

ISSN 2231-2323 (Print)  
ISSN 2231-2404 (Online)  
UGC Journal No. 64798

# **SHAIKSHIK PARISAMVAD**

**(An International Journal of Education)**

**Vol 7. No. 1 January 2017**

**Banaras Hindu University**

**Alumni Association of Education, B.H.U.**

**Faculty of Education, Kamachha, Varanasi-10 (U.P.), India**

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However, anyone from other disciplines can also share his/her views related to variety of contemporary educational issues of relevance. Therefore, all concerned are invited to participate actively. The opinions expressed in the SPIJE do not reflect the opinions of the AAE, BHU. The sole responsibility (legal, copyright, plagiarism etc.) regarding the opinion in the article lies on the author/contributors.

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The SPIJE is published twice a year in January and July. **For receiving printed hardcopy of SPIJE through post Rs.100/towards postal charges should be paid in addition to following subscription**

Rs. 100.00 India (Individual)

Rs. 300.00 India (Institutional)

US\$ 20.00 Asia

US\$ 40.00 Other Countries

The amount can be deposited in cash/draft in favour of '**Alumni Association of Education, BHU**' or through e- accounting, NEFT/ RTGS (with addition of Rs.25.00 as bank fee or as applicable in specific case). The receipt should be sent by post/e-mail attachment to the Managing Editor at [spije.edu@gmail.com](mailto:spije.edu@gmail.com). The details for the same as follows:

Account No.	'31448679140'
IFSC Code	SBIN0001773
Name of Account Holder	'Alumni Association of Education, BHU'
Name and Address of the Bank	State Bank of India, Bhelupura, Varanasi, Uttar Pradesh, India

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**'Alumni Association of Education, BHU',**

**Faculty of Education, Kamachha, B.H.U., Varanasi-10**

**(UP), INDIA**

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**Dedicated to our founder  
Bharat Ratna Pandit Madan Mohan Malviya**



## Editorial

*At the onset of centenary year of Faculty of Education I on behalf of whole family of Faculty of Education, BHU extend very warm wishes to all alumni members across the world. At such a historic moment, I hope the alumni members will add more grand achievements ahead for bringing pride to their alma-mater. It is also beginning of New Year, I also extend heartfelt congratulations to all and pray to God for bringing peace, progress and prosperity to our family of Faculty of Education, BHU.*



*The academic venture delivers its fruit only when it is disseminated across the fraternity spanning around the globe. The ideas of supreme validity are so precious which govern the entire world, but it has to be disseminated in a valid and qualitative manner so that it may transform the whole globe. In such pursuit the publication of SPIJE is a humble attempt of AAE, BHU which is serving the goal with much dedication of its team.*

*Through this issue a new editorial board is taking place with some changes. At this juncture I feel immensely pleased that Association found me capable enough to bear the responsibilities of publication of a Journal. I also thank and congratulate the former Managing Editor for carrying over the task with much precision and punctuality.*

*The present world is a global village which is closely connected with wide network of information and communication technology. With the help of innovation in ICT and its implication in classroom, the educational setting is positively affected. It has not only made academics more global but it has also ensured quality in our efforts. Introduction of MOOC, Digital platforms of learning, online and virtual classrooms are such tangible reflection of such outcomes. I appreciate the entire academic community of taking help of ICT in access and universalisation of Education across nook and corners of the globe. In such backdrop, the present issue of SPIJE is put forward to you all. The papers selected for the journal provide diverse views of different fields.*

*Several important studies have been reported in different papers such as on educational aspiration, stress, addictions and educational problems of slum children, peace education etc. Some important issues were also addressed in present edition where educational implications have been drawn for educational policies and practices reforms like issue of disaster management education, issues of persons with disability. Another significant literature is related to founder of Banaras Hindu University Pt. Madan Mohan Malviya and father of the nation Mahatama Gandhi.*

*In this way, the edition is enriched with understanding education with diverse spectrum where essential reforms in education have been highlighted. Definitively the thoughts of Mahamana and Mahatama will give more philosophical base to transform future practices in education.*

*I congratulate and thank all the authors for their valuable contribution in the edition. I hope the association will further also be benefitted with their academic pursuits. At last I hope the alumni of the university in general and Faculty of Education, BHU in particular will march ahead with academic zeal and rigour.*

**Prof. Seema Singh**  
(Managing Editor)

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## **Educational thoughts of Pt. Madan Mohan Malaviya and Mahatma Gandhi: A Comparative Analysis**

**Dr. Sunita Singh**, Assist. Professor (FOE), RGSC, BHU, Varanasi  
**Prof. P. N. Singh Yadav** (FOE), BHU

### **Abstract**

*In 19th century, India produced many charismatic personalities like M. K. Gandhi, Aurbindo Ghose, Swami Vivekananda, Raja ram Mohan Rai, Dayanand Saraswati, Rabindra Nath Tagore, J. krishnmurti, Pt. Madan Mohan Malaviya, etc, who contributed towards various facets of renaissance viz. educational, political, cultural and religious. They not only made India politically independent and economically vibrant but also enhanced productivity, social cohesiveness and unity. They were not follower of British education system, which was imposed on India to create a class, who were to be interpreters between the British establishment and its subjects. The initiatives of Malaviya and Gandhi brought evolution and development through establishment of Banaras Hindu University, Mahatma Gandhi Kashi Vidya Peeth, Gujrat Vidya Peeth and many other national schools & colleges etc.*

*However, Gandhi and Malaviya were the products of the same Indian culture and tradition, yet they had divergent views on the same problems before the country. These may have been because of differences in their upbringing, home environment and working conditions. However, both had an undying love for their motherland. This paper attempts to analyze educational theories of Pt Madan Mohan Malaviya and Mahatma Gandhi in a comparative setting, outlining their features and methods, comparing the similarities and differences between them.*

**Key Words:** *Genesis of educational thoughts of Malaviya and Gandhi, Comparative views on education, Aim of education, Curriculum, Medium of instruction, Science & religious education.*

### **Introduction:**

Gandhi and Malaviya were primarily known as politician, statesman, and social reformer in Indian History. Life of these visionaries was so rich that several volumes would be required to compare their philosophies. One is known as Bapu, Mahatma and other is called as Mahamana or Devatapurush due to their sacrifices for the country. Both had similarity in their views on issues such as Untouchability, National and Provincial languages, swadeshi goods, indigenous industries, communal harmony etc. Both struggled for peasantry, economic equality and national education system. Both favoured use of non-violence for political freedom from British slavery and laid emphasis on practicing truth and Gita in life. They had differences of opinion on some issues related to education.

### **Genesis of educational thoughts of Malaviya and Gandhi:**

Gandhi's upbringing was quite different from Malaviya. Malaviya faced poor circumstances in family and his whole education was completed by paying fee barely in Indian schools. He did not take any degree from abroad, but Gandhi belonged to upper middle class and took education of

barrister ship in England. He spent 20 years in South Africa (Durban), where he saw a series of insulting events of disgracing Indians, which awakened Gandhi's political feelings. He founded there the Natal Indian Congress in 1894. In 1903, he shifted to Transvaal and acquired educational experiences in the Tolstoy farm. His philosophy of education took shape here. In 1904, Gandhi started The Phoenix settlement in South Africa, which proved a symbol of an ideal school cum workshop where the students not only gained the literary training but also took practical training on agriculture and printing.<sup>1</sup>

In January 1915, Gandhi returned to India and came across to Tagore, Malaviya and Gopal Krishna Gokhalay, whom he considered his political Guru. On the advice of Andrew, he settled his Phoenix party at Shantiniketan, where students from Phoenix and Shantiniketan learned with one another and introduced reforms. *In May 25, 1915 at Kochrab Ahmadabad a Sabarmati Ashram was established by Gandhi, where he tried to experiment with his views on education which he learned from Tolstoy Farm. Students of ashram called him Bapu.*<sup>2</sup> In ashram pupils were trained in practicing swadeshi goods, truth, nonviolence, sanitation, spinning, agriculture, dairy, tannery etc. *In April 1937, Gandhi founded the Sewagram Ashram at Wardha. He introduced the idea of Basic education here.*<sup>3</sup> Gandhi's basic education is essentially an education for life and an education through life. Therefore, Gandhi's educational ideas were influenced from Phoenix experience and his dissatisfaction from the English education system, which motivated him to establish National education system.

*Malaviya's educational thoughts* took shape during freedom movement and Congress sessions. He practically analyzed distressful condition of Hindus and needs of Nation. He observed Hindu religion was being neglected everywhere and missionary activities were expanding throughout the country. Propagation of the Christian faith was the primary aim of these missionary institutions. In politics, the incidents as birth of the Indian National Congress (1885) and All India Muslim Conference (1886) struck Malaviya's mind to do something for the Nation and his community. Malaviya was critical of British education system in India. Beside this, upliftment of Muslims through educational activities also inspired him to do something same for Hindus. Consequently, his conscious allowed him to shake hands with great Hindu emperors, and Annie Besant for completing the noble cause i.e. upgrading Hindu Shastra and Hindus and Hindustan. So his educational thoughts and idea of forming university was nurtured due to his religious environment at home and socio-political, educo-religious condition of the country and support of Annie Besant and Hindu emperors, who aspired for the kind of education system i.e. Gurukul system.

### **Educational Thoughts of Gandhi and Malaviya in Comparative Setting:**

Malaviya's and Gandhi's had same opinion on meaning of education, its aim, teachers and students distinctiveness, integration of religion in education etc. but on certain issues of education such as medium of instruction, financing of education etc. they were having difference to each other. Researcher gave an outlook of their educational insight as,

*By Education Gandhi did not meant only the training of literacy but he wanted harmonious development of all four aspects of the Human personality- body, heart, mind and spirit.*<sup>4</sup> *He said, "Literacy is not the end of education nor even the beginning. Literacy in itself is no education. I would, therefore begin child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training."*<sup>5</sup> *He wanted child become trained as producer. He said, "During the first year everything should be taught through the takli. In the second year other processes also can be taught side by side."*<sup>6</sup> Through education Gandhi ji wanted to train 3 H's Heart, Hand and Head of the learner. Therefore, the central idea of his educational philosophy was to achieve highest development of Learner's mind and soul, through craft. Gandhi ji realized that purely

literary education made people very impractical; it isolated the educated from the masses. Therefore, he realized the urgent need to provide the same educational facilities for all. He tried to revive village economic life and relate education to it. Gandhi gave more importance to power of self-actualization and morality than literacy. He said, *"My experience has proved to my satisfaction that literary training by itself adds not an inch of moral height and character building is independent of literary training. I am firmly of opinion that the Government schools have unnamed us, rendered God and us helpless less. They have filled us with discontent and providing no remedy for discontent has made us despondent. They have made us what we are intended to become clerk and interpreter. Moreover, if it was wrong to co-operate with the Government in keeping us slaves, we were bound to begin with those institution in which our association appeared to be the most voluntary."*<sup>7</sup>

Malaviya meant by education as the balanced training and development of the body, intellect and emotions of every individual. Accordingly, he prepared the prospectus of Hindu University with ample provisions for physical, mental and cultural growth of the students. He encouraged young man to build up health and strength of body and mind. For emotional strength he preferred that every student had been trained in minimum ragas and raginies and must play at least one musical instrument. He desired to develop such education system which would qualify its learner in Trivarge i.e. Dharma-discharging religious duties, Artha-Attainment of material prosperity, Kama-enjoyment of lawful pleasure and Moksha - self-realization. He felt that India would not regain its wealth without studying modern science. He understood education of modern science and technology and knowledge of English were necessary to understand the policies of Britishers.

Gandhi laid emphasis, on the experimentation in education. He was of the opinion that, if knowledge is generated through activity it is assimilated quickly. In *Young India* (30/09/1926), he wrote, *"The field of education which holds the seeds of the future of the children require absolute sincerity, fearlessness in the pursuit of truth and the boldest experiments."*<sup>8</sup> For him school was a place of experimentation and discovery instead of being a place of getting information imparted through books. Malaviya invented Modern Gurukul system in the form of Banaras Hindu University while in relation to higher education Gandhi said, *"I think we can postpone the question of higher education for sometime; but the problem of primary education cannot be postponed even for a minute."*<sup>9</sup> Therefore, he laid emphasis on Basic education.

From the point of view of curriculum, it was found that Malaviya favoured integrated curriculum. Through integration of religious education he wanted to train soul and mind of the learner. On the other hand, Gandhi laid emphasis to integrate spinning, weaving, agriculture, gardening, bookkeeping etc. as craftwork along with other subjects. Gandhi gave attention for compulsory physical training, sanitation, hygiene and nutrition practices for primary stage. He wrote, *"The function of Nai Talim is not merely to teach an occupation, but through it to develop the whole man"*.<sup>10</sup> (Harijan, on 9<sup>th</sup> December, 1947) Therefore both of the visionaries through education wanted proper coordination of the three i.e. mind, body and soul.

Malaviya followed utilitarian approach for curriculum formation at university level. He advocated to integrate all such subjects, which will be useful for daily life. Malaviya ji included Hindu Shastra, Sanskrit, Vedas, Vedangas, Smritis, Darsanas and Puran etc. in curriculum to fulfill the first objective of Banaras Hindu University, *"To promote the study of the Hindu Shastra and Sanskrit literature generally as a means of preserving and popularizing for the benefit of the Hindus in particular and of the world at large in general, the best thought and culture of the Hindus, and all that was good and great in the ancient civilization of India."*<sup>11</sup>

To promote learning and research in arts, Malaviya gave priority to teach all social science

subjects. For advancement of society, he laid emphasis to teach science and technical subjects. He introduced Mining Engineering, Geology, Metallurgical science, Industrial chemistry, Mechanical Engineering, Physics, Life Sciences and Nuclear Physics etc. in BHU. *He started courses of Ceramic and glass technology in 1924 for manufacturing of soaps, cosmetics, inks, glassware, and porcelain etc.*<sup>12</sup> *Teaching of Pharmaceutical chemistry began in 1932. The degree of B.Sc. and M.Sc. in pharmacy started in 1935. Dr.S.S. Joshi, set up machinery to generate electric energy, which was sufficient for the university as well as for the population of related towns.*<sup>13</sup>

*Malaviya not only proposed these subjects but also worried for the proper arrangement of laboratories and required equipments. Although Malaviya faced opposition by the orthodox group but he provided staunch support to such discipline for the industrial development by citing the example of fast rising countries as Japan, U.S.A. and Germany where universities played a vital role to solve the problems of the society.*<sup>14</sup>

In relation to infrastructure and building of school, Gandhi aimed for simplicity and was not comfortable with the expensive buildings for educational purposes while Malaviya never compromised on the issue of infra structure or building. As for example during formation of Hindu Boarding House (Allahabad) and Banaras Hindu University, he never compromised and got constructed well-planned buildings, fully equipped departments and laboratories, library, Teacher's flat, Student hostels having electricity and all required facilities.

Malaviya and Gandhi were identical on relationship between education and the economic life of the people. Both gave importance to that educational scheme which makes self-reliant society. Gandhi advocated self-supporting education. He wrote in Harijan, *"The method adopted in the institutions in India I do not call education, i.e. drawing out the best in man, but a debauchery of mind. It informs the mind anyhow, whereas the method of training the mind through village handicrafts from the very beginning as the central fact would promote the real, disciplined development of the mind resulting in conservation of the intellectual energy and indirectly also the spiritual. I would therefore, want to begin the child's education by teaching useful handicraft. I am not writing this without some confidence, because it has the backing of experience."*<sup>15</sup> Therefore, through introducing spinning and craft in school Gandhi wanted to make self-reliant society. Malaviya also adopted vocational education in the form of industrial training to make pupils self-reliant and independent.

Although Malaviya appreciated Gandhian concept of Khadi but he was interested to associate the craft education with engineering departments. As, he said, *"I believe in higher craft related education in University, but for achieving this goal it is important to provide appropriate electricity and high class instrument and training as Japan engineering education provided last six years and from last two year students did all works there on behavioral practical knowledge. This college was associated with public work experience all the trainees related to industry, craft, and engineering came to same college and after finishing their education."*<sup>16</sup> Therefore, Malaviya aimed to integrate industrial education for economic upliftment. During his report presentation of industrial commission he said, *"For ruin condition of Indian industries, Britishers and their policies were accountable,"*<sup>17</sup> He described how the Britishers contributed to decline, Indian manufacturers. He cited the example of poor condition of cotton manufacturer and told that they were taxed at the rate of high 80% on their benefits while raw cotton was generally taxed at much lower rates. Thus, Malaviya in report advocated for agricultural, mechanical, and commercial education from secondary to higher education level.

Gandhi and Malaviya regarded character building as the prime aim of education. Literary

education has no value for both of them if it does not build sound character. Gandhi in his speech delivered at the Pachaiyappa's college, Madras, said, *"When your heart is not pure and you cannot master your passions, you cease to be an educated man. You have called your institution a premier institution; I want you to live up to the name of the premier institution, which must produce boys who will occupy the front rank in character. And what is education without character and what is character without elementary personal purity"*.<sup>18</sup> Therefore education for Gandhi has no value without personal purity. From Gandhi's point of view character cannot be built with mortar and stone and from the pages of book but it comes from within not from outside. According to him, it comes by providing the education of heart, which cannot be imparted through the books learning, but it can be achieved by the living touch of the teacher. Thus, Gandhi wanted teachers must be themselves the men of faith and character who have received the training of the heart. Therefore, in Gandhi's view the prime need of all the Nation of the world is nothing else but character building. For character building, he preferred Gita lectures and religious education.

In relation to pupils, code of conduct Gandhi and Malaviya categorized as idealist. They liked pupils as an initiator, obedient and self disciplined. Malaviya called them Arya. Regarding textbook and teacher's character Gandhi said, *"Books are required more for the teachers than for the taught. It is the duty of the teacher to do justice with the learner by preparing his daily lesson from the material available to him. I have claimed to originality for the views and as in India the primary aim of education was the character formation of the pupils, thus for a teacher it needed not to lose his character and values."*<sup>19</sup> Like Gandhi Malaviya coded character building as the supreme priority than other desires. He appealed the students to follow *Brahmcharya*. He said, *"University will not seek merely to turn out men as engineers, scientist, doctors, merchants, and theologian but also as men of high character, probity and humor whose conduct through life will show that they bear the hall mark of a great university."*<sup>20</sup> Malaviya focused on "character - industry integrity" for achieving success in life.

Gandhi's view on higher education reflected that he wanted to give more power to the universities and he desired that universities should vest entirely in the hands of private individuals and not the state. Malaviya opinion was that Government should provided adequate finance to the universities. He gave suggestion for the establishment of national body to maintain the policies of higher education, which in future manifested in the form of UGC. Yet Malaviya's vision for higher education was modern but Gandhi's view was also not much traditional as he said *"Under my scheme of higher education there will be more better libraries, more better laboratories and more better research institute. Under it we should have an army of chemists, engineers, and other experts who will real servant of the nation and all these experts will speak , not a foreign language but the language of the people. The knowledge gained by them will be common property of the people. There will be truly original work instead of mere imitation"*.<sup>21</sup>

Gandhi preferred the establishment of *National school* where he wanted to propagate *charkha*, educating untouchables, and abolishing the curse of untouchables from the schools, bringing of Hindus – Muslims closer together. Malaviya also favored National School for the attainments of complete Swaraj, but his views were different from the Gandhian views i.e. school and colleges established without any financial of the British Government. Malaviya thought that this was the right of Indians to get finance from Indian British Government for educational upliftment.

Gandhi was not in favour that Indian vernacular mode of instruction replaced by English education. As he said, *"No country can become a nation by producing a race of imitator. I do believe Chatanya, Kabir, Nanak, Guru Govindsingh Shivaji, and Pratap as a greater men than Raja Ram*

*Mohan Rai and Tilak .I know the comparison are odious. All are equally great in their own way. But judge by the results, the effect of Raja Rammohan Rai and Tilak on the masses is not so permanent or far reaching as that of the others more frequently born”.*<sup>22</sup> In Gandhian, view India became poor and less able to defend her and their children have less stamina, because of English education. Thus, he advocated for the use of vernacular language at all levels of education while Malaviya preferred the use of vernacular and English both as a medium of instruction for higher education.

Gandhi and Malaviya both favored integration of science and technology in education but differed as to its aim in life. Gandhi regarded science as a spirit, attitude not as a source of happiness and prosperity while Malaviya consider science as a tool to overcome from the poverty and economic enhancement. Gandhi was against the haphazard development of science, unrelated to the social and economic structure of India. His aim was to bring down Science from the so-called mountaintops where it was monopolized by the few, in interest of the few and reduce it to the term of masses. He said, *“I tell you, you can devise a far greater wireless instrument which does not require external research but internal – and all the research will be useless, if it cannot link your hearts with those of the masses.”*<sup>23</sup> Thus, Gandhi believed in scientific humanism.

He believed in the small-scale production theory and in village economy. As he said in Young India, (2/07/1931) *“I am against large- scale production of only those things that can be done easily by millions of hands not otherwise occupied.”*<sup>24</sup> He believed that mechanization would lead starvation so he was the great opponent of industrialization and through his scheme of basic education; he hoped to revive economic and cultural life. Malaviya favoured indigenous industrial development for eradication of poverty and human welfare.

Both had a common point of view on need of religious education. They recognized religion, as the way of life therefore, religion was not divorced from any part of their life. They favoured integration of religion in education. Both wanted every child to be familiar with fundamental tenets of all faiths and have tolerant attitude for other religion. Both favoured emancipation of women from the various kinds of bondages and the injustices from which they were suffering. Both had realized the truth that man and woman have their distinct contributions to make the Humanity and were agreed on the fact that certain common subjects should shared equally by men and women.

From philosophical point of view in their educational thoughts, following similarities and differences were observed.

### **Similarities:**

1. Both were idealist in relation to determining the goal of education.
2. Education philosophy of Gandhi was based on four aspects that is free and compulsory primary education; education should be craft centered, self-supporting and self-sufficiency, given through mother tongue. Gandhi was the follower of truth and nonviolence Like, Gandhi Malaviya also practiced truth, non- violence, self-actualization and sacrifices in their education philosophy. Malaviya's educational thoughts reflected amalgamation of East and West.
3. Both gave importance to universal primary education.
4. Both were against to Macaulay's views of education.
5. Both wanted the proper coordination of the three that is mind, body and soul in human through education.
6. Gandhi's concept of self-financing was based on the idea of Spinning. Under Swaraj, Malaviya also supported their idea and agreed to adopt it for primary level, but he denied approving the

same for higher education. He rehabilitated this plan in the form of Industrial vocational education in higher education pursuits.

7. Gandhi and Malaviya both agreed with the primary aim of education, i.e. Character formation. Thus, both said it required from the teachers, not to lose their character and values.
8. Gandhi and Malaviya both wanted pupils as initiator. Both wanted pupil to be obedient and self disciplined.
9. Both preferred the establishment of National school for the attainment of complete Swaraj.
10. Being a practical educationist both conceived education not merely in terms of acquisition of knowledge or storing of facts but in terms of activity and experience.

#### **Differences:**

1. Factors accountable for genesis of both visionaries were different as Gandhi's educational philosophy were much influenced by his experience of satyagraha in south Africa, experiences of the Tolstoy farm while Malaviya's educational philosophy was influenced by Indian culture, tradition ,family environment, economic crisis and Sanatan Dharma.
2. Gandhi has evolved a philosophy of paidocentric education (Child centered education) while MalviyaJi's philosophy was eclectic in nature.
3. Malaviya was experimentalist for higher education while Gandhi was experimentalist for child education.
4. *At secondary level Malviyaji preferred vocational, technical education along with craft centered education.* At the higher education level, Malaviya's approach was quite different from Gandhi and he never opposed the idea to inculcate machine and technology of west in Indian education system.
5. On the issues of *boycott of education and nationalization of University, and motivating the university students in political movement, Malaviya was differed to Gandhi view.*
6. *Both were differ on the view for imparting education by acquiring English as medium of instruction.* In Gandhi's view, by providing English education millions of the people will become slave. However, Malaviya agree for using English as a medium of instruction at higher level for some subjects due to lack of vernacular literature.
7. On the issues of *Nationalization of Aligarh Muslim University, Banaras Hindu University (meaning free of them from government control and their run entirely without government's grants) Malaviya and Gandhi were not having same opinion.*
8. Gandhi did not give more weight to higher education prospective, than the need of freedom. His dream was to prepare youth to fight against British domain, to boycott the Government at all places and withdraw the Indian Youth from any educational institution, which was governed by British Government. Here the view of Malaviya was different. He wanted to educate first the youth of the country and make them eligible for acquiring the best post in civil services, military etc. He wanted to make them skilled, than make illiterate leader to fight for freedom.

#### **Conclusion:**

Thus, it concluded that Malaviya considered as a social reformer in relation to primary education, but he was visionary of higher education vice-versa Gandhi was as thinker for the primary education, but he acted as social reformer in relation to higher education. As Gandhi encouraged many of the rich, educated people to open National Universities during British dominion.

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## **An analysis of initiatives for Persons with Disability taken up by the department of Social Welfare, Government of Mizoram**

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### **Abstract**

*Mizoram is one of the states in the north east corner of India. The society is open and the unique quality is that men and women enjoy equal status. However, disability, like in different parts of the world, is not welcome and persons with disability often have a tough time. However, the past few years have seen a change in people's attitude and also a shift towards the better in their own perception of themselves. This may be due to the various schemes handed out to them from the government and the new employment opportunities open to them. This study was undertaken to find out the schemes taken up for them in terms of daily sustenance, education and employability. The results show that although a lot has been done for their welfare, there is still a long way to go as far as initiatives for the persons with disabilities are concerned.*

**Key words:** Social Welfare department, stipend, certification, economic rehabilitation, funds, employment status, media, education,

### **Introduction:**

The Social Welfare Department was created as a small wing under Education Department during 1973-74 with one State Social Welfare Officer, one district Social Welfare Officer and skeleton supporting staff. This was strengthened in 1975 with one Programme Officer. It was declared full-fledged department in 1980-81. Today, 576 staff belonging to different grades are employed in the department covering the whole of Mizoram. They take up the following schemes to fulfill their objectives:

- i) Various schemes for the welfare of differently abled persons under the Central and state government.
- ii) Schemes for women empowerment, economic rehabilitation, care and protection for women in difficult circumstances under the central government.
- iii) Schemes of care and protection for children, and programmes for all round development of children under the Central government.
- iv) Schemes for welfare of Aged, infirm and destitute under State and Central government.
- v) Prevention of drug abuse and rehabilitation programmes under the State government
- vi) Schemes for grant-in-aid to voluntary organizations working in the field of social defense and rehabilitation of drug addicts under the state government.
- vii) Centrally sponsored schemes for the welfare of Minorities.

(Citizen's Charter, 2014)

In other words, they are the hands and limbs of the government when it comes to various schemes for the upliftment of the weak. Since the day it was created, the department has been steadily and steadfastly playing its role as the patron of the needy. Enhancing employment opportunities for people with disabilities is one of the main concerns of the disability sector in India. And for the Mizoram Chapter, the government mainly relies on Social Welfare Department.

### **Rationale of the study:**

The Government of India formulated the National Policy for Persons with Disabilities in February 2006 which deals with Physical, Educational & Economic Rehabilitation of persons with disabilities. In addition the policy also focuses upon rehabilitation of women and children with disabilities, barrier free environment, social security, research etc.

The National Policy recognizes that Persons with Disabilities are valuable human resource for the country and seeks to create an environment that provides those equal opportunities, protection of their rights and full participation in society.

Since the Social Welfare Department is the main body to implement the various schemes of the Central as well as State government, the investigator decided that it would be beneficial to find out the various schemes for persons with disability this department has taken up and to also find out the success or failures of these schemes if possible.

### **Objectives of the study:**

The study was conducted with the following objectives in mind:

1. To find out the various schemes started by the social welfare department for persons with disabilities.
2. To find out the number of persons with disabilities who have been benefitted by these schemes during the last five years (2012-2016)
3. To trace the implementation of providing barrier free environment for persons with disability during the last five years (2012-2016)
4. To suggest measures for improvement of schemes for persons with disabilities.

### **Methodology:**

The present study followed Descriptive survey approach. It is mostly qualitative in nature. Data was collected through personal visits to the Directorate of Social Welfare where relevant information like official reports, office records and documents were provided.

### **Major findings of the study:**

1. Various schemes taken up by the Social Welfare department for persons with disabilities:

The investigator, through several visits to the Department of Social Welfare found out that following schemes were taken up by Social welfare department for the welfare of persons with disabilities:

- a) **Assessment and Certification Camp:** Assessment and Certification Camps for Persons with Disabilities (Pwds) has been conducted since 2009-2011, jointly with Health Department, State Council for Educational Research and Training, National Institute of Occupational Health, SarvaSikshaAbhiyan and Social Welfare Department at District and Block Levels. Persons having 40% and above can be certified as Disabled by a Certified Medical Officer. The certified disabled persons are given Disability Certificates and I.D. Cards on the spot.

To facilitate issuance of Disability Certificates, Health and Family Welfare Department issued O.M. No. J. 11011/9/2006 – HFW dt. 12.8.2009, stating the following procedure for issue of Disability Certificates besides constitution of Medical Boards in all the 8 Districts:-

1. Any single specialist in the line of disability may issue such certificate.
2. Also keeping in mind that any officer is transferable, the issue of such certificate may be permitted to individual specialist of relevant line of disability without specifying name of specialist.
3. The existing Medical Board for certifying disabled persons will certify only cases of Multiple Disabilities.

The Social Welfare Department has been doing its duty of identification with these norms in mind.

- b) **Economic Rehabilitation (State Scheme):** The main objective of this Scheme is to provide economic rehabilitation to the disabled persons by providing opportunities for engaging themselves in full or part time employment thereby raising a wage to sustain themselves or to supplement their family income.

Grant-in-Aid is given in cash to handicapped persons as per individual need. Pig Rearing and Poultry @ Rs. 4000/-, Petty business @ Rs. 1520/- and Small Shop @ Rs. 2000/- per annum are given in cash. In addition, sewing machines and cobbler tools are given in kind.

- c) **Stipend to Educated Unemployed Allowances (State Scheme):** The Scheme was introduced in 1997-1998 for educated persons with disabilities who registered themselves in the Employment Exchange for more than 3(three) years and who could not be placed in any gainful occupation are given stipend @ Rs. 100/- per month per head. The rate was raised from Rs. 100/- to Rs. 250/- in 2007-2008. District Special Employment Exchanges inform eligible candidates to the Social Welfare Department, who are then selected by the officials of Social Welfare Department according to the guidelines.
- d) **Handicapped Student Stipend (State Scheme):** Under this Scheme, handicapped students who are enrolled in the Institutions are given stipend for purchase of books, uniforms, etc. at the rate shown below :-

Upto Class-IV	-	Rs. 30/- p.m. per student (p.m.= per month)
Class V – Class VII	-	Rs. 40/- p.m. per student
Class VIII – Class XII	-	Rs. 85/- p.m. per student

It can be availed after giving report to the DSWO, Saiha/Lunglei/Aizawl East and Aizawl West by the concerned Institution and there should not be more than 3(three) students from 1(one) Institution.

- e) **Handicapped Training Centre (State Scheme):** Training Centres in the trade of Tailoring and Shoe Making for both Male & Female Handicapped Persons are run by the Social Welfare Department, Government of Mizoram at Aizawl and Lunglei with Hostel Facility respectively for male and female. Sewing Machines, Treadle Machines and Cobbler Tools are given free of cost to the trainees after completion of 1(one) year training.
- f) **Loan Scheme under National Handicapped Finance and Development Corporation (NHFDC):** To promote economic development activities and self-employment ventures for the benefit of Persons with Disabilities (Pwds). The Government of Mizoram nominated Mizoram Rural Bank as the State Channelizing Agency (SCA) of the National Handicapped Finance and Development Corporation.
- g) **Office of the State Commissioner for Persons with Disabilities (Pwds):** The Government of Mizoram notified creation of 11(eleven) posts for the office of the State Commissioner

for Persons with Disabilities (Pwds).

- h) Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids & Appliances (ADIP Scheme): The Ministry of Social Justice & Empowerment, Government of India provides grant-in-aid under the 'Assistance to Disabled Persons for Purchase/Fitting of Aids/Appliances (ADIP)' Scheme, with the objectives of assisting needy persons to promote their physical, social and psychological rehabilitation.

Under this Scheme, the State Government has catered Aids & Appliances which were provided by the ALIMCO (A Government of India undertaking) to all the Districts of Mizoram to be distributed to the needy and poor disabled persons free of cost basis through the Implementing Agencies, Non-Government Organisations and CDPOs etc.

Recently, to cover more Persons with Disabilities (PwDs) in identifying and distribution of Aids & Appliances Spastic Society of Mizoram was nominated to associate with the ALIMCO.

2. The number of persons with disabilities who have been benefitted by these schemes during the last five years (2012-2016):
- a) Assessment and Certification Camp: Break-up of IDs issued as of 11.12.2016 is as follows:-

**Table-1: Number of Persons with Disabilities as identified in 2016**

Sl.No	YEAR	Number of Persons identified
1.	Orthopedically handicapped	2904
2.	Mentally Retarded	2410
3.	Visually Impaired	1645
4.	Hearing Impairment	2847
5.	MultipleDisabled	337
Total		10143

*Source: Social Welfare Department*

Table-I clearly indicates the number of Pwds identified in 2016. Based on Census 2011 which recorded the population of disabled persons in Mizoram as 15160, percentage of disabled persons covered is 66.91 %. Although this covers more than half of the persons with disabilities, there clearly are more persons who need to be benefitted.

- a) Economic Rehabilitation (State Scheme): The following table shows the number of people

who have been benefitted by this scheme since 2012 till 2016.

**Table-II: Number of Persons benefitted by the Economic Rehabilitation scheme**

Sl.No	YEAR	Number of Persons benefitted
1.	2012	87
2.	2013	59
3.	2014	Nil
4.	2015	76
5.	2016	76

*Source: Social Welfare Department*

As seen in table-II, the department has been providing economic rehabilitation schemes to the persons with disabilities almost continuously through these 5 years under study. It was only during the year 2014 that there were no beneficiaries and this was due to lack of funds.

- a) Stipend to Educated Unemployed Allowances (State Scheme): As mentioned earlier, this scheme can only be benefitted by 25 persons per year. Table-III highlights the number of persons with disabilities who have benefitted from this scheme.

**Table-III: Number of persons benefitted by the educated unemployed scheme**

Sl.No	YEAR	Number of Persons benefitted
1.	2012	25
2.	2013	25
3.	2014	25
4.	2015	25
5.	2016	25

*Source: Social Welfare Department*

As seen from Table-III, in all the five years under study, the Department has ensured that 25 persons with disabilities are benefitted by this scheme. From the number of persons who have been identified, this is a small number but till date, 25 is the maximum number that can be given. In view of the fact that there are 10143 recognised and certified handicapped persons within the state, this is a small number.

- a) Handicapped Student Stipend (State Scheme): Only 3 students with disabilities can be selected from each school, and they have to comply by the rules made by the Directorate of Health and Family Welfare. Table- IV shows the number of students who have benefitted during the period under study.

**Table-IV: Number of persons benefitted by the Handicapped Student Stipend**

Sl.No	YEAR	Number of Persons benefitted
1.	2012	811
2.	2013	788
3.	2014	793
4.	2015	784
5.	2016	959

*Source: Social Welfare Department*

As seen in Table-IV, the number of persons who have been benefitted are nearly 1000 each year, and this after a careful selection of three students from one institution each year. It is interesting to note that so many handicapped students attend schools despite their handicaps. But although the admission of these students in schools is a good sign, the amount given to each child is less than Rs.100/- per month which is quite minimal especially in consideration of inflation rates which is on the rise every year.

- a) Handicapped Training Centre (State Scheme): The department has been carrying out this scheme on a regular basis. The following table shows how this has benefitted persons with disabilities.

**Table-V: Number of persons benefitted by the Handicapped Training Centre**

Sl.No	YEAR	Number of Persons benefitted
1.	2012	66
2.	2013	83
3.	2014	74
4.	2015	68
5.	2016	59

*Source: Social Welfare Department*

As seen in table-V, a number of persons with disabilities are covered each year during the period under study. The bonus of this scheme is that the families are not burdened as food and lodging is provided during the whole time this training takes place. The downside is that there are only two districts i.e. Aizawl and Lunglei where these centres are placed. So many persons with disabilities are identified in different districts but only these two districts can cater to them.

- a) Loan Scheme under National Handicapped Finance and Development Corporation (NHFDC): The officials of Mizoram Rural Bank and Social Welfare Department have taken necessary action for effective implementation of the Scheme during 2009-2010.

Initially Rs. 50.00 lakhs was sanctioned by the National Handicapped Finance and Development Corporation (NHFDC) which is distributed at identified branches of Rural Bank in the 7(seven) Districts and 3(three) branches in Aizawl District.

122 beneficiaries were granted loans.

Sadly, this scheme was discontinued because the beneficiaries could not repay their loans.

- b) Office of the State Commissioner for Persons with Disabilities (Pwds): Necessary action is being taken to fill the posts.

Table-V: Status of posts reserved for Pwds in the Office of the State Commissioner for Persons with Disabilities

Sl.No	Name of posts	Number of Posts	Status
1.	Assistant Commissioner	1	Filled up
2.	Research-cum-Programme Assistant	1	Filled up (on contract basis)
3.	Assistant	1	Filled up
4.	Sign Language Interpreter	1	Under process
5.	Personal Assistant/Steno Grade III	1	Under process
6.	UDC cum Cashier	1	Filled up
7.	LDC cum Cashier	2	Filled up
8.	IV Grade: Chowkidar, Peon, Dak Runner	3	Filled up

*Source: Social Welfare Department*

- To trace the implementation of providing barrier free environment to persons with disability during the last five years (2012-2016):

The Ministry of Social Justice & Empowerment has been implementing a scheme of providing financial assistance for providing barrier free environment in important Government Buildings etc. which include ramps, rails, lifts, adaptation of toilets for Wheel Chair users, brail signage etc. and for making Government websites at the State/District level accessible to Persons with Disabilities (Pwds). All these new features have been included in order to increase the employment accessibility of persons with disabilities. This scheme is called SIDPA and Social Welfare department has been doing its best to implement it in government as well as public places within the state of Mizoram.

**Table-VII: Year-wise allocation of fund under the SIPDA**

Year	Amount Sanctioned by GoI	Selected Office/ Building	Purpose	Amount	Status
2010-2011	Rs. 20.00 lakhs	Directorate building of Social Welfare Department, Aizawl	Construction of ramps, rails and adaptation of Toilets for wheelchair users	Rs. 5,00,000	
		Secretariat buildings at Treasury Square, Aizawl	Construction of ramps, rails, lift, adaptation of Toilets for wheelchair users	Rs. 9,00,000	

		District Collector's Office, Serchhip District	Construction of ramps, rails, adaptation of toilets for wheelchair users	Rs. 2,00,000	Disbursed
		District Collector's Office, Kolasib District	Construction of ramps, rails, adaptation of toilets for wheelchair users	Rs. 2,00,000	
		District Collector's Office, Lunglei District	Construction of ramps, rails, adaptation of toilets for wheelchair users	Rs. 2,00,000	
			Total :	Rs. 20,00,000	
2011 - 2012	Rs. 20.00 lakhs	Directorate of Social Welfare, Aizawl	Construction of Toilet, Ramps and Rails	6,00,000	Disbursed
		Vanapa Hall, Aizawl	Construction of Ramps	1,50,000	
		Food, Civil Supplies and Consumer Affairs Department, Aizawl	Construction of Ramps	1,50,000	
		Assembly House, Treasury Square, Aizawl	Construction of Ramps	1,50,000	
		MPSC, New Secretariat Complex, Khatla, Aizawl	Construction of Ramps	1,50,000	
		D.C., Champhai	Construction of Toilets, Ramps and Rails	2,00,000	
		D.C., Mamit	Construction of Toilets, Ramps and Rails	2,00,000	
		D.C., Lawngtlai	Construction of Toilets, Ramps and Rails for wheelchair users	2,00,000	
		D.C., Saiha	Construction of Toilets, Ramps and Rails	2,00,000	
			Total :	Rs. 20,00,000	

2012-2013	Rs. 30.00 lakhs	Directorate of School Education, Aizawl	Construction of Toilets, Ramps & Rails for Wheel Chair users	6,00,000	Disbursed
		Civil Hospital, Aizawl	Construction of Toilets, Ramps & Rails for Wheel Chair users	6,00,000	
		Mizoram University, Tanhril, Aizawl	Construction of Toilets, Ramps & Rails for Wheel Chair users	6,00,000	
		Deputy Commissioner, Aizawl	Construction of Toilets, Ramps & Rails for Wheel Chair users	6,00,000	
		District Employment Office, Aizawl	Construction of Toilets, Ramps & Rails for Wheel Chair users	2,00,000	
		District Employment Office, Lunglei	Construction of Toilets, Ramps & Rails for	2,00,000	
			Wheel Chair users		
		District Employment Office, Saiha	Construction of Toilets, Ramps & Rails for Wheel Chair users	2,00,000	
			Total :	Rs. 30,00,000	
2013-2014	Rs. 76.29 lakhs	Lengpui Airport, Mamit District	Construction of Toilets, Ramps & Rails for Wheel Chair users	4,74,300	
		Office of State Council of Educational and Research Training (SCERT), Aizawl	Construction of Ramps for Wheelchair users	3,47,000	
		Office of Deputy Commissioner, Aizawl	Construction of Ramps and Rails for Wheelchair users	3,89,700	

	Vanapa Hall, Aizawl	Construction of Toilets and Ramps for Disabled	4,74,300	Transferred to the Office of the Commissioner for Persons with Disabilities, Mizoram for further action.
	New Secretariat Building, Khatla	Construction of lifts	36,46,100	
	District Hospital, Kolasib	Construction of Ramps and Rails for Wheelchair users	2,87,200	
	District Hospital, Aizawl	Construction of Ramps and Rails for Wheelchair users	2,87,200	
	District Hospital, Mamit	Construction of Ramps and Rails for Wheelchair users	2,87,200	
	District Hospital, Serchhip	Construction of Ramps and Rails for Wheelchair users	2,87,200	
	District Hospital, Champhai	Construction of Ramps and Rails for Wheelchair users	2,87,200	
	District Hospital, Lunglei	Construction of Ramps and Rails for Wheelchair users	2,87,200	
	District Hospital, Lawngtlai	Construction of Ramps and Rails for Wheelchair users	2,87,200	
	District Hospital, Saiha	Construction of Ramps and Rails for Wheelchair users	2,87,200	
		<b>Total :</b>	<b>Rs.76,29,000</b>	

As indicated by Table-VII, although data for 2015-2016 was not available during the time of data collection, it is clear that the Social Welfare Department Office has been actively handing out available funds to important offices covering all the eight districts of Mizoram. However, institutions of higher education have been left out. Since these higher education institutions are the easiest way for persons with disabilities to secure employment, it is advisable for the government to consider these important locations of academic development.

To suggest measures for improvement of schemes for persons with disabilities: It is undoubtedly true that the Social Welfare has been doing its best to make a success of the schemes that have been introduced by the government of India as well as that of Mizoram. And it can also be witnessed here in this small research alone that a number of people have been benefitted. Skill training has been provided, employment has been garnered, employability has been enhanced and steps are being taken to open more doors to the persons with disabilities. Yet it is evident that these schemes could be improved with a little more care and attention. The following steps may be suggested in order to improve skill development and generate more employment for persons with disability:

- a) Research: No major research work has been done within the state regarding the schemes for skill development of persons with disability. If there is proper research work, even the officials of Social Welfare department may be notified about the negative and positive points of their work as found through research. This will motivate them to not only work harder but may be an important eye opener for them regarding how vitally important their service is for society. Therefore, research work in this field must be encouraged both by research institutions, governmental as well as non governmental bodies.
- b) Increasing the use of print and non print media for communication: Although non print media like television has been extensively used for communication, it is apparent that there are still a number of persons with disabilities who are out of reach. Moreover, it is also clear that print media like newspapers are often not utilized enough to communicate these schemes to the right people. Therefore, these media need to be manipulated in order to facilitate the awareness of these persons with disabilities. Street hoardings should be popularized not only in cities and bigger towns but also in smaller villages and hamlets so as to enrich communication.
- c) Educating the families: A peculiar thing about persons with disabilities is that some families tend to be over-protective. They distrust most schemes that are provided for their upliftment except the ones given in cash. Therefore, society itself needs to be educated in order to help persons with disabilities become the best they can be. For this, the service of non-governmental bodies may be useful. Public halls may be utilized for public gatherings not just in the city but in all villages and towns in all the eight districts of the state.
- d) Feedback programme: The beneficiaries are the best source of information regarding the success of these schemes. An interview or any kind of feedback programme should be organized so that the department may be able to improve itself and even convey certain changes that need to be communicated to the government. This will increase the utility of these schemes and funds will be utilized in the proper manner.

## **Conclusion:**

To conclude, it may be reiterated that disability is not to be treated as a curse due to previous actions. It is high time that society shed the stigma that this case is attached with. A look into the

various schemes undertaken by the government through the Social Welfare Department clearly indicates that the department is doing its best to cover the needs of persons with disability through various schemes. However, the absence of reliable data on the population of disabled persons is a serious hindrance to understand the coverage as well as the success of these schemes. Therefore, a comprehensive survey based research on persons with disabilities and their opinions regarding the various schemes for their welfare is the need of the hour.

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## **Inclusion of Children and Youth with Disabilities in Regular Classroom: Some Issues, Concerns and Challenges**

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### **Abstract**

*This paper discusses the philosophy of Inclusion, advantages, some issues, concerns, challenges, and factors influencing the implementation of inclusive practices in regular classroom and how inclusive principles put into action. Inclusion indicates the process of reflecting occurrence of significant changes brought about by new ways of thinking, new ways of operating classroom, adapting curricula and constantly changing attitude and social conditions. The National Policy for Persons with Disabilities (2006) recognizes persons with disabilities as valuable human resources for the country and ensures that every child and youth with disability receives basic education of good quality in regular classroom along with non-disabled peers. It seeks to create environment that provides them equal opportunities, protection of their rights and full participation in society. This concept is based on the basic principles of equality, freedom, social justice and dignity of all individuals that are enshrined in constitution of India and implicitly mandate an inclusive society for all including persons with disabilities.*

**Key Words:** *Inclusive practices, equal opportunity, Social justice, Full participation*

### **Introduction**

Every child has the right to education irrespective of age, gender, background, socio-economic status, race, caste, creed, religion and ability. The National Policy on Education (NPE) 1986 in the section on “Education for Equality” has emphasized the need for removal of disparities and to equalize educational opportunity by specific needs of those who had been denied so far. For achieving equalization of educational opportunity children with disabilities should have access to quality education comparable to other children in regular classroom of general school.

The philosophy of inclusion is a paradigm shift and a move from segregation through mainstreaming and integration to inclusion. Thus the journey of inclusion indicates a process rather than an event; the process reflecting occurrence of significant changes brought about by new ways of thinking, new ways of operating in the classroom, and adapting to the constantly changing thinking attitude and social conditions. The National Curriculum Framework for School Education (NCFSE) 2000, brought out by the NCERT, recommended inclusive schools for all as a way of providing quality education to all learners. According to NCFSE:

*Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices (NCERT, 2000).*

Inclusion as a social and educational philosophy believes that all people are valuable members of mainstream society, whatever their differences and diversities may be in education. This implies that all children irrespective of their abilities and disabilities socio-economic background religion or ethnic, language or cultural background, religion and gender go together to the same school. It is the philosophy that aims to improve the quality of education for all children in a classroom. It reflects on human rights and social justice.

It does not look at whether children are able to follow the regular educational system but looks at teachers and schools in terms of how they can adapt educational programmes to individual needs. UNESCO defines inclusive education as *“a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the state to educate all children”*. Inclusive education is not a marginal issue, but is central to the achievement of high-quality education for all learners and the development of more inclusive societies.

Inclusive education is a process of strengthening the capacity of the education system to reach out the all learners. According to UNESCO (2005) inclusion is a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as a problem but as opportunity for enriching learning. It involves restructuring the culture, policies and practices in schools so that they can respond to the diversity of students in their locality and develop the full potential of every individual.

For a school to be inclusive, the attitude of everyone in the school including administrators, teachers, and other students, are positive. Inclusive education means that all children, regardless of their ability level, are included in a mainstream classroom, or in the most appropriate or least restrictive environment. And students of all ability levels are taught as equal, and that teachers must adjust their curriculum and teaching methodologies so that all students benefits. This is possible only in a flexible education system and there are some issues, concerns, factors and challenges responsible for successful inclusion of children and youth with disabilities in mainstream society.

### **Positive Attitude**

The effectiveness functioning of the inclusive school depends as much on the perception and commitment of the teachers, administrators, non-teaching staff, parents of disabled children and community. In this regard one of most important tasks is how to develop commitment in teachers towards promoting the inclusive education. The teachers' positive attitude towards inclusive education is important because only by developing the values of inclusiveness, the teacher can communicate the same to the students and conduct the class accordingly. In addition, it is particularly important for the school administrators to treat the teachers and staff as equal members and take them into confidence in the decision-making process relating to the functioning and activities of the school. This way, the staff and the teachers can be inspired to contribute more to the school. The existence of mutual respect among the staff can powerfully serve as an example for the children to model.

### **Breaking down Barriers**

Policies that are ideologically based on human rights model start by identifying barriers that restrict disabled persons' participation in society. This has shifted the focus in the way environments are arranged. In education, for example, where individuals were formerly labelled as not educable, the human rights model examines the accessibility of school in terms of both physical access (i.e. ramp, etc.) and pedagogical strategies. For education it is important the entire areas of, classroom are fully accessible to all children especially to children with physical disabilities. This means, that there is an adequate provisions of ramps, adapted toilets and guide rails. Removal of architectural barriers to ensure that students with disabilities have access to each classroom, laboratory, library and toilets in the school is the basic needs of these children.

Barrier-free environment enables people with disabilities to move about safely and freely, and use the facilities within the built environment. The goal of barrier free design is to provide an environment that supports the independent functioning of individuals so that they can participate without assistance, in everyday activities. Therefore, to the maximum extent possible, buildings/ Places/ transportation amenities including roads, sub-ways and pavements, railway platforms, bus-stops/ terminals, ports, airports, modes of transports (bus, train, plane and water-ways), playgrounds for public use will be made barrier free (NPPWD, 2006).

### **Early Identification and Intervention**

Early identification of disability and intervention through drug or non-drug therapies helps in minimization of impact of disability and readiness for inclusion in mainstream programmes. Therefore, there should be emphasis on early identification and early intervention, and necessary facilities should be created towards this end. Government will take measures to disseminate information regarding availability of such facilities to the people especially in rural areas (NPPWD, 2006). In this regard, early childhood care, education and health services have a vital role in the age group three to six then takes on tremendous importance, particularly because of the criticality of intervention in the early years for children with disabilities.

### **Classification and Degree of Disability**

Classification and degree of disability are essential for rehabilitation of children and youth with disabilities, without these there will be no programmes or services. For practical purpose, particularly in extending various services, concessions and other facilities, certain standards defining degree of disability of each category are required than can be measured. The degree and classification of disability determines the eligibility of a person to various facilities, concessions and benefits admissible under schemes of the governments or Non-government Organisation

### **Issue of Disability Certificate**

The PWD Act, 1995 provides certain benefits to persons with disabilities who have not less than 40% of any disability, as certified by a medical authority. Thus, a person with disability who wishes to avail the benefits under the Act has to obtain a disability certificate from the medical authority notified for the purpose. The government will ensure that the persons with disabilities obtain the disability certificates without any difficulty in the shortest possible time by adoption of simple transparent and client-friendly procedures. The certificate issued by the medical authority makes a person eligible to apply for facilities, concessions and benefits admissible under schemes of the governments or Non-government Organisations.

### **Equalization of Opportunities**

The term 'equalization of opportunities' means the process through which the various systems of society and the environment, such as services, activities, information and documentation, are made available to all, particularly to persons with disabilities. The principle of equal rights implies that the needs of each and every individual re of equal importance, that those needs must be made the basis for the planning of societies and that all resources must be employed in such a way as to ensure that every individual has equal opportunity for participation.

### **Role of Principal/ Headmaster**

Principal/ Headmaster can be actually considered as agents of change in the school. A proactive and committed school principal is crucial for successful inclusion. It is only through the principal's leadership; a school can become a model inclusive school that accepts and welcome

students from different backgrounds and with different abilities. The headmaster can encourage collaborative teaming, parent involvement, resource support, flexible curriculum and relaxation in examination procedures. He can play a significant role to motivate the teachers in the school to carry out the agenda of inclusive practices.

### **Curriculum Adaptation**

For inclusion, it is important to adapt the general education curriculum to meet the special educational needs of some students to allow for their full participation. No students should be excluded from activity due to the fact that she/ he cannot perform all the skills. Adapting to the curriculum may involve using materials and devices, adapting skill sequences, providing resource support, adapting teaching strategies and the environment. Children with disabilities needs should receive additional instructional support in the context of the regular curriculum, not a different curriculum. The guiding principle should be to provide all children with the same education, providing additional support to children requiring it.

### **Ensuring Adequate Support in Classroom**

Accommodations and support to meet the special needs of children may include, modification in regular curricula, collaboration between a regular teacher and full time or itinerant teacher with training in meeting special needs in the classroom, support in terms of Para professionals like physiotherapists, speech therapists, mobility trainer, psychotherapists etc., training of regular teachers, use of resource room and assistive devices. In addition to the teacher assistance, children with disabilities should be given adequate and appropriate assistive devices depending on their disability conditions. Provision of these devices helps them to master plus-curricular skills and mastery over plus curricular skills help them in their effective inclusion in the mainstream. Therefore, support services in the form of teachers, devices, and peer group help are needed for the betterment of inclusive education.

### **Adaption of Examination system**

The existing evaluation system can be reviewed at the state level and modified accordingly. Provisions for alternative modes of examination for children and youth with disabilities should be considered and provide by the Board of Examinations.

### **Staff Development**

Special teachers should be trained through regular programmes run by National Institutes/ Apex institute of RCI or under any other programme of the states. There should be a component of in-service training for resource teachers to equip them with handling of other disability area. Orientation of principals and educational administrators is required. This training includes developing strategies for management of inclusive education. Every school where children with disabilities are enrolled should have services of at least one special teacher; in this regard appointment of special teachers is required. Thus appropriate training and professional development may hold a significant key to the success of inclusion. Training has been found to increase both competence and positive attitude towards inclusion.

### **Parent and Community Participation**

The notion of inclusive education is based on building effective partnerships in which parties work together in a collaborative manner to achieve the goals. Schools could also invite the community in their premises, and give the larger world outside a role in influencing the curricular process. Parents and community members could come into the school as resource persons to share

their knowledge, and experiences in relation to a particular topic being studied (NCF, 2005). The school needs to attract the families and community to participate in any strategy and planning for full and effective inclusion of all children in school. The school should also provide opportunities for families to co-operate share each other's problems and support each other. All schools need to look for ways in which parental participation and involvement can be encouraged and sustained. Parents have in depth knowledge of their child's personality, strength and needs and can contribute to a great extent to their inclusion in education.

### **Sensitisation of Policy Planners**

For successful inclusion, besides of training of the teachers and other rehabilitation professionals, the sensitization of administrators, Policy makers, and Planners is also vitally important. The planning and implementation of programmes to prepare wide range of professionals is an issue that needs to be addressed on priority basis at the national level to give impetus to inclusive education movement (Singh, 2006).

### **Use of Technology**

Use of appropriate technology can promote physical and psychological rehabilitation of children with disabilities by reducing effect of disabilities and enhancing their potentials. Research study has shown that the selection and the practice of technology, such as software, computer games, the internet, and multimedia need to follow the students IEP and can help in curriculum adaptation. Teachers also need to recognise that computer experience may vary greatly among the students with disabilities. So they need to obtain the information about individual students in incorporate technology.

### **Vocational Rehabilitation**

Rehabilitation is of various types and vocational rehabilitation is one of them. In this, people suffering from disability are provided with different kinds of vocational skills leading to economic empowerment. There are 17 centres supported by Ministry of Labour located at the country, which evaluate residual capacity of persons with disabilities, impart necessary vocational training and guidance and place them into job or self-employment to their capacity. The National Handicapped Finance and Development Corporation (NHFDC) assists a wide range of income generating activities. Unemployed persons with disabilities whose family income in below Rs. 80,000 per annum for rural areas and Rs. 100,000 per annum for urban areas are eligible for availing loan facility.

### **Conclusion**

Keeping in view of above mentioned facts we can easily say that inclusive education is a set of values, principles and practices that seeks more effective and meaningful education for all students including students with disabilities. It is based on equality, freedom, social justice, human rights and dignity of all individuals enshrined in our constitution and believes that all people are valuable members of mainstream society. RTE Act (2009) propagates inclusion as the educational approach and teachers, teacher educators, school administrators, and most of all, the community together in regular classroom. It is also important that students with disabilities educated in regular classroom using inclusive pedagogies, acquire higher academic achievement, higher self-esteem, and better social skills and are better integrated in the world around them. Also, non-disabled students of these classrooms learn to empathise with people with disabilities, and begin to see them as friends and active contributors to an improved society. At the end, we can conclude that the successful inclusion of students and youth with disabilities in regular classrooms only can be possible in flexible

education system in barrier free environment through ensuring equal opportunities, protection of rights and full participation for them.

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## Concept of Disaster Management Education and Challenges for Its Successful Implementation

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### Abstract

*Disaster Management Education is the kind of Education dealing with the education of not only cultivating the understanding of disasters but also to cultivate the capabilities to take the precautionary measures to the prevention of the disasters. Disaster management education is very much concerned with idea of reducing or mitigating disaster induced damages in place of controlling the occurrence of the disasters. Disaster management education is the need of hour for each and every level of education but it suffers certain challenges as it is a new and emerging discipline in the academics world which lead it not to be so universal or common despite being extremely necessary over the world.*

**Keywords:** Disaster, Disaster Management, Mitigation, Prevention, Mock Drill.

### Introduction

Disaster management education is very much concerned with kind of education that thoroughly deals with prevention, mitigation, preparedness, response and recovery in light of disaster management in place of controlling the occurrence of disasters. The central focus of disaster management education is on mitigating or reducing the damages and threats induced by disasters but not on the control over its occurrence.

The number of disasters over the world is increasing year by year. These disasters include natural calamities as well as manmade conflicts like wars, terrorist attacks, chemical abuses etc. As per the Red Cross report over the last decade an average of 242 million people per year were killed and affected by disasters and conflicts. Hence it is essential to impart disaster management skills to public in general and specially to the younger generation all over the world.

According to World Development Report (International Federation of Red Cross and Red Crescent-2011) Natural disasters are categorized as Hydro, Meteorological, Geophysical and Climatological events. The manmade or unnatural disasters encompass conflicts, civil strife, riots and industrial disasters.

There is evidence that the frequency and extent of natural disasters are increasing on a global scale. In the decade 1900-1909, natural disasters occurred 73 times, but in the period 2000-2005 the number of occurrence rose to 2788 times. This increase is a result of more frequent and intense disasters, the growth of global populations located in increasingly vulnerable areas and continued environmental degradation. With the increased frequency and intensity of natural disasters, there is an increase in the numbers of deaths, the numbers of people affected by disasters and their devastating impacts on human life, economy and environment (Bayrak, 2009). Efforts need to be made in order to reduce these impacts. Within this context disaster management aims to reduce or avoid the potential losses from hazards, assure prompt and appropriate assistance to victims of disaster, and achieve rapid and effective recovery (Warfield, 2004). The disaster management cycle represents the ongoing process by which various stakeholders in the society plan for and reduce the

impact of disasters, react during and immediately following a disaster, and take steps to recover from the impact. There are essentially three phases in which disaster management efforts could make contributions: disaster mitigation or preparedness; the immediate aftermath or relief; and the reconstruction or recovery phase. Knowledge management can play a vital role through ensuring the availability and accessibility of accurate and reliable disaster risk information when required and through effective sharing of lessons learned. Despite this, it is observed that there is a perceived gap in knowledge management within the context of disaster management. The lack of effective information and knowledge sharing, and dissemination on disaster mitigation measures can thereby be identified as one of the major reasons behind the unsatisfactory performance levels of current disaster management practices.

India too is not spare from different types of manmade and natural disasters; history shows that India is exposed to natural disasters. Cyclones, floods, earthquakes, droughts and floods are major threats. About 60 percent of the landmass is prone to earthquakes of various intensities, over 40 million hectares is prone to floods and 68 percent of the area is susceptible to drought. This is not only results in loss to thousands of lives, but also in terms of loss in private, community and public assets. While substantial scientific and material progress has been made, the loss of lives and property due to disasters has not decreased. Government of India has now brought about a paradigm shift in its approach to disaster management, from being relief centric to one with greater emphasis on preparedness, prevention and mitigation. This approach proceeds from the conviction that development cannot be sustained unless disaster mitigation is built into the development process. Another cornerstone of the approach is that mitigation has to be inter- disciplinary spanning across all sectors of development. Disaster Management occupies an important place in the policy framework as it is the poor and underprivileged who are worst affected on account of calamities and disasters.

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## **Disaster**

Disaster is defined as Catastrophic situation in which the normal pattern of life or ecosystem has been disrupted and extraordinary emergency interventions are required to save and preserve lives and or the environment'(Ministry of Home Affairs, 2011). The Disaster Management Act has included man-made disasters also and defines disaster as 'a catastrophe, mishap, calamity or grave occurrence in any area, arising from natural or manmade causes or by accident or negligence which result in substantial loss of life or human sufferings or damage to, and destruction of, property or damage to, or degradation of environment and is of such a nature or magnitude as to be beyond the coping capacity of the community of an affected area.

Disaster is defined as a crisis situation causing wide spread damage which *far exceeds our ability to recover*. Thus, by definition, there cannot be a perfect ideal system that prevents damage, because then it would not be a disaster. It has to suffocate our ability to recover. Only then it can be called as 'disaster'. Again disaster can be defined as a catastrophe, mishap, calamity or grave occurrence in any area, arising from natural or manmade causes by accident or negligence which results in substantial loss of life or human suffering or damage to, and destruction of property. (Definition according to the Disaster Management Act 2005, Government of India).

### **Types of Disasters**

There are two types of disasters namely natural disasters and manmade disasters. For example: fire, accidents (road, rail or air), industrial accidents or epidemics are some of the

Examples of man-made disasters. Both natural and man-made disasters which have devastating input resulting loss of human life, loss of livelihoods, property and environmental degradation. Disasters disrupt normal functioning of society and leave long lasting impact. Earthquake, cyclone, flood and drought are examples of natural disasters.

### **Disaster Management**

The term disaster management is very much associated with the actions taken by an organization in response to unexpected events that are adversely affecting people or resources and threatening the continued operation of the organization. There are used many other terms also for the disaster management like emergency management, crisis management civil protection, disaster risk reduction etc.

Disaster management is an integrated process of planning, organizing, coordinating and implementing measures that are needed for effectively dealing with its impact on people (Deshmukh et al., 2008). Key phases of disaster management are identified as mitigation/preparedness, relief and long term reconstruction. Mitigation or risk reduction activities include structural and non-structural measures undertaken to limit the adverse impacts of natural hazards, including the issuance of timely and effective early warnings and temporary evacuation of people and property from threatened locations. Provision of assistance or intervention during or after a disaster to meet the life preservation and basic subsistence needs of those people affected is made during the relief phase (Moe et al., 2007). Reconstruction refers to the rebuilding of damaged living conditions of the stricken community with the aim of long term sustainability.

### **Disaster Management Education**

Disaster Management education is coming out as a new and emerging discipline of education which is extremely necessary and relevant in the present age where disasters of both natural and manmade kinds are inching up day by day. Disaster Management Education (DME) will hopefully make the students aware of the disasters but also make them learn how to manage the disasters, how to handle with disasters and how to reduce the impact and risks of disasters. Further it will develop the skills of disaster management and risk reduction among the students and then among the common civilians through the students.

India too is not spare from different types of manmade and natural disasters. Therefore, it is a high time to learn about the Disaster management and the related skills. Education has been an age old agency which always helped in realization of social and national goals. Hence, in line of Hyogo Framework there is needed to strengthen disaster management in the country and the globe at large with the help of education. Children of today must be appropriately educated and adequately trained to face the disaster management that may be realized in the future in the wake of prevailing natural hazard potential. A new culture of disaster management will have to be created in the home, in school, in the workplace and in the whole society in general, where education can play a crucial role. Such new culture for disaster reduction must be permanent and integrative, and cut across all formal and informal educational efforts in close contact with reality. The Disaster management education must go beyond the purely informative or instructive rather should promote a new way of perceiving, feeling, thinking and behaving. It must open the way to a new lifestyle integrating the individual, the environment and society.

### **Challenges in the successful implementation of the Disaster Management Education**

- While the Government has systems to deal with response, and capacities for it are being strengthened, the country needs many more Disaster Management professionals to address mitigation and prevention. The capacity to develop this human skill is grossly inadequate in the Government sector and outside, including academic institutions.
- We have an enabling environment in the country in terms of Institutional structure (of course it needs improvement), policies, Acts and guidelines. The Disaster Management Authorities in many states are still not operational. The State Action Plan for Climate Change is still being prepared by most of the states.
- While the Finance Ministry (Government of India) has issued orders to screen all new projects from a disaster risk reduction angle, as a precondition for approval, most of the functionaries responsible for certifying do not have adequate skills to do that.
- One of the major requirements to reduce risk is a good understanding of risk. All State Governments are not familiar with the methodology to undertake detailed risk assessment and there is very little capacity in the Government to undertake these.
- Disaster Risk Reduction (DRR) has to be seen as development issue. Though the Five Year Plans (10th and 11th) have clearly articulated the need to look at disaster management as a development issue, in practice it is not happening.
- The approach to conceptualize Climate Risk Management as a development problem needs to be underscored and capacities for it built. Specific focus is required on sectors such as agriculture, food security, water resources, infrastructure and health. The concerned departments dealing with these
- Sectors will have mainstream disaster risk reduction in their sectorial development initiatives. Efforts are also required to integrate DRR in the on-going programmes.
- The Human Resources Development will have to be made systematic. Mere training alone is not enough to develop the capacities. The trainers and trainees will have to be selected systematically and there should be provisions for refresher training and utilization of the trained

personal. In addition there should be a enabling environment to facilitate the mainstreaming of DRR and tools and methodologies developed.

- Many of the traditional knowledge in dealing with extreme events have either forgotten or not practiced. Many of these can be revived and with scientific inputs the effectiveness can be strengthened.
- The system for early warning in the country works fairly well upto the district level. Alerting the communities about imminent hazards is not poor. This will have to be strengthened further.
- The communities at risk will have to be empowered to deal with risk reduction. Community DM plans articulating clearly the roles and responsibilities as well as systematic manner in which various response,
- Preparedness and mitigation functions have to be carried out will have to be put in place. Mock drills to test the efficacy of these plans are also required.
- Disaster risk management cannot be seen as a function of one department in the Government. It has to be the responsibility of all departments and development partners. It is important to understand the existing vulnerabilities and possible risk that could happen due to extreme events and enhance the preparedness to meet the requirements. In addition to state and district plans every building and household should have DM plans and be prepared. The culture of prevention will have to be in the way of life, not out of compulsion or obligation.

## Conclusion

Education is considered to be the most important and empowered way of bringing about the desirable and permanent change. This is also the most empowered instrument to permanent resolution of any problem. Now days entire world is suffering from the certain kinds of natural and man-made disasters and natural disasters are natural which we can't stop but we have the capability to mitigate or reduce the damages induced by the disasters by making ourselves aware and prepare to cope with them. And the thing that can make us aware and prepare to response while the occurrence of disasters that is Disaster Management Education (DME) as it is a new and emerging discipline of education it has certain challenges which the present article focuses upon. Disaster management education has its central focus on mitigating or reducing the damages induced by the disasters in place controlling the occurrence of disasters.

Disasters affect almost every part of the world. According to a World Bank report titled "natural hazards, unnatural disasters," floods and storms are the most widespread while droughts are prevalent more often in Africa. Regions which suffer from frequent droughts and floods are also home to most of the hungry in the world. Climate change is expected to exacerbate the situation. There is, therefore, a need to recognize hazards and vulnerability in a comprehensive manner and take effective steps for prevention, mitigation and management. In this regard India is highly vulnerable country. The article discusses the thorough concept of disaster, disaster management and disaster management education and its importance in risk reduction and mitigation of disasters. The article also focusses on the progress made in this line by India and what challenges are often there in the successful implementation of disaster management education in Indian scenario.

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## Study of Educational Aspiration in relation to Academic Achievement Motivation and Gender among Secondary School Students

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### Abstract

*In learning scenario, the academic achievement motivation catalyzes the desires for success and educational aspiration is a reliable predictor of educational achievement. So, how does the academic desire of an individual, that is the educational aspiration, is influenced by some intrinsic incentive for learning, that is academic achievement motivation, and gender was explored by conducting a descriptive survey on 105 boy and 110 girl students of two Government secondary school in Delhi. The data analysis showed that there was gender difference, in the favor of boy students, with respect to educational aspiration and academic achievement motivation scores. A significantly positive co-relation between educational aspiration and academic achievement motivation scores of these students was found. The interaction effects between academic achievement motivation and gender also supported the findings.*

**Key words:** Educational aspiration, Academic achievement motivation, Gender

### Introduction

Aspirations, as contextual aspect, influence the success of an individual. These aspirations, as trait, begin to appear at early stage of personality development (Arbona, 2000). With maturity, the aspirations have impact on the behavior of the individual (Dhanya & Rekha, 2011 and Khattab, 2015). Relevant experience, wide exposure, and challenging environment affect the aspirations. The first generation students significantly differ from their counterparts that are non-first generation students with respect to educational aspirations (Mc Carron & Inkelas, 2006). Gender, medium of instructions, residential locality and family significantly influence the educational aspirations of the students (Rajesh & Chandrasekaran, 2014). The words like dreams, expectations, performance motivation etc. explain the term aspiration in similar ways. The failures, hard work & underachievement as challenges and barriers restrict the free exercise of choice, on the part of the individual, and hence influence the accomplishments. Therefore, it may lead to decline in the aspirations of a growing personality also. Aspirations are desires to achieve something that may be of high value to the individual concerned (Kaur, 2012). When an individual expects something and strives to achieve that something then as a kind of constraint there may be some discrepancy between the goals targeted and achieved and it refers to the level of aspiration on the part of individual (Dhanya & Rekha, 2011). Educational aspirations are the sum total of different levels of aspiration goals namely career and occupational goals, lifestyle etc. (Mishra, 2013). In the context of learning, educational aspirations reflect the academic caliber of an individual and are an individual's own expectations of attainment (Furlong & Cartmel, 1995). Educational aspirations are a reliable predictor of an individual's educational achievement (Abiola, 2014) and highest levels of education expected on his/her part (Trusty, 2000; Ou & Reynolds, 2008 and Beal & Crockett, 2010). Educational aspirations influence the possibility of the participation of an individual in the available educational opportunities (Arbona, 2000). Career counselors are also of the view that the educational aspirations of the students influence their educational and occupational attainments. Career choice of the counselee is also facilitated by the educational aspirations (Berkner & Chavez, 1997). Educational aspiration is a subsumed component of academic achievement motivation that catalyzes the desires for accomplishments, achievement etc. (Abiola, 2014).

Motivation is a goal-directed drive (Lawler, 1994) and stimulates the individual to achieve the goal (Denhardt et al, 2008). Motivation is indispensable for learning (Biehler & Snowman, 1986) and depends upon environment also (Pettinger, 1996). Motivation stimulates an individual to achieve. Achievement is a task-oriented behavior (Spence & Helmreich, 1983). With reference to certain standard activities, achievement motivation is the comparison of an individual's performance with others (Atkinson, 1964). In learning context, academic achievement motivation is a drive that strives to work with keenness and vigor, invariably steer towards the goal, ensure an upper hand in confronting and assertion and create the feelings of achievement and satisfaction as resultants (Bigge & Hunt, 1980). In schools, provision of relevant curricular experiences, inculcation of social skills and judicious harnessing of experiences may onset the academic achievement motivation among the students and thus lead to their better academic performance. There are two types of achievement motivation namely approach motive and avoidance motive. Former refers to the motive to achieve while the latter stands for the motive to avoid failure (Atkinson & Feather, 1966). Achievement motivation is subjective and covert drive that enables the individuals to pursue work of their choice and stimulates to achieve the goal (Spence & Helmreich, 1978). For a prosperous life, achievement motivation is a basic drive as it is a motive to achieve (Singh, 2011). The present study attempts to probe what impact do academic achievement motivation and gender have on an individual to aspire educationally? How the educational aspirations of an individual are correlated with his/her academic achievement motivation? How do educational aspirations and academic achievement differ with gender?

### **Review of Related Literature**

The review of related researches in the domain of educational aspiration has shown that some gender studies have reported findings in the favour of male students (Singh, 2011 and Rajesh & Chandrasekaran, 2014) but other studies found out no significant difference, between male and female students, on educational aspiration scores (Kaur, 2012; Mishra, 2013 and Uka, 2015). Students of rural background in comparison to urban background and from nuclear family in comparison to joint family had significantly better educational aspiration (Rajesh & Chandrasekaran, 2014). The students of Government and Public schools do not differ significantly on educational aspiration (Kaur, 2012). Correlational studies have reported low positive significant correlation between educational aspiration and scientific attitude (Mishra, 2013) and a moderately positive significant correlation between educational aspiration and academic achievement (Khattab, 2015) and educational aspiration and parental qualification & socio-economic status (Abiola, 2014). However, negative significant correlation (Abiola, 2014) and positive significant correlation (Jan, 2016) have been reported by the correlational studies between educational aspiration and environment.

In the domain of academic achievement motivation, studies have reported no significant difference between academic achievement motivation of girl and boy students (Chetri, 2014; Dhall, 2014 and Roy, 2015) of state board schools (Kumari & Chamundeswari, 2015). At secondary school level, girl students have significantly better academic achievement motivation than boy students in central board and matriculation board schools (Kumari & Chamundeswari, 2015). The secondary students of central board schools have significantly better academic achievement motivation than matriculation board and state board schools (Kumari & Chamundeswari, 2015). The correlational studies have reported mixed findings with respect to academic achievement motivation as one variable and mental health (Zainalipour, 2012 and Fakori-hajiyar et al, 2014) and academic achievement (Broussard & Garrison, 2014 and Dhall, 2014) as another variable.

### Objectives of the study

Following objectives were formulated for the present study-

- (1) To study gender differences among girl and boy students at secondary school level with respect to educational aspirations.
- (2) To study gender differences among girl and boy students at secondary school level with respect to academic achievement motivation.
- (3) To find out the correlation between the educational aspirations and academic achievement motivation among secondary school students.
- (4) To study academic achievement motivation in relation to the different levels of educational aspiration levels among secondary school students.

### Hypotheses

The review of related literature, done for this study, revealed that gender studies conducted with respect to educational aspiration have reported mixed findings that is no significant difference between the male and female students was found (Kaur, 2012; Mishra, 2013 and Uka, 2015) while some studies reported the results in the favour of male students (Singh, 2011 and Rajesh & Chandrasekaran, 2014). Researches focusing on the academic achievement motivation, as one of the variables, have also reported no significant difference between boys and girls (Chetri, 2014; Dhall, 2014, Kumari & Chamundeswari, 2015 and Roy, 2015). Regarding studies pertaining to correlation between educational aspiration and academic achievement motivation, the investigator could not come across any exclusive literature to cite so, as measure of safeguard null hypotheses was formulated for the concerned objectives.

To explore the framed objectives, following null hypotheses were formulated by the investigator:

$H_{01}$ : There is no statistically significant difference between educational aspiration scores of girl and boy students at secondary school level.

$H_{02}$ : There is no statistically significant difference between academic achievement motivation scores of girl and boy students at secondary school level.

$H_{03}$ : There is no statistically significant correlation between the educational aspiration and academic achievement motivation scores of secondary school students.

$H_{04}$ : There is no statistically significant interaction effect of gender and academic achievement motivation on educational aspiration scores of secondary school students.

### Delimitation of the study

The study was delimited with respect to school level that is it was conducted at secondary school level and sample was selected from class IX students.

### Methodology

**Design of the study:** The research design of the present study was descriptive survey. The study aimed to find the difference between educational aspiration and academic achievement motivation among girl and boy students of class IX of two Government senior secondary schools of Delhi. The relationship between educational aspiration and academic achievement motivation and interaction effect of gender and academic achievement motivation on educational aspiration scores

of these students were also found out.

**Sample:** There are 13 districts in the Directorate of Education, Delhi. From these 13 districts, one district was randomly selected. In that randomly selected district, one Government Boys and one Government Girls school were randomly selected. In those two selected schools, 105 boys in Government Boys School and 110 girls in Government Girls School were randomly selected for the study.

**Variables: The study had following variables**

- (1) Independent variable: Academic achievement motivation was the independent variable and it had three levels: (i) High academically motivated, (ii) Average academically motivated and (iii) Low academically motivated. Another independent variable was gender and it had two levels that is girls and boys. The investigator separately administered research tools for them.
- (2) Dependent variable: educational aspiration scores were the dependent variables in the study.
- (3) Intervening variables: The variables namely previous knowledge, academic achievement, tiredness, fatigue, family background etc. were assumed uniformly present among girl and boy students at secondary school level.

**Tools**

- (I) Academic achievement motivation test (1984) by T.R. Sharma. There are 38 items in this test. The reliability of the whole test computed by split-half method and rational equivalence are 0.697 and 0.7506 respectively. The content-, criterion- and construct validity of the test have also been established.
- (II) Educational Aspiration Scale (2015) by V.P. Sharma and Anuradha Gupta. In this scale, 45 items that are designed in a paired comparison form and the test has to compare between a pair of statement given in each item. The reliability of the scale is computed by test-retest method and the coefficient of stability is 0.98 and the coefficient of internal consistency by odd-even method is 0.803. Both of these coefficients are significant at .01 level of significance. The validity of the scale has also been determined by scholastic achievement and is 0.692 and predictive validity established with EAS, form V is 0.596. These obtained values are also significant at .01 level of significance.

**Procedure**

As per instructions given in the manual, of both the tools, that is academic achievement motivation test and educational aspiration scale was administered to the sample. According to the scoring procedure given in the manual, response sheets of the students were evaluated. The skewness of academic achievement motivation and educational aspiration scores of girls and boys were calculated. The skewness value for academic achievement motivation and educational aspiration scores were -0.361 and -0.366 respectively which indicates that the selected sample is nearly symmetrical so the collected data can be subjected to parametric tests namely t-test, ANOVA and Karl Pearson's Product Moment Coefficient of Correlation (r).

**Results & Discussion**

**H<sub>01</sub>:** There is no significant difference between educational aspiration scores of girl and

boy students at secondary school level.

**Table 1: t-test for educational aspiration scores with respect to girl and boy students at secondary school level**

Gender	N	Mean	S.D.	$\sigma_d$	D	t- value
Girls	110	24.872	4.834	0.607	4.257	7.013 <sup>#</sup>
Boys	105	29.129	4.011			

#significant at .01 level

\*significant at .05 level

$\sigma_d$ : standard error of difference between the means

D: the difference between the means

The obtained t value, 7.013, is significant at 0.01 level of significance so, there is a significant difference, in the favor of boys in comparison to girls at secondary school level, between their educational aspiration scores. So, this null hypothesis is rejected. This finding is in consonance with the findings of Singh (2011) and Rajesh & Chandrasekaran (2014) but opposes the findings of Kaur (2012), Mishra (2013) and Uka (2015) where no significant difference between two genders on educational aspiration scores was found. The plausible reason behind this finding may be the quality interaction between the teachers and students in boys schools that helped students to think rationally and set reasonable targets with respect to attainment.

**H<sub>02</sub>: There is no significant difference between academic achievement motivation scores of girl and boy students at secondary school level.**

**Table 2: t-test for academic achievement motivation scores with respect to girl and boy students at secondary school level**

Gender	N	Mean	S.D.	$\sigma_d$	D	t- value
Girls	110	25.541	5.294	0.644	3.101	4.815 <sup>#</sup>
Boys	105	28.642	4.029			

#significant at .01 level

\*significant at .05 level

The obtained t value, 4.815, is significant at 0.01 level of significance hence there is a significant difference, in the favor of boys in comparison to girls at secondary school level, between their academic achievement motivation scores. So, this null hypothesis is rejected. This finding supports the research work of Chetri (2014), Dhall (2014) and Roy (2015) as they also reported non-significant difference between academic achievement motivation of boys and girls. The plausible reason for this finding may be the care and concern exercised by the teachers of boys schools towards their students that inspired the students to put their efforts enthusiastically for academic achievement.

**H<sub>03</sub>: There is no significant correlation between the educational aspiration and academic achievement motivation scores of secondary school students.**

**Table 3: Coefficient of correlation between the educational aspiration and academic achievement motivation scores of secondary school students**

<b>r value</b>	<b>t - value</b>
0.31	6.745 <sup>#</sup>

#significant at .01 level

\*significant at .05 level

The t value, 6.745, is significant at 0.01 level of significance so, there is a significantly positive correlation between educational aspiration and academic achievement motivation scores of secondary school students. So, the null hypothesis is rejected. The plausible reason for this finding may be the aspect that when intrinsically motivated students work rationally to achieve in academics then a positive correlation may be expected.

**H<sub>04</sub>:** There is no significant interaction effect of gender and academic achievement motivation on educational aspiration scores of secondary school students.

**Table 4: Main- & Interaction effects of Gender and Different levels of academic achievement motivation on educational aspiration scores.**

<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Squares</b>	<b>F</b>
<b>(A) Gender</b>	<b>2242.614</b>	<b>1</b>	<b>2242.614</b>	<b>39.705<sup>#</sup></b>
<b>(B) Academic achievement motivation</b>	<b>11094.317</b>	<b>2</b>	<b>5547.158</b>	<b>98.212<sup>#</sup></b>
<b>Interaction (AXB) Gender X Academic achievement motivation</b>	<b>710.387</b>	<b>2</b>	<b>355.193</b>	<b>6.288<sup>#</sup></b>
<b>Error: Within Treatments</b>	<b>11804.703</b>	<b>209</b>	<b>56.481</b>	
<b>Total</b>	<b>25852.021</b>	<b>214</b>		

#significant at .01 level

\*significant at .05 level

The interaction effect was studied with respect to Gender (A), and it varied at two levels that are Boys (A<sub>1</sub>) and Girls (A<sub>2</sub>), and Academic achievement motivation (B) which varied at three levels namely High academically motivated (B<sub>1</sub>), Average academically motivated (B<sub>2</sub>) and Low academically motivated (B<sub>3</sub>). From table 4 it can be inferred that:

**(i) Main Effect-Gender (A):** The F ratio for the main effect of gender on academic achievement motivation scores of secondary school students is 39.705 for df 1 and 209 and it is significant at 0.01 level of significance. This indicates that gender wise secondary school students differ significantly in educational aspirations. This also reveals that the significance of mean square of gender as variable means for  $A_1$  (Boys) and  $A_2$  (Girls) averaged over the levels of academic achievement motivation differ significantly.

**(ii) Main effect- Academic achievement motivation (B):** The F-ratio for the main effect of academic achievement motivation scores on educational aspiration scores, independent of gender, is 98.212 for df 2 and 209 which is significant at 0.01 level of significance. This shows that educational aspirations of secondary school students belonging to the different levels of academic achievement motivation, that is high academically motivated ( $B_1$ ), average academically motivated ( $B_2$ ) and low academically motivated ( $B_3$ ), differ significantly. Also, the significance of mean square of academic achievement motivation as variable indicates that the means for  $B_1$  (High academically motivated),  $B_2$  (Average academically motivated) and  $B_3$  (Low academically motivated) averaged over the levels of gender differ significantly.

**(iii) Interaction Effect (AXB):** The F value for the double interaction between A (Gender) and B (Academic achievement motivation) with respect to educational aspirations of secondary school students is 6.288 and it is significant at 0.01 level of significance. It indicates that gender (A) effect that is the difference between  $A_1$  and  $A_2$  or between boys and girls, is dependent on the academic achievement motivation. Gender and academic achievement motivation, as independent variables, had effect on the educational aspiration scores and these independent variables themselves underwent interaction with respect to educational aspiration scores and hence this null hypothesis is rejected.

**Implications:** The study has implications for teachers, students and parents.

**Implications for teachers:** The teachers may orient the students about the academic requirement for some course of higher studies etc. so that he/she is well acquainted about the pros and cons of the aspect since beginning. The teachers need to encourage the students to develop a realistic educational aspiration that is it should not be imposed upon them to just fulfill the dreams of their parents etc. or because others are also doing so. By developing the student-friendly attitude, the teachers may intrinsically motivate them as it has greater impact on their efforts towards academic achievement.

**Implications for students:** The students need to share, discuss their views, perception with teachers, parents and peers so that logical and attainable goals are set. They should focus on what they are doing? for what they are doing? are they deriving pleasure in doing that? Exercising the efforts with clear objectives help students to comprehend the phenomena properly and feel confident otherwise mere working to complete the task in hand, as directed, has nothing to do with initiation of thinking process among them pertaining to the assignment.

**Implications for parents:** The parents need to pay attention towards their rewarding tendencies in shaping the educational aspirations of their wards. Advice, care, concern and encouragement by parents positively affect the aspirations of the child. A healthy, secure and conducive family environment may lay foundations, among children, for educational aspirations in some realistic way. On the part of the parents, the parenting style may focus intrinsically on the motivational aspects so that their wards strive towards academics with zeal.

## Conclusion

In schools, there should not be exclusive emphasis upon scoring marks in examination because upon failure to do so the students may get depressed and may harm themselves. Instead, the students should be guided and facilitated in expanding their horizons in realizing their own potentials to attain. The school experiences, comprising inside and outside classroom activities, must enrich the students to work with the available resources. At family level, the adopted ideas, values and conduct may shape and support the students in their self-assessment and hence develop a belief in their caliber and working their best to achieve.

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## **Exploring the Educational Problems of Slum Children in Haldwani**

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### **ABSTRACT**

*The present study attempts to study the educational problems of slum children studying in government primary schools of Haldwani. Home related educational problems of slum children have been studied in the present study. The data has been collected by purposive sampling method. The tools employed for collection of data were self developed schedule for students, open ended questionnaire for class teachers and headmasters. Discussion and interview techniques were also adopted to collect the data. The data has been analyzed by percentage analysis and content analysis. The main educational problems diagnosed were lack of parental education, lack of educational guidance at home, lack of adequate educational resources and students working out of home for earning money. Formulating appropriate policies and drawing the attention of NGOs towards the problems of slum children can help to avail quality education to these children.*

**Key words :** Educational Problem, Slum children.

### **Introduction**

Every individual is different in interests, abilities, attitude and aptitude (Lal & Manav, 2011). The aim of education is the identification of the inherent potential of an individual and its maximum possible development. Education is a means to foster the qualities present in an individual. This is possible if every child gets equal opportunity for getting quality education. But the reality is that there are many children who are far away from reach of quality education. The deprived section of society experiences problems in the process of education at every step. Low educational and economic status (Lal & Manav, 2011), poverty and crowded homes become obstacles in learning (Chauhan 2015). Pachauri (2012) mentions; poverty and illiteracy of parents, means of income for parents, negative attitude of teachers, lack of self confidence, vigour and self respect in parents as the obstacles in the path of Education for the deprived . The deprived section selected for the present study is the slum children.

The home environment and other factors related to home have a great influence on the educational progress of a child. According to Mecoy & Cole (2011) Family and home environment has a strong impact on child's language and literacy development and educational achievement. It continues through their school learning. Dandapani (2013) has also stated that educated, cultured parents are likely to create an environment at home that is intellectually stimulating for a child. It includes such variables as the work habits of the family, the language used, hobbies and interests. If the home environment is supportive to studies, the child is able to perform well. On the other hand, if no care is taken about the studies of child at home the child is not able to perform well in it. Schunk and others (2008) indicates that children's intellectual development is most strongly influenced by the home environment during infancy and early childhood as they are under the direct influence of parents. So there is a great impact of home upon child's development. The present paper intends to identify the home related educational problems of slum children .

### **Objective of the study**

The objective of the present study is to find home related educational problems of children studying in government primary schools situated in slums of Haldwani.

## Method

Descriptive survey method was used to study the problem. The present study has been conducted in Haldwani, which is one of the most populous towns in Nainital district of Uttarakhand. It is also known as 'Gateway of Kumaon'. There are eleven slums notified in Haldwani (Report of Nagar Nigam, 2014). These slums are situated within the city. The names of these slums are as follows: Ambedkar Nagar, Chirag Ali Sah, Dholak Basti, Gandhi Nagar, Gusai Nagar, Indira Nagar Pashchim, Indira Nagar Purvi, Jawahar Nagar, Kulyanpura, Nai Basti, Rajendra Nagar. All the children living in slum areas of Haldwani are the target population of the study.

Sample: Most of the children living in the slums study in government primary schools. Government primary schools are not available in all the slums. The slums in which there are no government primary schools, children visit the government schools situated in the nearby areas. The study is conducted in the government primary schools which are attended by slums children. The data has been collected from five schools situated within the slums or in the periphery of the slums. These schools are selected through purposive sampling method. Seventy one students from class fifth of these schools were selected as a sample. The data for this study was collected in July 2014. Description of schools selected in the study is given in table no.1.

**Table No.1 Description of Schools included in the study**

S. No.	Name of School	Attended by Students belonging to the slums	Number of Students
School No.1	Govt. Primary School, Gandhinagar	Gandhinagar	18
School No.2	Govt. Primary School, Banbhoolpura	Ambedkarnagar, Chirag Ali sah	23
School No.3	Govt. Boys Primary School, Rajendranagar	Rajendranagar, Jawaharnagar	12
School No.4	Govt. Girls Primary school, Rajendranagar	Rajendranagar, Jawaharnagar	12
School No.5	Govt. Primary School, Kulyalpura	Kulyalpura	06
<b>Total</b>			<b>71</b>

## Tools used in the study

To find out the educational problems of slum children self developed schedules are used by the researchers to collect data from the students. Open ended questionnaire and interview techniques were employed for class teachers and head masters as described below-.

- (i) The Schedule for the students consisted of personal data schedule and twenty six open

ended questions related to the home factors and school factors. Out of which 14 questions were related to home factors.

- (ii) The questionnaire for class teachers contained nineteen questions related to the school related factors (class environment, student participation, motivation, home work, class performance and co-curricular activities) as well as home related factors (educational status of parents, environment for study at home, availability of educational resources).
- (iii) The questionnaire for head master contained questions related to educational problems as, availability of necessary human and physical resources in schools, administration and parental participation in education of child.

Data was also collected by discussion with children and interviews of class teachers and head masters.

### Analysis of data and Findings

The data collected in the present study is qualitative in nature. The primary schools in slums has been selected by purposive sampling method. The investigators visited the selected schools and collected data from headmasters, class teachers and the students of standard fifth. The headmaster and the class teachers were interviewed informally to identify the educational problems of students. percentage analysis and content analysis methods were used to analyze data collected through questionnaires, schedules and interviews. After analyzing different aspects of the collected data , several problems are found related to home factor as given below

#### 1) Low level of Parental Education

The educational level of parents plays a significant role in the educational progress of a child. Well educated parents are capable of being a facilitator of the child's study at home, whereas the uneducated parents are helpless in monitoring the educational progress at home. Social class, family size and level of parental education effects academic success (Houry and Buchhannan, 2004). The educational status of the parents is present in table no.2

**Table No.2 Educational Level of Parents**

Educational Level	No. of Girl's Parent	% of Girl's Parent	No. of Boy's Parent	% of Boys Parent	Total No. of Parents	% of Parents
Both Parents illiterate	14	19.72	18	25.35	32	45.07
Up to primary*	14	19.72	12	16.90	26	36.61
Up to High school*	02	02.82	01	01.41	03	04.22
Up to Intermediate*	02	02.82	04	05.63	06	08.45

\*any one of the parents

Data from table no.2 clearly indicates that in a major proportion of thirty two students out of seventy one (45 per cent) both the parents were found to be illiterate. So, about 45 per cent students are the first generation learners.

The headmasters/ headmistress of all the schools accepted in their interviews that the achievement level of students was not satisfactory owing to low educational status poor educational environment at homes of students.

Agarwal and Chugh (2003) also found similar results. The study reported that about 59 per cent of the fathers of the sampled slum children were found to be educated. Babu (2013) found in his study that around 40 per cent fathers in slum population were illiterate.

## ii) Lack of Educational Guidance at Home

As is clear from the analysis of data related to the parental education of students, a major fraction of parents were found to be illiterate. There are two aspects of low level of education of parents. Some of the students stated that their parents motivate them to study as their parents are leading their lives in miseries because their parents did not get an opportunity to get educated. The parents wish that their children should study well and thus lead a wealthy life. The students told that their parents constantly motivate them to study and they also check the work done at school and try to help them in their home assignments. While the other aspect was that a major fraction of students reported that their parents were indifferent towards their studies. There was no one at home who asked them to study or check their bag, notebooks, homework etc. The description of data related to status of attention towards school activities by family members is presented in table no.3

**Table No.3 Status of Monitoring of School Activities at Home**

Monitoring of School Activity by	No. of Girls	% of Girls	No. of Boys	% of Boys	No. of Students	% of Students
Father	01	01.41	07	09.85	08	11.26
Mother	03	04.23	06	08.45	09	12.68
Brother	00	00.00	01	01.41	01	01.41
Sister	09	12.68	06	08.45	15	21.13
No Body	21	29.58	17	23.94	38	53.52
<b>Total</b>	<b>34</b>	<b>47.90</b>	<b>37</b>	<b>52.10</b>	<b>71</b>	<b>100.00</b>

It is clear from the analysis of the data in table no.3 that, fathers of only eight (11 per cent) students check the bag, books and note books of the students. This includes only one per cent girls and about ten per cent boys. The work done by the students at school is checked by mother of nine (12 per cent) students, which includes four per cent girls and eight per cent boys. It is clear from the analysis of data that, the school activities of about of 54 per cent students were not being monitored by any family member.

The description of status of assistance to students in studies at home is presented in table no.4

**Table No.4 Status of Assistance in Studies at Home**

Assistance by	No. of Girls	% of Girls	No. of Boys	% of Boys	Total no. of students	% of Student
Father	02	02.82	02	02.82	04	05.64
Mother	01	01.41	01	01.41	02	02.82
Brother	01	01.40	08	11.28	09	12.68
Sister	14	19.71	14	19.71	28	39.43
No Assistance	16	22.53	12	16.91	28	39.43
<b>Total</b>	<b>34</b>	<b>47.87</b>	<b>37</b>	<b>52.13</b>	<b>71</b>	<b>100.00</b>

Fathers of only six percent students were reported to be assisting their wards studies at home. Mothers of only two out of seventy one students (three per cent) helped their children in the studies this included one boy and one girl. About 39 per cent students were reported to have no assistance in their studies at home. This shows that the students are not getting proper guidance in studies at home. Regarding this reference Mecoy & Cole (2011) has stated that many variables like family size, education affects but parental attitude, behavior, especially parent's involvement in learning activities can be crucial to children's achievement and can overcome the influence of other factors.

The status of doing the home work by students is presented in the table no.5

**Table No. 5 Status of Homework by students**

Status of assistance in H.W.	No. of girls	% of girls	No. of boys	% of boys	No. of Students	% of Students
Family members	10	14.09	15	21.13	25	35.2
Self efforts	04	05.62	03	4.23	07	9.87
	20	28.17	19	26.76	39	54.93
<b>Total</b>	<b>34</b>	<b>47.88</b>	<b>37</b>	<b>52.12</b>	<b>71</b>	<b>100.00</b>

Homework is a means of revising the content learnt at school. It is a means to connect the learning of child at school and at home. The child needs assistance to do the work given from school. The analysis of data from table no.5 reveals that, 55 per cent either do not do the homework or copy it from other student's notebook. Only seven students (ten per cent) reported that they did the home by themselves. While 35 percent student mentioned that they did the homework with the assistance of the family members.

### iii) Non Affordability of Tuitions

It is clear from the analysis of table no.2 to table no.5 that proper educational guidance is not available to the students at home. Very few parents have been found to be assisting their children in studies at home. When parents are not able to guide and assist the educational progress of the child they wish to send the children to tuitions. In most of the cases the cost of tuitions is unbearable for parents. The status of students regarding tuitions is mentioned in table no.6.

**Table No.6 Status of Children regarding Tuitions**

Status of taking tuitions	No. of Girls	% of Girls	No of Boys	% of boys	No .of Students	% of Students
Yes	06	08.45	05	7.04	11	15.49
No	28	39.44	32	45.07	60	84.51
Total	34	47.89	37	52.11	71	100.00

A major fraction of students do not get any educational guidance from their parents owing to their illiteracy. Some of the students mentioned that their parents wish to get them well educated but are unable to do so as the parents are not well educated. The cost of tuitions is not affordable in some cases while in some cases it is not considered important. Only eleven students were found to be attending tuitions while 61 students did not attend tuitions.( Das et. al 2013) mentions in his study that the average monthly expenditure of the slum dwellers was found to be very low between Rs. 2000 to 5000. On this basis this can be said that the cost of tuitions is unbearable for parents.

#### iv) Unsatisfactory Participation of Parents in Parents Teachers Meetings

The data collected from the Headmasters and classteachers of all the five schools reported that parents teachers meetings are organised ten to eleven times in a academic year. The teachers and parents mentioned that the participation of parents in the parents teacher meeting is not satisfactory. The status of parental participation in Parents Teachers Meeting (PTM) is presented in table no.7

**Table No.7 Status of Parental Participation in Parents Teachers Meeting (PTM)**

S.No.	Name of School	Per cent
1	School No.1	80
2	School No.2	20
3	School No.3	60
4	School No.4	50
5	School No.5	30
<b>Average</b>		<b>48</b>

The participation of parents in Parents Teachers Meeting in School no.1 was found to be 80 per cent while the same was found to be 20 per cent in school no.2. The participation of parents in the P.T.M. in School no.3 and School no.4 was reported to be 60 and 50 per cent respectively. The number of parents who participated in the P.T.M. in School no.5 was reported to be only thirty per cent. The average participation of parents in P.T.M. in all the schools was found to be 48 percent, which indicates that parents of 52 percent students do not attend parent teacher meetings. So, it can be said that the parental participation in P.T.M. was not found to be satisfactory. The teacher of School No. 3 and School No.4 mentioned in interview that the reason of inadequate parental participation in PTM is that the parents have to bear the loss of one or half day's earning if they attended the P.T.M.

#### v) Low Economic Status of the Family

The children living in the slum belong to economically weaker section of society. These children have go out to earn money for the family even before the completion of primary education. The table given below reveals working status of the students for earning money.

**Table No: 8 Status of Students Working Out of the Home**

Work Out of Home	No. of Girls	% of Girls	No. of Boys	% of Boys	Total no. of Students	% of Students
Yes	00	00.00	11	15.49	11	15.49
No	34	47.89	26	36.62	60	84.51
Total	34	47.89	37	52.11	71	100.00

The children living in the slums belong to economically weaker section of society. These children have to go to work to earn money for the family even before the completion of primary education. In the present study eleven boys (15 percent) were found to be working to earn money. These boys go to work after school, on holidays and on some occasions missing the school. The children were found to be working in shops, sell vegetables in the evening, go to work with their parents, work as barber. No girl was found to be involved in the earning work on regular basis. Few girls mentioned during that they go work with their mothers on some holidays or some times when their mothers were ill. Chugh (2011) stated that family background such as socioeconomic and educational status of parents is significantly correlated to the phenomena of dropping out. It was revealed during interview by the teachers of School No.1 (Gandhinagar) and School No.2 (Ambedkar nagar) that the average attendance of students is low on Friday and Saturday. As these schools are mainly attended by muslim children, they generally do not come to school on Friday 'Juma'. Many students do not come to school on Saturdays as they accompany their elders for setting up shops in Saturday market.

#### vi) Lack of Informal Means of Education at Home

There are formal and informal means of education. The informal means of education includes television, news paper, computer, internet etc. The researcher tried to analyze the availability of informal means of education to the slum children. The students studying in fifth class in public schools are very proficient in using computers and internet. The status of means of informal education at home is presented in table no.9. Due to unavailability of computer and internet a digital divide generates between the haves and the have not.

**Table No.9 Means of Informal Education at Home**

Means	No. of Girls	% of Girls	No. of Boys	% of Boys	No. of Students	% of Students
Television	27	38.03	31	43.66	58	81.69
Newspaper	01	1.41	03	04.22	04	05.63
Computer	00	00.00	00	00.00	00	00.00
Internet	00	00.00	00	00.00	00	00.00
None of the above	03	04.23	01	1.40	04	05.63

It was found that a total of 82 per cent students had television. As majority of the parents of students have been found to be illiterate it cannot be assured that they are able to guide their children regarding watching educational programmes. Newspaper was available to only 6 per cent students.

None of the students had computer or internet at their home. There were 6 percent children who had no access to any of the above mentioned informal means of education. Thus, the status of availability of informal means of education at home was found to be unsatisfactory.

### Conclusion:

In present study the educational problems of slum children has been tried to be diagnosed. The present study indicates the problems faced by the slum children. The people living in the slums mainly belong to the deprived section of the society, which is economically and socially backward. The educational status of parents of students is found to be very low. The parents are not able to help in allotted home work and can not guide their children in academic activities. Parental participation in parent teacher meeting is also low. Owing to low economic status parents are not able to avail their children tuitions and other informal means of education. In many cases children go to work out of homes to earn money. Thus, it can be said that the home environment of the slum children is not favorable for the studies of students at home.

These children need to be brought to attention of concerned authorities to help and guide the framing of appropriate policies and schemes for these children. Exploring the educational problems of slum children will encourage the efforts of various NGO's in this direction. By giving proper attention towards the educational problems of children of the deprived groups, these children can be brought to the main stream. Thus, this effort can be of great use in achieving the aim of Universalization of primary education.

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## Contribution of Kasturba Gandhi Balika Vidyalyas in Education of Deprived Girls of Mirzapur District

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### Abstract

*This paper aims to present the contribution of Kasturba Gandhi Balika Vidyalyas (K.G.B.Vs) in Education of Deprived Girls of Mirzapur District. In Uttar Pradesh 454 Kasturba Gandhi Balika Vidyalyas are running with 42194 Students in 18 Division (As per census 2010-11). There are 12 Blocks in Mirzapur District in which 10 Blocks have Kasturba Gandhi Balika Vidyalya except Sikadh and Narianpur Block. The overall influence of these KGBV organisations on the girls' education at elementary level of the Mirzapur District is analysed and presented in the present paper.*

**Keywords:** -Kasturba Gandhi Balika Vidyalya, Deprived Girls Education

### Introduction:-

It has been widely acknowledged that the socio economic conditions in rural India have constrained the process of elementary education and the social inequalities of caste, class and gender have been identified as the major causes of educational deprivation among children in India. "Educational disparities, which contribute a great deal to the persistence of massive inequalities in Indian society, also largely derive from more fundamental inequalities such as those of class, caste and gender (Dreze, 2003)". A large proportion of children from the economically poor and socially disadvantaged groups and girls, especially in rural areas are either denied access or failing to complete basic education. The goal of universal elementary education remains a challenge to achieve even after seven decades of independence. The Indian Constitution requires that universal primary education be provided for all children in the age-group 6-14. But in spite of all that has been done since independence, the goal still remains quite distant. Among the educationally deprived groups & non-school going children the proportion of girls is very large. The percentage of drop-out and low achievement is greater among girls because of irregular attendance caused by the demands of sibling-care and other household chores. Low enrolments and low retention of girls is a common feature of the rural primary education scene.

Government of India launched a scheme called Kasturba Gandhi Balika Vidyalaya (KGBV) in August 2004 to provide educational facilities for the dropout and never enrolled girl children between the age group 10-14 years belonging to SC, ST, OBC and Minority communities and families below the poverty line in educationally backward blocks. KGBVs try to ensure access and quality education to the girls of disadvantaged groups of society by setting up residential schools with boarding facilities at elementary level and merged with SSA programme from XI five-year plan i.e. 1st April, 2007. This very important programme is formulated for promoting status of girls' education at the elementary level for the girls belonging predominantly to SC, ST, OBC and Minority communities in the educationally backwards blocks. The scheme is subsequently enlarged and extended further to cover the Educationally Backward Blocks that have rural female literacy below 30%. In this scheme, there is provision for residential facility and other academic support to be provided to the girl students enrolled mainly from the dropped-out section in the areas concerned.

**Need of the study:-**

Although elementary education had been given due emphasis by the researches in education, yet the area of deprived girls education of Mirzapur District has remain untouched. KGBV Scheme of central Government is encouraging the education of rural girls but till date it is not much familiar among them. So this paper tries to bring awareness and make a sincere attempt to highlight the present scenario of all KGBVs of Mirzapur District.

**Mirzapur District Highlights 2011 Census**

	<b>Total Population</b>	<b>2496970</b>
2	Male	1312302
3	Female	1184668
4	Literates	68.47 %
5	Male Literates	78.96 %
6	Female Literates	56.85%
7	Density of Population	567 per sq km
8	Growth rate	20.4%

According to the census of 2011, District Mirzapur ranks 39th in terms of population in the state. The percentage share of urban population in the district is 13.9 as against 22.3 of the population in urban areas of the state. Mirzapur district has a population density of 567 persons per sq. km. This is less than the state average of 829 persons per sq. km. Mirzapur district ranks 33th in terms of sex ratio (903) which is lower than the state average (912) females per thousand males. There are only 216 uninhabited villages out of a total of 1,961 villages in the district. Mirzapur tehsil has the highest number of inhabited villages 611 while Marihan tehsil has the lowest number (211) of inhabited villages. There are 394,925 households in the district accounting for 1.2 per cent of the total households in the state. The average size of households in the district is 6.3 persons. Majority of the people here are Farmer but various type of people live here, there status is not same. People belong to various economic, social and cultural complexes. We find large group of people belonging to OBC, SC, ST and Minority Communities. Some of them do not have steady income mainly in rural areas so they live below the poverty line. These people not able to send their children especially to girl child to educational institution regularly and hence they become irregular in classes and most of them become dropout cases due to household chores.

**Objective:-**The Main aim of this paper is to emphasize the contribution of KGBVs in Education of deprived girls as well as empowering women at the elementary stage in the backward areas and for the backward communities of Mirzapur District.

**Methodology:-**The study is conducted by descriptive survey method. Interview schedule is used in collecting information from the respondents. Researcher visited the KGBVs and collected data with help of face to face interview with students, full time teachers, part time teachers, guardians and warden, Observation of the environment of the school. This study also followed the Review of relevant Government orders, official data at district level.

**Sample and Sampling Technique: -** The study covers 5 KGBVs of Mirzapur District. All School was selected randomly. 5 students from every class of every school were randomly selected. 5 teachers from every KGBV School were randomly selected. 5 Guardians from Every school were randomly selected. The sample constituted of 75 students, 25 teachers, 25 guardians.

**Findings:-**It was found that KGBVs are running good and these are successful institutions in the case of rural and backward girl education. The education provided by these schools is qualitative, valuable & it has vocational bias.

The detailed findings of the students in the five KGBVs are represented in the following tables according to their class, category and age.

#### Details of the students of session 2017-18

##### Category

CASTE	KGBV Jamalpur	KGBV Rajgarh	KGBV Nagar	KGBV Majhwan	KGBV Haliya
SC	12	69	33	57	58
ST	4	1	0	0	0
OBC	68	19	50	28	30
Minority	12	9	0	9	10
Other	0	0	0	4	0
Total	96	98	83	98	98

##### Class

CLASS	KGBV Jamalpur	KGBV Rajgarh	KGBV Nagar	KGBV Majhwan	KGBV Haliya
VI	42	33	28	45	31
VII	28	32	35	32	36
VIII	26	33	20	21	31
Total	96	98	83	98	98

**Age**

AGE (Years)	KGBV Jamalpur	KGBV Rajgarh	KGBV Nagar	KGBV Majhwan	KGBV Haliya
10-11	Nil	Nil	Nil	Nil	Nil
11-12	40	30	27	41	28
12-13	30	35	36	34	34
13-14	23	2	19	19	30
14-15	03	04	01	04	06
<b>Total</b>	96	98	83	98	98

Students of these Schools belong to SC, ST, OBC and Minority and other groups also. There are generally three classes VI, VII, VIII and generally 11-15 years old students study there. Following facts are described here on the basis of observation.

**Material & Human Resources in KGBVs Mirzapur District:-**

Material Resource	Human Resource
Classroom for different classes	Warden cum teacher, Residential
Two tired beds, Hall	Full time teacher, Residential
Desk-bench, chair table, steel almirah	Part time teacher, Non Residential
Solar light, gas- stove, electricity	Support staff
Hand pump, submersible	Peon, Non residential
Necessary Stationary	Chowkidar, Residential
Uniforms, shoes with Shocks, chappals	Cook, Residential
Blackboard, Ringbells, TLMs	Vocational Trainer in Dance
Play materials, first aid box	Vocational trainer in judo-Karate
Musical instruments, Radio	Visiting staff as Doctor , Nurses
Sweater, inner Garments	Visiting Staff as computer expert.

All five KGBVs have their own buildings covered with boundary wall. The classrooms and common rooms for teachers are as per the requirement of the teachers and students. The General Environment and Sanitary Environment found Satisfactory.

**Quality Education:-** There are well qualified teacher in all KGBVs, They have Expertise in their subjects and they are UPTET or CTET qualified also. Selection procedure of teachers is transparent and it is organized at District level. Schools supervised by Block level officer as well as District and State level officer. KGBVs Girls are not only taking part in District and State level

science, math, dance, singing and sport competition but they are winning first second or third prize at this stage of competition and showing good performance.

**Computer Literacy:-** Computer literacy is a compulsory subject for every student. Students have awareness about computer. There is specially a computer teacher in KGBVs. Students have good fundamental knowledge of Computer and 85% students can operate computer.

**Co-Curricular activities:-** 60% of the girls are trained in dance, 30% trained in Music and 10% trained in judo-karate with expert part time instructors in which they are interested to do better, Its help them in building discipline, courage, confidence and empowerment.

**Vocational Training:-** In all KGBVs, 100% students are taking vocational training of different types of activities like 40% students are involve in stitching and tailoring, 30% in knitting, 10% in weaving Embroidery, 10% in Doll and flower making, 10% Pot painting and Jute product.

**Tour and Motivation Camp:-** 100 % students get opportunity to attend educational tour and motivational camps once in a year, in which 90% students take advantage and 10% leave due to own reasons. Through these activities students find opportunities to boost their abilities.

**Yoga:-** In KGBVs yoga training is available. 100% students are participating in yoga training, who are present that day. Through yoga students learn asana, meditation, pranayama etc, which make them healthy and mentally fit.

**Stipends:-** 100 % students enrolled in KGBVs get 50 rupees per month as pocket money, girls feel very happy when they find stipends.

**Library facilities:-** 100 % students get course books and sufficient reading material that is supplied for promoting reading habits of students.

**Evaluation:-** Class tests and examinations are organised time to time, in which both short and long term evaluation are used to maintain continuity of the school system.

**Parents comments:-** In KGBVs students are come from deprived sections so their parents are not economically able to send their girl in private public schools, such type of schools are very needful for the children. 95% guardians appreciated the schools. 20% parents have even got the opportunity of educating two or more girl child in same school.

**Conclusion:-** Organizing KGBVs is a good scheme of government that is working in scholastic & co-scholastic development of girl students in Mirzapur district. These Schools are making their students physically, socially, emotionally, and psychologically fit and preparing them for future citizenship. Interview with wardens of the KGBVs also reflected that schools are successful in their mission, but due to lack of information and awareness about the admission procedure in KGBVs, still the deprived girls are missing the opportunity to study in these vidyalayas. Due to lack of public awareness some seats remain left every year. Data revealed some loopholes like- hostel accommodation was satisfactory but it needs improvement in context of fooding. Further low job satisfaction was recorded in part time teachers, and the reasons involve dissatisfactory job conditions including low payments.

**The paper delineates following suggestion to improve the quality of KGBVs in Mirzapur District:**

- KGBVs should be advertised on a larger scale through print and mass media both.
- KGBVs should be extended up to XII standard.
- Part time Teachers should be provided better salary.

- Number of seats should be increased in these vidyalayas.
- Economically deprived sections of General category should also get opportunity to enrol their girl wards in KGBVs.

To conclude it can be said that KGBVs are contributing well in the line of the mission-'Education for all' in general and education of deprived girls in particular. They are the milestones in the field of girls education as they are the bringing agent in the holistic development of the deprived girls and help them to shape their future well. If such opportunities could be provided to all the rural and deprived girls in our country, the entire picture of girls' education would be changed.

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## Relationship between the Problem of Stress and Addiction among Adolescent Dwellers of Slum Areas

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### Abstract

*The condition of adolescents living in slum areas is more pathetic than the adolescents residing in the other areas. They face many psychological problems such as stress, anxiety, depression, frustration etc. To cope up with these problems, the adolescents apply various stress reducing methods in which drug addiction is prominent one. The present study tries to find out a relationship between the problem of stress and addiction among adolescent dwellers of slum areas. Two hundred adolescents were selected from four different slum areas of Jalandhar city, through purposive sampling technique. They were assessed using the self-made schedule because most of the slum dwellers who participated in the study were unable to read and write with comfort, it was decided by the researcher to fill the schedule by herself after properly interviewing them for each and every item of the schedule. The findings of the study indicate that out of 108 adolescents who consume drug and alcohol daily, 73 (67%) adolescents have high levels of stress. Also among 48 adolescents who consume often drug and alcohol, 23 (47%) of them feel high level of stress. It clearly indicates that level of stress and addiction are very high in adolescents. It further shows that stress is a major cause of addiction.*

**Key words :** Stress, Addiction, Adolescent dwellers of slum areas.

### Introduction

India is seventh largest country in the world. Population of India is 1.324billion (2016) in which adolescent population is 19.6% (Census.2011). Adolescents comprise a sizeable proportion of the total population. The growth in numbers is likely to affect poor urban communities, since young people are the sector most likely to migrate to urban areas (S, Irudaya Rajan. 2013). India has the fastest growing segment of urban poor in the world. The increasing urbanization has led to problems like crime and juvenile delinquency, alcoholism and drug abuse, housing shortage, over-crowding, slums, unemployment, poverty and pollution.

Government, Industrialist, Capitalists, Entrepreneurs, Developers, Contractors and Landlords have been unable to keep pace with the housing need of the poor and the middle class people. 6, 54, 94,604 peoples live in slums (Census.2011). Urban services and infrastructure have not kept pace with rapid urbanization (Chandra, R. Srivastava, V.K. Nirupam, S. 1993). Government hardly pays any attention. Basically, people living in this area are not the habitats of this place rather any place. They make their houses nearby wherever they get jobs like laborers or petty workers. They are the small part of any big project. So they are important in the sense that they are used like in bricks in the foundations of any project. Though they labor or work hard for the whole day even then they are kept deprived of many physical amenities. They live in huts under highly unhygienic conditions with no essential infrastructure. So, they live in stressful conditions to make their both ends meet (Ahuja.2002). Their children start working from a tender age. They get more exposure to many problems, even at the age of schooling. So, stress starts piling up at them. They get prone to of the same; when mind is full of innocence. Their life becomes miserable if they are unable to serve their masters well. The living conditions in slum areas are characterized by overcrowding, poor environmental conditions, scarcity of health and family welfare services and total absence of minimum level of residential accommodation has led to many problems. As a result, condition of

adolescents living in slums is more pathetic than other adolescents. Insecurity relating to regular income, food, shelter, occurs to health care services along with poverty and difficult psychosocial factors have adverse impact on development of adolescent children. Adolescence is comparatively an important period of life. It is a period of rapid biological, psychological and social development (Singh, P. 2008). During this time, they can be victim of high level of mental tension, emotional problems and habitual use of narcotic drugs (Singh, A. 2010. Sarangi, L. Acharya, H. Panigrahi, OP. 2008). At this stage they may face many types of problems; psychosocial problems are one of them. The psychosocial problems generally faced by adolescents are of transient nature and are often not noticed such as-

#### Internalizing Disorders

- (i) Depression
- (ii) Anxiety
- (iii) Frustration
- (iv) Stress
- v) Impulse Control Disorders
- (vi) Schizophrenia

#### Externalizing Disorders

- (i) Delinquency
- (ii) Addiction

Internalizing Disorders are those in which the young person's problems are turned inward and are manifested in emotional and cognitive symptoms such as stress, frustration, anxiety etc. Externalizing Disorders are those in which the young person's problems are turned outward and are manifested in behavioral problems such as addiction, Delinquency etc (Nicole, C. Matson, Johnny. Adams, Hilary. Belva, Brian August. 2013). In the present study we have tried to study the stress and addiction as a part of psychosocial problems. The living condition of adolescents in slum areas is more pathetic than other adolescents therefore they are unable to solve their financial, family, health and emotional problems and they easily become victim of high level stress. The word "stress" refers to processes involving perception, appraisal, and response to harmful, threatening, or challenging events or stimuli (Lazarus, R S. 1999. Levine, S. 2005). It is associated with both negative and positive aspects. Positive aspect includes "good stress" which is based on external and internal stimuli that are mild/moderately challenging but limited in duration and results in cognitive and behavioral responses that generate a sense of mastery and accomplishment, and can be perceived as pleasant and exciting (Lazarus, R S. 1999. Levine, S. 2005. McEwen, B S. 2007. Selye, H. 1976). Such positive situations rely on adequate motivational and executive functioning to achieve goal-directed outcomes and homeostasis (Levine, S. 2005. McEwen, BS. 2007. Paulus, M P. 2007). However, the more prolonged, repeated, or chronic the stress, the greater the uncontrollability and unpredictability of the stressful situation, lower the sense of mastery or adaptability, and greater the magnitude of the stress response and risk for persistent homeostatic dysregulation (Lazarus, R S. 1999. McEwen, B S. 2007, Frankenhauser, M. 1980. Meaney, MJ. Brake, W. Gratton, A. 2002). So, the dimensions of intensity, controllability, predictability, mastery and adaptability are important in understanding the role of stress in increasing risk of maladaptive behaviors such as addiction. Psychosocial and behavioral scientists have elegantly shown that with increasing levels of emotional and physiological stress or negative effect, there is a decrease in behavioral control and increases in impulsivity, and with increasing levels of distress and chronicity of stress, greater the risk of maladaptive behaviors (Mischel, W. 1996. Hatzinger, M, et al. 2007). Neurobiological evidence shows that with increasing levels of stress is responsible of low behavioral and cognitive control (Arnsten, AFT. Goldman-Rakic, PS. 1998. Li, CS. Sinha, R. 2008). Thus, the motivational brain

pathways are key targets of brain stress chemicals and provide an important potential mechanism by which stress affects addiction vulnerability. Environment has the largest effect on whether or not a teenager will become addicted. Slum adolescents have inability to deal effectively with stress and they turn to alcohol or drugs in an attempt to manage their problems. As we know Alcohol and drug produce a calming effect on the body and so the slum's adolescents feel like they have escaped their difficulties. They may start to take these substances more and more as a way to manage their stress levels (drugs and alcohol rehab. 2017). Thus at the stage of adolescence they need proper care, guidance and help for psychosocial adjustment. But in slum areas, they do not have good social environment, parents are poor, mostly they are laborers and depend upon daily wages. They neither have time nor money for children and also they are illiterate. Due to lack of proper guidance and care, children gradually become stressed and maladjusted and involved in anti social works as delinquency, alcoholism, gambling etc. Psychological models of addiction that view drug use as a coping strategy to deal with stress, to reduce tension and to decrease withdrawal-related distress (Tomkins, SS. 1966. Baker, TB. et. al. 2004). The neurobiological models propose that stress pathways may enhance craving, loss of control and bizarre activity that may start casual use of substances (Koob, GF. Le, Moal M. 1997. Hyman, SE. Malenka, RC. 2001). The pathetic condition of adolescents of slum areas, their illiteracy, child labor were the reasons to undertake this study.

### **Statement of the Problem**

Relationship between the problem of stress and addiction among adolescent dwellers of slum areas

### **Objectives**

- To find out the level of addiction among adolescent dwellers of slum areas.
- To find out the level of stress among adolescent dwellers of slum areas.
- To find out a relationship between the problem of stress and addiction among adolescent dwellers of slum areas.

### **Research Question**

- What is the level of addiction among adolescent dwellers of slum areas?
- What is the level of stress among adolescent dwellers of slum areas?
- Is there a relationship between the problem of stress and addiction among adolescent dwellers of slum areas?

### **Delimitations**

The present study was delimited to the slum area of Jalandhar City; adolescents of 13 to 19 year of age were taken & out of many psychosocial problems only stress and addiction will be investigated.

### **Method and Procedure**

Method and procedure was designed by keeping in mind the objectives of the present study by using the self constructed schedule.

### **Sampling Frame**

The investigator collected, list of slum areas of Jalandhar city from Municipal board. Out of this list, the investigator selected the following areas for the study :

- Kaji Mandi
- Santoshi Nagar
- Chaheru
- Suraj Nagar

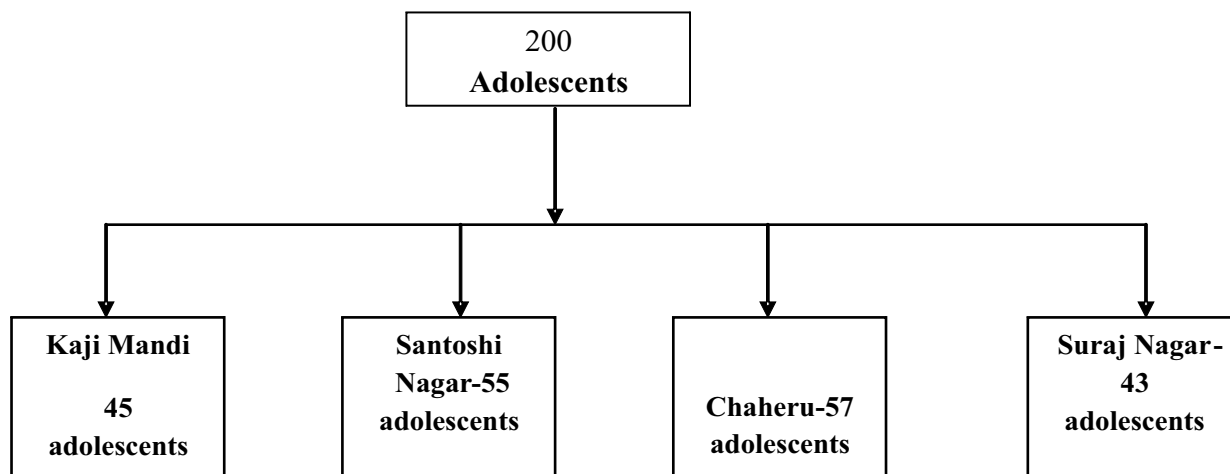
### Sample Size

The study was conducted on 200 adolescents belonging to the slum areas of the Jalandhar city.

### Sampling Area

The study was conducted on adolescents (13 to 19 years) belonging to slum areas of Jalandhar city. The data were divided according to areas, as-

### Distribution of sample according to area:



### Sampling Techniques

A purposive sampling technique was used to collect the data.

### Tool

Self constructed schedule was used by the investigator.

### Collection of Data

In order to obtain data for present study, the researcher developed a schedule to assess the level of addiction and stress among the slum dwellers. As most of the slum dwellers who participated in the study were unable to read and write with comfort, it was decided by the researcher to fill the schedule by herself after properly interviewing them for each and every item of the schedule. The schedule contains two parts-

- i) Addiction- Here the participants were asked about their habit of consuming liquor, drugs and other toxic materials. Chewing Gutkha, Biri, Pan and Tobacco was excluded as it was consumed by all the participants only those cases were noted who consumed liquor or any type of drugs. They were asked about the frequency of consumption of these toxic materials and on the basis of their responses, they were categorized into four categories-
  - (a) No addiction
  - (b) Occasional
  - (c) Often

- (e) Daily
- ii) Stress- To understand the stress level of participants, 20 questions were asked regarding their behaviour. For each yes responses 2 points were awarded. Thus any individual can score 40 points on this scale. On the basis of final scores obtained by the participants, they were classified into three stress levels.
- (a) Low stress                      Below 10 score
- (b) Moderate stress              10-30 score
- (c) High stress                    Above 30 score

The researcher personally visited all the selected slum areas on various occasions to collect the data. As most of the participants belong to labor class, data collection work was done either in the early morning or in the late evening so that daily routine of the participants was not affected.

The data collected were scored and tabulated so that the participants could be grouped into various categories as mentioned above.

### Result and Analysis

After classifying the participant adolescents on the amount of addiction and stress, a matrix was formed which contains the division of adolescents on the basis of their addiction and stress. The matrix is given below:

Level of Addiction	N (200)	Level of Stress		
		Low	Moderate	High
No Addiction	10	6 (60%)	4 (40%)	-
Occasional Addiction	34	5 (14.7%)	19 (55.8%)	10 (29.4%)
Often Addiction	48	7 (14.5%)	18 (37.5%)	23 (47.9%)
Daily Addiction	108	13 (12%)	22 (20.3%)	73 (67.5%)

\* Figures in parenthesis indicate % of cases in each category.

It is evident from the 1st row of above table that only 10 adolescents out of 200 are not addicted i.e. they do not consume any type of alcohol/ drug. Among these 6 adolescents reported to have low stress and 4 have moderate stress. None of them have high stress.

- 2<sup>nd</sup> row indicates that only 34 adolescents out of 200 accessorially consume drugs/alcohol. Out of these, 5 have reported to have low stress whereas have moderate stress and 10 have high stress.
- 3<sup>rd</sup> row indicates that out of 200, 48 adolescents often consume drugs/alcohol. Out of those 7 have low stress, 18 have moderate stress and 23 have high stress.
- 4<sup>th</sup> row consume drugs/alcohol daily. Among these 108 adolescents, 13 have low stress, 22 have moderate stress and 73 have high level stress.

## Discussion

Above analysis shows those 108 adolescents who daily consume drug & alcohol, 67% (73) adolescents have high level of stress. As well as adolescents who takes often drug and alcohol, out of the 47% (23) adolescents feel high level of stress. It means levels of stress and addiction is very high in adolescents. Further shows stress is a major cause of often and daily addiction. Many studies show that effect of stress can damage people's mental and physical well being (Koob, GF Le. Moal, M. 1997. Hyman, SE. Malenka, RC. 2001). It is good sometimes but bad when people have inability to deal with effectively. The living condition of adolescents in slum areas is more pathetic than other adolescents they are unable to solve their fanatical, family, health and emotional problems and they easily becomes victim of high level stress. Slum adolescents have inability to deal with effectively and they turn to alcohol or drugs in an attempt to manage their problems. As we know Alcohol and drug produce a calming effect on the body and so the slum's adolescents feel like they have escaped their difficulties. They may start to take these substances more and more as a way to manage their stress levels; this ways of stress management can provide temporary relief but is ultimately self-defeating (Drugs and Alcohol Rehab, 2017. Sinha, Rajita. 2001).

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## Dimensions of Educational Leadership: A Review

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### Abstract

*A country's main asset is its people and its development needs highly skilled workforce, which in turn needs good educational institutions. It is a recognized fact that educational institutions need effective leaders for providing quality education which would bring about a significant difference to student outcomes. Effective leaders have a clear vision for their institution. They prioritize and have a clear knowledge of the strength and weakness of their staff. The fundamental of a well performing educational institution is great leadership. Today an educational leader is not about just having the knowledge of teaching and learning. He is expected to work in a complex environment which involves working with data, supporting children with special needs, taking decisions regarding funding and implementing new reforms which would bring about positive changes. Effective leaders prioritize and provide direction and vision to the organization. They are clear about the purpose and knowledge and try to get the best from the available resources. Educational leaders are positioned uniquely to synergize across all the variables that are relevant. This paper goes on to overview a few dimensions of effective leadership. These dimensions are those practices which help in sustaining effectiveness and improvement. It "serves as a catalyst for unleashing the potential capacities that already exist in the organization." (Leithwood et al.2006). This increase in the effectiveness leads to enhanced teaching learning quality and raising the involvement and efficacy of the students and the staff.*

**Key words :** Educational leadership.

### Introduction

Warren Bennis, " I use to think that running an organization was equivalent to conducting a symphony orchestra. But I don't think that was quite it, it's more like jazz. There is more improvisation. As seen in the above quote, Bennis has used the jazz metaphor to compare symphony orchestra with leadership style. Leadership is abandoning the traditional top down management approach and imitating the jazz band leaders who decide the basics of the song and allow the team to shape up the complete song using their creativity. There is no magic formula or a set of routines that can be used to solve a challenging problem. Leadership is about dynamism, an ability to change the static routines into challenging higher level routines.

Leadership is a simple word yet it vexes educationists and lay people alike. With different schools of thought, leadership cannot be described in a single definition. Stogdill (1974) concluded that there are almost as many definitions of leadership as there are persons who have attempted to define the concept. There is no unified understanding of leadership. Leadership studies were conducted from the time of Plato, Sun Tzu and Machiavelli.

Leadership is a diverse and a dynamic concept describing coordinated efforts of human beings to accomplish organizational goals. According to (Bass & Bass 2008), leadership is a never ending process of education, training, and accumulation of relevant resources. Leadership today is very important with the people in the field of education. It is a medium of reformation. Forty studies conducted by Hallinger and Herth (1996) show that leadership behaviour, practices and actions have an impact on pupil learning. Leadership is also about improving workplace performance of staff or

subordinates.

### **Educational leadership**

“Great principal's nurture, retains, and empower great teachers. Poor principals run them Off” (Duncan, 2013). Elmore defines educational leadership as the “guidance and direction of educational improvement”. The educational leader has a clear vision and purpose for his institution. Educational leadership encompasses all those aspects which bring about improvement in teaching and learning. Educational leaders act as an agent of change. They are not only linked to classroom and community but also need to establish a link between present, past and future. Good leaders are capable of improving student achievement and performance. A nation's main asset is its skilled workforce and for that we need good teachers and principals.

Researches by (Leithwood et al. 2006) support that effective leadership is important for successful schooling. (Hubar, 2004) states that successful schools have successful sound leaders. According to Leithwood et al (2006), pupils learning is influenced by classroom teaching and school leadership comes next to it. No school can be successful in the event of absence of good school leader.

Leaders need to have knowledge, skill and attribute to adapt to the demands of the role. Educational leadership is also about achieving educational aims through the process of channelizing the talents and energies of teachers, students and parents.

The concept of educational leadership came in later part of the 20<sup>th</sup> century when students were expected of higher achievement levels. Schools were about improvement and reformation. All this was possible through proper supervision and control on part of the educational leader.

According to Ben-Zvi (2003) educational leadership means building and raising the ability of the subordinates, problem solving, encouraging and rising to the highest level of commitment. Educational leadership has gained importance in the present age as it was never before (Mulford, 2008). Many countries in the world are investing on training programmes for school managers. England has developed National College for School Leadership and accomplished its mission. Effective leaders inspire followers to achieve personal or collective mastery of the capacities needed to accomplish “collective aspirations” (Leithwood et al, 1999). A leader encourages its followers to believe in themselves so that the common collective goal is accomplished. A good leader is capable of enhancing the capacities as well as bringing about a sustainable change. According to Leithwood et al (1999) excellent leaders are highly sensitive to the context in which they function. They adapt themselves according to the requirement of their environment. It involves understanding the strength and weakness of the environment and being able to make full use of the available resources that exist.

There is no one formula for educational leadership. It varies according to local priorities and needs. Effective leadership constitutes a high degree of flexibility and is widely recognised. (Fullan, 2003). There is no single model of leadership which can be promoted. There are definitely a set of dimensions of effective leadership in an education system from a highly unequal to the most equitable one.

### **Dimensions of effective leadership**

#### **Establishing Goals**

Goals are an important foundation of success for an organization. They give a direction to our energy and give results that are purposeful. Locke and Latham (2002) suggest that “a goal is the

object or aim of an action..... a goal reflects one's purpose and refers to quality or rate of purpose.” Setting goals has a positive impact on workplace performance. In 1960 Edwin Locke and Gary Latham brought to light the relationship between setting goals and performance (Locke and Latham, 2002). According to Mitchell (1982) “motivation is that psychological process that causes the arousal, direction and persistence of voluntary actions that are goal directed. Leithwood and Reihl (2005) state that “building vision and setting directions is important for successful leadership.” The educational leader's ability to set goals involving parents, teachers and others brings about collaborative success in shaping a vision. Educational leader knows that goals provide direction and provide as well as guide pedagogy. A clear set of goals helps the staff and students understand the level of expectations. This in turn helps them focus their energy in the accomplishment of those goals. (Hatie and Timperly, 2007) state that clear objectives in the mind of students helps them to fill the gap between the current understanding and the desired goals. All human life is goal directed action. An educational leader needs to set goals that are challenging but achievable. Goals that are personally compelling motivate people to achieve them. A goal that is self relevant elicits positive emotions such as joy, interest and pride.(Kreibig, Gendola and Scherer, 2010). An educational leader has to be careful that the goal is neither too difficult nor too easy which may result in discouragement. Schunck (1990) suggests that goals should be such that difficulty level of the task remains constant. The educational leader also has to take care to see that the goal is not too idealised and that goal accomplishment becomes a matter of prestige issue for him/her. In such a case the leader may be provoked to go to any extent regardless of the cost and consequences.

### **Understanding and developing People**

The most important responsibility of every educator is to provide the conditions under which people's learning curves go off the chart. Whether one is called a principal, a teacher, a professor, a foundation official, or a parent, our most vital work is promoting human learning ... and above all our own learning. (Barth, 1996, p. 56.) The principal of an educational institution is the guardian and custodian who values learning and know that teacher professional development will lead to improved student outcome and school quality. They support, encourage and nurture teacher learning for continuous growth of their organization. The educational leader has a significant influence on the professional development of teachers. 'Professional development refers to learning opportunities that engage teachers' creative and reflective capacities to strengthen their practice.' They need appreciation and acknowledgement. Employees need to enhance and upgrade their skills and knowledge. As (Boudreau and Ramstad 2007) present, whether it is called “people”, “labor”, “intellectual capital”, “human capital”, it's with training and development that the performance of the employees can be improved. Training and development can bring about value addition in the effectiveness and self growth of the people. This in turn can enhance the educational outcomes of the organization. Development of people need not always be profitable for the organization but it should be oriented towards the good of the people. It is about helping and fostering people towards progress and helping an individual do what he is best at. Developing a learning culture is an organizational social responsibility, rather than a social need. Training people helps them overcome their weakness. It also brings about consistency, increased productivity, team spirit and improves the overall health of the institution.

Development of people could be training as per requirement. An educational leader could organize group sessions where employees would be encouraged to question or find collaborative answers to various challenges encountered. Developing people becomes more important because there is a wide gap between the knowledge and skills imparted in training schools and the ones which are used in real life classroom situations. Better growth opportunities act as a stimulant for

employees to put their best foot forward. Educational institutions are centers of learning and an educational leader knows that the growth and learning of the teacher leads to student learning. As Dufour and Berkey (1995) suggest, “focussing on people is the most effective way to change any organization, also focussing on people helps create conditions which enable staff to develop so that the school can achieve its goals more effectively.

### **Restructuring**

Restructuring simply means redesigning or improving. It is a purposeful process of changing the structure of an institution (a company, a market, a country, the world economy, etc.) (Sander et al, 1996). Restructuring is about change for an improvement in performance of an institution or an organization. (Crum and Goldberg, 1998) define restructuring as “a set of discrete decisive measures taken in order to increase the competitiveness of the enterprise and thereby to enhance its value.” Restructuring for an educational leader is a challenge. Smylie 1995 stated that reorganizing a school to create a climate for collaborative professional development is no small task. It is not something which an educational leader can do alone. It requires a complete coordination and support from students, teaching as well as non teaching staff. It is just not an improvement effort or a reform. Its main purpose is improving student performance. It also addresses the need of establishing a professional learning communities.(Leiburman and Miller,2002). Other researches address teacher professional development.(Dufour & Eaker, 1998). Teacher professional development is linked to improvement in teaching and learning. (Gusky,2000). Also studies by (Joyce & Showers,1995) linked teaching professional development to increase in student achievement. Restructuring according Smylie 1995 is about (a) teacher collaboration (b)governance (c)organizational support (e) accessibility to source of learning outside school and (f) principal's role in structuring. For an educational leader restructuring in a school means

- (a) Better student teacher relation
- (b) Cordial relation among teachers so that they work in a collective manner in a team spirit.
- (c) Active participation of the parents as well as the community
- (d) Teachers having commitment and a strong sense of responsibility.
- (e) High priority to student learning achievement.

Educational restructuring is a very delicate balance in which the educational leader has to create conditions that promote proper development of teachers, improved teaching learning conditions and thus increase student achievement. He has to develop a culture that nurtures a learning community. The teachers have to be motivated so that they can make most of their capacities. Such positive conditions foster stability in the organization and thereby strengthen the infrastructure of the institution.

### **Ensuring Orderly and Supportive Environment**

Providing an orderly supportive environment is an important dimension of educational leadership. This concept has developed out of a need to create an environment that promoted learning of students and staff. As quoted by West-Burnham, Organizations that are focussed on the learning of the children should have structures that reflect learning relationships.”(West-Burnham,2004). The present school culture has changed. The emphasis on the behaviour of students has been replaced by a learning culture which supports teacher effectiveness.

The goals sets by the educational leader need conducive environment for their fulfilment. An environment that is conducive, positive, orderly and supportive enables focussed and sustainable

teaching and learning community which ensures high quality standard based education. A supportive and orderly environment is a result of collaborative effort of the students, teachers and the principal. The school environment has a profound effect on the outcomes of the students. According to Robinson et al (2008), an orderly and supportive environment has a very small impact on student achievement, but it is the foundation for all the rest of the dimensions. The educational leader has a very important role in creating conditions which promote effective learning and teaching. He also has to work towards developing positive community relationships to develop the goals designed. According to (National college for School leadership 2010; Summons et al, 2011) there is a need to create an environment which includes supporting attendance and general student well being. This will lead to some more time spent on learning. As a part of building a supportive environment, effective leaders try to foster teacher leadership, which further helps in developing professional learning communities. These communities heighten teacher morale and enhance professional learning which in turn brings about a difference in student learning. Effective leaders also try to enhance the internal expertise of the teachers to accelerate the development and progress of students.

### **Establishing a climate of relational trust:**

Relational trust in an organization is about personal regard and mutual respect between the educational leader and the staff. Respect in a professional community is about valuing the opinion of others and keen listening. The educational leader is competent in fostering an environment of relational trust which acknowledges personal regard and respect. Relational trust is not directly related to student learning but it creates conditions which are conducive for initiation and sustainment of productivity. “In schools that are improving, where trust and cooperative adult efforts are strong, students report that they feel safe, sense that teachers care about them, and experience greater academic challenge. In contrast, in schools with flat or declining test scores, teachers are more likely to state that they do not trust one another” (Sebring & Bryk, 2000).

Successful educational leaders foster trust and create an environment of cooperative working which in turn helps realise creativity of the workforce. Relational trust has no direct impact on student learning, but it creates conditions, some structural and some socio psychological which make it conducive to initiate activities which promote productivity, support and improve student learning and outcome. Researches show that struggling educational institutions have improved owing to the quality of relationships that the educators have. The largest and the best study on trust in schools was conducted by Bryk & Schneider in 2002. They analysed the relationship between level of trust in school and student learning. As quoted by Sebring & Bryk, 2000 “In schools that are improving, where trust and cooperative adult efforts are strong, students report that they feel safe, sense that teachers care about them, and experience greater academic challenge. In contrast, in schools with further declining test scores, teachers are more likely to state that they do not trust one another” They concluded that

- (a) Trust lowers the sense of vulnerability in educators.
- (b) It facilitates problem solving within an organization.
- (c) Staff members perform their roles with minimal supervision.
- (d) Trust “sustains an ethical imperative, to advance the best interest of the children.

Two other researchers Wyne and Megan Tschannen- Moran suggested that a greater perceived level of trust in a school, teachers had a greater sense of efficacy—the belief in their ability to affect actions leading to success. To establish trust, it is important that principals demonstrate a model of honesty and commitment. The educational leader plays an important role in setting the stage for

trusting relationships with the student and the staff. It is also important that the educational leader takes a personal interest in the well-being of teachers, students, their families, and other members of the larger school community (Sebring & Bryk, 2000). Building trust also depends on the involvement of staff in decision making.

The educational leader plays a very important role in developing trust. It is the teacher's level of receptivity that contributes greatly to support the efforts of the educational leader. Trust building depends both on teachers and principals alike. No matter what the circumstances are, trust building takes time. "Without trust," as Blase and Blase (2001) write, "a school cannot improve and grow into the rich, nurturing micro-society needed by children and adults alike"

## Conclusion

The leadership of the educational leader has a direct impact on the overall functioning of the institution. An effective leader does not define success in terms of examination results but the well being of the students, staff and the quality of teaching learning practices. It is the personal virtue, attributes and competencies which define their effectiveness. The educational leader is the main source of leadership for the educational institution. His leadership practices and strategies shape the working process and development of the institution. This paper has identified and summarised the five dimensions of educational leadership. These are establishing goals, developing people, restructuring, ensuring an orderly and supportive environment and establishing a climate of relational trust. They focus on student achievement, well being and improved teaching learning skills. The above set of practices is a result of a robust and a large body of evidence that has been encompassed to study successful leaders. Lack of clear goals, staff initiative and participation an educational leader will confront conflicting priorities and struggle to keep the distractions at bay. On the contrary, if the goals are shared there will be a conscious effort on part of the leader and the staff to work towards the educational goals and strategic resourcing.

Although the above mentioned five dimensions are highly promising, they do not present a holistic picture of the conditions required for achieving the desirable student outcome. In order to thoughtfully apply the dimensions, policy makers and practioners need to understand the particular qualities that can bring about the desirable impact.

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## Comparative Study of Readiness of Schools of Gorakhpur City with and without Preprimary Education

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### Abstract

*The study shows the comparative study of reading of schools of Gorakhpur City with & without pre-primary education the study was done through normative survey method. 30 private schools of Gorakhpur city was considered on sample. Checklist was filled by principal, teachers & administrator. The result shows that there is significant difference in readiness of schools with & without pre-primary classes had more supportive and innovative & better in quality parameter & was found to be more ready.*

**Key words :** readiness of school, pre-primary education.

### Introduction

School readiness describes the capabilities ,their families ,schools and communities that will best promote student success in kindergarten and beyond .Each component children, families ,schools and communities plays an essential role in the development of school readiness .A ready school accepts all children and provides a seamless transition to a high-quality learning environment by engaging the whole community. A ready school welcomes all children with opportunities to enhance and build confidence in their skills, knowledge, and abilities. Children in ready schools are led by skilled teachers, who recognize, reinforce, and extend children's strengths and who are sensitive to cultural values and individual differences.

School readiness of school for children is defined in terms of the school environment that supports a smooth transition for children(Pianta,2003).The components of readiness of schools can be discussed under following five domains;

- (a) Transition: The transition from home to school is significant milestone in lives of children, their families and their teachers. When transitions are well planned, children have fewer adjustment problems and more continuous is the process of development.
- (b) Teacher Support: Children progress is increased with the level of qualification of staff. High quality teaching and supporting staff is key feature of ready schools.
- (c) Engaging Environment: The resources of school are one of the important dimensions of readiness of school for children. These resources include materials and infrastructure necessary for creating, engaging environment for children and building hands on learning.
- (d) Respecting Diversity: Schools must recognize that children are capable learners with their own experiences and expectations. Children are likely to have quite distinct expectation from school and so, they must be acknowledged and respected. sA ready school respects individual differences among children and makes provisions for children with special needs.
- (e) Family and Community Partnership: Schools needs to develop positive, reciprocal relations and communication among and between children families and community. Ready school ensures family and community partnership and welcomes suggestions and feedback.

### Ten Keys to Ready Schools

1. Ready schools smooth the transition between home and school.

2. Ready schools strive for continuity between early care and education programs and elementary schools.
3. Ready schools help children learn and make sense of their complex and exciting world.
4. Ready schools are committed to the success of every child.
5. Ready schools are committed to the success of every teacher and every adult who interacts with children during the school day.
6. Ready schools introduce or expand approaches that have been shown to raise achievement.
7. Ready schools are learning organizations that alter practices and programs if they do not benefit children.
8. Ready schools serve children in communities.
9. Ready schools take responsibility for results.
10. Ready schools have strong leadership.

A school's recognition and response to a student in need of extra guidance and support effects child's school experiences. A teacher and school must welcome and understand all children needs in order to ensure a positive transition to school. It is school's responsibility to recognize gaps in a child's readiness skills that may hinder his or her later school success. It is important that early actions are taken to help at-risk students before they experience school failure.

### **Statement of the Problem**

Comparative study of Readiness of schools of Gorakhpur city with and without pre-primary education'.

### **Objectives of the Study**

To study Readiness of School at primary stage with and without pre-primary education.

### **Hypothesis of the Study**

Following hypothesis were formulated for the study;

There is difference in Readiness of Schools with and without pre-primary education.

### **Level of Significance**

The hypotheses were tested at 0.01 level of significance.

### **Method of the study**

Proposed study was completed through Normative Survey Method under Descriptive Method of Educational Research.

### **Population of the study**

Population of Schools consisted of recognized private schools of Gorakhpur city which have primary classes The list of recognized schools for the year 2014-15 was obtained from the office of Basic Shiksha Parishad Gorakhpur. The list consisted of 122 schools

### **Sample of the study**

**Sampling frame**-The list of recognized schools obtained from office of Basic Shiksha Parishad Gorakhpur of Gorakhpur city for the year 2014-2015 was used as the sampling frame. The list constituted of 122 schools.

**Sampling of Schools**-The researcher selected systematic random sample technique for the sampling of schools. Systematic sampling is a type of probability sampling method in which sample members from a larger population are selected according to a random starting point and fixed periodic interval. This interval is called sampling interval and is calculated by dividing the population size by the desired sample size. The most common form of systematic sampling is

equiprobability method. In this approach, progression through the list is treated circularly with a return to the top once the end of the list is passed. The sampling starts by selecting an element from the list at random and the every  $k^{\text{th}}$  element in the frame is selected where  $k$  is the sampling interval.

$K=N/n$ , where  $N$  is the population size and  $n$  is the sample size.

**Sampling interval-** Every fourth school was selected from the list of recognized schools thus the sample of schools consisted of 30 schools

### **Operational Definition of Technical Terms used**

**School Readiness:** School readiness can be operationally defined as capabilities of children, their families and schools that best promote students' success in primary classes and beyond. School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children. This holistic approach serves as an important operational foundation of the term. School Readiness has been operationalized as a construct having three components viz. Children Readiness, Parental readiness and School Readiness.

### **Readiness of Schools**

Readiness of school has been undertaken as a focus on the school environment including practices that;

(a) Fostered and support a smooth transition for children to school

(b) Promoted learning for all children in (i) transition (ii) teacher support (iii) engaging environment (iv) respecting diversity (v) family and community partnership.

### **Preprimary Education**

Educational opportunities provided to children in the age group 2-5 years through preschool sections/classes (Nursery, Kindergarten, Preprimary schools) in private schools has been taken as Primary Education.

### **Tools used for data collection**

#### **Readiness of School Checklist**

Researcher prepared a checklist to assess the presence or absence of defined characteristics in a school. The first thing in the construction of a checklist is to decide about the type of information to be collected. The items were framed measuring the following five major dimensions namely

1. Transition to school
2. Teacher support
3. Engaging environment in school
4. Respecting diversity among students
5. Family and community partnerships

Items framed were in the form of statements. The respondents were asked to mark tick on yes/no answers

30 items were prepared and it was tried on a small sample to make tool valid and objective. The statements of checklist were discussed with some experts in the field of education. On the basis of unanimous suggestions and agreements the validity was constructed. Five items were discarded and the final checklist was made of 25 items

The checklist was created both in Hindi and English for the ease of the respondents.

### Method of use

The checklist was given to the teachers, principals and administrators of various schools and they were asked to fill them.

**Scoring key-**There were 25 statements in this school readiness checklist. Statements 1,2,3,5,8,9,10,11,13,15,16,17,19,20,21,22,23,25.were positive in nature ,the respondents who answer yes will be given score 1 and those who answer no will be given score 0.Statements 4,6,7,12,18,24 are negative in nature the respondents who answer no will be given score 1 and those who answer yes will be given 0 .Thus the highest score for the scale will be 25 and lowest will be 0.

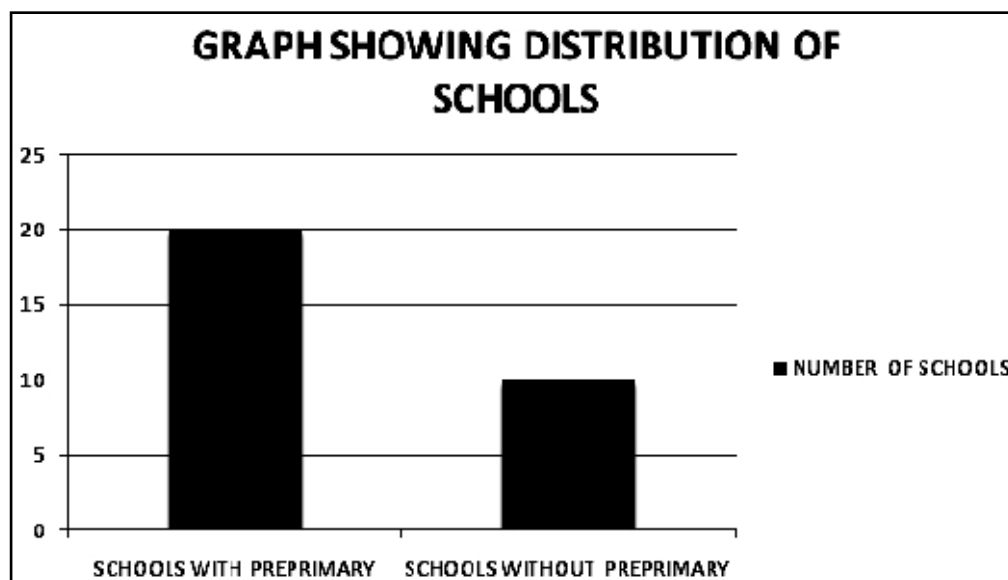
**Administration of tool:** The researcher contacted principal's administrators of various schools and took permission for data collection. The initial data was collected during the period of august 2014- to December 2014 .The teachers /Principals were asked to fill the school readiness checklist.

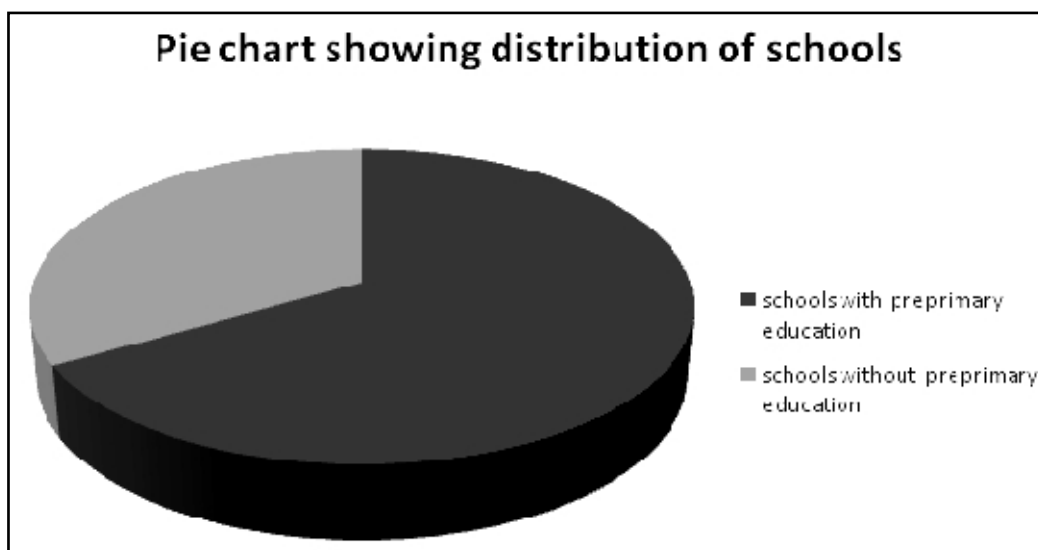
### Presentation of Data

Sample of the study consisted of 30 schools, 465 students and 400 parents of Gorakhpur city. A detailed description of sample has been described in the Table of schools

**Table : Table showing description of schools.**

S.No	Category of Schools	No. of Schools	%
1.	With Preprimary Education	20	66.6
2.	Without Preprimary Education	10	33.3





### OBJECTIVE

To study Readiness of School at primary stage with and without pre-primary education.

**Table 2 : Comparison of Readiness of schools with and without Preprimary Education.**

Groups	N	Mean	S.D	S.E <sub>M</sub>	t-value
Children with pre - primary education	20	17.7	2.07	0.7	6.7
Children without preprimary education	10	13	2.2		

\*significant at 0.01 level of significance

It is evident from the table -2 that mean scores of schools with pre-primary education and the group of the schools without preprimary education were 17.7 and 13 respectively .Similarly the standard deviations of the groups were 2.07 and 2.2 respectively. Standard error of difference of means of both groups was 0.7 .The t –value of these two groups was 6.7 .The t-value 6.7 was significant at 0.01 level of significance at 28 degree of freedom.As the calculated 't' value of these two groups of schools with and without preprimary education has been found greater than the table value at 0.01 level of significance .So the research hypothesis 'There is difference in Readiness of Schools with and without preprimary education has been approved and the null hypothesis. There is no difference in Readiness of schools with and without pre-primary education has been disapproved .On the basis of the table 2 it has been generalized that there is difference in Readiness of schools with and without preprimary education. On the basis of mean value of the groups with pre-primary

education and without pre-primary education that is 17.7 and 10 respectively it might be derived that Schools with preprimary education was more ready. The result that there is significant difference in Readiness of schools with and without preprimary education was on similar line with the findings of Pianta, (2003), Boethel, M. (2004).

### Major Finding

There is significant difference in readiness of schools with and without preprimary education.

### Discussion

Schools with preprimary classes had more supportive and innovative and better in quality parameter and were found to be more ready. Schools must ensure availability of preprimary classes that reflect a more balanced approach with an emphasis on all domains of early learning and development with effective transition practices among preschool and primary classes. Schools must pay greater attention to the ways in which preprimary and primary teachers perceive readiness. The research suggests that greater attention should be paid to a broader and more integrated nurturing of children's development during the preschool years with exposure to learning experiences in all constructs.. Preprimary students must be given opportunity to continue to grow in all areas of early learning and development during preprimary years without being expected to perform isolated tasks measuring their cognitive and literacy abilities to the exclusion of recognizing and encouraging growth in other areas.

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## Empowering Rural India through Vocational & Technical Education: Analysis of Present Scenario and Future Prospects

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### Abstract

*In this era of globalization, a country's development status depends upon its economic stability, national income, productivity, and infrastructure and last but not the least its resources. A country can develop by utilizing its resources efficiently, be it natural resources, financial resources, or human resources. While natural and financial resources are limited, human resource is abundant in India. With a population of more than 120 crores, nearly 50% of its population is below the age of 24 years, and nearly 60% of its population is in the working age group of 15-59 years, giving India an advantage of demographic dividend. Two third of the India's population belongs to rural area and which epitomize large workforce that will fulfill the future demand of labour market. India has seen rapid growth in recent years, driven by the growth in new-age industries. NSSO data is showing that rural labourers are shifting to non-agricultural work. As the ratio of secondary and tertiary industries in India's national income is increasing, the need of skilled labourforce is becoming a crucial element of production. Thus, there is a need to improve the productivity of the vast human resource available to the country, by improving the quality of education, and by providing work ethics to the workforce of the country. One of the ways to do so is skill development through vocational and technical education. Therefore, there is an urgent need to investigate the present status of vocational and technical education in rural area because there is large population resides in rural area. So, this paper focuses on the present status of vocational and technical education with special reference to rural India.*

**Key words:** Vocational and technical education, Demographic dividend, Skill development.

### Introduction

Education is the bedrock for the development of an economy. In this era of globalisation, it is the key indicator of any economic development and welfare of a nation. But education becomes more functional and significant, when it provides capabilities to the individual to live its life in a better way. Education substantiates its worthwhileness /value when it provides capabilities to the individual to live its life in a better way. As the Mahatma Gandhi strongly supports the education with skill development that generates livelihood for the individual.

Mahatma Gandhi was the great supporter of vocational education. In his view, participation in productive work under conditions approximating to real-life situations is pedagogically linked to learning and simultaneously becomes the medium of *knowledge acquisition, developing values and skill formation*. In addition, engagement with work will help promote multi-dimensional attributes in the cognitive, affective and psycho-motor domains in a holistic manner i.e. by integrating 'head, hand and heart'. In Wardha conference (1938), Gandhi's philosophy of Basic Education was adopted and it named as 'Nai Taalim' or Basic Education.'

The demands of vocationalisation of education have started in the pre- independence of India. As Jandhyala B. G. Tilak (1988, p.244) has mentioned in its paper that “*In India, back in the days of the Wood's Despatch (1854), there was a cry for the introduction of occupational education. The Hunter Commission and the Hartog Committee also pointed to the same need. The Wood Abbot*

*Commission argued for the introduction of polytechnics. The Sargent Commission suggested the introduction of two streams of education - academic and technical.*” But, before independence, the least effort was made for expansion of vocational education. After independence, it came into force later on the recommendations of Kothari commission 1964-66. After that, many commissions, policies introduced many recommendations and programs to facilitate and promote the Vocational and Technical Education.

Education is the means for bringing socio- economic transformation in a society. Vocational and Technical education is one of the instruments which provide capabilities to the people to earn for a better living. In Developing countries like India, Vocational and technical education is the key of Economic Inclusion. Its importance seems meaningful in rural India as it open up the door of employment for marginalised and economic challenged people. Vocational education is also seen as an equity measure. As an antidote to urban biased elite education, vocational education will promote equity with a rural bias and serve the needs of relatively poor people (Tilak, 1988,p 245). Beside this, Lillis and Hogan, 1983 also reckons a variety of benefits “vocational education promises to resolve by providing a more interesting and job-relevant curriculum. More specifically, it is believed to be an effective answer to rural problems, 'to alleviate unemployment; to reorient student attitudes towards rural society; to halt urban migration; to transmit skills and attitudes useful in employment' (as cited in Tilak, 1988, p245).

Thus, the above discussion clarifies that the vocational and technical Education posses a very important place in the whole education system especially in the economic progress of the rural India, which unsramble many problems of rural areas.

### **Meaning of Vocational and Technical Education:**

In simple terms, Vocational and technical education consists basically of practical courses through which one gains skills and experience directly linked to a career in future.

UNESCO takes technical and vocational education as one term, and defined it as “*those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding, and knowledge relating to occupation in various sectors of economic life.* (UNESCO, 2001,p. 2)

According to Oxford Dictionary, “*Vocational training means training directed towards getting skills related to an occupation or employment.*”

According to Britannica Encyclopaedia, *technical education is defined as “the academic and vocational preparation of students for jobs involving applied science and modern technology.*

Foks (1990) distinguishes between technical and vocational education and defines technical education as “*development of skills and knowledge to be applied in practical situations*”, while he defines vocational education as “*demonstrated and acknowledged development of knowledge, skills and attitudes necessary for a place in the workforce, at levels ranging from pre-trade to para-professional*”.

After studying these various definitions, it is clear that both vocational and technical education give training in specific skills related to a specific occupation. There is minor difference between the two, where, in technical education, training is given related to fields of work that involves technology, like electronics, mechanics, etc. Vocational education is a much wider term, incorporating not only technological training, but also training in other fields of work, like cooking,

tailoring, singing, etc. Thus, one can say that vocational education is a superset of technical education.

*In this paper, the broader meaning of Vocational education (VTE) has been taken and only formal means of VTE is discussed.*

### **Points That Favouring The Urgent Need To Checkout The Status Of Vocational And Technical Education In Rural India:-**

VTE is important as it enriches a person for life and it provides the skills that are necessary in a democratic society. Societal and economic development depends on the strength of VTE as it provides access to skill and entry routes into the labour market. Under the umbrella of economic inclusion concept, VTE gives opportunity to the people belong to underprivileged, marginalised and underdeveloped sections of the society, to explore their talent and develop their capabilities and skills for earning and give them better living standard. VTE plays a significant role to cultivate skill based knowledge in transforming the human resource in skilled and trained human capital. In India, the rural population is large and its requirement of skill development is much more needed as it represents the huge workforce of the nation. This requirement of skill development can only be fulfilled with effective VTE. Following is the reasons behind investigating the status of VTE in India, with special reference to rural India -

#### **1. Demographic Dividend – a redeemable opportunity for future prosperity of India**

After adopting new economic policy, India tends to be a fast growing economy in world. India has seen rapid economic growth in recent years, driven by the growth in new-age industries. India is the second largest populated country in the world. One aspect of this fact projects negative signs for Indian economy but the population burden of the past is exposing window of opportunities for the future decades in the form of Demographic Dividend. Through its vast human resources it is becoming a potential market of labourers.

*Demographic dividend refers to a trend that leads to a larger proportion of population in the working age group compared to younger and old age groups. (MoLE, 2013)*

*In other words, “Demographic dividend” means that as compared to other large developing and developed countries, India has a higher proportion of working age population vis-à-vis its entire population.” (FICCI, 2012)*

There are many facts and estimates which support that India will bulge into a nation of youth in future decades and will be a huge market of labour force in next decade. As, the Report of Youth Employment –Unemployment 2012-13 shows that the population in the age-group of 15-34 increased from 353 million in 2001 to 430 million in 2011. Current predictions suggest a steady increase in the youth population to 464 million by 2021. (MoLE, 2013, p.2). India has the world's youngest work force with a median age way below that of China and OECD countries. Half the population of India was younger than 25 in 2010. It will change to half the population being under 28 in 2030, making India a very young country for the next 20 years. (FICCI,2012) In 2020, the average Indian will be only 29 years old, compared with the average age of 37 years in China and the US, 45 in west Europe and 48 in Japan.(Chandrashekhar at el.,2006, p.244)

These projections give us the view to recognize our strengths and weaknesses of present education system; so as to we reform and remould our education system according to future need. To redeem this golden opportunity of demographic dividend, we have to give a keen attention on the

VTE because it is only the way; we gear up a skilled, diligent, technological competent workforce for the upcoming demand of future. In rural India, this attention be more important because there is a large number of human resource available and for prosperity and development of rural India depends upon it. For instance, Thomas Balogh (1969, p. 262) was emphatic in arguing: 'As a purposive factor for rural socio-economic prosperity and progress, education must be technical, vocational and democratic.

## **2. Paradigm change in livelihood / employment from agriculture to other industries.**

India has the largest rural population in the world. According to census 2011, rural population in India is 83.3 crores, which is the 68.84% of the total population. This fact indicates a huge workforce for future decades and that will fulfil the needs of labour market. Agriculture is the main source of livelihood in rural areas providing 64% of total employment. But, Rural India has undergone a significant shift from farm employment to nonfarm activities. Between 1993-94 and 2011-12, while rural employment grew over by 43 million workers, agriculture shed 16 million workers and all the net new jobs were in the non farm sector.(Ministry of rural development report, 2015)

The above facts show that the significant number of workers is shifting from agriculture to other industries for employment. Also, the trends of contribution in Indian national income have been shifting from primary sector i.e agriculture to secondary and tertiary sectors. Hence, the shifting tendency of employment from agriculture to industries of rural labourers demands better Vocational and Technical education that suits the need of modern technological industries.

## **3. Future demand of skilled labour force**

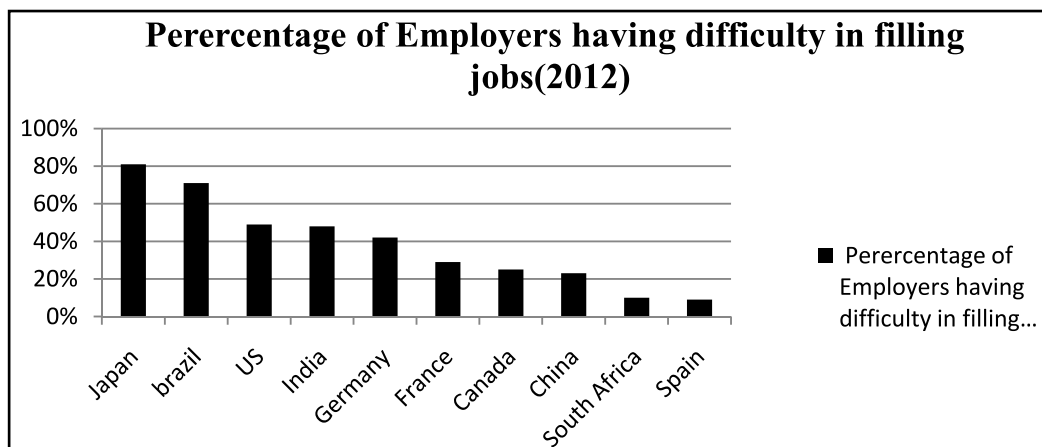
*“Education and degrees without skills mean nothing. ... We have so many educated youth but they are unskilled and hence, jobless. That's why skill development is of utmost importance.”*

– India's Prime Minister Shri Narendra Modi

The above statement of honourable P.M of India evinces the demand of skilled and expedient force of manpower for present development and future prosperity of the nation. The greatest challenge in Indian education system today is to provide skill based education to the youth. This is exacerbated by a mismatch in demand and supply for the skilled workforce. The penetration of vocational education and training remains poor not only in rural areas, but also in urban regions where there is a higher installed capacity to impart the same. National Sample Survey Organization (NSSO) 61st Round on Employment-Unemployment indicates that about 80% of the workforce in rural and urban areas do not possess any identifiable marketable skills (11th Five Year Plan (FYP) Report,p. 89). Jayaram and Engmann (2014) find that according to Manpower Groups (2012) Talent Shortage Survey, one-third of the employers do not fill the vacant position as the applicants lack skills.

India lags far behind in imparting skill training as compared to other countries. Only 10% of the total workforce in the country receives some kind of skill training (2% with formal training and 8% with informal training). Further, 80% of the entrants into the workforce do not have the opportunity for skill training. (FICCI, 2012. P.3)

As, following graph shows; for India, the difficulty to fill up the jobs is 48%, which is above the Global Standard of 34% in 2012.

**Chart 1 – Showing percentage of Employees having difficulty in filling jobs.**

Source: FICCI, 2012,p.4

The government of India has targeted 500 million skilled workers by 2022(National Skill Development Policy Report, 2009) and this target can only be achieved through effective VTE which develops workers into knowledge workers who will be more flexible, analytical, adaptable and multi skilled.

Annual Report on Employment –Unemployment survey -2013 by MoLE(2013, p. ii) shows that in the rural sector the Labour force participation rate (LFPR) is estimated to be 52.8% as compared to 46.1 per cent in the urban sector. The rural sector LFPR is also more than the all India rate of LFPR i.e 50.9 %. This data reveal that there is large working population belongs to rural India who are actively engaged in labour market or are looking for work. So, this makes it clear that, it is very crucial time to look up the rural education system specially VTE, because it is the only instrument that will turn the present human resource into the skilled human capital and which will open the door of opportunities of various source of employment for rural India.

### **1. Preserving the rural industries and provide them capable, skilled workforce**

In this era of change, nothing is static but one can establish its identity through its unique feature. In world, every country is known by its unique culture, value and art. India is one of the countries in the world which has a great heritage and art that reflects in its products of handicrafts. In India, there are variety of handicrafts and cottage industries that are spread all over the country. These industries are the one of the most important sources of employment in rural India. A large no. of workforce engaged in these industries. These industries are declining due to the foreign substituted goods of their products. From this viewpoint, it can be concluded that the workers engaged in these industries needed specialised training and skill development courses which provide them technological knowledge. So that they can produce world class product and compete in the foreign market of goods.

### **Current Structure of Vocational and Technical Education in India**

Vocational and Technical Education (VTE) plays a vital role in human resource development of the country by creating skilled manpower, enhancing industrial productivity and improving the quality of life. In India, there are many authorities who are responsible for providing Vocational and Technical Education at different levels of Education.

The following agencies involved in VTE policy formulation and its implementation-

**Table 1- Agencies involved in VTE policy formulation.**

Central Government	State Government
Ministry of Human Resource Development	Directorate of Technical Education
Department of School Education and Literacy (for VTE programmes in Senior Secondary schools)	Private sectors
Department of Higher Education (for Technical Education)	NGOs
Ministry of Labour and Employment, Directorate General of Employment and Training (for Vocational Training)	
National Skills Development Council	
There are some other 20 Central Ministries and Departments which have running some small VTE programmes.	

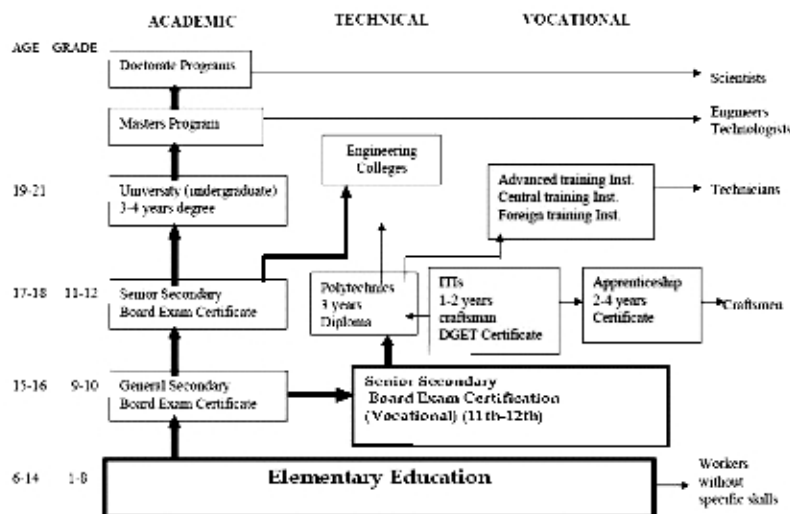
#### **VTE in secondary level:-**

In India, the vocational and technical education starts from secondary level of Education hierarchy. At this level, VTE is introduced under the scheme of “Vocationalisation of Secondary Education” which has been introduced in the year 1988, since then 10,000 schools were covered with an intake capacity of about 10 lakh students. But the scheme is now revised due to its some drawbacks and hurdles in its implementation. New scheme approved by the Government in September 2011 and subsumed under the Rashtriya Madhyamik Shiksha Abihayan (RMSA) with effect from April 2013 has been recently revised in Feb, 2014. The revised scheme is now known as, "Vocationalisation of Secondary and Higher Secondary Education". This is Centrally Sponsored Scheme(CSS) under which financial assistance is being provided to the State government/UT Administrations and incentives to government aided and recognized unaided private schools.

Till 2014 the scheme has covered 2035 government schools in 24 States/UTs across 9 sectors including - automotive, retail, security, IT/ITeS, healthcare, agriculture, travel & tourism, physical education & sports and beauty & wellness. (MHRD, 2015,p.59)

- to enhance the employability of youth through demand driven competency based, modular vocational courses;
- to maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/ interchangeability in qualifications;
- to fill the gap between educated and employable;
- to reduce the dropout rate at the secondary level and decrease the pressure on academic higher education.

Figure -1



Source: Symbiosis, 2011

In India, there are various central and state education board who are providing different vocational courses. For example:

- CBSE offers 40 courses in vocational education in 6 domains namely, Agro Production and Marketing, Engineering and Technology, Finance, Business and Management, Hospitality and Tourism Health and Wellness, Media, Entertainment and Production. CBSE is offering these courses in consists of 100 subjects at senior secondary level in 636 affiliated schools in India and 11 schools in 5 countries, board also offers 4 vocational course at secondary level under NVEQF in more than 873 schools in India and 15 schools abroad. (MHRD, 2015, p.79)
- UP Board is operating 872 vocational education schools with 35 courses. (UP govt. vies for vocational courses, 2012)
- NIOS launched its first vocational courses in 1997-98. It provides vocational courses of various types like: 6 month certificate course, one year diploma course, and package course, stand alone course for secondary and senior secondary level and courses that are clubbed with other course. In present, it is offering VTE courses with 75 subjects. (NIOS, 2012)

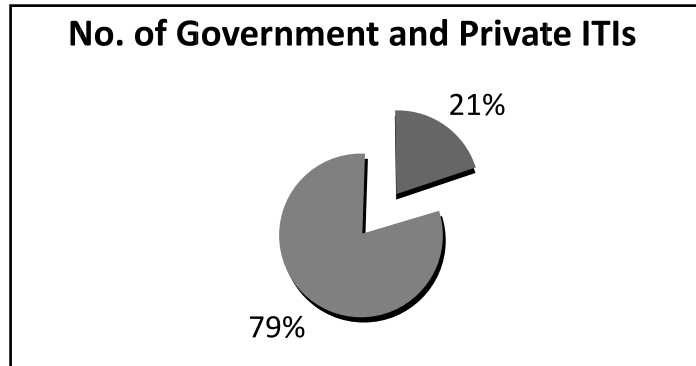
### Industrial training institutes (ITIs) and Industrial Training Centres (ITCs).

In India, technical education and vocational training system follows patterns like graduate post graduate, engineer technologists through training colleges, diploma from polytechnics and certificate level training in ITIs through formal apprenticeships. The Vocational Training in India is being imparted by mainly two types of bodies: Public Industrial Training Institutes (ITIs) Private owned Industrial Training Centres (ITCs). The directorate general of employment and training (DGE&T) under Ministry of Labour and Employment (MoLE) generally regulates these ITIs and ITCs at national level and implements policies for vocational training.

In the year 1950, 50 ITIs has been launched for the first time. In 1980, there were 831 ITIs and after that a significant growth has been seen because many private ITIs has been launched which is called "Industrial Training Centres. (ITCs)" *During last two decades the growth of Government and Private ITIs have been steep and during last five years these are growing with average growth rate of 15% every year. Presently (upto 08.09.2014) there are 11,964 Government and Private Industrial*

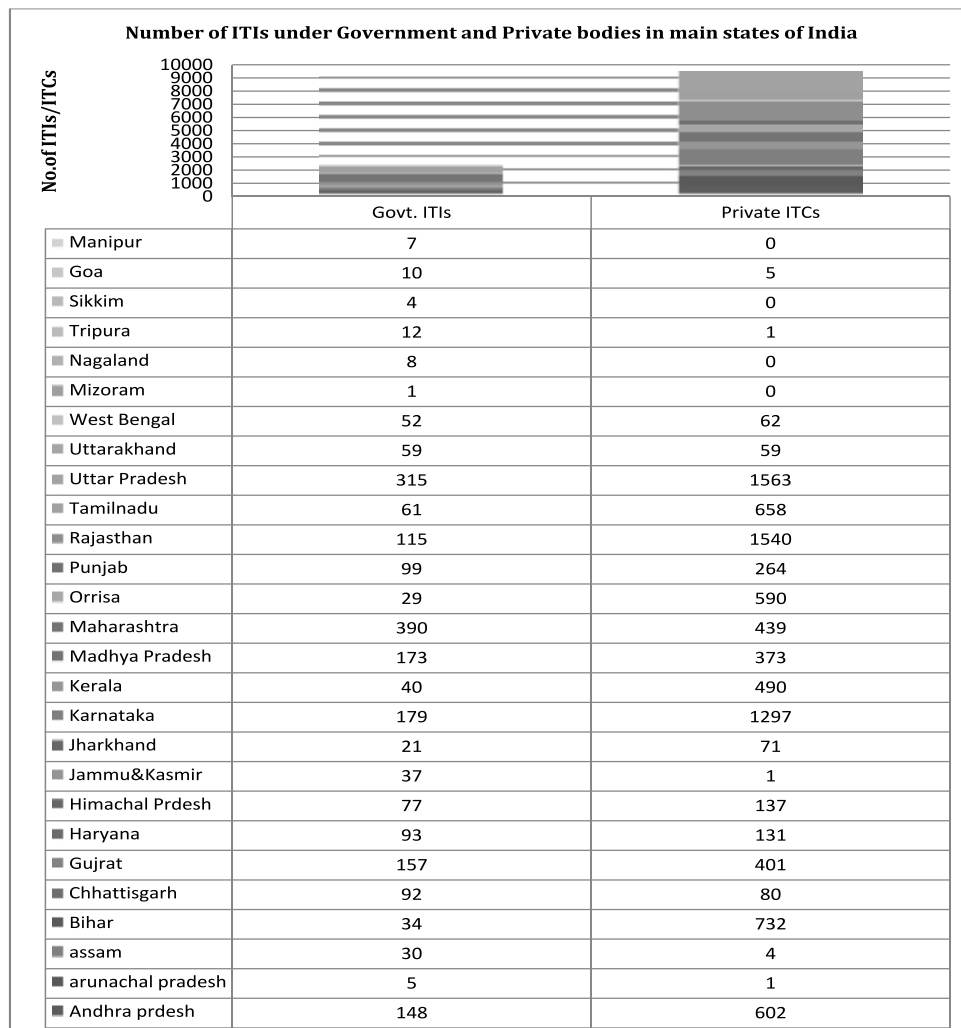
*Training Institutes (2284 in Government and 9680 in Private Sector) having a seating capacity of 16.92 lakh. (MoLE,2015,p.253)*

**Chart-2 : PIE chart showing No. of Government & Private ITIs**



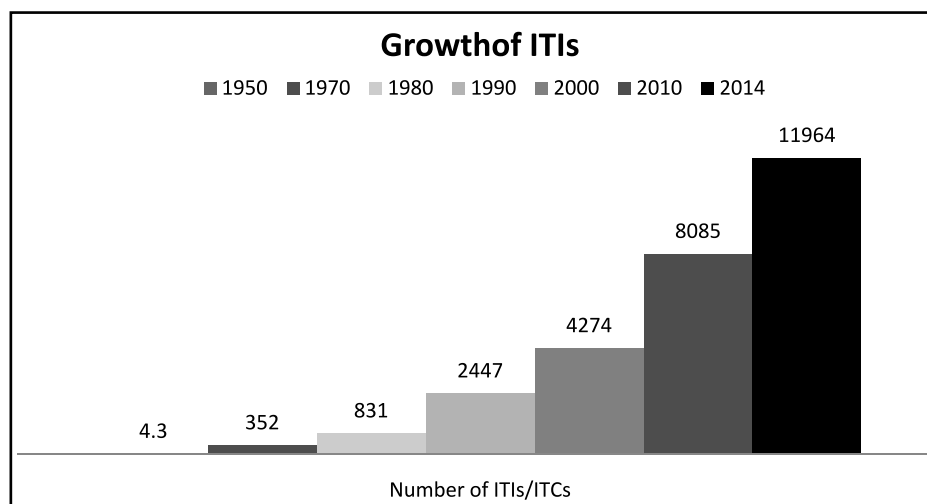
Source: Ministry of Labour and Employment,2015,p.263

**Chart- 3**



Source: Ministry of Labour & Employment,2015,p.26

Chart- 4



Source: Ministry of Labour & Employment, 2015, p.264

From the Chart-2, it can be seen that the proportion of private ITCs in total ITIs is 4 times in comparison to government ITIs. And on the basis of Chart-3, we may conclude that Uttar Pradesh holds (1563) the majority stake in private owned ITCs and after that Rajasthan is at the 2nd position with 1540 ITIs but on the basis of seating capacity Rajasthan has (1,96,207seats) more seating capacity than U.P (1,85,618 seats). Maharashtra holds (390) first position for Government owned ITI with the largest seating capacity in Govt. sector it is i.e 1,08,824. But, U.P has the largest seating capacity combining both government and private ITIs i.e 2,18,078.

#### **Status of Vocational Education in the Realm of Rural India:-**

On going through the present structure and position of VTE one can conclude that India is doing better and its progress is very prominent. The whole data indicates that growth of VTE in India is very remarkable. But, this is only one facet of the coin or we can say that it is only outer look of a whole panorama. Any judgement can't be taken on the basis of one aspect, it is necessary to look into another aspect with intensively. Therefore, we have to also give an eye to the other aspect, i.e data of rural sector of India.

#### **Rural Population:**

A large population of India lives in rural areas. As per Census 2011 of India, rural population is 83.3 crore of the total population of the country i.e 121 crore. It means 68.84% of total population is rural. In the country following are the top 3 states, where rural population is maximum.

#### **Top Three States:**

- I. Uttar Pradesh: 155.11 million (18.6%)
- II. Bihar: 92.07 million (11.1%)
- II. West Bengal: 62.21 million (7.5%)

**Literacy Rate of Rural India :** According to Census 2011, literacy Rate of Rural India is 68.9% . There is 10.2% increment in this rate, as in 2001 there was 58.7 %(GOI,2013).

**Attendance Rate in school in Rural India :** As per NSSO 66<sup>th</sup> round of survey (p .27,28), 130 persons 1000 distribution of persons age 5 - 29 years never attended any school. 503 persons drop-

out the school at middle level, where in urban 419 out of 1000 drop-out the school at middle level.

**Vocational training received or being received :** As per NSSO 66<sup>th</sup> round of survey (p. 39) only 60 persons out of 1000 is receiving or being received any kind of vocational Training. It means only 6% population of rural India is receiving or has received vocational training.

**Labour Force Participation Rate (LFPR):** The LFPR is a measure of the proportion of a country's working-age population that engages actively in the labour market, either by working or looking for work. It provides an indication of the relative size of the supply of labour available to engage in the production of goods and services. Annual Report on Employment –Unemployment survey -2013 by MoLE (2013, p. ii) shows that in the rural sector the Labour force participation rate (LFPR) is estimated to be 52.8% as compared to 46.1 per cent in the urban sector. The rural sector LFPR is also more than the all India rate of LFPR i.e 50.9 %.

### **Data Interpretation, Conclusions and Suggestions:**

After comparing and evaluating the data and facts, many loopholes and gapes are founded, which are explained below:

1. From the very first view, it can be noticed that the distribution of ITIs and ITCs are not symmetrical in the country (Chart-3). Although it is the fact that there is large difference between population of states. But according to population, in many states number of ITIs and ITCs is not enough. For example, West Bengal is 3<sup>rd</sup> most rural populated state and there is only 114 ITIs & ITCs, where in U.P and Rajasthan the no. of ITIs and ITCs is approx.16 and 14 times more than West Bengal. Beside this, In many states specially in the north east states like Assam, Sikkim, Manipur, Arunachal Pradesh ,the private VTE institutions are very few or nil. For promoting private sector to invest and establish new ITCs, the Central and State governments may initiate through public- private partnership model.
2. Literacy Rate is also another factor which predicts the development of any country. India's two-third of the population is rural and in rural area the literacy rate is low. For maximizing the literacy rate in rural India, many programs have been introduced but only enrolment in school is not the guarantee of the future employment. The high drop - out rate from school is defeating the national goal of education.

Every year 5.5 million students pass out of Class X, of which 3.3 million go to Class XI, leaving 2.2 million out of the education stream. Those who drop out after Class VIII are approx. 20-21 million. Urgent attention needed for this 21 million-target group. Available formal training capacity of the country is only 2.3 million students. This leaves a gap of 18.7 million. The ITI system needs to be revamped to fill up this gap. China has nearly 500,000 senior higher secondary vocational schools. For reaping the benefit of “demographic dividend” the government of India should introduce new VTE courses and institutions.

3. A very positive point of rural population of India is that the LFPR rate (52.8%) is higher than national average LFPR (50.9 %) and urban LFPR (46.1%) . This fact indicates that the there is large supply of workforce in rural India, which will fulfill the target -500 million skilled workers by 2022 ,that is determined under National skill Development policy 2009. NSSO,66th round(2013, p.38) data reveal that persons of age 15-59 years, about 1 per cent had technical and vocational diploma or certificate in rural area and in urban area only 5 per cent had reported to have technical or vocational training. This may be a big reason behind this situation that the Government ITIs are very less in numbers than Private ITCs(as Chart-4 showing).

This problem can be tackled by increasing the number of Government aided VTE institutions at formal and informal sector both because private VTE institutions courses fees is high and they are generally located in the urban area.

4. In India, there has been a sheer growth in VTE after adopting new economic policy since 1991. But, on the basis of high increase in the number of vocational institutions, it can't be say that the quantity facilitates quality always. *NSSO 66<sup>th</sup> round survey (2013,p.43) reveal that persons of age 15-59 years, 36 % in rural areas and 24% in urban areas, who received formal vocational training have reported that the training was not helpful in getting a job.* This data uncover the actual status of VTE system in India and draws our attention towards the quality of VTE courses and Challenges faced by ITCs and ITIs i.e poor quality trainers, lack of flexibility and outdated infrastructure. There is urgent need to overhaul the present VTE system and launch new skill development programs, and courses which fulfils the present and future demands of skilled workforce.
5. Apart from above suggestions, a very remarkable point of suggestion is that, there is lack of secondary data and facts that can reveal actual number of VTE institutions located in the Rural Area- state wise. This might be more helpful in knowing the status and effect of VTE in Rural India and preventive measures could be taken more efficiently.

At last, from the all above discussion, it is clear that the formal VTE system in India is on the pace and its direction is all set but only defining and determining the aims and objectives is not enough. One has to follow up the plan and remoulding the plan and actions according to the need of the time & situations. Likewise, the present status of VTE is good enough but it is time to rejuvenate the system along with the future demand of progressed and skilled human resource. Vocational Education and Training (VTE) is an important element of the nation's education initiative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. Although the Government is well aware of the important role of Vocational Education and has already taken a number of important initiatives in this area like promoting skill development in VTE through National Skill Development policy 2009, redesigning of the "VHSE" program at school level and many more. But, an expansion in their functions to include institutional capacity, enrolment, completion information, and follow-up data from all registered vocational institutions, and annual trace study/survey of graduates from vocational institutions would help the government develop a relevant and cost-effective VTE system that fulfils the employment and developmental need of rural India .

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## **A Study on Perception of Secondary School Teachers towards Peace Education with Respect to Religion**

Md. Akhtar Raza

### **Abstract**

*The main purpose of present study was to know the perception of secondary schools teacher towards peace education with respect to religion. The tool used in this study is constructed and standardized by the researcher, for assessing the perception of teachers. In this present study only secondary schools teachers of Jharkhand academic council were included. After the data analysis the researcher found that there is significant difference among the perception of teacher towards peace education with respect to religion. At post hoc analysis the significant difference is found between Muslim teacher's perception and Christian teacher's perception, and Hindu teacher's perception and Christian teacher's perception towards peace education. There is no significant difference between Hindu teacher's perception and Muslim teacher's perception towards peace education.*

**Key Words:** Peace Education, Perception & Religion

### **Introduction**

Peace is a concept that encompasses many different meanings and the paths to peace are just as many and complex. Peace is commonly understood as feeling of calm, an absence of violence, and a meeting of basic needs. It is also the presence of justice, love, equality, and unity in all aspects of life. The concept and practices of peace education are the outcome of a long and dynamic process of changes in contents and methods of teaching learning for better conditions of human living. There are authors who claim that it was after World War II, others mentioned the beginning of the 19th century, while the third group argues that some forms of peace education appeared early in human history. But it was after World War II, peace education as a discipline of study got formal recognition.

Peace education has many divergent meaning for different individuals in different places. A verity of terms are used by different countries and organisations in context of peace education, such as Peace-Building in Schools, Education for Peace, Global Education, Education for Conflict Resolution and Values for Life (Fountain, 1999).

### **Rationale of the Study**

Towards the end of the twentieth century, several important changes have occurred in human life all over the world, which require special attention in towards redefining values on an international scale. First, development of communication and information technology has made the world a global village with improved interaction among peoples across the world. This has also contributed to the widening of disparities among the peoples. The globalization has given rise to issues of justice, equity, freedom, democracy and human rights.

It is evident from the review of the related literature that many theoretical articles were published but very few studies are reported; some of them were conducted in India on analysis of curriculum and text-book with respect to peace education. Dar & Lalithamma (2014) studied the Perceptions of Kashmiri Youth towards Peace Education. Pushpa (2013) analysed the civics text-book of NCERT in promoting Peace Education. Puzari (2012) assess attitude and awareness of

secondary school students about peace education. Bhan (2011) evaluated the curriculum and textbooks for Language and Social Science of Higher Secondary Stage from the Standard Point of Peace Education. Najjuma (2011) studied effectiveness of Peace Education Programme in Northern Uganda. Waldorf (2007) developed a Curriculum of Peace Education for High Schools. Akudolu (2003) assessed the peace education component of the Universal Basic Education in Nigeria through Social Studies curriculum, and he recommended the perception of the teacher about peace education as a topic for further research. The present study was intended to analyze the perception of secondary school teachers with respect to peace education.

### **Objective of the Study**

To study the perception of secondary school teachers towards peace education with respect to religion.

### **Hypothesis of the Study**

There is no significant difference among perception towards peace education of secondary school teachers with respect to religion.

### **Method of the Study**

The researcher, for conducting the present study, has used descriptive survey method of research.

### **Population of the Study**

The secondary schools of Jharkhand Academic Council (JAC) constituted the population of the study for data collection and all the teachers of Jharkhand comprise population of the study for assessing the perception towards peace education.

### **Sample and Sampling Technique**

The sample of secondary schools was selected through stratified random sampling from secondary schools of JAC. The teacher of the selected secondary schools from above procedure is taken as sample. In the present study 300 teachers were selected as a sample.

### **Delimitation of the Study**

The study was conducted in only five districts of Jharkhand state.

### **Tool Used**

For assessing the perception towards peace education the Peace Education Perception Scale for Teacher (PEPST) was used. That was constructed and standardized by the researcher. The perception scale contains 35 items and each item is a statement followed by a five-point scale; strongly agree, agree, undecided, disagree and strongly disagree. In the present study, split-half method was followed to estimate the reliability of the Peace Education Perception Scale for Teachers (PEPST). Spearman-Brown formula was used to calculate the reliability of the scale and it was 0.83.

The internal consistency of the scale was also calculated using Cronbach's alpha coefficient. The value of alpha for peace education perception scale for teachers was found to be 0.85.

### **Validity of the Tool**

The validity of this scale was sought at the construction stage. The content validity of the tool was ensured through review analysis to estimate item validity. Face and content validity of the tool was established through consultation and suggestion with subject expert.

## Statistical Treatments

To analyze data, the researcher used descriptive statistic such as mean and SD. Parametric inferential statistics such as t-test and ANOVA (one way) were applied in the present study (Glass, Peckham & Sanders, 1972; Lubke & Muthen, 2004) to test the null hypotheses. The level of significance was decided to be 0.05 in the statistical analysis of the data. Inferential statistical operations were performed by using version 21 of SPSS and some portions manually by the researcher.

## Interpretation of Perception Scores

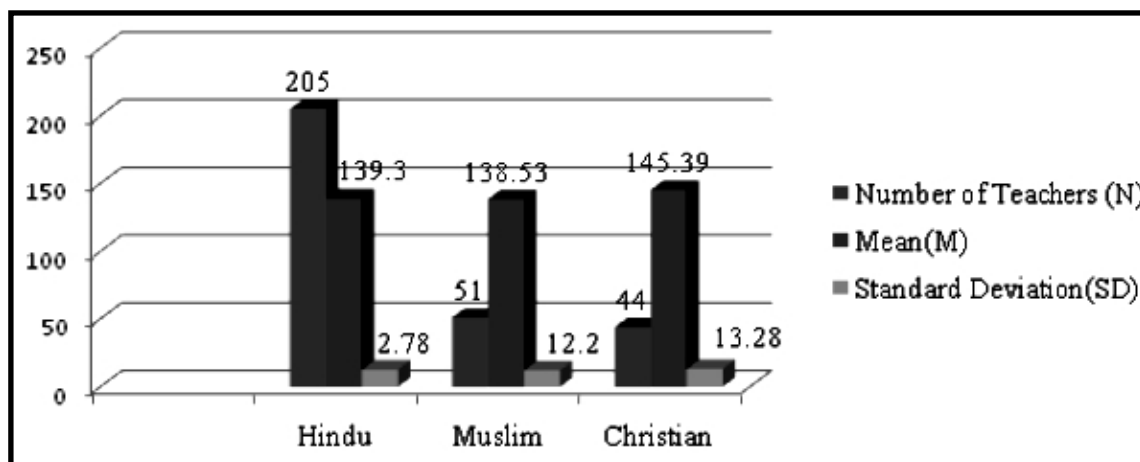
### Descriptive Analysis of Teacher's Perception Scores

The details of mean and SD of perception of secondary schools teacher of Jharkhand academic council towards peace education with respect to religion has given in table no. 1 and figure no. 1.

**Table 1: Mean and SD of Perception of Teachers towards Peace Education with Respect to Religion**

Religion	Number of Teachers (N)	Mean (M)	Standard Deviation (SD)
Hindu	205	139.30	12.78
Muslim	51	138.53	12.20
Christian	44	145.39	13.28

**Figure No. 1: Mean and SD of Perception of Teachers towards Peace Education with Respect to Religion**



It can be seen in the above table no. 1 the mean (M) of perception of Hindu, Muslim and Christian schools teacher towards peace education are 139.30 with SD 12.78, 138.53 with SD 12.20 and 145.39 with SD 13.28 respectively. It can be confirmed through the figure no.1. Since, the mean score of Hindu and Muslim teacher are nearly equal but the mean score of Christian teacher better among all the three religion's teachers. Therefore, it can be concluded that teacher of secondary schools of Jharkhand academic council possess different perception towards peace education but perception of Christian teacher towards peace education are better among all the three religion's teacher.

### Inferential Analysis of Teacher's Perception Scores

The inferential analysis of the teacher's perception scores were performed using parametric statistical technique, which were t-test and ANOVA. At first all the assumptions of parametric test were examined with the help of one-sample Kolmogorov-Smirnov test for normality and Levene's test for homogeneity of variance.

The F-test was performed to compare the perception towards peace education of teachers with respect to religion. The Levene's test was applied and p-value 0.765 was found to greater than the 0.05 level of significance, which confirms the homogeneity of variances among the samples.

**Table No. 2 : Levene's test for Religion wise Compression of Teachers**

Levene Statistic	df1	df2	Significance (p Value)
0.268	2	297	0.765*

\*p > 0.05. Variance are equal

**Table No. 3 : F-test for Religion wise Compression of Teachers**

Variable		Sum of Square	df	Mean Square	F	p Value
Perception Towards Peace Education	Between Groups	1486.93	2	743.47	4.57	0.011*
	Within Groups	48321.99	297	162.70		
	Total	49808.92	299			

\*p < 0.05, Significant at 0.05 level

It can seen from the table no. 3 that obtained F-value was found to be 4.57, which is greater than the F-tabulated value 3.03 at 0.05 level of significance with between groups df 2 and within groups df 297. Hence, F-value is significant and null hypothesis is rejected. Thus, it can be concluded that there is significant difference among perception of secondary school teachers towards peace education with respect to religion.

After getting significance difference in F-value it is necessary to conduct post hoc analysis to identify the group which varies significantly

**Table No. 4 : Post hoc Analysis for Religion wise compression of Teachers**

Variable (Religion)	N	Mean	SD	df	T	p Value
Hindu	205	139.30	12.77	254	0.39	0.922
Muslim	51	138.53	12.20			
Hindu	205	139.30	12.77	247	2.85	0.012*
Christian	44	145.39	13.28			
Muslim	51	138.53	12.20	93	2.62	0.026*
Christian	44	145.39	13.28			

\*p < 0.05, Significant at 0.05 level

Table no. 4 reveals at the post hoc analysis stage t-value was found to be 0.39, which is less than t-tabulated value 1.96 at 0.05 level of significance with df 254. Hence, t-value is not significant and null hypothesis is not rejected. Thus, it can be concluded that there is no significant difference between perception of Hindu teacher towards peace education and perception of Muslim teacher towards peace education.

Table no. 4 reveals at the post hoc analysis stage t-value was found to be 2.85, which is greater than t-tabulated value 1.96 at 0.05 level of significance with df 247. Hence, t-value is significant and null hypothesis is rejected. Thus, it can be concluded that there is significant difference between perception of Hindu teacher towards peace education and perception of Christian teacher towards peace education.

Table no. 4 reveals at the post hoc analysis stage t-value was found to be 2.62, which is greater than t-tabulated value 1.98 at 0.05 level of significance with df 93. Hence, t-value is significant and null hypothesis is rejected. Thus, it can be concluded that there is significant difference between perception of Muslim teacher towards peace education and perception of Christian teacher towards peace education.

### Major Findings

- Significant difference was found among the perception of teachers towards peace education with respect to religion.
- Significant difference was not found between the perception of Hindu teachers and Muslim teachers towards peace education.
- Significant difference was found between perception of Hindu teacher towards peace education and perception of Christian teacher towards peace education.
- Significant difference was found between perception of Muslim teacher and perception of Christian teacher towards peace education.

### Conclusion and Discussions

Finally it may be concluded that in the basis of the finding of present study, that there are significant difference between perception of teachers towards peace education with respect to religion. The Christian teacher's perception is better than Hindu and Muslim teacher's perception. This may be due to the literacy level of Christian community, which is better than the Hindu and Muslim. Thus religion influences the perception towards the peace education.

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## जन-प्रतिनिधियों की शैक्षिक सजगता का अध्ययन

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### Abstract

*The present study is an effort to investigate the educational consciousness among representatives of the people. Descriptive survey method of research has been used for the study. Data were collected randomly from the Azamgarh Mandal of eastern U.P. Tool developed and standardized by the researcher. Data was collected and analysed by using appropriate inferential statistics such as mean, median, quartile. The result revealed that the educational consciousness of the representatives of the people was average.*

**Keywords :** People Representatives, Educational Awareness

### अध्ययन की पृष्ठभूमि

हम सब जानते हैं कि भारत एक लोकतांत्रिक राष्ट्र है जहाँ शासन की लोकतांत्रिक व्यवस्था प्रचलित है। शासन की यह शक्ति अलग-अलग स्तरों में विकेंद्रित है, जो ग्राम पंचायत स्तर से विधानमण्डलीय तथा संसदीय क्षेत्रों आदि स्तरों में विभक्त है। चुने गये जन-प्रतिनिधियों को उस क्षेत्र की जनता की ओर से बोलने, काम करने तथा उस क्षेत्र के विकास हेतु आवश्यक निर्णय लेने का अधिकार प्राप्त होता है। शिक्षा व्यवस्था पर जन-प्रतिनिधियों की दृढ़ पकड़ होती है। उचित नीतियों का अनुमोदन व संशोधन, नीतियों का क्रियान्वयन व उचित निगरानी तंत्र विकसित करने तथा शिक्षा की गुणवत्ता के स्तर में वृद्धि व अपेक्षित सुधार करने में उनकी भूमिका महत्वपूर्ण है।

जनता द्वारा चुना गया प्रतिनिधि किसी क्षेत्र का प्रतिबिंब होता है। उसमें विधायी शक्तियाँ निहित होती हैं। वह क्षेत्र विशेष के विकास में महत्वपूर्ण स्थान रखता है तथा विकास हेतु आवश्यक निर्णय लेने की क्षमता रखता है। शिक्षा किसी समाज या राष्ट्र के विकास का एक महत्वपूर्ण माध्यम है जिसके द्वारा सामाजिक सुधार व विकास का मार्ग प्रशस्त हो सकता है। शिक्षा नीतियों के जनक व नियंता जनप्रतिनिधि ही हैं अतः यह अपरिहार्य है कि उनका शैक्षिक सजगता उच्च स्तर की हो, वे शिक्षा के महत्व के प्रति जागरूक तथा सजग हों तथा शिक्षा की गुणवत्ता में सुधार व वृद्धि हेतु प्रयत्नशील हों। उच्च स्तर की बौद्धिकता व सजगता शिक्षा व्यवस्था को उचित दिशा प्रदान करने में सहायक हो सकता है। उच्च बौद्धिक स्तर के जनप्रतिनिधि विधानमण्डल व संसद द्वारा उपयुक्त नीतियों का अनुमोदन तथा उनके क्रियान्वयन व निगरानी हेतु उत्तम प्रयास करेंगे।

### अध्ययन की आवश्यकता

संबंधित साहित्यों के अध्ययन के बाद यह पाया गया कि इस क्षेत्र में अध्ययन बहुत कम हुए हैं और जो अध्ययन हुए भी हैं वे अध्ययन के शीर्षक या प्रकरण से पूर्णतः संबंधित नहीं हैं, परन्तु कहीं न कहीं वे अध्ययन के कुछ उद्देश्यों से संबंधित पाये गये। जिनमें कौल, ए.एन. अदालती ने "द रोल ऑफ लोकल अथॉरिटीज इन इंडियन एजुकेशन" (1969), आर.एम. वर्तक "ए क्रिटिकल स्टडी आफ एजुकेशन आर्गनाइजेशन, एडमिनिस्ट्रेशन एण्ड प्रॉब्लम्स अंडर द महाराष्ट्रा जिला परिषद् एण्ड पंचायत समिति एक्ट ऑफ 1961 इन द स्टेट ऑफ द महाराष्ट्रा" (1971), एस.के. सैनी "द सोसियो-इकोनॉमिक एण्ड पोलिटिकल फैक्टर्स इन द डेवलपमेंट ऑफ एजुकेशन इन ब्रिटिश इंडिया 1021-1947" (1957), डी.एस. सर्वे "सोशल एण्ड पोलिटिकल इन्फ्लूएंस ऑन इंडियन एजुकेशन ड्यूरिंग द लेटर हाफ ऑफ द नाइनटीन्थ सेन्चुरी" (1973), कृष्णकांत त्रिपाठी "रोल ऑफ इफिसिएंसी ऑफ विलेज एजुकेशन कमिटी इन द मैनेजमेंट ऑफ एलिमेंट्री एजुकेशन अंडर पंचायती राज इंस्टिट्यूशन" (2012), मुकेश कुमार सिंह "फंशनिंग विलेज एजुकेशन कमिटीज विद रिफरेंस टू द इनक्लूजन ऑफ चिल्ड्रेन विद स्पेशल नोड्स ऐट प्राइमरी लेवल ऑफ एजुकेशन इन वाराणसी" (2014), रीता अग्रवाल "स्टडी ऑफ फैक्टर्स इन्फ्लूएंसिंग, पॉलिटिकल सोसलाइजेशन अमंग स्कूल स्टूडेंट्स, जय सिंह "ए स्टडी ऑफ द

इफेक्ट ऑफ द फैक्टर्स इफेक्टिंग द क्वालिटी ऑफ एजुकेशन इन अर्बन स्लम्स ऑफ वाराणसी सिटी" (2012) में अपने अपने शोधपरक निष्कर्षों को प्रस्तुत किया।

संबंधित साहित्यों के अध्ययन के बाद यह पाया गया कि इस क्षेत्र में अध्ययन बहुत कम हुए हैं और जो अध्ययन हुए भी हैं वे अध्ययन के शीर्षक या प्रकरण से पूर्णतः संबंधित नहीं हैं, परन्तु कहीं न कहीं वे अध्ययन के कुछ उद्देश्यों से संबंधित पाये गये। अतः ऐसा कोई भी शोध नहीं पाया गया जो प्रत्यक्ष रूप से जनप्रतिनिधियों की शैक्षिक सजगता पर आधारित हो।

### अध्ययन के शीर्षक में प्रयुक्त शब्दों की परिभाषा

इस शोध समस्या के शीर्षक में प्रयुक्त शब्दों की साहित्यिक एवं संक्रियात्मक परिभाषायें साम्प्रतिक स्पष्टता हेतु दी जा रही हैं।

### प्रतिनिधि

**लोकभारती प्रमाणिक हिन्दी कोष (1996)** किसी की ओर से कोई काम करने के लिए नियुक्त व्यक्ति। (पृ०सं०—537)।

**जनप्रतिनिधित्व अधिनियम, (1951)** के भारतीय संविधान के अनुच्छेद 327 के तहत संसद व राज्यों के विधान मण्डल के चुने गये प्रतिनिधि। (जनप्रतिनिधित्व अधिनियम, 1951)

**भारतीय शासन एवं राजनीति (2004)** अनुच्छेद 243 आर की धारा (1) के अनुसार, केवल उन सदस्यों को छोड़कर, जिन्हें नगर स्थानीय निकायों में मनोनयन अथवा पदेन सदस्य के रूप में प्रतिनिधित्व प्रदान किया गया है, अन्य सभी स्थान, स्थानीय निकाय के निर्वाचन क्षेत्रों जिन्हें वार्ड कहा जाता है, प्रत्यक्ष निर्वाचन द्वारा भरे जाएंगे। (पृ०सं०—210)

प्रस्तुत अध्ययन में क्रियात्मक रूप से परिभाषित जनप्रतिनिधि का तात्पर्य ग्राम पंचायत प्रधानों, क्षेत्र पंचायत सदस्यों, क्षेत्र पंचायत प्रमुखों, जिला पंचायत सदस्यों व अध्यक्षों, नगरपालिका सदस्यों व अध्यक्षों तथा विधान सभा व विधानपरिषद् के सदस्यों से है, जो जनता द्वारा प्रत्यक्ष रूप से चुने गये हैं।

### शैक्षिक सजगता

मनोविज्ञान का पारिभाषिक शब्दकोष (1970) सजगता को आत्म-चेतना के रूप में परिभाषित करता है। (पृ०सं०—34)

उच्चतर समाजशास्त्र विश्वकोष (2006) सजगता को परिभाषित करता है— संवेदनशीलता के एक विशेष गुण या लक्षण को चेतना कहते हैं। (पृ०सं०—75)

प्रस्तुत अध्ययन में क्रियात्मक रूप से परिभाषित शैक्षिक सजगता से तात्पर्य जन-प्रतिनिधियों की शिक्षा के विभिन्न आयामों यथा शैक्षिक योजनाओं, नीतियों एवं कानूनों आदि के प्रति चेतनता, जागरूकता व सतर्कता से है।

**अध्ययन के उद्देश्य :** इस अध्ययन के प्रमुख उद्देश्य निम्नलिखित हैं —

- जन-प्रतिनिधियों की शिक्षा के प्रति सजगता का पता लगाना।

### अध्ययन की परिकल्पना

- जन-प्रतिनिधियों की शिक्षा के प्रति सजगता एक समान है।

(यहाँ औसत स्तर के निर्धारण हेतु तृतीय चतुर्थांक से प्रथम चतुर्थांक के मध्य के अंक को मानक बनाया

गया है। सामाजिक-शैक्षिक पृष्ठभूमि मापनी पर प्राप्तियों का मध्यमान यदि तृतीय चतुर्थांक के अंक के बराबर अथवा उससे ऊपर है तो उच्च स्तर के अन्तर्गत माना गया है।

### अध्ययन की विधि

**शोध विधि :** इस अध्ययन में वर्णनात्मक सर्वेक्षण विधि द्वारा जन-प्रतिनिधियों की शैक्षिक सजगता का अध्ययन किया गया है।

**समग्र :** आजमगढ़ मण्डल के तीन जनपदों मऊ, बलिया तथा आजमगढ़ के संपूर्ण जन-प्रतिनिधियों यथा ग्राम प्रधानों, क्षेत्र पंचायत सदस्यों, क्षेत्र पंचायत प्रमुखों, नगरपालिका सदस्यों व अध्यक्षों, जिला पंचायत सदस्यों व अध्यक्षों, विधान सभा व विधान परिषद् सदस्यों जो आँकड़ों के संग्रहण के दौरान में जनप्रतिनिधि के रूप में के रूप में कार्यरत थे, अध्ययन की जनसंख्या हैं ।

### प्रतिदर्श व प्रतिदर्श चयन की प्रविधियाँ

प्रस्तुत अध्ययन हेतु परिभाषित जनसंख्या में से प्रतिदर्श के रूप में ग्राम प्रधानों, क्षेत्र पंचायत सदस्यों, क्षेत्र पंचायत प्रमुखों, नगरपालिका सदस्यों व अध्यक्षों, जिला पंचायत सदस्यों व अध्यक्षों, विधान सभा व विधान परिषद् सदस्यों का चयन साधारण यादृच्छिक विधि द्वारा किया गया है।

### सारणी संख्या 1 प्रतिदर्शों का वितरण

क्र० सं०	जन-प्रतिनिधि	ब्लॉक/जि० पं०/वार्ड / न० पा० प०/विस० विप० की संख्या	प्रतिदर्श आकार
1	ग्राम प्रधान	25	116
2	क्षेत्र पंचायत सदस्य	24	115
3	क्षेत्र पंचायत प्रमुख	20	20
4	नगरपालिका सदस्य व अध्यक्ष	5	44
5	जिला पंचायत सदस्य व अध्यक्ष	3	38
6	विधान सभा व विधान परिषद् सदस्य	7	7
	<b>योग</b>	<b>84</b>	<b>340</b>

### उपकरण का निर्माण

शोधकर्त्री द्वारा प्रस्तुत प्रश्नावली के निर्माण, विभिन्न आयामों की पहचान करने तथा आयामों के निर्धारण हेतु पूर्व में किये गये प्रमुख दस्तावेजों एवं शोध प्रबन्धों का विषयवस्तु-विश्लेषण किया गया, तथा विषय-विशेषज्ञों की राय ली गयी। तदुपरान्त विशेषज्ञों के सुझाव पर आधारित अन्तिम सूची को प्रस्तुत प्रश्नावली के निर्माण में सम्मिलित किया गया। इस सम्मिलित क्षेत्र के अन्तर्गत 4 आयामों को लिया गया, जो इस प्रकार हैं।

**क— शिक्षा का अधिकार अधिनियम**

ख— निगरानी व पर्यवेक्षण

ग— शैक्षिक नीतियों व अभियानों के प्रति सजगता

घ— महिला शिक्षा

### शोध उपकरण की विश्वसनीयता एवं वैधता

उपरोक्त शोध उपकरण की आंतरिक संगतता विश्वसनीयता का आँकलन, गुणांक अल्फा विधि/Cronbach's Alpha Method द्वारा किया गया। उपकरण की विश्वसनीयता गुणांक का मान .82 पाया गया है। वैधता परीक्षण हेतु विशेषज्ञों के राय के आधार पर प्रारूप व अन्तर्विशयक वैधता निर्धारित की गयी।

### मानक का निर्माण

शैक्षिक सजगता प्रश्नावली के प्राप्तांकों के विश्लेषण हेतु चतुर्थांक के आधार पर मानक का निर्माण किया गया।

### सारणी संख्या 2 शैक्षिक सजगता स्तर हेतु निर्मित मानक

क्र०सं०	चतुर्थांक	मानक अंक	शैक्षिक सजगता स्तर
1	$Q_3$ से ऊपर	69 या उसके ऊपर	उच्च
2	$Q_3$ से $Q_1$ के मध्य	55 से 68 के मध्य	औसत/मध्यम
3	$Q_1$ से नीचे	55 से कम	निम्न

### प्रयुक्त सांख्यिकीय विधियाँ

इस अध्ययन में उद्देश्य व आँकड़ों की प्रकृति के अनुरूप आँकड़ों के विश्लेषण हेतु मुख्य रूप से विवरणात्मक सांख्यिकी परिमाणों यथा मध्यमान, माध्यिका, प्रसरण, चतुर्थांक विचलन, आदि का प्रयोग किया गया। सांख्यिकीय विश्लेषण हेतु एक्सेल व IBM SPSS Statistics 20 पैकेज का प्रयोग किया गया।

### शोध के प्रमुख परिणाम :

जन-प्रतिनिधियों की शैक्षिक सजगता का निर्धारण, शैक्षिक सजगता प्रश्नावली पर मिले प्राप्तांकों के आधार पर किया गया। प्राप्त परिणामों को निम्न सारणी द्वारा दर्शाया गया—

### सारणी संख्या 3 शैक्षिक सजगता स्तर

क्र०सं०	जन-प्रतिनिधि	मध्यमान	शैक्षिक सजगता स्तर
1	ग्राम प्रधान	62.87	औसत
2	क्षेत्र पंचायत सदस्य	62.70	औसत
3	क्षेत्र पंचायत प्रमुख	56.80	औसत
4	नगरपालिका सदस्य व अध्यक्ष	58.70	औसत
5	जिला पंचायत सदस्य व अध्यक्ष	63.28	औसत
6	विधान सभा व विधान परिषद् सदस्य	74.72	उच्च

## प्राप्त परिणाम

- 0.1 शैक्षिक सजगता प्रश्नावली पर ग्राम पंचायत प्रधानों के प्राप्तांकों मध्यमान 62.87 है, जो मानक अंक (तृतीय चतुर्थांक पर) 69.00 से कम है। अतः कहा जा सकता है कि ग्राम पंचायत प्रधानों की शैक्षिक सजगता औसत स्तर की है।
- 0.2 शैक्षिक सजगता प्रश्नावली पर क्षेत्र पंचायत सदस्यों के प्राप्तांकों मध्यमान 62.70 है, जो मानक अंक (तृतीय चतुर्थांक पर) 69.00 से कम है। अतः कहा जा सकता है कि क्षेत्र पंचायत सदस्यों की शैक्षिक सजगता औसत स्तर की है।
- 0.3 शैक्षिक सजगता प्रश्नावली पर क्षेत्र पंचायत प्रमुखों के प्राप्तांकों का मध्यमान 56.80 है, जो मानक अंक (तृतीय चतुर्थांक पर) 69.00 से कम है। अतः कहा जा सकता है कि क्षेत्र पंचायत प्रमुखों की शैक्षिक सजगता औसत स्तर की है।
- 0.4 शैक्षिक सजगता प्रश्नावली पर नगरपालिका सदस्यों व अध्यक्षों के प्राप्तांकों का मध्यमान 58.70 है, जो मानक अंक (तृतीय चतुर्थांक पर) 69.00 से कम है। अतः कहा जा सकता है कि नगरपालिका सदस्यों व अध्यक्षों की शैक्षिक सजगता औसत स्तर की है।
- 0.5 शैक्षिक सजगता प्रश्नावली पर जिला पंचायत सदस्यों व अध्यक्षों के प्राप्तांकों का मध्यमान 63.28 है, जो मानक अंक (तृतीय चतुर्थांक पर) 69.00 से कम है। अतः कहा जा सकता है कि जिला पंचायत सदस्यों व अध्यक्षों की शैक्षिक सजगता औसत स्तर की है।
- 0.6 शैक्षिक सजगता प्रश्नावली पर विधान सभा व विधानपरिषद् के सदस्यों के प्राप्तांकों का मध्यमान 74.71 है, जो मानक अंक (तृतीय चतुर्थांक पर) 69.00 से अधिक है। अतः कहा जा सकता है कि विधान सभा व विधान परिषद् के सदस्यों की शैक्षिक सजगता उच्च स्तर की है।

आँकड़ों के विश्लेषण के आधार पर यह पाया गया कि केवल विधान सभा व विधान परिषद् सदस्यों की शैक्षिक सजगता उच्च स्तर की है, जबकि ग्राम पंचायत प्रधानों, क्षेत्र पंचायत सदस्यों, क्षेत्र पंचायत प्रमुखों, नगरपालिका सदस्यों व अध्यक्षों, जिला पंचायत सदस्यों व अध्यक्षों की शैक्षिक सजगता औसत स्तर की पायी गयी, जो कि संतोषजनक तो कही जा सकती है परन्तु उच्च स्तर की नहीं।

## निष्कर्ष

शोध परिणामों के विश्लेषणोपरान्त यह निष्कर्ष प्राप्त हुआ कि आजमगढ़ मण्डल के जन-प्रतिनिधियों की शैक्षिक सजगता औसत स्तर की पायी गयी। केवल विधान सभा व विधान परिषद् सदस्यों की शैक्षिक सजगता उच्च स्तर की पायी गयी। अतः प्राप्त परिणामों के आधार पर यह कहा जा सकता है कि जन-प्रतिनिधियों की शैक्षिक सजगता औसत स्तर की है, जो संतोषजनक तो कही जा सकती है परन्तु उच्च स्तर की नहीं, जो अपेक्षित है। उनकी उच्च स्तर की शैक्षिक सजगता कदाचित् हमारे राज्य व देश की शिक्षा व्यवस्था में सुधार व शिक्षा की गुणवत्ता के स्तर में वृद्धि कर सकती है।

## शैक्षिक निहितार्थ

प्रत्येक शोध कार्य का शैक्षिक निहितार्थ होता है। इस शोध के परिणाम भी शैक्षिक निहितार्थ से युक्त हैं, प्रस्तुत शोध के कुछ प्रमुख शोध निहितार्थ निम्नलिखित हैं—

- शिक्षा समवर्ती सूची का विषय है। इससे सम्बन्धित कानून राज्य सरकारों द्वारा भी पारित हो सकते हैं। जिनमें जन-प्रतिनिधियों की महत्वपूर्ण भूमिका है अर्थात् शिक्षा संबंधी कानून के उद्भवन से लेकर क्रियान्वयन तक की प्रक्रिया का सीधा सम्बन्ध जन-प्रतिनिधियों की शैक्षिक सजगता से है, जो कि इस शोध का प्रमुख उद्देश्य है।

- शोध परिणाम जन-प्रतिनिधियों के शिक्षा सम्बन्धित नियमों, कानूनों व योजनाओं के सैद्धान्तिक पक्ष तथा व्यावहारिक जानकारी के बीच अन्तर की वास्तविकता को दर्शाता है। यह जन-प्रतिनिधियों की शिक्षा की कल्याणकारी योजनाओं का ज्ञानात्मक व बोधात्मक मूल्यांकन है।
- शोध अध्ययन से प्राप्त आँकड़ों के आधार पर जन-प्रतिनिधियों की शिक्षा सम्बन्धी अद्यतन योजनाओं एवं कानूनों की जानकारी (बोध) के निमित्त प्रशिक्षण कार्यक्रम तैयार किये जा सकते हैं, जिसके परिणामतः शिक्षा सम्बन्धी विभिन्न योजनाओं एवं कानूनों का प्रभावी निगरानी तंत्र विकसित कर वांछित परिणाम प्राप्त किये जा सकें।
- प्रस्तुत शोध में जन-प्रतिनिधियों की शैक्षिक सजगता (केवल विधान सभा व विधान परिषद् सदस्यों को छोड़कर) औसत स्तर की पायी गयी, जो शिक्षा की गुणवत्ता को प्रभावित कर सकती हैं। अतः शोध परिणाम शिक्षा जगत के अन्य अशंधारकों/हितधारकों को इस तथ्य से अवगत कराने व आवश्यक हस्तक्षेप करने हेतु सहायक हो सकते हैं।

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[https://en.wikipedia.org/wiki/Representation\\_of\\_the\\_People\\_Act\\_1951](https://en.wikipedia.org/wiki/Representation_of_the_People_Act_1951).

**\* Corrigendum**

In SPIJE vol. 6, No 2, July 2016, pp-1-8, the research paper entitled “Case study of Trust deficit between low vision and blind students in class five of a Special School” is authored solely by Ms. Khushboo Verma.

ISSN No. 2231-2323 (Print)  
e- ISSN No. 2231-2404 (Online)  
UGC Journal No. 64798

**SHAIKSHIK PARISAMVAD (AN INTERNATIONAL JOURNAL OF EDUCATION) : SPIJE  
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**Published by :**

Alumni Association of Education, B.H.U.  
Faculty of Education, Kamachha, Varanasi-10, (U.P.), India  
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**Printed by :**

Seema Press, Bharat Milap colony, Nati Imli, Varanasi (U.P.), India. Telephone No. # 0542-2211092