

Vol. 5, No.9, June-2015

ISSN : 2248-9703

JOURNAL OF EDUCATION AND DEVELOPMENT

Multi-disciplinary, Peer Reviewed Journal



JAKIR HOSSAIN B. ED. COLLEGE
P. O. –Miapur, Ghorsala,
Dist. – Murshidabad, West Bengal,
India, Pin – 742225

JOURNAL OF EDUCATION AND DEVELOPMENT

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THE IMPACT OF REVISED SCHEDULE VI OF THE COMPANIES ACT, 1956 AND IFRS ON ACCOUNTING PRACTICES IN INDIA**Dr. Chhotelal Chouhan**

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Abstract

The Indian Companies Act, 1956 had been enacted with the objective to promote and flourish the corporate growth in the country so as to compete with the global players and to usher a corporate ambience in the country by establishing large number of public sector companies under the government interventions. Finally, the much awaited Companies Bill, 2011(Bill) has been passed by the Lok Sabha on December 18, 2012, replacing 56-year-old Companies Act, 1956. The Bill seeks to consolidate and amend the law relating to the companies and intends to emphasize on the better corporate governance practice and to ensure the investors' protection by strengthening the corporate regulations. In India, the adaptation to the IFRS standards has been chosen and accordingly The Institute of Chartered Accountant of India (ICAI), New Delhi being one of the premier professional bodies in the country has been entrusted to perform this task. The Accounting Standard Board of the ICAI has modified the AS of India as Ind AS which are meant to be the converged version of IFRS. It has got to keep pace with the changes so that it gets globally accepted. Revised Schedule VI of the Companies Act, 1956 and Ind AS/IFRS (International Financial Reporting Standards) consist of a set of international accounting principles, the adoption of which aims at establishing clear regulations in Indian corporate world to supplement the comparable and transparent annual reporting and financial statements. The adoption of these global standards is expected to represent an essential element to obtain an integrated, competitive and attractive Indian capital market. The purpose of this paper is to highlight the differences between the accounting practices followed by Indian corporate bodies after the implementation of revised Schedule VI of the Companies Act, 1956 and Ind AS/IFRS and how far these are reflected in their corporate reporting practices.

Key words – corporate governance, disclosure, convergence, accounting regulations, IFRS.

The Impact of Revised Schedule VI of the Companies Act, 1956 and IFRS on Accounting Practices in India. The recent rapid surge in globalization and the massive flow of cross border capital has created a huge rise in the number, types and expectations of stakeholders in any business. One of the important things is that there is continuous increase in the scope of financial reporting as compared to previous years. The requirements of today are more demanding than before as different types of stakeholders require different types of information from the same source i.e., financial reports. But the financial statements prepared today do not meet all the requirements of the stakeholders. This is so because of the emergence of the concept of 'stakeholders' and voluminous increase in their informational needs; increasing public interest in the securities markets and their regulation by the government; amendments in disclosure laws in various countries and the standards on disclosure which have been issued by various professional accounting bodies in India and abroad.

The socio-economic status of the global economy is enforcing the business communities to follow standard accounting practices for transparency in financial disclosure to safeguard the interests of the investors and other stakeholders and conform to rules and regulations prevailing the socio-corporate ambience and to incorporate more laws and enactment for the greater interests of them and the society as a whole.

In the past, most of the users of financial information were resident of the same country in which the companies were situated. The globalisation of the financial market, however, has changed the scenario. Transnational financial reporting has become a bare necessity because large corporations are attempting to expand both their sources of capital, as well as their investment opportunities. Different countries have their own accounting rules, which govern how financial reports are to be prepared and presented by enterprises in that country. Investors are not generally aware of the principles on the basis of which financial statements are prepared in the countries other than their own. If the accounting differences were limited only to the differences in language, currency, terminology (for example, the term 'stock' means 'inventory' in US and 'shares' in UK) or the form in which accounts are presented, it would not be difficult to produce a set of universally accepted accounting standards. The financial reporting requires the users to understand the accounting practices employed by the company. But the diversity in financial reporting has become a set back for the common investors to realize and interpret the information embedded therein.

In India, some regulatory authorities like, The Companies Act, SEBI guidelines, Accounting Standards issued by the ICAI etc, generally regulated the financial statements prepared by different listed companies. For the purpose of computing complete and fair picture of financial statements, Indian Companies Act incorporated some basic rules and provisions. But the question is how much these law, regulations and Accounting Standards affect the financial reporting outcomes. Moreover, both the Companies Act and Accounting Standards issued by the ICAI have taken a more regulatory direction over time. In the year 1956 the Companies Act –The first corporate legislation of independent India –was passed by the Parliament. And this act was amended several times. Gradually successive Companies Act has made this regulation more stringent in keeping with the changing needs of the society. The major ones having taken place in 1961, 1977, 1988, and 1989.

In 1992, SEBI was formed to regularize stock exchange activities in India. However, presently SEBI has come forward to put much pressure on showing financial statements systematic and disclosure practices. Cash flow statement and Corporate Governance Report as a part of financial reporting is created by SEBI. Some Banking sector and voluntary organizations are also playing an important role in showing financial statement systematically.

Literature Review :

B. Banerjee (1991) focused on the harmonisation of Accounting Standards in some SAARC countries with special reference to India. For the purpose of the study he examined 190 companies for the financial year 1987-88 with Accounting Standard 1-6 listed in Calcutta Stock Exchange both from public and private Sectors and also from companies that had been awarded prize by the Institute of Chartered Accountants of India (ICAI) for best presentation of accounts in India. However, only 53% companies response with their annual accounts. The findings showed that only in few cases under private sector companies followed AS 01, and only 88% in public sector companies followed AS 01 in their annual ports.

Jones and Higgins (2006) examined the globalisation of Accounting Standards in Australia as Australia's switch to international financial reporting standards. The study was based upon telephone survey on adoption of international financial reporting standards (IFRS) from 60 firms drawn from among Australia's top 200 corporations. They used χ^2 test and variance (ANOVA) and developed the following hypothesis. The study examined the commercial attitudes and opinions for the adoption of IFRS by senior financial executives of leading Australian companies. Although they find evidence of strong systematic variation in

survey responses with factors such as firm size, industry background and expected impacts on financial performance, the general results indicate that many respondents have not been well prepared for the transition and are generally very skeptical about the claimed benefits of IFRS as enunciated in the government's Corporate Law Economic Reform Program. The results have implications to other international reporting jurisdictions, particularly the European Union, where adoption of IFRS is already underway.

Taylor, Tower & Neilson (2009) showed the corporate communication of financial risk of the Australian listed companies. The study provides insights on the Financial Risk Management Disclosure (FRMD) patterns of Australian listed resource companies for the 2002–2006 periods leading up to and immediately following adoption of the International Financial Reporting Standards (IFRS) on the basis of annual reports of 111 Australian listed extractive resource firms that were engaged in production activities at any time over a 4 year longitudinal timeframe encompassing the 2002–2006 years, 3 years pre-IFRS and one year post-IFRS adoption. The findings showed that the introduction of IFRS changes corporation's willingness to communicate risk information.

Lantto, Sahlström (2009) studied the impact of International Financial Reporting Standard adoption on key financial ratios. They examined this issue in a continental European country (Finland). The purpose of the study is to investigate whether there are changes in accounting numbers and key accounting ratios after conversion from Domestic Accounting Standard (DAS) to IFRS. Therefore, they first analyze the differences between financial ratios calculated before and after conversion from FAS to IFRS and test the statistical significances of the differences. Furthermore, if there are differences between the financial ratios calculated before and after the conversion, they investigate the main reasons for the differences using a two-step approach. First, they investigate which of the financial statement items (i.e. the balance sheet items and income statement items) changed after the conversion from FAS to IFRS. The findings showed that the adoption of IFRS changes the magnitude of the key accounting ratios.

Objectives of the Study :

The present paper has been prepared keeping in view the following objectives:

1. To develop an insight about the global financial reporting language i.e. IFRS.
2. To know about the likely beneficiaries of convergence of Indian GAAP with IFRS.
3. To study the major changes brought in revised Schedule VI of the Companies Act, 1956.

4. To study the impact of revised Schedule VI and Ind. AS/IFRS on the disclosure practices followed by the listed companies in India.

Discussion on the Objectives :

Current accounting and reporting practices fall short of meeting the information needs of the capital markets and society in the 21st century. A critically important element in the solution to this problem is the convergence of Accounting Standards. The convergence of accounting standards is a matter of decisive strategic importance to the future of global capital markets. High quality information is essential to high quality markets. All stakeholders who rely on high-quality markets need to understand the issues surrounding convergence from a point of view and take the time needed to participate in the global debate. The debate will have several phases. Currently the uppermost issue is the process for achieving high-quality converged standards, which will be substantially equivalent although not uniform in every detail. Later the issue is likely to be the possibility of achieving a single set of global high-quality standards and a single global standard setter. The global convergence of accounting standards is a very positive development. The convergence of financial reporting and accounting standards is a valuable process that contributes to the free flow of global investment and achieves substantial benefits for all capital markets stakeholders.

In recent years, the use of International Financial Reporting Standards (IFRS) has been expanding. The adoption of International Financial Reporting Standards (IFRS) around the world is occurring rapidly under the assumption that there would be benefits from having a uniform set of standards for financial reporting around the world so that cross-country comparisons of firms become easier and more transparent. In many countries, like India, it is effective on and from 01.04.2011. In several other countries, their national standards are converging with IFRS. Now the question is why we need global Standards for Corporate disclosure? It improves the ability of investors to compare investments on a global basis and thus lowers their risk of errors of judgment. It facilitates accounting and reporting for companies with global operations and eliminates some costly requirements. It has the potential to create a new standard of accountability and greater transparency, which are values of importance to all market participants including regulators. It reduces operational challenges for accounting firms and focuses their value and expertise around an increasingly unified set of standards. It creates an unprecedented opportunity for standard setters and other stakeholders to improve the reporting model.

The use of different accounting frameworks in different countries, which require inconsistent treatment and presentation of the same underlying economic transactions, creates confusion for users of financial statements. This confusion leads to inefficiency in capital markets across the world. Therefore, increasing complexity of business transactions and globalization of capital markets call for a single set of high quality accounting standards. High standards of financial reporting underpin the trust investors place in financial and non-financial information. Thus, the case for a single set of globally accepted accounting standards has prompted many countries to pursue convergence of national accounting standards with IFRSs. Amongst others, countries of the European Union, Australia, New Zealand and Russia have already adopted IFRSs for listed enterprises.

Convergence with International Accounting Standards (IASs)/International Financial Reporting Standards (IFRSs), issued by the International Accounting Standards Board (IASB) has gained momentum in recent years all over the World. More than 100 countries currently require or permit the use of or have a policy of convergence with IFRSs. Certain other countries have announced their intention to adopt IFRSs from a future date, e.g., Canada and India from the year 2011, and China from the year 2008. Financial Accounting Standards Board (FASB) of USA and IASB are also working towards the convergence of the US GAAPs and the IFRSs.

IFRS Convergence and new Schedule VI in India

Convergence with IFRS implies to achieve harmony with IFRSs and to design and maintain national accounting standards in a way that they comply with the International Accounting Standards. The transition would enable Indian entities to be fully IFRS compliant and give an "unreserved and explicit statement of compliance with IFRS" in their financial statements. In the new format core accounting principles will still apply and simply is an additional piece of accounting equation. The new IFRS are nothing but the new International Accounting Rules.

The ICAI, being a full-fledged member of the International Federation of Accountants (IFAC), is expected to actively promote the International Accounting Standards Board's (IASB) pronouncements in the country with a view to facilitate global harmonisation of accounting standards. Accordingly, while formulating the Accounting Standards, the ASB will give due consideration to International Accounting Standards (IAS) issued by the International Accounting Standards Committee (predecessor body to IASB) or International Financial Reporting Standards (IFRS) issued by the IASB, as the case may be, and try to

integrate them, to the extent possible, in the light of the conditions and practices prevailing in India. Various countries of the world have adopted IFRSs for financial disclosure practices while others have been following their own Standards. In India, it is observed that the Accounting Standards Board (ASB) of the Institute of Chartered Accountants of India (ICAI) also entrusted with the task of integrating and revising the existing Indian Accounting Standards as far as possible. The ICAI should also play the role of educator/trainer to prepare its members for adoption of IFRSs from 1st April, 2011 by revising the curriculum of Chartered Accountancy Course, holding continuing professional education workshops, and preparation of educational material. The ICAI should initiate dialogue with the Government and regulators to bring about changes in laws and regulations before 1st April, 2011. The Ministry of Corporate Affairs, Government of India has set the IFRS roadmap in India for implementation IFRS convergence in a phased manner considering the preparedness to IFRS transition on the basis of the broad recommendations of The Institute of Chartered Accountants of India and the National Advisory Committee on Accounting Standards, the chief accounting standards setting bodies in India. Convergence of accounting standards across the globe has become a matter of great concern since IFRS is destined to provide more compatibility among different nations and companies in a comprehensive manner. Over and above this, the universal approach of IFRS will lead better access to capital market on national frontier and will also help maintain greater relationship and bondage between the investors and the companies as a whole. The target of IFRS implementation in India has been outlined as follows:

Phase-I: As per IFRS roadmap, corporate financial statements and reporting for the period falling on or after April 1, 2011 shall be mandatorily compatible with IFRS by-

- all companies under NSE Nifty (50 companies),
- all companies under BSE Sensex (30 companies),
- all companies whose shares or other securities are listed on any stock exchanges outside India
- all companies listed or not, having net worth exceeding Rs. 1000 crore.

Phase-II: As per IFRS roadmap, corporate financial statements and reporting for the period falling on or after April 1, 2013, companies having a net worth exceeding Rs. 500 crore but not exceeding Rs. 1000 crore shall mandatorily convert their opening balance sheet as at April 1, 2013 in compliance with the notified AS conversant with the IFRS.

Phase-III: As per IFRS roadmap, listed companies having net worth Rs. 500 crore or less shall mandatorily convert their opening balance sheet as at April 1, 2014 in compliance with the notified AS conversant with the IFRS. However, non-listed companies with net worth less than Rs. 500 crore and SMEs are not mandatorily required to follow IFRS convergence.

The implementation of IFRS convergence has been given much emphasis as a step towards ensuring transparency in corporate reporting to safeguard the interests of the stakeholders and also to unleash a transparent corporate ambience in the global perspectives. Indian Companies Act has been sought to be revamped with this mission and new Schedule VI has been framed to act as a better guideline for robust corporate reporting in a comprehensive manner.

Revised Schedule VI of the Companies Act in India

The Companies Act, 1956 had been enacted with the object to consolidate and amend the law relating to the companies and certain other associations. The said Act has been in force for about fifty-five years and had been amended 25 times. The number of companies has expanded from about 30,000 in 1956 to nearly 8 lakhs companies functioning as of date. A number of changes have taken place during the last 2-3 decades in the national and international economic and regulatory environment. The Indian economy has also experienced substantial expansion and growth. The change in regulatory structure for corporate sector was also considered necessary to address issues relating to regulatory harmony, recognition of good corporate practices and technological improvements. Keeping in view the above factors, the Central Government after due consultations and deliberations decided to repeal the Companies Act, 1956 and enact a new legislation to provide for new provisions to meet the changed national and international economic environment and accelerate the expansion and growth of our economy.

Finally, The much awaited Companies Bill, 2011(Bill) was passed by the Lok Sabha on December 18, 2012, replacing 56-year-old Companies Act, 1956. The Bill seeks to consolidate and amend the law relating to the companies and intends to improve corporate governance and to further strengthen regulations for corporate. This new Companies Bill 2011 has been drafted with the noble mission to enact rigorous framework for corporate governance practice coupled with corporate reporting practice in a manner to ensure good degree of investors" protection, to prohibit insider trading, to implement stricter norms of raising finance, to administer the regime of corporate social responsibility performance etc.

Over and above this, the Ministry of Corporate Affairs, Govt. of India has significantly revised the Schedule VI of the Companies Act, 1956 and by notification has made it effective from April 1, 2011 for all companies. The revised Schedule VI has incorporated new concepts and disclosure requirements to make the corporate reporting more active, meaningful and really conducive to undertake appropriate economic decisions by the investors. The revised Schedule VI is flexible in the case of applicability of Accounting Standards and the Act. A lot of additional disclosure norms have been instituted under the revised Schedule VI to arrest the recurrence of corporate scandals and frauds like mandatory rotation of auditors, appointment of independent directors, stricter regulation for related party disclosure, increasing the frequency of board meeting, implementation of whistle blower policy etc. The revised Schedule VI has taken a bold step forward in right direction towards convergence to IFRS which is the crying need. The revised Schedule VI introduces many new concepts and disclosure requirements and does away with several statutory disclosure requirements of the existing Schedule VI.

- The revised Schedule VI has provided flexibility in the presentation of financial statement in line with the spirit of IAS-1 “Presentation of Financial Statement” whereby the popular as well as the conventional practice of presenting Balance Sheet in horizontal form has been dispensed with by recommending the use of only the vertical form of presentation henceforth.
- The revised Schedule VI has provided another important change in the nomenclature of assets and liabilities. Instead of traditional concept of segregating assets and liabilities as fixed or current, they are to be disclosed as current or non-current elements based on certain prescribed criteria.

Impact of the Revision of Schedule VI

Since the newly notified Ind AS is meant to be converged version of IFRS. It has got to keep pace with the changes so that it gets globally accepted.

1. The revised Schedule VI adds certain new disclosures about financial instruments to those currently required by IAS 32/Ind AS 107/IFRS 7.
2. The revised Schedule VI intends to familiarize companies with Ind AS/IFRS by using certain concepts such as current/non-current classification in Balance Sheet.
3. The revised Schedule VI has eliminated the concept of Schedules and such information will now be provided in the notes to accounts. This is as done when applying IFRS.

4. Number of shares held by each shareholder holding more than 5 percent shares in the company now needs to be disclosed. In the absence of any specific indication of the date of holding, such information should be based on shares held as on the Balance Sheet date.
5. Any debit balance in the Statement of Profit and Loss will be disclosed under the head “Reserves and surplus.” Earlier, any debit balance in Profit and Loss Account carried forward after deduction from uncommitted reserves was required to be shown as the last item on the asset side of the Balance Sheet.
6. The term “sundry debtors” has been replaced with the term “trade receivables.” ‘Trade receivables’ are defined as dues arising only from goods sold or services rendered in the normal course of business. Hence, amounts due on account of other contractual obligations can no longer be included in the trade receivables.

The Revised Schedule VI has removed a number of disclosure requirements that were not considered relevant in the present day context. Examples include:

- (a) Disclosures relating to managerial remuneration and computation of net profits for calculation of commission;
- (b) Information relating to licensed capacity, installed capacity and actual production;
- (c) Information on investments purchased and sold during the year;
- (d) Investments, sundry debtors and loans & advances pertaining to companies under the same management;
- (e) Maximum amounts due on account of loans and advances from directors or officers of the company;
- (f) Commission, brokerage and non-trade discounts.

Conclusion –

Disclosure is the practice of measuring, reporting, and being accountable to internal and external stakeholders so as to provide a balanced and reasonable representation of performance. At present people needs adequate information from the corporate annual reports to make sound economic and social decision. But recent corporate failures of many of the prosperous companies across the globe have rocked the investors’ confidence and trusts and have devastated the global corporate environment. Many of the world-class flourishing companies with their top priorities from the investors’ viewpoints have become the victims of corrupt practices and have burnt their faces because of the lack of good corporate governance practices. As a sequel to these corporate devastations, the share prices of those companies crashed overnight creating socio-economic deadlock whereby a large number of investors have become penniless all on a sudden and many innocent employees have to face the

victims of economic crisis and have to forgo their gainful employment. In fact, the directors, CEOs and other top level officers of many companies have misused and fabricated their powers in bad connivance with executives of other companies to the detriments of the stakeholders of the companies. Presently many users of corporate reporting required true and fair and most important transparent reports which helped them to take investment decisions. Thus disclosure of material information is necessary to protect the interest of various stakeholders. In my view disclosure of information is one part and disclosure of true and fair valuable information is another part of the corporate reporting. The Indian Companies Act, 1956 had been enacted with the objective to promote and flourish the corporate growth in the country so as to compete with the global players and to usher a corporate ambience in the country by establishing large of number of public sector companies under the government interventions.

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FOOD GRAINS IN INDIA'S AGRI-TRADE**Dr. Tarun Kumar Mondal**

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Abstract:

In 2010-2011, India's import and export values of agricultural commodities to national import and export have been recorded as 3.50% and 10.14% respectively. Import and export values of foodgrains to total agricultural commodities of India have been reported as 13.35% and 12.69% respectively in 2010-2011. An attempt has been made in this paper to analyse the nature of import and export of foodgrains from the period of 2001-2002 to 2010-2011. Descriptive statistics and semi-log trend equation have been used in this study. The study has revealed that the trends of import and export of foodgrains to total import and export of agricultural commodities and to the India's total import and export are fluctuating during the study period.

Keywords: Agricultural commodities, Foodgrains, Semi-log trend equation, Trade

Introduction:

India's economy is primarily based on agriculture as 54.6% of the national workforce is directly engaged in this sector (Census of India, 2011). In 2010-2011, agriculture and allied sector shared 14.59% to the nation's GDP at constant 2004-2005 prices (CSO, Government of India). In 2010-2011, India's import and export values of agricultural commodities to the national import and export have been recorded as 3.50% and 10.14% respectively.

In global trade, 'Indian agricultural trade flows appear relatively modest' (European Commission, 2007). According to USTC (2009), 'Indian agricultural imports accounted for just 1 percent of global agricultural trade in 2008 and supplied only 3 percent of Indian agricultural demand.' During the past six decades, India has achieved a remarkable success in foodgrains production. India's foodgrains production was increased from 50.82 million tonnes in 1950-1951 to 244.49 million tonnes in 2010-2011. Area under foodgrains production has been recorded as 60.98% to the total gross cropped area in India. Due to this success of foodgrains production, India has already established itself as a food surplus country. Hoda and Gulati (2013) stated that 'from the angle of achieving growth in production, clearly India's agricultural trade policy has been highly successful.' In this context, an attempt has been made in this paper to analyse the share of foodgrains in Indian agricultural trade.

Objectives:

The main objectives of the study are-

- To find out the trend of import and export of foodgrains of India during the period of 2001-2002 to 2010-2011.
- To assess the share of export and import of foodgrains compared to the total India's agricultural trade as well as total trade during the study period.

Methodology:

This study is entirely based on the secondary data. Relevant data have been collected from the various reports and documents published by the Directorate of Economics and Statistics, Ministry of Agriculture, Government of India, Director General of Commercial Intelligence & Statistics, Ministry of Commerce, Government of India, Central Statistical Organisation and National Accounts Statistics, Ministry of Statistics and Programme Implementation(MOSPI), Government of India.

Descriptive statistics and semi-log trend equation have been used to find out the trends of export as a percentage to import value of (i) foodgrains, (ii) total agricultural commodity and (iii) all commodities and product in India.

$$\text{Semi-Log Trend Equation} = \log Y = a + bt$$

where,

$$Y = \frac{\text{Export value}}{\text{Import value}} \times 100$$

Here, Y values for foodgrains, total agricultural commodities and all commodities and product in India have been calculated.

a = Intercept

b = Regression Co-efficient

t = Time in years

From the Semi-Log Trend Equation, growth rate has been calculated as -

$$\text{Growth rate} = \text{Regression Co-efficient} \times 100$$

Results and Discussion:

Import values of foodgrains were recorded as Rs. 3246.99 Crores in 2001-2002 and Rs. 7502.63 Crores in 2010-2011. The share of foodgrains import to total agricultural import value has decreased from 19.97% in 2001-2002 to 13.35% in 2010-2011. (Table No.1 & Fig.No.1)

The higher percentage share of foodgrains import value to total agricultural import value has been recorded in 2006-2007 (33.36%) due to increased import value of wheat. In this year, import value of wheat was exceptionally high as Rs. 5850.49 Crores i.e. 59.17% of the total foodgrains import value and 19.74% of the India's agricultural import value. However import of wheat is not a regular event as India also exports wheat. Considering the all foodgrains, highest import value has been recorded for pulses. Except the year 2006-2007, import values of pulses occupied the highest position in national foodgrains import. The import values of pulses were recorded as Rs.3160.16 Crores in 2001-2002 and 6979.95 Crores in 2010-2011. The percentage shares of import values of pulses to total foodgrain import accounted as 97.33% in 2001-2002 and 93.03% in 2010-2011 respectively.

Fig.No.1

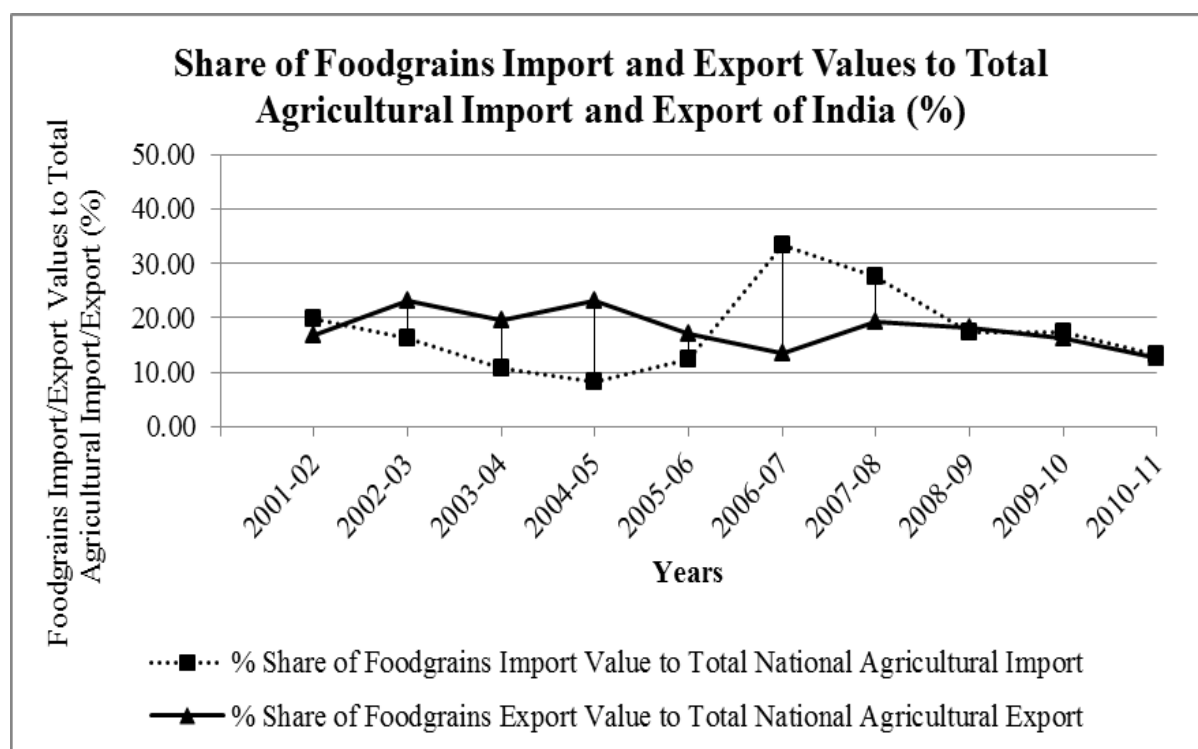
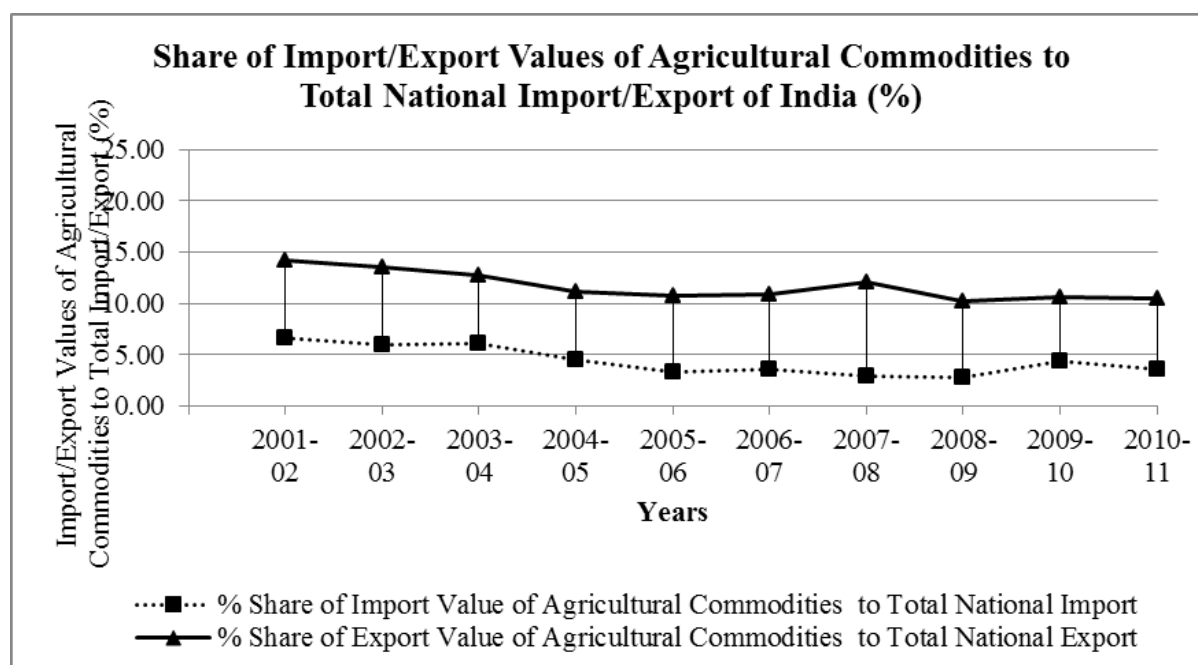


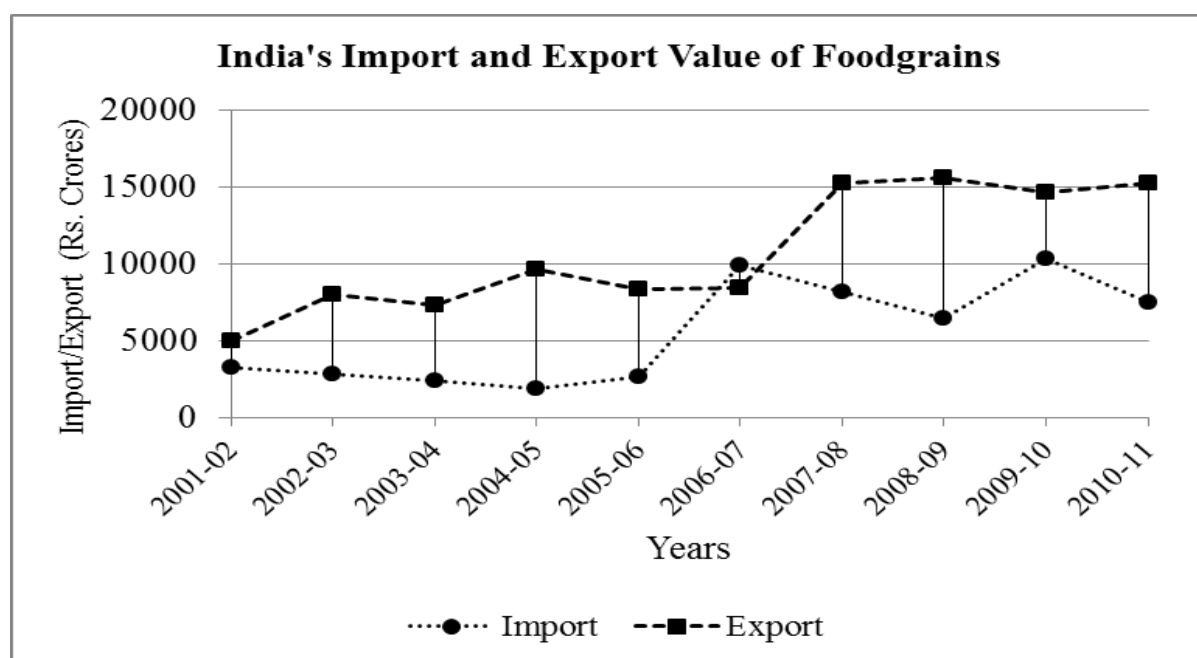
Fig.No.2

Export values of foodgrains were recorded as Rs.4989.40 Crores in 2001-2002 and Rs.15251.39 Crores in 2010-2011. The share of foodgrains export to total agricultural export decreased from 16.78% in 2001-2002 to 12.69% in 2010-2011. During the study period, in 2002-2003, the highest export value of foodgrains to total agricultural import was recorded as 23.16%. (Table No.2 & Fig. No.2)

Export value of Basmati rice has occupied a significant position in India's exports of foodgrains.

The share of Basmati rice import to the total import value of foodgrains has been recorded as 36.93% in 2001-2002 and 69.38% in 2010-2011. The share of Basmati rice to the import of foodgrains was reported highest in 2009-2010 as 74.41%.

Except the year 2006-2007, export value of foodgrains remained always higher than the import value during the study period. (Fig.No.3)

Fig.No.3**Table No.1:** India's imports of foodgrains and total agricultural commodities (Rs. Crore)

Year	Foodgrains import						Total agricultural import	% share of foodgrains import to total agricultural import
	Pulses	Wheat	Rice	Other Cereals	Cereal preparation	Total foodgrains		
2001-02	3160.16	0.84	0.07	3.58	82.34	3246.99	16256.61	19.97
2002-03	2737.05	0.00	1.09	0.67	116.79	2855.60	17608.83	16.22
2003-04	2284.87	0.25	0.27	1.87	86.85	2374.11	21972.68	10.80
2004-05	1777.58	0	0	6.56	112.16	1896.30	22811.84	8.31
2005-06	2476.25	0	0.34	30.09	129.23	2635.91	21499.22	12.26
2006-07	3891.91	5850.49	0.41	11.73	132.92	9887.46	29637.86	33.36
2007-08	5374.94	2657.51	0.42	19.34	161.83	8214.04	29906.24	27.47
2008-09	6246.40	0.01	0.06	45.46	170.17	6462.10	37183.03	17.38
2009-10	9813.37	231.90	0.37	76.33	188.22	10310.19	59528.34	17.32
2010-11	6979.95	236.37	1.12	59.24	225.95	7502.63	56196.20	13.35

Source: Director General of Commercial Intelligence & Statistics, Ministry of Commerce, Government of India

Table No.2: India's exports of foodgrains and total agricultural commodities (Rs. Crore)

Year	Foodgrains export						Total agricultural export	% share of foodgrains export to total agricultural export
	Pulses	Rice Basmati	Rice (other than Basmati)	Wheat	Other Cereals	Total foodgrains		
2001-02	369.13	1842.77	1331.37	1330.21	115.92	4989.40	29728.61	16.78
2002-03	345.02	2058.47	3772.77	1759.87	91.06	8027.19	34653.94	23.16
2003-04	328.60	1993.05	2174.94	2391.15	397.55	7285.29	37266.52	19.55
2004-05	602.57	2823.90	3945.02	1459.82	793.82	9625.13	41602.65	23.14
2005-06	1115.21	3043.10	3178.17	557.53	453.82	8347.83	49216.96	16.96
2006-07	773.34	2792.81	4243.10	35.35	599.25	8443.85	62411.42	13.53
2007-08	526.41	4344.58	7410.03	0.24	3002.33	15283.59	79039.72	19.34
2008-09	540.22	9477.03	1687.37	1.46	3920.58	15626.66	85951.67	18.18
2009-10	407.35	10889.46	365.30	0.05	2973.19	14635.35	89341.33	16.38
2010-11	852.79	10581.51	220.25	0.74	3596.10	15251.39	120185.48	12.69

Source: Director General of Commercial Intelligence & Statistics, Ministry of Commerce, Government of India

Table No.3: India's national import and export and export as a percentage to import of foodgrains, total agricultural commodities and total national commodities and products

Year	Total National (Rs. Crores)		Export as a percentage to import		
	Import	Export	Foodgrains	Total agriculture	Total National
2001-02	245199.72	209017.97	153.66	182.87	85.24
2002-03	297205.87	255137.28	281.10	196.80	85.85
2003-04	359107.66	293366.75	306.86	169.60	81.69
2004-05	501064.54	375339.53	507.57	182.37	74.91
2005-06	660408.9	456417.86	316.70	228.92	69.11
2006-07	840506.31	571779.28	85.40	210.58	68.03
2007-08	1012311.70	655863.52	186.07	264.29	64.79
2008-09	1374435.55	840755.06	241.82	231.16	61.17
2009-10	1363735.55	845533.64	141.95	150.08	62.00
2010-11	1605314.63	1148169.56	203.28	213.87	71.52

Source: Director General of Commercial Intelligence & Statistics, Ministry of Commerce, Government of India

Table No.4: Growth rate of export as a percentage to import value in India (2001-02 to 2010-2011)

Items	Intercept	Co-efficient	Growth (%)	R Square	Remarks
Foodgrains	5.3819	-0.0488	-4.88	0.1158	Negative trend
Total agriculture	5.3010	0.0117	1.17	0.0601	Positive trend
Total National commodities and products	4.2755	-0.0305	-3.05	0.7200	Negative trend

During the study period, i.e.2001-2002 to 2010-2011, the growth rate of export of foodgrains as a percentage to import value in India has shown a negative trend i.e. -4.88%. In the same period, the growth rate of export of total agricultural commodities as a percentage to import value in India has reflected a positive trend i.e. 1.17%. The growth rate of India's national export as a percentage to national import value has reflected a negative trend i.e. -3.05% during this period. (Table Nos.3 & 4)

In Indian agricultural planning, emphasis has been given to the production of wheat and rice whereas pulses production has been neglected for a long time. Import and export of Indian foodgrains are largely determined by the nature of foodgrains production, demand in domestic markets, price fluctuations at national and international markets and policies imposed by the Government. India's agricultural trade policy is designed to 'protect domestic producers and consumers' (USITC, 2009). Persistent poverty and high demand of agricultural commodities in domestic market largely control India's agricultural trade policy which regulates import and export of foodgrains of this country.

Conclusion:

The trends of export and import of India's foodgrains are fluctuating in nature. Two main staple foodcrops i.e. rice (except basmati) and wheat have little contribution in India's agri-trade. Large population size, persistence poverty and low purchasing power of the rural India restrict the entry of foodgrains in India's agri-trade. Diversification of foodgrains in Indian agri-trade is required and especial emphasis has to be given to reduce the import of pulses along with the increase in pulses production.

Acknowledgement:

The author would like to acknowledge the Department of Science & Technology (DST), Government of India for providing financial assistance from DST PURSE Programme, University of Kalyani and also University of Kalyani for providing financial assistance from PRG in carrying out this research.

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**A STUDY ON WASTE MANAGEMENT OF GUWAHATI MUNICIPALITY
CORPORATION AND ENVIRONMENTAL AWARENESS OF
TAX PAYERS OF GUWAHATI CITY**

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Abstract:

It is obvious that the socio economic up gradation accelerates the human inflow in urban area. The urban area is now over crowded. Like other cities, the density of population becomes very high in Guwahati. Now, environmental preservation and garbage management are challenging issue for inhabitants of Guwahati. Along with that the role of Guwahati Municipality Corporation is debatable matter. Therefore Researcher has chosen this problem for investigation.

It has been observed that the inhabitants' behavior and approach in community life requires revisions. They are not at all organized for garbage management and environmental preservation. There is need of suitable regulatory framework for efficient service of GMC in relation to environment and garbage management. In absence of tax payers' awareness, the GMC could not play role for prudent garbage management.

Key word: Disposal of garbage, GMC, Environmental Awareness and preservation

Objective of the Study:

The researcher has undertaken the study with the following objectives.

- 1) To examine the system of wastage management of GMC.
- 2) To study the level of awareness of taxpayers of GMC/inhabitants in relation to disposals of garbage and environmental conservation

Research Methodology:

The Research is based on mainly primary sources of data. The researcher has applied multistage random sampling method for collecting information from tax payers. In first stage, the researcher has chosen 10 municipality wards out of 31 municipality wards of Guwahati and in second stage, the researcher has chosen 100 tax payers from each select GMC wards. The researcher has two sets of schedules for collecting information from sample tax payers and GMC authority. Sample size for tax payers is 1000 and sample frame is the list of tax payers collected from GMC.

1-Role of GMC for garbage management:

The role of Guwahati Municipality Corporation related to garbage management may be classified as collection of garbage, storage of garbage and disposal of garbage.

1.1. Collection of Garbage: The collection of the garbage is classified as primary collection and secondary collection.

For primary collection of garbage, there are 31 NGOs engaged by GMC for each of 31 wards for collecting wastages from every household. They are paid by GMC Rs.20/- to 26/-per month for their service per household. The GMC also collects Re. 1 per day from every household for providing service related to disposal of wastage. The GMC has 62 vans for collecting garbage. There are 400 numbers of tricycles for collecting wastages from households where approach road is very narrow. The wastages are kept in nearest bins. One bin has average 3 cubic meter space for preserving wastages. There are almost 2000 bins for keeping garbage in the city. Besides that the GMC has 12 compactors. The GMC has planned to arrange another 10 compactors before April 2015.

Secondary garbage collection started from the bins and compactors, where garbage collected from household are preserved. The GMC authority has engaged 9 JCB, 25 dumpers for collecting garbage from bins and compactors. The GMC acquires 100 bigha lands in Boragaon for disposal of wastages.

The GMC has another 20 dumpers for collecting wastages from open garbage points, i. e the places where wastages kept open without bin. For carrying dead animal they have separate vehicles.

The GMC has plan for arranging different transfer points for smooth transportation of garbage. In this transfer point, they will keep two or three preservers with portable compactors.

Collected garbage are disposed in dumpsite in Boragaon. There are compost pits for around 2000 metric ton. They have also plan for segregation of wastages at source of primary collection of garbage in to two parts, viz (i) plastic and other re- cyclical items and (ii) other wastages. GMC has policy for implementation of biomethan or bio gas project with these other wastages including hotel wash.

1.2 Expectation from Biomethan Project:

The expectations of the GMC from Biomethan Project are as follows-

- a) Generating of energy
- b) Reduction in land requirement for disposal of massive waste
- c) The adverse impact of garbage on water, land and air will be reduced
- d) Production of manure.

1.3 Probable Location and cost of Biomethan Project:

The probable location of the project is Bhootnath and Paltan Bazar Fish Market. The total financial outlay for the project will be around Rs.1crores and operation and maintenance cost will be approximately Rs.1lakh per month. It is also expected that the design of the project will be recognized by State/central government or any agency approved by the state/central government.

1.4 Monitoring pattern of waste management by GMC:

The GMC has monitoring vehicles with fixed route plan which are associated with GPS system (Global Positioning System, i.e. electronic device).For supervising the activity of waste management ,there are 6 Divisional Engineer, Zonal Officers and Security Supervisors. They are supported by 900 labour.GMC has special help line (,i.e 8811007000) for the benefit of the city dwellers.

2. Opinion of tax payers on GMC services for waste management:

The researcher has enquired tax payers' views on different issues of GMC services. It has been seen that that majority respondents opined on favour of GMC's regular garbage collection.26.9% stated that this policy has not covered the households of their locality.20% respondents are not aware about door to door garbage collection policy of GMC.

Table-1 Collection of wastages from House holds

Regularly	Aware but not covered	Not aware	Total Respondents
531(53.1%)	269(26.9%)	200(20%)	1000(100%)

Source: Sample Survey

This information indicate that the GMC is yet to pay more effort for covering more area for the policy and make extensive campaign for awareness.

The GMC authority has policy for keeping dustbins in different places of the city, but only 10.4% respondents state that the GMC dustbins are kept within ½ kilometer distance from their residence.24.5% opined that the distance of GMC dustbins and their residence is more than ½ kilometer and less than 3 lilometres.65.1% of the sample respondents narrated

that the dustbins are kept more than 3 kilometer distances from their residential places. It shows that the dustbins are not evenly distributed in different GMC wards.

Table-2 Location of Dustbin from residence

Within 1/2k.m	More than 1/2 k.m but less than 3k.m	More than 3 k.m.	Total Respondents
104(10.4%)	245(24.5%)	651(65.1%)	1000(100%)

Source: Sample Survey

In case of disposal of garbage from dustbin, 87.5% respondents viewed that there is regular disposal of garbage from dustbins. 11.5% of the sample respondents are not sure about the regularity in removing garbage from dustbins. Only 1% of sample respondents stated clearly that the disposal of garbage from dustbin is a regular practice of the GMC. Though the majority respondents have noticed regular disposal of garbage from dustbins by the GMC authority, 91% of them also accused for uncovered dustbin. Few of them said that uncovered dustbin created

Table-3 Disposal of garbage from dust bin

Regular disposal of garbage from dustbin	Disposal of garbage from dustbin is not regular	Not sure	Total Respondents
875(87.5%)	10(1%)	115(11.5%)	1000(100%)

Source: Sample Survey

Inconvenience for pedestrian by creating intolerable smell. Besides the disposal of garbage

Table-4 Cover on Dustbins

Uncovered Dustbin	Covered Dustbin	Not sure	Total Respondents
910(91%)	15(1.5%)	75(7.5%)	1000(100%)

Source: Sample Survey

from the dustbins, keeping the drainage system of the city clean is a crucial issue because, during the flood season unclear drains create miserable situation for inhabitants of the city. 61% respondents of the sample tax payers opined that at present the GMC is taking more initiative for cleanliness of drainage in comparison to the yester years. 23% of the sample's respondents are not agree with this opinion. 16% respondents are not sure on the regularity of GMC in maintaining cleanliness of drainage.

Table-5 Maintaining cleanliness of drainage by GMC

Maintaining cleanliness of drainage	Do not maintaining cleanliness of drainage	Not sure	Total Respondents
610(61%)	23 (23%)	16(16%)	1000(100%)

Source: Sample Survey

2. Opinion of sample respondents on inhabitants behavior:

The success of GMC for maintaining environmental cleanliness depends not only on their sincerity for implementing plan but, also on the sense of responsibility of the tax payers or inhabitants. The GMC has policy for collecting garbage from every household, but few inhabitants prefer to throw their garbage on public place or on street. The sample tax payers are interrogated to know their opinion on the behavior of fellow tax payers or inhabitants on the habit of disposal of garbage. It has been seen that 35% of sample respondents opined on behavior of majority inhabitants' habit of throwing garbage in public place. 63% respondents believe that only minor group of inhabitants have this type of foul practises. It shows that, the GMC's policy for garbage collection will not be successful alone, as, the considerable portion of inhabitants have habit of throwing of garbage on street and other public places.

Table-6 Throwing of garbage on street and other public places

Majority inhabitants practice	Minor group of inhabitants practice	Not sure	Total Respondents
350(35%)	630 (63%)	20(2%)	1000(100%)

Source: Sample Survey

Another serious issue related to inhabitants' behaviour with garbage is casual attitudes of inhabitants with plastic packets. 91.1% respondents stated that the majority inhabitants are

Table-7 Casual attitude of inhabitants with polythene packets

Majority inhabitants practice	Minor group of inhabitants practice	Not sure	Total Respondents
911(91.1%)	79(7.9%)	10(1%)	1000(100%)

Source: Sample Survey

very casual in disposal of plastic packets. It indicates that there is need of revolutionary step for revising the attitude and behavior of inhabitants in practicing with polythene packets.

The inhabitants' behaviours also contribute to unhygienic public places. As per 50.1% respondents of the sample, majority inhabitants have habit of spitting on public place and property. 40.2% inhabitants stated that the minor group of inhabitants has habit of spitting on

Public property and places. As per notion of the respondents, young people under the age group of 15 years to 30 years are more habituate for spitting on public places, as large portion of them regularly take gutka, sikhar, Jarda and other kinds of paan masala.

Table-8 Spitting on public property

Majority inhabitants practice	Minor group of inhabitants practice	Not sure	Total Respondents
501(50.1%)	402(40.2%)	10(9.7%)	1000(100%)

Source: Sample Survey

Another noticeable fact is that, few inhabitants have the habit of throwing any sort of waste items, packets on street or inside the public vehicles while they travel by vehicles. As per the opinion of 55.1% respondents, majority inhabitants have habit in throwing of waste material on street or inside the public vehicle during the time of travelling. 40.2% inhabitants believe that only few inhabitants have this habit. But, in case of using of dustbin, majority of the sample respondents said that the large portion of pedestrians prefer to throw any sort of waste materials in open public place instead of dispose the same in dustbin.

Table-9 Throwing of Waste Material on Street or Inside the Public Vehicle during the Time of Travelling

Majority inhabitants practice	Minor group of inhabitants practice	Not sure	Total Respondents
551(55.1%)	402(40.2%)	10(9.7%)	1000(100%)

Source: Sample Survey

Public place instead of dispose the same in dustbin. The table-9, given below, shows that 83% sample respondents feel that very less portion of pedestrian use dustbin while they require disposing waste items.

Table-10 Use of Dustbin by pedestrians

Majority pedestrians use dustbin	Very less portion of pedestrians use dustbin	Not sure	Total Respondents
155 (15.5%)	830(83%)	15(1.5%)	1000(100%)

Source: Sample Survey

Similarly, urinating on open public place is another ill habit of pedestrians. 55.1% of the sample tax payers opined that majority of the male pedestrians have habit of urinating on open public places.

Table-11 Relieving oneself in the open public places

Majority male pedestrians practice	Minority male pedestrians practice	Not sure	Total Respondents
551(55.1%)	402(40.2%)	10(9.7%)	1000(100%)

Source: Sample Survey

These behaviours of taxpayers or inhabitants are responsible for creating environmental hazards. Besides that, the majority tax payers and inhabitants do not check their vehicles for preventing carbon emission of the vehicles. 52.3% sample respondents believe that majority owners of vehicles are yet to receive pollution free certificates for their vehicles.

Table-12 Vehicles without Pollution free certificates

Major portion of vehicles have	Very less portion of vehicles have	Not sure	Total Respondents
523(52.3%)	467(46.7%)	10(1%)	1000(100%)

Source: Sample Survey

Conclusion:

The GMC authority attempts to execute their planning for avoiding environmental pollution and degradation. They have nice planning for productive use of garbage. To have inhabitants' involvement, in executing the policy, the GMC authority should initiate for having direct feedback and interaction from the tax payers. It will make aware of tax payers for the different strategies of the GMC. In the awareness programme, more involvement of public requires to be ensured. The GMC authority should enhance the number of dustbins and should ensure for equal distribution of the same. For hilly area they may have more separate and concrete plan. The number of public toilets should be enhance for avoiding open urinating of pedestrian on street .For ensuring environmental friendly behavior, the voluntary organization needs to take revolutionary step for massive awareness campaign for revising the ill practices of city dwellers. In absence of dwellers' support and public reviewing of the policies, the effort of GMC for environmental cleanliness and garbage management will not be successful.

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THE TRADITIONAL SYSTEM OF THE FEASTS OF MERIT IN THE NAGA SOCIETY

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Abstract

Apart from the regular festivals, the Nagas have some occasional festivities also such as the Feasts of Merit. The term “Feasts of Merit” used by many writers is a great festival-cum-ceremony and is done in sequential grading. The holding of such feasts entitles the donor to wear special dresses and ornaments. His elevated social status is also reflected in the decoration of his house. Many Nagas in the past were ambitious to be a feast-giver because of the superior position it offers them in the community.

Introduction :

So many of the traditional values are out of practice in the present day and the Feasts of Merit is one of such practices which has faded away with the changing of times. So this paper made an attempt to put in writing how this custom was practiced in the olden times.

The Nagas are quite fond of festivities and they have a large number of festivals which are celebrated throughout the year. In addition to the community festivals which are observed during the year, they also have certain festivals known as Feasts of Merit which can be hosted by the individual members of the community. These particular feasts are also sometimes called as Feasts of Honour which can be offered by a man of wealth and there is no age bar for holding such feasts.

Traditionally these feasts were presented as not obligatory but social sanction demands that they should be performed by anyone who can offer them. The elders of one clan may approach and instruct anyone to offer the feasts if they see him adequately rich enough for conducting such feasts. By offering such kind of feasts he improves his status in the society as he is entitled to wear some special shawls which are denied to the common men, and at some higher stage he can even decorate his house in a particular manner which will indicate that he is a feast-giver. And in this way he gains the respect and admiration of his fellow-villagers.

Any couple is entitled to perform the Feasts of Merit in order to attain social status.

Verrier Elwin, a famous anthropologist says that, it is only a married man who can give one of these feasts because his wife has to take “a conspicuous and honoured place in the proceedings”.¹ It is also learnt that during the ongoing feast if the wife dies by any chance, the ceremonies are carried on without burial, and only after the ceremonies are over, the dead body is buried. This has clearly explained that an unmarried man, a divorcee or a widow cannot give the feast. Such feasts bring the donor honour both now and after death and he can henceforth wear special clothes and ornaments, and decorate his house in a special way.² At later stage of the feasts the couple can even host the entire fellow -citizens who in return help them in setting up stone monoliths and also sometimes dig ponds or tanks in their honour.

The Nagas believe that, by offering such kind of feasts, the feast -giver may not only build his reputation and enhances his social standing, but he also transmits his fertility to his community. That is, a rich man who offers the feasts is believed to have fertility or a magical power in him to multiply wealth. So there is belief that if his community come to his house and share his wealth then they too will acquire such kind of power and get richer like the feast-giver. So for this reason after conducting the feast, some of the tribes like the Angamis, Chakhesangs, Zeliangs usually erect fertility symbols such as a male and a female stone representing the feast- giver and his wife which are erected by the side of footpaths leading to the village. As for the Semas, after hosting such feasts, they usually erect a ‘Y’ shaped post which is supposed to be a symbol of female sex which they thought have the capacity to multiply. Thus, the Semas believe that by erecting such symbols under the earth, the feast-givers are transmitting their fertility to the community.

Then depending on the different social structures of the various Nagas, the types of Feasts of Merit also differ from tribe to tribe. For example, the Semas and the Konyaks who have practiced chieftainship, they take some preventive measures so that the powers of the chieftain is not neutralised. As these feasts give the feast- giver the opportunity to climb higher in their social standing, the biggest feast among the Thendu konyaks which involves the pulling of the log drum is not given to the commoners. In other word, this particular feast has been monopolized by the family of the Chief only with the intention to retain their powers. Then in the case of the Semas, anyone is allowed to perform any kind of Feasts of Merit, but the donor is not given any special status as such because if he is given higher social status then this may affect the position of the chieftainship.

It is a known fact that each tribe differs in dialect as well as in social and religious activities. Since every tribe has its own social and religious activities, to generalize the whole

Naga tribes as one becomes difficult and so also with the Feasts of Merit. For example, among the Lothas, they generally have five series of ceremonies, in a rising scale of importance, such as (a) *Soko Yiita* or Drinking feast (b) *Oso janta* or Meat distribution feast (c) *Tssira Etso* or Mithun sacrifice (d) *Ozii Esii* or Stone dragging ceremony and (e) *Osni Ewo* or Dedication of granary. A man who completes the whole series of ceremonial feasts and raised a memorial stone is entitled to wear a special shawl called *Lingpens*. Among the Mao tribe, the Feasts of Merit is performed in three stages called *Noi*, *Mozii* and *Zhoso*. *Noi* means killing of cattle, *mozii* distribution of meat and offering of rice beer, *zhoso*, the last and most important stage means the erection of a memorial stone. This final stage cannot take place until and unless the two previous ceremonies have been duly performed. It can be performed only by a man who is wealthy enough to offer a great feast to the whole community on this occasion.³ Among the Aos, they have four series of feasts such as (i) *Masiitsii* or Drinking feast (ii) *Atsiitsii* or Mithun ceremony (iii) *Aok khikha* or Pig ceremony, and (iv) *Tsiinatsii* or Mithun sacrifice. As the name of the feast denotes, the final ceremony which can be achieved only by the richest man of the village, the sacrificial animal is the *mithun*. Then the most outstanding of Ao's men shawl is *Tsungkoteps* and the right to wear to shawl was originally limited to successful warriors and to the men who performed the *mithun* sacrifice, and their sons. But the most decorative shawl is called *Rongsus*. It can be worn by a man whose grandfather and father and later on he himself performed the *mithun* sacrifice.⁴ The ceremonial feasts also play an important part in the social life of the Rengma tribe, and the progress a man has made in performing the series of feasts is shown by the shape and ornaments at the front of his house.⁵

As mentioned above, the various stages of the Feasts of Merit differ not only from tribe to tribe but from village to village as well. Among the Angamis, for instance, they have different stages of the feasts, and if we see a particular village like that of Khonoma village, it has as many as seven types of Feasts of Merit in ascending order. The name and procedures are given below:⁶

The first feast is known as *Hiegagei*, literally means 'the feast below hundred',⁷ That is, when a person accumulates surplus grains such as rice, millet, or job's tears, then he is in a position to offer this feast to his dear and near ones. He does this to demonstrate his generosity and thereby receiving the blessings of those who come for the feast. This feast generally consists of a big pig and some rice-beer.

The second feast is known as *Kriegagei* which means 'the feast of hundred'. As the

name indicates, when a couple harvests a hundred or more baskets of paddy, then this feast can be offered by feeding their clan members and friends. The feast comprises of two pigs and considerable quantity of rice -beer. After hosting this feast, the couple earns the right to wear certain designs of shawls and ornaments as part of their regalia.

The third feast is known as *Phichiipehe* which means 'giving feast to the elders'. Accordingly, the *donor invites all the elders from the various clans in the village and feed them with food and drinks*. For the celebration of this feast, a good number of pigs and cows are slaughtered. And after the feast, the host couple gain the right to become the custodians of an age-group in the village.

The fourth feast is known as *Kesiamero* which is actually a ritual ceremony in honour of the death ancestors, as in most cases the donors have become rich as a result of the inheritance from their ancestral properties. So this feast is celebrated to honour their ancestors. Any amount of pigs and cows can be used for this feast and stone monoliths are erected according to the number of their dead ancestors.

This feast will be followed by the feast of *Cha (Chiicha) or Tieza* which means distribution of rice and meat. As for this feast, if both the husband and wife are still alive, then they can perform *Cha* by feeding the entire village in the house of the couple. But if one of the couple passed away, then instead of hosting the feast at home, *Tieza* is performed, i.e., rice and meat are distributed to every household as a mark of respect to the departed life partner.

Then in the sixth stage of the Feast of Merit which is known as *Zhachii*, the host provides plenty of rice, meat and rice-beer for the celebration to the whole village community. And after giving this feast, the donor can construct *Pfhehou* which is a special recreational spot where seats made of chiselled stone are arranged for relaxation. He can also decorate the roof of his house with a horn-like decoration called *Kikia*, and can wear some special cultural items during the festivals.

It is learnt that the final stage in the series is carried out only after performing the sixth stage three times by a rich man. And in this regard, plenty of food and rice are provided to the whole population, and also a big chunk of meat and rice-beer are distributed to all the households. Lots of animals are killed and the celebration is extended even to the neighbouring villages as well. After performing this feast, the host couple is entitled to dig ponds in their honour. The feast is very costly and difficult to achieve, as for example, in

Khonoma village till date, only one person named Hiekha could perform the whole set in the series.

Significance :

One great significance of the Feasts of Merit is that, it is the distribution of wealth rather than its possession which is considered to be more important. While celebrating these feasts, the feast-giver offers the same treatment to everyone in the village. That is, the same importance is shown not only to his friends and relatives, but even to the poorest and the least important ones who also get equal share of meat and rice. And also in those days, the living condition was such that storage of perishable food items was limited and so in such a situation these feasts ensures that such food items were not wasted in the hands of the wealthy people. These feasts also served as a system of maintaining economic balance in the sense that, the system promotes the urge to accumulation of wealth, but at the same time it restricts over-accumulation as the food surpluses are redistributed to the community in return for higher social status in the society.

Conclusion :

In conclusion we can say that, today the Feasts of Merit could no longer be practiced not for its faults, but due to certain reasons with the changing circumstances. With the growth of population, it became a far-fetched dream to host the feasts as huge wealth is involved in the celebration. So nowadays the rich men will think twice before they spend their accumulated saving in that way. Modern-day Nagas prefer to use their money on the education of their children rather than spending it lavishly just to gain some social status in the society. They just cannot let an age -old custom of distributing wealth disturb their endless quest for material gains. So today it becomes incomprehensible when one talks about undertaking this tedious task in order to enhance one's social status.⁸ Another thing is that, with the ever-growing population of Christianity among the Nagas, now too few people are left who would be interested to participate in such traditional practices.⁹ However, it is gratifying to see that, in recent years, particularly among the educated circles, there is a desire to revive some of the old Naga cultural ingredients. So the above elements are highlighted not only to preserve these feasts through writing but to put it into practice as well.

Footnotes :

¹ Elwin, V., *Nagaland*, Shillong, 1961, p.10.

² *Ibid.*,

³ Ganguli, M., *A Pilgrimage to the Nagas*, New Delhi, 1984, p.136.

⁴ Ibid.,

⁵ Ibid.,

⁶ KTBB *KHONOMA : Legedary Naga village*, Khonoma, 2005, p. 41.

⁷ Hundred refers to hundred baskets of rice.

⁸ Punyii, V., *Angami Feasts of Merit: A forgotten value*, A Manuscript.

⁹ Zetsuvi, K., *Feasts of Merit*, A Manuscript.

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A STUDY OF ENGAGEMENT OF STUDENT-TEACHERS WITH FACE BOOK**SYED MERAJ AHMAD RIZVI**

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ABSTRACT

Students are using technology more than ever, and administrators have responded by making campuses more conducive to this evolution by shifting simple classroom to smart classrooms. Facebook, a social networking website, is a platform which has attracted a millions of users who use it for different purposes while it was originally designed to build a social relationship among users and strengthen it. Facebook provides applications that support engaging in a common space around shared interests, needs and common goals for collaboration, knowledge sharing, interaction and communication. A modest attempt was made in this study to see student-teachers' facebook usage especially for educational purposes. The sample consisted of 100 student-teachers who were having an active facebook account. A questionnaire was administered on the sampled student-teachers. The study revealed that, though student teachers use facebook for maintaining social relations like interacting with others, mailing and messaging and playing games, it was also found that high achievers (student-teachers who have got 75% and above marks in their last examination) login facebook account several times a day. Thus facebook is is used by high achievers quite frequently and student teachers were found more frequently engaged in educational activities like discussing educational topics, assigning tasks and also playing educational games. Hence it can be said that using facebook in educational pursuits may become fruitful and promote learning in a different manner.

Key words: Facebook, Student teachers, Engagement.

INTRODUCTION

There is a fair amount of professional and popular interest in the effects of social media on college student development and success (Abramson, 2011; Kamenetz, 2011). The most popular social media website for college students is facebook, and research shows that anywhere between 85 and 99% of college students use facebook (Hargittai, 2008). With the evolution of social networking, dramatic changes have been observed in the ways of human beings to locate and access information, communicate with, and learn from each other. A

good learning takes place when students collaborate, discuss ideas, get possible solution, design around real world contexts, connect with other students around the world on topics of study and gain 21st century skills. For the purpose present generation is having a new and varied way to communicate via the internet, whether through their PC or their mobile phone. Electronic tools and mobile devices, social networking environments and virtual worlds are increasingly becoming popular. Logging-in facebook, have become a global phenomenon and attracted extensive population from all around the world in different ages, cultures, education levels, etc. In addition to routinely checking e-mails, reading daily forums and newspapers or following instant message tools, people now also check their Facebook profiles by following others' status changes, updating their profiles or looking at others' profiles. Research has shown that many people connect to facebook at least once a day either to check their profiles or to participate in different online activities (Joinson, 2008; Lenhart, 2009, as cited in Mazman & Usluel, 2011).

In addition to the incredible usage rate among students, there are a number of unique features that make it amenable to educational pursuits. For example, Facebook is equipped with bulletin boards, instant messaging, email, and the ability to post videos and pictures. (Singh,A., 2012). Recently, in 2011, Facebook has downloadable applications have been added, which can further supplement the educational functions of Facebook. While many of these technological tools mirror those found in currently employed courseware programs (e.g. blackboard, model, etc.), the ability and ease with which an individual (instructor or student) upload photo and videos, the frequent and seamless updates and maintenance, and the compatibility with a wide variety of web browsers are superior to some courseware. Muñoz and Towner (2009) stated that, "Students who participated in a web-enhanced class outperformed those in the traditional lecture format," (as cited by Hamann and Wilson, 2002). The reason for this is that students are active and engaged in learning when they are using web based tools (Facebook). They have to navigate to different resources throughout the web and post and comment to discussion forums online. Facebook increases teacher-student interaction in the form of web-based communication.

Munoz & Towner (2009) in his research paper "Opening Facebook: How to Use Facebook in the College Classroom" attempted to propose the idea of using Facebook, for teacher education. This research explores the advantage of this new medium of instruction. Facebook increases both teacher-student and student-student interaction in the form of web based communication. Facebook can help instructors connect with students about

assignments, upcoming events, post useful links, and samples of work, all outside the classroom. Students are able to contact other students about questions on assignments or exams and work together in an online group. The social networking aspect of Facebook would let students check out their teachers profiles with personal information, interests, background and friends which, according to studies, can enhance student motivation, affective learning and classroom climate. Besides these features, students can use facebook in following way to strengthen their studies:

1. Posting Videos and Pictures

Videos and pictures can be posted on the wall of a personal profile or a group's profile. These pictures or videos can be viewed by several persons of a group at a time and discussion can be made.

2. Book Tag

Book tag is an application available on Facebook through which books which are available on net can be tagged and shared. Teachers can Share books and ask students to comment on them with the Book tag Facebook application.

3. Mathematical Formulas

Math teachers can take advantage of this app, sharing formulas and solutions with students on Facebook. They can post online mathematical problems on the wall of the group page and instruct the students to solve it using this application.

4. Language Exchange

To develop a language skill, communication among people is very necessary. Through this application, the students get connected with other students across the boundaries and also can practice through the language Exchange app. Language teachers can motivate students for group interaction. This can facilitate in learning and interaction with peers as well as teachers.

5. Facebook Groups and Study

Facebook is a network that connects students, therefore indirectly creating the perfect learning community. Building on the face-to-face, teacher-student relationship, Facebook allow students to glimpse instructor profiles containing personal information, interests, background, and "friends," which can enhance student motivation, affective learning, and classroom climate (Mazer et al., 2007 as cited in Singh, A. 2012).

Raacke and Bonds-Raacke (2008), Park, Kee, and Valenzuela (2009) gathered data on motivation for Facebook use and identified three core dimensions of use: information, friendship, and communication. These dimensions are consistent with other earlier researches, which showed that Facebook user sign-up principally to keep up-to-date with old and new friends, and for such purposes as organizing or publicizing social events, and studying. Hence, there are numerous opportunities for using facebook in educational pursuits.

OBJECTIVES OF THE STUDY

1. To study the use of Facebook by the student teachers

- according to the frequency of checking Facebook account
- according to the gender
- according to the marks achieved in last examination

2. To study the use of Facebook by the student teachers for

- general purposes
- educational purposes

METHOD

Sample

A sample of 100 students was selected using purposive sampling technique. The researcher selected two central Universities of India which are Aligarh Muslim University, Aligarh, Uttar Pradesh and Jamia Millia Islamia University, New Delhi which are offering B.Ed course. These universities enroll over a number of 300 students of B.Ed course.

Tools and Techniques for data collection

To collect primary data from student-teachers, a questionnaire was administered on the selected samples. The questionnaire was consisted of two parts: Its first part was developed by the researcher to get the demographic information of the participants and the second part focusing on the use of Facebook and the type of activities performed on Facebook. The researcher met the Students in these institutions personally or in group and requested them for filling up the questionnaire.

DATA ANALYSIS AND INTERPRETATION

Data collected through administration of questionnaire were analyzed as per the requirements of the objectives. For analysis of quantitative data, simple statistical procedures were used.

FINDINGS

Analysis of the study made by researcher revealed insights about the nature and level of Facebook usage by Student-teachers. Major findings of the research study were as follows:

- The most active group of Student-teachers which use Facebook is of age group 20-23 years. Most (52%) of Student-teachers access their Facebook account through mobile phone and none of the Student-teachers reported that they access Facebook from University library or Public libraries, as these institutions are not allowing students to access Facebook, using cyberoam. About 76% of the Student-teachers are having Facebook experience less than 4 years. Student-teachers check their Facebook account 3-5 times a within a week. Both male and female Student-teachers check their Facebook account 3-5 times within a week to about once a day.
- Student-teachers who have got 60-74% marks login Facebook every week, also students who have achieved 75% and above marks in their last examination login their Facebook account several times a day. Thus Facebook is is used by high achievers, quite frequently.
- There were four Facebook activities in which most participants reported engaging sometimes or frequently: keeping up with social happenings or events, keeping up with the sending instant messages to someone who is online at the same time and birthday wishing. For playing games, Student-teachers use Facebook less often.
- Student-teachers reported that when they use Facebook for educational purposes, there are four Facebook activities, in which they are engaged sometimes or rarely: talking about current educational events, joining educational communities, contacting with classmates about class assignment and projects and uploading photos on the wall of the profile page which can be used for educational purposes. They use Facebook for playing educational games rarely.

CONCLUSION

It has been found that high score achievers use Facebook quite frequently. It indicates that using Facebook does not affect learning habits negatively. So the teacher training institutions should promote use of Facebook for educational purposes. It was also found that Universities as well as other institutions restrict their students to use facebook, using cyberoam. They do not allow students to use facebook at their institutions. Most (according to the data gathered, 52%) of the student access Facebook using mobile phone. This indicates student teachers are more likely to be connected with social relations. Strategies should be

developed and applied, so that they could be motivated for using Facebook in educational context. Student teachers reported that they use Facebook for joining educational communities, contacting with classmates and uploading photos of educational perspectives. So, the policies should aim at promoting the use of social networking for education. This may help in generation and dissemination of resources among teacher-educators and student-teachers.

EDUCATIONAL IMPLICATIONS

This study reveals that generally student teachers login their facebook account once a day to connect with their friends, colleges and sometimes their teachers if they are in their friend list and discuss their social issues as well as problems related to their course. Interactive classes can also be held on facebook. Teachers as well students can create a group and fix a time when all the members can collaborate and discuss their educational issues. Educational institutions should promote these interactive sessions as these may prove fruitful for achieving educational goals. Different types of scholastic and co-scholastic activities can be performed on facebook groups.

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**TEACHER TRAINING PROGRAMME FOR LOWER PRIMARY TEACHERS
UNDER SARVA SHIKSHA ABHIYAN: A STUDY IN THE
DHUBRI DISTRICT OF ASSAM**

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Abstract

The quality of education is a direct consequences and outcome of the quality of teachers and teacher education system. In fact, the success of any educational reform depends on the quality of teachers and quality of teachers depends to a large extent on the quality of teacher training programme. The study is an attempt to estimate the different teacher training programme provided under Sarva Shiksha Abhiyan and also to know the perception of teacher trainees regarding their training programme. The study was conducted in Dhubri district of Assam. The result of the study is based on the data collected from Gouripur and Golokganj Block of Dhubri district and the responses of some of the trained teacher of these blocks. Descriptive survey method has been applied to collect the data.

Key Words: Sarva Shiksha Abhiyan, teacher training, Lower Primary school teacher.

Introduction

Teachers and teacher educators are undoubtedly the central actors in the delivery of quality education with equity. In this context teacher development programmes need to be based on an all encompassing, systematic and authoritative body of knowledge about teaching with the spotlight on the child as well as about the capacities of the teacher educators. In India, we have seen significant policies that are suggestive of the need for well designed teacher education strategies. The Indian Education Commission of 1964-66 expressed, “the destiny of India is now being shaped in her classrooms”. The role of the teacher has rightly been emphasized in the POA of the National Policy of Education, 1986 that the teacher is the principal means for implementing all educational programmes and of the organization of education. It further elaborated that the principal role will always be teaching and guidance of their pupils, not only through classroom instruction and tutorials by personal contact and numerous other ways teacher have always employed for building the character of their pupils. The National Curriculum Framework for Teacher Education 2009 reflects the areas of concern for improving teacher quality. In accordance with these national level initiatives, it is necessary that special initiatives be launched at state level not only to

cover the untrained teachers under teacher training programme but also to improve the quality of teacher education as a whole in state. In particular, for a state like Assam with a huge liability of untrained teachers, it is important that appropriate strategy be developed to address the issue of teacher training, especially in the context of the recent Right to Education Act 2009.

The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with State. It is an effort to universalise elementary education by community-ownership of the school system. Sarva Shiksha Abhiyan Mission recognizes the critical and central role of teachers and advocates a focus on their development needs. For the training of the teachers SSA has given maximum focus on need based teacher training with actual classroom demonstration by RP and teachers at Block as well as at CRC level every year. There is a provision of 20 days (10 days in-service training for all teachers each year and 10 monthly cluster level meetings) in-service teacher training at Block Resource Centre and Cluster Resource Centre / Zone level.

Teacher Training Provision Under RTE 2009

The Right of Children to Free and Compulsory Education (RTE) Act, 2009, was passed in August 2009 which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Article 21-A and the RTE Act came into effect on 1 April 2010. There are several provisions in the Act, including the training of teachers at the elementary level of education. It lays down the norms and standards relating to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications. As per the provision of the Act, teacher training has great implication because learning of pupils is linked with the capabilities of teachers. States are now obliged to prepare teachers who are capable of effective task performance. As regards

teachers, the Act clearly states that they should employ a child friendly pedagogy. According to the Section 23 of the Act, for the recruitment of Lower Primary teacher 2 year Diploma in Elementary Education and pass in TET to be conducted by the appropriate Government in accordance with the guidelines framed by the NCTE for the purpose is mandatory. While for the recruitment of Upper Primary teacher 2 year Diploma in Elementary Education or B. Ed in accordance with the NCTE regulations and pass in TET to be conducted by the appropriate Government in accordance with the guidelines framed by the NCTE for the purpose is mandatory.

Need and significance of the study

Proper teacher training programme is a must to improve the quality of teaching. In our country training for the teachers has been providing by the central and state government. In the field of elementary education, recently, Sarva Shiksha Abhiyan has launch in India and for the training of elementary teacher Sarva Shiksha Abhiyan has been providing different training programme. In Assam, Axom Sarva Shiksha Abhiyan is also providing short term training programme since 2003. Hence, there is need to access about the training programmes provided by Axom Sarva Shiksha Abhiyan. Therefore in this paper an attempt has been made to study the Teacher Training Programme Under Sarva Shiksha Abhiyan in Dhubri District of Assam. Hope, this paper will help all the concerned people to get the idea about Teacher Training Programme under Sarva Shiksha Abhiyan in Assam.

Study Area

The present study is undertaken in Dhubri District of Assam. Dhubri district has seven educational Blocks namely Agomoni, Bilasipara, Chapar, Gauripur, Golokganj, Mankachar and South salmara. To conduct the study Gouripur and Golokganj Block of Dhubri district has been selected during the study period of 2011-12 and 2012-13

Objectives

1. To estimate the different teacher training programme provided by Sarva Shiksha for Lower Primary teacher.
2. To study the perception of teacher trainees in their training programme.

Methods, Sample and Tools

The study was conducted under the Normative survey method. Because this method is the most appropriate to understand the present status of the phenomenon. Population of the study consists of all the Lower primary school teachers serving in the different schools under Sarva Shiksha Abhiyan in Dhubri district. There are total seven educational Blocks in

Dhubri district and total number of teachers at Lower primary schools in the whole district is 4017. However researcher has selected only two educational Blocks i.e. Gouripur Block and Golakganj Block out of seven Blocks as a sample of the study on the basis of random sampling. Total number of teacher population at Lower primary schools in Gouripur and Golakganj Blocks is 761 and 377 respectively. In the present study total 10% teacher from Gouripur and Golokganj Block were selected as sample on the basis of simple random sampling method. As such total sample is 76 (10% of 761) from Gouripur Block and 38 (10% of 377) from Golokganj Block. Hence, total number of sample is 114 (76+38).

For collection of relevant information both secondary and primary the following tools were developed and used by the investigator-

1. One Information Schedule for the office of the Block Mission Coordinator to know the various training programme
2. A self developed questionnaire for trained teachers to understand their perception towards the training programme.

For the present study relevant secondary data have been collected from various sources like office record, journals, books etc.

Analysis and interpretation of data

Objective 1. To estimate the different teacher training programme provided by Sarva Shiksha for Lower Primary teacher.

In order to estimate the various training programme provided by SSA for the LP school teachers necessary data were collected through an information schedule constructed by the researchers. The data collected through the information schedule is tabulated and analysed which presented in the following tables.

Table 1 Different teacher training programme provided by Sarva Shiksha for Lower Primary teacher**Gouripur Block:**

S.N.	Name of the Programme	Session	Month	Level	Duration	Physical Target	Target Achieved	Resource Person
1	3 DAYS TRS. TRG. ON NEW ENG. TEXT BOOK	2011-12	July/11	BLOCK	3Days	407	395	CRCC/RT/DRP(TT)
2	3 DAYS TRS. TRG. ON MATH	2011-12	Nov-Dec/11	BLOCK	3 Days	398	269	CRCC/RT/DRP(TT)
3	5 DAYS BL TRS. TRG. ON MATH SCIENCE	2011-12	Jan/12	BLOCK	5 Days	200	192	Expert teacher of up/RT
4	ONE DAY CLUSTER & ZONE LEVEL ORIENTATION	2011-12	MAY'11 TO JUNE'11 & AUG.'11 TO MARCH.'12 (Last Saturday of every month)	Zone/Cluster	1 Day	1323(PER MONTH)	1299(PER MONTH)	CRCC/RT/DRP(TT)
5	6DAY BLOCK LEVEL NON RES. TRS. TRG. ON ENG. IN COLLABOTSTION WITH BRITISH COUNCIL	2012-13	Feb/12	BLOCK	6 Days	80	80	RP OF BRITISH COUNCIL
6	1DAYS CLUSTER AND ZONE LEVEL ORIENTATION	2012-13	MAY.'12 TO JUNE.'12 AND AUG.'12 TO MARCH.'13(Last Saturday of every month)	Zone/Cluster	1 Day	1606(per month)	1443(Per Month)	CRCC/RT

Golokganj Block:

S.N.	Name of the Programme	Session	Month	Level	Duration	Physical Target	Target Achieved	Resource Person
1	3 DAYS TRS. TRG. ON MATH & SCIENCE	2011-12	Nov/11	BLOCK	3 Days	162	160	CRCC/RT
2	3 DAYS BL TRS. TRG. ON ENG	2011-12	Dec/11	BLOCK	3 Days	231	231	CRCC/RT
3	ONE DAY CLUSTER & ZONE LEVEL ORIENTATION	2011-12	May/11 to March/ 12	Zone/Cluster	1 Day	1323(PER MONTH)	1299(PER MONTH)	CRCC/RT
4	5 DAY BLOCK SPECIAL TET TEACHERS TRS	2012-13	Dec/12	BLOCK	5 Days	52	50	CRCC/RT/RP
5	1DAYS CLUSTER AND ZONE LEVEL ORIENTATION	2012-13	May/12 to March/ 13	Zone/Cluster	1 Day	734 for 9 months	661for 9 months	CRCC/RT
6	6 DAYS BLOCK LEVEL CASE CADE TRG ON ENG	2012-13	Feb March/2013	Zone/Cluster	6 Day	80	80	CRCC/RT/RP

From table 1 it was observed that all the training were short term training (1 day to 6 days). Training on English was the most durable (6-days) training programme during the period of 2011-12 and 2012-13. The table indicated that all total six training programmes were conducted by both Gouripur and Golokganj block during the period of 2011-12 and 2012-13. Whereas the table indicated that four training programme during the period of 2011-12 were conducted by Gouripur block and two training programme during the period of 2012-13 were conducted by the block. Similarly, three training programme during the period of 2011-12 were conducted by Golokganj block and three training programme during the period of 2012-13 were conducted by the block. It was found that only need based training was provided by SSA. It was also observed total 21 (11+10) days in service training were provided by Gouripur block during 2011-12 and total 16 (6+10) days in service training were provided by the block during 2012-13. Whereas total 16 (6+10) days in service training were provided by Golokganj block during 2011-12 and total 21 (11+10) days in service training were provided by the block during 2012-13.

It is also noted that in many cases the target was more or less not achieved. As seen from the tables that in Gouripur Block 3 days traing programme for Maths was organized in the month of November- December in which physical target was 398 boy achievement was only 269. There is a considerable gap of 129. Similarly in Golakganj Block physical target for One day cluster and zone level orientation programme was 734 but actual achievement was only 661 with a considerable gap of 73.

Objective 2. To study the perception of teacher trainees in their training programme.

A self structured questionnaire was administered on the teachers of LP school who undertook the training programme under SSA to understand their perception on the training programme. The result is presented in the following table.

Table 2 Perception of teacher trainees in their training programme.

Description of Query	Opinion of teacher (% response)		
	Very satisfied (%)	Satisfied (%)	Dissatisfied (%)
Infrastructural facilities during the training programme	5.26	65.79	28.95
Standard of the course content	Opinion of teacher (% response)		
	Above expectation	Average	Below expectation
	16.67	57.02	26.32
Resource persons	Opinion of teacher (% response)		

	Excellent	Very good	Good	Average	Poor
	5.26	13.18	43.86	30.70	7.02
Duration of the training programme	Opinion of teacher (% response)				
	Too long		Too short	Sufficient	
	7.02		60.53	32.46	
Communication during the training programme	Opinion of teacher (% response)				
	Excellent	Very good	Good	Average	Poor
	8.78	26.32	40.35	19.29	5.26
Use of TLM during the training programme	Opinion of teacher (% response)				
	Excellent	Very good	Good	Average	Poor
	1.75	7.02	22.81	46.49	21.92
Use of audio-visual aids during the training programme	Opinion of teacher (% response)				
	Excellent	Very good	Good	Average	Poor
	1.75	8.77	25.44	42.99	21.05
learning material supplied during the training programme	Opinion of teacher (% response)				
	Yes			No	
	32.46			67.54	
Sufficient TA/DA during the training programme	Opinion of teacher (% response)				
	Yes			No	
	59.65			40.35	
Environment during the training programme	Opinion of teacher (% response)				
	Excellent	Very good	Good	Average	Poor
	6.14	15.79	43.86	25.44	8.78
Relevance of the training programme	Opinion of teacher (% response)				
	Yes			No	
	63.16			36.84	
Planning of the training programme	Opinion of teacher (% response)				
	Excellent	Very good	Good	Average	Poor
	4.39	14.92	41.23	33.33	6.14

The above table indicates that 65.79% teachers of the total teachers have mentioned that infrastructural facilities during the training programme was satisfied. It was observed from the table that according to 57.02% teacher standard of the course content was average. The table indicated that 43.86% teacher opinioned that the resource persons in their training programme was good. The table indicated that 60.53% teacher of the total teachers have mentioned that the teacher training programme provided by SSA was very short. It was observed from the table that according to 4.35% teacher communication during the training

programme was good. The table indicated that 46.49% teacher of the total teachers have mentioned that the use of TLM during the training programme was average. The table indicated that 42.99% teacher of the total teachers have mentioned that the use of audio-visual aids during the training programme was average. It was observed from the table that according to 67.54% teacher learning material was not supplied during the training programme. It was observed from the table that according to 59.65% teacher TA/DA was sufficient during the training programme. The table indicated that 443.86% teacher of the total teachers have mentioned that the environment during the training programme was good. The table indicated that 63.16% teacher of the total teachers have mentioned that the training programme was relevant for them. The table indicated that 41.23% teacher of the total teachers have mentioned that the planning of the training programme was good.

Major findings:

1. It has been found that all the training provided by SSA were short term training (1 day to 6 days). The maximum duration of the training was 6-days and it was the training on English.
2. It has been observed that all the training provided by SSA were mainly need based training.
3. It has been found that SSA has not been maintaining the uniformity of the provision of 20 (10 + 10) days in service training for elementary school teacher.
4. It has been noticed that majority of trained teacher (65.79%) were satisfied in the infrastructural facilities during the training programme.
5. It has been noticed that standard of the course content of the training programme was average. 57.02% trained teacher expressed their opinion on it.
6. It has also been found that resource persons in the training programme was good. 43.86% trained teacher expressed their opinion on it.
7. It has been noticed that majority of trained teacher (60.53%) are not satisfied in duration of the training programmes. According to them duration of the training programmes is very short.
8. It has been found that communication during the training programme was good. 40.35% trained teacher expressed their opinion on it.
9. It has also been found that use of TLM during the training programme was average. 46.49% trained teacher expressed their opinion on it.

10. It has also been found that use of audio visual aids during the training programme was average. 42.99% trained teacher expressed their opinion on it.

11. A sizable number of teacher (67.54%) opinioned that they were not supplied learning material during the training programme.

12. It has been found that majority of teachers (59.65%) was satisfied in TA/DA during training programme.

13. It has been found that environment during the training programme was good. 43.86% trained teacher expressed their opinion on it.

14. A sizable number of teacher (63.16%) opinioned that the training programmes were relevant for them.

15. It has been found that planning of the training programmes were good. 41.23% trained teacher expressed their opinion on it.

Conclusion:

From the above analysis of the teacher training programme provided by SSA, it can be concluded that there exist a gap between the existing and expected level of teacher training programme at Lower Primary level. As we all understand that innovations are guide for excellence. Teachers have to prepare young people with the competences they need to enter a world that is in rapid evolution. This means that school curricula and approaches to the organization of education and to teaching need to adapt very rapidly to the changing needs of society. As the people responsible for making sure that teacher's knowledge, skills and attitudes are kept up to date. The only way to cope up these needs is to promote innovations at each and every level of pre-service and in-service elementary teacher education course.

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A STUDY ON MID DAY MEAL PROGRAM IN THE SCHOOLS OF MURSHIDABAD DISTRICT

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ABSTRACT

In India, the concept of Mid Day Meal program was introduced by Madras Municipal Corporation in 1925 for the disadvantaged children. Gujarat, Kerala, Tamilnadu and UT of Pondichery- these three states had universalized a cooked Mid Day Meal program on their own in the mid of 1980. Regarding constitutional provisions, the National Program Of Nutritional Support to Primary Education (NP-SPE) was introduced on 15th August, 1995 in 2408 blocks in the country. The total scheme was central sponsored. In 1997-98, the NP-SPE was launched in all blocks of the country. At the initial stage, it was served as the dry rationing. The scheme was revised with the time. Cooked Mid Day Meal was served from 2004. During the 11th five year plan, it was revealed that this Mid Day Meal program got a positive impact on the school education at the elementary level and it was helping to achieve the goal of SSA.

From April, 2008-09, Mid Day Meal program started to cover all children studying in Government, Local Body and Government Aided Primary and Upper Primary schools and EGS/AIE centers including Madrasa and Maqtabas . Right To Education Act, 2009, made it mandatory to run the Mid Day Meal program in all schools in elementary level and also ordered to build all weather kitchen-cum-store room.

In Murshidabad District, where around 34% people are illiterate and child labor and drop out rate is in alarming stage, the implementation of Mid Day Meal program may have some positive effects on the poor educational scenario of this district.

This study intends to find out the present status of Mid Day Meal in the schools of Murshidabad District and to determine the drawbacks with possible suggestions for further development.

Key words- Mid Day Meal program, Right To Education, Murshidabad District.

Introduction

In India, the concept of Mid Day Meal program was introduced by Madras Municipal Corporation in 1925 for the disadvantaged children. Gujrat, Kerala, Tamilnadu and UT of Pondichery- these three states had universalized a cooked Mid Day Meal program on their own in the mid of 1980. In 1990, there were twelve states involved in Mid Day Meal program on their own.

According to the Article 47 of the Indian Constitution (in the Directive Principles of State Policy), “The State shall regard the raising of the level of nutrition and the standard of living of its people and the improvement of public health as among its primary duties”. Article 39 (f) of the Indian Constitution arrange directives for the States to ensure that —”children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity”. Article 21 of the constitution states the “right to life to every Indian citizen”.

Regarding this constitutional provisions, the National Program Of Nutritional Support to Primary Education (NP-SPE) was introduced on 15th August, 1995 in 2408 blocks in the country. The total scheme was central sponsored. In 1997-98, the NP-SPE was launched in all blocks of the country. At the initial stage, it was served as the dry rationing. The scheme was revised with the time. Cooked Mid Day Meal was served from 2004. According to many studies during the 11th five year plan, it was revealed that this Mid Day Meal program got a positive impact on the school education at the elementary level and it was helping to achieve the goal of SSA.

From April, 2008-09, this Mid Day Meal program started to cover all children studying in Government, Local Body and Government Aided Primary and Upper Primary schools and EGS/AIE centers including Madrasa and Maqtabas .In 2010, the children under National Child Labor Project (NCLP scheme) were brought under the Mid Day Meal program in India.

Right To Education Act, 2009, made it mandatory to run the Mid Day Meal program in all schools in elementary level and also ordered to build all weather kitchen-cum-store room.

In Murshidabad District, where around 34% people are illiterate and child labor and drop out rate is in alarming stage, the implementation of Mid Day Meal program may have some positive effect on the poor educational scenario of this district.

So, the proper implementation of Mid Day Meal program is necessary in the Murshidabad District.

Objectives

- 1) To find out the current status of Mid Day Meal program in Murshidabad District.
- 2) To determine the drawbacks of the system.
- 3) To recommend some possible solutions for further development.

Methodology

This is an empirical study. We have used some data and probe reports of government and non government agencies as our secondary source. We have also taken views of the persons who are associated with the functioning of Mid Day Meal program in school level.

Data analysis and interpretation

The Mid-day Meal Program is implemented jointly by the Central and the State Government has their committed share contribution of 75% and 25% respectively to the resources of Annual Work Plan outlay. The District Magistrate is the Nodal Officer of CMDM Program in the district. The District Magistrate and his other subordinate authorities such as SDOs and BDOs are mainly responsible for implementation of the scheme. District Inspector of School, Primary and Secondary Education along with their field level officials are responsible for day to day monitoring of the school. And in schools, the head of the institution and an assigned teacher are responsible to run the program. The School Managing Committee will help in every possible way.

Table-1 Status of school and enrollment in 2013-14

Sl no	Type of schools	Number of schools	Number of enrolled children
1	Primary	3178	647778
2	SSK	1596	189978
3	Upper primary	205	35010
4	MSK	792	351477
5	Madrassa	121	39331
6	NCLP	140	7000
Total		6032	1270574

Source: Report on Mid-day Meal Program by Murshidabad.gov.in

The allotted cooking cost for per student in primary is Rs.3.51/- and for upper primary section and NCLP, per student cost is Rs.5/-. The amount is not enough. Schools with low

student strength are facing problem to run the Mid-day Meal Program properly in that allotted cost.

Table-2 Allotted quantity (per head) of food grains in Mid-day Meal Program

Sl. no	Items	Quantity per day	
		Primary	Upper primary
1	Food grains (rice)	100gm	150gm
2	Pluses	20gm	30gm
3	Vegetables (leafy also)	50gm	75gm
4	Oil & fat	5gm	7.5gm
5	Salt & condiments	As per need	As per need

Source: Report on Mid-day Meal Program by Murshidabad.gov.in

In West Bengal, very few primary schools have class five in their academics. Class five is mainly included in Upper primary and High Schools. So, it becomes difficult to maintain the accounts of food grains in the schools which include class five. The children under NCLP scheme are also allotted 150gm of rice per head.

According to the order of District Magistrate of Murshidabad, children are given eggs twice a week and chicken once in a week. Additional Rs.5/ and Rs.7.62/ are given per head for bearing the cost of egg and chicken respectively. In a recent circular, District Administration has stopped paying for eggs twice a week. They are paying for just once in a week. But there is no clear order to stop giving egg twice in a week or to continue it. This is creating confusion.

Cooking for Mid-day Meal is mostly done by the Self-Help Groups (SHG) in this district. Though, some individual and other non government agencies are also given the charge of cooking Mid-day Meal in few schools. According to the field survey report of Pratichi Trust, 66.3% schools of Murshidabad have one SHG in charge of cooking the Mid-day Meal. On the other hand, 14.6% schools have two SHGs and 19.1% schools have engaged more than two SHGs in cooking Mid-day Meal. (Source: Functioning of the Cooked Mid-day Meal Program in West Bengal: Report of Monitoring of the Program in Kolkata, Murshidabad, Malda and Jalpaiguri by Pratichi Institute, October, 2013)

Table-3 Physical coverage of Mid-day Meal Program in Murshidabad, 2013-14

Status of the school	Total school & students		Physical achievement		% of coverage	
	Total Number of school	Total number of students	Number of school	Number of student	School	Student
Primary (i-v)	4774	837756	4746	684484	99.41	81.7
Upperprimary (vi-viii)	1118	426818	1082	303379	96.78	71.25
NCLP	140	7000	140	6317	100	70.24
Total	6032	1270574	5968	994180		

Source: Report on Mid-day Meal Program by Murshidabad.gov.in

According to the government report, in the year 2013-2014, 99.41% of Primary, 96.78% of Upper Primary & 100% of NCLP Schools have been covered under Cooked Mid-Day Meal Program. In the same year, 81.70% of Primary, 71.25% of Upper Primary & 70.24% of NCLP Students have been covered under Cooked Mid-Day Meal Program. This is obviously a bright picture but coverage of students is still not satisfying.

According to R.T.E, there should be adequate provision of kitchen-cum-store rooms in every school for the proper running of Mid-day Meal Program.

Table-4 Physical status of kitchen-cum-store for Mid-day Meal Program in Murshidabad, 2013-14

Sl no	Year	No of unit allotted	Fund allotted (in lakh)	No of units			Fund utilized	% of utilization
				Complete	On going	Yet to construct		
1	2007-08	1530	849	1322	63	145	749.738	88.30
2	2009-10	3966	2369.6	2954	238	734	1700.115	71.44
3	2011-12	429	1401.94	256	119	54	640.99	45.72
Total		5925	4630.54	3806	939	1180	3090.843	

Source: Report on Mid-day Meal Program by Murshidabad.gov.in

The physical status of kitchen-cum-store room regarding Mid-day Meal Program is quite good. Though, there are some reports regarding the physical status of kitchen-cum-store rooms in the New Set Up Upper Primary Schools in this district which states no availability of kitchen shed in most of the schools.

Present drawbacks in the Mid-day Meal Program in Murshidabad District.

- 1) **Poor quality of rice:** The common complain of the schools is that the rice of the Mid-day Meal Program is very poor in quality. Sometime, small worms are found in the rice bags. The learners deny to eat the rice in such cases. Schools often complain that there is serious shortage in weight of the rice in the rice-bags. The rice bags are said to carry 50kg rice in every bag. But, schools sometime found the rice bags short in weight.
- 2) **Lack of Dining room:** Most of the schools don't have Dining rooms for Mid-day Meal Program. The students use to eat their meals in classrooms and in open fields. This is not hygienic.
- 3) **Conflict among the SHG:** The inner conflict among the Self Help Group members often creates obstruction in regular serving of Mid-day Meal Program in schools.
- 4) **Fuel problem:** Most of the rural schools are still using fire wood in their cooking. This is costly and pollutes the environment.
- 5) **Problem regarding serving of chicken:** According to the order, per head Rs.7.62/ is allotted for giving chicken in Mid-day Meal Program only for the learners of class VI to class VIII. There is no official provision for chicken for the learners of class V. In such cases, schools are adjusting their budget for serving chicken to the learners of class V.
- 6) **Irregular release of cooking cost:** Members of the SHGs have come from the poor families. They don't get their cooking cost regularly. It creates problem for them.
- 7) **Heavy student pressure:** In high schools, it becomes difficult to manage the Mid-day Meal Program. Because, more than 1000 students take Mid-day Meal daily and it becomes quite unmanageable to feed all of them in the short time.
- 8) **Caste problem:** In some cases, it is observed that some students don't take Mid-day Meal because the cooks belong to the opposite or lower caste. Guardians are found to be the instigators. This social curse is still hunting the development process.
- 9) **Complain regarding allotted cooking cost:** There is a common complain that the allotted per head cooking cost is very low in comparison with the market price.

Recommendations

- 1) **Arranging quality supply of rice:** Mid-day Meal Program is a crucial flagship program, jointly organized by the central and the state. There should be enough importance to supply adequate and quality rice to the schools.

- 2) **Arranging proper infrastructure**: Implementation of Mid-day Meal Program needs proper infrastructure. Every school should have kitchen-cum-store room and pure drinking water supply.
- 3) **Availing Dining room**: Without Dining room, it is difficult to maintain the hygiene in the Mid-day Meal Program. Children should have the right to eat in healthy environment in their schools. All schools should have adequate Dining room for themselves.
- 4) **Arranging gas connection for cooking**: Use of fire wood in cooking creates pollutions. Every school should be provided gas connection and proper cooking infrastructure regarding this.
- 5) **Regular payments of cooking cost**: Administration should be more active for regular payments of cooking costs in the Mid-day Meal Program. This will encourage the members of the SHGs.
- 6) **Better handling of heavy student pressure**: Large Dining rooms and engaging two or more SHGs can help to handle the heavy student pressure in the Mid-day Meal Program. The school administration and block administration should work out something positive jointly in this regard.
- 7) **Arranging chicken for all classes in the upper primary section**: There should be no disparity in the menu of the learners of class V and class (VI-VIII). All students should be given chicken. Concerning authority should take positive steps in this regard.
- 8) **Collective effort to solve the caste problem**: The school, elected members of panchayet and municipality and government officials along with the support of local people should take collective effort to abolish the curse of caste system. Camps can be arranged for the guardians for increasing awareness.
- 9) **Increasing allotted cooking cost**: Authorities should increase the allotted per head cooking cost. The present allotment does not ensure quality of the Mid Day Meal in the schools.

We hope that this study may help to identify the current status Mid-day Meal Program in Murshidabad District and to determine the backdrops and possible solutions for further development.

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IMPORTANCE OF ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

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Abstract

In the present scenario, due to anthropogenic activities, environmental degradation is in an alarming rate and it results in various environmental issues such as global warming, ozone layer depletion, greenhouse effects, and raise in sea water level, improper monsoon and acid rain. Science and technology have brought immense benefits but we are paying a high 'price' for it. There is a wrong myth that economic development is based only in industrialization. But in the international organizations such as World Bank and International Monetary Fund, environmental degradation is considered as the norm. Science and advanced technology can however only help the process of global sustainable environment in a limited way but they cannot deliver it. The success of the technology lies in its implementation part. In spite of conducting more conferences, seminars and world summits towards the protection of environment for the past two decades, the present world is environmentally less sustainable than in the previous days. The progress whatever the rich developed countries have made so far has largely been achieved through the relocation of their dirty manufacturing facilities to poor developing countries. However the relocation of the manufacturing facilities in this way cannot address the growing problem of anthropogenic pollution – it merely changes the jurisdiction of the pollution created from the 'rich' to the 'poor' world. Therefore in order to achieve the acceptable level of global environmental sustainability, the citizens must be empowered with essential knowledge and information especially in developing countries like India. Since educational institutions are the places where the contact of the society is more, it is possible to bring remarkable changes in the mindset of the public. To protect children living in polluted regions, environmental education represents a relevant means of prevention because this type of education encourages learner's awareness of their environment's ambient conditions, as well as their active participation in solving local problems. It is the need of the hour to propose environmental education with the essential elements of moral philosophy.

Keywords: Environmental Education, students, schools and colleges, sustainable development, pedagogical strategies, responsible environmental behaviour, ethics, morality.

INTRODUCTION:

Man has been successful to control, transform and exploit nature through science. But this achievement is more a matter of pain rather than pleasure in view of the present environmental crisis. Biosphere is in danger and is on the way to an ecological catastrophe, with an axe at the life of tree. For the past one decade much effort was expended in the global level to achieve sustainable development. In spite of conducting more number of conferences, seminars and world summits towards the protection of environment, the present world is environmentally less sustainable than that of the previous days. The reason is very predictable that the poor developing countries had been seriously thwarted by the lack of financial and skilled manpower resources whereas the rich developed countries appeared to be reasonably content with the progress they had made. The progress whatever the developed countries have made so far has largely been achieved through the relocation of their dirty manufacturing facilities to poor developing countries. However, the relocation of the manufacturing facilities in this way cannot address the growing problem of anthropogenic pollution – it merely changes the jurisdiction of the pollution created from the 'rich' to the 'poor' world. Therefore in order to achieve the acceptable level of global environmental sustainability, the citizens must be empowered with essential knowledge and information. Then only they can exert pressure on their elected representatives to develop and implement policies for securing environmental sustainability. The awareness among the public and industrial generators has to be created and motivated by the updated techniques and incorporating the innovative and implementable solutions to reform our economy. These can be achieved through environmental education.

Thus, environmental education has two essential components:

- Alerting the public to the need to achieve global sustainable development and the likely consequences of failing to do so.
- Focusing the educational curricula for global sustainable development by incorporating the know-how and skills and also the moral imperatives.

To have a clear idea about the environmental education, more awareness about the following issues are needed.

- Definition of environmental education

- Need and importance of environmental education
- Concept of sustainable development
- Difference between sustainable development and environmental sustainability
- Strategies for sustainable development
- Role of science and technology in delivering Environmental sustainability
- Curriculum for sustainable development.
- Role of teacher and school for sustainable development.

Environmental Education–Defined

The term environmental education is made up of two terms “environment” and education. Environment is defined as “the sum total of all conditions and influences affecting the life and development of organisms”. Education is forming desirable attitudes, values, skills, understanding and interest about the environment so as to preserve it and improve it for survival of the present and future mankind.

According to UNESCO “Environmental education is the process of recognizing values and clarifying concepts in order to develop skills and attitudes necessary to understand and appreciate the inter relatedness among man, his culture and his bio physical surrounding. Environmental also entails practice in decision making and concerning environmental quality”.

According to United States Environmental Education Act (1970): “Environmental Education is an integrated process which deals with man’s interrelationship with his nature, population growth, pollution, resource allocation, technology and urban and rural planning to the total human environment”

Allen A Schmieder (1974) states that “environmental education is concerned with interaction between humanity and nature and it is directed at the improvement of the quality and existence all living things”.

Hence it can be concluded that environmental education is the educational attempt to solve the problems faced by the society as a result of environmental degradation.

Need and Importance of Environmental Education

Need and importance of environmental education are following given below:

- I. To foster clear awareness of, and concern about, economic, social, political and ecological interdependence in urban and rural areas.
- II. To provide every person with opportunities to acquire knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.
- III. To create new patterns of behavior of individual, groups and society as a whole towards the environment.
- IV. To help individuals and social groups acquire an awareness of and sensitivity to the total environment and it's allied problems.
- V. To help individuals and social groups acquire basic understanding of the total environment, its associated problems and humanity's critically responsible presence and role in it .
- VI. To help individuals and social groups acquire values , strong feeling of concern for the environment and the motivation for activity participating in its protection and improvement.
- VII. To help individual and social groups acquire the skills for solving environmental problems.
- VIII. To help to individuals and social groups develop a sense of responsibility and urgency regarding environmental problems to ensure appropriate action to solve their problems.

Concept of Sustainable Development:

The world commission on Environment and Development introduced the term sustainable development. The Brundtland commission in its seminar report of 1987. "Our common future" defined it as "meeting the needs of the present generation without compromising the needs of future generation".

It emphasizes upon using the earth resources judiciously and compensating for it in sense. A balance has to be created between resource consumption and resource generation. In sustainable development two words are used let us understand. The meaning of these two words:

Sustainable: Sustainability is "that can be maintained" or "keep goal continuously" in ecology it refers to "conservation of ecological balance by avoiding depletion of natural resources". That means the resources that we have today should continue to exist tomorrow and..... for long times to come.

Development: The literal meaning of development is “the act or instance of growth, advancement”. Here we are hinting the well being of human beings. The generation of comforts and luxuries bring environment under great stress. In the context of economical and technical development the world always had been better today than the world yesterday and will always be better tomorrow than today.

Sustainable Development and Environmental Sustainability:

Unfortunately, experience shows that in the environmental community there are many who do not understand the true meaning of sustainable development. In addition, the environmental community must discharge its collective professional responsibility in ways that are consistent with the core requirements of sustainable development and global environmental sustainability. It is the “Development that meets the needs of the present without compromising the ability of future generation to meet their own needs”

The resource base is not inexhaustible, it follows that there must exist some limit beyond which the rate of exploitation of natural resources to supply the open ended and increasing demand for goods and services will compromise the ability of future generations to meet their own needs. Therefore, it is clear that sustainable development is economic development that exclusively relies upon and is firmly rooted in the integrity and sustainability of the natural environment. National resources management has emerged in line with the evolving concept of sustainable development over the past three decades. If nature's resource base is irredeemably depleted or irreversibly degraded, the means of wealth creation for social welfare will be seriously jeopardized. Without environmental sustainability, it is impossible to achieve sustainable development.

Strategies for Sustainable Development:

Sustainable development aims at improving the living standards and the quality of people's lives, both now and for the future generations. All countries strive to ensure that citizens both in urban and rural areas have clean air to breath, safe drinking water and adequate supplies of clean renewable energy.

There are several mechanisms for sustainable development that have been found and applied to better resource management.

- ❖ ***Economic and environmental consideration in decision making:*** Economic and environmental concerns are not conflicting. Policies that conserve the land, forest, and agriculture and improve them in long term have to be applied. Efficiency in

using resources and energy would reduce the cost and wastage. The inter-sect oral decision help for improve for environmental quality.

- ❖ ***Proper resource pricing:*** The resources should be priced as per their availability and scarcity so that their use can be authentic and systematic.
- ❖ ***Development of integrated protected Areas:*** There is a need to protect the wild life. The wild species have to be protected they have been store house of our agricultural products, medicines and many other types of raw materials, directly or indirectly we get from the environment.
- ❖ ***Residual Management:*** Residual management helps looks at the pollution problems with an over all framework of materials policy, which includes resource recovery, recycling and by product design to save material and energy.
- ❖ ***Environmental Education:*** Primary aim of environmental education is to enable citizens to understand and appreciate the complex nature of the environment, as well as the role played by a properly management environment, in economic development.
- ❖ ***Citizens' participation:*** Promoting the active participation of the citizenry for sustainable development, non-government organization can be the central vehicle in mobilizing people to participate, since they are the segment of population, which will through community organizing, public information campaigns, research/situation assessment environmental surveillance and monitoring.

The Earth Summit (1992) suggest comprehensive plan for sustainable development which is given below.

- a) Sustainable reduction in population growth rates.
- b) Housing, health care and education for poor.
- c) Education and empowerment of women, particularly in rural areas.
- d) Afforestation in cities and rural areas.
- e) Use of non conventional energy resource by industries and proper treatment of urban wastes and industrial effluents.
- f) Conservation of renewable and non renewable resources by application of modern tools science and technology.
- g) Efficient use of resources avoiding wasteful and excessive utilization.

Role of Science and Technology in Delivering Environmental Sustainability

There is a strong belief in the international scientific community that the environmental problems can be solved and sustainable development and global environmental sustainability achieved only with the application of science and technology alone. But the progress towards sustainable development is dependent upon a fundamental change in societies' attitude to nature and the environment. It is only with such enlightenment that the affluent would be willing to adopt less consumptive lifestyles commensurate with the Earth's ecological capacity. Science and technology, however advanced, cannot help in this matter. Hence, what is needed to bring about this change of attitude is education in moral and ethical philosophy. In the young minds, it is essential to reinforce the environment-respecting moral values.

It is very hard to find any aspect of modern life untouched by science and technology. Directly or indirectly they have brought immense benefits to human societies, and it has given us the means to understand how the physical world around us works. The impacts of science and technology are determined by how they are applied, why they are applied, and whether or not we choose to apply them in the first place. As for the natural environment is concerned, whether they turnout to be good or bad is determined by their environmental impacts.

Following the industrial revolution, economic development through industrialisation based on science and technology became the norm. But in the international organisations such as World Bank and International Monetary Fund, environmental degradation is considered as the norm.

Science and technology have brought immense benefits. However we are paying a high 'price' for it in terms of environmental degradation and the 'price' is escalating to thwart the achievement of even a modest degree of globally sustainable development. And this has serious implications for future generations.

An analysis would show that the main contribution of science and technology to environmental protection has been in two distinct areas. First, alerting us to potential or manifest environmental problems. For example, it is through science that the global impacts of some of our polluting activities have been discovered mainly in terms of qualitative cause-effect relationships. Typically, it was through science that CFC emissions were found to be the cause of stratospheric ozone depletion. Once a scientifically sound cause-effect

relationship is established, appropriate measures (such as the Montreal Protocol in the case of ozone depletion) may be taken up by the international community to modify our lifestyle in a way that reduces or stops further environmental degradation.

Curriculum for Sustainable Development:

Curriculum for environmental education should be integrated into the whole system of formal education at all level. It should be interdisciplinary in nature. It should adopt a holistic perspective which will examine the ecological, social, cultural and other aspects of particular problems. Environmental education curriculum should aim at building up a sense of values.

Four strategies for curricular patterns of Environmental education:

1. Single subject approach in which components are drawn from a single academic discipline.
2. Interdisciplinary approach in which components are drawn from different discipline rolled into one subject and focus is on single topic.
3. Multidisciplinary approach in which components are drawn from two or more academic disciplines and focused sequentially on a single topic.
4. Holistic approach in which there is co-ordination of separate courses such that the diverse fragments of knowledge and understanding are woven together.

Role of Teacher and School for Sustainable Development:

Teachers have a dominant role to play in environment education. Qualified teachers are required to meet the need of imparting truly ecological ways of thinking in specialized areas and while dealing with many complex relationship. Teachers have to develop a high level of specialized knowledge and pedagogical skill to impart information regarding new facts, relationship, threats and conflicts in the environment.

Teachers play a crucial role in forming, changing and establishing attitudes and values that are important for environmentally responsible behavior. What is more important than their teaching is the nature of the lifestyle that they lead. Without a good teacher, the best curriculum and the best environmental didactics can remain without effect for each of the appropriate ecological example.

Teachers should take a leading role in pursuing the action on environmental education, whether acting as individual infusing environmental perspectives into their classes

or collectively fostering environmental education through their educational institutions and professional societies.

Conclusion: The international community is serious about achieving even a modest degree of global environmental sustainability and sustainable development. Effective policies must be implemented to curb consumption by the affluent. We need moral education to instill genuine environment respecting moral values in the young budding engineers and other specialized area students who, in their professional careers as planners, designers, builders and decision makers, will bear considerable responsibility for mankind's impact on nature and the natural environment. Hence environmental education is very important in present scenario. Because problem of ecological imbalance and environmental pollution creates problem for human being for survive in this universe. A feeling of environment protection is to be generated in one and all. The NPE 1986 states, "There is a paramount need to create consciousness of the environment. It must permeate all ages and all sections of the society beginning with the child. Environmental consciousness should inform teaching in schools. This aspect will be integrated in the entire educational process."

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**QUALITY EDUCATION IN THE CONTEXT OF RTE:
A CASE STUDY BASED ON GENDER LENS**

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ABSTRACT

It is an established fact that basic education improves the level of human good fortune especially, with regard to life infant mortality, expectancy, and nutritional status of children. Education is an effective instrument not only for the development of one's personality, but also for the sustained growth of the nation. Elementary education in India, therefore, is the foundation for the development of every citizen and the nation as a whole. Making elementary education available to all has been one of the important concerns of the government. The Right of Children to Free and Compulsory Education Act (2009) has come into force since April, 2010 in which it has stated that every child of the age of 6 to 14 years shall have a right to free and compulsory, quality education in neighborhood school till completion of elementary education (section 3 (1), chapter 2, RTE Act, 2009). Its main target is to achieve universal enrolment, universal retention, and quality education. In which government is flooding money on basic facilities, infrastructure, incentives, teachers, teaching-learning materials etc. But if quality education is not achieved, the achievement of first two objectives will lose its significance. This paper presents a case study of a government school of New Delhi to identify whether the quality education is achieved or not. A teacher made achievement test and observation for a considered period of class 8th are used as tools. After analysis, it was found that in spite of government provides all the facilities such as mid-day-meal, free uniforms, free stationery, free check- ups, scholarships for minorities and meritorious female student. After analysis, it was found that in spite of government provides all the facilities such as mid-day-meal, free check- ups, free uniforms, free stationery, scholarships for minorities and meritorious female students of the school, there is neither effective nor interesting teaching-learning process. Students are very weak in subjects like Math and English. The findings present a poor picture of quality education in the government school. Since the Government of India is spending huge public money towards the achievement of the goals, the paper shows the alarming condition of the quality education and can help the policy makers to streamline their strategies.

Keywords: Right to Education, Universal Elementary Education, Quality Education

1. Introduction

India is signatory to three key international instruments that guarantee the Right to Education – Universal Declaration of Human Rights, 1948, the International Covenant on Economic, Social and Cultural Rights (Covenant), 1966 and the (UDHR) Convention on the Rights of the Child (CRC), 1989. In 2002, India joined, albeit after fifty-two years of Independence, the host of countries that provide a constitutional guarantee for free and compulsory education (FCE). Article 21–A of the Indian Constitution casts a duty upon the State to provide FCE to children in the age group of six to fourteen years, as the State may, by law, determine’.

Historically, there has been a demand for a law for Free and Compulsory Education in India and several Central-level legislative attempts have been taken towards this end. The demand for a law on FCE which was made during the freedom struggle, sought to break the above-mentioned heritage of an inequitable and neglected education system. In their evidence placed before the Education Commission (Hunter Commission) appointed in 1882, Dadabhai Nauroji and Jyothiba Phule demanded State-sponsored free education for all children for at least four years. This demand was indirectly acknowledged in the Commission’s recommendations on primary education. The Commission also recommended that schools should be open to all castes and classes. Thereafter, the first law on compulsory education was introduced by the State of Baroda in 1906. This law provided for compulsory education to boys and girls in the age groups of seven to twelve years and seven to ten years respectively. In 1911, Gopal Krishna Gokhale moved a Bill for compulsory education in the Imperial Legislative Assembly, albeit unsuccessfully, and in the midst of stiff resistance. The Legislative Council of Bombay was the first amongst the Provinces to adopt a law on compulsory education. Gradually, other Provinces followed suit as control over school education was transferred to Indian Ministers under the Government of India Act, 1919. However, even though Provincial Legislatures had greater control and autonomy in enacting laws, progress in universalizing education was poor due to lack of control over resources. The idea of compulsory education was reiterated in 1937, at the All India National Conference on Education held at Wardha where Gandhi mooted the idea of self-supporting ‘basic education’ for a period of seven years through vocational and manual training. This concept of self-support was floated in order to counter the Government’s persistent excuse of lack of resources. The next landmark development in the history of FCE in India was the Post War

Plan of Education Development of 1944, also called the Sargent Plan, which recommended FCE for eight years (six to fourteen years' age group). Despite the consistent demand for FCE during the freedom struggle, at the time of drafting the Constitution, there was no unanimous view in favor of a fundamental right to education. The Constituent Assembly Debates reveal that an amendment was moved to alter the draft Article relating to FCE. By this amendment, the term 'entitled' was removed from the draft Article to ensure that education remained a non-justifiable policy directive in the Constitution. Therefore, FCE made its way into the Constitution as a Directive Principle of State Policy under former Article 45, whereby States were required to ensure the provision of FCE to all children till the age of fourteen years within a period of ten years of the commencement of the Constitution.

The period spanning between 1950 to the judgment in *Unnikrishnan Case* in 1993 saw several policy developments. The Indian Education Commission (Kothari Commission) 1964–1968, reviewed the status of education in India and made several recommendations. Most important amongst these is its recommendation of a common school system with a view to eliminating inequality in educational opportunities. Immediately thereafter, the National Policy on Education (NPE), 1968 was formed. This Policy was the first official document evidencing the Indian Government's commitment towards school education. It dealt with issues of equalization of educational opportunity and sought to adopt a common school system in order to promote social cohesion. The first official recommendation for the inclusion of a fundamental right to education was made in 1990 by the Acharya Ramamurti Committee. The country witnessed an increased international focus on its initiatives regarding FCE after its participation in the World Conference on Education for All in 1990. India also ratified the UNCRC in 1992. The World Bank funded District Primary Education Programme (DPEP) was introduced in 1994 under the auspices of the IMF-World Bank Structural Adjustment Programme. A great legal breakthrough was achieved in 1992 when the Supreme Court of India held in *Mohini Jain v State of Karnataka*, that "the 'right to education' is concomitant to fundamental rights enshrined under Part III of the Constitution" and that "every citizen has a right to education under the Constitution". The Supreme Court subsequently reconsidered the above-mentioned judgment in the case of *Unnikrishnan, J P vs State of Andhra Pradesh*. The Court (majority judgment) held that "though right to education is not stated expressly as a fundamental right, it is implicit in and flows from the right to life guaranteed under Article 21 and must be construed in the light of the Directive Principles of the Constitution. Thus, 'right to education' understood in the context of Article 45 and 41

means: (a) every child/citizen of this country has a right to free education until he completes the age of fourteen years and (b) after a child/citizen completes fourteen years, his right to education is circumscribed by the limits of the economic capacity of the State and its development.”

The last of such attempts resulted in the Draft Right to Education Bill, 2005. One of several oppositions to this Bill came from private unaided schools. They lobbied against a provision that required them to make a twenty-five per cent reservation for poor children. The Centre kept this Bill in abeyance and circulated to all States a modified version – the Model Right to Education Bill, 2006 (Model Bill). A reading of the Model Bill reveals that some provisions were removed from the original draft. The provision for reservation in private unaided schools was one of them.

Now, The Constitution (*Eighty-sixth Amendment*) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010 in which it has stated that “Every child of the age of six to 14 years shall have a right to free and compulsory education in a neighborhood school till completion of elementary education” (*Section 3 (1), Chapter 2, RTE Act, 2009*). The title of the RTE Act incorporates the words ‘free and compulsory’. ‘*Free education*’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘*Compulsory education*’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

2. The salient features of the Right of Children for Free and Compulsory Education act are:

- Free and compulsory education to all children of India in the six to 14 age group;
- No child shall be held back, expelled, or required to pass a board examination until completion of elementary education;
- A child who completes elementary education shall be awarded a certificate;
- Calls for a fixed student-teacher ratio;
- Will apply to all of India except Jammu and Kashmir;
- Provides for 25 percent reservation for economically disadvantaged communities in admission to Class One in all private schools;
- Mandates improvement in quality of education;
- School teachers will need adequate professional degree within five years or else will lose job;
- School infrastructure (where there is problem) to be improved in three years, else recognition cancelled;
- Financial burden will be shared between state and central government.
- Mandates improvement in quality of education.
- Fixed ratio of students – teachers
- Providing school infrastructure
- School teacher will have adequate professional degree.

(The Gazette of India; Right to Education Act 2010)

3. Need for the Study

From the above discussion, it can be safely assumed that all the children of the country in the age group 6-14 have right to guaranteed quality education from class 1st to 8th.

Under RTE various inputs provided to the school are infrastructure – rooms, light, desk, drinking water, library, qualified- trained teachers, continuous support for teachers, child-friendly and child-centered school development programs and various government schemes – Mid-day meal, scholarships for minorities and meritorious, free uniforms, books, establishment of local authorities, which monitor children's admission, attendance and completion of elementary education etc.

Our government is flooding money on various aspects of the school to achieve quality education, universal enrolment, and retention. According the official data of GOI, increased enrolment with national average now at 98.3 percent (2009-2010), even the Drop-out rate came down to 24.93% in primary in 2008- 09; the legal and financial provisions have ensured that enrolment in primary education has become almost universal today (TOI. May 1, 2013. Pg. 22).We has seen that enrolment and retention have been achieved to a great extent on somehow. The ASER report (2012) indicates that students' learning level is still low. But still story is not one of unmitigated progress, unfortunately. Learning outcomes in reading, writing, Math, Science have been disturbing diminution.

Here researcher studied to check *quality education* which effectively and positively transformed by teachers to *female students* of class 8th and their learning level in various subjects.

Historically, the overall literacy rate for women increased from 0.2% in 1882 to 6% in 1947. At that time the country's independence male literacy rate was merely 14 percent and female was 1 percent. According to the census of 2001 India's literacy rate is 65.38 percent, out of this 75.85 percent are males and 54.16 are females while in 2011, India's literacy rate is 74.04%, out of this 82.14% is males and 65.46 percent are females.

Gender is not natural but a socially constructed process. It is a product of culture where as sex is a biological characteristic. The role of men and women are hence defined by gender norms. The gender roles are conceived, enacted and learnt within a complex of relationships according to **Dube**. The norms create boundaries in the society and hence men and women have specific roles to perform. The role of men was considered superior over women and women became the subordinates of men due to these norms. This became the reason for the gender biases. The gender biases perpetuate through many ways and school being a social institution plays a role in reproducing and perpetuating these biases. Thus schools tend to increase the existing inequality and widen the boundaries instead of bridging the gender gaps. The **NCF, 2005** as a measure of reforms insists that the gender inequality should be addressed and education should play a role in bringing equitable society.

Here, gender dynamics within classroom refers to the interaction or relationship between students and teachers. "Boys tend to receive more attention than girls and there is a pattern of dynamics within the classroom which is one sided" according to **Sadker and Sadker**. This dynamics would change, based on the subject taught. The gendered societal perception is that boys perform well in subjects like science and mathematics and girls in

non-technical subjects. The notion is that abstract subjects like Mathematics and Physics in particular require higher order thinking and hence boys are suited for this. This belief determines the teacher's action in classrooms.

4. Therefore, some basic questions which arise are:

- Is it enough to achieve these targets of RTE i.e. *enrolment and retention* only?
- Is it enough that all the female children are brought to school and are retained in school for eight years?
- After implementation of RTE, rate of increased enrollment of female student.
- Is it not necessary to find out whether students studying in class 1st to 8th are receiving quality education or not?
- Is that a need to rethink of policy of automatic promotion up to class 8th?
- Understand whether resource allocation is adequate in the context of the program objectives?
- Identify the major challenges to achieve universalization with quality?

As long as quality education is also not ensured for these girl children, achievement of above objectives will also lose its significance.

Thus, it will be pertinent that government school, where inputs of infrastructure and other facilities have been provided, is selected for study and a quality survey of the education being provided in the school to the female student may be made. Thus, the researcher intends to study:

Quality Education in the Context of RTE in Delhi: A Case Study Based On Gender Lens.

5. Operational Definition

QUALITY EDUCATION

The term "Quality Education" can be understood in various ways by different individuals. However, for the present study, *Quality Education is defined in the terms of the following quality parameters:*

Quality parameters:

The quality parameters are as follows:

Dimensions/Parameters Key Indicators

- 1. Basic facilities in school**
 - Classroom/space for learning, including its lighting in school and ventilation
 - Drinking water arrangements
 - Toilet facility, separately for girls
 - Playground and play material
 - Teaching Equipment
- 2. School and Classroom**
 - Physical environment (*surroundings*)
 - Proper light in the classroom/sunlight
 - Adequate ventilation
 - Layout of classrooms
 - Social environment
 - Teacher-child relationship
 - Teacher-teacher relationship
 - Teacher-administrator relationship
 - Facilities available for health check-up and follow-up
 - Incentives
 - Mid-day meals
 - Uniforms
 - Books and stationery
 - Scholarship/stipends
- 3. Curriculum and Learning Material**
 - Levels of students' learning (subject-wise)
 - Availability of textbooks to children
 - Availability of teaching-aids
 - Availability of learning-aids
 - Facilities of library and their use
 - Facilities of laboratory/kits and their use
- 4. Teacher and Teacher Preparation**
 - Teacher profile
 - Pre-service experience – its details
 - In-service experience – its details
 - Ability to develop teaching-learning material
 - Motivation level of teacher
- 5. Classroom Process and Practices**
 - Details of classroom organization
 - Seating arrangement
 - Classroom setting
 - Display of material in the classroom

- **Methods of introducing the topic**
 - **Teaching-learning strategies (subject-wise)**
 - **Using of teaching-learning materials in transactional processes**
 - **Assessment procedures including their periodicity and frequency**
- 6. Teaching-Learning Time (Opportunity Time)**
- **Actual number of teaching-learning days in a year**
 - **Number of teachers in the school**
 - **Number of classes each teacher handles (mono/multigrade)**
 - **Teacher attendance (month-wise)**
- 7. Monitoring, Supervision and Evaluation**
- **Policy adopted for**
 - **Non-detention**
 - **Grades/marks**
 - **Internal/external examinations**
 - **Periodically of evaluation (quarterly, half-yearly, annual)**

Rationale of Study is what kind of facilities are provided to school specially in context of girls children; what is learning level of these girl students in Mathematics, Science, English, Hindi, Social Science; how is teacher-student relationship..? As a national programme, *District Primary Education Programme (DPEP)* was initiated in 1991 with a focus on gender to tackle the problems of access, retention and achievement of girl students and socially disadvantaged group. Gender and equity assessment was commissioned to evaluate the effectiveness of DPEP. This study was done in ten states in India which looks mostly at enrollment, attitude of community and parents on girls' education. As quoted by **Mahajan** in her study "The Hidden picture", she says that "in a lesson on simple and complex machines, the questions on sewing machines were addressed to the girls, while the boys were questioned on the operation of ceiling fan and machines used to mow grass". **Periodi** observes that in one instance the teacher had her back to the girls and was always addressing boys. She particularly explained the growth of plants to the boys and when girls stood up to ask questions, the teacher did not respond. According to Jandhyala⁹, teachers tended to stand closer to boys. **Rathnam** observes that a teacher made better performing girl to knock the boys head and commented "aren't you ashamed to be knocked by a girl?" The study of male teachers' behavior in mixed classrooms in Delhi schools concluded that girls were given far

less attention, encouragement and opportunities for responsible action than boys. Many studies also question how aware are the teachers about their gendered practice in the classroom. **Streitmatter** believes that it is the unconscious application of gender bias in the classroom on the part of both the teacher and the student that perpetuates gender inequality. NCF, 2005 suggests that teachers should be made sensitive and responsive to gender related issues in classroom. The inclusive classroom cannot be achieved if the teachers do not understand the surface level gender problems. Their consciousness and the training on the gender issues may help to reduce the gender inequality in the classroom. Research also shows that when teachers are aware of their biased classroom behaviors and practice equitable instruction, the gender gaps in interaction diminish. **Sadker and Sadker** point out that once teachers are made aware of such differences; they can and do alter their classroom practices to promote gender equitable opportunities for participation. But if teachers are not cognizant of such gender differences, it is unlikely that they will modify their behavior to produce more gender fair classroom environments. Hence our purpose of this study is to observe the gendered interactions in the classroom and make the teachers of our study cognizant of this fact. NCF, 2005 also insists that studies should be undertaken to understand how gender bias operates in schools both within and outside the classrooms and the teachers should be exposed to the insights from such studies.

This study also may give scope for more questions, future research, training of teachers and interventions in this area to reduce gender inequality in classroom processes.

6. Objectives:

1. To study the achievement of the girls students in the scholastic areas.
2. To study the quality of education being provided in the school.

7. Sample:

1. Government Co-ed Senior Secondary School, Delhi.
2. 100 girls' students of class 8th.

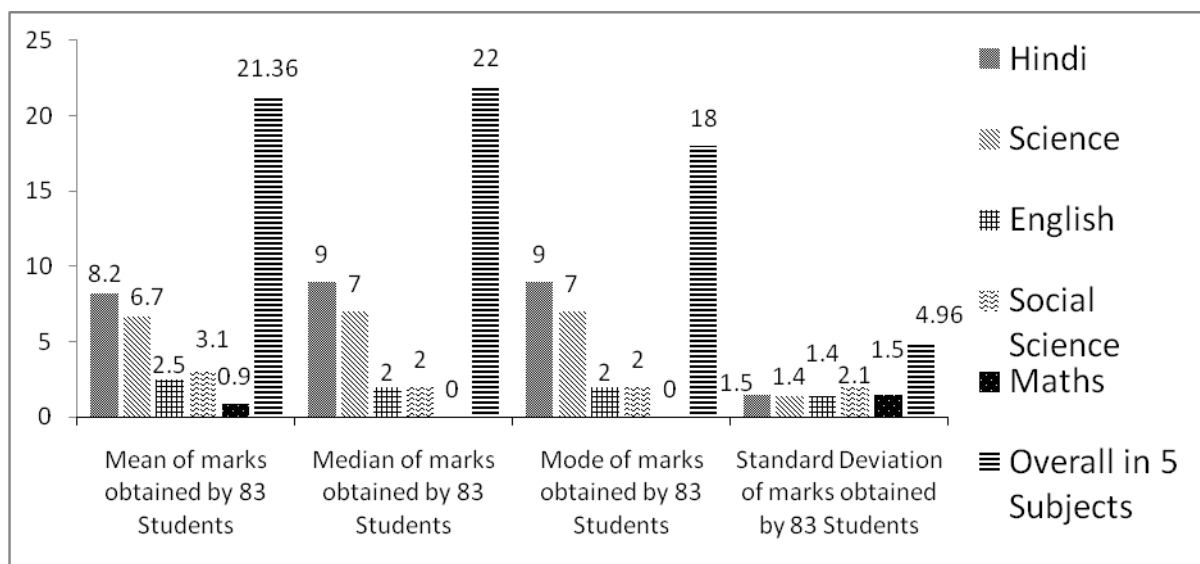
8. Methodology and Description of Tools

For the present study, *observation* and *achievement test* was selected to determine or identify the level of quality education being provided in the school. The teacher made achievement test was administered on class 8th students in subjects: English, Hindi, Math, Science and Social Science. The researcher made a blue -print and got approval from the

subject experts. These 50 questions were based on application, skills, understanding, aptitude, knowledge and interests.

9. Analysis and Findings

The following figure shows the mean, median, mode and standard deviation of marks obtained by girl students in subjects like Hindi, Social Science, Maths, English and Science. Here we can observe that scoring of Maths and English of girl students are below average. Girl students have performed well in Hindi as well in Science. Let's take a glance on Figure:



The results of the paper are as follows:

1. The physical environment (Layout of classrooms, proper light, and ventilation) of the selected government school is good.
2. Teacher-child/Teacher-administrator relationships are not like that as it should be.
3. Teachers generally do not motivate the students to develop and nurture their interests.
4. It is observed that under SSA, free text-books, uniforms, stationery, Mid-day meal, free check- up, scholarships for minorities and meritorious are being provided timely to enhance their interest for education.
5. Syllabi are generally covered timely. Books, teaching-aids, library, science lab all are available but teachers are making their effective use only occasionally.
6. It was found that the female students' were particularly weak in subjects: Math, English, Science, and Social-science. Most of the questions were not even attempted by the students. They told that they are unable to solve the mathematics problem as well as unable to read properly the English textbooks and unable to understand the basic concepts of science because the teachers are not interested to teach them. It is

also observed that teacher and students are not interested in teaching-learning process because of No Detention Policy.

7. The students found the questions in Maths and English very difficult although the questions were based on the content which has been taught to them and difficulty level of them, as per the opinion of experts, varied between average and easy.
8. It has been noticed that the performance of all subjects of girl students are above average according to school's result.
9. Teaching-learning is not as effective as it should be.
10. Summative evaluation (annual and half-yearly) and monthly tests (in September and in February) are administered by school. Teachers evaluate all the exams and tests and give them marks on their marks-sheet.
11. The selected school follows "Not to Detain" policy according to which not a single child will fail.

10. Conclusion

The case study has been done in a government co-ed school of Delhi to find out the achievement of girls students in scholastic areas and to study the quality education is being provided in the school. The parameters of quality of education have been given here which delimited the study. The findings of the study are not showing the rosy picture of selected school in terms of quality education being provided to girl students. Analysis and findings of this study show the alarming condition of the quality education which leads to do a comprehensive study of the condition of quality education in rest of government school in India. Such kind of study will give our policy makers, administrative, educators to streamline their strategies towards the achievement of not only the universal enrolment, universal retention but also to the quality education at primary level to achieve the goals of RTE.

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A STUDY ON THE APPLICATION OF ICT IN TEACHING ENGLISH IN SCHOOLS OF WEST BENGAL

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ABSTRACT

English is a global knowledge now. According to David Graddol, the famous British Linguist, in the year 2000 there were about a billion English learners- but a decade later the numbers doubled. Graddol also points out that over 80% of information stored on the internet is in English. So, it becomes a must factor to learn English for some positive reasons.

After independence, the dependence on English language has increased in India for official and knowledge purpose. English has become the language of communication in total world. So, it is the utmost necessity to learn English language well enough. In India, English is taught as the second language along with the mother language. Though, there are some options where English is taught as the first language, but the majority of the learners learn English as the second language along with their mother language. Information & Communication Technology or ICT means the use of information and communication technology in teaching-learning process of English for the better understanding of the context.

A large portion of school level learners in West Bengal are still not efficient in English. This may have many reasons like insufficient infrastructure, lack of trained teachers etc. We also feel that application of Information & Communication Technology can make teaching-learning process of English more easy and suitable for learners and teachers.

In this study, we aim to trace out the possible applications of ICT in English teaching in the schools of West Bengal.

Key words: ICT, English, Teaching-learning process.

Introduction

English is a global knowledge now. In order to live in this present world, we need to learn English language for better communication. According to David Graddol, the famous British Linguist, in the year 2000 there were about a billion English learners- but a decade

later the numbers doubled. Graddol also points out that over 80% of information stored on the internet is in English. So, it becomes a must factor to learn English for some positive reasons.

India was ruled by the British for around 200 years. So, English was our Kings language once upon a time. After independence, the dependence on English language has increased. English has become the language of communication in total world. So, it is the utmost necessity to learn English language well enough. In India, English is taught as the second language along with the mother language. Though, there are some options where English is taught as the first language, but the majority of the learners learn English as the second language along with their mother language.

In West Bengal, both two types of schools can be found where English is taught as the first and second language respectively.

Information & Communication Technology or ICT means the use of information and communication technology in teaching-learning process of English for the better understanding of the context.

Despite all the efforts, a large portion of learners in West Bengal are still not efficient in English language. This may have many reasons like insufficient infrastructure, lack of trained teachers etc. But, we also feel that application of Information & Communication Technology can make teaching-learning process of English more easy and suitable for learners and teachers.

In this study, we aim to trace out the possible applications of ICT in English teaching in West Bengal.

Objectives

- 1) To find out the possible applications of ICT in teaching English in the schools of West Bengal.
- 2) To mark the possible drawbacks of the system.
- 3) To suggest some probable solutions for further development in this concern.

Methodology

This is a descriptive study. We have used information from several articles and research papers. We have used them as our secondary source. We have also taken the views of some school teachers who are using ICT to teach English in their schools.

Scope of ICT in teaching English

There are some serious shortfalls of teaching English in West Bengal:

- 1) **Lack of infrastructure**: In West Bengal, there is a serious shortfall of trained teachers and school infrastructure which makes obstruction to achieve the educational goal. In higher secondary schools, teachers often take classes, full of more than hundred students which neither helps the teacher to teach nor the learner to learn. A crowded class may be good advertisement for showing percentage of school going students, but it never helps to maintain the proper teaching learning process. According to SSM, the student-teacher ratio should be 35:1 and there should be maximum 35 students in each classroom. But, in reality, we experience crowded classes and shortfall of teachers in the schools in West Bengal.
- 2) **Lack of attention**: The teaching of English needs care and attention from both the learner and the teacher. In a crowded class, it can never happen.
- 3) **Use of lecture method**: In present scenario, most of the teachers use the lecture method to teach in their classes. This lecture method does not have any option for the student activity and it becomes boring for the learners.
- 4) **Little scope for creativity**: There is a very little scope for the students to show up their creativity in present status of English teaching.
- 5) **Lack of individual care for the slow learner**: Due to heavy load of students, teachers fail to take individual care of the slow learner. Better to say, it is quite impossible to detect the slow learner in the current academic scenario.
- 6) **Little scope for the additional care for the advanced learner**: there is also very few chances for an advanced learners to get his/her academic requisites in present arena.
- 7) **Lack of practice**: teaching English needs more practice to adopt the requisite skills but a 40 minutes class is simply not enough for that.
- 8) **Lack of variation in presenting the teaching content**: in current status, teacher has no option but to follow the one sided lecture method which does not allow for any variations in teaching English.

In this situation, ICT can play a big role to. It always has some positive effects in teaching-learning process. Therefore, in the 21st century which is also called as the age of technology, the use of ICT in education is the most expected thing. The use ICT in teaching learning process of English may have the following positive points:

- 1) **Increasing attention**: ICT helps to increase attention of the learners. Any multi-media presentation of the teaching content can help to create more attentive teaching-learning environment in the classroom. A single teacher can't reach the whole class. By using ICT, a teacher can attract every learner to the class.
- 2) **Ensuring participation**: ICT can help to engage every student of the class in the teaching-learning activity. It will ensure participation of the learner.
- 3) **Creating interest**: English is a foreign language and sometimes it becomes complex to understand for the elementary level learners. They lost their interest. Use of ICT can help to create the interest for learning English language among the learners.
- 4) **Dynamism**: Language learning needs spontaneous activity and enthusiasm. Use of ICT will develop dynamism in the learners through activity based participation which can help to a better access to the learning of English language.
- 5) **Access to the authentic learning**: Learning a language is not an easy job. Proper teaching is necessary. Use of ICT can ensure the authentic implementation of course material in the class.
- 6) **Increasing motivation**: Motivation increases the learning speed. Use of multimedia in the teaching English can motivate through positive examples.
- 7) **Motivating group learning**: Group learning can pace up the learning of English language. Use of ICT can assist in making groups and assigning them proper group works. This will create socialization and help in learning English fast.
- 8) **Scope to create own teaching style in accordance with the locality**: Teaching can vary on the basis of locality. Teaching English language can't be same in rural and urban areas. ICT can help to create perfect and useful teaching content on the basis of locality.
- 9) **Introducing flexibility**: A teacher needs to be flexible while teaching various types of learners in the same class. In language learning, there will be different section of learners. Use of ICT can help to cope up with the situation. It can bring flexibility in teachers approach to the learner.
- 10) **Special care for the weaker section of learners**: ICT can help to enable special learning content for the weaker section. This will be very helpful for the weaker learners of English language.
- 11) **Increasing speaking ability**: In ICT, use of audio-devices can help the learners to hear the perfect pronunciation and to utter. It can be a real help for the learners to learn the English language.

- 12) Developing writing ability: Online software for writing correction can help the learners to write proper English. Various creative writing pieces also can be availed to the learners through ICT.
- 13) Broadcast through radio & T.V: Learning lessons on English can be broadcasted through radio & T.V. Students can learn from their home.

Use of ICT enabled tools in teaching English in schools of West Bengal

There are various technical tools that can be used in teaching English now days.

- 1) Use of projector: Any ICT enabled teaching content can be presented through the computer controlled projector. Under the government scheme, many schools of West Bengal are given computers and projectors. According to the report of state government on school education, a total of 2000 schools are covered under ICT scheme up to 2011-12 in this state. So, it can be really help for the teachers.
- 2) Use of power-point slide: Use of power point slide can help the teachers to present grammatical lessons. It can show step by step procedure of learning English grammatical skills. Learners can see and understand the steps. In our observation, many teachers in West Bengal got successful results by using power point slide presentation.
- 3) Use of videos: Learners often find the texts boring. And many stories in the English textbooks have animated or simple video versions. Suppose the text “Beauty and the Beast” or “Happy Prince”, both have animated versions. Learners can attach to the video rather than the printed texts for better understanding.
- 4) Use of internet: Use of internet can help both the teacher and learner. Teacher can know the latest techniques of teaching English and learner can avail additional information regarding learning.
- 5) Web based learning formats: Teacher can construct web based learning formats in teaching English for the learners. In that way, a learner can use the format while he is home.

Drawbacks of ICT in teaching English in the schools of West Bengal

- 1) Chance of replacing the teacher: There is a chance that students may take ICT as the replacement of teacher. A teacher can't be replaced by anything in education system. Overuse of ICT may create this problem.

- 2) **Creating division between the urban & rural schools:** Use of ICT can be more useful if the learner comes from well established and educated family. In urban area, learners are advanced and technology friendly. So, they can easily access the web based learning formats or use the internet in learning English. But, the rural learners who come from the poor and uneducated families will face problems regarding this.
- 3) **Lack of trained teachers:** Most of the language teachers are not trained to use ICT. So, the purpose of using ICT is failing. Language teaching can be taken into another level by using ICT. But, lack of training among the language teachers is not helping the cause.
- 4) **No use of the computers and projectors:** In many schools, computers are remained in close rooms as not used. They are never used for language teaching.
- 5) **Lack of ICT enabled English teaching texts:** Most of the schools are unaware about the source of web supported English teaching formats. There is a large gap between the demand and supply. Some teachers are collecting e-enabled teaching formats for teaching English on their personal effort.
- 6) **Affecting the creativity:** In language teaching, development of writing ability is an important factor. It develops learner's creativity. But in e-enabled world, a smart learner can find the writing assignment in internet easily and that dependence will affect his creativity.

Suggesting possible steps for further development

- 1) **Arranging proper training and regular workshops on ICT for the English language teachers:** English language teachers should be properly trained to use the ICT facility in their schools. Regular workshops on the use of latest technology in teaching English are needed also.
- 2) **Proper implementation of ICT infrastructure:** All schools should have internet connection and computer facility for the learners. There should be no disparity between the rural and urban schools in this concern. There should be adequate e-enabled English learning contents in every school.
- 3) **Support from the school authority:** School authority should encourage English teachers to use ICT in their teaching. Many teachers complain about the lack of support from the school authority.

- 4) **Using flexible e-enabled learning content for the weaker learners**: There should be enough space for the weaker section of learners in teaching English. Arranging flexible e-enabled learning contents for them will be useful.
- 5) **Use of audio-visual aids**: In teaching English, use of audio-visual aids will develop listening and pronunciation skills. It will also help the better understanding of the language.
- 6) **Group work method through ICT**: To develop the communication power in English, ICT enabled tasks can be given in groups, such as creating any power point presentation of any grammatical lesson. This will also help to increase the socialization process.

We hope that our study will help to identify the problems and probabilities of the application of ICT in teaching English in the schools of West Bengal.

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DEVELOPMENT OF GIRLS AND WOMEN EDUCATION IN INDIA**Ramesh Nandi**

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Introduction:

Education provides necessary knowledge and skills which enables an individual to operate ideally in the society and also contribute to its efficient functioning. John Dewey regards educational process of adjustment having as its aim at every stage an added capacity of growth.

Education, in present day context, is perhaps the single most important means for improved personal endowment, build capability levels, overcome constraints and, in the process, enlarge their available set of opportunities and choices for a sustained improvement in wellbeing. Education is important not merely as means to other ends, but it is a critical invasive instrument for bringing about social, economic and political inclusion and a durable integration of people, particularly those 'excluded', from the main stream of society.

A large proportion of India's population lives in conditions of poverty and illiteracy. Education, in any form needs to be provided to them for improving their quality of life. The Kothari Commission made demand as:

"We want education for life.

We want education for all."

The process of education and attainments thereof has impact on all aspects of life. It captures capabilities of acquiring knowledge, communication and participation in community life. Education has also played a critical facilitative role in the demographic, social, economical and political transition of these societies. It has undoubtedly, a basic component of human development.

Indian western state West Bengal and small district's Birbhum elementary (one to eight) level education system are developing moderately through the government scheme or policy and population (conscious) intervention. At the time when five year plan are established often nearly one-third of the population or close to 25 million persons in age group of seven years and above are illiterate.

But it is also true that there have been several major interventions West Bengal over the years to speed up pace of education for all. Such interventions are new national state policy frame work, planning mechanism, new schemes programmers etc.

Objectives of the Study:

The objectives of the study are-

- To study the Female Literacy.
- To analyze the issue and challenges of Girls and Woman Education.
- To study the Development of Girls and Woman Education.

Methodology-

The broad Researcher method used in the study is Descriptive type. The collected of data are given Qualitative Documentary Analysis in accordance with in the objectives of the present study.

Emergence of the Problem:

Women constitute nearly half of the national population representing a valuable human resource and play the pivotal role in developing the community and national income. Even though they are treated as secondary citizen and are suffering from chronic mal nutrition, illiteracy which made them as disadvantageous segment, limited to low wages, ill-treated and marginalized them. to accept inequality as fate and natural order.

Hence, there is a need to empower them to demand their rightful share in all spheres of the life.

According to PanditJawaharlal Lai Nehru, "To awaken the people, it is the women whoshould be awakened first. Once she is on the move, the family moves, the nation moves".Most of the social reformers of our country have visualized the importance of women'seducation as a means to the development of society in all aspects. Our great teacherSwamijiobserves: "There is no hope of rise of that family or country where there is noeducation of women, where they live in sadness. For this reason, they have to be raisedfirst".

The National Policy of Education (1986) envisages that education would be used as strategy for achieving a basic change in the status of women in India. Women educationtoday aims at the development of a secular outlook, social awareness, cooperation andtolerance.

Education enhances a woman's sense of her own health needs and perspectives and her power to make decision relating to health and family welfare. The educational level of women is. Particularly important because educational attainment can affect age at marriage, reproductive behavior, proper hygienic practices and above all their own status.

Realizing this fact, our great men like Rabindranath Tagore, Gandhiji, Swami Vivekananda, Dr. Radhakrishnan, etc. gave importance to women's education. In preColonial period, not of much emphasis was given on girls' education. Because, women were expected to look after their families and to give birth to children preferably sons. So education had little importance in their lives. During the British period few initiatives were taken in spreading education among women. But these were not sufficient. Actually they had little interest in it.

After Independence our leaders took steps in providing education among them. Different commissions and committees were set up, many measures were taken. Due to these, some positive results have been achieved. The policy has argued for universal education and for making education as a tool for bringing about social equality.

In spite of concerted efforts to improve the enrolment of girls and provide adult education for women their educational status is still far from satisfactory. In this situation and to make elementary education universal and free Sarva Shiksha Abhiyan has been launched in 2001. The Sarva-Shiksha Abhiyan is to provide useful and relevant "elementary education for all children of the 6 to 14 years age group by 2010. A new program called 'National Programme for Education of Girls' at Elementary Level' (NPEGEL) has been approved as an amendment to the scheme of Sarva Shiksha Abhiyan. It has been formulated for education of under privileged girls.

The Government is trying to provide mainly elementary education to all the people in our country. Understanding the poor condition of women's educational condition, special attention is given in this area.

In this context the present researcher is interested to review the gradual development of women's education and also the present status of girls' elementary education in India.

Statement of the Problem

From the above discussion it is evident that education is the only tool to uplift the position of women. To make the family educated, it is necessary to give the education to women folk of the family. The development of the society depends on the development of the women's education.

In this situation, it is interesting to understand the development of girls' education in India, its present condition and also the role of SarvaShikshaAbhiyan in this direction. .

Female Literacy :

Women are regarded as the life-partners rather "better halves". They constitute about fifty percent of the total population. In an ancient and modern civilization they were given special recognition and accorded high esteem. That is why, it was mentioned in our literature that in countries or places where women are respected, Gods and deities are said to live there. In the Vedic age, Indian women enjoyed an equal status and they used to participate very actively in all aspects and arena of the life and social activities.

In the medieval India, however, various political and social occurrences adverse to national harmony & peace lowered the status of women, social prejudice against women and discrimination was perpetrated against girls, biased views against the female child influenced all aspects of family and social life and it has an unhealthy impact on education, health, employment and other kinds of human enterprise.

As reported by population crisis committee, Washington 1988 "Education is one of the greatest forces for change in women's lives. It is also one of the areas in which, universally women have made the greatest percent gains. Even in the poorest countries, Government has made impressive investment in education over the last several decades. Since education influences a woman's chance of paid employment her earning power, her age of marriage, her control over child bearing, her exercise of legal and political rights, even her ability to care for herself and her children, increased access to education is often the forerunner to host of expanded opportunities for women.

Education is vital, both to give young people a sense of structure and ordinary life and to build a foundation on which their societies can grow. Half of the world's out of school children live in conflict or post-conflict countries, Girls may be kept in home to care for siblings while their impoverished or widowed mothers seek the means to provide for the family. Girls may also be discouraged from attending school for fear of rape or abduction. All girls and boys have the right to literacy. Literacy fosters dignity and a sense of self worth. It offers opportunity to acquire knowledge and skills and enhance life prospects. Along with nutrition, health and skills, education is a pillar of human capital. These essential elements together enable people to lead productive lives and to contribute to their countries economic growth and development.

But poverty prevents millions of children, especially girls from attending school. In the least development countries, only half of all children complete primary school. While gender gap in primary education is closing globally, more girls than boys are still out of school. "The gaps are still wider within and among countries. In southern Asia and Sub Saharan Africa only 69 and 49 percent of girls, respectively, complete primary school." A secondary level even fewer girls are in schools with only 30 and 47 percent of them enrolled in sub-Saharan Africa and South Asia respectively. This Gender Gap are evident in literacy rates worldwide, 600 million women are illiterate compared to 320 million men."

❖ The Importance of Female Literacy from Social and Economic Point of Views are Many :

1. Female Literacy Contributes to Economic Growth : Investing in the education of girls is one of the most effective ways of reduce poverty. By one estimate, countries that do not meet the MDG target of gender parity in education are at risk of foregoing 0.1 to 0.3 percentage points annually in per capita economic growth.

2. Literate mothers increase human capital through their influence in the health, education and nutrition of their children: Daughters of literate mother are more likely to attend school. A mother's education also translates into higher immunization rates and better nutrition for her children both of which increase enrolment and improve school performance. Every year of mother's education corresponds to 5 to 10 percent lower mortality rates in children under the age of five.

3. Improves family's economic prospects by improving female's qualification and skills: As better educated women participate in paid employment, families enjoy higher income and overall productivity increases. In rural economics, the education of women and girls may translate into higher agricultural production.

4. Improves reproductive Health: Literate women are more likely to seek adequate parental care, skilled attendance during child birth and to-use contraception. They tend to initiate sexual activity, marry and begin child bearing later than illiterate women. They also have fewer children when women have fewer children, the wellbeing development. Prospects' of each child are generally enhanced. Thus, to realize the full benefit of female literacy, countries need to overcome the barriers that keep girls from attending school.

Female literacy is considered to be a more sensitive index of social development compared to overall literacy rates. Female literacy is relatively related with fertility rates,

population growth, in font and child mortality rates and shows a positive association with female age at marriage, life expectancy participation in modern sectors of the coming and above all female enrolment.

Education is regarded as a panacea of most of the cultural maladies sexual discrimination, prejudices superstitions and ill will that have been passing through centuries in many developing countries. With a view equalizing the status of women with mean and removing the disparities and prejudices, the constitution provides for equal right and privileges for men and women and special provisions for their development and upliftment of their social economic and political status.

The Constitutional Guarantees

The Constitution of India not only granted equality to women and forbids any discrimination based on religion, caste, sex or place of birth but also empower the state to practice protective discrimination in favors of women, children and socially and educationally backward classes or for the scheduled castes and scheduled tribes. The State guarantees equal opportunities to women.

The Fundamental Rights and Directive Principles of State Policy specifically addressing women in education are given below:

Fundamental Rights

Article 15: Prohibits discrimination against any citizen on the grounds of

Religion, race, caste and sex.

Article 15(3): Makes a special provision enabling the State to make affirmative discrimination in favour of women.

Article 29: Protects the interests of minorities.

Directive Principles of State Policy

Article 41: Right to work, to education and to public assistance in certain cases.

Article 45: Free and compulsory education to all children up to the age of fourteen within ~~ten~~ years of the coming into force of the Constitution.

In 2002, the Constitution amended to make Free and Compulsory Education a Fundamental Right.

3.6 Different Commission and Committees

After Independence, the Government of India appointed various commissions and committees to promote the cause of women's education. Some of them are given below:

■ **University Education Commission (1948-49)** The Commission noted the importance of women's education. It observed that new educational opportunities should be planned for women. Through educational guidance the prevailing prejudices against study of home economics and home management should be overcome. Standards of courtesy and social responsibility should be emphasized on the part of men in mixed colleges. Women teachers should be paid the same salaries as male teachers for equal work. The Commission also noted that separate schools for boys and girls between the ages of 13 and 18 should be established; while for college education there may be co-education.

Secondary Education Commission(1952-53)

The Commission felt that at the present stage of social evolution, there is no special justification to deal with women's education separately. There should be equal education for men and women. It also stated that for girls as well as for boys education needs to be more closely connected with the home and the community. Education should do much more to prepare them for the part they will have to play later as parents and citizens. This Commission generally favored co-education at primary and university stages but at secondary stage there was considerable divergence of opinion. It stated that in coeducational school there should be facilities for special co-curricular activities suited to girls.

National Committee on Women Education (1958-59)

The Committee regarded women's education as a major and a special issue. It recommended that every state should be required to prepare comprehensive development plans for the education of girls and women in its area. At primary level concession in kind should be given to all girls whose parents' income is below a certain level. At middle and secondary level more and more co-educational institutions should be started. Free and subsidized transport should be provided to girls to make schools within easy reach.

It was for the first time that provision of scholarships and other concessions were made to encourage the girls to take up courses in commerce, engineering, agriculture, medicine, etc, at the university stage. The Committee also noted the services of the voluntary organizations in women's education, and strong enforcement of the compulsory education law.

- **Committee on Differentiation of Curricula for Boys and Girls (1961)**

This Committee suggested some mild reforms like disabusing public mind of all traditional concepts of the inferiority of women, relating education to individual capacities and interest, adding relevant topics about women in text books. It also stated that women teacher should be appointed boys' school and men teachers should be appointed in girls' school. Moreover, the possibility of employment for women in as many vocations as possible should be explored.

- **Committee to Look into the Causes for Lack of Public Support for Girls' Education and Enlist Public Cooperation (1963)**

This Committee paid special attention to girls' education in rural areas and gave some recommendations to make it popular. It stated that school improvement conferences should be arranged widely throughout the state. Women should be widely recruited in or near their own villages. Local bodies should be made responsible for the provision of school infrastructure. The number of literacy classes for women in rural areas should be increased. All reasonable provisions including offering of interesting and useful subjects for girls should be made for the advancement of girls' education.

- **Education Commission (1964-66)**

This Commission realized the importance of the role of women outside the home. it recommended that measures suggested by the National Committee on Women's Education (1958-59) be accelerated. It stated that provision should be made for separate schools for girls, hostels and scholarships, part time vocational courses, education through correspondence courses, employment of women teacher in all sector of education, etc. the report of the Education Commission (1964-66) raised a number of problems and to solve them an educational policy was formulated in 1968.

- **National Policy on Education (1968)**

The National Policy on Education, 1968 did not elaborate much of the subject of women's education. It stated that "The education of girls should receive emphasis, not only on grounds of social justice but also because it accelerates social transformation".

- **Committee on Status of Women (1971-74)**

This Committee was appointed to examine the constitutional, legal and administrative provisions that have a bearing on social status of women, their education and employment

and to assess the impact of these, provisions during the two decades on the status of women in the country, particularly in the rural sector and to suggest more effective programmes. This Committee recommended co-education as the general policy at the primary and secondary school, common courses of general education for both sexes till the end of class X, more relevant and useful courses at the university level and compulsory free education for all girls up to the end of secondary stage. It also stated that mobile schools should be established for children of nomadic type migrant labour and construction workers, the admission procedure should be made more flexible to help girls to complete schooling and at least 50% of the teachers in girls' school should be women.

■National Policy on Education (1986) & Programme of Action (1992)

According to the National Policy, education will be used as an agent of basic change in the status of women. The national system of education decided to play an important, possibly, inventions role in the empowerment of women, contribute towards development of new values through redesigned curricula and text books, promote women's studies as part of various courses. Following measures were to be taken for the achievement of these parameters:

- a) Every educational institution should by 1995, take up active programme to tackle women's predicament.
- b) Women's participation in vocational, technical and professional education should be emphasized.
- c) At the state level, women's education cell should be set up with adequate supporting staff.

National Perspective Plan for Women's Education (1988-2000AD)

This Plan formulated some important objectives for women's education so that women may also participate in the area of social, cultural, economic, political, educational fields. Some of the main recommendations other than those recommended earlier, to obtain these objectives by 2000AD are:

- a) Media and various forms of communication have to be geared to generate awareness among the masses regarding the necessity of educating girls so as to prepare them to effectively contribute to the socio-economic development of the country.
- b) Where necessary, schools meant exclusively for girls may be set up.

- c) Special efforts should be made for bringing tribal children, particularly girls, into school system.
- d) The growing availability of communication should be directed towards keeping up information flows and portraying positive images of women in non-conventional role.
- e) Indecentralized approach, the village cluster of the block level is seen as the most appropriate for the delivery of programmes.

When we analyse the suggestions of the national commissions and committees and the national policies regarding women's education, the following aspects can be highlighted:

- Expansion of facilities for women's education.
- Education of women to be regarded as- a special programme.
- Encouragement of co-educational institute.
- Setting up of administrative organizations like the National Council for the Education of Women.
- Existing gap between education of boys and girls to be bridged..
- Women students to be encouraged through programmes like

Scholarships and economic hostels.

- Regional imbalances in the provision of education facilities to be

Corrected and good educational facilities to be provided in rural and backward areas.

- Removal of disparities.
- National Education System to design curricula, text books and Training.

3.7 Strategy towards Women's Education in the Five Year Plans

Education enables women to acquire basic skills and abilities and fosters a value system which is conducive to raising their status in society. Recognizing this fact, great emphasis has been laid on women's education in the Five-Year plans.

- **First Five Year Plan (1951-56)**

The First Five Year Plan (1951-56) advocated the need for adopting special measure for solving the problems of women's education. It held that women must have the same opportunities as men for taking all kind of works and presupposes that they get equal facilities so that their entry into the professions and public services is in no way prejudiced. It further added that at the secondary and even at the university stage it should have a

vocational or occupational basis, as far as possible so that those who complete such stages may be in a position if necessary, to immediately take up some vocation or other. Accordingly, the educational facilities for girls continued to expand in the subsequent plans. The major schemes under taken encompassed elementary education, secondary education, university education, post graduate education and research, technical education, scholarships, social education and physical education.

- **Second Five Year Plan (1956-61)**

The Second Five Year Plan (1956-61) continued the emphasis on overall expansion of educational facilities. The major schemes under taken during this period were elementary education, secondary education, training women teacher to be posted in girls' school since shortage of women teacher was one of the obstacles in the progress of women's education. The Plan recommended special Scholarships/schemes for girls to take up different courses. Establishment of Fundamental Education Centers for training social education organizers, in addition to national extension and community development programmes. As a result of the measures taken during Second Five Year Plan the enrolment of girls exceeded the estimated target fixed for the Second Plan period at all the stages.

- **Third Five Year Plan ((1961-66)**

The Third Five Year Plan ((1961-66) launched important schemes like Bolsheviks training and child care programme. Subsequent plans supported these measures and also continued incentives such as free text books and scholarships for girls. The Third Plan considered the need for increasing the proportion of women students in colleges and universities to take up different occupations.

- **Fourth Five Year Plan ((1969-74)**

Although there was a large scale expansion of facilities for education up to the Fourth Plan (1969-74), vast disparities existed in the relative utilization of available facilities by boys and girls at various stages of education.

- **Fifth Five Year Plan ((1974-79)**

The major thrust in The Fifth Plan (1974:79) was to offer equality of opportunity as part of the overall plan of ensuring social justice and improving the quality of education imparted. To promote enrolment and retention in schools in backward areas and among under privileged sections of the population, in addition to the incentives like free distribution of text books, mid-day meals, girls were to be given uniforms and attendance scholarships. In spite

of these schemes it was noticed that insufficient number of women teachers resulted in low enrolment of girls. To remove this bottleneck, scholarships were given to local girls to complete their education and training leading to teaching careers. . Besides, condensed and correspondence courses were organized for the less educated women. Emphasis was also laid on the need for orientation of the curriculum to meet the special needs of girls.

- **Sixth Five Year Plan ((1980-85)**

A land mark in The Sixth Five Year Plan (1980-85) was the inclusion of women's education as one of the major programmes under Women and Development which was an outcome of the publication of the report of the Committee on the Status of Women in India. The programmes for universalization of elementary education were specially directed toward higher enrolment and retention of girls in schools. It was envisaged to promote Balwadi-cum-ereches attached to the schools to enable girls responsible for sibling care at home to attend school. Women teacher, where necessary, were to be appointed in rural areas to encourage girls' education. For boosting the education of women belonging to backward classes, the numbers of girls' hostels were to be increased.

- **Seventh Five Year Plan (1985-90)**

The Seventh Five Year Plan (1985-90) envisages restructuring of the educational programme and modification of school curricula to eliminate gender bias. Enrolment of girls in elementary, secondary and higher education courses, formal as well as non-formal has been accorded high priority. At the elementary stage education has been made free for girls. Sustained efforts are to be made through various schemes and measures to reach 100 per cent coverage in elementary education. Financial assistance schemes to voluntary agencies to run early childhood education (pre-school centers) as adjuncts of primary/middle schools are to be expanded particularly to help evolve innovative models suited specific learner groups or areas. Efforts are to be made to enroll and retain girls in schools, especially in rural areas and also to enroll children belonging to scheduled caste, scheduled tribe and other weaker sections. Teacher training programmes are to receive continued priority with a view to increase the availability of trained women teachers and thereby to enhance girls' enrolment and retention in schools. Incentives by way of distribution of uniforms, free text books and attendance scholarship to needy girls are to be continued. Talented girls are to be encouraged to pursue higher education. So the educational programme has to be restructured to remove the stereo typed images of women. For creating the right type of awareness important

instruments that may be used are: radio, television, educational institution, Mahilamondol and voluntary agencies.

- **Eighth Five Year Plan (1992-1997)**

During Eighth Five Year Plan (1992-1997) the major thrust areas in the education sector are universalization of elementary education, eradication of illiteracy in the age group of 15 to 35 and strengthening vocational education so as to relate it to the emerging needs of the urban and rural settings. The strategy suggested for this purpose is the utilization of formal and non-formal and open channel of learning. Emphasis is laid on strengthening National Open School and Open Learning System. The Eighth Five Year Plan focused on women's literacy which has a beneficial impact on children's literacy as well as other national objectives like population controls and family welfare.

- **Ninth Five Year Plan (1997-2002)**

The National Agenda for Governance states, "We will institute plans for providing free education for girls up to college level, that is, under graduate level including professional courses would be made free". An adequate provision will be made for the scheme for this purpose during the Ninth Five Year Plan. On a long term basis and in close collaboration with State and local governments, the financial implications of making education free for girls up to the graduation level will be worked out, in so far as these relate to the Department of Education. The financial requirements for implementation of the concept of free education to girls up to college level will be worked out by Ministry of Human Resources Development (MHRD). A new scheme called "Free Education for Girls" will be devised and implemented in a time-bound manner.

- **Tenth Five Year Plan (2002-2007)**

Performance in the field of education is one of the most disappointing aspects of India's developmental strategy. Out of approximately 200 million children in the age group of 6-14 years, only 120 million are in schools. This is completely unacceptable and the Tenth Five Year Plan (2002-2007) aims at a radical transformation in this situation. "Education for All" is one of the primary objectives of the Tenth Plan. This principle vehicle for this is the SarvaShikshaAbhiyan, which is being launched in cooperation with state governments and which aims at providing universal elementary education by the end of the plan. The SarvaShikshaAbhiyan, has a special focus on the educational need of girls, SCs and STs and other children in difficult circumstances.

The Tenth Plan would also rely on some women-centric programmes such as the existing MahilaSamakhya and two new schemes the 'Kasturba Gandhi SwantantraVidyalaya' (KGSV) and the 'National Programme for the Education of Girls at the Elementary Level' (NPEGEL). The KGSV and the NPEGEL are proposed to be taken up during the Tenth Plan, with the following features:

- Focus on educationally backward areas in girls' education;
- Focus on girls from the disadvantaged section like those belonging to SC/ST minorities, etc.;
- **Eleventh Five Year Plan (2007-2012) :**

In response to the needs of women, the states initiate many piecemeal schemes, which are not after effective. For this some activities & scholars have formed group called the 'Think tank', with the aim of presenting to the planning commission a set of demands & reforms to be included in the 11th plan. It proposed that the state must channel a higher percentage of national resource into primary & secondary education for girls. The SSA must be pushed forward in all regions with greater determination & stricter standards of service. Girl's education must be made a priority & made sensitive to local requirements. Panchayats must ensure that every girls child attends school, that teachers are regular & that the mid-day scheme is running properly. The policy makers must change their mind set and design future measure in a way to empower & accept women as independent identities living with dignity.

The Integrated Child Development Scheme, National Crèche Fund, BalikaSamridhiYojana, short stay Homes for Women & Girls & providing for Hostel facilities were also part of the Government measures. Reducing distance to upper primary & secondary schools, providing incentive & counseling services to parents & children, planning a flexible school schedule, ensuring active participation of women members in village education committees & advocating social & economic benefits of the girl's education, removing sex bias from curricula, & appointment of teacher with global perspective would help bridge the gender gap in education.

Promoting gender sensitive teaching materials, by interalia, reviewing & revising school curricula & preparing formal & non formal educational should receive priority. Monitoring & evaluating the extent to which the rules & plans are being implemented will ensure the success of any plan.

- **Twelfth Five Year Plan (2012-2017)**

- To achieve universal retention by 2020
- Model Schools
- Scheme for Construction and Running of Girls' Hostel for Students of Secondary and higher Secondary Schools
- Information and Communication Technology in Schools (ICT @ Schools)
- Inclusive Education for Disabled at Secondary Stage (IEDSS)
- National Means-cum- Merit Scholarship
- Kendriya Vidyalayas (KVs)
- Jawahar Navodaya Vidyalayas (JNVs)
- National Institute of Open Schooling (NIOS)
- Vocationalization of Secondary Education
- The Scheme of Integrated Education for Disabled Children (IEDC)
- The Scheme of Financial Assistance for Appointment of Language Teachers
- The Information and Communication Technology (ICT).

Summary & Conclusion:

Girls are an important resource for global development, but those living in developing countries do not reach their full potential because they do not receive a proper education. Presently, girls are under-represented in school enrollment and attendance in developing countries.

According to the World Bank, girls currently represent 48 percent of primary school enrollment and boys represent 52 percent. Even though this gender gap has decreased in the last few decades, girls still account for 55 percent of all out-of-school children—meaning that, on average, for every 100 boys out-of-school, there are 122 girls. In many developing countries, the disparity is even greater. For example, in Yemen the statistic is 270 girls for every 100 boys and in India it is 426 girls for every 100 boys, according to the UN Educational, Scientific, and Cultural Organization (UNESCO).

The reasons that girls are kept away from school are varied. Poverty is a major contributor. If a family has limited funds and has to be selective on whom to send to school, more often than not, it is going to be the boys. Adverse cultural practices also contribute to

this occurrence, because girls are more likely to stay home and be “taught” to be housewives. Primary education for them is not always seen as necessary.

Lastly, if anyone is sick in the family or chores needs to be done at home, it is more likely that the girls will be the ones to stay away from school and assist with whatever tasks need to be done. “Girls and women are often shackled by gender roles and outdated traditions, with male privilege and entitlement ensuring that when educational opportunities are limited, boys will take available classroom space. Gender roles and traditions that keep girls from school contribute an additional barrier to universal education: illiterate mothers,” continues Ascencios, “When we ensure that children have access to a rights-based, quality education that is rooted in gender equality, we create a ripple effect of opportunity that impacts generations to come.”

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ACTIVITY BASED LEARNING**Somnath Hazra**

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ABSTRACT

Activity base learning is learning through activity. The first initiative was started at Tamilnadu. Then it was popularized all over the India. Several types of activity reduce pressure of learning from the learners. The children are ready to learn and do the activity. The method have great advantages as it is appealing to a wide range of different senses and also appeal to individual's varied learning styles. The method also allows the learner to enjoy and to learn in a relaxed mood in groups of teams. It provides multigrade and multilevel classroom where a learner can learn fearlessly. Classroom according to NCF 2005 and RTE 2009 demands the activities also. The classroom strategies are child centric, fearless and process oriented.

KEY WORDS: Activity Based Learning, Multigrade, Paradigm.

NATURE OF ACTIVITY BASED LEARNING: IN RELATION TO THE SECOND LANGUAGE AT PRIMARY LEVEL:

Activity Based Learning is one of the best innovative methods of teaching in modern scenario. Its core premises include the requirement that learning should be based on doing some hands on experiments and activities. The idea of activity based learning is rooted in the common notion that children are active learners rather than passive recipients of information. If child is provided the opportunity to explore by themselves and provided an optimum learning environment then the learning becomes joyful and long-lasting. David Horsburgh, who was the father of Activity-based learning, developed a diverse curriculum while he was in Neel Bagh. The curriculum was developed with the help of his wife and son. The curriculum included music, carpentry, sewing, masonry, gardening, as well as the usual school subjects, English, Mathematics, Sanskrit, and Telugu. These pedagogic materials were systematically planned. There was occasional touch of humour also. He also planned and managed a unique course for the teachers. The philosophy of ABL finds its antecedents in the common notion that learning can be best when it is initiated by the surrounding environment and motivated by providing optimum opportunities to learn. A fearless and freedom to

express environment always adds to best learning outcomes.
(http://en.wikipedia.org/wiki/Activitybased_learning_in_India)

Chomsky said that Language is an innate faculty to us and we are born with a set of rules about language in our heads. So children even with low IQ can acquire language effortlessly in a short period. Primary Schools are considered to be the basis for a child's foundation in English language learning. It is therefore very important that the right kind of approach is used to teach English to primary school students. There are various approaches to English language teaching adopted by the primary schools today. However, the search for the right kind of an approach continues among English language teachers. As the primary school children are enthusiastic in nature so activities can attract them easily. Their energy must be transferred to positive paradigm.

Children are usually fearful about the second language. They want command and progress with their mother tongue. Actually use of mother tongue makes a sense of security among them. So, they do not want to take any other language as a medium of communication. But infancy, early childhood and late childhood are the most accurate time to teach another language.

The ABL method and materials can be examined through the following five outlooks;

1. **Clarity of Lesson:** Children must know their lesson clearly and in a systematic way. Children must know what must be done next. Each lesson or unit of information or process is broken up in such a way that clarity of the lesson is ensured. Practice of the method build a clear understanding of their tasks among the students. They are ready about what to be done and how to be done sometimes with the help of the teachers (in critical situation), sometimes with the help of peers or sometimes can do at their own initiative. It reduces the information-gap among the students.
2. **Classroom Environment:** It must be child-centric. Students should engage themselves in group work or peer work according to their need. Through activities, a fun- based environment is provided for the students which increase their language competence. The classroom should ensure a fearless, joyful, trauma free, collaborative and active environment. The classroom should reduce the physical and psychological distances between teachers and students. The process of collaboration should ensure in the class that not a single student is left behind. It helps to grow the fellow feelings among them.
3. **Children's involvement in the learning process:** Children can involve themselves in the learning process. They should avoid rote learning. They must take initiative of their own tasks o activities. The method have great advantages as it is appealing to a wide range of

different senses and also appeal to individual's varied learning styles. So, there is no scope for the children to be left behind. Activities should be designed in such a way that it increases pupil's interest in the learning process. Group work and pair work make them active and keep them comfortable with English.

4. Teachers role in the learning process: teachers should encourage them to take part in activities. Teacher should develop variety of interactive activities designed on socio constructive principles. The teaching strategy improves the self confidence of learners who are at the beginning developmental stages of learning. Activity based teaching strategies, as follows:

1. Clear planning and preparation for the lesson 2. Identify possible outcomes of the students 3. Notification and enlist the outcomes of learning using proper strategies 4. Choose the right activities and reinforced students 5. Mechanisms within the group (group learning, peer learning, self learning etc) 6. Promote cooperation in carrying out activities 7. Develop self evaluative method of evaluation.

5. Scope of creativity: Creativity has three dimensions such as, fluency, flexibility and originality. It includes the output and freedom of the students. Their eagerness to do the activities, their movement while doing the activities and their freedom in output of the activities must establish their fluency, flexibility and originality. Activities should make students to apply the learned skill practically. Teachers must create more scope or area for the students that they can present frankly any new idea in the classroom. Their originality in any dimension should be praise by the teachers. Sense of achievement should encourage the students to be confident and moral.

WHY ACTIVITY BASED LEARNING IN ENGLISH:

Change seems to be a constant process in education. The term "paradigm" means word for pattern. Pattern forming is part of the way we attempt to make meaning from our experiences (Ausubel, 1968). We use these patterns to understand situations, raise questions, build links and generate predictions. When a paradigm shift takes place, we see things from a different perspective as we focus on different aspects of the phenomena in our lives. Twentieth century paradigm shifts across a wide variety of fields can be seen as part of a larger shift from positivism to post positivism (Berman, 1981; Capra, 1983; Merchant, 1992). According to George M Jacobs and Thomas S C Farrell there are eight major changes associated with the shift in the second language education paradigm. These eight changes are: 1. Learner autonomy 2. Cooperative learning 3. Curricular integration 4. Focus on meaning 5. Diversity 6. Thinking skills 7. Alternative assessment 8. Teachers as co-learners.

In relation to it the author mentioned the need ABL in second language education,

1. Primary school children are in their crucial stage of learning, the formative phase of their lives. Activities develop the psychological, physical, cognitive, social, and emotional growth of a child. So, this approach gives children the freedom to think and learn actively through participation in the processes.
2. Love of play is inborn in children. So, the playful and joy-oriented natures of activity based learning attract them easily and frequently. So, it can enrich their formative stage easily and freely.
3. The Activity Based Learning (ABL) offers scope for the teachers to increase the students – talking-time (STT) and decrease the teachers –talking –time (TTT) in a classroom.
4. Through activities, a joyful environment is provided for the students to increase their language competence. Through ‘learning by doing’, the competence can be built naturally, gradually and in a constructive way. It can be easily seen that this provides the basis for language learning in secondary schools.
5. Activities engage learners in authentic and meaningful use of language rather than setting merely a mechanical practice of different patterns of the language.
6. Properly designed activities in the classroom motivate students in completing tasks that are mediated through language; information sharing and these should involve negotiation of information.
7. Functional-communicative-activities encourage students to use the language they know in order to transfer the information as effectively as possible. The emphasis is on functional effectiveness of the target language to a child.
8. Social interaction activities promote the authenticity of the contexts for using language (social function). It helps a child to satisfy its social behavioral needs.
9. Through task oriented learning i.e., a part of activity based learning pupil can learn to use their English language effectively and with confidence.
10. This approach of teaching avoids monotony in English classroom. This makes the learning process interesting and joyful.
11. There is a great deal of involvement from the students in the given period of time to complete the given activity and feel a sense of accomplishment. The competitive spirit of the students is also triggered off in a healthy manner through inclusion of activities in the classroom.
12. The teacher supports, guides, aids, stimulates and facilitates in activities where learners discover, investigate, explore, analyze, research and interpret the texts. The entire process is learner-centered.

13. When teachers use various techniques to activate the imagination or to stimulate creativity, students' skills and aptitudes are developed simultaneously.

14. It helps the students to realize that the entire process of learning a language is not only cognitive but also affective.

15. The ABL creates an environment for using the target language in an authentic interactive and live situation.

METHODS AND APPROACHES OF SECOND LANGUAGE TEACHING ACCORDING TO NCF2005 AND RTE2009: IN RELATION TO ACTIVITY:

According to NCF2005 and RTE2009 the classroom should focus the following three environment; 1.child or student centricity in its real sense and spirit, 2.a joyful trauma free learning environment mainly through construction of knowledge, creation /recreation of learning experiences under the effective guidance and in motivating presence of the teacher, and 3.having resource to a true system of continuous and comprehensive evaluation to be devise in order to relieve the minds of the phobia of examination.

In relation to the above situation regarding activity,

1. Activity designed from the variety of ranges of society produces an input-rich curriculum which is essential for the foundation for spontaneous language growth, with the understanding of spoken and written language as precursors to language production (speech and writing). It also suggests how literacy may be meaningfully integrated into such a curriculum. The input must be provided in the classroom. These can also be available to learners at their own initiative, in a variety of ways.

2. Activity reduces the "burden of languages" (as of all education) which is the burden of incomprehension. The fun oriented nature of activity reduces the pressure of rules; automatically they became habituated with the language.

3. Activity builds familiarity with the language (through primarily spoken or spoken-and written input) in meaningful situations, so that the child builds up a working knowledge of the language.

7. Activity makes Language evaluation proficiency based. Activity proves that "achievement" with respect to particular syllabi is not essential and scientific. During the activity teachers and students both take responsibility for their own progress i.e., there is no scope for rote learning. Learners participate in evaluations with more comfort when the experience is not always a failure and the outcomes can be seen as a legitimate and appropriate way toward the next step in learning.

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THE ROLE OF PARENTS AND TEACHER TO EARLY CHILDHOOD CARE AND EDUCATION

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Abstract

The investigator attempts to study the role of Parents and Teacher to Early Childhood Care and Education. This article aims to find out the concept, objectives of ECCE and role of parents and teacher to ECCE. Families are the child's first educators. They have the greatest influence in shaping young children's attitudes, values, behaviours, habits and skills. As such, they have a central role to play in educating and development of their children. Even if in the traditional culture there are elements of wisdom and knowledge, attitudes and practices that are positive for the child, the new scientific knowledge and attitudes related to the young child's capacities and needs bring new challenges that the parents are not always aware of, particularly in developing countries with so many illiterate parents. Teachers should promote a curriculum for early childhood education (ECE) based on holistic and interdisciplinary project-based learning, in which question-based methods make children active participants. The importance role of teacher is ECCE curriculum and transaction. The curriculum is defined as age appropriate, all-round, play based, integrated, experiential, flexible, and contextual. The strategies are play-based, child need, interest as well as his/her level of intelligence. In early childhood years, it is very necessary that parents and the ECCE centers communicate freely about children's progress, growth and their experiences.

Keywords: Early Childhood Care and Education, Parents, Teacher

Introduction

The Right to Free and Compulsory Education Act (RTE Act-2009) provides under Article 51-A (K) that it shall be a fundamental duty of every citizen of India who is a parent guardian to provide opportunities for education to his child up to the age of 14 years. The early childhood education (ECE) from ages 3 to 6 has been instrumental in realizing this transformation that, in the long term, will have a powerful impact on the lives and opportunities of all children. Every child was born in family. The mother is the young child's first educator. Parents have a lasting influence on children's values, attitudes, concepts, learning and ideas. Even before kindergarten, parents should be aware of ways to make the

most of learning opportunities for their young children. One important choice for many families in their child's early years involves preschool or childcare. The first years of a child's life are a crucial development period, and children who are nurtured and stimulated during these years are much more prepared for formal reading. Teacher's role of early childhood care and education is very importance to all round development of a child.

Objectives of the Study

1. To find out the concept of early childhood care and education;
2. To find out the objectives of early childhood care and education;
3. To analyze the role of parents and teacher to early childhood care and education;
4. To recommend for Better ECCE Programmes.

Meaning of Early Childhood Care and Education (ECCE)

'Early Childhood' refers to the age of 0 to 8 years. This includes the stages of infancy, the pre-school and the early primary years. In the Indian context, however, according to the National Policy of Education (1986) 'early childhood' refers specifically to the age of 0 to 6 years. Early childhood education is referred to as the foundation for the growth and future development of all children. It is generally accepted as the education given to children under 6 years of age. It also refers to the provision of basic needs, such as nutrition, warmth, health, security, affection, interaction and stimulation for social, emotional psychological, physical and cognitive development. This care is very essential for survival, development and later education. Early childhood education is referred to as the foundation for the growth and future development of all children. Early childcare is therefore conceptualized as encompassing the care, development and education of children below the age of 6. The Childcare programmes should focus on children

- ❖ Watch to see that children interact with other children and adults, so they can build healthy relationships.
- ❖ Ask about the curriculum, which should include a variety of activities appropriate for the children's ages and needs.
- ❖ Preschool and childcare programmes should build relationships with families and to meet their child's needs.
- ❖ Check that the programme's policies allow families to visit their child during the programme day.
- ❖ Check that the programme is licensed by the state. The facilities need to be age-appropriate and well maintained, both indoors and outdoors.

Objectives of ECCE

The broad objectives of ECCE programme as drawn up by the National Council of Educational Research and Training and later approved and incorporated in the report of the Education Commission are:

- ❖ To develop a good physique, adequate muscular coordination and basic motor skills in the child;
- ❖ To develop good healthy habits and built up basic skills necessary for personal adjustment, such as dressing, eating, washing, clearing, etc. in the child;
- ❖ To develop desirable social attitudes and manners, to encourage healthy group participation and to make the child sensitive to the rights and privileges of others;
- ❖ To develop emotional maturity by guiding the child to express, understand, accept and control her/his feelings and emotions;
- ❖ To encourage aesthetic appreciation;
- ❖ To stimulate intellectual curiosity and to help her/him understand the world in which he lives and to foster new interests through opportunities to explore, investigate and experiment;
- ❖ To encourage independence and creativity by providing the child with sufficient opportunities for self-expression;
- ❖ To develop the child's ability to express her/his thoughts and feelings in fluent, correct, clear speech.

The Role of Parents and Teacher to Early Childhood Care and Education**❖ Role of the Parents to ECCE:**

Families are the child's first educators. They have the greatest influence in shaping young children's attitudes, values, behaviours, habits and skills. As such, they have a central role to play in educating their children for all-round development. Learning of child can therefore be effectively undertaken by parents, siblings, grandparents and other extended family members. Often, grandparents have old wisdom about ways of life that favour living together, preservation of the nature throughout generations and co-habitation of different species, which should be tapped upon. Thus, where formal early education programmes are not available, non-formal education can be set up – as an integral component of community programmes or otherwise – to provide parents and grandparents with opportunities to discuss what could be done differently in daily life in order to become an effective agent of bringing

about child's development. Where an early childhood education programme does exist, a parental education can complement what children experience in the programme. The parents are the first caregivers and educators of the child. Even if in the traditional culture there are elements of wisdom and knowledge, attitudes and practices that are positive for the child, the new scientific knowledge and attitudes related to the young child's capacities and needs bring new challenges that the parents are not always aware of, particularly in developing countries with so many illiterate parents. In addition, due to changing patterns of work and living circumstances, many families and communities are facing new challenges due to poverty, disease, conflicts and so forth. Their capacity to cope is being stretched beyond its limits, with direct negative impact on the most vulnerable, the young ones. Therefore, working with the parents is a key strategy to ensure efficient care practices and adequate learning conditions for the child.

The involvement of parents in the center's activities benefits the child, family and ECCE programme. It can provide emotional and physical benefits for everyone. Children benefit the most from parental involvement and enhance children's education and learning and achievement. parents can assist their children through school involvement and well-planned parent meeting have the most lasting effect. Parents are able to:

- Learn to view their child's strengths and weaknesses;
- Understand more about child development;
- Learn activities that they can do at home;
- Meet their children's friends;
- Know and respect the ECCE workers.

❖ **Role of Teacher to ECCE:**

Training, working conditions and status of early childhood educators much attention was devoted to discussing the vital importance of training of early childhood educators, and the kinds of training desired. An early years' programme also has the potential to change family practices through children's experiences and exposure to new ideas and practices offered in the programme, as demonstrated by research. Teachers should promote a curriculum for early childhood education (ECE) based on holistic and interdisciplinary project-based learning, in which question-based methods make children active participators.

The importance role of teacher is ECCE curriculum and transaction. A good curriculum covers all those things designed to help children's learning and development. This calls for a child-centered approach that empowers the child and makes her an active

participant in the learning process. In India, the contextual diversities should be an important consideration in providing for curriculum flexibility. Thus, the curriculum should help evolve an environment that is conducive for sociality, provides linguistic richness, and engages children mentally and physically amidst safety and gratification. The curriculum is defined as age appropriate, all-round, play based, integrated, experiential, flexible, and contextual. The teacher should follow the guiding principles of the ECCE curriculum are:

- Play as the basis of learning
- Art as the basis of education
- Recognition of the special features of children's thinking
- Primacy of experience rather than expertise
- Experience of familiarity and challenge in everyday routines
- Mix of formal and informal interaction
- Blend of the textual (basic literacy and numeracy) and the cultural
- Use of local materials, arts, and knowledge
- Developmentally appropriate practice, flexibility, and plurality
- Health, well-being, and healthy habits

The role of the ECCE teacher is to provide experiences which support, stimulate and structure a child's learning. The ECCE teacher requires a knowledge and understanding of:

- The ways in which children learn;
- Importance of play in the growth and development of the child;
- Individual learning styles of children;
- The role of play in the development of the child;
- The child's interest and needs;
- The child's previous experiences;
- Observation techniques;
- Programme planning.

Recommendations for Better ECCE Programmes

The recommendations are made with the assumption that the governments both at the central and state levels will give due attention to quality in ECCE programme. These are:

- ❖ Need for improvement and regular updating of quality and content of the learning materials to make teacher user-friendly, and ensure timely distribution;
- ❖ Allow sufficient time to express parents ideas and concerns;

- ❖ Need to ensure more careful selection of study centers and identification of qualified counselors to ensure quality in the contact programmes;
- ❖ Arrange parent-teacher meeting to communicate them;
- ❖ Children are given opportunity to develop wellbeing and lifelong learning;
- ❖ Use of ICT for better curriculum transaction;
- ❖ Given the need for proper facilities for providing internship to student teachers in diverse preschool programs;
- ❖ Increase self confidence of the child;
- ❖ Classroom management should be provided, ideally on on-going basis;
- ❖ Increase investment in early childhood education;
- ❖ Ensuring Equitable Access with Quality;
- ❖ Involvement community in ECCE;
- ❖ Involving Teacher Educators;
- ❖ Curriculum in ECCE should be reviewed from the perspective of child development perspective and covers the entire developmental continuum from birth to eight years.

Conclusion

An essential step aimed at involving parents, communities, and local authorities in monitoring and promoting quality standards is the creation of widespread awareness about ECCE, its purpose and nature, as well as advocacy for quality ECCE. Here the government must play an important role, particularly in providing funds and involving the mass media in promoting positive examples of good practices in ECCE and giving negative publicity to poor quality and in highlighting its negative impact. To begin with, parents from all walks of life and at all levels, that is, the public in general, have little or no awareness about the significance of this period in the life of their children, or about how to promote their children's development. Further, increasingly parents are being influenced to believe in the importance of an 'early start' for their children supposedly for their later educational achievements and hence chances to achieve upward social mobility. Childcare is the responsibility of parents and teacher. The participation of parents is very important for the success of the ECCE. The parents and the teacher should be explained the benefits of the ECCE that are provided to young children at the ECCE centers.

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M. K. GANDHI'S CONTRIBUTION TO EDUCATION**Prodip Adhikari**

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Introduction:

Gandhiji has opined about the transformation in education and universal change in the year 1920 which is indeed published in the magazine 'Harijan'. He has mainly highlighted the compulsory and universal primary education for children on the basis of the trend of education which is highly faulty on the part of the Indians. The education would be mainly through the medium of their mother tongue and would be in regard to the demand of the society and should be based on productive work education. If the work in the primary school be based on the demand of the society then the carpentry skill, book-binding, processing of paper, cotton processing process etc should be taught which in turn will not only help in the development of social and mental skills or capability but will also help in financial independence. Basic education leads to the development of the mind, body and soul. The ordinary system cares only for the mind. It is (Basic Education/ Buniyadi Shiksha/*Nai Talim of M.K.Gandhi*) popularly and correctly described as education through handicrafts. This is part of the truth. The root of this new education goes much deeper. It lies in the application of truth and love in every variety of human activity, whether in individual life or a corporate one. The notion of education through handicrafts rises from the contemplation of truth and love permeating life's activities. Love requires that true education should be easily accessible to all, and should be of use to every villager in his daily life. Such education is not derived from, nor does it depend upon books. It has no relation to sectional religion. If it can be called religious, it is universal religion from which all sectional religions are derived. Therefore it is learned from the Book of Life which costs nothing and which cannot be taken away from one by any force on earth.

Gandhiji's proposal of regional/ national governments education system has examined and has been presented in the year 1937 in the first national summit for education. In this context, it is necessary to stress on the point that during this time due to rigid lines of the affiliation of the school in the state governed by the council of ministers the

government has to face a huge financial loss. As a result, it was decisioned that the primary vocational training which are in the curriculum should be based on the demand of the region and the salary of the teachers should be on the productivity of the work.

The program headed by Gandhiji had the following decisions which were takes:-

1. Promotion of free and compulsory education all the country.
2. Mother tongue will be the medium of instruction.
3. It was assumed that through this summit the production from the education would farther help in the increment of the salary of the teachers.
4. The curriculum should include the type of education which would enhance the mental and physical skill. The subjects should also co-relate with the demand of the environment also.

To modify the above proposals and to make an expanded curriculum, a professor of *Jamia Millia Islamia* named *Dr. Zakir Husain* organized a committee. The report of the committee, it's social utilization, has been highlighted. The important points of the report can be summarized under the following points briefly:-

- I. **From physical-mental development:** Through work education which is productive the child's mental and physical development can be balanced which in turn will help in the all-round development.
- II. **From the social context:** The child from various background will develop a case of respect for the labour, education of social discrimination along will be developed a balance of cultural transaction among them. They will develop a physical, mental, principal personality which will have an efficient balance.
- III. **From financial independence point:** The education will help in developing self financial independence mentality among the students if taught efficiently. They will be able to develop themselves into an established citizen of the country and it will also help in his leisure time activities.
- IV. **From education point:** The proper judgment of the work will help in co-relating with the other subjects and when this theoretical subjects will have an utilization with the ward education then the education will become interesting and will be a life-experiencing task.
- V. **From the point of productivity:** This education has utmost utilization from the point of financial productivity. Learner's confidence and self –independence will be addled as a result of the education. But, it has to be kept in mind that the

income from the work will be utilized in the work of an institution. If this is given more importance then the teachers as well as the trainers will help in motivating the students in regard to its maximum productivity by examining its educational urgency. The teachers should always help in developing the physical-mental potentiality of the learners and also maintain a balance between the two.

Many have deferent opinion as they think that the proposals made by *Dr. Zakir Husain* (professor of *Jamia Millia Islamia*) are entirely deferent from the points proposal by Gandhiji in lieu of the basic education. It will be controversial-

- The points which were discussed by in the *Zakir Husain* first report are as follows:-
 - I. Principles of Basic Education.
 - II. Present education system.
 - III. The development of manners among the learners for a civilized citizen.
 - IV. Self-dependency.
- The topics of second report were:-
 - I. Main Industrial works- farming, metal work, garment work.
 - II. Teaching procedure.
 - III. The assimilation of other subject with work education.

Curriculum: The following curriculum will be proposed for the learners of 7-14 years of age-

- (A) **Main works:** On the basis of assimilation with the regional environment, demand, natural resource any one-
- ✚ Thread processing and garments.
 - ✚ Carpentry.
 - ✚ Farming
 - ✚ Fruit or vegetable garden.
 - ✚ Leather work.
- (B) **Medium of instruction :** Mother tongue will be the medium of instruction.
- (C) **Utility experience:** Math on the basis of utility experience.
- (D) **Social Science:** Social and geographical knowledge, ideal citizenship, principles of society, respect for other religion etc should be taken into account.
- (E) **General Science:** Examining and observation skill, the balance between logic and nature, the contribution of science for the development of mankind and acquisition of knowledge should be looked upon.

- (F) **Drawing:** Characteristics of shape, the competency of shape and size, the use of colors and skill of drawing the pictures and the development of beauty.
- (G) **Music:** Knowledge of rhythm and harmony, the skill of solo group song.
- (H) **Practice of national language:** Through this the relation with all the people of India will be established and will also help in the development of the exchange of regionalism with one another.

The points mentioned by M.K.Gandhi in regard to Basic education in 'Harojan' is-
 "By Education I mean an all round drawing out of the best in child and man; child's education by teaching it a useful handicraft and enabling it to produce from the moment it being its training. Thus every school can be made self-supporting, the condition being that the state takes over the manufactures of school"

The self supporting nature of the handicraft of the *Zakir* Husain report has not been given importance duly. The expenditure of an institution will be looked upon from this production. Further, this point of the basic education has also been neglected in the report of Sargent Committee.

Utilization of the basic proposals of Basic Education (Buniyadi Shiksha/Nai Talim) are pointed below:-

- ✓ Free and compulsory education to all children from 7-14 years of age.
- ✓ The medium of instruction will be in the mother tongue. English will not have a place in this.
- ✓ The choice of handicraft work will be based upon the capability of the learner, need and demand of the society. Some examples of the work are given below- Thread making from cotton, cardboard and carpentry skills, cooking, agriculture education, gardening, cottage industry etc.
- ✓ The crafts will be taught in such a way so that the learner can be an expert in each of the skills learnt. They can also make the craft in such a way so that it can be utilized and sold. The income from sell can be utilized for the institution work.
- ✓ The work will not be taught mechanically. The learners should know their social and scientific significance-answer why and how they are taught.
- ✓ All the subjects taught in the curriculum would be picked in regard to a balance with the social-natural environment and its balance should be maintained when presented.
- ✓ The domain of education will not be limited to the learner of the city or town, the work of crores of villagers and the utilization of the work in social context will be linked with the education and the school will be the medium for administering the process.

In 1938 under the President of Subhas Chandra Bose of National Congress Hariपुरa Session Gandhiji's Basic Education plan was discussed and it was decided that seven states under the Congress government will administer the plan. After the promotion of the Basic education interest was also felt in other states as well.

According to the educationists, Philosophers Gandhi's Basic Education was needed not only in dependent India, but also it is useful at present in independent India. Industry is the key to success and only this basic education can arouse dignity to labour and sense of value. So this basic education in spite of not being directly kept in the school curriculum, is taught to the students very carefully.

At present education system the learners are evaluated in the following two ways:-

1. Summative Evaluation.
2. Formative Evaluation.

- 1. Summative Evaluation:-** This type of Evaluation is formal. In this Evaluation the learners are evaluated on the basis of the learner's bookish knowledge and a grade is awarded to them. At present in the upper primary education system in the schools under the West Bengal Board of Secondary Education the seven points grading scale has been introduced in the classes from V to VIII from 2013.
- 2. Formative Evaluation:-** Like M.K. Gandhi many educationists and philosophers thought that the learners may be educated in creative education like basic education outside the formal education based on text books. Because aesthetic and creative expression is widely seen in one section of the learners. Such learners are not attracted towards the general education. But they can paint and make idols perfectly. Rabindra Nath Tagore is proved here that there is ability in every child. Each of them knows something. So, in the present education system Right to free and compulsory education bill has been passed where the pass-fail system has been abolished and Formative Evaluation has been introduced in the primary education thinking Gandhiji's basic education as ideal. The following have been stressed in Formative Evaluation.

- Participation
- Questioning and Experimentation
- Interpretation and Application
- Empathy and Co-operation
- Aesthetic and Creative Expression

In the upper primary curriculum of the W.B.B.S.e. there Formative Evaluations have been introduced since 2013.

Participation			Questioning and Experimentation			Interpretation and Application			Empathy and Co-operation			Aesthetic and Creative Expression			T O T A L
F:1	F:2	F:3	F:1	F:2	F:3	F:1	F:2	F:3	F:1	F:2	F:3	F:1	F:2	F:3	
20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	300

F= Formative Evaluation

It is clear from the above discussion that in the present primary education curriculum there is Gandhiji's basic education intimately related with the formal education, and it is very important in the context of the present.

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PROSTITUTION: THE OLDEST OCCUPATION

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Sugiya

Your lips are

Like a parot's

One said

Sugiya giggled and burst out laughing

When you laugh,

You look so nice, Sugiya

Seeing her sparkling teeth

Was like lightning is clouds

The second one said.

The third one said:

You sing very well

Just like the koel

And what to say for your dancing.

When you dance

The whole earth gets up and dances.

The fourth one read poetry in praise of her eyes.

Your great big eyes

Are so beautiful, Sugiya.

Just like a doe's

Sit here next to me

And gaze at me.

The fifth one who was very close to her

And quiet

Secretly whispered in her ear –

Will you be my girl, Sugiya?

I' ll make you a golden chain.

She heard and became very sad, Sugiya

Turned silent, still

Forgot laughing singing and dancing.

From morning to evening

The whole day, murderous work, Sugiya

Often thought

Here why can every fifth man

Only speak in the language of my body,

How I wish

Someone would say

You're such a hard worker, Sugiya

And so innocent and honest.

If only someone would say that.

(A poem by Nirmala Putul – Translated from Hindi by Arlene Zide, Pramod Kumar Tilwari and the poet.,Reprinted from 'Sex Determination ', The Little Magazine, Vol. VII: 1 & 2, 2007 page 103.)

Prostitution is an age old phenomena as good as male-female relationships in India. It has probably appeared along with the institution of marriage. Since a long time this practice of prostitution is present in India. Institution like Deva Dasi in south India, and Glamour Girls in British India are very old practice which has created a situations are more or less worked as contributory factors to give birth prostitution like social evil in India. Now- a -days almost all big cities in India are badly affected by prostitution. Most of the call girls are from well to do families stand educated and very few are from poor uneducated families.

It is said that prostitution is the oldest occupation. Whether oldest or not, prostitution exists universally, in every society of the world. Prostitution refers to providing sexual service in return for monetary payment. Since sexuality is involved, the attitude towards prostitution is different in different societies. The treatment meted out to the business depends on how objectively, or rather how morally sexuality is defined in a society.

Prostitution is a social issue because of stigmatization of prostitutes (sex worker) resulting in numerous social problems for them. The issue is of providing them with basic human rights and a life a dignity. Articles 21 of the Constitution of India confer son every citizen a right to life, which has been inferred as a right to life of dignity by the Supreme Court. Sex workers do not get a right to life of dignity in Indian society; this makes them citizens with unequal rights.(Swain,2013)

There are many causes of prostitution. Industrialisation and urbanisation are some of the major causes of prostitution in India. Girls from various social classes adopt prostitution as their source of earnings, and they are many a times known as call girls, dancing girls, marriage girls, bar dancers etc. The rate of such prostitute varies as per the demand of the customers, and their choice or status of prostitute girls. Rate varies from village to urban, and more in urban area compare to the village areas. Most of the cases prostitute activities are carried out behind the screen and patronized by Indian police with whom the responsibilities of social security and well being of the country is entrusted. Like many other countries of world, the reasons of prostitution in India are different, and poverty is one of the main reasons behind prostitution.

In spite of the nonstop efforts to stop it on public and private levels prostitution has increased in the country. Among the states, West Bengal has a high percentage prostitutes of the country in which the greatest number is in Kolkata. According to the recent survey, Kolkata has six millions of prostitutes who include unmarried girls, divorcees, deserted women and widows and hail from Bangladesh, Madhya Pradesh, Bihar, U.P., Nepal and Tripura, beside Bengali women. Bombay has huge number of prostitutes coming from all over India. From the point of view of the number of prostitutes, West Bengal being the first is followed by Andhra Pradesh, U.P., Bihar, Madhya Pradesh, Rajasthan and Tripura in sequence. But prostitutes are available everywhere in the country, and their number is increasing gradually if not at an alarming rate.

Prostitution- Meaning and Definitions:

Usually the meaning of prostitution has not been too difficult to explain the average person define prostitute almost in a similar meaning. She is a person who will enter into sexual relations with anyone, or with almost anyone, whom is willing to pay her for it. A prostitute can be define as when she “agrees to have sexual inter course with a person (not her husband) who offers her money for engaging in the intercourse, which may be coital or extra-coital.”

1. Albert Ellies wrote, commenting on Benjamin's definition: "under this definition (given above), commercialized prostitutes would certainly be included-whether they accepted many or a chosen few pay partners. But also included would be girls who trade their sexual favours for food, entertainment, or other gifts; and wives who, having no love and sex desire for their husbands, continue to have sex relations in order to maintain socio economic benefits of marriage." St. Jerome (after Ulpianus) defined a prostitute as "she who abandons herself to many men." Henriques has suggested that "...any satisfactory definition (of prostitution) would have to include the whole range of venal sex activity. A suggested form might be the following: prostitution consists of any sexual acts, including those which do not actually involve copulation, habitually performed by individuals with other individuals of their own or the opposite sex, for a consideration which is non-sexual. In addition sexual acts habitually performed for gain by single individuals, or by individuals with animals or objects, which produced in the spectator some form of sexual gratification, can be considered acts of prostitution. Emotional involvement may or may not be present." Goldverg argues that the so called temple prostitutes were not really prostitutes at all. He says, "It is motive that determines whether a sexual union is prostitution or not. Certainly, the women who came piously to a temple, waiting in prayerful mood to be chosen by anyone at all, are ever so unattractive physically, and receiving for her no monetary or material compensation-certainly, these women cannot be called as prostitutes." Kingsly Davis once remarked that "We cannot define human prostitution simply as the use of sexual responses for an ulterior purpose. This would include a great proportion of all social behavior, especially that of women, it would include the employment of pretty girls in stores, cafes, charity drives, and advertisements. It would include all the feminine arts that women use in pursuing ends that require men as intermediaries, arts that permeate daily life and, while not generally involving sexual intercourse, contain and utilized erotic stimulation." G.R.Scott in "History of Prostitution " said "A prostitute is an individual, male or female, who for some kind of reward, monetary or otherwise, or for some form of personal satisfaction and as a part or whole time profession, engage in normal or abnormal sexual intercourse with various persons, who may be of the same sex, or the opposite sex, to the prostitute." According to H. Ellis "... A prostitute is a person who makes it a profession to gratify the lust of various persons of the opposite or the same sex. "W. J. Robinson said in "Medical sex Dictionary "that "Prostitution is indiscriminate sexual intercourse for pay ".

One might compare this with a statement on the matter by Maryse Choisy who vigorously declares that “Between a sacred courtesan and a call girl there is the same differences as between a priestess who offers holy wine and a bartender.”

Natures of Prostitutes:

The nature and the prostitute-customer relationships show various types of prostitutes which explain prostitution in more elaborate ways. There are thus many types of prostitutions, according to their nature of involvement and intention behind this motive of prostitution.

(01) Commercial: In this type of sexual act is paid, usually in cash, for its series of coitus or extra coitus acts, under any condition and with anyone. Sexual act with wives and mistresses may be commercial in nature, but only difference is that, they are not paid for the acts of prostitution.

(02) Predetermined: These types of sexual intercourses are of course motivation of affection, tenderness of mind and mutual respect, may not be always wanting, but only the customers are mainly motivated towards this acts of prostitution. Innocent girls are encouraged to go for prostitution by the luring of money, wealth and hi-fi life style which at the end becomes falls promises only.

(03) Impersonal: The relationships of the customers with the prostitutes are normally impersonal, and that happens only on the basis of the acts of prostitution. Here people become so fearless and attracted towards the sex workers, with or without thinking about the consequences of it.

(04) Temporary: Temporary is another typical type of characteristic, which creates relationship between customers and the prostitutes, and is usually for short time. After the job is over they do not have any further relation and are safe from all corners. Deceiving others in this fashion is in rise in the modern life style of the people.

Types of Prostitutes:

(01) The call girls: These types of prostitutes are independently operating from most expensive residential complexes of large cities and towns. They charge a high amount for each sexual act, and are dressed in rich and good taste. As they are mostly engaging with customers who want to pass more time, gets fewer opportunities to get more customers in a day. Usually call girls deny that they are prostitutes.

(02) Bar prostitutes: These girls are normally the workers in the bars of good hotels and restaurants, and are also operating their business of prostitution from the same places with the

help of the bar or hotel owners. In this way they can very easily get the customers and in the same way customers are also need not to take much pain in search for it.

(03) The street walkers: This is most common seen of prostitution, and are objectionable to the decent people of the society. Street walkers are mostly neglected, and are less paid, as they are considered to be at the bottom of the prostitution ladder. This type of sex workers is of very needy in want of their bare minimum need for their existence, and they find no way except engaging in sex business.

(04) Brothel prostitutes: Houses of prostitutes traditionally existed in all parts of the cities and populated areas of big business houses and areas, are chosen by the customers as per their capacity and choice for acts of sexual intercourse. Mostly, all kind of people of society are seen to be engaged in this type of prostitution.

(05) Camp followers: They are usually seen to operate and gather near the place where mostly solders and large number of service men are stationed. They are of mostly of call girls and brothel girls, and are attractive and not charging more money as like call girls.

(06) Dance hall prostitute: They are employees of some dance hall, and are made for dancing and entertaining the male customers in sex involvement. Girls and women engaged in this are of teens or aged women. Sometimes they are homosexual in nature and their sex of male or female is not particularly known to all.

(07) Adolescents: Sometimes they are school girls who are staying with their parents and are engaged in prostitution for sake of enjoyment, pleasure and money. These phenomena always considered to be unprecedented in the society.

(08) Child prostitutes: Child prostitutes are generally forced to go for sexual acts forcibly by some traffickers of children. Various situations of their life compel them to go out of home and engaged in this type of works.

Prostitution & its causes:

(01) Broken home is one of the reasons of prostitution. When a child is growing up in an environment where there are no much opportunities for their mental development and education, and even they are not provided with good hygienic shelter for their living. Parents of such children are not much interested or not able to provide such facilities food, clothes and shelter for their children, which becomes a right situation for the children to adopt prostitution acts.

(02) Larger income of money becomes very attractive for the particular individual to lead a easier and interesting life. These advantages are taken as the more lucrative for the people of poor families, and ultimately adopt the job of prostitution.

(03) It is a good chance for the women to for sudden economic upliftment in the society, which is otherwise very difficult to achieve same position through normal and sober activities or service. Because of modernisation and urbanisation people want to enjoy their life through some short cuts, and many such dreamers adopt prostitution as an easy way for sudden upliftment.

(04) It is a good opportunities for an adventurous life for the women, who in their normal social life could not think for it. As glamour and adventure might be a decisive factor in the social life of the people, what the prostitute women can get in involving with affluent males with whom they never thought to be under the normal circumstances of their life.

(05) It is always a decisive factor for a woman that money matter much for them, when there is a crucial need of money to run a normal family life. The women, those who are not in a position to get a gainful employment, and are not sufficiently educated to get a job of their choice, find prostitution to be a way in front of them to lead a better life, without any much hassles in life.

(06) This is another reason that under aged girls are many times engaging in various works and activities, where they are misleader easily by the bad customers or businessmen to adopt prostitution as their profession. As the children are innocent and do not understand the very consequences of the same, they become the prey of prostitution easily.

(07) When there is less opportunities of employment, many mediators come into being for providing job opportunities for this people, and are misguided by them to go for the job of prostitute in long run. Women are such a way trapped in their network of business that neither women can leave the job nor they refuse to adopt the offer of doing prostitution as their profession.

(08) Because of more population, the housing is a big problem for slum dwellers in the city areas, and for the search of good accommodation they often go out of house and stay there and mingle up with orphans who are already deteriorated their position, and easily get attracted towards wrong paths. Women labor workers are sometimes lured by contractors and their friends, and easily be attracted to go for sexual activities with them, slowly become the pray of others in the same or other manners.

(09) In India there many superstitions like widow remarriage is still forbidden, and when a woman becomes widow at an early age, she cannot suppress her physical need and try to fight against it, but slowly that become urgent and demanding, having no other choice, they either go for sex with the young and ultimately thing better to go for prostitution.

India is a major sex tourism center. Just like Netherlands, where adult sex tourism flourishes, India also attracts numerous foreigners. What's special about India? Fact is, in places like Thailand and Netherlands, prostitution is legal but highly regulated. Hence, paedophiles do not get enough independence to indulge in sex with children. A big debate in feminist literature and public debate today is whether to legalize prostitution. Should prostitution be legalized? Sex workers are equal citizens and deserve a life of dignity and equality. Hence, sex work and related activities should be made legal, but care should be taken that such activities do not hamper cultural traditions: nor hurt feelings of any group. Hence a solution in limited legalization, a tacit approval to the occupation (and resolution by the government not to harass people engaged in the profession) without open legalization.) (Swain, 2013)

A NEED FOR SOCIAL RELEVANCE OF COMMERCE EDUCATION

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ABSTRACT:

“Only one subject matter of education, and that is life in all its manifestations”.

..... **Whitehead (1861-1947)**

Trade, commerce and industry constitute a vital part of our life's activities. These aspects of our life's experiences are extremely important and if we despise these, all our educational effort will be fruitless toils. Commerce as a separate discipline emerged only in recent years, particularly after independence. At present commerce education is a growing discipline with a set of multi-dimensional key areas like accounting, finance, marketing, taxation, statistics, human resource management, materials management and information systems. The growth and expansion of commerce has always been felt as being professional oriented and thus is generally accepted as more socially relevant than others. There have been many factor contributing to this phenomenal growth, it has been unplanned. As it stands today it is completely away from realities of industrial environment and the student coming out of the portals of educational institution do not make a separate mark. They carry some confused theoretical knowledge. The knowledge imparted by educational institutional have remained knowledge. It has been widely agreed by researchers and teachers that commerce education today lacks dynamism. The course contents do not give any professional approach. Its contents, method, to impart education and skill are all traditional. One may be forced to comment that the framers of education policy and the course curriculum have ignored the professional and social need of the country. Commerce graduate have failed to delivers goods. They have lost their social relevance because of the various ills in the system. To make the systems socially workable there is an urgent need to reorient the commerce education and restructure the curriculum. It becomes more meaningful and purposeful.

KEYWORDS: Commerce education, social relevance, commerce education ills.

INTRODUCTION:

The evaluation of commerce education India can be traced back for a century. It was in the year 1959 that the Government of West Bengal introduced commerce stream in Arambagh High School Hooghly. At college level, commerce education was started in the year 1903 in Presidency College, Madras. After that Sydenham College of Commerce and Economic was established at Mumbai. At University level, Bombay University took the lead in the year 1913. Today almost all the universities in the county have post graduate department of commerce offering M.Com course. It is observed that the West Bengal Board of Secondary Education West Bengal do not use commerce course during the first 10 years of schooling students. Against this background, it becomes necessary that at this stage instruction in these aspects be given in such a manners those students have a good understanding of the principles and practices bearing on business trade and industry and their relationship to society. They need to be exposed to the realities of the commerce world as a part of the economic, legal and social environment. This will enable them to understand and appreciate the functions and scope of business activities in the economic set up.

OBJECTIVES OF COMMERCE EDUCATION:

The objective of commerce education should be identified with the objective of a university. The purpose of the university is to develop the minds of pts students and this is the purpose of commerce education. Commerce is a liberal education which makes human mind receptive to the meaning of deeper force of life, develop analytical power, gives a positive and constructive edge to thinking and generally broadens the perspective and reach of understanding. A liberally educated commerce student shall be a fit instrument for the practice of excellence. In addition, commerce education aims to develop scholarship with a business bias. The scholarship it seeks is not the type-which makes a person withdraw within himself and become an intellectual recluse. The scholarship it seeks is of a type which equips a person to confidently move into the struggle of life, and achieve his personal goals through competitive competence. The objectives of commerce education are specific and are of different nature than those of general education. They are:

- To develop skills in teaching and research in various areas of commerce.
- To prepare students for executive and non-executive position in business and service sector.
- To promote entrepreneurial skills for self-employment.

- To promote general education of business and commerce and to equip students for understanding and appreciation of business etc.

DEFINATIONS OF COMMERCE EDUCATION:

Some of the popular definition of Business Education are given below-

- Freok Hoaper and James Graham (1901) defined Commercial Education as “a practical education suited to the needs of present day, and calculated to fit young people intended for business careers for work they will have to perform and to better equip for their work those already in business.”
- Paul S. Lomax (1928) observed that “Commercial Education is fundamentally a programme of economic education that as to do with the requirement, conservation and spending of wealth.”
- According to H.E. Tonne (1955), “If education is thought of as the adjustment of the individual to his environment, Business Education must be thought of as the adjustment of the individual to his business environment.”
- Hopkins, C. and Lambrecht (1988) note the confusion in the use of the term Business Education and observe, “In spite of a long history in the public and private education sector, many people, including school leaders, other vocational educators and the public understand neither the overriding goals nor the fundamental content of business education. This is not surprising since there is neither consensus nor complete understanding among business educators on these topics.”

CHARACTERISTICS OF COMMERCE EDUCATION:

Commerce is both an academic discipline and vocational subject. Commerce education provides the students with information to enable them to understand various business occupation and transactions found in the commercial world. Commerce area is both a knowledge subject and a skill subject. The objectives of the study of commerce are both preparatory to further studies in colleges or higher education and terminal to enter into the careers of middle level lines of employment. The ultimate objectives of commerce education and its curriculum is of course to help the student choose an occupation in the commercial world such as banking insurance enterprises etc. Commerce education is useful in every job. It is flexible and makes a person sensitive to the complexities of the work environment. In fact the largest number of graduates is from the commerce stream and serve as feeders to other vocation in profession like banking and business and professional course like chartered

accountant, institute of cost and works accountant, company secretary, management and computers.

NEED FOR COMMERCE EDUCATION:

There has been a historic growth in the fields of commerce, industry and science in the recent past. These growth demands of specialized education in various fields are concerned with science, commerce and industry. The dependence of commerce on science has been exemplified by pointing out the fact that "The management side of commerce is wholly dependent on computers". In India too computer is fully accepted by the business fields. Computer education has been introduced in the schools in India and with this it is expected that the school will become the machines of commerce education. However, at present commerce education in school stage is book-keeping or accountancy. In most of the advanced countries, commerce education is totally computerized.

AREAS OF STUDY IN COMMERCE EDUCATION:

Commerce education is concerned with the study of the structure and functions of commerce. Following three areas of study are of interest in the study of commerce education.

- Commerce education as a part of general education.
- Knowledge about commerce as background understanding check.
- Commerce study as a specialized subject.

PRESENT STATUS OF COMMERCE EDUCATION AND ITS ILLS:

Commerce education in India has passed through several vicissitudes in the past one century. When it first started with the establishment of First Commerce School in Madras it was only considered as vocational education. After a lapse of forty years with establishment of Sydenham College of Commerce and Economics, at Bombay in 1913, it took the shape of academic education. Now it is an integral part of the total educational system. It should have grown by now as a living discipline to generate plenty and cheapness, but it is lagging. Neither it has been able to help the students in acquiring knowledge, understanding, thinking and analytical skill, nor in acquiring social skill, performance skill, proper attitude and interest in life. Thus the Commerce education has lost its direction and mission. Still one may observe from the statistics that there has been a phenomenal growth in number of students and number of institutions. The Colleges and Institutions have grown by 14 times, and the number of students rose from 36 to 3000, only in Post-Graduate Institutions. Similar

picture has been in the under-graduate classes. There have been many factors contributing to this phenomenal growth. (But the growth of Commerce education has been unplanned.

AS it stands today it is completely away from realities of industrial environment and the student coming out of the portals of educational institution do not make a separate mark. They carry some confused theoretical knowledge. The knowledge imparted by educational institutions have remained knowledge of books and papers, knowledge for the sake of knowledge. It has been widely agreed by researchers and teachers that Commerce education today lacks dynamism. The course contents do not give any professional approach. Its contents, method, to impart education and skill are all traditional. Hence one may be forced to comment that the framers of education policy and the course curriculum has ignored the professional and social need of the country. The ills of present Commerce educational system can be broadly presented as under:

- The Commerce education even today provides narrow, traditional and conceptual education. It lacks practical orientation. Hence unable to solve the industrial and social problems.
- The present system and courses of Commerce education does not correlate with the job potential provided by industry, commerce and financial institution or any other occupational sources.
- The Commerce education as it exists today does not meet the social need of the growing economy. The role of functional areas in economic organization has changed but the Commerce education has ignored it. Even today the courses and the teaching of Commerce do not lay proper emphasis on development oriented skill and goal planning techniques, nor they are changing with need of the country to meet different types of challenges posed before industry and commerce. The course are also not producing students who can come with high values and safeguard the interest of all the six stake holders of concern of any industrial or" business organization. The system of Commerce education neither makes the students sharp and sensitive nor does it provide them any tool of analysis and decision.
- The present system of Commerce education is not suited for the growing complex of the organization. The systems approach to organization is demanding specialist and professionals in every area. Education in any branch of knowledge must try to impart both conceptual knowledge and professional knowledge. A student graduating today is

more or less jack of all. They possess conceptual knowledge of so many areas but do not get any special knowledge of professional skill. Nor the system produces specialist. In some cases they do not know all aspects of their specialization. Thus even in market the students of commerce face tough competition with the students coming out with professional diplomas. One can argue that university education is supposed to impart only conceptual knowledge and not the professional knowledge, but having a proper market orientation harmonious blending of the two is very essential. Both are complementary to each other.

- The Commerce education system in India has upto now emphasized on technology, organization system and some of the executive functions. But all these efforts can be effective, operative and result oriented provided the students joining the organization knowhow to deal with the boss, how to influence subordinates how to manage if change is resisted. Thus in short all their efforts are slowed down because they face at every step human problem. Human skill is to be harnessed and for this purpose a student must have conceptual knowledge and skill of dealing with human beings. Human beings are more important. If manager wants to redesign the job he needs human support, if he wants to introduce new technology again he needs human co-operation. It may be recalled what Henry Ford said, "take away all machines, all capital and all resources but leave my men with me, I will become Henry Ford again". Andrew Carnegie also told "Leave us nothing but our organization and in no time we shall have re-established ourselves. Hence it is essential that graduates of Commerce must have the ability of Interpersonal Skill which is completely lacking in the present curriculum.
- There are many other ills in the Commerce education, e.g., lack of uniformity in curriculum, indiscriminate admission, no linkage with professional bodies, apathy of Government and U.G.C. towards Commerce education, non-availability, of suitable textbooks, and absence of practical approach. At the All-India Commerce Conference in December 1985 a detailed discussion was held and following issues were framed :
 - (a) lack of social relevance of Commerce education,
 - (b) lack of market orientation,
 - (c) lack of interaction with Industry,
 - (d) need of diversification and specialization, and

(e) lastly absence of human touch. To resolve these issues a concerted and integrated effort in the direction of making Commerce education social oriented education, has become essential.

The Government of India has appointed from time to time various committees, to examine the various aspects of Commerce education. Dr. V.K.R.V. Rao Committee was to examine the method of teaching, course contents, etc., but before the committee could submit its report, the report of Radhakrishnan Committee and Mudaliar Commission reports came out. None of these reports could highlight the problems of Commerce education. Even recently the Government of India organized seminars for evolving new-education policy so that education in general and technical education and Commerce education in particular becomes meaningful to cater to the needs of the country. The new education policy has also recommended in its para 5.29 that courses and programmes will be redesigned to meet the demands of specialization.

In view of the growing industries there is every likelihood of emergence of changes in management system and functional responsibilities. Hence Commerce graduates coming out of the universities should be equipped with ability to cope with the need of Industry and the challenges to Management. It is therefore essential that the educationist interested in development of Commerce education and its usefulness should give serious thinking and take necessary steps to redesign the structure, system and curriculum of Commerce education both at the graduate level and at the post-graduate level.

A CASE FOR SOCIAL RELEVANCE:

- In recent years the need of professional in industry, both small and large, in financial institutions and in social and welfare organizations has increased, but the Commerce graduates have failed to deliver goods. They have lost their social relevance because of the various ills in the system. Hence to make the system socially workable there is an urgent need to reorient the Commerce education and restructure the curriculum so that it becomes more meaningful and purposeful. It is true that the objectives of social relevance and professionalization cannot be achieved overnight, but the Universities in each region should try that their degrees together with uniformity of curriculum also suit their regional needs. Every University should try to-analyze the need of the region around the University, so that they can have the privilege to contribute in the socio-economic transformation of the region and thereby the nation. After analyzing the growing need of socio-economic transformation, the need of social welfare, the need of

commerce, trade and industry of the region, universities should try to restructure the course contents both at the under-graduate level and post-graduate level according to the requirements assessed by them.

- The existing Commerce courses at under-graduate level be separated in three streams of specialization. These streams should be designed for both professional terminal courses and for advanced studies. At least one of the stream should specialize in the professional need of region.
- The Commerce education in universities should seek co-operation from the professional bodies, e.g. Indian Institute of Cost and Works Accounts, Indian Institute of Chartered Accountants, Indian Management Association, Institute of Company Secretaries. The Universities should also help their Commerce departments and colleges in developing interaction with the industrial houses in their region and also at national level to have a practical and professional bias.
- The curriculum has to be redesigned to meet the challenges of latest development in Commerce and Management. Students should be acquainted with new developments such as accounting standards, mechanical devices, computers for finance and record keeping. The courses must have practical components.
- The methodology of imparting education should change. The students should be given opportunity of role playing, live cases must be brought to the class room. Professionals and noted industrialists and executives should be invited to discuss practical situation. Modern teaching aids should be used to make students interested in the subject and to be more analytical and practical.
- Emphasis must be given to practical training in the area of specialization both at post-graduate and at under-graduate level. This will enable a commerce graduate in delivering goods needed by the industry and excel better than the other professionals. If possible each commerce department should have practice school and each student should complete the required days of training through the practice school in their area of specialization before they finally graduate. Thus theoretical courses and practical training will have a harmonious blend.
- The education system should reconcile to the social demand. The society has placed boundless trust in the educational system. The people have a right to expect concrete result, students worth delivering goods needed by the society. While far reaching

changes will have to be achieved in the quality of Commerce education, the need to make it productive and useful will also have to be achieved. This cannot be achieved only by the efforts of the Universities. The U.G.C. and the governments both State and Central will have to come forward with schemes, to develop and train teachers, provide better facilities to institutions and universities, improved students service, observance of acceptable norms and provision of necessary funds.

- There should be an all-India body with regional offices; like the All India Council of Technical Education, to make the assessment of social demand of professionals, to guide implementation of uniform curriculum and also help in developing course design for regional needs. This will give Commerce education a professional outlook; help in establishing professional character and also in establishing a linkage with other professional bodies. It will also help universities and institutions in developing interaction with banks, business, industry and commerce.

CONCLUSION:

Lastly it may be suggested that from time to time studies of changing profile of socio-economic situation must be made and the curriculum must be changed accordingly to keep the commerce education a growing and living discipline and a multi-dimension discipline.

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PRESENT SCENARIO, PROBLEMS AND INNOVATIONS OF TEACHER EDUCATION

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Abstract:-

The development of the standard of education is closely connected with the question of teacher education. A teacher should prepare himself for this special task before accepting the responsibility of teaching. The teachers' training institution helps a lot to do this task. Teacher education is a programme related with teacher proficiency and competence that would make them competent enough to face new challenges in the education. Development and changes in education have affected teacher education necessitating review and reforms. It demands understanding with investigative minds, assimilating the required transformations, accommodating and responding to the universal needs. We also need to train teachers with new perspective as the outer world is in the classroom and schools are opening to the world. The main purpose of this paper is to indicate main changes that has incurred in teacher education in India and also provide an overview of trends, reforms and innovations in teacher education. It also discusses the need of teacher education programme to be innovative and various practices that can be included. It has been recognized that teacher education programme should be structured and modified in a way that enables them to respond dynamically to the new problems and challenges in the field of education, then only teacher can help in national development.

Introduction :-

Education is a dynamic process. It has continued to evolve diversify and extend its reach since the dawn of human history. Every country develops its own system of education to express and promote its unique socio-cultural identity as well as to meet the challenges of the times. A human being is a precious natural resource. He needs to be cherished, nurtured and developed with care. Education has been playing this vital role and has contributed a lot in shaping the destinies of societies in all phases of their development. More importantly, education develops man-power for different levels of the economy. In essence, education is to be looked upon as a unique investment in the present and the future.

According to NCTE (1998) teacher is the most important element in any educational programme. He plays a central role in implementation of educational process at any stage. The quality of education basically depends on the quality of teachers. Kothary Commission has very rightly said, "The destiny of India is being shaped in its classroom." As the population in India is growing very rapidly, the need of well qualified and professionally trained teachers will also increase in the coming year. Therefore lots efforts should be made to improve teacher education.

In spite of adopting so many measures, still various problems of teachers' training exist. The college teachers, Education Department of University and the Government should give their attention to tackle the problem of teachers' training. For the development of the standard of education, ideal teachers are necessary and for this there is the need of appropriate teachers' training.

Meaning of Teacher Education:-

It is well known that the qualities of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The National Council for Teacher Education has defined teacher education as – A programme of education, research and training of persons to teach from pre-primary to higher education level. According to Goods Dictionary Education Teacher Education means, " All the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively." So teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills.

Teacher Education = Teaching Skills + Pedagogical Theory + Professional Skills

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and psychological consideration that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, information retrieving and management skills and above all lifelong learning skills.

Therefore, an amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

Nature of Teacher Education:-

1. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. According to the International Encyclopedia of Teaching and Teacher Education (1987), "Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of a continuous process."
2. Teacher education is based on the theory that "Teachers are made, not born." in contrary to the assumption, "Teachers are born, not made." As teaching is considered as art and a science, the teacher has to acquire not only knowledge, but also skills.
3. Teacher education is broad and comprehensive. Various community programmes and extension activities viz adult education and non-formal education programmes, literacy and development activities of the society are included in teacher education.
4. It is ever-evolving and dynamic. In order to prepare teachers who are competent to face the challenges of the dynamic society, Teacher education has to keep abreast of recent developments and trends.
5. The entire process of teacher education lies in its curriculum, design, structure, organization and transaction modes, as well as the extent of its appropriateness.
6. Teachers education has become differentiated into stage-specific programmes. This suggests that the knowledge base is adequately specialized and diversified across stage, which should be utilized for developing effective process of preparing entrants teachers for the functions which a teacher is expected to perform at each stage.
7. It is a system that involves an interdependence of its Inputs, Processes and Outputs.

Present Scenario:-

India has a large system of education. There are nearly 5.98 lakh Primary Schools, 76 lakh Elementary Schools and 98 thousand High / Higher Secondary Schools in the country,

about 1300 teacher education institutions for elementary teachers nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizable number of them are untrained or under-trained. As far as in-service education is concerned the situation is not very encouraging. In this scenario it has been observed that teacher educators are not professionally committed and overall competencies of teachers leave much to be desired. The quality of pre-service education has actually shown signs of deterioration. Naseem & Anas (2011, pg.187) in their study discussed about the various problems that are existing in Indian Teacher Education. While Sharma (2012) stressed on the fact that ICT can play a major role in professional growth of the teacher and shaping the global economy. Unless teacher educators model effective use of technology in their own classes, it will not be possible to prepare a new generation of teachers who effectively use the new tools for teaching and learning. All these problems are closely associated with increase in sub-standard institutions of teacher education. And the support system provided by State Council of Educational Research and Training (SCERTs) and the University Departments of Education has been insufficient and there is no support system below the state level. The DIETs are charged with the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centers for elementary education at district level. Likewise, Colleges of Teacher Education (CTEs) and Institutions of Advanced Study in Education (TASEs) have been given the responsibility of introducing innovations in teacher education programmes at the secondary and higher secondary stages and in vocational education.

Although National Council of Teacher Education (NCTE) as a non-statutory body has taken several steps as regards quality improvement in teacher education. Its major contribution was to prepare teacher Education Curriculum Framework consequently; teacher education curricula have witnessed many changes in teacher preparation programmes in various universities and boards in the country. Teacher education by and large, is conventional in its nature and purpose. The integration of theory and practice and consequent curricular response to the requirements of the school system still remains inadequate. Teachers are prepared in competencies and skills which do not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. A large number of teacher training institutions do not practice what they preach. Several of the skills acquired and methodologies learnt are seldom practiced in actual school system. This highlights the need to bring realism and dynamism in the curriculum.

Problems of Teacher Education:-

It is universally acknowledged that education is effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. Teacher education institutions have been proliferating and mushrooming all over the State with profit motives until the National Council for Teacher Education (NCTE) with its headquarters in Bangalore, came up with and insisted on mandatory norms and standards for these institutions. As a result of their intervention, many institutions have constructed buildings with classroom and procured infrastructure to meet their standards. These institutions were even been forced to increase the salary of teacher educators to the basic amount in the government scale. But later, the effectiveness of NCTE intervention reduced and the powerful lobby of private education institutions had their way in running their education shops. Thus various problems in the way of teacher education are as follows –

- **Selection problem** – Defects of selection procedure lead to deterioration of the quality of teachers. Better selection method would not only improve the quality of training but also save the personal and social wastage. Some suggestions for better selection procedure are – a) candidate should be interviewed, b) test of general knowledge should be applied, c) test in school subject, d) test of language, e) test of intelligence should be administered, f) aptitude, interest and attitude inventory should be administered, g) a well direct guidance service should be provided.
- **Short Duration of Teacher Training Programmes** – In India, this period of one year after graduation – the effective session being of eight to nine months. The main purpose of teacher education programme is to develop healthy attitude, broad based interest and values. It is not possible during the short duration of nine months.
- **Defects of Curriculum** – A student teacher should know the meaning of education, its objectives, the socio-cultural and politico-economics background, the principles that guide construction of curriculum. But a proper preparation towards good orientation is impossible in a short duration.
- **Problems of Practice Teaching** – Inspire of all kinds of elaborate arrangements regarding practice in teaching, student teachers are not serious to the task of teaching, deficient in sense of duty irresponsible, aimless, indifferent to children, lacking innovative measure in teaching which are great obstacles in the development of pedagogical skills.

- **Problem of Supervision of Teaching** – The supervisory organizations for practice teaching aims at bringing improvement in the instructional activity of the student teachers by using various techniques and practical skills in teaching and help them to develop confidence in facing the classroom situation. It should aim at guiding in planning their lesson, learning to organize contents, formulating suitable gestures and developing other related skills. But at present lesson plans are checked superficially and no discussion is made by the subject method specialist.
- **Lack of Subject Knowledge** – The B.Ed. programme does not emphasize the knowledge of the basic subject. The whole practice teaching remains indifferent with regard to the subject knowledge of the student teacher.
- **Methods of Teaching are Lacking in Innovation** – In India teacher educators are averse to innovation and experimentation in the use of method of teaching. Their acquaintance with modern classroom communication devices is negligible.
- **Isolation of Teacher's Education Department** – The teacher education has become isolated from schools and current development in school education. The schools consider the teacher education department as an alien institution and not a nursery for professional development of school teacher.
- **Poor Academic Background of Student-teachers** – Most of candidates do not have the requisite motivation and an academic background for a well deserved entry in the teaching profession.
- **Lack of Proper Facilities** – In India, the teacher education programme is being given a step-motherly treatment. About 20 per cent of the teacher education institutions are being run in rented buildings without any facilities for an experimental school or laboratory, library and other equipments necessary for a good teacher education department. There are no separate hostel facilities for student teachers.
- **Inadequate Empirical Research** – In India, research in education has been considerably neglected. The research conducted is of inferior quality. The teacher education programmes are not properly studied before undertaking any research.
- **Lack of Facilities for Professional Development** – Most of the programmes are being conducted in a routine and unimaginative manner. Even the association of teacher educators has not contributed anything towards development of a sound professionalization of teacher education in the country.

Emerging Trends and Innovations:-

Innovation is usually understood as the introduction of something new and useful, like introducing new methods, techniques, or practices or new products and services. Schools or teacher education institutions can carry out innovations or experimentation on any aspect of their work related to teaching-learning, training or management of schools in order to improve efficiency of the institutions to overcome problems and difficulties. Teacher education is now becoming more ye to the emerging demands from the school system. The changing educational needs of the student and advancement in technology has widened the area of responsibilities of teacher. Now teachers have to perform various roles like encouraging, supporting and facilitating in teaching-learning situations which enables learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens.

Every innovation has created by the innovators. Novel ideas, personal dedication, institutional and social support, persistent struggle are some of the features of innovations. Some of the innovations in teacher education are as given below –

- Integration of Micro-Teaching Skills
- Integration of Life-Skills
- Integration of Techno-Pedagogic Skills
- Problem Solving Through Participatory Approach
- Personalized Teacher Education
- Integrated Teacher Education
- Specialized Teacher Education
- ICT Mediated Education
- Bridging the gaps between Teaching Styles and Learning Styles
- Developing Integrated Thinking Styles
- Electronic Distribution of Examination Paper (EDEP)
- Double Valuation
- Total Internal Continuous Comprehensive Evaluation
- Constructive Approach
- Wholistic Approach
- Research through Novel Approach

Innovative Programmes in Teacher Education:-

Teacher Education Institutions at different levels, particularly in higher and technical education field countrywide, have innovated and institutionalized a number of programmes, namely,

- M Tech Ed by NITTTR, Bhopal and Chennai
- M Tech Engineering Education by NITTTR, Chandigarh
- M Tech HRD by NITTTR, Chennai
- B.C.Ed. (1989) by DAVV, Indore
- M.C.Ed. (1991) by DAVV, Indore
- Master of Educational Technology (Computer Applications) by SNDT University, Mumbai
- M.Tech. (Educational Technology) by Kurekshetra University, Kurekshetra
- B.Sc. in Teaching Technology by Sikkim Manipal University
- Activity Based Teacher Education Programme, DAVV, Indore (1991)
- Personalized Teacher Education Programme, Lucknow University, Lucknow (1996)
- Comprehensive Teacher Education Programme, Gandhi Shikshan Bhavan College of Education, Mumbai University, Mumbai(2000)
- Four Year Integrated Programme of Teacher Education, Kurekshetra University, Kurekshetra
- Four Year Integrated Programme of Teacher Education, RIE, NCERT (1963)
- IGNOU Institute of Professional Competency Advancement of Teachers (IIPCAT, 2009), IGNOU, India
- Indian Institute of Teacher Education, Gujarat (Bill 4, 2010)

Though a comprehensive list of Innovative Programmes is available, innovations are very rare. It may be attributed to various factors. Novel ideas do not incubate because of the adverse external conditions. There are wide gaps between the visionaries and actors. So, the most innovative programmes fail in the formal system, because, these are beyond the view and purview of the apex bodies. Four year Integrated Secondary Teacher Education Programmes need excellent Teacher Educators who are Philosophers of basic Disciplines, as well as, Education. Such a combination is rarely found. In addition to this, these need to have scope for vertical mobility. Activity based, Personalized Teacher Education Programmes though originated with zeal, yet need to struggle to sustain themselves in the forms envisaged.

Some Suggestions to Improve Teacher Education:-

- 1) The course of studies in theory and practice should be restructured. For this research should be conducted comprehensively to realize the goals of teacher education.
- 2) The method of teaching in the teacher education should be reorganized according to the changing demand of education system. Special innovative programmes like seminars, workshops, conferences, projects and discussions should be organized regularly for the improvement of teaching learning process in various fields.
- 3) The admission procedures of B. Ed. should be completely restructured so that only those who have aptitude of teaching are able to take admission in this course.
- 4) Now a days the number of self-financing colleges are mushrooming like shops and they have made it as their money making factory which detrimental for education in future. Therefore for regular inspection should be done to ensure quality in teacher education.
- 5) State Education department can have planning unit which can help in regulating the demand and supply of teachers at various levels of schools.
- 6) The training or the teaching practice of pupil teachers held in school should be closely associated with teaching staff in education colleges in planning the content to be covered and method to be used by the pupil teachers. Moreover the real teaching practice should be supervised by the teachers in a systematic way so that it fulfills the objectives of teacher training.
- 7) It should be made mandatory that a teacher education department should have a demonstration school which should have certain facilities such as laboratories, libraries and other important audiovisual equipments. This can be of great help to formulate the policies, programmes for refining the education system.
- 8) Refresher courses, Orientation programmes, Seminars, Conferences, Workshop, Symposium should be encouraged for the professional growth of teacher educators.
- 9) Teacher Education department Institute should be connected with real life situations of classrooms so that the teacher educators and pupil teachers both get acquainted with different problems of classroom situations.
- 10) The internships/teaching practice time period should be increased so that pupil teacher become more confident and get familiar with classroom situations.
- 11) Inclusive education should be made an integral part of teacher education curriculum so that the pupil teachers are sensitized with Children with Special Needs.

- 12) Rigorous screening and strict admission procedure should be followed for correspondence courses for teacher education.

Conclusion:-

Since the teacher is the pivot of the entire educational system and the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. Any effective teacher education curriculum calls systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom. Professionalism needs to be instilled in each and every phase of teacher preparation starting conceptualization to evaluation and appraisal to prepare professionals and improve the quality of education. Therefore, it has been recognized that teacher education programme should be structured and modified in a way that enables them to respond dynamically to the problems and challenges in the field of education, then only teacher can help in national development.

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CHANGE IN STUDENT'S SEATING ARRANGEMENT TO IMPROVE THEIR ACHIEVEMENT IN MATHEMATICS

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ABSTRACT

Evaluation is an important aspect of teaching learning situation. To evaluate a student in respect to their subject, achievement test is an important tool. But several factor influence on student's achievement, among them seating arrangement is an important factor which influence the student's achievement. It's seen from research that, regular change in seating arrangement influence the student's achievement. Where teacher change their student's seating arrangement on regular basis, student's score better in achievement test.

Key words: Achievement test, Evaluation, Standardized test, Seating arrangement

INTRODUCTION:

Evaluation is an important part of an education system. Teacher's teaches according to the educational objectives with the help of teaching learning material. After that, teacher evaluate how learning objectives fulfill or not. There are several factors which influence the evaluation process. To know the improvement in a particular subject achievement test is a best tool to use in this process. In this study researcher wanted to see the effect of seating arrangement on student's achievement.

If we take a look at our class and we will notice that most of the students occupy the same seat every day. Some prefer to sit at the back, others in front and few students sit near to windows or doors. Is there a reason for their preferences? More importantly, does the seating arrangement affect the learning process? This is the two main questions which arise on researcher's mind.

Generally, in a class room, there are found three major groups of student, first group of student who are score below average, second group those who are score average marks, and third group those who are score high marks. In case of regular teaching learning process the seating arrangement of these three groups of student also seen. Students who score highest marks generally occupy the first 1-2 bench, they also done their regular home work or

regular studies. Those student who not regularly done their home work or studies generally occupy the last bench of the class room.

So, here researcher wants to see the effect of regular change in seating arrangement on student's achievement. If teacher change student's seating arrangement on regular basis the last bencher student should be benefited. They will study properly or do their home work at regular basis, because of the presence of teacher in front of them.

Rebecca Szparagowski of Bowling green state university also works on the same topic. The name of the topic is **“Effect of altering student seating position on student learning in an 8th Grade mathematics class room”** and, Jessica L challahan works on **“Effect of different seating arrangements in higher education, computer lab classrooms on student learning, teaching style, and classroom appraisal.**

TYPES OF SEATING ARRANGEMENT :The classroom environment is comprised of several different elements the teacher can and cannot control. This environment can be called the setting events for a lesson which can include the temperature of the room, lighting, physical space, seating arrangement (the physical arrangement of desks or tables), student seating position (where the students sit within the classroom seating arrangement), noise level, and presence or absence of peers or adults among other elements which help shape the classroom environment in which students are expected to learn (Wannarka & Ruhl, 2008). There are several factors which help determine an appropriate seating arrangement for a classroom to optimize student learning. For a seating arrangement to be successful if the arrangement facilitate interaction among students and teacher, suite the instructional objectives and activities, and ease access to the instructional material (Çınar, 2010).

Each different seating arrangement has advantages and disadvantages which can be utilized by teachers to accommodate individual lessons. While seating arrangement may not always be alterable in a classroom, the individual students seating in the classroom can be easily changed. This study will observe the effects of specifically altering the students seating positions in a class to strategically pair students for cooperative learning has an impact on students classroom performance. This investigation aims to identify some implications of how intentionally altering student seating position can be a useful tool for classroom teachers.

There are several process through which we can change the seating arrangement_____

Row arrangement: This is the most common arrangement in a class. The room is divided into three columns, the extreme ends have two seats each and the center portion has four seats joined together. The number of rows is decided by the strength of the class. This arrangement gives teachers ample space to walk among the students. This lets educators utilize the entire space of the classroom while teaching, helps students with their work or enables them to make any corrections with ease. Walking between students helps teachers serve as a reminder to students that they are expected to continue working. Supervision and teaching can be made easier with the row method.

Circle arrangement: When a teacher is conducting discussions, a circular arrangement can be used to facilitate the flow of ideas, thoughts and expressions. Students have a clear view of the person expressing their opinions; educators find it easy to control the discussion and can also motivate passive students to the learning process.

Teachers can arrange the seating of students in such a manner that the active members are seated next to them and more passive students opposite to them. This can enable the teacher to signal to more active participants while providing opportunities to the others, and permits establishment of eye contact with students who may need encouragement to participate. This circular arrangement can help foster group dynamics.

Semi circular arrangement: A semi-circular arrangement can be effective when audio-visual aids, interactive boards, etc. are being used. This ensures clear visibility for every student. Teachers can maintain eye contact with all students and also check to see that they are being attentive. This arrangement can assist in controlling the class as students are in the open and their actions can more easily be observed.

Round table arrangement: A round table arrangement is probably the best option to encourage students to sit in friendly groups, facilitates free discussion and allows educators to monitor student work. However, the disadvantage is that there is high probability of students misbehaving when the teacher is not looking. Arrange the tables so that the teacher's table is at the front and the round tables are lined up or arranged in a semi-circle to best allow the teacher visibility of all the tables.

Arranged seating vs. free seating : Another important point to consider is whether to assign seats in a seating arrangement or provide students the freedom to select their own spots. Free seating can reinforce within the classroom and students may choose seats that are not conducive to success. On the other hand, allotment of seats can bring about a certain level of

control within the classroom. Pairing of students is done with the hope that they may benefit from each other and also to encourage interaction among all.

OBJECTIVE OF THE STUDY: Here the main objectives of the research work are as follows...

- To study the achievement of students of class ix in mathematics.
- To study the effect of seating arrangement on students achievement in mathematics achievement.

SAMPLE : Here The total number of students was 58. Among 58 students 28 are from section A and 28 from section B.

sample	Class-ix(A)	Class-ix(B)
58	28	30

TOOLS: Researcher use standardized achievement test for measures student's achievement test in mathematics.

RELIABILITY: "Test-retest method" use to measure the reliability of the standardized test.

VALIDITY: "Content validity" method use to measure the validity of the test items.

STATEMENT OF HYPOTHESIS: For conduct this research programme researcher proposed one null hypothesis which are as follows_____

H₀: There is no significant difference between achievement test score with change the seating arrangement and without change the seating arrangement.

METHODOLOGY:

Here researcher conducted his study on the class IX mathematics students in two sections A & B. In section B teacher teaches according to Instructional objectives and here teacher remain the seating arrangement as usual. Where as in section A teacher continuously change the seating arrangement of the students. In a class room of section B in left corner there are 5 bench (L₁,L₂,L₃,L₄,L₅) and in right there are 6 bench(R₁,R₂,R₃,R₄,R₅,R₆) .Here ,every day the seating arrangement change. Suppose those student seat on R₁ bench, next day , they will go to the R₆ bench, R₂ students going on R₅ and R₃ change with R₅.visa versa in case of left corner. This process continuously repeated for 4 weeks. After 4 weeks teachers conducted a achievement test on a specific unit which she completed. Teachers took achievement test on same date same time on the both section. After words she analyze her results.....

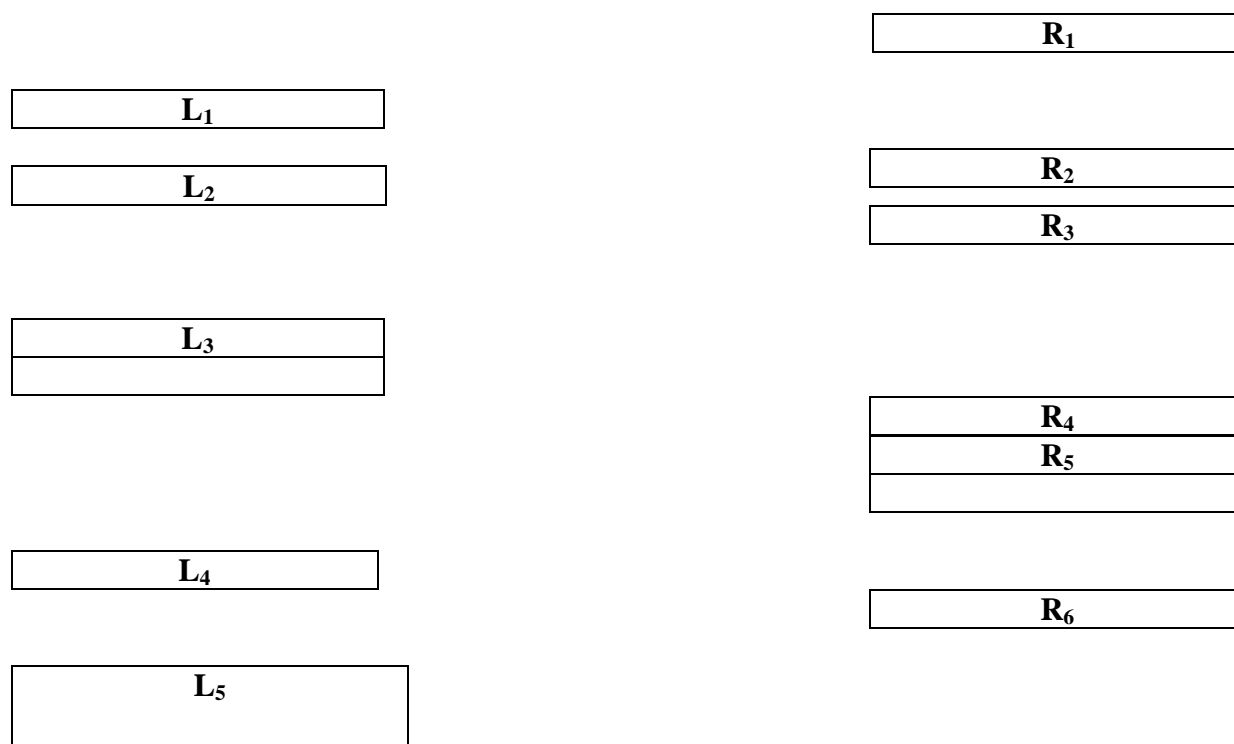


Fig: showing the seating arrangement of a class room

ANALYSIS OF DATA: Researcher took one standardized test. After evaluate the answer script, researcher presented the scores, then find out the average marks on the basis of their achievement in mathematics.

Table No : 1 Presentation of achievement test scores average in class ix A and ix B are as follow

	Students of class ix (A) Change in seating arrangement	Students of class ix (B)Without change in seating arrangement
Total marks	275	206
Average	9.82	6.86

Table No : 2- Presentation of the scores and frequency of the students of class ix (B), without change the seating arrangement:

Score	frequency
13-15	3
10-12	5
07-09	10
04-06	7
01-03	5
Total	30

Mean	6.4
Median	7.4
Mode	7.75
Standard deviation	2.76
Skewness	-1

Table No : 3 Presentation of the scores and frequency of the students of class ix (A), with change the seating arrangement:

Score	frequency
13-15	6
10-12	12
07-09	5
04-06	3
01-03	2
Total	28

Mean	9.82
Median	10.5
Mode	11.13
Standard deviation	3.42
Skewness	-0.68

Table No :4- Determination the t- value of the achievement test between change in seating arrangement and without change in seating arrangement

Statistics	Achievement test on class ix (A) with change seating arrangement	Achievement test on class ix (A) without change seating arrangement
No. of students	28	30
Mean scores	9.82	6.4
S.D.	3.42	2.765
S.D.*	3.09	
S_{ED}	0.811	
Different in-mean	3.42	
Value of t	4.21	
d.f.	56	

FINDINGS:

From the above data, researcher found that, in case without change in seating arrange the average score is 6.86 whereas after change in seating arrangement the achievement test score is 9.82. It is much higher than the previous score. Here null hypothesis is rejected at .05 level, which means alternative hypothesis accepted, that means change in seating

arrangement effect the student's achievement in math. So, we can say that, after change in seating arrangement student much more focus on their study, It's maybe due to the presence of his teacher in front of them, may be they get much more attention from his teacher, interaction between teacher student is much more higher, all the student present in the class room get equal attention from his teacher so it is benefit their study. They get higher marks in their achievement.

CONCLUSION: Studies have reported that seating arrangements impact the learning process. Students occupying the front rows are more attentive that those in the back. The students in front are the ones who generally answer questions asked in class room teaching learning process.

Classroom arrangement; from a students' point of view, symbolizes their personality. Often, the diligent, focused students occupy the front rows, in order not to miss out any vital information whereas the laid back, more casual students opted for the back benches to avoid being noticed by the educators.

Some students prefer sitting near doors and windows as it provides them with sufficient distractions to escape the monotony of lessons taught. Pranks, whispering, passing of notes, doodling, etc. is frequent among students who generally sit in the back.

Therefore, seating arrangements may be a cause for the decline of student performance as attention span, concentration, comprehension and the retaining of information can be influenced by where the student chooses to sit.

A rotation system when integrated into the classroom can ensure that students are not categorized as front or back benchers. Everyone is given an opportunity to sit in the front, middle and back.

Rebecca Szparagowski works on the same project. In that study the main findings is that, the controlling seating to create specific learning groups prevents the grouping of two top achieving and two lowest achieving group. Generally grouping do not maximize the student's learning potential. But a direct impact on student's seating arrangement in academic performance does not effect.

Jessica L Challahan study shows that, physical environment supports and has an effect on social setting. Which in the end effects student's learning, teaching style, and student and teacher appraisal of the class room.

So in two cases two different result found, but seating arrangements can play a huge role in student performance. It prevents grouping among the students, develops co operation with their fellow learner, become more attentive in the class room, become more confident about his/her subjects. Hence, it is the duty of teachers to wisely select an arrangement that best suits their particular circumstances and classes.

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NEED FOR THE MODEL OF COLLABORATIVE AND PUBLIC ARCHIVE IN REGIONAL LANGUAGE IN HIGHER EDUCATION

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The nation has witnessed the first-hand result of the impact of tuition-fee reforms in elementary and secondary stages. But we are yet to get benefited by the positive vibes radiating from the impacts of different reforms coined through the implementations and decisions taken by the intellectuals. Now it is time to give second thought on “what is the country receiving in return for the billions being spent on higher education?”

Among various aspects, here I am to discuss the need for the model of collaborative and public archive as well as digital archiving in regional language in Higher Education.

An ‘archive’ is an accumulation of historical records, or the physical place they are located. Archives contain primary source (Primary sources are original materials that have not been altered or distorted in any way. Information for which the writer has no personal knowledge is not primary, although it may be used by historians in the absence of a Primary source.) documents that have accumulated over the course of an individual or organization’s lifetime, and are kept to show the function of that person or organization. ‘Archive’ is to be understood as the records generated necessarily as a product of regular legal, commercial, administrative or social activities. It can be metaphorically defined as “the secretions of an Organism”.

‘Archive’ generally helps in conducting research as well as to be enriched by the precious data in higher-education also. Among different kinds of archives, here academic archive is our main concern. Archives in College, universities, and other educational facilities are typically housed within a library. The academic community is served with different kinds of administrative records, personal and professional papers of former professors, rare books or thesis copies which could be highly beneficial in higher education.

So, to facilitate the system of higher education the administrators or concerned people should understand the need of an archive, which would be easily accessed by the students, scholars, academicians and general public also to increase the potential of the education

system it-self. Many more Government archives should be set up to enhance the quality of education (higher) in the country.

The days are gone when it was a trend to reach the resource of water to quench the thirst. As, if the customers would reach to the institutions like archives, libraries to get their job done. But now-a-days the trend of the institutions is to outreach or be more relevant to their communities and their customers' daily lives. The priority is now on the experience, both real and virtual of the institution itself, as well as the collections also.

Collaboration and cooperation mean, to work hand-in-hand for the betterment of the system. It is a policy to work together and benefit together. As archives, libraries and museums often serve the same community in similar ways, these are natural partners for collaboration and cooperation. Archives as well as libraries and museums, all indulge and enhance lifelong learning opportunities, preserve community heritage, and protect and provide access to information for the betterment of higher education. The collaboration can strengthen their public standing, improve their services and programs, and better meet the needs of larger and more diverse cross-sections of learners, especially undeserved learners in a developing country like India, where higher education is not easily accessible to a larger portion of educated people. Partnership of various kinds thus can help to fulfill these goals and serve the community to the best of their collective abilities.

The archival set-up in regional language should be made very easily accessible to the public. A greater collaboration and co-operation between the regional, national and international archives can enhance and sustain the universal education, universal enjoyment and inspiration, cultural values, universal learning, economic prosperity and educational well-being. The collaboration can also support life-long learning, community development, cultural and economic initiatives, and universal access to information, to reach new learners, thereby improving core services.

Public Archive, if, could be envisaged in regional languages, would open plenty of scopes to the general people, especially to the students, and researchers of higher education. One can very easily collect the data needed for his/her academic well-being thereby making the system of education and the society rich. Many languages which are endangered might also be preserved and known further to make the cultural heritage and diversity an example to the whole world.

I also feel the need of digital archiving in regional language in higher education to access the archive at ease. So that the students of a distant village or a student of a metro city both can avail the facility with equal effort and ease thereby making the higher educational system a model to follow.

To conclude, I can remember the quotation of the great industrialist, Henry Ford, about the idea of ‘Openness’:

“Coming together is a Beginning, Keeping together is Progress, Working together is success”. [Ford]

What Ford has envisioned, later blossomed in the idea behind the Great Wikipedia Movement with its vision of a ‘world in which every single person is given free access to the sum of all human knowledge’.

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EDUCATIONAL VIEW TOWARD WOMEN BY SWAMI VIVEKANANDA**SRIKRISHNA SARKAR¹ & Dr MADHUMITA DAS²**¹Research Scholar, Dept of Education, University of Kalyani, Nadia, W.B²Assistant Teacher in Higher Secondary School, W.B**Abstract**

Vivekananda was a great champion of women education. He was highly impressed to see the women of the west working shoulder to shoulder with their husbands. He observes, - “to the women of this country I would say exactly what I say to the men. Believe in India and in our India faith. Be strong and hope full and unashamed. The men have turned the women into manufacturing machines. If you do not raise the women; who are living embodiment of the Divine mother. In what scriptures do you find statements that women are not competent for knowledge and devotion! Since such ideal women were entitled to spiritual knowledge. All nations have attained greatness by paying proper respect to women. That country and that nation which eddo not respect women have never become great nor will ever be in future men and women in every country have different ways of understanding and judging things. Men have one angle of vision, women have the another than men. Thus by advocating women education he visualized better homes, better people, better society and a prosperous nation. In the west its ideal is wife, in India in the mother. “In India the mother is the center of the family and our highest ideal”. She is to us the representative of God, as God is the mother of the universe. He gave more importance to the honesty than the personality development of the women and also he gave more importance to home works of in the curriculum activities. Swami Vivekananda also defines education as “life-building, man-making, character-making assimilation of ideas”, and not a certain “amount of information that is put into your brain and runs riot there, undigested all your life”.

Keyword: - Manufacturing Machine, Divine Mother, Judging, women as the goddess, Education, Assimilation.

INTRODUCTION

Swami Vivekananda (Narendra Nath Dutta, 1863- 1902), the leading spokesman for modern Hinduism in the late 19th century is known globally for his enchanting vision, spiritual wisdom of universalisation of Hinduism, a comprehensive understanding of all significant aspects of human life, societal and gender concern and national life in India. Vivekananda studied about the history of the Indian women and women of other places and

compared those with that of the Vedic concept of women of the Aryan race. “Aryan and Semitic ideals of woman is considered dangerous to devotion, and she may not perform any religious function, even such as the killing of a bird for food: according to the Aryan a man cannot perform a religious action without a wife”. Vivekananda emphasized education of Indian women more than anything else. In fact, he made, emancipation of women, a very important programme of social regeneration.

Swami Vivekananda repeatedly viewed that India's downfall was largely due to her negligence of women. The great images of Brahnavadinis like Maitreyi and Gargi of the Upanishads age and women missionaries like Sanghamitra carrying Lord Buddha's message to Syria and Macedonia, all were laying buried deep due to millennium of foreign donations.. The mid-nineteenth century India saw women, the great mother-power shackled and degenerated to mere “child producing machines” as Vivekananda saw it.

Vivekananda's position on women is scattered around his numerous sermons, speeches, comments, conversations, writings, etc. when he travelled through America one of the important topics of discussion was of women's position in India. He compared the position of Indian women with those of the West. In this comparison he found no reason for the inferior position of Indian women. In a letter written from Chicago when he was there to participate in the Parliament of world Religions, he mentioned “Nowhere in the World are women like those of this country. How pure, independent, self relying and kind hearted! It is the women who are the life and soul of the country. All learning and culture centered in this country.... There are thousands of women here whose minds are as pure and as white as snow of this country”. Then he said about the Indian women “Look at our girls, becoming mothers below their teens! ... I now see it all”. He understood the paradox of Manu's dictum, “the Gods are pleased when the women are held high in esteem” and the reality of women's position and says, “We are horrible sinners, and our degradation is due to our calling women ‘despicable worms’, ‘gateways to hell’ and so forth’ (CW, Vol.6:252-5 53) He was aware of their subordinate position. He was not satisfied with the condition of women during his days.

Swami Vivekananda's views on Women Education

Vivekananda also stresses the importance of women education. He explains the point about how female illiteracy retards the progress of a society. “There is no chance for the welfare of the world unless the condition of woman is improved. It is not possible for a bird to fly on only one wing” “Educate your women first and leave them to themselves; then they will tell you what reforms are necessary for them” “Our right of interference is limited

entirely to giving education. Women must be put in a position to solve their own problems in their own way. No one can or ought to do this for them. And our Indian women are capable of doing it as any in the world”

These golden quotes of Swami Vivekananda, explain how significant female literacy is. Unless the gap between males and females literacy is abridged, it is very difficult to steer and propel national development. Swami Vivekananda views woman exactly as he views man, an individual with a destiny. In the sphere of the pursuit of spiritual realization, which is the highest reach of the life, woman as well man, has to walk in a single file. Perfect, freedom independence and responsibility are involved in the individual, be it man or woman who longs for God alone. Vivekananda declared that Western ideal of womanhood is wife, while the eastern ideal, and is that of the mother. ”In India the mother is the center of the family and our highest ideal. She is to us the representative of the God, as God is the mother of the universe. It was a female sage who first found the unity of God, and laid down this doctrine in one of the first hymns of the Vedas.

Our God is both personal and absolute, the absolute is male, the personal female.”Swamiji said. Swamiji further declared “The ideal of womanhood in India is motherhood- that marvelous, unselfish, all suffering ever forgiving mother.” Swami Vivekananda defended the marginalization of women and empowering women and the poor a priority of Ramkrishna Mission. He visited England in 1895 and met Margare Elizabeth Noble, an Irish lady who was in the midst of learning about the Buddha. Influenced by Swami Vivekananda’s teaching she became the first Western woman to be a sanyasini named Bagini Nivedita. Nivedita played a major role in promoting the rights of women in rural India. In November 1898, according to Swamiji’s instruction, she started a school for girls, allowing them basic education. The school is today known as Ramakrishna Sarada Mission Sister Nivedita Girl’s School, situated in Bagbazar in North Kolkata.

Swamiji found education as the best and only device to solve all problems of women and thereby emancipate them. According to him, for women problems can be many “but none that cannot be solved by that magic word ‘education’”. He conceived of an “education by which one can stand on one’s own feet”. He said that in ancient times when... religion first began, women were distinguished for spiritual genius and great strength of mind. In spite of this, as he seemed to acknowledge, the women of the present day had degenerated. They thought of nothing but eating and drinking, gossip and scandal.(Ibid: 150). Therefore he prescribed an education that would create “great fearless women – women worthy to continue

the traditions of Sangamitra, Lila, Ahalya Bai, and Mira Bai—women fit to be the mothers of heroes. (CW, Vol.5:229). Such an education was emphasized on Swamiji's concept of true womanhood, which is vested in “the old-time intensity of trustful and devoted companionship to the husband” and hence his message to Indians was “forget not that the ideal of thy womanhood is Sita, Savitri, Damayanti”. (CW, Vol.4:479-80). For him development of true ideal of womanhood was the primary goal of education.

According to Swamiji, one can hardly find statements that women are not competent for knowledge and devotion in the scriptures. On the deprivation of women in education he said, “In the period of degradation, when the priests made the other castes incompetent for the study of Vedas, they deprived the women also of all their rights. All nations have attained greatness by paying proper respect to the women. That country and that nation which do not respect women have never become great, nor will ever be in future.

“The soul has neither sex, nor caste nor imperfection.”

“The best thermometer to the progress of a nation is its treatment of its women.”

“There is no chance for the welfare of the world unless the condition of women is improved.”

“Women has suffered for aeons, and that has given her infinite perseverance.”

“The idea of perfect womanhood is perfect independence.”

“Soul has no sex, it is neither male nor female. It is only in the body that sex exists, and the man who desires to reach the spirit cannot at the same time hold sex distinctions.”

It is very difficult to understand why in this country [India] so much difference is made between men and women, where as the Vedanta declares that one and the same conscious Self is present in all beings. You always criticize the women, but say what have you done for their uplift? Writing down Smritis etc., and binding them by hard rules, the man have turned the women into manufacturing machines! If you do not raise the women, who are living embodiment of the Divine Mother, don't think that you have any other way to rise.

In what scriptures do you find statements that women are not competent for knowledge and devotion? In the period of degeneration, when the priests made the other castes incompetent for the study of the Vedas, they deprived the women also of all their rights. Otherwise you will find that in the Vedic or Upanishadic age Maitreyi, Gargi, and

other ladies of revered memory have taken places of Rishis through their skill in discussing about Brahman. Since such ideal women were entitled to spiritual knowledge, why shall not the women have same privilege now? What has happened once can certainly happen again. History repeats itself. All nation have attained greatness by paying proper respect women. That country and that nation which edo not respect women have never become great, nor will ever be in future. The principal reason why your race as so much degenerated is that you have no respect for these living images of Shakti. Manu says, "where women are respected, there the gods delight; and where they are not, there all works and efforts come to naught." There is no hope of rise for that family or country where there is no estimation of women, where they live in sadness.

When people are discussing as to what man and woman can do, always the same mistake is made. They think they show man at his best because he can fight, for instance, and undergo tremendous physical exertion; and this is pitted against the physical weakness and non-combating quality of woman. This is unjust. Women are as courageous as man. Each is equally good in his of her way. What man can bring up a child with such patience, endurance, and love as the women can? The one has developed the power of doing; the other, the power of suffering. If woman cannot act, neither can man suffer. The whole universe is one of perfect balance. If you do not allow one to become a lion, he will become a fox. Women are a power, only now it is more evil because man oppresses woman; she is the fox, but she is no longer oppressed, she will be the lion.

Intellectuality is not the highest good. Morality and spirituality are the things for which we strive. Our women are not so learned, but they are more pure. We should not think that we are men and women, but only that we are human beings, born to cherish and to help one another.

Men and women in every country, have different ways of understanding and judging things. Men have one angle of vision, women another; men argue from one standpoint, women from another. Men extenuate women and lay the blame on men; while women exonerate men and heap the entire heap on women.

In the west its ideal is wife, in India in the mother

"In India the mother is the center of the family and our highest ideal. She is to us the representative of God is the mother of the universe. It was a female sage who first found the unity of God, and laid down this doctrine in one of the first hymns of the Vedas. Our God is

both personal and absolute, the absolute is male, the personal, female. And thus it comes that we now say: 'The first manifestation of God is the hand that rocks the cradle'." Swamiji believed that the main reason behind the various problems of the women of our country was due to lack of proper education. So what was the way out to save and elevate Indian women? Education was the answer. They (women) have many grave problems, but none that are not to be solved by the magic word 'education'.⁵ But what kind of education?

What is women's education? Swamiji observed that. "To make a beginning in women's education: our Hindu women easily understand what chastity means, because it is their heritage. Now, first of all, intensify that ideal within them above everything else, so that they may develop a strong character by the force of which, in every stage of life.....,they will not be in the least afraid even to give up their lives rather than flinch an inch from their chastity." In spite of the Swami's phenomenal popularity with the American women, his attitude toward them as well as toward femininity in general was markedly condescending at best and contemptuous at worst. Vivekananda scholars have generally overlooked or ignored his gender bias that lurks behind his numerous sermons, speeches, comments and conversations. My paper seeks to examine it and suggest that in spite of his occasional extravagant admiration for the American women and his insistence on the regeneration of Indian women and his claim for gender equality, he remained, basically, a typical Bengali Hindu of his time with a schizophrenic attitude: obsequious to the maternal but suspicious and paranoid of the erotic in woman. He ultimately suffered a severe emotional crisis which sprang from his close contact with Western women--an experience he never had before coming to the States but one he loved as well as dreaded.

Conclusion

The Swamiji spoke the language of practical spirituality. He emphasized man-making and nation-building education. In man-making education, he future emphasized character-building, selfless service to the nation, freedom and equality. Here men had turned women into mere manufacturing machines and nothing else, by depriving them of all their rights. He was a modern Rishi, who spoke on all aspects of life including sociology, culture, history, politics, science, philosophy and education. He was the personification of the harmony of all human energy. The exposition and analysis of Vivekananda's scheme of education brings to light its constructive, practical and comprehensive character. He realizes that it is only through education that the uplift of masses is possible. To refer to his own words: Traveling through many cities of Europe

and observing in them the comforts and education of even the poor people, there was brought to my mind the state of our own poor people and I used to shed tears. When made the difference? “Education” was the answer I got.’

He states it emphatically that if society is to be reformed, education has to reach everyone-high and low, because individuals are the very constituents of society. The sense of dignity rises in man when he becomes conscious of his inner spirit, and that is the very purpose of education. He strives to harmonize the traditional values of India with the new values brought through the progress of science and technology

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QUALITY IN HIGHER EDUCATION: ROLE OF NAAC**Tarini Halder**Assistant Professor, Department of Education, University of Kalyani.
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&

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Hura Thana M. A. Academy High Madrasah (H.S.)**ABSTRACT:**

Quality in higher education has become the prime agenda of the countries world over. Consequently quality assurance in higher education is emerging as a universal compulsion. In higher education, the quality movement was initiated in the eighties of the last centuries, gained momentum during the nineties and today, with the internationalization of higher education has become an integral component of all higher education systems. In fact, quality assurance has now become a global issue with many countries calling for international standards in higher education. In India, promoting quality in higher education has been focus of almost all the communities and commission constituted at different stages of the development of its higher education system. The NPE 1986 and Programme of Action, 1992 had recommended a number of measures for improvement in the quality of education. During the preceding decade the emphasis in India has been on increasing in access to education or higher education. By the turn of the century, increasing attention has been paid to quality and excellence in higher education. It is in this context the study of quality of higher education is very essential. This paper considers the concept of quality of higher education. The paper also focuses on role of NAAC to promote quality of higher education in India.

Keywords: Quality, Higher Education, NAAC.**INTRODUCTION:**

Higher Education is the backbone of any society. It has been universally accepted that higher education playing a very important role in the process of national development. Higher education is one of the most important inputs that influence the all round development of any nation especially in the field of economic, physical, social, cultural, ethical and spiritual. Education enables people to build up their capabilities', thereby 'broadening expansion of freedom' which in turn is the primary end and principal means of development (Jean Derezé and Amartya Sen., 1995). Higher education of a nation plays a significant role in the creation

of skilled human resources, transforming youth's raw energy to intellectual energy. . It is the quality of higher education that decides the quality of human resources in a country. Quality in and of education has always been a priority area and a prominent agenda of various committees and commissions in education. In 1990, the World Conference on Education for All (EEA) held on Jomtien in Thailand has been given special attention on quality of education. Earlier the Asian Regional Ministerial Conferences held at Colombo (1978) and Bangkok (1985) has given special emphasis to qualitative improvement as an essential part of educational development. Quality and quality assurance in higher education is a necessary ingredient to national development. Quality assurance in education has been the major concern all over the world in recent years, especially in the developing countries like India. The quality enhancement in higher education is a burning issue. In India the National Policy on Education, 1986 and Programme of Action, 1992 have articulated this concern which culminated in the establishment of the National Assessment and accreditation Council as national quality assurance body in higher education. NAAC is an autonomous body established (1994) by the University Grants Commission in India. In 1997, it has gained statutory status. In Eleventh Five Year Plan UGC has proposed to have compulsory assessment and accreditation of universities and colleges. The prime agenda of NAAC is to assess and accredit institutions of higher education in the country. The promotion of the idea of quality is one of the important activities within overall mandate of the NAAC. At present out of 656 Universities in the country. Of them, only 172 universities have been accredited by the NAAC. Total 5294 HEIs, 172 universities and 5119 colleges are accredited(as on March, 2013) Out of Universities Accredited 67 have been placed in Grade A, 99 universities in Grade B and only 6 in Grade C, based on scores awarded during the process of accreditation. A bill National Accreditation Regulatory Authority for Higher Educational Institution Bill, 2010 has been introduced in parliament of India to make it mandatory for every higher educational institution in the country (other than institutions engaged in agricultural education) to be accredited by an independent accreditation agency.

OBJECTIVES:

- To study the concept of quality in higher education.
- To study the role of NAAC to enhance the quality of higher education.

DATABASE AND METHODOLOGY:

The present study is based on secondary data only. The required data and information regarding the topic has been collected from Govt. documents, journals and books. Some related information is extracted from various websites.

CONCEPT OF HIGHER EDUCATION:

In a society full of diversity, ideologies and opinions higher education means different things to different people. The term higher education in India is considered as post-secondary or tertiary level of education. In an economic sense, higher education is considered as a consumer item and an investment in human capital. It is investment in the sense that it creates employability and improves the productive capabilities of the recipients. In this, context, Alfred Marshal considers it as a merit good of great social significance. It is said that higher education not only ensures economic growth by increasing productivity and efficiency through inventions and innovations, it also accelerates the process of socio- economic regeneration of the nation. In terms of the level of education, higher education includes colleges and university teaching -learning towards which students 'progress to attain higher educational qualification. Higher education is a segment of tertiary education which refers to "education being offered in institutions leading graduate and post-graduate degrees and institutions preparing people with high level knowledge, skills and competencies" (IGNOU, 19). Higher education is defined in Encyclopedia Britannica as "all types of education (academic, professional, technological or teacher education) provided in institutions such as universities, liberal arts colleges, technological institutes and teacher's colleges for which : (a) the basic entrance requirement is the completion of secondary education; (b) the usual entrance age is about 18 years, and (c) in which course courses lead to giving a named awards (degree, diploma or certificate of higher studies)". Similarly, UNESCO Report (1948) defines higher education as "universities and university level institutions offering regular and post-secondary school degree/diploma/certificate education. Post-secondary school here means instruction following upon the completion of ten to twelve years of schooling as requisite of university entrance".

According to Ronald Barnett (1992) there are four predominant concepts of higher education:

- Higher Education as the production of Qualified Human Resources: In this view, higher education is seen as a process in which the students are counted as "products" absorbed in the labour market. Thus higher education becomes input to the growth and development of business and industry.

- Higher Education as Training for a Research Career: In this view, higher education is preparation for qualified scientists and researchers who would continuously develop the frontiers of knowledge. Quality Within this view point is more about research publications and transmission of the academic rigour to do quality research.
- Higher Education the Efficient Management of Teaching provision: Many strongly believe that teaching is the core of educational institution. Thus, higher educational institution focuses a efficient management of teaching- learning provision by improving the quality of teaching, enabling a higher competition rate among students.
- Higher Education as a Matter of Extending Life Chance: In this view, higher education is seen as an opportunity to participate in the development process of the individual through a flexible continuing education mode.

Interestingly, all these four concepts of higher education are not exclusive; rather they are integrated and give an overall picture of what higher is in higher education. If we look at the activities of colleges and universities, we will realize that teaching, research and extension form the three main functions of higher education. From the foregoing discussion, it is clear that when we talk of higher education, we usually mean education being offered through institution which is mostly part of the university systems.

QUALITY OF HIGHER EDUCATION: CONCEPT

Before understanding the meaning of quality of higher education, it is necessary to know what is really meant by the term ‘quality’. Quality is a much debated term. Quality as a concept has its origin in the industry and management in the 20th century. The word quality has come from the Latin word quails meaning what kind of. Not very long ago education and industry functioned independently of each other and displayed very contrasting ethos and values. This is no longer, true, as in recent years the two have moved towards each other, borrowing ideas and practices. Thus, as pointed out by Taskar and Packham (1993), in industry the Fordist values of hierarchy, power and control are being replaced by the post-Fordist values of autonomy, cooperation and sharing of responsibilities-values generally associated with the world of academia. On the other hand, educational institutions are adopting corporate patterns of organization, including strategic planning, delineation of responsibility and accountability. It is, therefore, not surprising that the concepts of standards and quality used in industry are being considered for application in the field of education. The British Standard Institution defines quality as “the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs” (BSI, 1991).The

Webster's Dictionary describes it (quality), amongst other things, as a 'a degree of excellence' and 'superiority in kind'. In reality, it is a relative concept that means different things to different people (Sallis, 1993; Green and Harvey, 1993; Green, 1994). Navartan (1977) defined quality in terms of functional utility of a product. Whereas Oakland (1988) defined quality as the degree of fitness for purpose and function. According to Crawford & Shutler (1999) Quality is a positive and dynamic idea achievable by design and meaningful investment and not a negative idea of absence of defect."

According to MacDonald and Piggott (1990), Quality is defined as delighting the customer by continuous meeting and improving upon agreed requirements. "Quality may be defined in the following way: "Quality is the extent to which product, services, processes and relationships are free from defects, constraints, and items which do not add value for customers."

The International Commission on Education (1996), popularly known as Delor's Commission has recommended that each individual learner must be equipped to seize learning opportunities throughout life, both to broaden her or his knowledge, skills, attitudes, and to adapt to a changing complex and interdependent world. To translate this aim into action, the broad concept of quality education revolves around four fundamental pillars of learning, i.e. 'learning to know', 'learning to do', 'learning to live together' and 'learning to be'. 'Quality education' focuses on each of these pillars so that education is regarded as a total experience throughout life, dealing with both understanding and application and focusing on both the individual and the individual's place in society.

The Indian philosophers and great thinkers have regarded quality of education as that which helps children to become conscious and productive citizen so that they are able to face future challenges in life. In Gandhiji's scheme, relevance was an important attribute of the quality of education. According to Dr. Radhakrishnan felt the need of the quality of education. According to Dr. Radhakrishnan felt that quality is that which gives the children a purpose in life. Quality education must ensure the child's all round development. In an operational way of functional meaning of the term 'Quality Education', centers around the cognitive, effective and psycho-motor domains of a child's behavior.

According to Rabindranath Tagore, true education should realize at every step how our training and knowledge have organic connections with our surroundings. It must teach one to live in harmony with all that exists around us. Dr. Radhakrishnan felt that quality

is that which gives the children a purpose in life. Education in his view should aim at perfection of the individuals.

The NCFSE, 2005 states that “quality in education includes a concern for quality of life in all dimensions”. For this, “a concern for peace, protection of the environment and a predisposition towards social change must be viewed as a core component of quality, not merely as value premises”. Green and Harvey (1993) have identified five different approaches to the viewing of quality in the field of higher education. According to them quality may be viewed:

- in terms of the exceptional (highest standards),
- in terms of consistency (without defects and getting it right the first time),
- as fitness for purpose,
- as value for money, and
- as a transformative process (transformation of the participants).

In the field of education, while discussing quality, the focus of students may be on the facilities provided, of teachers on the teaching / learning process, of management and parents on the scores or grades achieved, and of prospective employers on the nature of the output. *The* concept of quality in education is varied and multidimensional. At the level of individual learner, it is expressed in the quality of his learning, the knowledge, the understanding and skills acquired both in terms of breadth and depth and the extent to which the potential of the student is realized. It applies to all students at different stages of education. At the institutional level, quality is expressed in the high standard of performance and the way in which learners are helped to realize them. At the level of system as a whole, quality is expressed in terms of policies which facilitate learning in students and the climate of achievement and creativity in the institutions (Singh, 1986).

Quality of education is highly contextual and relative in nature. It cannot be assessed by any one parameter as it largely depends on various indicators which are directly or indirectly influence the functioning of a institution in general and the quality of education in particular. In India, NAAC has considered the following seven criteria for assessing the quality of higher education.

1. Curricular Aspects (Curricular design and development, Academic flexibility, Feedback on curriculum, Curriculum update, Best Practices in Curricular Aspects)

2. Teaching-Learning and Evaluation (Admission Process and student profile, Catering to diverse needs, Teaching-Learning process, Teacher Quality, Evaluation process and reforms, Best practices in teaching, learning and evaluation)
3. Research, Consultancy and Extension (Promotion of research, Research and publication output, Consultancy, Extension activities, Collaborations, Best Practices in Research, Consultancy & Extension)
4. Infrastructure and Learning Resource (Physical facilities for learning, Maintenance of infrastructure, Library as a learning resource, ICT as learning resource, Other facilities, Best practices in the development of infrastructure and learning resources)
5. Student support and progression (Student progression, student support, student activities, best practices in student support and progression)
6. Governance and Leadership (Institutional vision and leadership, Organizational arrangements, Strategy development and deployment, Human resource management, Financial management and resource mobilization, Best practices in governance and leadership)
7. Innovative practices (Internal Quality Assurance System, Inclusive practices, stakeholder relationships)

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- in terms of the exceptional (highest standards),
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- as fitness for purpose,
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- as a transformative process (transformation of the participants).

Quality in the field of education includes standards as well as the process of teaching and learning, the activities of the institutions. It does include the programmes of the institution and the competencies of its graduates. Quality in higher education means the educational process is such that helps students to achieve their goals and thereby satisfies the needs of the society and help in national development. Quality is a continuous effort which can make the teaching-learning programmes very successful one. Quality in higher is not for a fixed term but a continuous journey. The quest for quality and excellence never ends. The quality assessing committee visits the educational institutions every five years. The sustaining quality in education is must to enrich the dimension like curriculum aspects, teaching-

learning process, research consultancy and evaluation, student support service, extension, publication and co-curricular activities of the institution.

QUALITY MOVEMENTS IN INDIAN HIGHER EDUCATION:

As teachers, principals, heads of departments and planners and policy makers in education, it is relevant question arise in our mind – why we worry about quality? This is because of the following reasons:

1. **COMPETITION:** - We are entering a new regime, where competition among educational institutions for students and funds will be highly significant. In order to survive in such a situation, educational institutions need to worry about their quality.
2. **CUSTOMER SATISFACTION:** - Students, parents or sponsoring agencies as customers of the educational institutions are now highly conscious of their rights or getting value for their money and time spent.
3. **MAINTAINING STANDARDS:** - As educational institutions, we are always concerned about setting our own standard and maintaining it continuously year after year. In order to maintain the standard, we should consciously make efforts to improve quality of the educational transactions as well as the educational provisions and facilities.
4. **ACCOUNTABILITY:** Every institution is accountable to its stakeholders in terms of the funds (public or private) used on it.
5. **IMPROVE EMPLOYEE MORALE AND MOTIVATION:** Concern for quality as an institution will improve the morale and motivation of the staff in performing their duties and responsibilities
6. **CREDIBILITY, PRESTIGE AND STATUS:** If you are concerned about quality, continuously and not once in a while, it will bring in credibility to individuals and your institution because of consistency leading to prestige, status and brand value.
7. **IMAGE AND VISIBILITY:** Quality institutions have the capacity to attract better stakeholder support, like getting merited students from far and near, increased donations/ grants from philanthropists/ funding agencies and higher employer interest for easy placement of graduates.

The important quality movements in India are explained below:

Quality is a concept. It is a philosophy. It is a continuous journey. Quality movement in India has its own historical context. The University Grants Commission (UGC) with its

statutory powers is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for “the determination and maintenance of standards of teaching, examinations and research in universities”. To fulfill this mandate, the UGC has been continuously developing mechanisms to monitor quality in colleges and universities directly or indirectly. In order to improve quality, it has established national research facilities, and Academic Staff Colleges to re-orient teachers and provide refresher courses in subject areas. The UGC also conducts the National Eligibility Test (NET) for setting high standards of teaching. Various committees and commissions on education over the years have emphasized directly or indirectly the need for improvement and recognition of quality in Indian higher education system. The concept of autonomous colleges as recommended by Kothari Commission (1964-66) has its roots in the concept of quality improvement. Since the adoption of the National Policy on Education (1968), there has been a tremendous expansion of educational opportunities at all levels, particularly in higher education. With the expansion of educational institutions, came the concern for quality. The constitutional amendment in 1976 brought education to the concurrent list making the central government more responsible for quality improvement. The New Education Policy (1986) emphasized on the recognition and reward of excellence in performance of institutions and checking of sub-standard institutions. Consequently, the Programme of Action (POA) in 1986 stated, “As a part of its responsibility for the maintenance and promotion of standards of education, the UGC will, to begin with, take the initiative to establish an Accreditation and Assessment Council as an autonomous body”. After eight years of continuous and serious deliberations, the UGC established NAAC at Bangalore as a registered autonomous body on 16th September 1994 under the Societies Registration Act of 1860.

HISTORY OF NAAC:

The milestones in the emergence of NAAC can be identified as follows:

1986: UGC constituted a 15-member committee on Accreditation and Assessment Council under the chairmanship of Dr. Vasant Gowarikar.

1987-1990: Nine regional seminars and a national seminar organized to debate Gowarikar Committee report.

1990: Dr Sukumaran Nair’s project report submitted to UGC that reflected a consensus to have an accreditation agency accountable to UGC.

1992: The revised New Education Policy reiterated all round improvement of educational institutions.

1994: Prof. G. Ram Reddy committee appointed to finalize the memorandum of association and rules and regulation of the accreditation board (July 1994).

1994: National Assessment and Accreditation Council established at Bangalore (September 1994).

1997: In 1997, it has gained statutory status.

ROLE OF NAAC TO PROMOTE QUALITY IN HIGHER EDUCATION:

The University Grants Commission (UGC) with its statutory powers is expected to maintain quality in Indian higher education institutions. Section 12 of the UGC Act of 1956 requires UGC to be responsible for ‘the determination and maintenance of standards of teaching, examinations and research in Universities.’ To fulfill this mandate, the UGC has been continuously developing mechanisms to monitor quality in colleges and universities directly or indirectly. In order to improve quality, it has established national research facilities and Academic staff Colleges to re-orient teachers and provide refresher courses in subject areas. The UGC also conducts the National Eligibility Test (NET) for setting high standards of teaching. Various committees and commissions on education over the years have emphasized directly or indirectly the need for improvement and recognition of quality in Indian higher education system. . Since the adoption of the National policy on Education (1968) there has been a tremendous expansion of educational opportunities at all levels, particularly in higher education. With the expansion of educational institutions, came the concern for quality. The constitutional amendment in 1976 brought education to the concurrent list making the central government more responsible for quality improvement. The New Education Policy (1986) emphasized on the recognition and reward of excellence in performance of institutions and checking of sub-standard institutions. Consequently, the Programme of Action (POA) in 1986 stated, “As a part of its responsibility for the maintenance and promotion of standards of education, the UGC will to begin with take the initiative to establish an Accreditation and Assessment Council as an autonomous body. “After eight years of continuous and serious deliberations, the UGC established NAAC at Bangalore as registered autonomous body on 16th September 1994.

GOVERNANCE STRUCTURE:

NAAC’s working is governed by the General Council (GC) and the Executive

Committee (EC) on which University Grants Commission (UGC), All India Council for Technical Education (AICTE), Ministry of Human Resource Development (MHRD), Association of Indian Universities (AIU), Universities, Colleges and other professional institutions are represented. Senior academics and educational administrators are nominated as members on these two bodies.

COMMITTEES:

NAAC functions through its General Council (GC) and Executive Committee (EC) and other academic, advisory and administrative sub committees. NAAC draws its expertise from senior academics of undoubted integrity from all over India.

Important committees under NAAC are as follows:

1. General Council
2. Executive Committee
3. Finance Committee
4. Building Committee
5. Appeals Committee
6. Purchase Committee
7. CRIEQA Committee

VISION AND MISSION OF NAAC :-

Vision :- To make quality, the quality defining element of higher education in India, through a combination of self and external quality evaluation, promotion and sustenance initiatives.

Mission :-

- (i) To arrange for periodic assessment and accreditation of institutions of higher education
Or units thereof or specific academic programmes or projects.
- (ii) To simulate the academic environment for promotion of quality of teaching learning
And research in higher education institutions.
- (iii) To encourage self evaluation, accountability autonomy and innovations in higher education.
- (iv) To undertake quality related research studies, consultancy and training programmes.

(v) To collaborate with other stakeholders of higher education for quality evaluation,

Promotion and sustenance.

Guided by its vision and striving to achieve its mission, the NAAC primarily assesses the quality of institutions of higher education that the volunteer for the process through an internationally accepted methodology.

Objectives of NAAC: The main objectives of NAAC as envisaged in the Memorandum of Association (MOA) are to –

- ◆ Grade institutions of higher education and their programmes.
- ◆ Simulate the academic environment and quality of teaching and research in these institutions.
- ◆ Help institutions realize their academic objectives.
- ◆ Promote necessary changes, innovations and reforms in all aspects of institutions working for

the above purpose, and

- ◆ Encourage innovations, self-evaluation and accountability in higher education.

Value Framework of NAAC:

To promote cognizance developments and the role of higher education in society, NAAC (2004) has developed five core values

- (i) Contributing to national development.
- (ii) Fostering global competencies among students.
- (iii) Inculcation a value system in students.
- (iv) Promoting the use of technology.
- (v) Quest for excellence.

INSTRUMENTATION AND METHODOLOGY :

A new methodology was introduced in April 2007, as per this methodology, the higher education institutions are assessed and accredited in a two step approach.

In the first step, the institution is required to seek Institutional Eligibility for Quality Assessment (IEQA) and the second step is the assessment and accreditation of the institution.

NAAC has identified seven criteria – Curricular Aspects Teaching, Learning and Education, Researches, Consultancy and Extension, Infrastructure, and Learning Resources.

The methodology of NAAC is evolved over 15 years and had undergone several changes based on feedback from stakeholders to match pace with changing higher education scenario. In keeping with this tradition NAAC has initiated stakeholder consultation process of a long time also having contributed to the evolution of NAAC.

The Assessment and Accreditation is in three dimensions which are explained below

–

(i) Online submission of a letter.

(ii) Preparation of self study report:-

The first and important step in the process of assessment is the submission of the self study report to NAAC. NAAC believes that an institution that really understands itself its strengths and weaknesses, its potentials and limitations. Self-study is thus envisaged as the backbone of the process of assessment. NAAC insists that the report contains two parts. Part-I may contain data about the institution under the seven criteria for assessment for which NAAC has developed a format. Based on the data collected in Part-I, the institution is expected to analyze its functioning and performance and self-analysis becomes Part – II of the self-study report.

(iii) Peer-Team Visit:-

The selection of team members and their subsequent visit to the unit of accreditation are stages in a process that begins as soon as an institution submits its self-study report. The visit by the peer-team gives the institutions an opportunity to discuss and find ways of consolidating and improving the academic environment. As the first step to constitute the peer-team, NAAC identifies a panel, from the extensive database of experts, with national level representation and consults the institution about any justifiable reservations it may have regarding any member of the panel. During onsite visit, keeping in mind philosophy of NAAC, The peer team does an objective assessment of the quality of education offered in the institution through three major activities visiting departments and facilities, interacting with various constituencies of the institution and checking documentary evidence.

(iv) Grading and Certification:- The major role of the peer-team is to provide the institutional score and the detailed assessment report. The rest of the process is to be performed by NAAC as directed by the executive committee. If overall score is not less than 55%, the institution

obtains the accredited status. Accredited institutions are graded on a five-point scale with the following scale-values.

Grade	Institutional score
A++	95-100
A+	90-95
A	85-90
B++	80-85
B+	75-80
B	70-75
C++	65-70
C+	60-65
C	55-60

Institutions which do not attain the minimum 55% points for accreditations would also be intimated and notified indicating that the institution is “assessed and found not qualified for accreditation.” After Executive committee decision, the institution is informed of the overall grade along with the criterion – wise scores and the information is included on the website.

QUALITY INITIATIVES BY NAAC :-

- (i) Quality sustenance and promotion by sensitizing institutions to the concepts such as credit transfer, student mobility and mutual recognition.
- (ii) Establishment of State Level Quality Assurance Co-ordination Committees (SLQACCS) in different states.
- (iii) Networking among accredited institutions in order to promote exchange of Best / Innovative practices.
- (iv) Dissemination of Best / Innovative practices through seminar/ workshops and NAAC publications.
- (v) Financial support to accredited institutions for conducting seminars / conferences workshops etc. on quality issues in higher education.
- (vi) Establishment of Internal Quality Assurance cells.

- (vii) State-wise analysis of Accreditation Reports for policy initiatives.
- (viii) Promoting the concept of lead college and duster of colleges for quality initiatives.
- (ix) Research grants for faculty of accredited institutions to execute projects and different themes/ case studies.
- (x) Initiation of student involvement for quality enhancement.
- (xi) Developing international linkages for mutual recognition through accreditation.

ROLE OF NAAC IN CHANGING SCENARIO :-

Role of NAAC in the changing scenario of higher education needs to be redefined with respect to recognition cum accreditation, programme accreditation, national level ranking of universities, preparation of national benchmarks, national and international database research and development centre, developing reports and policy papers to Government of India (GOI), accreditation of multiple accreditation agencies, recognition of regional / state level accreditation bodies etc.

Assessment and Accreditation by NAAC may be made mandatory for all higher education institutions of the country like.

- (a) NAAC may start programme of accreditation
- (b) Ranking of institutions may not be very much relevant when compared to grading.
- (c) All accreditation agencies including NAAC are to be accredited once in three years.
- (d) While NAAC is accredited by recognized international accreditation bodies, NAAC could perform this function for all multiple accreditation agencies getting recognized by Govt. of India.
- (e) NAAC grading and duration of accreditation may be linked and longer period of accreditation may be considered for the third cycle of institutional accreditation.
- (f) NAAC needs to continue to be an Apex Assessment and Accreditation body for higher education institution, in the country providing vision and leadership.

SUGGESTIONS OF NAAC FOR DEVELOPMENT OF HIGHER EDUCATION:-

NAAC has provided valuable suggestions for overall development of the higher educational institutions in India which have stated below:

1. In view of the increased member of seats and diversification of courses, the college needs to have more number of teachers, especially in languages.
2. Laboratory facility needs to be enriched and expanded.
3. The college caters to the academic needs of the students who came form for of areas like Kargil and Ladakh; it needs to have hostels for boys and girls students.
4. As internship and practice of teaching are separately shown in the syllabus. Internship needs to be streamlined and board based.
5. Provision of some merit cum means scholarships need to be made for students from weaker section of society in view of the trend of increase in fee structure every year.
6. The suggestions put forth by the faculty to the University that the Project work should not be group work, needs immediate attention to avoid discrimination.
7. The computer lab should be expanded, have more qualified Teachers, Faculty improvement programme should be strengthened.

CONCLUSION:-

Higher education plays a vital role to the society of the country. So, the quality of the education must be monitored. NAAC plays an important role to enhance the quality of higher education through accreditation process. The accreditation indicates the particular institute or University meets the standards of the quality in terms of performance, infrastructure, teaching learning resources, faculty, research organization, governance, financial well being and student services. As for as institutional inputs of quality education is concerned NAAC has done wonderful job. It has indeed made commendable contribution towards generating quality consciousness in higher education circles. UGC recommended that NAAC could move a step further by starting the practices of assessing and accrediting teaching and research department within Universities / colleges. Institutes are graded by NAAC in the accreditation process. NAAC follows the process of Grade accreditation only and does not undertake threshold accreditation, the grade is only a relative value assigned to a University and does not denote an absolute attribute of quality envisage. National development, fostering global competitiveness, including ethical values, promotes use of technology and creates an atmosphere and quest for excellence.

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SOCIAL STRUCTURE AND THE DEMOCRATIC PROCESS IN INDIA

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INTRODUCTION:

The working of any political process is intrinsically related to the Social system. This is more particular with democracy because democracy involves mass participation and people behave according to social norms and values resulting from centuries of development of the society. India has adopted the anglo- saxon model of democracy .but that does not mean that we have the same system of democracy. Our democracy is greatly influenced by our social structure and that makes Indian democracy a distinct category altogether. However the relationship between the democratic process and the social structure is not one- way. The democratic process has also influenced the social structure .Thus the relationship between the two is highly complex and complicated.

The colonial state in India under the British was highly authoritarian. Through the representative institutions were introduced progressively and gradually , the franchise was highly limited. Democracy never worked at the grassroot level and it was confined to a very small section of the population. Before the British rule , the country was always subjected to despotic rule. There was no democracy in medieval India. Thus Indian people had no experience of democracy. After the independence highly limited democracy was expanded and widened to the entire population through representative institution and adult franchise. As the British rule had made the Indian society stagnant and reactionary which needed immediate social reformation. It was believed that the democratic institutions would bring about the desired social changes in India and it was with this great expectation that the democratic system was inaugurated in India.

FEATURES OF INDIAN SOCIAL STRUCTURE:

(I) **The Caste System:** Indian social structure is based upon caste factor , a uniquely Indian invention .The caste system which dates back to Vedic period, is a system of classification of the people with hierarchy . Initially the caste system was based on VARNA which divided people into four categories (i)BRAHMIN (ii)KSHATRIYA

(iii)VAISHYA and (iv)SHUDRA. Later on , as a result of long historical process ,it came to be identified as JATI which was based on birth and fifth category of people who were out

–castes , presumably aboriginals of India, the ANTYAJA, or HARIJANS as called by Gandhi or dalit as now they call themselves. The harijans constituted the lowest in the stratification and were supposed to be engaged in unclean occupation which were polluting. But before we analyse the relationship between caste and the democratic process two preliminary observation are to be made. Firstly , caste is a very complicated phenomenon. Caste stratification is there. But at the same time a limited amount of mobility from the lower caste to higher caste is also permitted secondly the caste system is universal in India. It exists in SIKH, ISLAM, CHRISTIANITY and all the other religious that exist in India. Thus the caste system is just not a Hindu religious problem but a problem that encompasses the entire Indian society.

The relationship between the caste and the democratic process can be seen in two ways .It leads to –(i) politicisation of caste and the (ii) politics itself becoming caste –ridden.

(II). **Multi Religious Society**: Another aspect of Indian society is its multi religious character .India is a country of all religious with Hindus constituting the majority. Then we have MUSLIMS, CHRISTIANS , SIKHS ,and other religions. The Hindu-Muslim conflict has been the most potent one in history. The British policy of divide and rule culminated in divide and quit in 1947, when two independent nations-India and Pakistan were created on the basis of two nation theory. Pakistan was created for muslims as per this theory.

But the partition could not solve the HINDU- MUSLIM problem in the Indian polity ,as a sizeable number of muslims remained in India. The Hindus blamed them for the partition.

The democratic process of independent India sought to solve this problem by incorporating the principle of secularism in the constitution. The preamble of the Indian Constitution declares India to be a secular state. Further the state has been debarred from discriminating its people on the basis of religion. There is no state in India and right to profess , practice and propagate religion has been guaranteed as a fundamental right.

(III) **The Linguistic Diversity** : Another source of social diversity is the language. India is a country of many languages. For official purposes , the constitution of India recognizes 22 languages. Language is a medium of communication. It is also a source of employment. If the recruitment to a particular post is through a particular language, then the person not knowing that language is at disadvantage and person knowing that language is at advantage. Thus language acquires a socio- economic dimension particularly in a country like India where

employment opportunities are less. The Indian Constitution declared Hindi to be the official language of the union, while the form of numerals to be used was the international form of Indian numerals (Art343). But the constitution also provided for the use of English language for official purposes of the Union for fifteen years from the commencement of the Constitution.

The constitution also stated that any of the language used in state and the Union can be used in representations for redressal of grievances (Art.350). Finally facilities for instruction in mother tongue at the primary stage of education are provided by the state (Art350(A)).

The democratic structure has encouraged the various linguistic groups to assert their language. But division of states according to language cannot be done in a water tight compartment way.

(IV)**The Literacy:** Another aspect of Indian social system which is drastically changing as a result of democratic process, is the widespread literacy and ignorance. Literacy is a prerequisite to the sustenance and continuity of the democratic process. Ranking of The States in India by Literacy Rate (2011 census)

SL NO	STATE	LITERACY RATE	MALE LITERACY	FEMALE LITER..
1.	Andaman	86.3%	90.1%	81.8%
2.	Andhra Pradesh	67.7%	75.6%	59.7%
3.	Arunachal Pradesh	67.0%	73.7%	59.6%
4.	Assam	73.2%	78.8 %	67.3%
5.	Bihar	63.8%	73.5%	53.3%
6.	Delhi	86.3%	91.0%	80.9%
7.	Goa	87.4%	92.8%	81.8%
8.	Kerala	93.9%	96.0%	92.0%
9.	Tripura	87.8%	92.2%	83.1%
10.	West Bengal	77.1%	82.7%	71.2%

(V)**The Gender Problem :** Another aspect of Indian society has been the backward status of women.

Current population of India in 2015 :1,282,741,906 (1.28 billion)

Total male population in India:658,046,598 (658million)

Total female population in India :624,695,308 (624 million)

Sex Ratio :943 females per 1000 males

The democratic process in India created the awareness among the women about their plightful condition. The government has also passed a variety of laws which gives justice and protection to women. There are a number of welfare schemes for them. The 73th and 74 th amendments to the constitution gave women 1/3 representation in the local self government. Now they enjoying this privilege in Gram Panchayats, Panchayat Samitis and Zila parishads. Another constitutional Amendment reserving 33% seats in parliament and state legislatures is in the pipeline. The number of woman in various governmental and private offices is increasing tremendously.

(VI) **Children** : The children are the future of the country. Yet the children of our society have been given raw deal by the actual working of the democratic process.

The Directive principles of state policy while gave them the assurance of free and compulsory education till 14 years of age on the one hand ,which still is a lofty deal, on the other hand they also asked the state to ensure that children are given opportunities and facilities to develop in a healthy manner and in condition of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment. (This clause was inserted by the 42nd constitution amendment act of 1976) . More than twenty five years have passed since the amendment but the situation remains grim. According to various estimates the number of child labour in India varies from 44 million to 100 million .The children are engaged in carpet, shoe, bidi , and match making industries. Besides there are thousands of children who can be found in dhabas, tea stalls, auto –mobile mechanic shops and working in houses as domestic servants. Then , there are scores of self employed children doing shoe polishing or selling small items on roads and railway stations, whose childhood is demanding justice from the world's largest democratic process. To help these helpless children the government of India started NATIONAL CHILD LABOUR PROJECT.

(VII) **The Economic Disparities** : Despite all the anti-poverty programmes, 261 million people of India live below poverty line devoid of basic requirement of sustenance. Many die because of hunger .the gulf between the poor and the rich has widened .The number of middle class and lower middle class has increased but at the same time poverty

has also increased. The democratic process which started with the lofty deal of wiping out every tear could not achieve its goal. Various agrarian reforms have been ineffective. the land reforms have not been implemented in the spirit.

According to the release from the planning commission 25.7% of people in rural area were below the so called poverty line and 13.7% in urban area. This is comparable with 33.8% and 20.9% respectively, in 2009-2010 and 42% and 25.5% respectively in 2004-2005. Poverty in India declined to a record 22% in 2011-2012.

(VIII) **Regionalism:** Another aspect of Indian social problem is regionalism. Like poverty, this is also partly a legacy of British rule. Unfortunately, after the freedom, the democratic process has further strengthened the evils of regionalism. In the free India regionalism grew as a result of economic failures of Indian democratic process. As we have been seen above the distribution process of economic development has been faulty. The Indian political system will have to face this demand again and again because success in one place inspires and encourages regionalism in another area.

(IX) **Corruption and Criminalisation of Politics:** Besides the above mentioned problems, we have other social and economic problems, which have either come up because of democratic process or process has encouraged them. We would like to mention at least two of them. First is the corruption. Corruption has reached the highest echelons of power. Second is the criminalization of politics. The democratic system requires maximum vote for a candidate to be elected and for this purpose politicians have to rely on everybody who could fetch votes including the criminals. This all gives a very pessimistic scenario of Indian democratic process and raises the fundamental questions of the survival of democracy in India.

Nevertheless India has no alternatives to democracy. Indian diversity in terms of caste, religion, region and other factors has ensured the existence and growth of Indian democracy. Therefore despite the economic disparity and even the failure of the democratic process in satisfying the revolution of rising expectations which took place in 1947, the democratic process will continue, India should continue its tirade against poverty to ensure the socio-economic justice. It will also help in fighting regionalism and other challenges to India's unity and integrity as a nation.

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A STUDY ABOUT THE QUALITY OF CLASSROOM TEACHING IN PRIMARY SCHOOLS OF MORIGAON DISTRICT

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Introduction

Primary education is the foundation stage of our whole education system. The foundation for all aspects of learning and development of the individual are built in this critical stage of life/stage of education. Practically, primary school can be defined as primary or fundamental or basic education occurring from kindergarten or first grade to fifth grade. It is the most crucial stage of education because the foundation for personality, attitude, self-confidence, habits, learning skills and communication capabilities are laid at this stage. In this context, (Agarwalla; 2006) states that universal primary education strengthens the fabric of democracy. The strength and progress of a country rests on the educational foundation of her people. Rightly organised primary education is the very first front and the most important one, from which our educationists should launch the attack in order to solve the obstinate educational problems of this country.

Universalisation of primary/elementary education has been a national goal since independence (Baruah; Jatin). Improvement of the quality of primary education largely influence the quality of upper stage education with the efforts directed towards increasing access, enrolment and retention, and also efforts need to go hand in hand towards the quality achievement at primary level. Primary education is part and parcel of entire school education. Raising the standards of primary education leads to the development of standards of all other stages of education.

Significance or Rationale of the Study

Primary education or basic education of a country acts as the milestone for its progress and prosperity. It is a basic stage for all round development of an individual. For the success of democracy in India, primary or basic education is needed for all citizens of the country. Primary education is also a part and parcel of higher education. Primary education prepares the child as a future citizen from the very beginning. Article 26 of the Universal Declaration of Human Rights adopted by UNO in 1948 declares that everyone has the right to education. It further declares that, "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental

freedoms. It shall promote understanding, tolerance and friendship among all nations”. According to Article no. 45 of Indian Constitution each and every child of India should get free and compulsory primary education until they complete the age of fourteen years. Just before few years, Supreme Court of India also declared that basic education is the ‘Fundamental Right’ of every citizen. Amartya Sen, a Nobel laureate in his writing gave a lot of stress on basic/ primary education for the development of the country.

Quality in primary education is a fundamental requirement. Only increasing the number of schools and enrolment of the students in schools aren’t enough. But the success of the students should be our prime aim. For better development of the students and ultimately for the better of the nation, quality primary education is urgently needed. Emphasising on quality primary education, the Kothari commission stressed on three aspects of universalisation i.e. universalisation of enrolment, retention and of achievement. Along with the enrolment and retention of the students, the achievement of the students is also the basic requirement of our universalisation of elementary education, and for this purpose the entire system of our primary schools should be qualitative. Emphasising on qualitative aspects of primary education, National Policy on Education (1986) stated that ‘Education not for access but for success’. This ‘Success’ is understood in terms of quantity. NPE 1986 has emphasised on the need for all children to achieve minimum standard of learning. This standard of learning may be understood from the perspective of quality learning. The NPE (1986) has aptly enunciated, “The concept of National System of Education implies that up to a given level, all students irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this, the government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the common school system recommended in 1968 policy”.

In 1990 an all India Committee was set up by the Ministry of Human Resources Development to suggest a comprehensive strategy for improving the quality of primary education in the country. Quality is a multifaceted concept. It encompasses how learning is organised and managed. What the context of learning is, what level of learning is achieved, what it leads to in terms of outcomes, and what goes on in the learning environment. For example, “If parents do not believe that what their children learn is relevant to life, they will not send their children to school even if the opportunity exists. This is the entire truer if opportunity costs are high, if the schools is far away, if going or being there is not safe” (UNESCO; 2002).

Morigaon became a fully fledged district on 29th September in 1989. It is now one of the prominent districts of Assam. It is located in middle Assam. It is thickly Populated, Hindus, Muslims, Christians, Jains etc. are the main communities and they are living together in the district. Therefore, the Primary, High and Higher Secondary Schools of Morigaon district represent students from all communities. The present study was conducted to know the quality of classroom instruction of a primary school in Morigaon district.

Objectives of the study

1. To study the basic facilities available for teaching –learning in classroom of primary school of Morigaon district.
2. To secure necessary suggestions for improving the quality in primary school of Morigaon district.

Method/ Procedure of Study

This study is conducted on primary schools of Morigaon district and the main intention of conducting the study is to know the quality issues in classroom teaching of primary schools of Morigaon district. Present study is basically a survey cum descriptive type of research. This is a survey type study because here the investigator has gathered data from large sources i.e. from 20 headmasters from 20 selected primary schools, 60 teachers (3 teachers randomly selected from each of sample schools) and 200 students (per school 10 students) of primary schools of Morigaon district. In this study the investigator collected the data from the participants and used quantitative data analysis techniques for analyzing and interpreting the data in order to get a meaningful solution.

Tools Used

Present study is concerned with the quality issues of classroom teaching in primary schools of Morigaon district. For meeting these two objectives above mentioned, two tools were used by the investigator. These tools are self-developed tools. For developing the tools the investigator consulted with experts in this field in relation to quality issue in general and primary education in Assam. For meeting the objectives one of the study a check list was used to collect information regarding quality maintenance in classroom instruction from headmasters, selected teachers and students of the schools. And for meeting the second objective i.e. to secure necessary suggestions from headmasters of sample schools for improving quality in classroom teaching in primary schools of Morigaon district an interview schedule was used.

Result and Discussion of the Study

The result of the study on the basis of the collected data of the present study to meet the first objective was given on the following tables:

Table-1 Facilities regarding Infrastructure to Quality Maintenance in Primary Schools

S.L. NO.	Infra-structure related facilities regarding quality maintenance	Student's responses		% of the responses		Teacher's responses		% of the response	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Condition of school building is good/ classroom is good.	0	200	0%	100%	0	60	000	100%
2	No. of classroom is adequate in school.	0	200		100%	0	60	0%	100%
3	Desk-bench, seating arrangement, blackboard etc. is available in the classroom.	200	0	100%	0%	60	0	100%	0%
4	Electricity supply is good in school	0	200	0%	100%	0	60	0%	100%
5	Floor of the classroom is Pukka	0	200	0%	100%	0	60	0%	100%
6	Ventilation facility of the classroom is good	200	0	100%	0%	60	0	100%	0%

The data given on the table: 1 are interpreted on the following points:-

Infrastructure related facilities of classroom:

- Referring to infra-structure related facilities; it was found that condition of school building and classroom was not good although school had its own building. All sample students and teachers also revealed that number of classroom was not adequate, floor of the class was not pukka and electricity supply to the school also not satisfactory.
- In case of kind of furniture such as wooden desk, bench, table -chair were provided to students. During the survey time it was observed that generally 4-5 students sit in one bench and black board also available in the each class.
- It was also found school had proper ventilation in classroom and it was also observed that same classroom was used for teaching different subjects and classes in the school and only a wooden partition was used in between two classes.

Table-2 Facilities regarding Course-material, classroom activity, teaching method related Quality maintenance

S.L. NO.	Facilities regarding Course-material, classroom activity, teaching method	Student's Responses		% of Students' responses		Teachers' response		% of teachers' responses	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The supply of text-book is good to all students	155	45	77.5%	22.5%	38	22	63.33%	36.67%
2	Supply of copies, chalk, duster and other learning materials to students is good.	200	0	100%	0%	60	0	100%	0%
3	Teachers use effectively teaching aids in teaching students.	115	85	57.5%	42.50%	40	20	66.67%	33.33%
4	Presentation of the lesson of all teachers is very good.	110	90	55%	45%	38	22	63.33%	36.67%
5	Teachers effectively use activity based approach in teaching primary students.	130	70	65%	35%	26	34	56.67%	43.33%

The data given on the table: 2 are interpreted on the following points:-

Course-material, classroom activity, teaching method related quality maintenance in classroom:-

- Referring to provision of course materials for learner's viz. textbook, state, pencils, copies etc. It was found that 77.5% of the total population of sample students revealed supply of text-book, copies and learning materials was good but 22.5% of students were not satisfied with it. According to 63.33% (38 out of 60 teachers in school) supply of learning materials is good but 36.67% of teachers (22 out of 60) revealed that supply of learning materials not available to all students. Similarly regarding presentation of lesson/teaching of teachers in classroom 55% of students said well but 45% of students said 'no' that means they were not satisfied with the teaching of some teachers of school. But all teachers said (60 out of 60) said that presentation of lesson and their teaching is good.
- Regarding the use of teaching aids in teaching students in classes, it was found that reply of students was different with the reply of teachers, even student's reply were different in this regard. It was found 57.5 of students said 'yes' regarding the use of teaching aids but 42.50% students said 'no' and when it was asked why they said 'no', they replied that some teachers used teaching aids but some did not. Out of

teacher's population 66.67% teachers said 'yes' regarding the use of teaching aids but 33.33% of teachers of school said that all of them did not use effectively teaching aids in class.

- Regarding the use of activity based method in teaching primary students, 65% of students said 'yes', but 35% of total sample said 'no'. But according to 56.67% out of 60 teachers they used activity based learning approach whenever it was necessary.

Table-3 Teacher and time table related quality maintenance

S.L. No.	Facilities regarding teacher and time table	Student's response		% of student's response		Teacher's response		% of teacher's response	
		Yea	No	Yes	No	Yes	No	Yes	No
1	All teachers teaching is very good and understood by all students	140	60	70%	30%	34	26	56.67%	43.33%
2	All teachers are cooperative to all students.	132	68	66%	34%	60	0	100%	0%
3	Teachers treatment to all students coming from different socio-economic and religious background is good	200	0	100%	0%	60	0	100%	0%
4	No. of teachers according to the no of students is satisfactory	125	75	62.5%	37.5%	32	28	100	46.67%
5	Time table of the school for teaching different subjects is good.	200	0	100%	0%	60	0	100%	0%

The data given on the table: 3 are interpreted on the following points:-

Facilities related to teacher and time table:

- Regarding the quality of teaching 70% of students revealed that they properly understood teachers' teaching in class but 30% of students expressed that they found difficulty in understanding the course content delivered by some teachers. Regarding these fact, 56.67% of teachers expressed that they tried to teach the students to their level best but some of them said no (43.33%) and according to them some of the teachers did not teach students properly.
- It was found that most of the students felt teachers were cooperative (66%), but some of them found (34%) some of the teachers not so cooperative and students-friendly. According to the 100% teachers, they were cooperative and friendly to the students but 0% teachers revealed that all teachers provided good treatment to all students equally. It was also found in the study that students and teachers, both were satisfied with time table and no of teachers also adequate with the no of students.

Table-4 Examination and teaching-learning process related quality maintenance.

S.L. No.	Facilities regarding examination and teacher, headmaster's relation	Student's response		% of responses		Teachers' responses		% of responses	
		Yes	No	Yes	No	Yes	No	Yes	No
1	Provision of remedial teaching to slow learner is good	110	90	55%	45%	0	60	0%	100%
2	The weekly class test/ monthly unit test and half and annual examination for students is regularly conducted.	200	0	100%	0%	60	0	100%	0%
3	Provision of keeping records of students' performance is good	200	0	100%	0%	60	0	100%	0%
4	Relation of teachers' with students is good	200	0	100%	0%	60	0	100%	0%
5	Relation with teachers with headmaster is good.	200	0	100	0%	60	0	100%	0%
6	The teachers explain thoroughly all topics with example.	124	76	62%	38%	60	0	100%	0%
7	The teachers help in doing home work and other school activities.	130	70	65%	35%	60	0	100%	0%

The data given on the table: 4 are interpreted on the following points:-

Facilities related to examination and teaching learning process related quality maintenance:-

- Referring to remedial teaching to slow learner and weak learners, it was found that 55% of students replied that the teachers took extra care to those students who were slow in learning, but 45% of students said all teachers did not take care to the students who were weak in learning. This fact indicates that some of the teachers provide extra care to weak and slow learner and some of them don't.
- Regarding examination system it was found that weekly class tests and monthly tests were conducted. Half yearly and annual examination was conducted in school. The provision of keeping records of students' performance was good. All sample students revealed that relation of teachers with students and relation of teachers with headmaster were good.
- Regarding whether teacher explains thoroughly all topics with example, it was found 62% of students said that teachers explained the topic thoroughly with examples and 38% of students said that all teachers did not explain the topic thoroughly but some

did. And according to some students (65%) teachers did not help in their homework but 35% of students said teachers help in doing their homework. Relationship of teachers with students and headmaster was found good.

Table—5 : Suggestions for improving quality in classroom teaching

SL.NO.	Issues/ Problems	Suggestions to reduce the problems given by headmaster			
		1	2	3	4
1	Infrastructure related suggestion	School building and classroom's condition should be improved	Furniture should be new	Floor of the classroom should be pakka	Government should provide financial help to the school
2	Curriculum related suggestion	Content of the syllabus should be reduced	Courses of SST of class III and IV in the syllabus should be reduced	Picture should be shown in the topic of the text-book	
3	Teaching aids related suggestion	Teaching aids like graph board and science specimen are needed	Sufficient teaching aids should be improved		
4	Time table and modern devices related suggestion	Period for games and sports must be specifically mentioned in the time table	Computer, slides etc can be used in teaching		
5	Teaching-learning process related suggestion	All teacher should be well equipped with various methods of teaching primary students	The whole environment of the school should be clean, calm and adequate for teaching-learning		
6	Examination related suggestion	Oral evaluation should be taken along with written examination for testing students			
7	Teacher related suggestion	Teacher for teaching science is needed	Good English teacher is needed	Trained physical instructor also essential in the school	
8	Remedial teaching related suggestion	Extra care and classes should be taken for slow and weak learner			

9	Relationship of headmaster with teachers related suggestion	Both headmaster and teachers should work together for students' progress in school			
10	Relationship of teachers with students related suggestion	Teacher should be cordial and cooperative with students in teaching and solving their any problem			

Interpretation of Data: The data given on the table 5 is interpreted in the following points:

(1) Infra-structure related suggestion:

The headmasters of the school suggested that school building and classroom should be improved. The participant of the school also suggested that furniture of the school were old and so new furniture were needed for functioning of the school. Floor of the classroom also should Pakka and for all these improvement government should financial help to the school.

(2) Curriculum related suggestion:

The headmaster suggested that content and syllabus in primary school should be reduced. It was also suggested regarding curriculum that educational picture should be shown to the students.

(3) Teaching aids related suggestion:

According to headmaster sufficient teaching aids should be available; especially science specimen should be used in teaching.

(4) Time-table modern devices related suggestion:

Period for games and sports should be specially mentioned in time table as these very important for students. It was also suggested that if possible then computer, educational slides etc. should be used in teaching.

(5) Teaching-learning process related suggestion:

The data collected for the study revealed that school environment should be clean, calm and adequate for teaching-learning process in the school. It was also suggested that teachers should be well-equipped with the knowledge of different methodology of teaching to teach primary students.

(6) Examination related suggestion:

The data of the study revealed that the headmaster expressed satisfactory comment to the process of examination system of the school. Class test, unit tests are regularly conducted with half yearly and annual examination system.

The headmaster of the school suggested that oral testing or examination also should be conducted for testing knowledge of the students.

(7) Teacher related suggestion:

The headmaster of the school suggested that teachers for teaching English, science and physical instructor should be appointed.

(8) Remedial teaching related suggestion:

For development of slow and weak learner the headmaster suggested that teacher should take extra care and extra classes if necessary.

(9) Relationship of headmaster with teacher related suggestion:

The headmaster expressed satisfactory comment regarding the relationship of teachers with him. He suggested that the relationship between teachers and headmaster and even with non teaching staff should be cordial and cooperative to each other.

(10) Relation of teacher with students:

The relationship of teacher with students should be good, cooperative and cordial and such relationship makes the teaching-learning process effective inside the classroom and also outside the classroom.

Utility of the study:

- This type of research will help the teachers to know the existing facilities, defects and weakness that affect the quality of teaching in primary school.
- The present study can help the teacher, headmaster and managing committee to provide facilities like adequate classroom, seating arrangement, teaching-learning material like supply of text-book, black-board etc in the school to maintain quality in classroom teaching.
- The present study will help the time table framer to give more importance to the flexibility of the time-table.
- It will also help to appoint teachers subject wise.
- The present study can act as a guideline for curriculum framer.

- It will also help school authority/managing committee to take quality decisions regarding classroom teaching as well as to improve the quality of school.
- This present study can more or less help the other investigators to analyse the quality of classroom teaching and as a whole the quality of teaching in primary schools.

Conclusions:

Primary education is a basic stage for all round development of an individual. Primary education prepares the child as a future citizen from the very beginning. Primary education helps the child to develop his/her potentialities which will further lead to the development of a nation. According to Article no. 45 of Indian constitution each and every child of India should get free and compulsory primary education until they complete the age of fourteen years. Quality primary education is a fundamental requirement and quality education basically depends upon the quality of teaching in classroom. The first prime minister of India Jawaharlal Nehru said that the destiny of a Nation is made by the quality of classroom teaching. The quality of classroom teaching depends on many things i.e. condition of classroom, teachers, resources available, use of teaching aids, flexibility of time-table, provision of remedial teaching for slow learner, evaluation procedure and relationship of headmaster with teacher and students etc. All these aspects are equally important for maintenance of quality in classroom teaching as well as quality of the school as a whole. From the evidences in the study it is found that the status of quality of classroom teaching is not as high as desired in this primary school. This type of research helps the headmaster, teacher and school authority to identify the factors which affect classroom teaching, and to find out the immediate solution to improve the condition of teaching-learning process in the classroom of the school.

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COMPARISON BETWEEN THE EDUCATIONAL THOUGHTS OF RABINDRANATH TAGORE AND MAHATMA GANDHI.

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Abstract:

India is a sacred land. It is a country which is great in many ways. It is, however, essentially a land of philosophy, religion, spirituality and the most notable of India's builders have been its thinkers and men of God. Rabindranath Tagore and Mahatma Gandhi are two great sons of India who contributed to every sphere of the nation as well as its total education system. They have influenced the Indian education system greatly by their intellectual inputs and inner voice. They offered their best in building Indian philosophy of education and to make the whole nation enlightened through education. The present paper has intended to express these two great educators' thoughts and ideas on education in a comparative way.

Keywords:

Indian's builders, thinkers, men of God, great sons of India, Indian education system, philosophy of education, intellectual inputs, inner voice.

Introduction:

Rabindranath Tagore and Mahatma Gandhi were two great Indians of the late Nineteenth and early Twentieth Century. Every nation has its own system of education which is shaped either by the greatest souls of its own or by the famous educational thinkers and philosophers. India has given birth of numerous numbers of great sons, like Swami Vivekananda, Rabindranath Tagore Sri Aurobindo, Mahatma Gandhi, Dr. Zakir Hossen, Dr. S. RadhaKrishnan, J. Krishnamurti, etc. Among them Rabindranath and Gandhiji are two unparalleled thinkers who enriched our national education system through their restless efforts and practical thinking. In this study, the researcher has decided to explore the educational thoughts given by Rabindranath Tagore and Mahatma Gandhi in a comparative manner.

Objectives of study:

The objective of the study is—

To compare the educational thought of Rabindranath Tagore and M.K Gandhi in respect of –

- a) Concepts of education.
- b) Aims of education.
- c) Curriculum.
- d) Educational methods.
- e) Role of teacher.
- f) Medium of education.

Delimitation:

The study was limited to comparative study of educational thoughts of Rabindranath Tagore and Mahatma Gandhi and content analysis was taken to achieve the objectives of the study.

Methodology:

The study was based on historical work. Only qualitative method was used to analyze the data.

Findings of The Study**a) Concepts of education:****I) Rabindranath Tagore:**

Tagore's philosophy of education is based on naturalism, humanism, internationalism and idealism. According to him – “education is a permanent part of the adventure of life.” To him, the object of education is freedom, though it had its risk and responsibility too. Education should be natural in content and quality. Through contact with nature, the child will be introduced to the great world of reality easily and jointly.

II) Gandhiji :

According to Gandhiji – “By education I mean an all round drawing out of the best in child and man- body, mind and spirit.” He said – “True education is that which draws out and stimulates the intellectual and physical faculties of the children.” A sound education, he believed, should produce useful citizens, complete men and women. The function of

education is to bring about a harmonious development of all four aspects of human personality – body, heart, mind and spirit.

b) Aims of education:

I) Rabindranath Tagore:

- To make a composite man.
- Education should aim at the fullest development of the body, mind, soul and society.
- Education should enable the mind of India to find out the truth of the problems of existence and how to solve them.
- “The best function of education is to enable us to realize that to live”.
- Education should encourage creativity and harmony with love.
- Education should promote national pride and internationalism.

II) Gandhiji:

- Physical development.
- Moral and Spiritual development.
- Intellectual development.
- Harmony between social aim and individual.
- Utilitarian aim.
- Development of international understanding.
- Harmonious development.

c) Curriculum:

I) Rabindranath:

Tagore was in favour of comprehensive curriculum, which should satisfy child's aesthetic, creative, spiritual and vocational needs. To him –

- Curriculum should be holistic and useful to the students and society.
- Co-curricular activities should be given much weightage in order to make the students' life joyful, creative, harmonious and enjoyable.

II) Gandhiji:

- Activity centered.
- Craft centered, can lead to highest development of mind. The craft should be manual and productive.
- Sufficient opportunities for self-expression.

- Gandhiji included Basis crafts, Arithmetic, Sociology, General Science, Art, Music and all those subjects concern our own country, our people, our life and our physical & social environment.

d) Educational methods:

I) Rabindranath:

- Education should be imparted according to the nature of children.
- There should be harmony between work and play in education.
- Education should be imparted through tours and nature study.
- Debates and question answer should be used educating the students.
- Cramming should be totally discarded.

II) Gandhiji:

- Learning by doing, learning by experiences, training of senses.
- Speak about the development of child according to his nature.
- Wanted to translate his ideas and values to practice through planning and craft centered teaching methods.
- Correlation method should be employed.

e) Role of teachers:

I) Rabindranath:

Tagore laid great emphasis on the attitude of the teacher. Tagore's concept of good teacher is stated in these words: "A teacher can never truly teach unless he is still learning himself." "A lamp can never light another lamp unless it continues to burn its own flame".

According to Tagore, the first important lesson for children would be that of improvisation. They should be provided constant opportunities to explore their capacities through surprise of achievement.

II) Gandhiji:

- A teacher should be devoted to the profession.
- He must be well trained, knowledgeable and faith, zeal and enthusiastic.
- "The true text book for the pupils is his teacher."
- Education of the heart could only be done through the living touch of the teacher.

f) Medium of Education:

Both Rabindranath and Gandhiji think that medium of education should be mother tongue at the primary level and at higher level as well as far as possible.

Conclusion:

The analysis and interpretation of the data enabled the researcher to conclude that Rabindranath Tagore and Mahatma Gandhi contributed to the Indian education system greatly. Their views are very sound. They synthesized education and significance of life.

Rabindranath is a wonderful creation of the creator. He not only belongs to India but the whole world, to the entire humanity. His philosophy of education aims at developing a system of education for human re-generation. Gandhiji also evolved a new and unique philosophy of education. Service to humanity is the core of his philosophy.

Rabindranath and Gandhiji differ in many aspects but both the educationists were idealist, Naturalist and Pragmatist at the same time. An idealist they wanted the child morally and spiritually sound. As Naturalist they wanted to give full freedom to child and self discipline. As pragmatist they wanted practical and activity based purposeful education.

However, the practical oriented approach of Rabindranath & Gandhiji to education is highly suitable for modern age and time. If we want to look forward to the future, we have to make a synthesis of ancient and modern education. For this we have to fall back of Rabindranath & Gandhiji and their ideals of education.

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GENDER DISPARITY IN HIGHER EDUCATION: CAUSES AND CONSEQUENCES

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ABSTRACT

In India women education has been an area of special concern for the Government, academicians, social reformers and policy makers since independence. The Constitution of India included a number of articles that had a direct or indirect bearing on the education of women. For instance, Article 16 imposed non-discrimination on grounds of sex in public employment and Article 15 empowered the State to make special provisions for welfare and development of women and children. Accordingly the government of India set up various committees to review the status of women's education and suggest ways and means to enhance their educational status. The University Grants Commission (UGC) report reveals that out of 169.75 lakh students enrolled in higher education in 2010-11, almost 70.49 lakh were women as compared to just about 47.08 lakh women enrolled in 2006-07. So we can see increase in enrolment of women in this span but still women are lagging behind in comparison to their male counterpart. This paper attempts to find the recent statistics related to gender disparity in higher education in India. This paper also attempts to explore the causes behind low enrolment and participation of women in higher education. Another significant purpose of this paper is to find out how this gender disparity is affecting the progress of our nation.

KEY WORDS: Gender Disparity, Women Education, Higher Education.

INTRODUCTION

"If you educate the man, you educate the person but if you educate the woman, you educate the nation" - Mahatma Gandhi. In India the female education has its roots in the British Regime. In 1854 the East India Company acknowledged women's education and employment. Initially education was confined only for a small section of people in society so the literacy rate for women increased from 0.2% in 1882 to 6% only in 1947.

It is very unfortunate to say that for centuries higher education for women in India has been neglected. The contribution of the University Education Commission in this regard deserves mention, which mentions that 'women's present education is entirely irrelevant to

the life they have to lead. It is not only a waste but often a definite disability” (Report of the University Education Commission, Government of India, 1948-49, Vol.(i), chapter XII).

In India different commissions and committees have been appointed from time to time. The foremost among them was the National Committee on Women’s Education (Durgabai Deshmukh Committee) set up in 1959. The committee recommended that ‘— girls should receive a comprehensive general education as boys and also suitable professional and vocational education that will equip them to perform their duties both in the home as well as outside. The turning point towards development of women’s education in India came when in 1964-66 the Kothari Commission, endorsed the views of Durgabai Deshmukh Committee and Hansa Mehta Committee towards women’s education and clearly stated in their report that... “For full development of our human resources, for improvement of homes and for moulding the character of children during the most impressionable years of infancy, the education of women is of even greater importance than that of men. But in the modern world, the role of women goes much beyond the home and the bringing up of children”. At present equalization of educational opportunities is immensely required as women now are sharing equally the responsibility for the development of society in all its aspects with men.

Kothari Commission’s recommendations came into force in the form of the National Education Policy, 1968. Which stated “The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation...”, The participation of women in different disciplines of science, mathematics and technology and their contribution in various responsible positions that we see today has its roots in this recommendation of the NPE, 1968. The Government of India has also set up the national core group which highlighted that women are not the weaker segment of society or passive beneficiaries of the development process, but they are the source of unique strength for achieving national goals.

In the National Policy on Education (NPE, 1986), education is considered as the most important instrument to improve the status of women in India, it focused on education for women’s equality and empowerment. This document was a real turning point in addressing gender issues in government policies. It specifically emphasised the necessity of reorienting the education system to promote women’s equality. It strongly advocated for adoption of policy of non-discrimination to eliminate sex stereotyping in educational development of women. The education of girls belonging to socially deprived group and communities received a special emphasis. This document was revised in the Programme of Action (POA),

1992. It also proposed to create a monitoring unit in the planning division of the Department of Education at the national level as well as at the state levels to ensure integration of gender issues into policy programmes and schemes.

The National Policy for the Empowerment of Women in 2001 focused on equal access to quality education at all levels and the need for career and vocational guidance to women. The CAGE Committee was set up by government of India in 2005 on Girls Education and Common School System to examine existing schemes, incentives and special measures aimed at reducing gender disparity and increasing the participation and retention of girls, in all sectors of education. It recommended free and compulsory education for girls up to the age of 18 years and emphasized that there should be 'no hidden costs' in girls' education. It also recommended women teachers and women attendants in every institution with provision of suitable working conditions for them so that they can perform their duties effectively, especially in rural areas.

WOMEN EDUCATION IN FIVE YEAR PLANS

In 1950 the government of India adopted Five Year Plans as a development strategy. Women's education has been placed at the forefront of development programmes in these Plans.

A chapter on education of women was included in the very First Five Year Plan. Special efforts at educating parents, making education more closely related to the needs of girls, especially studying the situation in each area separately and exploring methods for overcoming the difficulties in the acceptance of co-education and establishment of separate schools for girls in some areas were some of the focus areas of the second Five Year Plan. The Third Five Year Plan (1961-65) focused special attention on reducing the disparities in levels of development in education between boys and girls. The expansion of elementary education and the provision of facilities for backward areas and communities and for girls were given utmost priority in the Fourth Five Year Plan (1969-74). The Sixth Five Year Plan (1980-85) aimed to achieve a larger measure of equalization of educational opportunities, both in regard to access and achievement. The Seventh Five Year Plan (1985-90) declared that girls' education will be free up to the higher secondary stage. The Eighth Five Year Plan (1992-97), highlighted a gender perspective and the need to ensure a definite flow of funds from the general developmental sectors for development of women. Special programmes with greater gender sensitivity were implemented. The Ninth Five Year Plan (1997-2002) acknowledged education of girls as a non-negotiable area. The Tenth Five Year Plan (2002-

2007) proposed to create a positive environment by providing easy and equal access to educational opportunities, free education and gender sensitive educational system.

The Universalisation of Elementary Education (UEE) programme was guided by five parameters i.e. universal access; universal enrolment; universal retention; universal achievement; and equity. The major schemes of elementary education launched were Sarva Shiksha Abhiyan (SSA, 2001-02), Mid – Day Meal Scheme (MDMS) and Kasturba Gandhi Balika Vidyalays (KGBVs). The scheme of providing boarding and hostel facilities for girls, initiated in 1993-94, was revised with the intent of increasing girls' enrolment at the secondary / higher secondary level. Under the re-cast programme of Balika Samridhi Yojna (BSY), the Tenth Plan focused on educating and empowering the girl child living below the poverty line with adequate financial support till she completes higher secondary education or gets equipped with the necessary skills to earn her livelihood. The Eleventh Five Year Plan (2007-12) placed highest priority on education as a central instrument for achieving rapid and inclusive growth.

SOME RELATED PROGRAMMES UNDERTAKEN BY THE GOVERNMENT

The Government of India launched a national programme, the Sarva Shiksha Abhiyan (SSA) in 2001-02 for achieving the goal of Education for all. Gender sensitivity is the basic guiding principle of SSA programme. Under SSA the special provisions for girls are - distribution of free textbooks for all girls up to class VIII, support for construction of separate toilets for girls in schools, Bridge Courses for older girls, Opening of Early Child Care and Education Centres in nearby schools in convergence with ICDS Programme, development of gender sensitive teaching – learning materials including textbooks, recruitment of 50% women teachers.

The National Programme of Education for Girls at Elementary Levels (NPEGEL) in July 2003 under the scheme of SSA provides additional components at the elementary level for education of underprivileged girls. In 2004 the Kasturba Gandhi Balika Vidyalaya (KGBV) was introduced to encourage backward classes and scheduled caste girls to be in schools. Currently, KGBV is operational in 24 states and 1 Union Territory. It provides support for opening of residential girls' schools in educationally backward blocks for girls who have missed schooling due to various reasons. In the 11th plan, KGBV is seen as a special initiative for dropout and never enrolled girls.

The Right of Children to Free and Compulsory Education Act, 2009, came into force from 1.4.2010 is commonly known as the Right to Education (RTE) Act. RTE aims to bring about the long awaited changes in education of children aged 6-14 years by addressing the disparities of access and quality. This Act has also mentioned duties of parents and guardians to get their children admitted for elementary education in neighborhood schools. The biased parental attitude towards girl child is expected to change by enforcement of the Act.

In addition some states introduced specific programmes. Example: Andhra Pradesh Primary Education programme (APPEP) launched in 1993 with the assistance of Overseas Development Administration (ODA) of U.K.

Undoubtedly, enrolment of girls has increased many folds over the years due to all these efforts across different socio- religious communities and groups. There has also been a sharp increase in girls' retention rates and achievement levels at every level and in every area of education. Educational attainment of girls belonging to socially disadvantaged groups has also increased.

The last sixty five years of planned development have brought significant improvement in girls' education, but the issue of unequal educational attainments of girls across socio-religious communities and different levels of education remains a major problem. The disparity between participation of boys and girls in higher education is a significant issue in Indian education. The issue of safety and security of girls is also emerging as a major obstacle in the achievement of higher education of girls. The Government authorities, NGOs, policy planners and implementers, parents and the society as a whole has to share the responsibility for higher education of girls in order to achieve the national goals of growth and development.

OBJECTIVES OF THE STUDY

1. To analyse the current statistics regarding participation of women in higher education
2. To identify the causes of less participation of women in higher education.
3. To explore into the consequences of gender disparity in higher education.

Place of women in Higher Education in India

Revolutionary changes may occur in India's higher education system by equal participation of women. It is true that number of males is more in comparison with females. One of the reasons for this is rampant sex selection and cultural factors. It is common feature that from the time of birth, girls are discriminated in subtle and crude ways. Education of

women in India is neglected to some extent due to the biological difference between men and women. But in the 21st century none can ignore the necessity and urgency of higher education for women. That is why all over the world higher education for women has gained a wider role and responsibility. In the third world countries the need for higher education among women is more important as because due to colonialism education for the general masses and for women in particular has suffered a lot. But in spite of these adversities, at present, the presence of women in colleges and universities are growing.

Equity in Education: Gender Equity

In India women constitute 48% of the total population. The principle of gender equity is enshrined in Indian Constitution in its preamble, fundamental, rights, fundamental duties and directive principles and also reducing the gender gap in higher education has been a focus area in the education commissions, plans and policies.

Why Higher Education is a necessity For Women?

Women occupy almost half of India's population. Thus they form the half of the human resources. But due to a strong bias against women, equal socio-economic opportunity is denied to them. This neglecting attitude towards women is prominent in many respects particularly in the field of education. None can deny the fact that education is the fundamental agent for the socio-economic development of a country. But women access in the domain of education has not been fairly treated. As a result participation of women in higher education is not proportionate to their number in total population. Women participation in higher education has a traditional view that supports women need education to equip them to become better wives and mother. But according to the modern view education is visualized as an instrument for women's equality and development.

The need of higher education for both males and females is the same, but in reality it is more important for female than that of male. In this connection, Dr. S. Radhakrishnan (1948) said "there cannot be educated people without educated women. If general education has to be limited to men or women, the opportunity should be given to women. From them it would most surely be passed on to the next generation."

According to the modern view, women education has two aspects- individual aspect and social aspect. The individual aspect means that education which increases women's abilities to deal with the problems of her life, her family, her society and nation. Education increases confidence in a woman. The fruits of education are enjoyed not only by the woman

concerned but it passes to her family in later life and the overall development of a society depends on the development of its total members, thus fulfilling the social aspect.

In India in the early days, higher education was restricted only to men and women did not have any entry in the domain of higher education. Nowadays this facility has been widened and women have equal opportunities in higher education, which is necessary for their character formation, ability to earn, creative self expression and personal development.

The following table will show the picture of women student growth in higher education from 1950-51 to 2005-06

Table 1: Women student growth in higher education from 1950-51 to 2005-06

Year	Men	Women	Total Enrolment	Women as Percentage of total students
1950-51	157	17	174	10.00
1955-56	252	43	295	14.60
1965-66	849	218	1067	20.40
1970-71	1563	391	1954	20.00
1975-76	2131	595	2426	24.50
1980-81	2003	749	2752	27.20
1985-86	2512	1059	3571	29.60
1990-91	2986	1439	4425	32.50
1995-96	4235	2191	6426	34.10
2000-01	4988	3012	8001	37.60
2005-06	6562	4466	11028	40.50
All figures are in thousands				

Source: Enrolment of women in higher education (Selected Educational Statistics 2005–06; University Grants Commission, Annual Report, various years)

There has been an exceptional growth in a number of women enrolled in higher education since independence. Women enrolment was less than 10% of the total enrolment during independence and it has risen to 41.40% (56.49Lakhs). Of the total enrolment, 14.72% women have been enrolled in professional courses. Among the states, Goa with 61.2% topped in terms of women enrolment followed by Kerala (56.8%), Meghalaya (51.8%) and Nagaland (50.5%). In rest of the states, the percentage of women enrolled was less than the national average, with Bihar recording the lowest at 31.2%.

The majority of women in the country are enrolled in non-professional graduate level courses, with 41.21% of the women enrolled in the Arts stream, followed by 19.14% in the faculty of Science and 16.12% in Commerce and Management. The number of women enrolled in faculty of Education was 4.60%, medicine was 3.85% and in engineering technology in 2010-11 was 11.36%. Women enrolment in the faculties of Agriculture and

Veterinary Science has been minimal. The enrolment position of women students enrolled for Master's level courses has been 12% while a very small proportion, that's 0.8% of the total number of students had been enrolled for research. Similarly, only one per cent of the total number of students had been enrolled in diploma or certificate courses.

Chitnis in 1993 found in the study that women have held practically every position in the hierarchy. But in the management of higher education, their representation is extremely small. Another important finding was that even in the women's colleges in the country, which exclusively serve women students, do not always have women principals.

Out of 169.75 lakh students enrolled in higher education almost 70.49 lakh were women as compared to just about 47.08 lakh women enrolled in 2006-07 (UGC report, 2010-11).

SOME STATISTICS

Table 2: Gross Enrolment Ratio (GER) in all categories of students in Higher Education

Years	Higher Education 18 – 23 years		
	Boys	Girls	Total
2001-02	9.3	6.7	8.1
2002-03	10.3	7.5	9.0
2003-04	10.6	7.7	9.2
2004-05	11.6	8.2	10.0
2005-06	13.5	9.4	11.6
2006-07	14.5	10	12.4
2007-08	15.2	10.7	13.1
2008-09	15.8	11.4	13.7
2009-10	17.1	12.7	15.0
2010-11	20.8	17.9	19.4
2011-12	22.1	19.4	20.8
2012-13	22.3	19.8	21.1
2013-14	N.A.	N.A.	N.A.

P-Provisional, N.A. – Not Available

(i) figure for 2001-02 to 2009-10 from the Statistics of Higher and Technical Education publication

(ii) figure for 2010-11 to 2012-13 (P) taken from All India survey on Higher Education.

Table 3: Gross Enrolment Ratio (GER) in Higher Education among scheduled caste students

Years	Higher Education 18 – 23 years		
	Boys	Girls	Total
2001-02	7.7	3.6	5.8
2002-03	8.0	3.7	6.0
2003-04	8.3	4.3	6.4
2004-05	8.1	5.2	6.7
2005-06	10.1	6.4	8.4
2006-07	11.5	6.9	9.4
2007-08	13.2	8.6	11.0
2008-09	12.5	8.3	10.5
2009-10	13.0	9.0	11.1
2010-11	14.6	12.3	13.5
2011-12	15.8	13.9	14.9
2012-13	16.0	14.2	15.1
2013-14	N.A.	N.A.	N.A.

P-Provisional, N.A. – Not Available

(i) figure for 2001-02 to 2009-10 from the Statistics of Higher and Technical Education publication

(ii) figure for 2010-11 to 2012-13 (P) taken from All India survey on Higher Education

Table 4: Gross Enrolment Ratio (GER) in Higher Education among scheduled tribe students

Years	Higher Education 18 – 23 years		
	Boys	Girls	Total
2001-02	5.8	2.6	4.2
2002-03	5.6	2.4	4.0
2003-04	6.2	3.1	4.7
2004-05	6.3	3.5	4.9
2005-06	8.6	4.7	6.6
2006-07	9.5	5.5	7.5
2007-08	12.4	6.7	9.5
2008-09	11.6	6.7	9.2
2009-10	13.1	7.5	10.3
2010-11	12.9	9.5	11.2
2011-12	12.4	9.7	11.0
2012-13	12.4	9.7	11.0
2013-14	N.A.	N.A.	N.A.

P-Provisional, N.A. – Not Available

(i) Figure for 2001-02 to 2009-10 from the Statistics of Higher and Technical Education publication.

(ii) Figure for 2010-11 to 2012-13 (P) taken from All India survey on Higher Education.

All the above three tables (2, 3 & 4) show the Gross Enrolment Ratio (GER) in Higher Education among all categories of students, among scheduled caste students and among scheduled tribe students. All the three categories show slow and gradual increase in GER. Another significant trend in higher education shows that every time the GER for girls is less than for boys.

Table 5: Total number of Girls per hundred Boys enrolled in Higher Education 18 – 23 years

Years	Girls per hundred boys
1950-51	13
1960-61	21
1970-71	28
1980-81	36
1990-91	46
2000-01	58
2005-06	62
2006-07	62
2007-08	63
2008-09	65
2009-10	67
2010-11	78
2011-12	80
2012-13(P)	81
2013-14(P)	N.A.

P-Provisional, N.A. – Not Available

(i) figure for 2001-02 to 2009-10 from the Statistics of Higher and Technical Education publication

(ii) figure for 2010-11 to 2012-13 (P) taken from All India survey on Higher Education.

This table shows slow and gradual increase in enrolment of girls in higher education for per hundred boys. From 1950 - 2013 the increase ranges from 1.3%-81%.

Main Factors Influencing Higher Education of Women:

There are different factors that act as a catalyst and have great positive influence on higher education of women. Some major factors are mentioned below -

i) At present the tendency of supporting women education is in vogue and at the same time, prejudice against women has been reduced and this helps women to enter in the sphere of higher education.

ii) Educational institutions have increased at all levels. Increased number of higher

educational institutions has broadened the scope for women to complete their higher studies.

iii) In comparison with men, women are more determined in their mission of success. So in the sphere of higher education too they are strongly motivated to succeed. Their strong determination has also made their performance remarkable. Thus on the basis of their merit they occupy a significant place in higher education.

iv) There are some courses which provide scholarship facilities for women. This additional incentive also helps many poor girl students to complete their higher studies.

v) Educational institutions meant for girls and the provision of hostel facilities for girl students attracted many conservative families to get their girl child admitted in higher educational institutions.

vi) Expectation for education-based employment mainly in professions like teaching and disciplines of social sciences is very high amongst women. This underlying factor works very silently in completing their higher studies. In some cases women teachers working in higher educational institutions inspire their women students to complete their higher studies.

vii) In the changed socio-economic scenario women fanaticism to take equal responsibility of the family pushes them to complete their higher studies.

viii) It cannot be denied that lucrative pay scale for the employees working in higher educational institutions attracted women in higher studies.

ix) The outlook of modern society has been changed in many respects. Women, who depend on male both in economically and in decision making, suffer more. To get relief from this, women go for higher studies again highly educated women are considered as a significant member in her in-laws if she is earning, these factors help women to complete their higher studies.

These factors have a huge influence on higher education of women in India. But inspite of these it is true that women participation in higher education amongst schedule caste, schedule tribe and other minority communities is much lower in comparison with other communities. This is also a serious matter for our country. Special initiatives should be undertaken by the government of India to improve higher education among these communities.

CONSEQUENCES OF GENDER DISPARITY IN HIGHER EDUCATION

Almost half of the population in India is occupied by women so they constitute the half of the human resources. But a perennial problem that India faces is that for long years

there have been a strong bias against women and thereby they are denied of equal socio-economic opportunity. This neglecting attitude towards women is prominent in all respects particularly in the field of education. None can deny the fact that education is the fundamental instrument for the socioeconomic development of a country. But it is evident from the above tables that women access in the domain of education has not been fairly treated.

As a direct consequence of this unfair treatment women participation in jobs that require higher education is less. When women get less exposure to different kinds of jobs they have less resources in their hand. There is a difference in proportion of expenses incurred by men and women on their income. Women spend more of their income on children and family, thus positively influencing the quality of life of the family.

Education is widely recognized as the gateway to economic security and opportunity particularly for girls and women and they have equal potentiality to learn and earn like men. But since women are not participating proportionately with men their scope of earning is becoming limited. As a result the economic indices like total income, per capita income, gross domestic product etc. are adversely affected. This is unexpected for any country and especially for a developing country like India.

The two major resources of India are human resource and natural resource and there is little doubt in the fact that investing in human capital is one of the most effective means of reducing poverty and encouraging sustainable development. One significant area of concern for economists, educationists and politicians is resource management. Effective management of these significant resources can take India to the heights of prosperity. When fewer women are coming for higher education, their potentiality is not tapped and human resource remains under-utilized. Again management of natural resources is also dependent on effective management of human resource.

With fewer women in higher education, in India we find low women representation in different job sectors. Thus along the years gender disparity in different job sectors is on increase.

There is no denial of the fact that educating one man means educating a single person while educating a woman means educating a family. So it can be easily understood that education of which gender is more important. But unfortunately the progress of the nation is decelerated due to wrong attitude of people towards higher education of women.

An educated woman has the skills, the self-confidence and the information she needs to become a better parent, worker and citizen. But women cannot perform their duty effectively if they are not empowered by education. Thus women participation in decision making process is inadequate in domestic level as well as social and national levels.

CONCLUSIONS OF THE STUDY

The traditional view regarding women participation in higher education claims that education is necessary to equip them to become better wives and mother and this does not help women to solve the problems of their daily life. But the modern aspect in this regard visualizes education as an instrument for achieving equality and development. Practically female education is equally important as education of male. In this connection reference can be made of a statement by a noted educationist Dr. S. Radhakrishnan (1948), who stated “there cannot be educated people without educated women. If general education has to be limited to men or women, the opportunity should be given to women. From them it would most surely be passed on to the next generation.”

Again women education has two dimensions - individual and social. When the individual dimension is considered education increases potentialities of women to deal with the problems of her life and her family. When education equips women to deal effectively with her society and nation the social dimension is catered. Education increases confidence in a woman. An educated woman can easily understand the demerits of early marriage and high birth rate, gender parity among children regarding health care, nutrition, education and even career. The product of education is enjoyed not only by the woman concerned but it passes to her family and society in later life. In a nutshell, over all development of a society depends on the development of its total members. But if half of its members are lagging behind obviously it will create hindrance to the total development.

In spite of great gender discrimination in the country, one of the most significant worldwide transformations in education over the past several decades has been the drastic increase in women's access to colleges and universities. It must be admitted that women are in no way inferior to men. They have all the power and capacity as that of men but they fail to manifest themselves amongst different opportunities. It is also found that in some most competitive higher educational institutions women are gaining entry without availing gender quota even in some elite institutions of the country number of female students is more than male students and there is a possibility to increase this trend. It must be admitted that women are in no way lesser than men. But in a male-dominated society they fail to manifest

themselves for different reasons. In many cases male members of the family create hindrance in their path and they do not even allow them to leave the home for higher studies or work. Their power and capacities must be recognized. It is only then women participation in higher education will be enhanced.

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INCLUSIVE EDUCATION: A PARADOXICAL REALITY IN INDIA**Sumita Chatterjee**Dept. of Education, B.H.K.Mahavidyalaya
Bamanpukur, 24P**Introduction**

The National System of Education, as proclaimed in its essence, will be based on a national curricular framework, which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers, and observance of small family norm and inculcation of scientific temper. All educational programmes will be carried on in strict conformity with secular values. India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, education has to strengthen this world-view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected. To promote equality, it will be necessary to provide for equal opportunity for all, not only in access but also in the conditions of success. Besides, awareness of the inherent equality of all will be created through the corecurriculum. The purpose is to remove prejudices and stereotypes transmitted through the social environment and other unexpected ways. Inclusive education as a prime policy has thus been adopted to ensure equality and maximum retention of the learners in the educational world. Eventually, the Government of India has become one of the signatories to the International Proclamations, and pledged to ensure 'education for all' within 2015.

Education in independent India

Education in independent India has in recent years received some attention from the planners and the public. The Constitution guarantees equality of educational opportunities to all, and favours some weaker section of society with a view to uplifting them. The Plans not only provide for the growth of literacy and education but also for compulsory free primary education. Further, education has come to be regarded as a form of investment to develop human resources, a necessary prerequisite of economic development. The idea of perspective

planning envisages a dynamic relation between educational and economic development. All this is in consonance with the cherished goal of achieving the basic values of liberty, equality and social justice through democratic means.”(Rao,M.S.A.1985 “Education,Stratification and Social Mobility” in S.Shukla and Krishna Kumar(eds) *Sociological Perspectives in Education;AReader*.New Delhi: Chanakya Publications).

Accessibility can be understood as having two dimensions. First is the availability of schools in terms of physical existence or geographical location. It is important to have a school in the physical vicinity of a habitation to enable children to enrol and attend classes regularly. The crucial significance of distance of the school from the habitation was recognised by the state as it came out with the proposal to establish a primary school within 1 KM and upper primary school within 3 kilo meters.

A second dimension is the social accessibility of the school. The groups which were traditionally excluded from the realm of formal education still find it difficult to gain acceptance in schools due to persisting social hierarchies. Researches throw light on the incidences of indecent behaviour towards children belonging to the marginalised sections of society by students and teachers. It is thus important to ensure that these children gain social acceptance and equal respect and treatment in the school by all the concerned parties (students, teachers, administrators).

Accessibility is connected with enrolment rates that usually reflect on the number of students who are formally enrolled in the schools and attend classes on a regular basis. Measures to improve access and enrolment have to be coupled with the effort to retain children in the school long enough for them to complete the full cycle of education.

Achievement or performance is another indicator which reflects on the actual result of the process of schooling. The ultimate goal has been to empower the learners, especially, the marginal groups, so that they can use education as a tool of mobility by securing jobs and prestige.

The post-independence period thuswitnessed a series of committees, commission and constitutional amendments recommending for free and compulsory elementary education. In 1947, the Kher committee was set up to explore means to promote universal elementary education and it made recommendations on the association of local bodies with the administration of primary education , and the creation of education bodies.

The first milestone to universalize elementary education, however, was laid by the Constitution of India, adopted in 1950. Article 45 of the Indian Constitution under the Directive Principles of State Policy says: “The state shall endeavor to provide within a period of 10 years from the commencement of Constitution, for free and compulsory education for all children until they complete 14 years”. Following the constitutional directives, the Five-year Plans allocated large finance for elementary education. There was an attempt to adopt Basic Education of Gandhiji as the national pattern of elementary education. However, the attempt did not get support. The Education Commission (1964-65) recommended the 10+2+3 pattern of education which was accepted by the first ever National Policy on Education (NPE 1968). The most comprehensive policy on education, was the National Policy on Education (NPE, 1986), which was reviewed and revised in its Plan of Action (POA 1992). Both NPE (1986) and POA (1992) took universalization of elementary education with serious concern and emphasized universal access, universal enrolment, and universal retention. In 1990, Acharya Rammurthy Committee also recommended for compulsory primary education. In 1992, India signed ‘UN Convention on Right of Child’ and committed itself to provide compulsory elementary education. In 1993, the Supreme Court upheld elementary education as a fundamental right. The Saikia Committee also recommended for making elementary education a fundamental right in 1997. In 2001, the 93rd Amendment Bill was passed and since then free and compulsory elementary education became a fundamental right of every citizen.

The concerns that the Government of India and different states have shown to improve the condition of elementary education in the country is noticeable. It is true that the enrolment figure in terms of Gross Enrolment Ratio (GER) at primary and upper primary levels have improved. The National Policy on Education (NPE 1986) and the Programme of Action (POA 1992) took up the challenges of Universalization of Elementary education following three main points as i) Universal access ii) Universal enrolment iii) Universal retention. Steps are taken to advocate i) decentralized participative training with community involvement ii) infrastructure support provision in terms of improved school environment iii) qualitative improvement in elementary education through child-centred, activity based teaching-learning process iv) restructuring of pre-service and in-service training v) addressing the issues of access and quality. The concern got further strengthened by the international efforts taken up by different organizations like UNICEF, UNDP, and World Bank (Education for All conf. 1990, Thailand). Following the declaration of EFA

another meeting took place at Dakar, Senegal on 26-28 April 2000 and six goals were adopted by the forum which finally took up the shape of DPEP 2003. The goals were set to ensure education for all by 2015, elimination of gender discrimination and improvement of the quality of education.

The major initiatives, innovations and strategies took up by the Government of India and its constituent states are many. Right from the Operation Blackboard, 1987, Andhra Pradesh Primary Education Project, Bihar Education Project, 1991, Janshala Programme, Uttar Pradesh Basic Education Programme, 1993, Non-Formal Education (NFE), National Programme of Nutritional Support to Primary Education (Mid-Day Meal Scheme), 1995, National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalaya (KGBV), Lok Jumbish Project, District Primary Education Programme (DPEP), Sarva Siksha Abhiyan (SSA), 2000, Kanyasree Project West Bengal etc, a number of programmes and projects are taken by the states to achieve the stated goals of the country. Certain steps are also taken to improve the scopes for innovative interventions in teacher education by programmes like Shiksha Karmi Project (SKP), MV Foundation Programme, Himachal Pradesh Volunteer Teacher Scheme (HPVTS), etc. Distance education programme for teachers' training is also initiated by IGNOU, SSA etc.

The National Curriculum Framework 2005 has initiated the current framework for education introducing the policies like critical pedagogy, inclusive education in a much broader perspective. Critical pedagogy provides an opportunity to reflect critically on issues in terms of their political, social, economic and moral aspects. It entails the acceptance of multiple views on social issues and a commitment to democratic forms of interaction. This is important in view of the multiple contexts in which our schools function. A critical framework helps children to see social issues from different perspectives and understand how such issues are connected to their lives. For instance, understanding of democracy as a way of life can be chartered through a path where children reflect on how they regard others (e.g. friends, neighbours, the opposite sex, elders, etc.), how they make choices (e.g. activities, play, friends, career, etc.), and how they cultivate the ability to make decisions. Likewise, issues related to human rights, caste, religion and gender can be critically reflected on by children in order to see how these issues are connected to their everyday experiences, and also how different forms of inequalities become compounded and are perpetuated. Critical pedagogy facilitates collective decision making through open discussion and by encouraging and recognising multiple views.

A matter of serious concern has also been the persistence of stereotypes regarding children, especially from marginalised groups, including SC and STs, who traditionally have not had access to schooling or learning. Some learners have been historically viewed as uneducable, less educable, slow to learn, and even scared of learning. There is a similar stereotype regarding girls, which encourages the belief that they are not interested in playing games, or in mathematics and science. Yet another set of stereotypes is applied to children with disabilities, perpetuating the notion that they cannot be taught along with other children. These perceptions are grounded in the notion that inferiority and inequality are inherent in gender, caste and physical and intellectual disability. There are a few success stories, but much larger are the numbers of learners who fail and thus internalise a sense of inadequacy. Realising the constitutional values of equality is possible only if we prepare teachers to treat all children equally. We need to train teachers to help them cultivate an understanding of the cultural and socio-economic diversity that children bring with them to school. Many of our schools now have large numbers of first generation school goers. Pedagogy must be reoriented when the child's home provides any direct support to formal schooling. First-generation school goers, for example, would be completely dependent on the school for inculcating reading and writing skills and fostering a taste for reading, and for familiarising them with the language and culture of the school, especially when the home language is different from the language of school. Indeed they need all the assistance they can get. Many such children are also vulnerable to conditions prevailing at home, which might make them prone to lack of punctuality, irregularity and inattentiveness in the classroom. Mobilising inter-sectorial support for freeing children from such constraints, and for designing a curriculum sensitive to these circumstances, therefore is essential.

The NCF 2005 and inclusive education

The NCF 2005 has outlined certain principles regarding the approach to knowledge in the curriculum. Those principles may be outlined as under:

- a) Acquiring a critical perspective on social reality and the natural environment through the lenses provided by the subject matter.
- b) Connecting with the local and the contextualised in order to 'situate' knowledge and realising its 'relevance' and 'meaningfulness'; to reaffirm one's experiences outside school; to draw one's learning from observing, interacting with, classifying, categorising, questioning, reasoning and arguing in relation to these experiences.

- c) Making connections across disciplines and bringing out the interrelatedness of knowledge.
- d) Realising the 'fruitfulness' and 'openness of enquiry and the provisional nature of truth
- e) Engaging with 'local knowledge'/indigenous practices in the local area, and relating these to school knowledge wherever possible.
- F) Encouraging questions and leaving space open for the pursuit of new questions.
- g) Being sensitive to the issues of 'equality' in classroom transaction as well as established stereotypes and discrimination regarding learnability of the knowledge area by different groups (e.g. girls not being given field-based projects, the blind being excluded from the option of learning mathematics, etc.).
- h) Developing the imagination, and keeping imagination and fantasy alive.

The following up of the NCF recommendations has definitely lead to another major milestone accepted as the torch-bearer of elementary education in the country in the form of 'inclusive education'. According to Michael.F.Giangreco (1997): Inclusive Education is a set of Values ,principles and practices that seek more effective and meaningful education for all students ,regardless of whether they have exceptionally labelled or not(Giangreco.M.F.1997.Quick Guides to Inclusion; *Ideas for Educating Students with Disabilities*. Baltimore, M.D., Brookes).Stainback and Stainbacksays, Inclusive Education or set up may be defined as a place where everyone belongs,is accepted,supports and is supported by his or her peers and other members of the school community (Stainback, S and W. Stainback. 1992.*Curriculum in Inclusive Classrooms; Curriculum Design, Adaptation and Delivery* .Baltimore, Brooks)

Inclusive Education

A policy of inclusion needs to be implemented in all schools and throughout our education system. The participation of all children needs to be ensured in all spheres of their life in and outside the school. Schools need to become centres that prepare children for life and ensure that all children, especially the differently abled, children from marginalised sections, and children in difficult circumstances get the maximum benefit of this critical area of education. Opportunities to display talents and share these with peers are powerful tools in nurturing motivation and involvement among children.

In our schools we tend to select some children over and over again. While this small group benefits from these opportunities, becoming more self – confident and visible in the

school, other children experience repeated disappointment and progress through school with a constant longing for recognition and peer approval. Excellence and ability may be singled out for appreciation, but at the same time opportunities need to be given to all children and their specific abilities need to be recognised and appreciated.

This includes children with disabilities, who may need assistance or more time to complete their assigned tasks. It would be even better if, while planning for such activities, the teacher discusses them with all the children in the class, and ensures that each child is given an opportunity to contribute. When planning, therefore, teachers must pay special attention to ensuring the participation of all. This would become a marker of their effectiveness as teachers. Excessive emphasis on competitiveness and individual achievement is beginning to mark many of our schools, especially private schools catering to the urban middle classes. Very often, as soon as children join, houses are allocated to them. Thereafter, almost every activity in the school is counted for marks that go into house points, adding up to an end-of-the-year prize. Such 'house loyalties' seem to have the superficial effect of getting all children involved and excited about winning points for their houses, but also distorts educational aims, where excessive competitiveness promotes doing better than someone else as an aim, rather than excelling on one's own terms and for the satisfaction of doing something well. Often placed under the monitoring eye of other children, this system distorts social relations within schools, adversely affecting peer relations and undermining values such as cooperation and sensitivity to others.

A number of steps are also suggested and prescribed by the implementing authorities to ensure inclusive education in the country. It is suggested that the teachers need to reflect on the extent to which they want the spirit of competition to enter into and permeate every aspect of school life— performing more of a function in regulating and disciplining than in nurturing learning and interest.

Schools also undermine the diverse capabilities and talents of children by categorising them very early, on narrow cognitive criteria. Instead of relating to each child as an individual, early in their lives children are placed on cognitive berths in the classroom: the 'stars', the average, the below - average and the 'failures'. Most often they never have a chance to get off their berth by themselves. The demonising effect of such labeling is devastating on children. Schools go to absurd lengths to make children internalise these labels, through verbal name calling such as 'dullard', segregating them in seating arrangements, and even creating markers that visually divide children into achievers and

those who are unable to perform. The fear of not having the right answer keeps many children silent in the classroom, thus denying them an equal opportunity to participate and learn. Equally paralysed by the fear of failure are the so-called achievers, who lose their capacity to try out new things arising from the fear of failure, doing less well in examinations, and of losing their ranks. It is important to allow making errors and mistakes to remain an integral part of the learning process and remove the fear of not achieving 'full marks'. The school needs to send out a strong signal to the community, parents who pressurise children from an early age to be perfectionists. Instead of spending time in tuitions or at home learning the 'perfect answers', parents need to encourage their children to spend their time reading storybooks, playing and doing a reasonable amount of homework and revision. Instead of looking for courses on stress management for their pupils, school heads and school managements need to de-stress their curricula, and advice parents to de-stress children's life outside the school. Schools that emphasise intense competitiveness must not be treated as examples by others, including state-run schools. The ideal of common schooling advocated by the Kothari Commission four decades ago continues to be valid as it reflects the values enshrined in our Constitution. Schools will succeed in inculcating these values only if they create an ethos in which every child feels happy and relaxed. This ideal is even more relevant now because education has become a fundamental right, which implies that millions of first-generation learners are being enrolled in schools. To retain them, the system — including its private sector — must recognise that there are many children that no single norm of capacity, personality or aspiration can serve in the emerging scenario. School administrators and teachers should also realise that when boys and girls from different socio-economic and cultural backgrounds and different levels of ability study together, the classroom ethos is enriched and becomes more inspiring.

Paradoxes in inclusive education

Education, in general and inclusive education, in particular, no doubt heralds a new horizon for those who hitherto remained excluded from the arena of education. This may be due to their inability to participate in the formal educational system, or may be due to the absence of any conducive educational policy which could have associated themselves with those who enrolled themselves for educational achievement. It is also true that the country has taken up a serious step to fulfil the goal of literacy for all within 2015. Different states have also taken up their initiatives to ensure the goal of literacy for all, particularly emphasizing on the issue of inclusive education keeping serious vigilance on the children of

marginal groups so that they are given every possible opportunity to participate in the formal educational system like other regular participants. But a close look often portrays that still there is a gap between the wishful goals and the real initiatives to achieve them. It is not exaggeration to state that the general educational policy of inclusive education could not address the inherent paradoxes. In many a cases, the attempt has become hurriedly prescriptive without proper diagnosis of the issue. Inherent paradoxes involved with the execution of the issue of inclusive education definitely require some more attention to have appropriate execution of the policies adopted to fulfil the goal of education for all within the stipulated time.

Socially speaking, the usual concept of education revolves around the notion of continuity of our hoary tradition and education is considered to be the main vehicle to perpetuate the social norms. An educated person is likely to personify the social norms at the highest level. But the new or modern era of education, as Krishna Kumar opines, denotes “individual freedom to an extent unthinkable at any time in the long history of education. To be educated in a modern sense implies the freedom to examine and question accepted norms” (Kumar, Krishna, 2014, “Rurality, Modernity and Education” *Economic and Political Weekly*, Vol. XLIX, and No.22:38). Moreover, the bi-polarity of social setting, the rural and the urban, also posits a paradox where it is easily assumed that the ideal space for child’s freedom and inventiveness is not possible in a city where the child’s existence is constrained from different grounds, and on the other hand, the rural response to modernity appears disappointing as rural progress hardly exhibits diffusion of new techniques and their adoption by the educated people from the countryside. Though modernization of the village society has created certain new opportunities in the village, it leaves little scope to avail the opportunities by education. In many cases, education appears helpless to negotiate with the established framework of reference or dominance. As Beteille has pointed out, control over land, capital and labour determine who avails of the new opportunities that arise in the village itself. Those who have nothing but education to help them must go elsewhere, i.e, to a city, to seek better life. (Beteille, A, 1969: Ideas and Interests: Some Conceptual Problems in the Study of Social Stratification in Rural India” *International Social Science Journal*, 21(2):219-34).

The ideological paradox even looms large when we think of the actual goal of our education in terms of the multiple hierarchies in every area of life. It is to be noted that while Phule and Ambedkar identified accessing modern knowledge as necessary to counter the unwarranted hierarchical form of caste in the country, M K Gandhi intervened in the question

in a different way. According to Ambedkar, traditional practices of knowledge were limited to the higher caste people. Thus while Jyotirao-Savitribai struggled for accessibility to modern knowledge, they rejected traditional knowledge which according to them, were reinforcing sub-human lives for dalits and women. Thus, the country has received a tradition of Phule-Ambedkar, etc to struggle for and against knowledge in a different perspective signifying the importance of critically examining knowledge in the struggle for a just society (Ravikumar, D and S.Anand ; 2007:*Ambedkar: Autobiographical Notes*. Pondicherry: NavayanaPublishing).

M.K.Gandhi, on the other hand, waged a movement to legitimize the life-skills of the 'lower' castes so that their traditional concrete knowledge would amalgamate with modern knowledge. "Indeed I hold that a larger part of our time is devoted to labour for earning our bread, our children must, from their infancy be taught the dignity of such labour. Our children should not be so taught as to despise labour". (*Collected Works of Mahatma Gandhi*, Vol 21, 1966:38).

The issue of inclusive education in India often get involved in the religious paradoxes, both from the learner and the percolators perspectives .Education is considered to be a secular means to have all sorts of inclusion. This is enshrined in the fundamental rights of the Indian constitution .However following special provisions different minority communities had the scope to administer their own educational institutions that again with different curriculum .The paradox lies in the fact that we are not sure to state that whether education will preach and practice sectarian views or not The prevalence of 'Khariji Madrashes' , 'Sanskrit Pathshalas' and special curriculum like 'Purohit Darpan', ' Astrology', etc exhibit that education in India still remains to be a bearer of sectarian tradition.Inclusive education invariably requires that secularism must prevail over sectarianism and the existing paradox must be handled strongly.

The Administrative paradoxes again exhibits that Education for all is divided into public private hierarchy.The Right to education has often been sandwiched following the multiple authority .Apart from the department of Education there are several departments like minority ,ministry of social welfare ,child welfare , all play a serious roles and demands responsibility and acknowledgements from the authorities dealing with education .The policy of inclusive education frequently face the paradoxes involve in the educational administration.

Politically speaking, education in India cannot ignore the power equation, particularly in the countryside very often power oversteps the knowledge dimension, rather education in relation to power faces challenges which forces for re-negotiating with the established framework of reference.

In the current social set up, whether the individual faces new challenges every now and the education often appears unfit if it cannot cope with the power equation. Thus the paradox lays in the fact that education as a harbinger of change remains to be contained only in the curriculum where the issue of political inclusion and political exclusion loom large into the life of the individual. The notion of inclusivity gets twisted at the hands of the politically powerful who exercises dominance in almost all fields of life.

In recent times, the role and purpose education has received another twist as the system has actually been linked with the neo-liberal economic discourse where education is being considered as a vehicle for “human capital formation”, actually a key to harness economic growth and to ensure economic mobility of individuals. The neo-economic liberal economic dimension is undermining the long-standing vision where it was considered to be the means not only to material progress but a higher level of civilisational ethos, enlightenment and democratic citizenship. The paradox lay in the fact that how far the rush for economic credentials of education be tolerated where there is a noticeable deterioration of quality/content of education in imparting cognitive skills .(Pritchett.L:2001.”Where Has All the Education Gone?”, *World Bank Economic Review*, 15(3):367-91.)

Conclusion

While expansion of basic education in most of the developing countries has doubtlessly proved instrumental to improve of some aspects of human development (e.g. improvement of individual and public health, use of conservation of natural resources, and a satisfying familiarity with national and world heritage . The kindling of students’ curiosity and imagination and thereby a thirst for new knowledge has effectively become a casualty under the newly publicised paradigm of curriculum and instruction founded overwhelmingly on quantifiable or measurable objectives and outcomes (Maharatna, Arup 2014, ”Invasion of Educational Universe by Neo-Liberal Economic Thinking: A Civilisational Casualty?” *Economic and Political Weekly*, Vol XLIX No 37 p 69). Whatever benign may be, the paradoxes definitely invite immediate debate and appropriate intervention to make the inclusive education reality.

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Published by

Shri Dipak Das, Jakir Hossain B. Ed. College, Aurangabad, Murshidabad, West Bengal, Pin – 742201, India

Printed by

Print & Press, B-14/458, Kalyani – 741235, Dist. Nadia, West Bengal, India

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