :

पुरुषप्रधान संस्कृतीची गुलाम : स्त्री, कद्राळे नितीन, किर्ती प्रकाशन, औरंगाबाद
समकालीन हिन्दी नाटकों में नारीके विविध रूप, डॉ. आसाराम बेवले, समता प्रकाशन कानपूर
धरती धन न अपना, जगदीशचंद्र
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A COMPARATIVE STUDY OF ONLINE ADVERTISEMENTS ON YAHOO AND REDIFF HOMEPAGES

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Abstract:

Purpose:

The purpose of this study is to study the online advertisements on the homepage of the informational portals like Yahoo and Rediff as contrast to the ecommerce sites where lot of research has already been conducted. Therefore, in order to study the layout of the website and the online advertisements appearing on the homepage in context to its layout, placement, size, duration, etc., the study was conducted.

Methodology:

To conduct this exploratory study, content analysis was used as the method for analysing it. Two websites were selected for the comparison and studied for the period of one week on fixed parameters and then generalised features were analysed for the comparison.

Findings:

The comparative study concluded that though both are informational websites but Yahoo homepage is more creative and aesthetic as it experiments more with the online advertisements. Banner ads are more extensively used on both the websites on the right side of the website. Yahoo also carries pop up and sponsored ads as compared to Rediff that follows restricted formats. Yahoo is designed on Fixed Sidebar layout whereas Rediff has headline and Gallery format.

Significance:

The result will be beneficial for the marketers, consumers and designers to understand the type of online advertisements liked by the consumers. Also, the result will also prove to be beneficial for the marketers in order to understand which products are to be marketed online and on which websites. In context to marketers and designers, the result will help to study which type of internet advertisements are most appealing by the netizens, should they be copy heavy or picture heavy, where they should be placed and many such related queries.

Keywords: *Netizens, online advertising, layout, homepages, website*

Paper Type: *Research paper*

Introduction:

Nowadays the market has been flooded with multiple brands from all over the world for every type of consumer and what has added as the feather to the cap is the ICT concept (Information, Communication, Technologies). These ICTs have not only revolutionized the way of advertising our products but has also made everything available at one click and under one roof through internet advertising. Whether it is furniture, books, flowers, cell phones, footwear, automobiles, etc. everything is available on one click which saves one's time and exertion.

Online Advertising:

Online advertising refers to the type of marketing strategy that involves the use of internet for promotion of products by delivering the marketing messages to the larger consumers. It includes delivering ads to internet users via websites, e-mail, ad supported software's, text messaging and internet enabled cell phones.

Online advertising is the fastest growing mode of advertising these days and marketers are adopting every way out in terms of design, type of internet ad, aesthetic to attract the netizens for

making an online purchase. The various types of online advertisements used in internet is shown below in the diagrammatic format:



Website refers to the series of World Wide Web file whose initial page is known as homepage. The success or failure of the website depends on the aesthetics of the homepage and its layout.

Hence, homepage of the website can be defined as the webpage that serves as the commencement page of the website. It is the default webpage that loads when you visit a web address that only contains a domain name. Various types of websites appear in the market now days like informational websites, ecommerce websites, blog, company, and personal websites are few to mention.

Layout:

Layout can be defined as a graphic visual representation where visual or eye appealing elements are placement on the page. Every layout whether of website or advertisements generally involves organizational principles of composition to achieve specific communication objectives.

It refers to the arrangement of text, images and other objects on the page. The elements for designing a web page includes page margins, text blocks, images, object padding and any grids used to define position of objects on the page.

Websites under study:

1. Yahoo.com:

‘Yet another hierarchical official oracle’ better known as YAHOO is an informational website that has been focusing on informing, connecting and entertaining our users. This site was incorporated on 2nd March 1995. Yahoo that initially started off as a search engine has added many services to its portal like Yahoo! Directory, Yahoo! Mail, Yahoo! News, Yahoo! Finance, Yahoo! Groups, Yahoo! Answers, advertising, online mapping, video sharing, fantasy sports and its social media website. As far the format of the Yahoo website is concerned, its website follows the Fixed side bar layout pattern that has only the centre part moving. Yahoo follows a CPC (pay per click text ads) that makes 2.5 cents from each search. Other forms of advertising which bring in revenue

for Yahoo include display and contextual advertising. The yahoo search marketing provides services such as banner ads, sponsored ads and other formats for brand promotion.

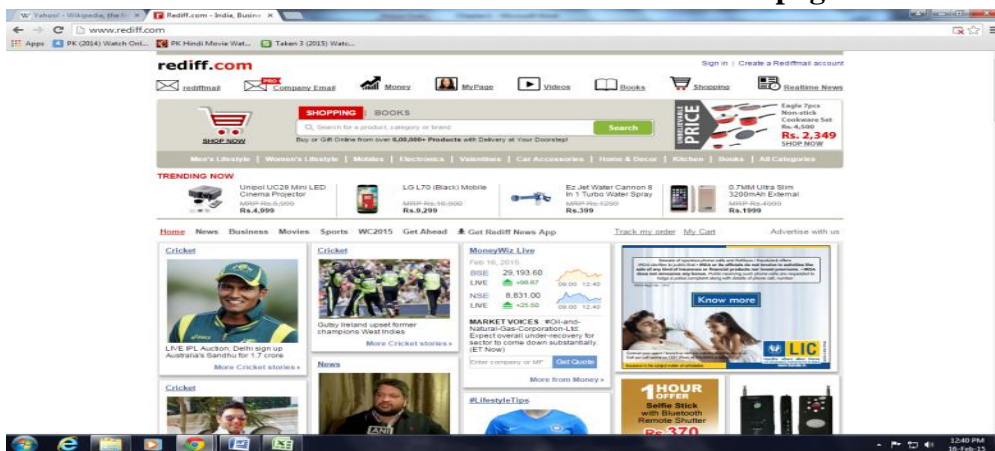
Picture 13: Print screen of Yahoo.com homepage



2. Rediff.com

Rediff .com is an informational platform that is designed for the Indians and the Indians worldwide and provides various services like free email chats, news updates, search engine and ecommerce platform. The content on the site also provides informational updates from horoscope to airlines updates, cricket updates and other regular information. As far the aesthetics are concerned, the website follows the Power grid pattern of layout with only one main advertisement on the homepage. In comparison to other informational sites, Rediff provides the ecommerce platform, thus promoting the online trade as well.

Picture 16: Print Screen of Rediff.com homepage



Review of Literature:

With the increased adoption of ad fission of the internet, World Wide Web is becoming gradually a standard advertisement platform. The web is offering business advertisements world with rich media tool, interactive series and global reach (*Dr Surender Kumar Gupta, 2013*) Though the online activities has increased over the period of past five years, netizens find e-shopping more convenient and time saving but there is a space for improvement of delivery

services and advertising the web products and services for long term success concluded Yuping Liu, Ph.D. In contrast to this, the other school of thought believes that web advertising creates negative and positive perceptions among its consumers. They perceive web advertising as portraying too much of sex and on the other hand as strong source of information and is a good thing to look at. *Norzalita Abd Aziz, Ahmad Azmi M. Ariffin(2010)*. It is interesting to study that where so much of research has been conducted regarding future of online advertising and the consumer behaviour towards it, less focussed has been given to internet advertisements and their layouts that are carried on the homepages of different websites.

Though people enjoy looking at internet advertisements, its formativeness and utility for making behavioural purchasing decisions also plays a key role (*Ann.E. Schlosser, Sharon Shavit & Alaina(1999)*)

According to one of the research conducted on internet advertisements, it was concluded that voluntary and exposure ad formats like banner and text ads are more likely to be cognitively avoided since it is an automatic, sub conscious process that occurs in parallel with browsing activity and does not require any behavioural action by consumer. Another research by *Xavier Dreze & Francis Xavier Husherr(July 2003)* also supported the above research by concluding people actually avoid looking at banner ads during online activities.

Intrusive ad formats like Pop ups that interrupt browsing activity and demands immediate response are more likely to be physically avoided by closing them. (*Chatterjee Patrali,2008*)

In another response on context to internet ads it was concluded that banner and pop up ads are both annoying and extensively intrusive in nature. Banner ads are mostly noticed due to their relevancy and location on the page and should include bright colors, interactivity, graphics , videos, logos, sizes and discounts(*Kozen Kavin,2006*). In one of the research by *Scott Mcloy, Andrea Everard, Dennis Galleta, Peter Polak(2004)* title ‘A study of the effects of online advertising: A focus on Pop up and In-line ads’ it was concluded that pop up ad reduces a person’s retention of both sites and ad content more severely than in-line ads.

Therefore, it can be seen that though much research has been done on internet advertising, consumer behaviour and ecommerce sites, very less emphasis has been given laid on the layouts of the web pages and the advertisements on it and their layouts. Hence , the exploratory study endeavours to analyse the following research areas:

- What type of internet advertisements are carried out on informational websites of Yahoo and Rediff?
- What type of layouts is used for designing the website and online advertisements?
- To study the online advertisements more deeply in terms of their placement , information carried on them, duration of stay ad many others.

Research methodology:

To answer the above question, a strategic methodology was adopted by the research. Based on the review of literature, few parameters were fixed for studying and comparing both the informational web portals i.e. Yahoo and Rediff.

Each website was studied for a period of one week regularly and independently to study the trend of the online advertisements appearing on the websites. After studying the websites for one week, generalized trend was noted for both the websites and there comparison was drawn.

Data Analysis of Yahoo
Table No.1

		Day 1	Day 2	Day 3	Day4	Day 5	Day 6	Day 7
	Parameters							
1	Type of website	Web portal	Web portal	Web portal	Web portal	Web portal	Web portal	Web portal
2	Types of internet advertisement	banner(padding top), rectangle banner, sponsored ad, stream wrapper	banner square, sponsored Ads,	Banner ad, sponsored Ads, Banner square(grid spread)	Banner Ad	Banner (padding top) of Micromax	Pepperfry (sandbox)	Pepperfry(banner square box)
3	Space	Volkswagen(960*60 pixels),(298*248 pixels), (494-129.82 pixels), (247*85 pixels), 299*249 pixels	Pepperfry (300*250 pixels), Sponsored ads (Maruti Suzuki, ICICI, Vodafone , Flickr (300*216.16 pixels),Tresseme,Magic bricks, Club Mahindra , Koovs, Facebook (247*85 pixels), chumbak(300*250 pixels)	Moto 360(970*250 pixels), comscore(300*250 pixels) Flickr(300*216.16 pixels), Sponsored ads-Koovs, Facebook(247*85 pixels)	Frey Goose Stylish(970*250 pixels), koovs.com (300*250 pixels),Flickr(300*216.16 pixels)	Micromax(970*250 pixels), Flickr(300*216.16 pixels), Sponsored Ads of intel, Koovs, Tressme , shaadi(247*85 pixels)	Banner ad-Pepperfry(300*250pixels)Flickr(300*216.16)pixels, Sponsored ads-pepperfry, crafvilla, kotakmahindra, magic bricks, tressme, shaadi.com(247*85 pixels)	Banner square ad(299*249pixels), Sponsored ad(247*85 pixels),Flickr(300*216.16)pixels

4	Number of ads on homepage	Six ads	Nine ads	Five ads	Three ads	Five ads	Six ads	Seven ads
5	Product category	Volkswagen, Koovs.com, Facebook, Flickr, Pepperfry	Pepperfry, Koovs.com, Maruti Suzuki, chumbak, Vodafone, Tressme, ICICI, magic bricks, Facebook	Mobiles, Social networking sites, Hair oil, ecommerce, designing site	TV Show, clothing site	Mobile, clothing, matrimonial, hair style	Pepperfry, craftvilla, kotakmahindra, magic bricks, tressme, shaadi.com	Pepperfry, craftvilla, Koovs(2), Kotak, Tressme, facebook, Flickr
6	Purchase option	In few ads given, not in all	given in ads like Pepperfry, Vodafone	its mentioned Buy now in ad of Moto G, Koovs	Shop now used in Koovs.com	NO	No	No
7	Textual/Pictorial/Visual	Pictorial + visual + minimal text	Pictures+ Text	Pictures (images of product shown) + text	Static, only Koovs ad had effects	Ad layout is more pictures heavy and the Micromax includes the video ad as well.	the ad was more picture layout	Big Picture Layout

8	Functionality	provided of Volkswagen ad	Not provided	No	No	Yes for the Micromax canvas it is played in the video	No	NO
9	Search option	Yes	Yes	Yes	Yes	Yes	Yes	Search for site
10	User friendly	The ads on the site are user friendly as when clicked it directly takes you to the homepage of the brand	Yes as when you click the ad, it takes you directly to the link	Yes as when you click the ad, it takes you directly to the link	Yes as when you click the ad, it takes you directly to the link where the offers are available.	Yes as when you click the ad, it takes you directly to the link where the offers are available.	Yes as when you click the ad, it takes you directly to the link where the offers are available.	Yes as when you click the ad, it takes you directly to the link where the offers are available.
11	Page Layout	Fixed Sidebar and Advance grid	Fixed Sidebar and advance grid	Fixed Sidebar and Advance grid	Fixed Sidebar and Advance grid	Fixed Sidebar and Advance grid	Fixed Sidebar and Advance grid	Fixed Sidebar and Advance grid
12	Information availability	Information like products offered, Variety, Price, offers available along with pictures	Information like products offered, Variety, Price, offers available along with pictures	Information regarding Moto 360 watch collection (choose the	Information regarding timings of the show, shop now, post our ad free. The sponsored ads are the featured	The ads reflect the features of the products in the pictures plus text.	The ads reflect the features of the products in the pictures plus text.	The ads reflect the features of the products in the pictures plus text.

		are provided on the ads	are provided on the ads	watch you like), shop now, post our ad free. The information caters to the features on the products that are advertised.	ads that contain information catering to the features on the products that are advertised.			
13	Placem ent of ad	banner rectangular in strip form, right square banner,	banner ad on the right rectangular side and in the centre	Banner ad on the top and sponsored ads in the centre and square or rectangular banner ad on the right side of page	Banner ad on the top and sponsored ads in the centre and square or rectangular banner ad on the right side of page	Banner ad on the top and sponsored ads in the centre and square or rectangular banner ad on the right side of page	Banner ad on the top and sponsored ads in the centre and square or rectangular banner ad on the right side of page	sponsored ads in the centre and square or rectangular banner ad on the right side of page
14	Duratio n of ad	Permane nt	Permanen t	The sponsored advertisements and the	The sponsored advertisements and the one placed on	The sponsored advertisements and the	this date , there was no ad on the top of the page	this date , there was no ad on the top of the page

				one placed on the right side of the page at the end bar changes everytime you refresh the page except the banner ad that is on the top	the right side of the page at the end bar changes everytime you refresh the page except the banner ad that is on the top	one placed on the right side of the page at the end bar changes everytime you refresh the page except the banner ad that is on the top		
15	Animation used	Yes	No	Yes for Koovs ad when placed in the right bar	Yes for Koovs ad when placed in the right bar	Yes along with the video	No	No
16	Use of words for persuasion	Shop now, Ad feedback, know more	Shop now, Ad feedback, now more, Contest	Shop now, Buy now, Download,	Shop Now, Click to watch, Available	Shop Now, Click to watch, Available	Join now, shop now, post now	Not required
17	Close option available	No	No	Close	17	Close option available	No	No

Data Analysis of Rediff

Table No.2

	Parameters	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1	Type of website	Information site	Information site	Information site	Information site	Information site	Information site
2	Types of internet advertisement	Banner ad	Banner ad	Banner ad	Banner ad	Banner ad	Banner ad
3	Space	LIC-300*250 pixels, 195*321 pixels (block ads), 970*90 pixels (rediff ad)	LIC-300*250 pixels, 195*321 pixels (block ads), 970*90 pixels (rediff ad)	LIC-300*250 pixels, 195*321 pixels (block ads), 970*90 pixels (rediff ad)	Lufthasana-300*250 pixels, 195*321 pixels (block ads), 970*90 pixels (rediff ad)	Moto G-300*250 pixels, 195*321 pixels (block ads), 970*90 pixels (rediff ad)	LIC-300*250 pixels, 195*321 pixels (block ads), 970*90 pixels (rediff ad)
4	Number of ads on homepage	1	1	1	1	1	1
5	Product category	LIC	LIC	LIC	LIC	LIC	LIC
6	Purchase option	Yes	Yes	Yes	Yes	Yes	Yes
7	Textual/Pictorial/Visual	Animation(just banner ad)+picture +text	Animation(just banner ad)+picture +text	Strip format in the centre ad right banner ad	Animation(just banner ad)+picture +text	Animation(just banner ad)+picture +text	Animation(just banner ad)+picture +text
8	Functionality	No	No	No	No	No	No
9	Search option	Yes	Yes	Yes	yes	yes	Yes
10	User friendly	Yes	Yes	Yes	yes	yes	Yes
11	Page Layout	Headline and Gallery	Headline and Gallery	Headline and Gallery	Headline and Gallery	Headline and Gallery	Headline and Gallery

12	Information availability	Product price and discount on it,	Product price and discount on it,	Product price and discount on it,	Product price and discount on it,	Product price and discount on it,	Product price and discount on it,
13	Placement of ad	Strip format in the centre ad right banner ad	Strip format in the centre ad right banner ad	Strip format in the centre ad right banner ad	Strip format in the centre ad right banner ad	Strip format in the centre ad right banner ad	Strip format in the centre ad right banner ad
14	Duration of ad	Permanent	Permanent	Permanent	Permanent	Permanent	Permanent
15	Animation used	Yes	Yes	Yes	Yes	Yes	Yes
16	Use of words for persuasion	Buy now, %Off, More like this	Buy now, %Off, More like this	Buy now, %Off, More like this	Buy now, %Off, More like this	Buy now, %Off, More like this	Buy now, %Off, More like this
17	Close option available	No	No	No	No	No	No

**Combined Analysis of all the four websites
Table No.5**

		Yahoo	Rediff
	Parameters		
1	Type of website	Web portal (1040*643)	(Web portal)1040*3244
2	Types of internet advertisement	banner ads, rectangle banner, sponsored ad, stream wrapper, pop up	medium rectangle banner, leader board, skyscraper,
3	Space	247*85 pixels and 300*216 pixels, 970*250, 300*250 standard sizes	300*250, 195*321, 970*90 pixels are standard sizes available
4	Number of ads on homepage	Average of 6 ads	1
5	Product category	Ecommerce sites, SSFs, Mobile phones, Real estate, clothing ecommerce	Life Insurance, airlines, mobile

6	Purchase option	though the word shop now is used but it is not a regular feature	Yes
7	Textual/Pictorial/Visual	More emphasis has been laid on big picture layout, effects and video though its frequency is less	Animation (just banner ad)+picture+ text
8	Functionality	it is only shown in video ads but is less in frequency	No
9	Search option	Yes	Yes
10	User friendly	Yes as when you click the ad, it takes you directly to the link	Yes
11	Page Layout	Fixed Sidebar and Advance grid	Headline and Gallery
12	Information availability	Information regarding offers, discounts, variety of products, features is available	Product price and discount on it,
13	Placement of ad	Banner ad on the top and sponsored ads in the centre and square or rectangular banner ad on the right side of page	Strip format in the centre ad right banner ad
14	Duration of ad	The sponsored advertisements and the one placed on the right side of the page at the end bar changes every time you refresh the page except the banner ad that is on the top	Permanent
15	Animation used	yes, use it frequently	Yes

16	Use of words for persuasion	Shop now, post now, buy now, Contest	Buy now, % off, More like this
17	Close option available	Close option is just available on top banner ad of Moto 360	No

Conclusion:

The content analysis of two informational websites i.e. yahoo and rediff for a period of one week can be concluded in the following ways on the basis of parameters studied.

- The format of banner online ads like rectangular banner, medium rectangle banner, leaderboard are used on both the website format where pop up and sponsored type of online ads are frequently used on yahoo homepage whereas Rediff uses skyscraper format for advertising.
- Yahoo experiments more with the online ads in terms of ad space i.e. 247*85 pixels and 300*216 pixels, 970*250, 300*250 are standardized ad format and rediff has fixed ad space like 300*250, 195*321, 970*90.
- Yahoo homepage has more number of ads of different product and brands categories on its webpage whereas rediff has ecommerce page on its website and the homepage has the advertisement of the single brand.
- The homepage of Yahoo.com has advertisements of product categories like ecommerce, Social networking sites, real estate, mobile phones and clothing whereas rediff.com carries advertisements of life insurance, airlines and mobile phones.
- As Yahoo.com homepage carries only the online advertisements, the words like buy now and shop now will be mentioned on the advertisements when clicked it will take the netizen to separate page but as rediff has ecommerce page with title Rediff shopping it does provide purchase option.
- As Yahoo.com carries more advertisements, most of the still ads are of Big Picture Layout and the page also carries video and animated ads although they are less in frequency. Rediff on the other hand uses animated effects on the ads containing more text.
- Both the homepages are user friendly and provides search option for the easy accessibility for the users.
- The layout format for the Yahoo.com website is fixed sidebar whereas Rediff.com is designed in Headline and Gallery format.
- Ads on yahoo homepage carries more information as there are more number of ads of different product category like offers, discount, variety, features whereas ads on Rediff carries the price and the discount offered.
- The ads on Yahoo.com are placed on the top, right side and centre of the information as sponsored ads. The ads on Rediff.com page are mostly placed on the right side and strip ad format in centre of the page.
- The sponsored advertisements and the one placed on the right side of the page at the end bar changes every time you refresh the page except the banner ad that is on the top in

Yahoo homepage but as there is advertisement of single brand on Rediff homepage, it remains constant for longer period.

- Yahoo.com has more visually ads and hence provides options like close , expand, collapse for dealing with video ads but ads rediff homepage carries no such option of close.

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SLUM DETERIORATION AND ITS EFFECT ON HUMAN HEALTH

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Abstract:

“Slum” one of the known cause for obstructing the development of urban area. It define as the places where buildings are in any respect unfit for human environment; are by cause of Devastation, Overcrowding, Faulty arrangement and design of such Building, Narrowness or Faulty Arrangement of Streets, lack of Ventilation, Light, sanitation facilities or any combination of these factors which are Detrimental to Safety, health and morals. This study focuses on status of all such conductions in Vikas Nagar slum in Dehuroad, Pimpri-Chinchwad Municipal Corporation, Pune, Maharashtra, India. The study puts finger on overall environment of slum including Pollution, Garbage-Solid Waste, Sewage-Drainage System, Water Supply system and health problems on peoples living in slum.

Key Words: *Deterioration, Field Survey, Spatial Analysis.*

1. Introduction:

Slum punctuate almost in every city of the world. This has become a universally accepted reality and an inevitable phenomena accompanying urban growth in all countries. The slum in Pimpri-Chinchwad (Pune) India , is one of prosperously growing urban area having near about 71 slum pockets which contribute 12.85% population out of total population of the city in Pimpri-Chinchwad municipal corporation (census of India 2001). The existence of slums can be traced back to the decade of industrialization in Pimpri-Chinchwad. Slums have proliferated as a corollary of industrial growth in the area. The first survey carried out by the municipal council in 1976 identified 35 slum pockets (5621 hutments) with a open lands close to the workplace .The survey was updated by PCMC in 1987 when 65 slums pockets (21326 hutments) with a population of 96,272 person were identified. The growth of slums in urban area is one of the major issues for urban development authority.

2. Aims & objectives of study:

1. To study the status of toilet seats, sewage and water supply system in study area.
2. To study the water borne diseases and its effects on human health in study area.

3. Methodology:

3.1 Selection of site:

One slum area is selected for study in Pimpri-Chinchwad Municipal Area. Selection of slum pockets with base of stratified random sampling method were performed in the ratio of 1:5 and Vikas Nagar Slum in Dehuroad is selected. This slum is situated near Dehuroad Railway Station. This slum is having polluted surrounding with spreading of solid wastes and dirty water stream (*gutter*).

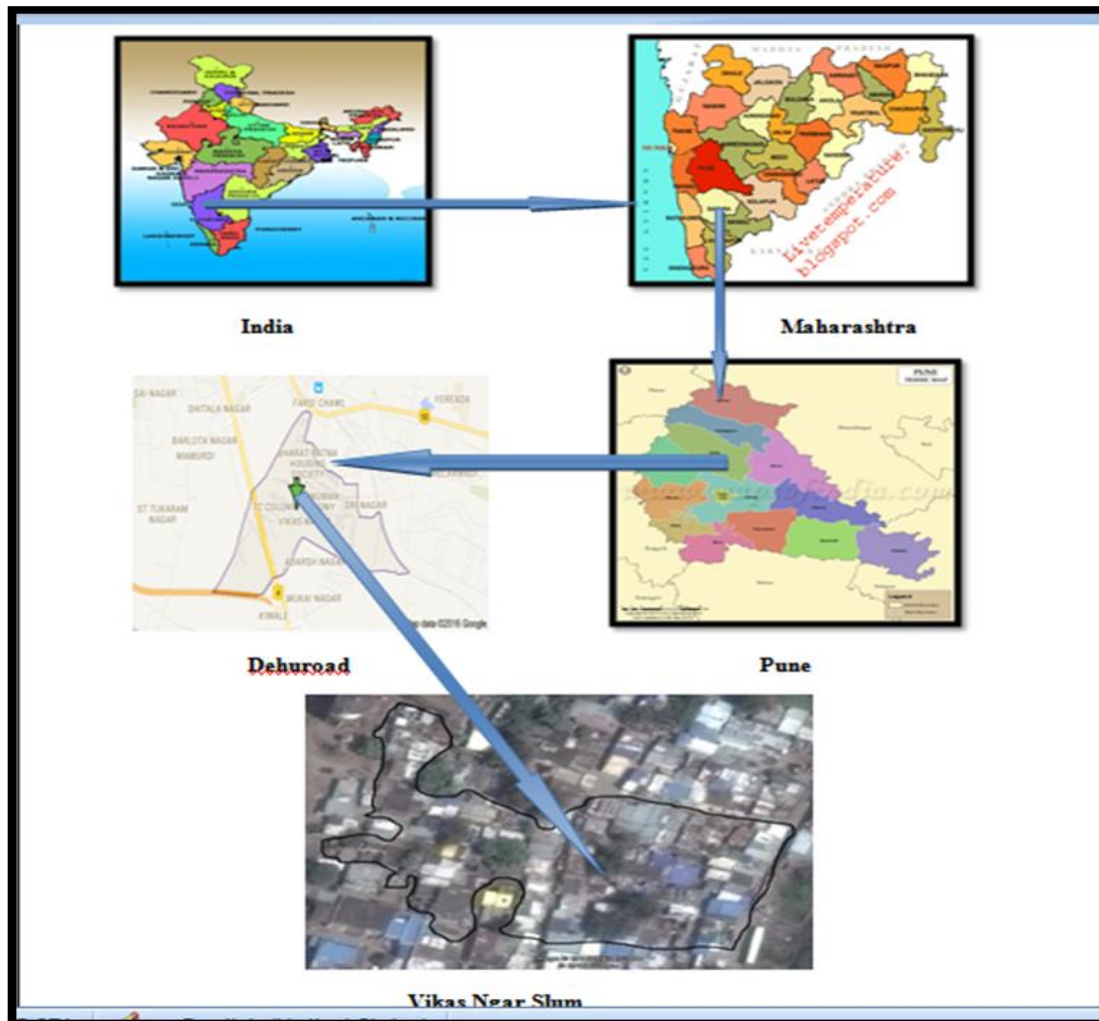
3.2 Data collection and management:

Data collection has done with the help of the interviews, observation, areal measurement, photos, Google images and field survey. Questionnaires have prepared for getting information of garbage collection system, environment of slum, Water borne diseases status etc. However spatial analysis of study area has been done on Google image using ArcGIS in order to calculate area and related features. This paper will be mostly focus on their living environment, sanitation, solid wastes pollution, water pollution and its impact on human health with the help of graphs, figures.

3.3 The location of study area:

The location of Vikas Nagar slum area of Dehuroad in Pimpri Chinchwad is situated near the western margin of the Deccan plateau on the leeward side of the Shyadhri ranges and Western Ghats, 609m above sea level. Dehuraoad is located on 18°40'35.21"N latitude and 73° 44'09.58" E longitude. Vikas Nagar slum in Dehuraod is situated in west side of Dehuraod Railway station.

Fig. No.01: Location map of study area



4. Causes of slum deterioration and its effect on human health:

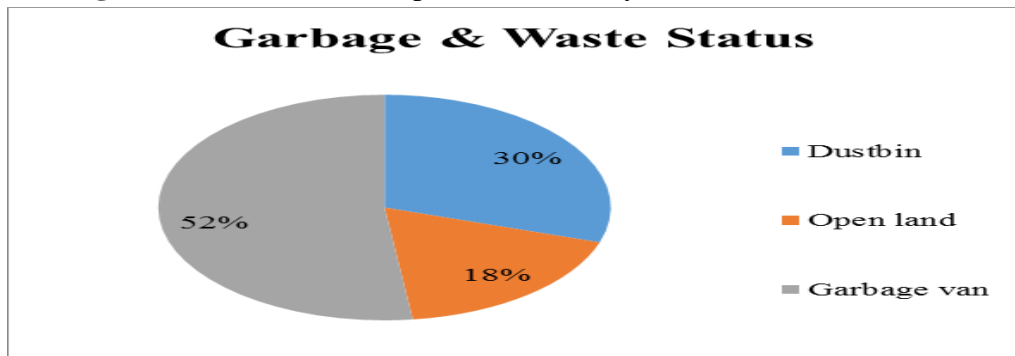
4.1 Status of solid waste pollution in study area:

In Vikas Nagar slum of Dehuraod having daily generation of Garbage and according to the study it shown no of houses garbage management and percentage respectively.

Table no.1: Status of solid waste pollution in study area.

Source	No. of Houses	Percentage
Tin bin	15	30%
Open space	9	18%
Garbage Van	26	52%
Total	50	100%

Figure no.02: Solid waste pollution in study area.



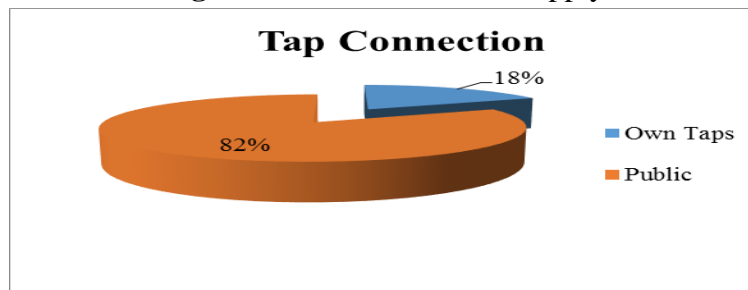
4.2 Water supply analysis:

The cleanness of drinking water taps and location of water taps is a very important aspect for sanitation in Vikas Nagar slum area. In the study area we have observed that there are 18% of people having own tabs in their houses and nearly 82% of peoples are still using public tabs.

Table no.2: Status of Water Supply

Own water taps	Public water taps
18.00%	82.00%

Fig no.03: Status of Water Supply



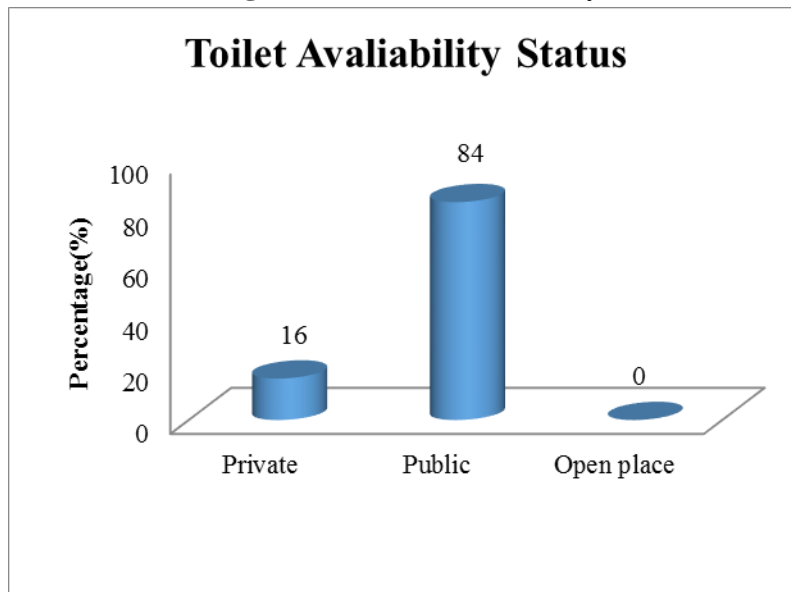
4.3 Status of Toilet seats in study area:

In the study it is observed that there are 8 houses having their own toilet and 42 houses are using public toilets. There is no open place toilet seen in the study area.

Table no.3: Toilet Availability Status

Use of toilet seats	No. of Houses	Percentage
Private	8	16%
Public	42	84%
Open place	0	0
Total	50	100

Figure.04: Toilet Availability Status



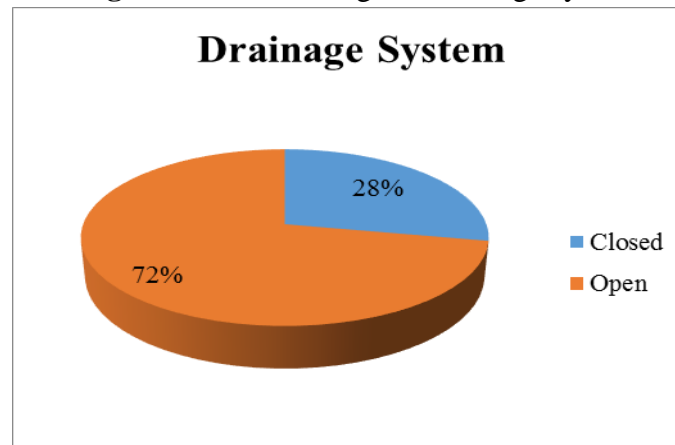
4.4 Status of water supply system in study area:

The Vikas Nagar slum is having open and closed sewage gutter, flowing openly very close to slum huts. It can be observed that there are 14 houses which are having close sewage canal near their houses and there are nearly 36 houses which are having open sewage gutter in front of their houses.

Table no.4: Drainage & Sewage System

Types	Drainage System	Percentage
Closed	14	28%
Open	36	72%
Total	50	100

Figure no.05: Drainage and sewage system



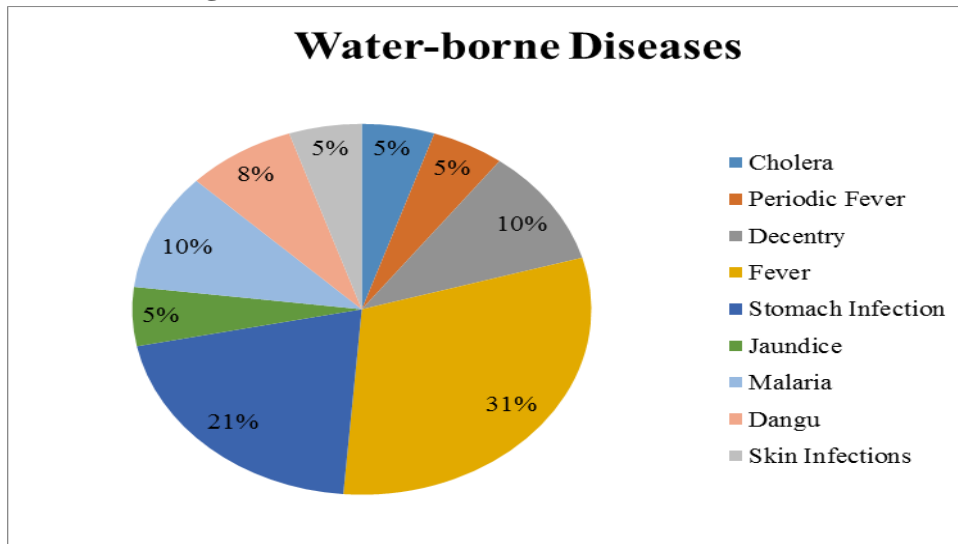
4.5 Water borne disease:

There are a many problems in Vikas Nagar slums such as solid waste pollution and water pollution and these all conditions leads to result in different types of diseases which are observed in study area. It is shown in following table and Graph.

Table no.5: status of Water-Borne Disease

Diseases	< 5 age group	5 to 15 age group	15 to 59 age group	<60 age group	Percentage
Cholera	0	0	1	1	5.4%
Periodic Fever	2	0	0	0	5.4%
Dysentery	0	0	4	0	10.81%
Cold and Fever	0	0	10	2	32.43%
Stomach Infection	1	0	7	0	21.62%
Jaundice	0	0	2	0	5.4%
Malaria	0	1	3	0	10.81%
Dengue	0	0	3	0	8.1%
Skin Infections	0	0	2	0	5.4%
Total	3	1	32	3	--

Figure no.06: Water-Borne Disease Status



5. Conclusion:

From the study it can be concluded that the area of Vikas Nagar slum in Dehuraoad, Pimpri-Chinchwad Municipal Corporation is highly affected with Polluted environment and Dirty environment which may cause great effect on health of local people and leads to several diseases. So there should be proper maintenance of Garbage, Solid Waste and Cleanness of sewage cannels. And proper panning should be done with respect to town planning.

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A DEVELOPMENT OF STRESS MANAGEMENT PROGRAM FOR THE ADOLESCENTS AND STUDY OF ITS EFFECTIVENESS

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Abstract

A stress is a major concern of modern society. The medical field also affirms that stress is a major factor which contributes to the psychosomatic diseases. It is a fact of worry that adolescents are also facing stress; moreover, in the school curricula there is no any program which can help them to face stress positively. Because of stress, the problem of students' suicides is becoming crucial. In the present study, the researcher developed a program for the management of stress of adolescents. The study habits, self-esteem, and assertiveness these parameters of a stress are considered while developing a program. The impact of the program is studied and analysis is presented in the present paper.

Introduction-

A stress, tension, anxiety have become very common words today. It is said that stress is a silent killer. If we do not pay attention towards our stress its intensity may be increased. Continuous stress can convert in psychological disorders. It is very important for everyone to be happy and enjoy the life. All the situations may not be favorable but we must have confidence and belief that every situation we can overcome. People from all the age groups faces some or the other type of stress. It is a severe situation that school children are also facing stress. The pressure of the studies, parental expectations, cut throat competitions are very important factors for generating stress among children. Suicide cases of adolescents are a burning issue nowadays. It is also a fact that in our school curriculum we don't have any mechanism or program which can guide students to manage stress. It an urgent need of an hour to develop a program which can help the school children to manage stress positively.

Need of the Study –

The present study mainly focuses on the adolescent stress on secondary level students. This study has strengths to bring change for the management of stress at various levels of education. Moreover, on the basis of factors related to the stress(Self-Esteem, Study Habits, Assertiveness) Stress Management Program developed by the researcher provides practical techniques to the students which enable them to understand stress & the various programs under it will help students to tackle stress positively.

Stress is a natural part of life that can either help us learn and grow, or can cause us significant problems .Severe stress releases powerful Neuro-chemicals and hormones that prepare us for action (to fight or flee). If we don't take action, the stress response can lead to health

problems. Prolonged, uninterrupted, unexpected, and unmanageable stresses are the most damaging types of stress.

Statement of the Problem –

A Development of Stress Management Program for the Adolescent students studying in a Secondary school in Mumbai City and Study of its Effectiveness.

Operational Definitions –

The researcher had used some words with their specific meanings restricted for the present study. These operational definitions of such words are given below

1) Adolescents -

Students of 9th standard (13 to 15 age group) studying in the English Medium schools at greater Mumbai.

2) Secondary Schools –

Secondary English medium schools in greater Mumbai, affiliated to the Higher Secondary Board of Maharashtra State.

3) Stress Management – stress management refers to changing any aspect of the stress related to self-esteem, study habits, and assertiveness.

4) Stress Management Program –

The program developed by the researcher for the stress management of adolescents, which will improve the self-esteem, study habits.

5) Stress -

For the present study Stress emerged from the following factors are considered as stress

- a) Stress caused by poor self- esteem
- b) Stress caused by poor study habits
- c) Stress caused by Non-Assertiveness (peer pressure)
- 7) Self-Esteem- Self respect and self- worth as perceived by the adolescents.
- 8) Study-Habits- Pattern of study and style of learning activities to improve academic performance and understanding of the subject of an individual.
- 9) **Assertiveness-** For the study, Assertiveness was considered as an important factor for the adolescents to keep away from peer –pressure.

Scope of the Study –

- 1) In the present research, a level of stress among adolescent boys and girls of English medium secondary schools is studied. (IX standard is selected for the study).
- 2) The researcher has developed a program for the stress management of secondary school students. Self-esteem, study habits, assertiveness these factors are considered while developing the stress management program.
- 3) Post -treatment results of the experimental and controlled group are analyzed on the basis of Level of stress, Self-esteem, study habits, assertiveness, and gender.

Objectives of the Study:

Following objectives were formulated for the study.

- 1) To find out the level of stress among adolescent students.
- 2) To develop a stress management program for adolescents to face stress positively.

- 3) To implement developed stress management program.
- 4) To study the effectiveness of ‘Stress Management Program’ on the adolescents in relation to -
 - a) Study habits
 - b) Self-esteem
 - c) Assertiveness

Hypothesis –

It was observed that previous researches in the area of stress show that adolescents are in need of understanding various stress management techniques. Hence the hypotheses for this study were formulated as follows:

- 1) There is no significant difference in the mean scores of the stress level of adolescents of experimental & control group before and after implementing stress management program.
- 2) There is no significant difference in the mean scores of study habits of adolescents before and after implementing stress management program.
- 3) There is no significant difference in the mean scores of self- esteem of adolescents before and after implementing intervention program.
- 4) There is no significant difference in the mean scores of assertiveness of adolescents before and after implementing intervention program.

Tools –

For the present study following tools were used.

- 1) Revised Comprehensive Anxiety Test (CA-Test) (2006)– This test is developed by Dr. Bharadwaj ,Dr.H.Sharma & Dr.M.Bhargava .This is a standardized test used to study the stress. This test is applicable for all the age groups
- 2) Children’s Self-Concept Test (CSCS) - For measuring the self concept of adolescents. By S.P. Ahluwalia, this is standardized test, face validity; concurrent validity and factorial validity have been established.
- 3) Study Habits Inventory – for understanding the study habits of the adolescents test by Dr.T.Pradeep Kumar, APH Publication Corporation.
- 4) Assertiveness Scale- To measure the assertiveness of the adolescents, Assertiveness Scale was developed by the researcher.
- 5) ‘Stress management Program.

Research Design –

In the present research to assess the effectiveness of intervention i.e. “Stress Management Program” Two group pre-test, a post-test design of experimental research is used. The comparison is studied between experimental and control group. In the selected English medium school Comprehensive anxiety Test was given to the students from four division of 9th standard. On the basis of the results of the test according to the level of stress two groups were formed i.e. experimental group (exposed to intervention) and control group (non-intervention group). In both, the groups were consisting 20 boys and 20 girls.

‘Stress Management Program was developed’ The objective of this program was to measure the change in the dependent variable i.e. Self- esteem, assertiveness and Study habits of the adolescents.

- a) To study the effect of developed program experimental research methodology was used.
- b) As far as implementation of the developed program is concerned two equivalent groups were formed in which one was controlled and another was experimental group. Equivalent groups were formed as per the scores of comprehensive anxiety Test.

Sampling

- 1) For the experimental study, one English medium school from greater Mumbai was selected with purposive sampling.
- 2) From selected school, two divisions of 9th standard are selected with random sampling method.
- 3) Forty students were selected on the basis of Comprehensive Anxiety Test scores.
- 4) Two equivalent groups were formed viz. controlled and experimental.

	Experimental	Control	Total
	40	40	80
Boys	20	20	40
Girls	20	20	40

Procedure –

- Comprehensive Anxiety Test administered to study the level of stress among adolescent students of IX standard.
- On the basis of the results of Comprehensive Anxiety Test two equivalent groups were formed.
- Among the students who have a high, moderate and low level of stress only students who have the moderate level of stress were selected to form groups.
- To study the self-esteem, study habits, and assertiveness, tests and inventories were administered.
- The researcher has developed the stress management program.
- The developed program was validated by the experts in the field of Psychology and education.
- Stress Management Program was implemented on the experimental group.
- After implementing the program a post –test was administered to analyze the change in stress level, Self -Concept, Study habits and assertiveness.

Data Analysis & Interpretation-

For the present study, the researcher has used t-test, a parametric statistical techniques to test the null hypothesis.

A level of Significance- For the present study, the researcher has used 0.05 level of significance for rejecting or accepting the null hypothesis.

Testing of hypothesis-

Hypothesis: 1

Hypothesis 1 states that there is no significant difference in the mean scores of the stress level of adolescents of experimental & control group before and after implementing stress management program.

Technique used – paired t test

Variable – Level of Stress

Groups – Experimental

Table: 2 Pre-test and Post-test Comparison of Mean scores of Experimental group.

Group	N	Pre-Test		Pot-test		t value	CR
		Mean	SD	Mean	SD		
Experimental	40	63.87	4.37	51.22	4.31	3.09	2.02

From the table:2 ,‘t’ test analysis indicated that adolescents of The experimental group (N=40) differ significantly in their level of stress between the pre-test and the post-test at 0.05 level of significance. The level of stress the post-test is significantly lower than that of the pre-test. The mean score of the post-test (M=51.22) is lower than that of the pre-test (M=63.87) of the Experimental group. Also, it was found that the gain score of the experimental group was greater than that of control group between the pre-test and post-test. As far as a standard deviation of post-test and pre-test of the experimental group is concerned there was a significant difference was noted. (S.D. of post- test 4.62 and S.D. of pre-test 4.31). t- Value obtained for the experimental group is 3.09 is greater; the value is significant at 0.05 level of significance. Hence the hypothesis is rejected. This is proved that the intervention strategies regarding management of stress have helped the adolescents to reduce stress. As far as adolescents of the control group are concerned they do not differ significantly in their level of stress in the pre-test and post-test scores.

Hypothesis 2

There is no significant difference in the mean scores of study habits of adolescents in the control group and experimental group before and after implementing stress management program.

Technique used – paired t test

Variable – Study Habits

Group – Experimental

Table:.3 Analysis of Effectiveness of intervention program for Study Habits

Experimental Group	N	Pre-test		Post Test		t	CR
		Mean	SD	Mean	SD		
Study Habits	40	67.45	7.89	85.35	7.25	6.36	2.09

From the table:3 't' test analysis indicated that adolescents of the experimental group (N=40) differ significantly in their study habits in the post-test at 0.05 level. When the mean scores of pre-test and post-test of the experimental group are compared, the post – test mean score of the experimental group (M=85.35) is greater than that of the pre-test mean score of the experimental group (M=67.45). As far as the standard deviation of these two groups is concerned, there is a significant difference (S.D. of pre-test is 7.89 and S.D of post –test is 7.25). The t- value obtained for pre-test and post-test of the experimental group is 6.36 which is greater than critical value 2.02. Hence it is inferred that the various strategies introduced for improving study habits helped the adolescents to improve their study habits. Hence the enhancement in study habits proved that the strategy was effective and the hypothesis is rejected.

Hypothesis 4

There is no significant difference in the mean scores of self -esteem of adolescents before and after implementing stress management Program.

Technique used – paired t test

Variable – Self-esteem

Group – Experimental

Table: 4 Analysis of Effectiveness of intervention program for Self-Esteem

Experimental Group	Pre-test		Post Test		t	CR
	Mean	SD	Mean	SD		
Self-Esteem	58.17	4.98	70.05	4.05	6.98	2.02

From the table: 4 't' test analysis indicated that adolescents of the experimental group (N=40) differ significantly in their self -esteem in the post-test at 0.05 level. When the mean scores of pre-test and post-test of the experimental group are compared, there is a significant difference in the gain scores of the group. Therefore, it is inferred that intervention strategies for self-esteem proved effective for developing self-esteem. The post – test mean score of the experimental group (M=70.05) is greater than that of the post-test mean score of the control group (M=57) As far as the standard deviation of the group is concerned, there is a significant difference pre-test (S.D. of Experimental .group is 4.98 and S.D of post-test is 4.05). The t-value obtained for the experimental group is 6.98 is greater than the critical value. Hence it is inferred that the Intervention strategy opens up possibilities to help more in enhancing self- esteem. The mean scores of the experimental group are greater than that of the mean scores of the Control group which indicated that self-esteem Intervention strategies helped the adolescents to improve their self-esteem. Hence it helped the adolescents to manage stress positively.

Hypothesis 5

There is no significant difference in the mean scores of assertiveness of adolescents before and after implementing stress management program.

Technique used – paired t test

Variable – Self-esteem

Group – Experimental

Tabel: 5

Experimental Group Assertiveness	Pre-test		Post Test		t	CR
	Mean	SD	Mean	SD		
	59.45	3.25	69.55	1.98		

From the table: 5, ‘t’ test analysis indicated Adolescents in the experimental group (N=40) differ significantly in their assertiveness between the pre-test and the post-test at 0.05 level. The mean score of the post-test (M=69.55) is greater than the mean score of the pre-test. (M=59.45). This indicates the Experimental group of adolescents as far as the standard deviation of the post-test (S.D=1.98) and the pretest (S.D = 3.25) scores of the Experimental group of adolescents are concerned; there is a significant difference in their assertiveness. This, in turn, helped to enhance firmness in behavior. From the above statistics, it can be seen that Experimental group of adolescents has enhanced assertiveness, as they have the significant difference in their scores towards assertive behavior in the post – test than the pre-test. The t-value obtained for the experimental group is 9.77 is higher than the critical value 2.02. Hence the hypothesis is rejected. It is proved that the strategy was found effective to enhance assertiveness among adolescents.

Findings

The major findings of the study are discussed below:

- There is a significant difference in the mean scores for the variable Stress of experimental group before and after implementing intervention program. This clearly indicates an impact of the stress management strategies. The tremendous decrease in the Mean score in post-test scores of the experimental group in lowering the level of stress shows the strategy proved effective. It can be said that adolescents do differ in their level of stress because of the treatment to the experimental group and it means that Stress Management Program implemented by the researcher is effective on experimental group.
- There was no significant difference observed for the variable stress of control group. The level of stress is slightly increased for the control group than the pre-test.
- There is a significant difference observed for the variable study Habits. Adolescents of the experimental group differ significantly in their study habits in the post-test. Hence it is inferred that the various strategies introduced for improving study habits helped the adolescents to improve their study habits. Hence the improvement in study habits proved that the strategy was effective and the hypothesis is rejected.
- There was no improvement observed for the variable study habits in the post-test of the control group.

- Adolescents of the experimental group differ significantly in their self- esteem in the post-test. Therefore, it is inferred that intervention strategies for self-esteem proved effective for developing self-esteem for the experimental group of adolescents.
- There was no improvement observed for the variable study habits in the post-test of the control group.
- There was no improvement observed for the variable self-esteem in the post-test of the control group.
- The experimental group of adolescents differs significantly for the scores of assertiveness in the post-test. This, in turn, helped to enhance firmness in behavior. The statistical analysis has proved that Experimental group of adolescents has enhanced assertiveness.
- There was no improvement observed for the variable assertiveness in the post-test of the control group.

Conclusion

The findings of the research hope to serve valuable insights for the management of stress among adolescents. The program developed by the researcher will be helpful for assist school students, college teachers and all stakeholders of education for the betterment of education.

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A STUDY OF LIFE SKILLS OF ADOLESCENTS

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Abstract:

Life skills are the skills which help adolescents to prepare them to face the various challenges of life. Adolescence is the period of rapid physical, emotional, and social changes. This is a period of taking decisions about which subject to choose. As this is a stepping stone for adolescents which helps in to prepare them in independent future adults. Multiple streams are offered to the students at class eleventh to the adolescents to give the opportunity to chase their dreams according to their interest. This study is an attempt to find out whether there is any difference in the life skills of adolescents on the basis of the stream they choose. The study consist a sample of 432 adolescents. Stratified random sampling was used to collect the sample. Data was collected from the Private senior secondary schools of North West zone of Delhi. Self made rating scale of life skills having reliability .79 and .82 and validity .75 was administered in the adolescents. Mean value, SD and T Value was calculated to analyze the result. Result shows that tear was found1. Significant difference between the mean life skills score of students of arts stream and commerce stream.2. There is no significant difference between the mean life skills score of students of art stream and science stream. 3. There is no significant difference between the mean life skills score of students of Commerce and Science stream.4. There is no significant difference between the mean life skills scores of male and female adolescents. 5. There is a significant difference between the mean life skills scores of urban and rural adolescents.

Key words: Adolescents, life skills

Introduction

Each and every human being goes through a lot of developmental changes. From childhood to old age a person succeeds or fails in life also depends on the fact that how skillfully he handles the day to day challenges of life. Different stages of life consist of different challenges. Thus every stage requires different skills to learn so that one can grow up as skillful individual capable enough to deal with every problem of life. These skills are termed as life skills. Life skills play an important role in the life of adolescents where he has to face various uncertainties. Life skills for adolescents are very important not just because they have to face various challenges but also because they are the future adults of a country.

*Just at the age 'twist boy and youth
When thought is speech and speech is truth'*

-Sir, Walter Scott, "Mannion"

*Oh the innocent girl
In her maiden teens
Knows perfectly well
What everything means.*

-D.H. Lawrence, "The Jeune fille"

The above lines by two distinguished literatures have been said for adolescents. One is calling it an age of twist while other calls it a period where knowledge is at its best. Literatures, Educationists, Psychologists, Physicians, sociologists, and that every community which is directly or indirectly related to the studies of human, human being or humanity have surely said about or thought about one period of life and that period is 'adolescent' Adolescent development has become an enormous, complex field. This period of life is loaded with many changes. These

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Changes affect the personality of an individual. Adolescents have to deal first and foremost with 'I, me and myself'. The rhythm of life and the meaning of the song of the life all become very different as well get disturbed for an individual when this transition from childhood to adolescent takes place in life.

Starting first the biological changes which comes with a bang are the growth spurt, hormonal changes, and sexual maturation that come with puberty. Hormonal changes disturb the biological clock of adolescence. It becomes habitual for them even to sleep at late and rising late in morning, paying more attention to their physique etc.

Cognitive changes make adolescence more egocentric as they become more idealistic with more abstract and logical reasoning and thinking. They try to prove and even think themselves unique and invulnerable. They start taking decisions and hence develop quality of decision making.

Socio emotional changes bring a quest in them to be independent. It raises their conflict with peers and parents. They become more self-disclosure among their friends circle than the family members. Their mood swings make them more restless. Their consciousness to prove themselves and stand out best in the crowd becomes a serious affair for them. Attraction towards opposite sex is the main feature of their social change. This change also comes in them due to hormonal changes.

Aristotle, the famous philosopher called the years from 14 to 21 'young manhood', He emphasized the adolescents ability to make choices. G.S. Hall the founder of Development psychology viewed adolescent as a period of storm and stress, a time of conflict and upheaval.

Various factors play important role in influencing the characteristics of adolescent development. A number of social, cultural, economical factors play vital role in influencing the development of adolescence. Among these factors also degree of impact has been varied from time to time. For example earlier, urbanization and industrialization of the world had a great influence on adolescence. Now in the second decade of 21st century technology has influenced the adolescence at large. It has affected their way of thinking, behaving and acting. It has given a new definition to their intelligence and emotions. Life skills Programs helps to develop capacity of decision making and other such skills which help into make them more skillful individuals in order to adapt their surroundings. A primary goal is to promote their psychological as well as physical well being.

Significance of the study

In the twenty first century Educational system of India has undergone through extreme changes. Now, education system has become more student-centred. Various reforms in education has rebuilt the classrooms. Expectations from teachers have increased. Teaching is not simply about content and curriculum but it is about developing ability in the students so that they can become the competent citizens of a developing country. In the process of making educations system more upgraded various terminologies like value education, moral education, education for all were added in the curriculum. Lessons in the textbooks have been also divided into various parts like related to the understanding, knowledge, analysis, etc. of the students. Among all these new patterns 'Life Skills' have been also included in the curriculum after 2005.

NCERT and CBSE upgraded the curriculum gave special attention to life skills development which can be seen in the textbooks of NCERT at elementary, middle, secondary and higher secondary levels. Lessons of the text books have been linked with the life skills development in the learners. While evaluating the students' scholars and non-scholastics performance their life skills are also evaluated as a part of evaluation system.

Dr. S. Radhakrishnan has also said that, "Education is not merely a means of learning a living, nor it is only a citizenship. It is initiation into the life of spirit, a training of virtue". Education develops all the capabilities in the individuals all the perfection of which process. Education helps in to develop individual's intellect socialization, emotions, etc. which makes the individuals humane and competent.

Life skills are the skills that prepare an individual to face the difficulties of life and adjust accordingly. Adolescent is an age where development becomes rapid due to hormonal changes and due to curiosity to learn. This is also a stage of risk taking because adolescents are always curious to learn new and do experimentation with their experiences.

This study is an attempt to find out the life skills among adolescents studying in class eleventh. The study will give an answer to the question whether there lies any difference among adolescents' life skills on the basis of the stream they choose. Findings of the study will help to find difference between Life skills of adolescents on the gender basis and area basis.

A wide range of adolescents will be covered in the study. The results of the study will help to know the difference between the life skills of adolescence of different streams. The result of which may help the educators to upgrade the environment of teaching and curriculum. Which may help the educators to frame a base further to find the reasons if differences exist?

Such type of study will help into provide a proper understanding of the life skills among adolescents, to the teachers. This will help the teachers to understand the changes in the adolescents and deal with any problematic situation.

Statement of the problem

A study of the Life Skills of the Adolescents

Objectives of the study

1. To find out the difference between the mean life skills scores of students having art stream and Commerce stream.
2. To find out the difference between the mean life skills scores of students having arts stream and Science stream.
3. To find out the difference between the mean life skills scores of students having Commerce stream and Science stream.
4. To find out the difference between the mean life skills scores of male and female adolescents.
5. To find out the difference between the mean life skills scores of urban and rural adolescents.

Hypothesis of the study

1. There is significant difference between the mean life skills scores of students having art stream and Commerce stream.

2. There is significant difference between the mean life skills scores of students having arts stream and Science stream.
3. There is significant difference between the mean life skills scores of students having arts stream and Science stream.
4. There is no significant difference between the mean life skills scores of male and female adolescents.
5. There is significant difference between the mean life skills scores of urban and rural adolescents.

Operational Definition of the related terms

a) Adolescent

Stanley hall (1904) coined the phrase 'stress and storm' in reference to adolescents his definition concentrates on the quest an adolescent face during this stage. Conger and Peterson (1984) defined this stage as the stage of growth and spurt. This definition is more about the physical change an adolescent have to face because of puberty. Rousseau relied on a stormy metaphor in describing adolescence: "As the roaring of the waves precedes the tempest, so the murmur of rising passions announces the tumultuous change.... Keep your hand upon the helm," he advised parents, "or all is lost". Stage of adolescents is neither limited to physical changes nor to the mental quest this stage is characterized by major psychophysical, emotional, cognitive and social changes among an adolescents this stage starts with the end of childhood and ends with the starting of adulthood. In the present study investigator will use the following definition of adolescence:

“Adolescence is a period between 10 and 19 years of age, which broadly corresponds to the onset of puberty and the legal age for adult hood”.

-World Health Organisation

Adolescent is a period full of surprises for an individual. This period starts with the end of childhood and onset of puberty, after a long significant period of changes due to hormonal changes it ends with the starting of adulthood. This period results in physical, mental, social, cognitive and emotional changes. These changes often results in mood swings in the adolescents. During this period of development adolescence refines their choices and prefers to be independent to find the answers of their questions. Hence Adolescence is the stage of surprises. A lot of skills are developed during this stage as adolescence face a lot of changes in them and when they cannot ask questions to others they directly or indirectly develop various skills in themselves to adjust in the environment. Hence it is very important to channelize their mental and emotional faculties in a better way so that they can concentrate well and also can discriminate between right and wrong, healthy and unhealthy.

b) Life Skills

UNICEF has defined life skills as “changing of behavior to address a balance of behavior in the three areas i.e. knowledge, attitude and skills.” Life skills are about adjusting in the life’s every situation skillfully. In the present study life skills have been studied in context of the following operational definition .

“Life skills are the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life”.

-World Health Organisation

Life skills direct an adolescent to make healthy choices. For an adolescent life skills are very much important for shaping his/her future persona as this is more a matter of choice than fixed criteria for learning. Presences of life skills in an adolescent help him to be physically fit, mentally strong, and emotionally stable. Which in turn enlightens his/her life with a positive outlook and a self made secure environment. Thus life skills are nothing but the skillful art of handling challenges of life with an aim of leading a healthy (physically, mentally, emotionally, socially healthy) life. various life skills are (i) problem solving i.e. skill to solve the problems of day to day life (ii) critical thinking i.e. skill of reasoning and analyzing the facts in an objective manner (iii) communication skills (iv) self awareness (v) coping with stress i.e. skill of balancing the self in diverse situation or in any trauma situation (vi) decision making i.e. skill of making best choice among the present options (including goal setting) (vii) creative thinking(including value clarification) i.e. skill of looking and thinking beyond the available alternatives and thus results in something novel (viii) interpersonal relationship skills(including assertiveness)i.e. skill of maintaining social personal relations in a harmonious manner as well ending them constructively (ix) empathy i.e. skill of being sensitive about any ones problem and sympathizing with the person (x) coping with emotions i.e. skill of balancing and understanding the emotions of others and of the self.

Research Methodology (Sample, tool used, statistical technique used)

For the following study survey method was used to collect the data from a sample of 432 adolescents. Stratified random sampling was used to collect the data. The data was collected from the 8 Private Co.Ed senior secondary schools of North West Zone of Delhi. Self made rating scale was used to collect the data. Five point Life skills rating scale for adolescents' consisted of 60 situational statements. Reliability of the rating scale from test retest reliability was found .79 and from split half reliability it was found .82. Content validity as per Average Content Coefficient was found 0.75. Adolescents were to rate the statements according to their experiences on a five point rating scale.

The data was collected from adolescents studying in class eleventh. The sample consist of 216 male 216 female adolescents of which 144 adolescents were from art stream, 144 adolescents were from commerce stream and 144 adolescents were from science stream. The permission was taken from the principals' of the respective schools to collect the data. Rapport was build up with the adolescents' before collecting the data. After that life skills rating scale was given to them and directions to answer the rating scale was given to the adolescents. Though there was no time limit but they were instructed to answer the rating scale as soon as possible.

Statistical techniques used for results analysis were: Mean, standard deviation and t-test.

Delimitation

1. The Present study is delimited to the North West Zone of Delhi.
2. The Present study is delimited to the Private Schools of Delhi.
3. The present study is delimited to the students of class 11th.

Result Analysis sand Interpretation

Hypothesis 1: There is no significant difference between the mean life skills scores of students having art stream and Commerce stream.

TABLE: 1

Table showing difference between mean life skills scores of students having art stream and commerce stream

Streams of Adolescents	N	Mean	Standard Deviation	Calculated 't' Value	Tablet 't' Value	Degree of Freedom
Life Skills of students having art stream	144	82	17.70	2.57	2.58 at 0.01 level	286
Life Skills of students having Commerce stream	144	76.77	16.95		1.96 at 0.05 level	

Interpretation

The obtained 't' value with degree of freedom 286 is 2.57 which is higher than the 't' value at 0.05 level and 0.01 level i.e. 1.96 and 2.58 respectively. It shows that the null hypothesis is rejected and there is a significant difference between the mean life skills score of students of arts stream and commerce stream. The results reveals that life skills of students having art stream is higher than the life skills of adolescents having commerce stream.

Hypothesis 2: There is no significant difference between the mean life skills scores of students having arts stream and Science stream.

TABLE: 2

Table showing difference between mean life skills scores of students having arts stream and Science stream

Streams of Adolescents	N	Mean	Standard Deviation	Calculated 't' Value	Tablet 't' Value	Degree of Freedom
Life Skills of adolescents having arts stream	144	82	17.70	1.04	2.58 at 0.01 level	286
Life Skills of adolescents having Science stream	144	80.26	17.79		1.96 at 0.05 level	

Interpretation

The obtained 't' value with degree of freedom 286, is .1.04, is lower than the table or 't' value at 0.05 level and 0.01 level i.e. 1.96 and 2.58 respectively. It shows that the null hypothesis is accepted and there is no significant difference between the mean life skills score of students of

art stream and science stream. The result shows that the life skills of students having art stream and life skills of students having science stream does not differ significantly.

Hypothesis 3: There is no significant difference between the mean life skills scores of students having arts stream and Science stream

TABLE: 3

Table showing difference between the mean life skills scores of students having Commerce stream and Science stream.

Streams of Adolescents	N	Mean	Standard Deviation	Calculated 't' Value	Tablet 't' Value	Degree of Freedom
Life Skills of students having Commerce stream	144	76.77	16.95	1.71	2.58 at 0.01 level	286
Life Skills of students having Science stream	144	80.26	17.79		1.96 at 0.05 level	

Interpretation

The obtained 't' value with degree of freedom 286, is 1.71 is lower than the table or 't' value at 0.05 level and 0.01 level i.e. 1.96 and 2.58 respectively. It shows that the null hypothesis is accepted and there is no significant difference between the mean life skills score of students of Commerce and Science stream.

Hypothesis 4: There is no significant difference between the mean life skills scores of male and female adolescents.

TABLE: 4

Table showing Difference between mean life skills scores of male and female adolescents

Variables	N	Mean	Standard Deviation	Calculated 't' Value	Tablet 't' Value	Degree of Freedom
Life Skills of male adolescents	216	78.93	16.9	0.89	2.58 at 0.01 level	430
Life Skills of female adolescents	216	80.43	18.21		1.96 at 0.05 level	

Interpretation

The obtained 't' value with degree of freedom 286, is 0.89 is lower than the table or 't' value at 0.05 level and 0.01 level i.e. 1.96 and 2.58 respectively. It shows that the null hypothesis is accepted and there is no significant difference between the mean life skills scores of male and female adolescents.

Hypothesis 5: There is significant difference between the mean life skills scores of urban and rural adolescents.

TABLE: 5

Table showing difference between mean life skills scores of urban and rural adolescents

Variables	N	Mean	Standard Deviation	Calculated 't' Value	Tablet 't' Value	Degree of Freedom
Life Skills of urban adolescents	216	81.26	14.69	2.33	2.58 at 0.01 level	430
Life Skills of rural adolescents	216	78.09	13.69		1.96 at 0.05 level	

Interpretation

The obtained 't' value with degree of freedom 430, is 2.33 is lower than the table or 't' value at 0.01 level which is 2.58 and higher than the value at 0.05 level which is 1.96. It shows that the null hypothesis is rejected at 0.05 level and there is a significant difference between the mean life skills scores of urban and rural adolescents. The results reveals that the life skills among adolescents studying in the schools of urban areas are higher than the life skills among adolescents studying in school of rural areas.

Educational Implications

On the basis of the analysis of the above results it can be concluded that

- School located in the rural areas should focus more in inculcating lifes skills among adolescents. More life skills program should be organized.
- Adolescents should be indulged in such activities where they can learn to face challenging situations.
- Holistic approach of teaching and learning should be used.
- Adolescents should be given education about the significance of life skills.
- Parents and teachers should create such programs for adolescents where they can express themselves and their energy of doing the task can be channelized properly.
- Curriculum frame workers should prepare activity based curriculum.
- Teachers should be given in service training about life skills and adolescence.
- Teachers should update their knowledge. It will help the teachers to deal with the problem those adolescents face.

- Teachers should use multiple teaching learning methods , approaches and techniques to teach the adolescents.
- Schools can organize exchange programs.
- Seminars and workshops should also be organized for teachers as well for students. And all should be given equal opportunity to attend these.
- There should be equal treatment (rules ,regulations, guidelines etc.) for all the adolescents in the school . There should not be any biased behavior of the teachers or administrators towards adolescents having different streams. All should be treated equally.

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- Website: <http://www.joc.org/joe/2011/october/rb5.php>.*

**MISMANAGEMENT OF PRIMARY EDUCATION SYSTEM IN INDIA –
ANALYSIS OF VARIOUS RESPONSIBLE FACTORS AND THE POSSIBLE
SOLUTIONS**

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Abstract

Primary education or elementary education is the first stage of compulsory education prior to the secondary education. It is this stage wherein the pure minds are ready to be blended and molded in such a way that they can be converted into the individuals on whom the responsibilities of making their society and nation proud can be shouldered. Constitution of India comprises of various articles which prescribes that the free and compulsory education is the fundamental right of each and every children between the age group of 6 and 14 years. Education to the pupil is provided by the public sector schools and the private sector schools. Ratio of public schools to private schools in India is 7:5. Controlling and funding of these schools takes place under three levels: central, state and local.

As far as primary education is concerned, India has made the significant progress in increasing the attendance rate and expanding literacy to approximately three quarters of the population in the 7-10 age group by 2011. Many research scholars and governmental and non-governmental bodies consider that the improved education system in India would be the main contributor to its economic development. But on the contrary to all the claims that the authority makes, primary education system in India faces many challenges and problems. The Indian government lays emphasis on primary education for the children aged between 6 – 14 years. The Indian government has also banned child labour so that instead of working under the unsafe condition, children can go to school. However, because of the economic disparity and social conditions, both free education and ban on child labour are difficult to enforce. Primary education system, because of shortage of resources and lack of political wills, suffers from massive loopholes such as high pupil to teacher ratios, shortage of infrastructure, poor levels of teacher training, improper teaching and learning environment, lack of motivation for both the students and the teachers, improper management, etc.

The main aim of this research paper is to discuss in detail the various parameters responsible for the mismanagement of the primary education system in India, analyse these factors and to suggest the various solutions to overcome this problem of mismanagement of primary education by taking broad parameters into consideration.

Keywords: *primary education system, Learning environment, Loopholes from the society and Government.*

Introduction

In ancient times, India had the Gurukul system of education in which anyone who wished to study went to a teacher's (Guru) house and requested to be taught. In this system, all learning was closely linked to nature and to life, and not confined to memorizing some information. The modern school system was brought to India, including the English language, originally by Lord Thomas Babington Macaulay in the 1830s. Teaching was confined to classrooms and the link with nature was broken.

Primary education is the first step in the life of a student with which he/she starts his/her career. Hence, it is very important for the parents and the bodies governing the education system to put an extra care at this stage as this particular stage not only set up a stepping stone for the development of the student but also for the development of the economy of the country.

Enhancing quality in education therefore must be based on developing educational systems that are integrative and responsive to the multiple obstacles to the children's learning. Enhancing quality in the education reduces gender and other inequalities, improves children's health and

nutrition, addresses issue related to the parental and community involvement and the management of the educational system itself.

Table below shows the number of schools during a particular session

SR. NO.	YEAR	NUMBER OF SCHOOLS
1	2002-2003	8,53,601
2	2006-2007	11,96,663
3	2007-2008	12,50,775
4	2008-2009	12,85,576
5	2013-2014	12,91,719
6	2015-2016	1.3 million

TABLE 1. Session wise increase in number of schools

Table1 shows that there has been a consistent increase in the number of schools over a period of time. However, many of the schools fail to provide the basic facilities required for the fruitful learning and the successful completion of the course.

STATEMENT OF THE PROBLEM

In recent decades India has made significant progress on access to schooling and enrollment rates in primary education but dropout rates and low levels of learning remain challenges for the state and central government.

Primary school enrollment in India has been a success story, largely due to various programs and drives to increase enrolment even in remote areas. With enrollment reaching at least 96 percent since 2009, and girls making up 56 percent of new students between 2007 and 2015, it is clear that many problems of access to schooling have been addressed. Improvements to infrastructure have been a priority to achieve this and India now has 1.4 million schools and 7.7 million teachers so that 98 percent of habitations have a primary school (class I-V) within one kilometer and 92 percent have an upper primary school (class VI-VIII) within a three-kilometer walking distance.

Despite these improvements, keeping children in school through graduation is still an issue and dropout rates continue to be high. Nationally 29 percent of children drop out before completing five years of primary school, and 43 percent before finishing upper primary school. This lands India among the top five nations for out-of-school children of primary school age, with 1.4 million 6 to 11 year olds not attending school. In many ways schools are not equipped to handle the full population – there is a teacher shortage of 689,000 teachers in primary schools, only 53 percent of schools have functional girls’ toilets and 74 percent have access to drinking water.

Additionally, the quality of learning is a major issue and reports show that children are not achieving class-appropriate learning levels. According to Pratham’s Annual Status of Education 2013 report, close to 78 percent of children in Standard III and about 50 percent of children in Standard V cannot yet read Standard II texts. Without immediate and urgent help, these children cannot effectively progress in the education system, and so improving the quality of learning in schools is the next big challenge for both the state and central governments.

Improving learning will require attention to many things, including increasing teacher accountability. According to school visits teacher attendance is just 85 percent in primary and middle schools and raising the amount of time teachers spend on-task and increasing their responsibility for student learning also needs improvement. Part of this process requires better assessments at each grade level and more efficient monitoring and support systems.

Most Indian schools have a strong focus on academic subjects, with little scope for creativity and few or no extra-curricular activities. Traditional schooling methods tend to emphasize learning without understanding the basics and the concepts and memorisation, rather than encouraging independent or creative thinking.

Overall, the primary education system needs a better general management system.

Methodology

In order to find out and analyse the various factors responsible for the mismanagement of the primary education system, we will be considering primary sources and the secondary sources of the data.

Primary data is that data which is collected on a real time basis directly from the concerned entity or the individual through various data collection and survey tools such as the questionnaires, interviews, observations, etc. whereas the secondary data is the already available data with the website of the concerned entity or with the governing organisation for the entity or from the published data like in research journals, newspapers, magazines, etc.

In our research study, the primary data is collected by means of the three tools of survey.

- 1) **Questionnaire** – Data is collected from the parents of the students by providing them the questionnaire in the objective form.
- 2) **Interviews** – Data is collected by taking the interviews of the candidate, parents, teachers, non-teaching staff and the management of the school.
- 3) **Observations** – Data is collected by observing the overall functioning of several sample schools.

Secondary data is collected through the websites of the schools and through the websites of the governing body for the management of the schools in India.

FACTORS RESPONSIBLE FOR MISMANAGEMENT

For this research, in order to find out the various responsible factors for the mismanagement of primary education system in India, operation of 56 schools was analysed collectively with the help of questionnaire, observation and interviews. From 56 schools, which included 16 public schools, 29 private schools and 11 Zillah Parishad schools, total of 322 questionnaires were collected from the parents of the students. Total 221 teachers of the schools were interviewed..

While carrying out this research, three types of schools were taken into consideration:

1. Public schools
2. Private schools
3. Zillah Parishad schools

Two types of courses that were taken into consideration for the study includes:

1. State Board Education
2. CBSE

Factors; taken into the study which is considered to be responsible for the mismanagement of primary education system includes:

A] Factors responsible for the student dropouts:

1. Poor academic performance
2. Economic problems of the family
3. Lack of student and parent engagement
4. Students are required to work while carrying out education.

B] Factors reducing importance of education among the students

1. Lack of vision among the students and improper guidance from the teachers
2. Parents showing little interest for the education of the student.
3. More involvement of parents in the extracurricular activities rather than the students themselves.

C] Factors that make learning environment pathetic

1. Lack of safety in the environment and unavailability of health care means
2. Environment of the city and lack of easy access to transportation
3. Improper school design and lack of physical facilities such as water, toilets, classrooms, seating arrangements, etc.

D] Social factors which makes the learning environment difficult

1. Lack of encouragement from friends and family
2. Negative attitude of the society towards education

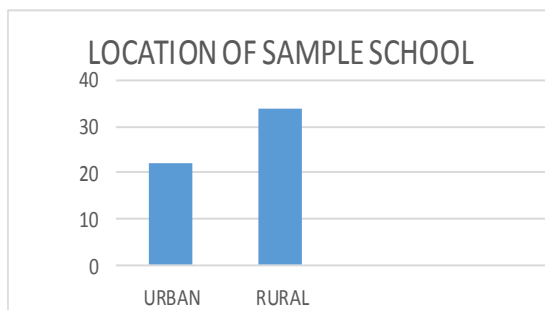
E] Miscellaneous factors that result into the mismanagement of primary education system in India.

Low qualification and lack of motivation of the teacher results into the mismanagement of primary education system.

1. Bad teacher to student relationship, failure to teach with clarity and lack of computer and library facilities results into the mismanagement of primary education system.
2. Lack of seriousness for examination by student, parents and teachers and lack of attention of the management and the governing body of the school towards the development of the education system results into the mismanagement of primary education system.

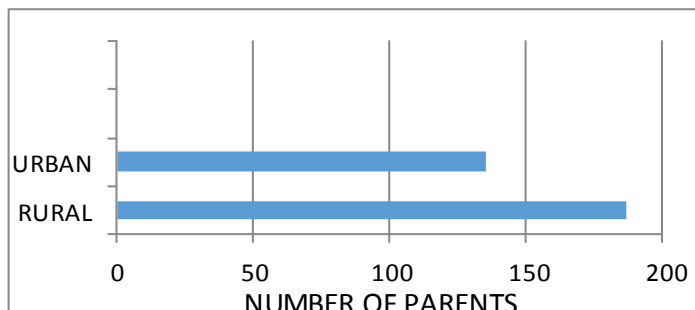
Analysis of the Factors and Findings

Survey data were plotted on the bar charts. Depending on the response, various factors were analysed and the results were interpreted.



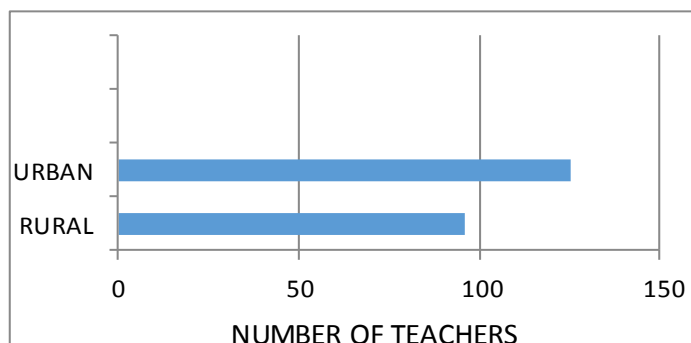
Graph 1 shows that out of the chosen 56 schools for the sample space, 34 schools were located in the rural area and 22 schools were located in the urban area.

GRAPH 1: Location of the sample school



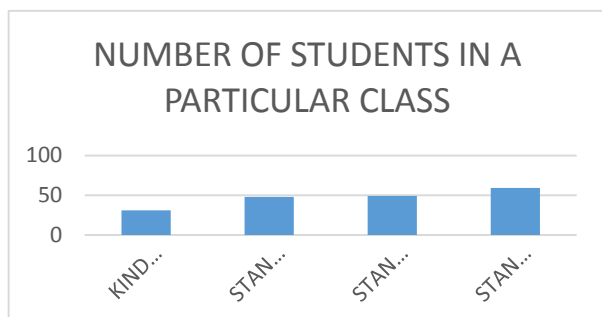
Graph 2.1 shows that out of the total 322 questionnaires collected from the parents of the students, 187 numbers of parents belonged to rural area and 135 belonged to urban area

GRAPH 2.1: Location wise number of parents.



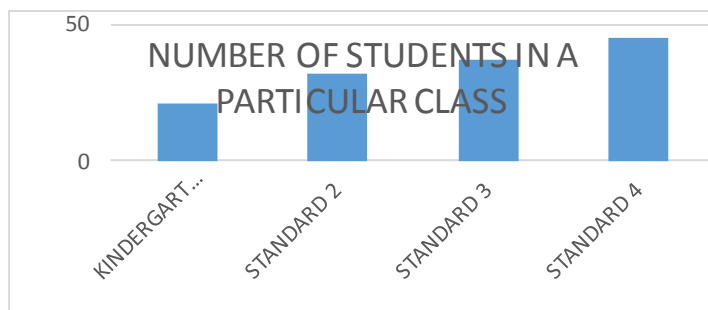
Graph 2.2 shows that out of the total 221 teachers being interviewed across different districts, 96 numbers of teachers belonged to rural area and 125 belonged to urban area.

GRAPH 2.2: Location wise number of interviewed teachers
Class wise distribution of students



RURAL AREA

GRAPH 3.1



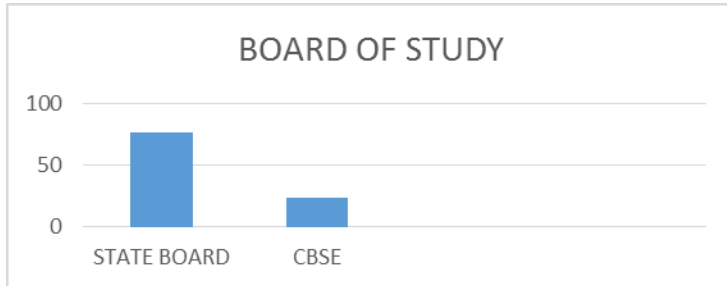
URBAN AREA

GRAPH 3.2

Graph 3.1 shows that out of the total 187 student samples from the rural area, 31 students are studying in kindergarten to standard 1 level, 48 are studying in standard 2 level, 49 are studying in standard 3 level and 59 are studying in standard 4 level.

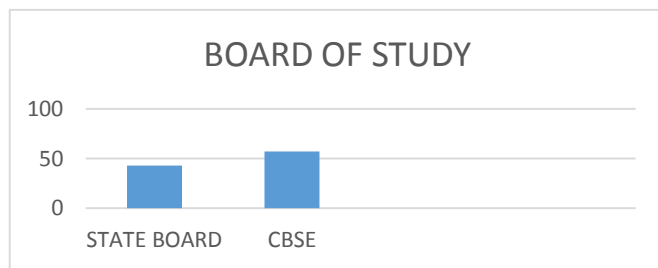
Graph 3.2 shows that out of the total 135 student samples from the urban area, 21 students are studying in kindergarten to standard 1 level, 32 are studying in standard 2 level, 37 are studying in standard 3 level and 45 are studying in standard 4 level.

Distribution according to the board of study



RURAL AREA

GRAPH4.1



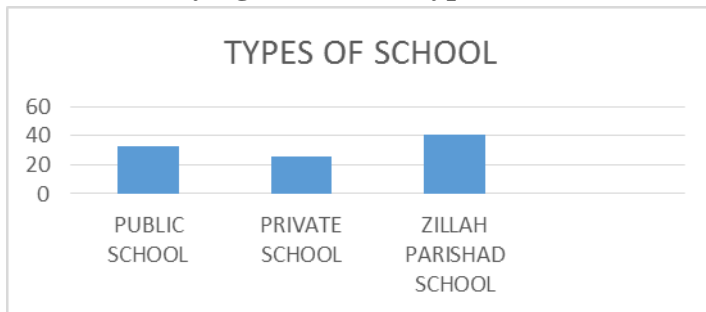
URBAN AREA

GRAPH 4.2

Graph 4.1 shows that out of 187 sample students from the rural area, 76.47% of students are studying under the state board pattern and 23.53% of students are studying under CBSE course pattern.

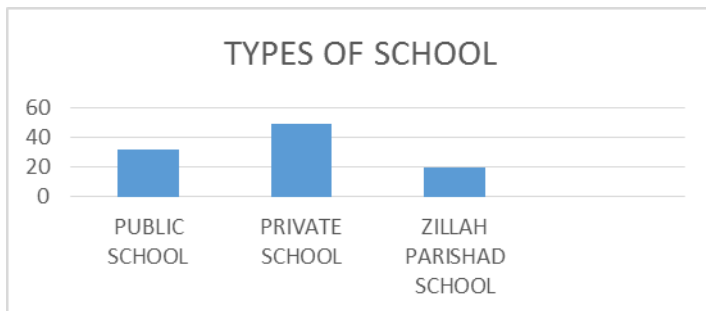
Graph 4.2 shows that out of 135 sample students from the urban area, 42.96% of students are studying under the state board pattern and 57.04% of students are studying under CBSE course pattern.

Students studying in different types of schools



RURAL AREA

GRAPH 5.1



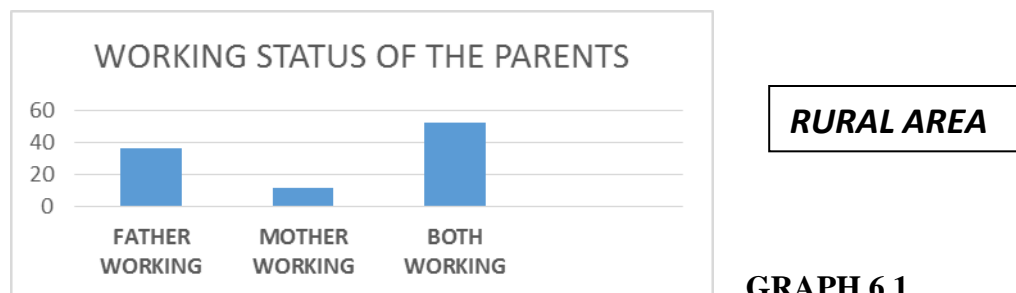
URBAN AREA

GRAPH 5.2

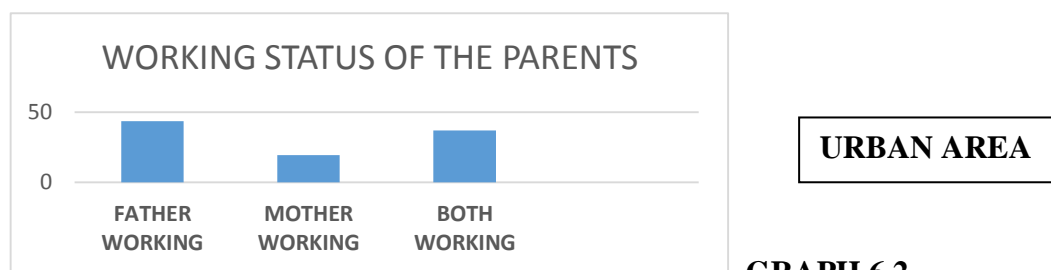
Graph 5.1 shows that out of 187 sample students from the rural areas, 33.16% of students are enrolled with the public school, 25.67% are enrolled with the private school and 41.18% of students are enrolled with the Zillah Parishad School.

Graph 5.2 shows that out of 135 sample students from the urban areas, 31.85% of students are enrolled with the public school, 48.89% are enrolled with the private school and 19.26% of students are enrolled with the Zillah Parishad School.

Working status of the parents.



GRAPH 6.1

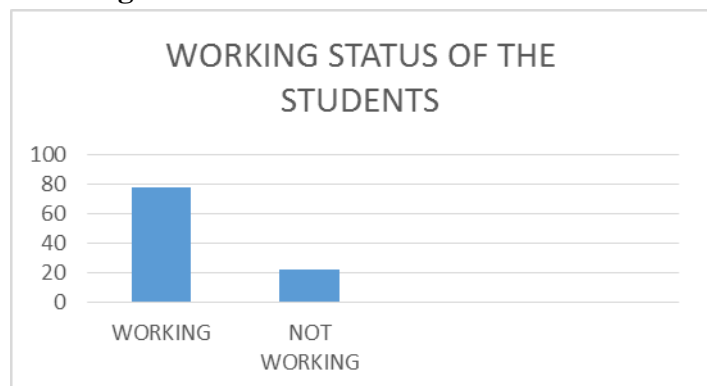


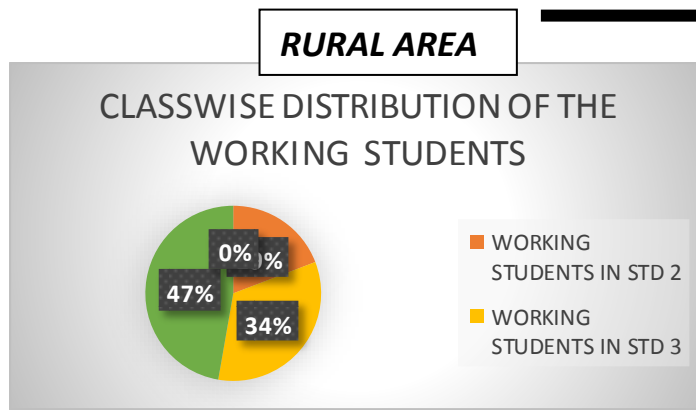
GRAPH 6.2

Graph 6.1 shows that out of 187 sample students from the rural area, 36.37% of students have only father among the parents who is working, 11.23% of students have only mother among the parents who is working and 52.41% of students are such that both their father and mother are working.

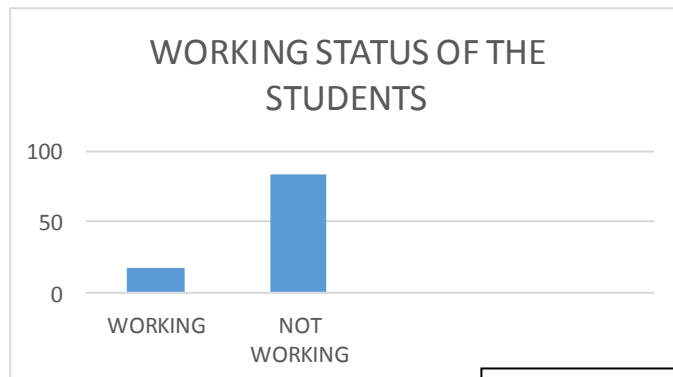
Graph 6.2 shows that out of 135 sample students from the urban area, 43.7% of students have only father among the parents who is working, 19.26% of students have only mother among the parents who is working and 37.04% of students are such that both their father and mother are working.

Working status of the students

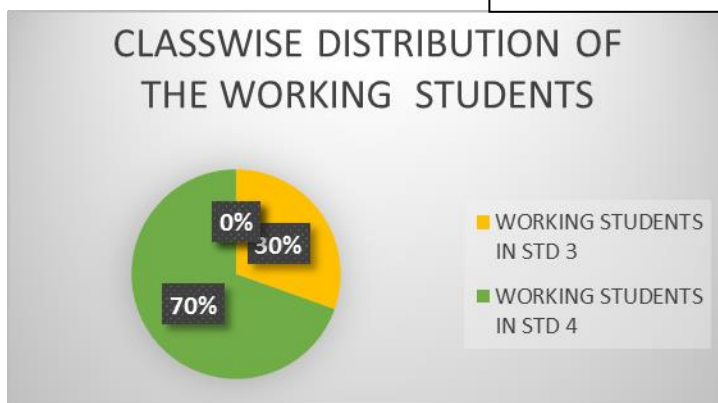




GRAPH: 7.1



URBAN AREA

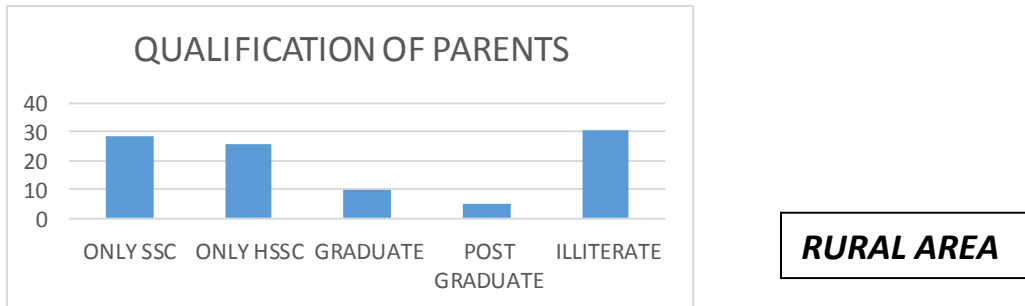


GRAPH 7.2

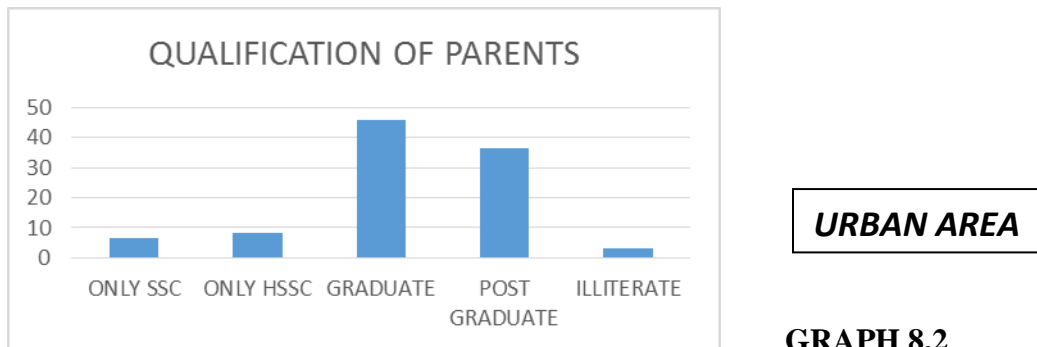
Graph 7.1 shows that out of 187 sample students from the rural area, 78.08% of students are working along with carrying out their primary education. Out of the working students, 19.18% of students are in second standard, 33.56% of students are in third standard and 47.26% of students are in fourth standard. 21.93% of students are not working.

Graph 7.2 shows that out of 135 sample students from the urban area, 17.04% of students are working along with carrying out their primary education. Out of the working students, 30.44% students are in third standard and 69.57% of students are in fourth standard. 82.96% of students are not working.

Distribution of the qualification of parents.



GRAPH 8.1



GRAPH 8.2

Graph 8.1 shows that out of 187 sample students from the rural area, 28.88% of students have their parents who are only qualified till SSC, 25.67% of students have their parents who are only qualified till HSSC, 10.16% of students have their parents who are qualified till graduation, 4.81% of students have their parents who are qualified till post-graduation and 30.48% of students have their parents who are illiterate.

Graph 8.2 shows that out of 135 sample students from the urban area, 6.67% of students have their parents who are only qualified till SSC, 8.15% of students have their parents who are only qualified till HSSC, 45.93% of students have their parents who are qualified till graduation, 36.3% of students have their parents who are qualified till post-graduation and only 2.96% of students have their parents who are illiterate.

GENERAL FINDINGS

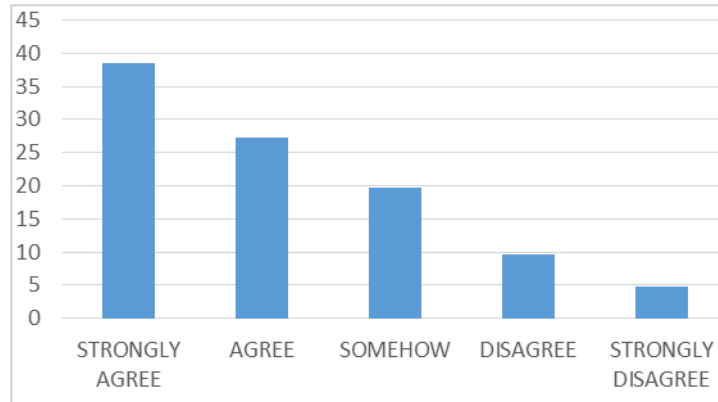
A] Factors responsible for student dropouts

1. Poor academic performance
2. Economic problems of the family
3. Lack of student and parent engagement
4. Students are required to work while carrying out education.

Are some of the factor which results into student dropout

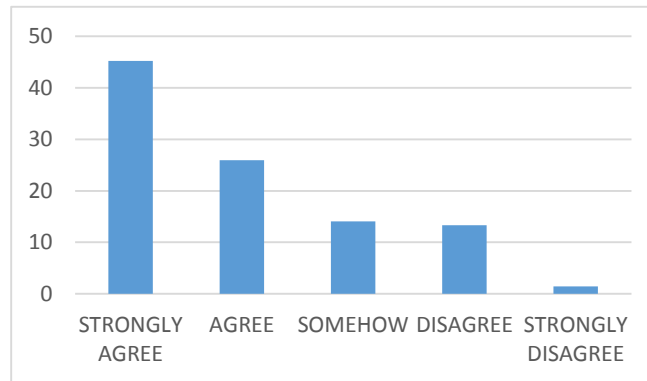
RURAL AREA

GRAPH 9.1



URBAN AREA

GRAPH 9.2



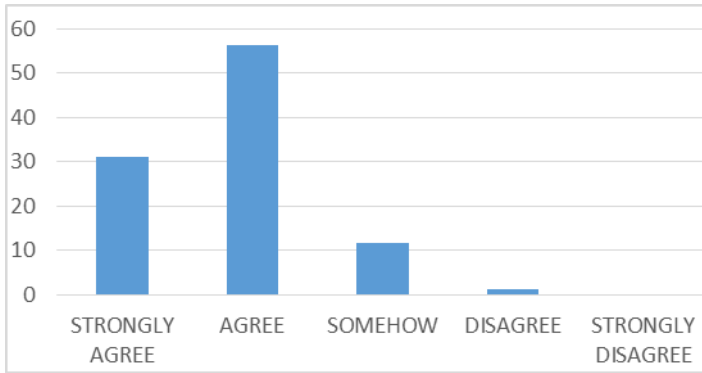
Graph 9.1 shows that out of 187 parents of the students from the rural areas, 38.51% of parents strongly feels that poor academic performance, economic problems of the family, lack of student and parent engagement and the requirement of students to work while carrying out education are some of the factors which results into student dropout, 27.27% also agree with the same opinion, 19.79% feels that it somehow affects the dropout rates while 9.63% disagree and 4.81% of parents strongly feels that the above said factors seldom play any role for student dropout.

Graph 9.2 shows that out of 135 parents of the students from the urban areas, 45.19% of parents strongly feels that poor academic performance, economic problems of the family, lack of student and parent engagement and the requirement of students to work while carrying out education are some of the factors which results into student dropout, 25.93% also agree with the same opinion, 14.08% feels that it somehow affects the dropout rates while 13.34% disagree and 1.48% strongly feels that the above said factors seldom play any role for student dropout.

B] Factors reducing importance of education among the students

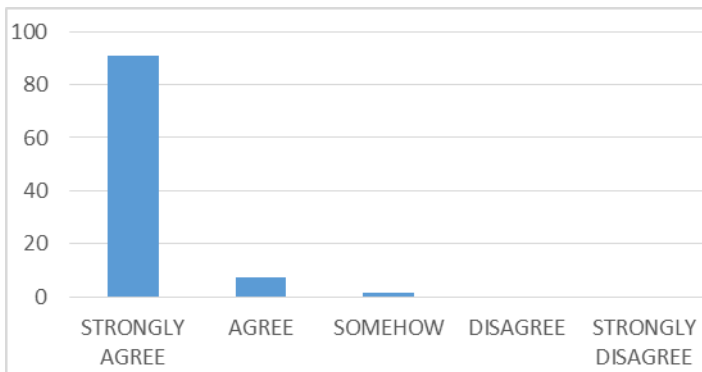
1. Lack of vision among the students and improper guidance from the teachers
2. Parents showing little interest for the education of the student.
3. More involvement of parents in the extracurricular activities rather than the students themselves

Are some of the factors which results into the reduction of the importance of education among the students.



RURAL AREA

GRAPH 10.1



URBAN AREA

GRAPH 10.2

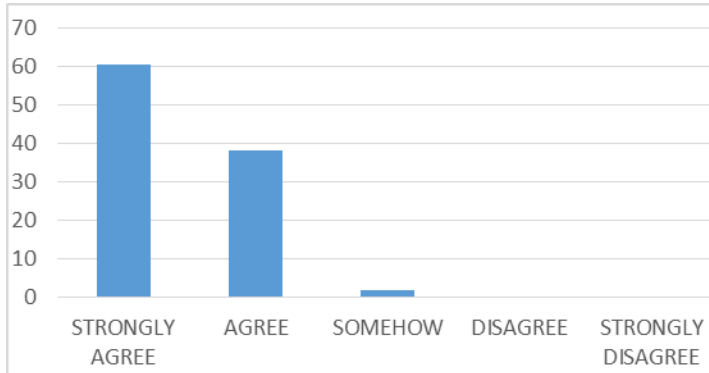
Graph 10.1 shows that out of 187 parents of the students from the rural areas, 31.01% of the parents strongly feels that the lack of vision among the students and improper guidance from the teachers, parents showing little interest for the education of the student and more involvement of parents in the extracurricular activities rather than the students themselves results into the reduction of the importance of education among the students, 56.15% also agree with the same opinion, 11.77% feels that it somehow reduces the importance of education among the students, while 1.07% of the parents disagree with the opinion that the above said factors seldom play any role for the reduction of importance of education among the students.

Graph 10.2 shows that out of 135 parents of the students from the urban areas, 91.11% of the parents strongly feels that the lack of vision among the students and improper guidance from the teachers, parents showing little interest for the education of the student and more involvement of parents in the extracurricular activities rather than the students themselves results into the reduction of the importance of education among the students, 7.41% also agree with the same opinion while 1.48% of the parents feels that it somehow reduces the importance of education among the students

C] Factors that make learning environment pathetic

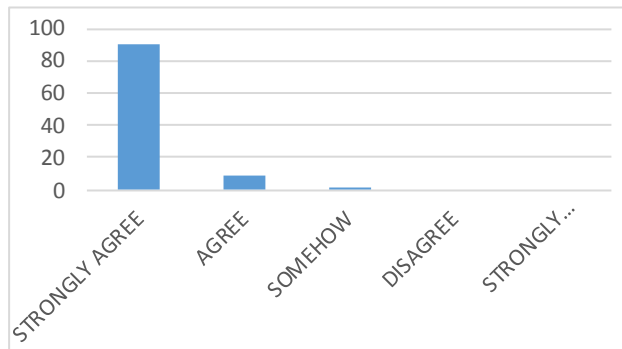
1. Lack of safety in the environment and unavailability of health care means
2. Environment of the city and lack of easy access to transportation.
3. Improper school design and lack of physical facilities such as water, toilets, classrooms, seating arrangement, etc.

Are some of the factors that make the learning environment pathetic.



RURAL AREA

GRAPH 11.1



URBAN AREA

GRAPH 11.2

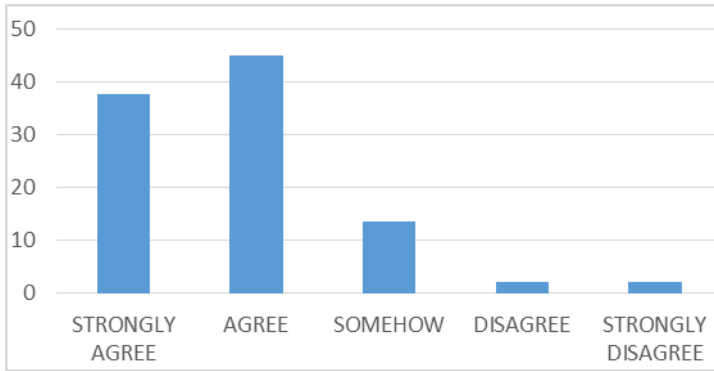
Graph 11.1 shows that out of 187 parents of the students from the rural areas, 60.43% of the parents strongly feels that lack of safety in the environment and unavailability of health care means, environment of the city and lack of easy access to transportation and Improper school design and lack of physical facilities such as water, toilets, classrooms, seating arrangement, etc are some of the factors that makes the learning environment pathetic, 37.97% also agree with the same opinion while 1.61% of the parents feels that it somehow makes the learning environment pathetic.

Graph 11.2 shows that out of 135 parents of the students from the urban areas, 89.63% of the parents strongly feels that lack of safety in the environment and unavailability of health care means, environment of the city and lack of easy access to transportation and Improper school design and lack of physical facilities such as water, toilets, classrooms, seating arrangement, etc are some of the factors that makes the learning environment pathetic, 8.89% also agree with the same opinion while 1.48% of the parents feels that it somehow makes the learning environment pathetic.

D] Social factors which makes the learning environment difficult

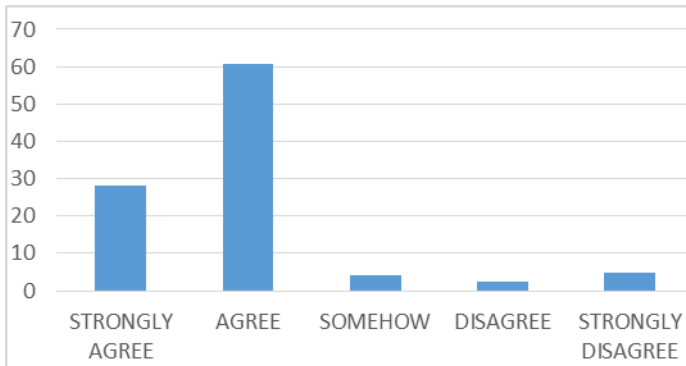
1. Lack of encouragement from friends and family
2. Negative attitude of the society towards education

Are the Social factors which make the learning environment difficult.



RURAL AREA

GRAPH 12.1



URBAN AREA

GRAPH 12.2

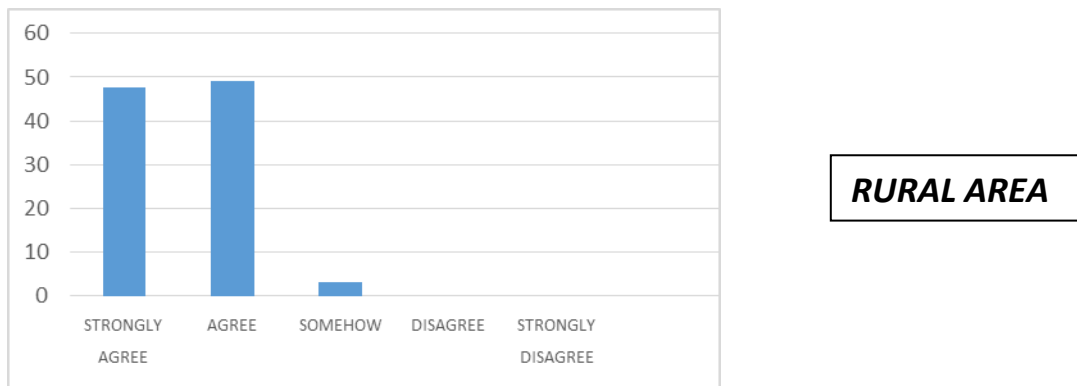
Graph 12.1 shows that out of 96 teachers who were interviewed in the school of the rural areas, 37.5% of the teachers strongly feels that the lack of encouragement from friends and family and the negative attitude of the society towards education are the Social factors which make the learning environment difficult. 44.8% also agree with the same opinion, 13.57% of the teachers feels that it somehow reduces the importance of education among the students while 2.1% of the teachers disagree with the opinion and 2.1% of the teachers strongly feels that these factors makes the learning environment difficult.

Graph 12.2 shows that out of 125 teachers who were interviewed in the school of the urban areas, 28% of the teachers strongly feels that the lack of encouragement from friends and family and the negative attitude of the society towards education are the social factors makes the learning environment difficult, 60.8% also agree with the same opinion, 4% of the teachers feels that it somehow makes the learning environment difficult while 2.4% of the teachers disagree with the opinion and 4.8% of the teachers strongly feels that these factors makes the learning environment difficult.

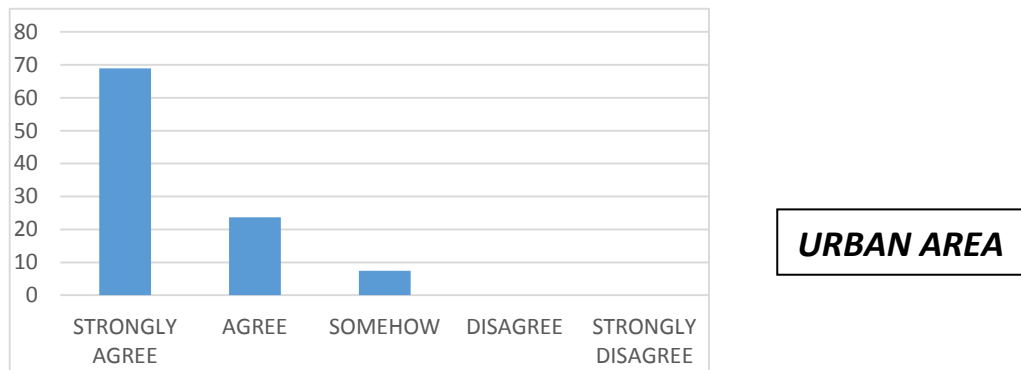
E] Miscellaneous factors that result into the mismanagement of primary education system.

1. Low qualification and lack of motivation of the teacher results into the mismanagement of primary education system.
2. Bad teacher to student relationship, failure to teach with clarity and lack of computer and library facilities results into the mismanagement of primary education system.
3. Lack of seriousness for examination by student, parents and teachers and lack of attention of the management and the governing body of the school towards the development of the education system results into the mismanagement of primary education system.

Are some of the miscellaneous factors that result into the mismanagement of primary education system.



GRAPH 13.1



GRAPH 13.2

Graph 13.1 shows that out of 187 parents of the students from the rural areas, 47.6% of the parents strongly feels that low qualification and lack of motivation of the teacher, bad teacher to student relationship, failure to teach with clarity and lack of computer and library facilities, lack of seriousness for examination by student, parents and teachers and lack of attention of the management and the governing body of the school towards the development of the education system results into the mismanagement of primary education system. 49.2% also agree with the same opinion while 3.21% of the parents feels that the above said factors somehow results into the mismanagement of primary education system.

Graph 13.2 shows that out of 135 parents of the students from the urban areas, 68.89% of the parents strongly feels that low qualification and lack of motivation of the teacher, bad teacher to student relationship, failure to teach with clarity and lack of computer and library facilities, lack of seriousness for examination by student, parents and teachers and lack of attention of the management and the governing body of the school towards the development of the education system results into the mismanagement of primary education system. 23.71% also agree with the same opinion while 7.41% of the parents feels that it somehow results into the mismanagement of primary education system.

Suggestions for the Remedy

All the factors which are studied above are interrelated with each other and hence an overall improvement is required for the successful management of the primary education system in India. First of all a good infrastructure has to be created so as to bring about an enthusiasm among the students. Physical facilities such as availability of pure drinking water, hygienic mid-day meals, availability of separate washrooms for boys and girls, etc. has to be maintained which would create a good learning environment. Transportation facilities should be made available by the school authority for the students. Government provides special concession for the students using the public transport system. Government has also made several amendments for the safety of the students using school bus.

Environment in which the school is operating should be made safe and necessary health care means should be maintained by the school authority to make the learning environment conducive. Tree plantation, regular cleaning of the school premises, maintaining the first aid kits and appointment of a personal doctor for the school can solve the issue.

Governing body of the school should appoint well qualified teachers having enough competencies to teach the students with clarity. Proper teacher to student ration is also very necessary for useful learning. Generally, there should be a teacher for around 35 students. While appointing new teachers, demonstration should be taken in front of the students by the management of the school so as to analyse the ability and clarity with which the teacher can teach. Training and development session should plan annually for the teachers so that they can address the problems of the students.

Many a time teachers provide such a home assignment to the students which they can hardly do when their age and ability is taken into consideration. Moreover only one to two days of deadline is provided by the teachers to the students for completing the assignment. Under such situation, it is the parents who completes the assignments of the students at home be it an academic work or an extracurricular activity. This, instead of developing the students, brings about a kind of an attitude in him of getting completed their works by somebody else. Hence, teachers should provide assignments according to the ability of the student with the adequate time to complete it. School authority should conduct several seminars in a month for the parents and the teachers wherein the experts should be guiding them with the schemes of the government for the education of the children. Parents should be made aware that they should not send their children for work as it would hamper the future growth of their children. Parents should be given knowledge about the various scopes of education and the benefits of the education for their child. Parents and teachers should be encouraged to provide special attention for those students who are not doing well with their academics. Updated library and computer facility should also be made available for the students.

It is the duty of the government to improve the education system by introducing new schemes for the development of the education system and by implementing the previously introduced schemes. It is the duty of the management to keep their schools updated with all the necessary facilities required for the enthusiastic learning environment. It is the duty of the teachers to personally take the problems of the students and try to eradicate them out. Finally, it is the duty

of the parents to get involved into the education of their children personally and to focus only on the education of their ward so that they can make them proud.

Conclusion

Primary education system could be managed properly if all the associated entities get involved in it positively. Government of India has introduced several schemes for the development of the elementary education system. These schemes include:

Sarva Shiksha Abhiyan :SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning.

Mid-Day Meal Scheme: With a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children, the National Program of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995.

Strengthening of Teacher's Training Institutes: Originally, the Government launched the Scheme of Restructuring and Re-organisation of Teacher Education in 1987. The aim of this scheme was to create a sound institutional infrastructure for pre-service and in-service training of elementary and secondary school teachers and for provision of academic resource support to elementary and secondary schools.

Scheme for Infrastructure Development in Minority Institutes (IDMI): IDMI has been operationalized to augment Infrastructure in Private Aided/Unaided Minority Schools/Institutions in order to enhance quality of education to minority children.

Mahila Samakhya Program: The National Policy on Education, 1986 recognised that the empowerment of women is possibly the most critical pre-condition for the participation of girls and women in the educational process. The Mahila Samakhya program was launched in 1988 to pursue the objectives of the National Policy on Education, 1986. It recognised that education can be an effective tool for women's empowerment

Scheme to Provide Quality Education in Madrasas (SPQEM): SPQEM seeks to bring about qualitative improvement in Madrasas to enable Muslim children attain standards of the national education system in formal education subjects.

Implementation of all the above listed schemes and the suggestions discussed earlier, management of the school, teachers and parents of the students can effectively manage the primary education system.

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