

THE COMMUNICATIONS

Journal of Applied Research in Open and Distance Education

The Communications—an applied journal of research in open and distance education, is an official publication of the Directorate of Distance Education, University of Kashmir, Srinagar. The Journal seeks to bridge and integrate the intellectual, methodological and substantive diversity of educational scholarship and to encourage a vigorous dialogue between educational scholars and practitioners. The journal seeks to foster multidisciplinary research and collaboration among policy makers, professionals, teacher educators, research scholars and teachers. The journal also intends to exert its efforts in capacity building for the future of learning and teaching among the new researchers across the broadest range of research activities internationally. The directorate seeks to offer spaces for more critical thinking and reflection grounded in rigorous scholarship as to ways in which higher education might go on being further reshaped in the future.

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EDITORIAL

Distance Education, as a philosophy takes education to its wide range of learners who are separated by time and space and cannot afford regular mode of education for various constraints. As a flexible mode of education, distance or non-formal education surpasses all the barriers which are put up by the factors like distance, time and age, and thus helps in facilitating a lifelong learning. In the present-day age, spreading education through non-formal or distance modes has gained high currency as it proves highly beneficial for the aspirants seeking to achieve higher education, skill development, and career enhancement. It is therefore, very important that research based on various dynamics of the distance learning is brought to the forefront. In this regard, the Directorate of Distance Education, University of Kashmir, is fully committed to play its active role in the present times and also in the times to come.

It is indeed a moment of great joy to present *The Communications - Journal of Research in Distance Education* to dedicated researchers, teachers, scholars and students who are associated with the sphere of distance education across the country and also in other parts of the world. Through its journal "*The Communications*", the Directorate of Distance Education aims to provide platform to the dedicated researchers to put forward their valuable research endeavours regarding the different aspects of distance education in a concrete and organized way. In consonance with this effort, the present volume contains twenty three research and general papers which cover different themes related to distance education like educational psychology, pedagogy, distance education in the state and the rest of the country, social psychology, and educational technology. It is also heartening to know that this volume has received a great response from all over India and abroad. It is sincerely hoped that the assortment of research papers accessible in this volume will prove helpful and beneficial to the readers and the users in their learning and research explorations.

I express my earnest gratefulness to Prof. Khurshid Iqbal Andrabi, Hon'ble Vice-Chancellor, University of Kashmir, for his sagacious guidance and patronage from time to time.

The members of the Editorial Board of this journal deserve special accolades for their devotion and commitment in bringing the journal to its final realization. Mr. Habibullah Shah, Editor of this journal, deserves my thanks for his dedicated efforts in the collection and consolidation of research papers with care and caution.

Prof. Neelofar Khan
Chief Editor

PUBLIC PERCEPTIONS OF DISTANCE EDUCATION IN NIGERIA: NEED FOR COUNSELLING INTERVENTIONS

Dr. Augustine C. Ukwueze *

ABSTRACT

The value of open and distance education in Nigeria is undermined by the poor public image of the system across every stratum of the society. This study investigated the public perceptions of distance education in Nigeria with a view to underscoring the need for counselling interventions in order to place distance learning in its proper perspective and in the same pedestal with what is obtainable in other countries of the world. The study employed the descriptive survey research design with a population of 302 respondents randomly selected from students, civil servants and private individuals who engage in one form of business or the other in the North Central, South East, and South West geopolitical zones of Nigeria. A self-structured questionnaire called Perception Profile of Distance Education (PPDE) was structured in Likert format using SA for Strongly Agree, A for Agree, D for Disagree, and SD for Strongly Disagree, which were weighed 4, 3, 2, and 1 respectively for data collection. The instrument was subjected to Cronbach Alpha analysis. A result of 0.89 was obtained to ascertain the reliability of the instrument. The data collected were analysed using the SPSS platform where the research questions were answered using descriptive statistics (mean and standard deviation) while the hypotheses were tested at 0.05 level using inferential statistics (ANOVA and t-test). The results of the study indicated poor public perceptions of distance education in Nigeria, which renders the certificates obtained in such institutions unacceptable in many establishments for employment and as a prerequisite for higher degrees in some conventional universities. Based on the findings of the study, it was recommended that Nigerians should be well informed about the operations of open and distance education using counselling services to work on their mindsets through cognitive restructuring, information dissemination and value re-orientation.

Keywords: Public perceptions, distance education, counselling.

Introduction

The expectation of every individual engaging in learning activities in a formal setting is to be equipped with sound knowledge capable of improving him/her and the larger society through gainful employment and service to humanity. This knowledge is gained from primary through secondary to tertiary levels of education. Similarly, it is the expectation of people that any institution established to provide formal education should be capable of producing sound and all round experts that can face the challenges of the society. Such an institution must be accepted by people based on its quality assurance mechanism and mode of operation. Distance education was conceived a long time ago to complement conventional institutions in providing education to people to enable them live fulfilled life and contribute meaningfully to the society.

The history of distance education could be traced to the early 1700s in form of correspondence education with the technology-based distance education linked to the introduction of audio-visual devices into schools in the early 1900s (Jeffries, 2009). Katz (2002) posits that distance education started with

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correspondence courses using traditional printed material and communication via post and telephone. This phase was followed by the era of television and taped courses using audio recordings and radio and television broadcasts. He further states that the third phase saw the entry of web-based technology courses, which is currently being practised all over the world using interactive video, e-mail, and World Wide Web technologies that is now teacher-student interactive.

Distance education in Nigeria can be traced to the recommendation of Ashby Commission of 1959, which recommended the establishment of the University of Lagos to run both day and evening courses (Fafunwa, 1974), in which the evening courses metamorphosed into correspondence courses. With the release of the white paper on the report of the commission in 1960, shortly before independence, the University of Lagos was established in 1962 with the take off of Examination Success Correspondence College. However, prior to 1960, many Nigerians were sitting for London and Cambridge General Certificate in Education, Advanced Level (GCE, A Level) for career progression and higher education overseas. Thereafter, several institutions floated correspondence courses for GCE, diplomas, and degrees (Ukwueze, 2013). Many pioneer Nigerian graduates earned their degrees through home study and correspondence education from external studies system of the University of London (Ramon-Yusuf, 2010).

The Ahmadu Bello University (ABU) in the late 1960s, introduced distance learning through the Institute of Education to upgrade teachers' qualifications and skills in northern Nigeria (COL, 2001). In 1974, the University of Lagos started the first ever distance learning programme for degree programmes when it established the Correspondence and Open Studies Unit (Iyiegbuniwe & Alaneme, 2013). In 1976, the National Teachers' Institute, NTI was established by the Federal Government to officially and solely provide distance education courses to upgrade under-qualified and unqualified teachers recruited for the free and compulsory Universal Primary Education scheme that was introduced the same year (Awe, 2013).

In the 1980s, several institutions established outreach and sandwich programmes that were ran through distance education and mass-media mediated programmes. On July 27, 1983, the Federal Government established the National Open University (NOU) as the only university solely designed to provide distance education to many Nigerians who are desirous of acquiring education and professional skills at tertiary level. However, on April 25, 1984 the NOU was suspended but resuscitated on March 27, 2002 as the National Open University of Nigeria (NOUN). Today, some federal universities have been allowed by law to run dual mode system of distance education. These universities are the Universities of Abuja, Ibadan, Jos, Lagos, and Maiduguri. Others are the Ahmadu Bello University, Zaria, Modibbo Adama University of Technology, Yola, Obafemi Awolowo University, Ile-Ife, and Usmanu Danfodio University, Sokoto. The open and distance education courses and programmes are targeted at the adult population but it is now being used for school-age children and youth (Tahir, 2016).

The stand of the Federal Republic of Nigeria (2004) is that programmes offered in distance education institutions are equivalent in structure and status to those offered by face-to-face mode of delivery in the appropriate tertiary educational institutions; and encourage and regulate open and distance education practice in the country. To this end, the National Universities Commission (NUC) ensures that all the courses run by the National Open University of Nigeria and other conventional institutions using dual mode of practice are accredited in order to ensure quality and uniformity of standard. Similarly, the Federal Ministry of Education through relevant agencies ensures that the National Teachers' Institute (NTI) is providing accredited and standard courses in their quest to upgrade teachers through distance learning.

Theoretical Framework

This paper is anchored on the theory of perception by Swami Krishnananda, an Indian philosopher, which was postulated in 1992. The theory states that perception is a process of the consciousness of an object, which exists outside man's body and senses but in his mind. The object itself does not enter the eye in the act of seeing but there is a transmission of vibration from the object, with which his consciousness comes in contact, which becomes a content of his consciousness, and on account of which he is said to know the existence of the external object (Krishnananda, 1992). The theory maintains that perception is caused by the operation of a mind whose existence is evident from the fact of the synthesis of sensation and of the possibility of the absence of perception at certain times. It further states that the mind is a radical entity, which goes out from the eye or any other sense-organ to the place where an object is, and gets transformed into the shape of that object through auditory, tactile, visual, gustatory, and olfactory centres of the brain and the astral body.

In the process of perceiving objects the way they are, the ego of an individual comes to fore and may arrogate to itself, the function of the mind thereby resulting to impersonal perception of the mind into a personal knowledge. This makes it possible for people to differ in their perceptions of a particular object. Hence, it may not be the way that *Mr. A* perceives a particular object that *Mr. B* would perceive it, though they may come to terms in certain aspects of that object. This is why it is necessary to investigate how some Nigerians perceive open and distance education as a means of achieving mass literacy and professional skills in the country, bearing in mind that there could be individual differences and differing opinions on an issue like this. Thus, this theoretical perspective is highly suitable for this study.

Literature Review

In the past, most studies conducted comparing conventional and distance education approaches assumed that the quality of the educational experience and the quality of the graduates produced are the same (UNESCO, 2002). Perhaps, this was responsible for the springing up of distance education institutions in the world, especially in highly populated countries in Asia and Africa. Peters (1998) states that distance education is not a natural but an artificial way of interaction, which cannot take place without technical media, thereby, making it a difficult approach of pedagogical endeavour, and severing a break of academic tradition. By implication therefore, distance education is perceived as a negation of traditional means of educating people.

Hochberg (2006) opines that there is a mixed image of distance education programmes as there are people who speak in its favour while some others express concerns that it lowers learning standards. Another problem is that it is deemed by some scholars as inappropriate for many courses (DeLoughry, 1995). Evans and Haase (2001) on the other hand, see no difference in achievement in well-designed distance education programmes and on-campus courses in terms of standard measures.

Thus, the popularity accorded distance education and the controversies surrounding it all over the world in the last few years has attracted several studies in several areas of virtual learning, especially the perceptions of the general public on technology-oriented education. Seyoum (2008) posits that different people perceive the advantages of open and distance learning differently and their perceptions have influenced attitudes towards the acceptance and use of open and distance learning system in many countries. He stressed that out of the various problems facing distance education today is even how it is

perceived by the individuals involved in it. This may include students, staff and other stakeholders. According to Williams (2012), 59% of students who undergo online courses do not feel that distance learning provides equal value with traditional platform. Consequently, students dislike distance learning and feel jealous of traditional in-class students because of their connection and interaction with the instructors (Beare, 1989). However, Hannay and Newvine (2006) observed students' positive perceptions about distance learning since the programmes provide off-campus and access to higher education for students who cannot attend traditional courses due to employment, marital status, family responsibilities, distance, and expenses incurred with traditional education. As a result, Williams (2012) suggests that institutions must engage in marketing to reinvent the public's perception of the value of online courses in comparison to face-to-face institutions.

Parker, Lenhart and Moore (2011) reported that a study by Pew Research Centre study revealed a strong sense of skepticism whether online courses provide an educational value equal to face-to-face, with only 29% believing that they were equal and that digital natives under age 30 are more skeptical than older adults. They argue that negative perceptions about distance education are due to lack of face-to-face interaction between students and instructors; students' honesty and assessment as well as evaluation of courses; and widespread access to computer technology, which is instrumental in the increase of plagiarism and cheating.

In Nigeria, several distance education students have positive perceptions and attitudes towards open and distance learning (Ojo & Olakulehin, 2006) while many people who are outside the system are skeptical about the quality of evaluation and mode of service delivery in distance education (Awe, 2013). Olojede (2008) states that the graduates of open and distance education programmes are perceived as inferior to those produced in the conventional system. Similarly, Iyiegbuniwe and Alaneme (2013) observed that students in particular have mixed feelings about the inadequate coverage of the syllabus in distance learning. Ojo in Awe (2013) asserts that many Nigerians criticize distance education because of high rate of malpractices in home work, assignments, tests and examinations, which invariably lower the quality of education in the system. Salawu (2016) concludes that many people still have wrong impression about open and distance learning in Nigeria, stressing that despite the popularity of the system, it is still facing credibility problems.

Statement of the Problem

It is unfortunate to observe from the literature reviewed above that while people all over the world have embraced the concept of open and distance education, many Nigerians are still skeptical about its efficacy in this 21st century, an era of education for all. Also, it is sad to observe that people that benefited from distance learning system in the past are the people opposing it now. Nigerian adults that the system was primarily introduced for have left it for the school age children who are not capable of gaining entry into conventional universities and other tertiary institutions. In addition, graduates of distance learning find it difficult to pursue their postgraduate studies in conventional universities because of their lukewarm attitude towards certificates obtained from distance education institutions. For instance, graduates of law programmes in the National Open University of Nigeria (NOUN) are still finding it difficult to be accepted by the Legal Education Council to enable them go to Law School in order to be called to bar and practice as lawyers. Similarly, several parents prefer their children and wards attending conventional institutions to

studying in distance education institutions. Certificates obtained from distance education institutions are often seen as inferior certificates thereby making it difficult for graduates with such certificates to secure gainful employment. Hence, there seems to be general public apathy about distance education in Nigeria, which deserves to be investigated in order to ascertain the level and extent of the apathy among various strata of the nation's society.

There is no doubt that distance education is a major means of providing education to a large number of people at reasonable cost. Many highly populated countries in Africa stand a good chance of benefitting immensely from the gains of open and distance education as a means of reaching several people in order to achieve education for all at a reasonable duration of time. Perhaps, many Nigerians are not aware of these facts, hence, their poor perceptions or negative attitude towards distance education in this era of spirited pursuit of education in the world to achieve individual and national development holistically. It is against this background that this study sought to investigate the public perceptions about distance education in Nigeria with a view to suggesting counselling interventions for a change of attitude among those who are still doubtful about the potentials of distance education, especially in a developing economy. While people in other countries are seeking for ways of improving on the quality of distance learning, Nigerians are still battling with the acceptability of the approach as a means of providing education for the citizenry.

It is expected that the results of the study will provide adequate information that will enable government and the relevant agencies in distance education enrich the system in order to change the perceptions of critics of distance education in Nigeria. Furthermore, prospective students who are being discouraged by the critics of distance education would be better informed in order to enroll and achieve their life goals. Similarly, students who are already in the system would be rest assured about the relevance of their chosen mode of study. Finally, the intervention of counselling psychology will no doubt provide a means of changing the mindsets of the general public towards distance education in Nigeria.

Research Questions

The following research questions were formulated to guide the study:

1. What is the perception of people about the quality of education in open and distance education in Nigeria?
2. What are the negative feelings about open and distance education in Nigeria?
3. What are the positive feelings about open and distance education in Nigeria?

Hypotheses

The following hypotheses were tested at 0.05 level to further guide the study:

1. Qualifications have no significant influence on the perceptions of people about distance education in Nigeria.
2. Occupation has no significant influence on the perceptions of people about distance education in Nigeria.
3. Gender has no significant influence on the perceptions of people about distance education in Nigeria.

Methodology

The study employed the simple descriptive survey research design using literate Nigerians drawn from three out of the six geopolitical zones of the country. The areas covered are the North Central, South

East, and South West geopolitical zones of Nigeria. The towns used are Lagos (South West), Enugu (South East), and Abuja and Kaduna (North Central). Through stratified random sampling, a total of 95 and 101 respondents respectively were selected from the South East and the South West zones while 106 were selected from the North Central zone, making a total of 302 literate Nigerians sampled and used for the study.

Instrumentation

A self-structured questionnaire called Perception Profile of Distance Education (PPDE) was structured in Likert format using SA for Strongly Agree, A for Agree, D for Disagree, and SD for Strongly Disagree, which were weighed 4, 3, 2, and 1 respectively for data collection. Through face validity, the instrument was validated by an expert in guidance and counselling. Out of 24 items proposed in the draft copy of the instrument, fifteen of them were used for final construction after careful and painstaking scrutiny by the expert. Below the instrument was an open-ended question on the general impression of distance education in Nigeria. The final version of the instrument was subjected to Cronbach alpha analysis using 20 people working in tertiary institutions who were not part of the study. A result of 0.89 was obtained to ascertain the reliability of the instrument.

Data Collection

The questionnaires were given to the staff of the National Open University of Nigeria resident in the four locations/towns used for the study to administer among literate residents in the areas. Out of 320 copies of the questionnaire given out, a total of 302 copies were returned and used for data analysis.

Data Analysis

The data collected were analysed using the SPSS platform. The research questions were answered using descriptive statistics (mean and standard deviation) while the hypotheses were tested at 0.05 level using inferential statistics (t-test and ANOVA). For the interpretation of the results in Tables 1, a mean of 2.5 and above is an indication that an item was accepted while a mean score of less than 2.5 is an indication that an item was rejected by the respondents.

Results

The results of the study are as presented in Tables 1-6 below.

Table 1: Perceptions of people about quality of education in open and distance education

Perceptions	Mean	Std. Dev.
Students in distance education are not properly trained.	2.590	.907
Most students in distance education institutions are not qualified for conventional institutions.	2.364	.943*
Certificates from distance education institutions are not qualitative enough.	2.651	.853
Quality of assessment in distance education is substandard.	2.464	.902*
Mode of lecture delivery in distance education is poor.	2.596	.902
Students in distance education are at par with those in conventional universities.	2.229	.927*

Students in distance education do not interact with themselves and their lecturers for solutions to problems.	2.692	.840
Graduates of distance education usually face discrimination during employment.	2.629	.860
Distance education is for people who failed to gain admission into conventional universities.	2.487	.892*
Quality of education in distance education is very poor.	2.507	.907
Distance education institutions do not have facilities to provide quality education.	2.699	.785
Quality assurance mechanism in distance education is very poor.	2.623	.821
Distance education lacks the aura of tertiary education.	2.646	.857
I will find it difficult to employ graduates of distance education in my organization.	2.596	.829
Graduates of distance education do not have the required knowledge to carry out organizational tasks.	2.662	.911

Std. Dev. = Standard Deviation; * Not Accepted.

The data in Table 1 indicate that several Nigerians doubt the efficacy of open and distance education as a means of providing quality education to people. Specifically, students of distance education do not receive proper training ($M = 2.590$; $SD = .907$); and the quality of certificates awarded to students is poor ($M = 2.651$; $SD = .853$). Also, the mode of lecture delivery in distance education was accepted as one of the ills of the system ($Mean = 2.596$; $SD = .902$) while students do not even interact with themselves and their lecturers for solutions to problems ($Mean = 2.692$; $SD = .840$); and graduates of distance education usually face discrimination in employment ($Mean = 2.629$; $SD = .860$). The table also shows that the quality of education is generally poor ($Mean = 2.507$; $SD = .907$); facilities are not enough to provide quality education ($Mean = 2.699$; $SD = .785$); and quality assurance mechanism is equally poor ($Mean = 2.623$; $SD = .821$). Similarly, the respondents opined that distance education lacks the aura of tertiary education ($Mean = 2.646$; $SD = .857$); and graduates of distance education do not have the required knowledge and skills to carry out organizational tasks ($Mean = 2.662$; $SD = .911$).

Table 2: Negative Comments of Respondents about Distance Education in Nigeria

- Nigeria is not yet ripe for distance education due to poor infrastructure and bad living conditions in the society.
- It encourages corruption as students buy results to pass.
- There is absolute lack of lecturer supervision.
- The system is only good for the working class at the exclusion of many youths that are yearning for education.
- It does not provide students with practical experience and skills.
- ODL is capital intensive and cannot be afforded by many Nigerians who are living below poverty level.
- It is only suitable for people who obtained their first degree elsewhere.
- The certificates are not universally accepted for employment and further studies.

- There are dubious means of service delivery with questionable and unreliable assessment modes.
- Entry point is too weak and flexible.
- It lacks the aura of tertiary education due to absence of student-student interaction and face-to-face facilitation.
- Students are on their own when it comes to assignment, registration of courses, facilitation, and sourcing for reading materials.
- The system is bedeviled with poor quality education and needs overhauling before it can be accepted to be at par with other modes of providing education to people.

The information in Table 2 is an extract from some striking comments made by the respondents when asked to comment on their general impression about distance education in Nigeria. These negative comments were collated from a cross section of the country, the civil servants, students and private individuals in the country.

Table 3: Positive Comments of Respondents about Distance Education in Nigeria

- Distance education is an alternative means of acquiring education, which brings conscientious responsibility to people.
- It is a comprehensive and impressive means of education for workers to improve themselves.
- The system enhances flexible access to education and academic freedom among students and staff.
- It gives confidence to students as independent persons in the society.
- Distance education boosts socio-economic morale of individuals in the society.

Similarly, the information in Table 3 is an extract from some striking comments made by the respondents about distance education in Nigeria. These comments were collated from the civil servants, students and private individuals in the country who were sampled for the study.

Table 4: One-Way ANOVA Analysis of the Effect of Qualification on the Ratings of Respondents about Distance Education

Qualification	Descriptive		
	Number	Mean	Standard Deviation
Below Degree	63	36.6349	7.14662
Degree	163	39.0613	7.14808
Higher Degree	76	38.4211	7.77391
Total	302	38.3940	7.34623

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	267.593	2	133.797	2.504	.083

Within Groups	15976.516	299	53.433		
Total	16244.109	301			

As observed from the data in Table 4, the P-value (.083) is greater than .05 level. Thus, the hypothesis of no significant influence of qualifications on the perceptions of people about distance education in Nigeria is hereby accepted. This shows that the type of occupation engaged by the respondents did not significantly influence their perceptions on open and distance education in Nigeria.

Table 5: One-Way ANOVA Analysis of the Effect of Occupation on the Ratings of Respondents about Distance Education

Descriptive				
Occupation	Number	Mean	Standard Deviation	Standard Error
Civil Service	156	38.5577	8.08921	.64766
Business	96	39.1458	6.74339	.68824
Students	50	36.4400	5.59212	.79085
Total	302	38.3940	7.34623	.42273

Groups	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	249.350	2	124.675	2.331	.099
Within Groups	15994.759	299	53.494		
Total	16244.109	301			

The data in Table 5 show that P (.099), as obtained is marginally above .05 level. Hence, the hypothesis of no significant influence of occupation on the perceptions of people about distance education in Nigeria is hereby accepted. This is an indication that the type of occupation engaged by the respondents did not significantly influence their perceptions on open and distance education in Nigeria.

Table 6: T-Test Analysis of the Influence of Gender on the Perceptions of People on Distance Education

Gender	Number	Mean	SD	df	t	F	Sig
Male	158	38.1646	7.13461	300	.568	.166	.570
Female	144	38.6458	7.58861				

The data in Table 6 indicate no significant difference between the ratings of male and female respondents on their perceptions on open and distance education in Nigeria as P (.570) is above .05 level. By implication therefore, the hypothesis of no significant influence of gender on the perceptions of people about distance education in Nigeria is hereby accepted.

Discussion

For any new innovation to achieve its desired objectives there must be some elements of bias or skepticism from the general public. In Nigeria, distance education is an innovation that is relatively new,

which aims at achieving accessible education using a flexible platform to the vast majority of Nigerians. As a result, critics see distance education as a weak means of providing quality education. The findings of this study indicate that people are of the view that Nigeria is not yet ripe for distance education as it does not provide enough training for students compared to what is obtainable in the conventional system. Specifically, the study found that certificates issued to students are not qualitative enough to compete with students of other institutions; mode of lecture delivery is poor; there is discrimination in the labour market against graduates of distance education institutions due to poor quality of education and service delivery; there is little or no interactions in distance education; and available facilities are grossly inadequate to provide quality service and quality education. The study also found that quality assurance mechanism for quality education is lacking; and that graduates of distance education do not have the required practical skills and knowledge to compete in the labour market and carry out organizational tasks if employed. Further criticisms as discovered in this study are that distance education encourages corruption and cheap results. It is capital intensive and only suitable for working class citizens who must have obtained their first degrees from conventional institutions. Also, lecturer supervision is lacking thereby making the system to be deficient in providing the aura of tertiary education to people. In addition, the entry point is highly flexible and too weak to attract best brains as students. These discoveries are in line with the position of Hochberg (2006) who states that some people express concerns that distance education lowers learning standards. The findings also corroborate the observations of Awe (2013) and Iyiegbuniwe and Alaneme (2013) that many Nigerians are skeptical about distance education because the quality of education and mode of service delivery in the system make the products inferior to their counterparts from conventional institutions. The high rate of cheating during assessment as asserted by Ojo in Awe (2013) is also an affirmation of the findings of this study.

However, the findings of this study also discovered that some Nigerians have faith in open and distance education as an alternative, democratic, impressive and comprehensive means of providing education to the vast population of Nigeria who must have missed out during their early years. The system provides workers the opportunity to further their studies for career progression and self-development. These findings are tangential to the assertion of the UNESCO (2002) that studies conducted in the past showed that the quality of educational experience and the quality of graduates produced in both distance education and conventional institutions are the same. Finally, the study discovered that qualification, occupation and gender do not influence public perceptions about distance education in Nigeria. This could be attributed to the unity of purpose, intellectual sagacity and cooperation of Nigerians on issues that affect people collectively.

Need for Counselling Interventions

Counselling is broadly a mutual exploration, explanation, interpretation, description and exchange of ideas, attitudes and feelings between a counsellor and a counsellee using a variety of techniques to help the latter in solving his or her problems. The findings of this study have significant implications for counselling in Nigeria, especially as it affects open and distance education and the wider society.

In the first place, students of distance education need to be reassured that the quality of education available in open and distance education institutions is at par with what is obtainable in conventional institutions. Counsellors in this regard need to engage students in individualized and group counselling

services using intervention strategies like explanation to simplify certain issues to students. Students should also be engaged with using cognitive restructuring where direct teaching is applied in confronting their irrational thoughts or perceptions about open and distance education. Another intervention strategy is through support services using information dissemination and assistance in decision making. These services require unconditional rapport where an interactive process of mutual feeling and understanding is established during counselling sessions (Ukwueze, 2015).

The general public equally deserves counselling intervention to disabuse their negative feelings and uphold positive feelings about open and distance education in Nigeria. Every facet of the society requires counselling through outreach intervention for the vulnerable using community counselling to provide necessary information that can change the mindset of people about distance education. Rehabilitation counselling could also be used for the psychologically or traumatically abused citizens. To achieve this requires value-reorientation where the values of Nigerians are revisited and re-oriented towards positive living using appropriate information and legislation. It is expected that such information will broaden the mind of people who are skeptical about the quality of education in distance learning institutions in Nigeria. They need to be informed that flexible access to education does not mean compromising standards but a means of achieving quality education for all in the society at affordable cost.

Conclusion and Recommendations

Open and distance education came into being as a means of providing flexible and cost effective quality education to large people in various parts of Nigeria without compromising standards. Such people might be those who did not have the opportunity to be educated when they were young; people that are working but wish to upgrade themselves; the youths who cannot afford the cost of conventional education; and the vulnerable in prisons, rehabilitation centres, and the internally displaced persons yearning for education but lack access to it. Many Nigerians feel that distance education is not an alternative to conventional education, arguing that the quality of education provided by distance education institutions is far less than what is obtainable in face-to-face institutions. They are of the opinion that Nigeria lacks the facilities and integrity to run distance education. It is further argued that Nigeria is not yet ripe for distance education as it is capital intensive, lacks regulation and supervision, and it encourages academic fraud through buying of results. Besides, the system does not provide enough practical skills and knowledge for students to function well in the society after graduation.

However, distance education is a wonderful alternative of providing mass education to many Nigerians. The issue of acceptability is something that should not disturb any person since other countries that started it long time ago are bountifully reaping its benefits. In view of this, it is recommended in this study that:

- Nigerians should be well informed about the tenets and benefits of distance education as a global means of providing education to a large number of people through counselling services like individual counselling, community counselling, outreach counselling and group counselling using advertorials, information dissemination, public lecture, value-reorientation, cognitive restructuring, and modelling techniques.

- Distance education institutions should endeavour to provide enough opportunities for student-student interactions, student-lecturer interactions, facilitation of courses, and practical experience in the laboratories for relevant courses and programmes.
- Government at all levels should come to the aid of distance education via appropriate legislation for regulation and standardization, and provision of infrastructural facilities like physical structures or buildings, computers, Internet facilities, and electricity.

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RESEARCH BASED VOCATIONAL EDUCATION PROGRAMMES THROUGH OPEN AND DISTANCE LEARNING MODE WITH SPECIFIC REFERENCE TO OPEN SCHOOLING

Savita Kaushal *

ABSTRACT

The policies, expectations and avenues for strengthening of Vocational Education Programme (VEP) in India through Open and Distance modes hardly need an emphasis as a national priority in the education sector. The Vocational Education is to be an indispensable part of the total education system in the country. The need for providing skill development to out of school population has also been accepted and stressed upon through various policy statements in order to provide an opportunity to prioritized groups such as drop outs, girls and women, SC,ST, OBC communities, slum dwellers, rural youth, urban poor etc. This is much more so for those who do not want to undergo any academic programmes after class X and also for the unemployed youth in general. All these expectations can be fulfilled if non-formal Vocational Education and Training (short-terms, long-term and continuing) programmes with entrepreneurial and self employment skills are provided, keeping in view the current needs of the community. Such skills are to be rightly oriented to facilitate quick employment (self or wage). There is, therefore, a dire need to provide an added impetus to the programme of "Vocationalisation of Education" at all levels by (i) Redesigning of Vocational Education; and (ii) Forging Linkages between the "World of School" and "world of Work". For this purpose the programme is to be understood within a national framework if serious attempt at Vocationalisation of Education, in its operational term, is aimed at. In this paper an attempt has been made to provide a list of parameters which may be helpful for preparation of vocational education programmes and their transaction through open and distance learning mode.

Key Words: Vocational Education, Open Schooling, Open and Distance Learning

Introduction

It is rightly said, "Education, beyond all other devices of human origin, is the great equalizer of the conditions of men - the balance-wheel of the social machinery". The underlying assumption reflected in this statement is that the education should equip an individual with basic skills and functional competencies which would enable him/her to participate effectively in the mainstream economy as well as in realizing the benefits accruing from social and other; developmental sectors. In order to realize these goals the need for meaningful linkages between the world of work and the world of education has been well recognized in our educational policy documents.

In 1990's the Jomtien Conference (Education for All) emphasized that every person shall be able to *benefit from educational opportunities* designed to meet his/her basic learning needs. It would enable human beings *to survive, to develop their full capacities, to live and work with dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning.*

In a similar vein the Delor's Report (1996) mentioned that the secondary education is at the *crossroads of life*. This stage of education is often regarded as a gateway to social and economic

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advancement but it is perceived as inegalitarian and not sufficiently open to the outside world. While secondary education prepares adolescents for higher education, it generally fails to prepare them for the world of work.

Vocational Education: Initiatives in India

Vocational Education, in one form or the other, has existed in almost all sections of the society and cultures. Industrialization and urbanization brought about almost major changes in the situation. Traditional jobs were substituted by others that used different tools and technology. VE has been defined as a comprehensive term embracing those aspects of the educational process, in addition to general education, which deals with the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding of knowledge relating to occupations in the various sectors of economic and social life.

Vocational Education is designed mainly to lead the learners to acquire the practical skills, know-how and understanding necessary for employment in a particular occupation or trade or class of occupations or trades. Successful completion of such programmes can lead to, but not necessarily to a labour-market, relevant vocational qualification recognized by the competent authorities in the country like Ministry of Labour and Employment Education.

In India, Mahatma Gandhi in late 1930 visualized basic education (Buniyadi Shiksha) as a basic tool for the development of National consciousness and reconstruction of the society. His concept of education throughout life, work and environment was a new contribution to the philosophy of education, which has now been accepted universally.

The secondary Education Commission (Mudaliar Commission, 1952-'53) put forward the idea of multi-purpose school and recommended an 11-year pattern of school education for offering diversification after 8 year of schooling by providing training in various crafts/ vocations. The Commission felt that at the end of this, a student should be in position to take up some vocation and enter the world of work. The Kothari commission (1964-'66) suggested the restructuring of education into a uniform pattern of 10+2+3 education all over the country, implying 10 years of undifferentiated education for all, with diversification into academic and vocational stream at the +2 level.

The NCERT document entitled "Higher Secondary Education and its Vocationalisation" (1976) emphasized that internal restructuring and modification of contents in education is required for establishment of strong linkages between education and other concerned sectors involved in developmental process.

In 1978, the National Review Committee on Higher Secondary Education with special reference to Vocationalisation also approved the two streams under the name of "General Education Spectrum" and Vocationalised Spectrum" and made Socially Useful Productive Work (SUPW) a compulsory component.

The report titled "Learning to Learn" was also brought out by NCERT on the basis of a National Seminar on Vocationalisation of Education which emphasised the need for training facilities, Vocational surveys, Vocational Teachers, Curriculum Designing and Instructional Materials, Linkages, Apprenticeship and vertical mobility.

In 1984 a Seminar on "Vocationalisation of Education – Profile and directions" was conducted by NCERT which provided guidelines for the organisational structure and strategies for effective

implementation of the Vocational Programme at different levels. The report of the National Working Group on “Vocationalisation of Education” constituted by the Chairman. All India Council for Technical Education (AICTE) in 1985 recommended classification of Vocational areas such as Agriculture, Business and Commerce, Engineering and Technology, Health and Para-Medical Services, Home Science, etc., and also devised the structure of Vocational Courses under different systems. The pattern of management system at National Regional, State, District and Institutional levels was also suggested. The interlinking and articulation of Vocationalisation Programme and their organisational structure were also proposed by the Working Group. The NCERT also held another National Seminar on Vocationalisation in November, 1985 which aimed at suggesting the implementation of Vocational Education Programme at middle/Lower secondary stages, Higher Secondary Stages and Tertiary stages. It also endorsed the recommendations of the earlier working group and emphasised the role of management and financial resources.

The National Working Group on Vocationalisation of education (Kulandaiswamy Committee, 1985) reviewed the Vocational Education Programme in the country and developed guidelines for the expansion of the programme. Its recommendations led to the development of the Centrally Sponsored Scheme (CSS) on Vocationalisation of Secondary education. The Committee also suggested that Socially Useful Productive Work (SUPW) may assume the form of training in “life skills” and should, therefore, be given pre-vocational orientation.

VEP was started in 1976-77 under the programme of Vocationalisation of Higher Secondary Education in general education institutions. A variety of vocational courses of two years duration in the area of Agriculture, Business and Commerce, Engineering and Technology, Home Science, Health and Paramedical and Humanities were offered by schools. The programme aimed to provide skills through production and service oriented courses to reduce the mismatch between the skills acquired by pupil with those required by the employee/ market, thereby reducing the aimless pursuit to higher education. The programme also helped in developing entrepreneurial spirit, motivation and competencies needed to organize and run an entrepreneurial venture.

The National Policy on Education (1986) as well as Revised Policy formulation (1992) too accorded high priority to the programme of Vocationalisation of Education. The National Policy stated, “The introduction of systematic, well planned and rigorously implemented programme of vocational education is crucial in the proposed educational re-organization”. It further stated that the government will take special steps to cater to needs of women, rural and tribal students and deprived sections of society including handicapped. Non-formal, flexible and need based vocational programmes will be offered for neo-literates, youths who have completed primary education, school dropouts, persons engaged in work, and unemployed and partially employed persons. It also stated that the opportunities, under pre-determined conditions, for professional growth, career improvement and lateral entry into the courses of general, technical and professional education through appropriate bridge courses will be provided to vocational passouts.

The Programme of Action (POA) on National Policy on Education (NPE-1986) provided directions for implementation of the Vocational Programme providing policy directives for strategic action on the following areas and issues: -

- Status and Present position
- Management of Vocational Education

- Vocational Education Programme
- Secondary stage Vocationalisation
- Higher Secondary stage Vocationalisation
- Vocational Education Vs Vocational Training Programems
- Vocational Education at tertiary level
- Apprentership Training
- Other Vocational Programmes/areas of need Vocational Education for special Categories
- Vocational Education for special Categories
- Formulation of various programmes for implementation
- Pre-requisites Priorities and Guiding Principles
- Development of Vocational System
- Developing resources and facilities
- Developing linkages
- Programmes for special groups and out of schools population Non-formal programmes of Vocational Education Setting up of special Institutions
- Fixation of targets up to Eighth Plan period
- Vocational Teacher Training
- Facilitating employment avenues

The Report of the Rama Murty Committee, set-up for review of National Policy on Education, 1986 by Govt. says that “Education is a preparation and discipline for life; a liberating force, integrated with life and work, it will make Right to Work a reality”. The right to work can be a meaningful reality only if the people are ‘empowered for work’ by imparting worthwhile insights and skills and are given the competencies which would make them self-dependent and self-generative members of the Society. The recommendations of the Committee on Education and Right to Work are, therefore, summarised as under :

- Revamping of scheme of Vocationalisation of Education.
- Marking Work Experience/Socially Useful Productive work as integral part of the School Education
- An integrated design of Vocational Education at higher Secondary Stage of school education.
- Bringing structural changes in Secondary education.
- Organisation of Vocational Programmes through non-formal i.e. Open Education system using existing schemes and Institutions.
- Removal of inherent anomalies in Vocational Courses.
- Provision of work Benches and Practice Schools
- Redesigning Vocational teacher education Courses.
- Decentralisation of planning and management.
- Strengthening of Technical and Management Education.

Working Group on Open Learning System (OLS) at school stage recommended strengthening of VEP for development and implementation of vocational and technical courses, setting up community workshops for Rural Vocational Education and Training, related activities etc especially during the Ninth Five Year plan both at the national and state levels. In the tenth five year plan, vocational education and training was identified as important thrust area. Additional allocation of RS 650 crores was done for the vocational education mission in the Tenth plan Five Year plan (2002-07). It further stated that the vocational courses

in school should be competency based and in modular form with a credit transfer system and provisions for multi-point entry/exit.

The eleventh plan five year plan (2007-12) stated that the emphasis will be on demand-driven VE programmes in partnership with employers. The vocational education could be offered in flexible mode through modular courses of varying durations, with credit transfer facility. A National Vocational Qualification (NVQ) system, in which public and private systems of VE collaboratively meet the needs of industry and individuals, will be developed. Under this, modular competency based vocational courses will be offered along with a mechanism of testing skills. Bridge courses to facilitate people without any formal education to get enrolled in the regular system of courses will also be developed through NVQ system.

In the Twelfth Plan (2012-17), it was stressed that a mechanism would be created for convergence of vocational courses offered by various ministries, private initiatives and vocational education institutions, and use schools as the outlet for vocational education of young people. A comprehensive repertoire of vocational courses, duration of each course, equipment and facilities, costs and agencies will be developed.

The National Curriculum Framework-2005 also emphasized on institutionalization of work centre education as an integral part of the school curriculum from preprimary to plus two stage, laid the necessary foundation for re-conceptualizing and re-structuring vocational education to meet the challenges of globalized economy. It envisaged to establish VET centres and institutions from the level of village clusters to larger cities through optimizing the usage of existing infrastructure facilities and entering into fresh collaborations, in addition to expand the existing facilities at ITI's, Polytechnics, KVK's and other technical institutions. The new paradigm shift in the approach offered flexibility through adopting modular curricular approach with a provision of multi-point entry and credit points with an inbuilt credit accumulation policy. The new approach conceived the concept of creating Work Benches or Work Places or work spots in the neighborhood or regional rural crafts, agricultural or forest based production systems and industries and services, thereby utilizing optimally the human and material resources, along with building a credible system of evaluation, equivalence, institutional accreditation and apprenticeship while ensuring carefully that the standardization did not become a negative tool for rejecting/disqualifying the diverse knowledge and skills, that characterizes different regions of India. The new framework suggested developing the VET centers as skill and hobby centres for school children and for negotiating a collaboration arrangement for work centred curriculum even during the school hours.

The national skill development policy (2009) outlaid an ambitious plan to skill about 12-15 million youth each year. The policy amongst other things proposed to establish a National Vocational Education Qualification Framework. The framework proposes the following features:

- Competency based qualifications and certification on the basis of Nationality agreed standards and criteria.
- Certification for learning achievement and qualification.
- A range of national qualification levels -based on criteria with respect to responsibility, complexity of activities and transferability of competences.
- The avoidance of duplication and overlapping of qualification while assuring the inclusion of all training needs.
- Open and flexible system which will permit competent individuals to accumulate their knowledge and skill through testing & certification into a higher diploma and degree.

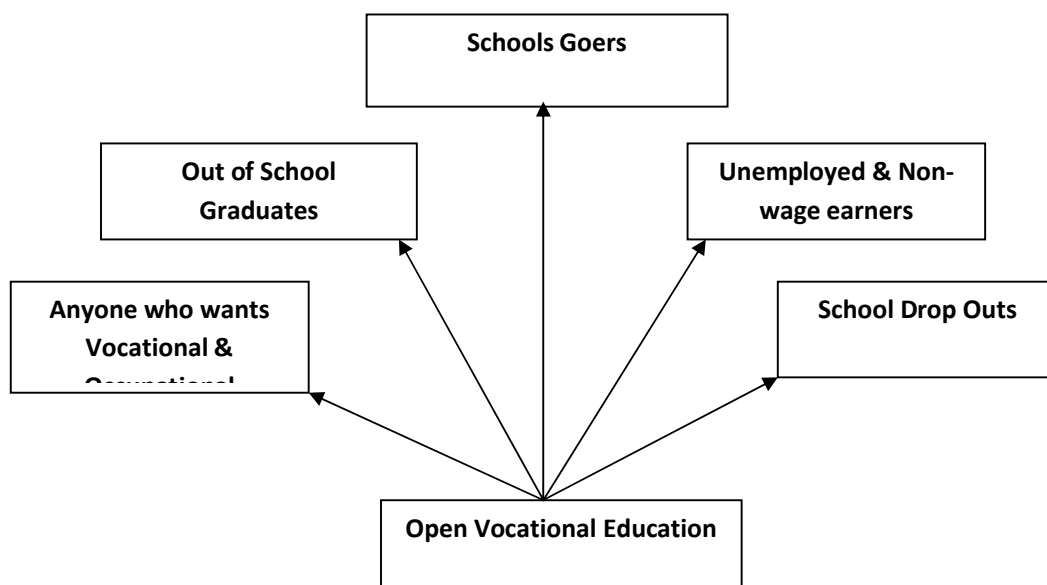
- Nationality agreed framework of affiliation and accreditation of institutions.
- Multiple certification agencies/institutions will be encouraged within NVQF.

Recently Skill India campaign has been launched by Prime Minister Narendra Modi on 15 July 2015 with an aim to train over 40 crore people in India in different skills by 2022. It includes various initiatives of the government like "National Skill Development Mission", "National Policy for Skill Development and Entrepreneurship, 2015", "Pradhan Mantri Kaushal Vikas Yojana (PMKVY)" and the "Skill Loan scheme".

In India, the present formal education system does not offer sufficient scope for such mental orientation. It is well known fact that millions of children in India are forced to enter the labour market instead of pursuing education in the schools. Even among those who begin attending the school, a large number as indicated by high dropout rates and low transition rates, enter the workforce at a very early stage of life. In view of this the academic nature of the school curriculum has come under criticism.

The OVE Programme should be available for all those who want to take any of the course(s), offered by the system. There is a possibility that with the research inputs in due course of time, new groups of learners for the Open Vocational Stream may also emerge namely:

- School drop-outs and youth in petty or self-employment, e.g. farms, repair shops cottage industry, services, etc.
- Unemployed youth and non-wage earners
- Young Students (School goers, mainly of 9-12 th standards) and Collegiates at graduate and post-graduate level.
- Out of school graduates or any one else whether educated unemployed and /or educated employed.
- People with pre-vocational background/work experience



The policies, expectations and avenues for strengthening of Vocational Education Programme (VEP) in India especially through Open and Distance modes hardly need an emphasis as a national priority in the education sector. This is much more so for those who do not want to continue their studies after class X and also for the unemployed youth in general. All these expectations can be fulfilled if non-formal Vocational Education and Training (short-term, long-term and continuing) programmes with entrepreneurial and self-employment skills are provided, keeping in view the needs of the community.

In this context it is worthwhile to mention that the National Institute of Open Schooling (NIOS) offers vocational courses through open and distance learning mode at school level in India. It imparts education to the children by means of almost all traditional and modern modes of instruction. Its expansion and development is impressive in terms of its contribution in meeting the growing demand for vocational education in the country. Since its inception the open schooling system in India encompassed vocational subjects in its scheme of studies. Vocational subjects like Typewriting (English/Hindi), Business Studies, Home Science, etc were available for offer by the students at secondary level from 1981-82. Similarly, in 1988-89 the vocational courses like stenography, Typewriting (English/Hindi), Secretarial Practice, etc were included in the General stream at Senior Secondary Level. Based on encouraging response of the students offering the vocational subjects with academic courses and the up-gradation of 'Open School' to 'National Open School (NOS)' in 1989, explorations were made in 1990 to provide practical vocational courses, both for the urban and rural population. In addition, NOS decided to make a beginning by providing community and general education vocational and life enrichment pattern. Two projects were given to an outside agency for developing courses for NOS within the parameters of open learning system. These courses were and "Janswasthya" (Community Health Education) as and "Paripurna Mahila" (Empowered Status of Women)". Both these package used distance education as the basic medium, with supplementary face-to-face interaction.

In order that the vocational education through open schooling is successful and strengthened it is important to ensure quality and relevance of vocational courses to social and economic life of an individual as well as that of the society at large. This is possible only through research inputs.

Interventions Required

Programme review is an important activity and main step in maintaining quality in a programme. The inputs received and observations made from learners, employees, parents etc. are critical for further improvements. There is a need to integrate decision making processes with programme review.

Chaffe Stengal(1992) notes the 'desirability of combining programme reviews with students' outcomes, assessment to enhance programme and instructional improvement'. In this context some research has already been conducted. A study entitled "Skills for Development: A Study of Vocational Programme in Livestock and Poultry through Distance Mode" was conducted by Rahman et al on vocational skills attained by learners in Certificate in Livestock and Poultry (CLP) programme conducted by Bangladesh Open University. A number of dropouts, successful students (including self-employed) and their employers were also interviewed. The potential clientele of this programme, therefore, included significant number of students from rural areas, particularly youth the distressed women who must continue to work to support their families. However, participation of female students was very low in comparison to the males. From the results of the study it was concluded that the programme was effective and

appropriate in terms of skill development for self-employment and poverty alleviation of the target group. It is also found that a significant number of students dropped out from the programme for a variety of reasons. Therefore, measures should be taken to improve and develop a sustainable ODL delivery mechanism so that student becomes attracted to the programme. Additionally, liaison with government and/or other NGOs should be maintained so that proper arrangements for student loans and entrepreneurship development can be made. The researchers emphasized greater importance of interaction with learners to improve the success rate. These findings are indicative of the generic situation in the less developed societies.

The study by Koul(2005) based on the role of counseling in distance learning for B.Sc (Nursing) offered by IGNOU revealed that workshops of longer duration in the face-to face situation would further enhance learners' performance. The findings emphasized on use of different formats such as small group discussions, individual guidance, role play, simulation and brain storming etc. to arouse and sustain the interest of the learners during the counseling, ensure varied teaching learning and clinical experience to learners and focus on patient care activities. However there is a need to conduct more research on learning styles and attitudes of learners towards self study, counseling and practical activities which would throw light on outcome of distance learning system in professional and skill based programmes.

Programme review should relate to the decision making processes of the institution such as planning and budgeting. Thus there is an ardent need for the building of research capacity, and researching into the various aspects that have impact on vocational education programmes that are offered through open and distance education. Vocational courses that are developed and designed on the basis of research are likely to be more relevant, realistic and appropriate to the needs of society and respective industry/institution/organization. This calls for analysis of some key factors on which researches may be conducted to make vocational courses through open and distance learning more successful.

Discerning the Customer Needs and Availability of Clientele

Market research is crucial not only in the planning phase of the programme but also during its implementation. It has been rightly stated by Derek Rowntree " Open Learning's Open door can easily become a revolving door that deposits them back to the pavement". The courses have to be responsive to the target groups' changing needs. This is a challenge because some courses may have limited demand but are crucial for the progress of the respective society. Getting to know the target audience thoroughly through market research; its social and demographic makeup (economic status, education, age structure, and so on), its psychological features (attitudes, motivations, values, behavioural patterns) and its receptivity to the vocational education programme are to be thoroughly studied.

The arena of knowledge is expanding very fast on account of the rapid developments taking place across the world. The vocational education programmes should be compatible to the changing requirements of the current times. Adaptability and innovation is indispensable for success of vocational education courses. *In addition to* this specialized courses that update existing knowledge are to be identified from time to time.

In the light of the significance of skill in pedagogy, it is essential to develop links between vocational education courses offered by higher education institutions and those offered by the open schooling.

Much of the learning theories are child-oriented, often based on development theories that take into consideration the young children and as a result the best ways of educating the adults are yet to be explored. Research strategy adopted may involve intensive networking with potential government, non-government and private organizations. This may provide rich data and direction towards meeting the challenges of reaching the unreached through alternative educational designs.

Strategies of Motivating the Learner

The ODL institutions need to set strategies for scanning the general population and determining the way of motivating learners choose appropriate courses and also learn through open and distance learning.

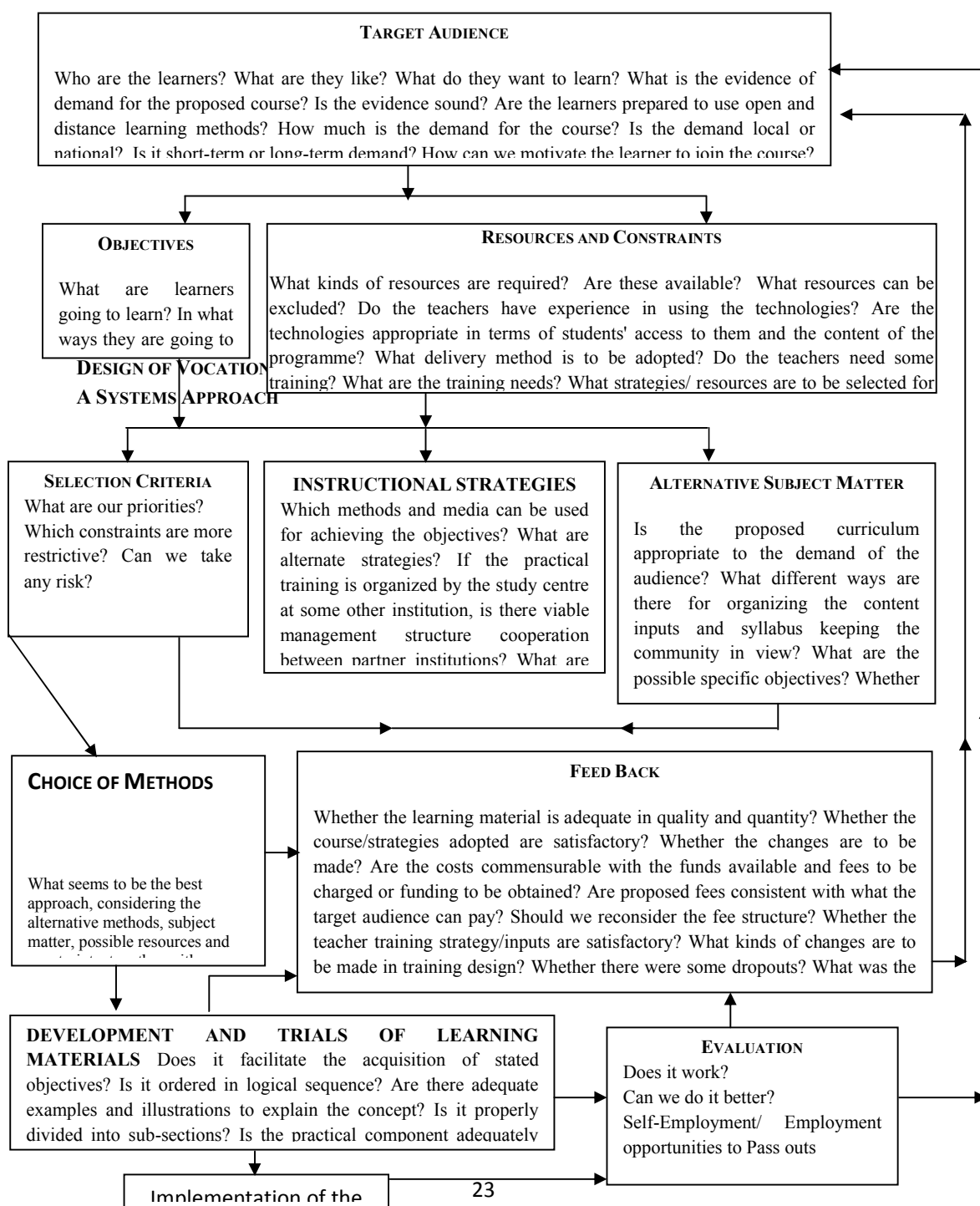
Development of skill standards: Skill standards describe the performance expectations for a worker in a particular vocational area. The skill standards that are applicable to a course are to be identified. Development of skill/competency standards at national level is a major challenge to give credibility to vocational education programme. Identification of the potential areas/ situations for vocational courses that could develop appropriate work-based values among the learners is also to be researched upon and included in the curriculum.

Taking the Community into Consideration

For any distance learning vocational education programme to be successful it must of necessity, take cognizance of the cultures and customs of a people because anything less than that simply represent a theory that is divorced from the practical realities on the ground and will not be effective in improving and developing anybody's well being. Strategies to assess socio-economic demands and balance them with the standard of skills and knowledge have to be identified. In other words, ODL institutions need to constantly strive to provide an excellent education system that caters to the requirements and aspiration of all educational stakeholders in the dynamic context. Development of courses to cater for the needs of distance learners and the society requires ODL institutions to balance market demands with social accountability. Hence there is need to build acceptance and confidence of the public in ODL programmes and their recipients.

Thus in order to give community orientation to vocational courses the following factors may be researched about thoroughly-

- Adaptability of the courses, instructional strategies, to the local conditions and circumstances;
- Strategies that can be adopted for increasing awareness of the community regarding the programmes;
- Strategies of establishing a continued relationship with the learners;
- Meeting the needs of the different kinds of community members



Instructors and Instructional Processes

Instructional processes including course development, course production and course delivery particularly in area of vocational education present challenges to ODL. In this regard identification and availability of qualified, knowledgeable and committed instructors is a crucial task of transaction of courses through ODL institutions.

Special attention is to be paid for upgrading skills of teachers from time to time, so that they can fully play their roles effectively in the view of the changing scenario. The evaluation component has to be built into the training design. Every stage of the training process has to be evaluated. It should begin with training need assessment and end at impact assessment. When the evaluation process has been built into the training design, and provisions are made for collecting feedback, evaluating a training programme becomes systematic and easy.

Very often, participants' feedback alone is taken as training evaluation, which need not necessarily show the effectiveness of the training. The impact of training is most tangible and subtle which is not visible immediately. So, it is essential to have adequate monitoring after the training for a period of time on its adequacy and utility, which may be an indicator for further training.

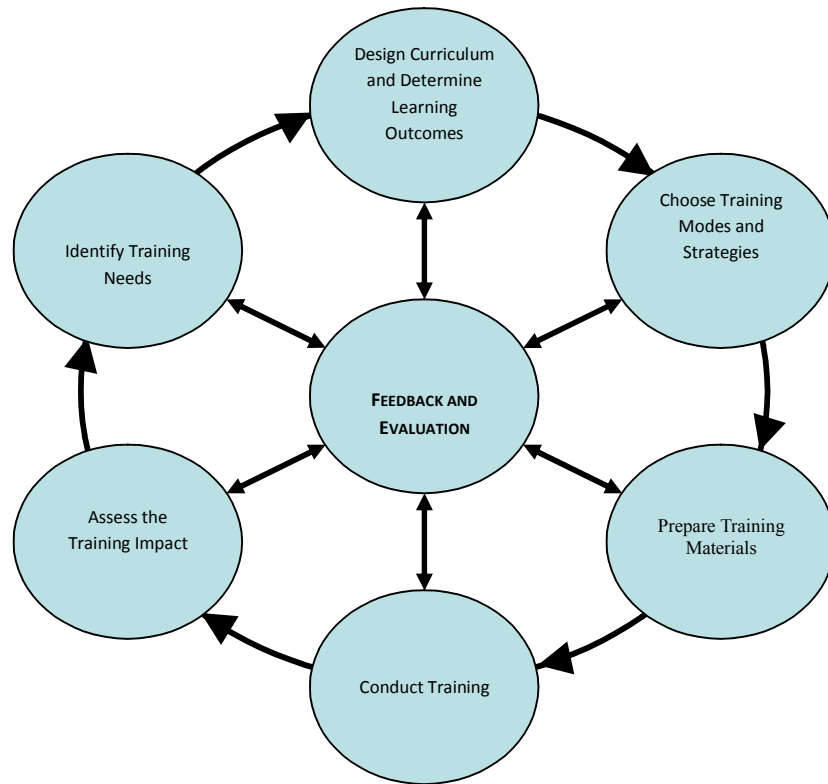


Figure: Evaluation Model for Designing Teacher Training Programmes for Teachers Imparting Vocational Education

Teaching Learning Process

The selection of appropriate channels of communication, adequate exposure to the message, the ability to meet the expectations created is crucial for the success of the course. These are to be examined keeping in view the resources and community.

The institutions have to adequately assess the quality and quantity, as well as the timeliness of the production of requisite materials. Insufficient or less relevant course materials can adversely affect the quality of the programme because in most cases the course materials guide the instructional process.

Adopting and/or adapting course materials from other institutions may help in a short term. However, issues of cost, relevance and updating of materials to cope with the changes in context or milieu need to be taken into consideration.

Strategies to ensure adequate utilization of both external and internal facilities, in the production of quality materials and efficient delivery of course materials need to be explored and implemented.

The way in which the information is imparted has to correspond to the target groups' special needs and preferences and thus have to be thoroughly researched upon. For example, informal and interpersonal counseling and the provision of information in clear, uncomplicated language may be indicated for selected target groups such as backward sections of society. Professional audiences on the other hand, may require formal presentations; seminars, workshops, courses, technical literature or regular consultation services through specialists may be more meaningful.

Monitoring of the Programme

There is also a need to devise mechanisms for dissemination of information about the programmes and assessing the enrolment, completion rates, drop out rates and the continued monitoring of students' progress.

Pricing the Course

Prices fulfill various marketing functions. For one thing, they regulate the target groups' access to the course. The higher the price, the fewer students can afford a course. Particularly in India, higher prices impede access whereas lower prices facilitate it. If a new course is to be introduced, and to be made widely popular, then there is a need for conducting a thorough study to find out about the pricing of the course.

Conclusion

Vocational Education through open schooling is expanding faster than ever before cutting across national boundaries. It is being facilitated by revolutionary developments in informational technology and by the fact that the communication technologies are affordable for learners. Strategic planning involving quality management, collaboration, research and proper coordination, is a key factor for a success of vocational education through open and distance learning education system. There is strong need for giving priority to quality assurance in terms of systematic planning identifying learner needs, evolving divergent target group specific self-learning material using multi-media based learning packages towards reducing the isolation between the learner and the teacher and adoption of flexible pattern of evaluation. Thus

keeping in view the important parameters of ODL system, it is essential that an appropriate research strategy/design may be adopted for making the vocational courses through ODL successful.

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SECULAR SCHOOL EDUCATION: AN EXPLORATORY STUDY

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ABSTRACT

The present paper explores and examines the situation of school education with reference to secularist perspective. The study is conducted in Delhi schools which are funded under MHRD scheme to strengthen the school education research programme. The basic objective of the work is to re-examine policies, school practices and teachers' perspective about secularism and secular school education. To achieve the objective various existing theoretical perspectives were analyzed critically, observation of various practices is done in school to unfold the secular and non-secular practices, and discussions have been done with school teachers to explore their views about secular school education and its need. Analysis provides a comprehensive perspective about the current situation of schools in Delhi with reference to secular perspective. Few suggestions based on analysis provide strength to the paper and left with many untied threads to explore further in this field.

Introduction

To achieve this broad objective, different theoretical explanations were expected to be analyzed critically. Not only this, observations of school practices to understand how school perceives secularism were undertaken. Another objective was to understand teachers' perspective about secularism with reference to school practice, pedagogy and so on. Finally possibilities and scope for improvement was also explored through this work objective

Constitutionally, India is a secular nation and to some extent society has accepted it; at least, at the theoretical level. At the same time, since the time of independence, the understanding of secularism in India is ambiguous. It kept changing its stand, which raises a question about the secular nature of secularism in India. It is also important to acknowledge that the very idea of secularism plays a significant role in our life in political, social and economic spheres. Acknowledging the importance of religion in life, all education policies have given consideration to the need for secular school education system. But the emerging issues associated with secularism since 1976 have created tension in Indian polity and so also in education. Thus, the concerns how education should perceive secularism has become crucial for inquiry. More specifically, many concerns associated to secularist perspective in education exist. These include concerns of closing an institution (declaring a holidays) on any religious occasion, although employees are paid for the day. This means we are accepting religious intervention in the school system, rationalization of morning prayers and other practices, text content-what should be taught and what has been incorporated in content by concerned authorities, Pedagogical concerns in a multi-cultural school and what kind of agency is used by the teacher with reference to teaching? To what extents are education policies intervening in school education? Education plays a significant role in everybody's life. Education is not merely making millions literate, it also involves teaching young people to cope with a changing society, which today means being more aware of the world than ever before, and creating a worthwhile life for themselves. And this purpose of education

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requires a secular and democratic school education. Therefore, the focus of the present work is to critically study, explore and evaluate the school practices from a secularist perspective.

Focus of the work

This paper is an outcome of the project funded under MHRD scheme to strengthen the school education research programme to explore the situation of schools with reference to its secular nature specifically in Delhi. The larger objective of the project is to explore the school education with reference to secular perspective. The idea was to understand and explore critically the existing theoretical and field based situation with regard to secular school education. To achieve this broad objective, different theoretical explanations were expected to be analyzed critically. Not only this, observations of school practices to understand how school perceives secularism were undertaken. Another objective was to understand teachers' perspective about secularism with reference to school practice, pedagogy and so on. Finally possibilities and scope for improvement was also explored through this work objective

Methodology of the Work

A qualitative research has undertaken, where interviews and observations has been used as methods of data collection. With the help of these methods, the work explores the views of school teachers and different practices of school with reference to secularist perspective. Observation was used to collect data regarding overview and general ethos of the school, morning assembly and different celebrations in school, whereas, interview was used to explore teachers understanding about secularism and secular school education which includes their perspective about secularism, education and Secularism, dealing with religious issues in class, pedagogy and secularism, perspective on the events take place in school, perspective about school assembly, space for secular practices in school and so on.

Total three schools were selected after a piolet phase. In piolet phase many school were visited and finally three were taken for final study. Total 10 teachers (TGT, Social Science) were taken in which 5 were male and 5 were female.

Discussion

It is very important to understand that education is an essential need of any society. Similarly, it is also important to know what is being given through education. As we know language monitor our thinking process, similarly, what we get in education also influence our way of thinking, perception and understanding towards issues and concerns.

It is important that school and education must provide equal and need based opportunities to all. It is also important to mention that this egalitarianism must be in practice and not only on papers. Religion is one such factor which becomes cause of discrimination. This discrimination legitimately exists in minority school (whether they called it their right) and silently but explicitly in states schools.

There are many reasons why school should not be religiously biased, but two of them are very significant to discuss here. Before going to talk about these reasons, we should be very clear that we are not talking about atheist school. Because secular school does not mean who teaches that God does not exists. Present work does not get into the debate that God exists or does not; rather it will try to develop rationality about the social issues. School should provide spaces to children to understand how and what kinds of believe people have about God and then leave it up to them to decide.

Now, let's understand the two basic reasons why a school should be secular. The very *first reason* is that, for many reasons **secular schools are good for society**. In a secular school student take education together without any kind of religious biases and discrimination. Secular school will run on the idea of equity not on divide. Together they learn common subject and get space to develop scientific temper with the help of critical thinking. *The second important reason* is **secular school respects human rights**. Secular school respect the rights of learners with respective to their education because the idea of egalitarian perspective will be prevailed. Such school will not indoctrinate the learners understanding and thought. Right and human right would be flourished and exercised in school. Above mentioned two points create the case for secular education which argued for better society and respect for human beings

There are many issues come out in the analysis which has been presented earlier. The *over view of the schools* convey a very clear idea about the perspective schools carry. Except the physical space available, there are many other aspects which need to be highlighted here. There were different kinds of religious picture of Gods placed at different spaces. It was very visible in all the schools that the pictures of Nehru family were dominated. One can easily see the pictures of Jwaharlal Nehru, Indiria Gandhi, Rajiv Gandhi and so on. Very few pictures (mother land, mother Teresa, national leader) were there which were not biased from any political and religious group. It is interesting to know that principal's room was with lots of such pictures which represent a particular religious group. Classrooms are also not exceptional in this regard. But the difference is one can see picture of all the religion (Hindu, Muslim, Sikh etc.). The staffroom, in one of the schools were having many paintings hanging over the wall. Many of them were based on different festivals such as Diwali, Dashera etc. Boards displayed in the corridors were fully decorated but not with educational themes rather religious themes. One bulletin board was found across all the schools, which was dealing with social issue i.e. 'gender.' Gate of one of the school was having abig picture of 'Saraswati' and 'Tamso ma jyotigarmaya' was written on it in curve. Not only this, the achievement board of school was also with the picture of 'Saraswati.' It can be easily said that from gate to corridors to classrooms to principal's room all were covered by picture of the Gods and political leader of one particular party, which is a very sad situation, because we claim ourselves secular.

Assembly contributes to what has been said above. As has been mentioned there were different timing of assembly in different schools. Physical education teachers were responsible for conducting assembly but other teachers help physical education teacher by rotation. There were few important and interesting common features of assemblies across the schools such as discipline, standing in queues, few selected prayers, and commands and so on. It is important to mention that there were no separate lines for girls and boys rather they have to queue themselves in a single raw (class-wise), though, it was understood that girls will stand ahead and boys behind. The prayers were also subject to question and review. Most of the prayers were towards one religion. Though, it should also be mentioned that there were prayers which were not biased but the few like 'Saraswati ma sharde', etc. were subject to worry in a secular school. Prayers were sung by students only but in one school tape-recorder was used for prayer. This school has two fixed prayers. There was variation in prayers. In two of the schools, it was also seen that the responsibility of conducting assembly was given class wise. Beating drum, photo of 'Saraswati' is the essential feature of school assembly. The thought of the day and reading newspaper was also essential part of assembly, but what is being presented as morning thought is significantly important. Few of the morning thought were like 'Ramrajye', 'Patriotism', 'Satayesaropari' and so on.

Different events were being observed and their detailed analysis has been done. It was observed that festivals related to Hindu religion were celebrated. Diwali, Dashera, Janamashtmi were explicitly or silently celebrated. But festivals related to other religion were not celebrated. Though, there is government holiday on specified festivals of different religion but school does pay more attention to selected festivals of one particular religion, such as, before 10-15 days of Diwali, school run a campaign for cleaning, but such campaign is not visible or in place for other festivals. There was clear comfortability about such celebration. It is also very important to mention that various schools have celebrated all festivals differently.

National events were also celebrated like Gandhi Jayanti, 15th August etc. Though, these national festivals are also colored with religious taste when Sarasvati vandana etc were presented by learners. The way events and students were selected for the celebration was questionable. Those who were already good in performance were selected and others were just left to be audience. Not only this, events were also decided by only few teachers, where, learners had no voice. The distribution of activity are also gendered, such as, songs were given to girls and skit to boys. Therefore, it can be said that celebrated events in school can be questioned and critiqued with reference to their secular perspective.

What was observed in school in general and particularly in assembly has been substantiated by **teachers' interviews**, though the responses were varied but some common themes has been presented. Teachers' views clearly showed that they have fine theoretical understanding about secularism but it cannot be said sufficient because their perspective is limited to what constitution says. What beyond that, has not been thought by them exclusively and extensively? The relationship between education and secularism has been discussed by teacher, where, few said education provides better understanding about secularism, whereas, other said, it does not. Teachers had shared their difficulties in dealing with religious issues in class. They like to ignore them or dismiss the issue or discuss outside the class with individual students. Most of the teachers accepted that they are not equipped with the knowledge and pedagogy to deal with such issues in class. Some of them also mentioned that they had to face tough time for resolving such issues. There was a contrast of two types in responses given by teachers with reference to relationship between pedagogy and secularism. First, they said they dismiss issues in class but here they said they are secular in terms of pedagogy. Second, they said they are secular as far as teaching is concern, but, simultaneously could not reply much when asked to describe how they are secular. Therefore, their understanding of using secular perspective in teaching is limited to their perspective about secularism.

Along with teaching, their views are not synchronized about activities taking place in school. Few of them said the kind of activities happens in school are absolutely fine, whereas, others said, they are biased toward one particular caste, class, gender and religion. The second few stated examples of celebrating festivals, prayers in assembly and overt outlook of the school. Teachers' interpersonal relations were found well in routine work but not in terms of religious perspective. Most of them said that they do not share their religious faith, beliefs and activities among colleagues. A simple wish on a particular day was found enough for the teachers. Here, some of them mentioned we are secular, than why should we discuss such activities in school. Some of the teachers pointed out the unhealthy process of assembly, where they highlighted few prayers those are biased. Along with this, they said why do we worship few Gods in school and in assembly? Teachers said school organized many such events which cannot be called secular. For this they pointed out different kinds of celebrations in school.

Here, it is important to raise few questions to school system. Those are discussed below:

Teaching all learners:

What and how a school provides opportunities to learner to learn is very basic question can be asked to our schools. Does our school provide that space? Or we can say does school teach all students or not?

Respecting learners 'differences:

We are living in a multi-cultural society with various diversities. One can see diversities in terms of their class, caste, gender, religion, and region and so on. In such a situation do our teachers respect these differences or no? These differences may also be in terms of their special needs.

Rejecting prejudices:

We all are governed by many prejudices which are constituted on the basis of our thinking, perception and socialization and experiences. How does a teacher control his/her prejudices and biases and deal with the class in an egalitarian perspective? They do it or not? What could be the harm if they are not dealing with them effectively?

Favoring social justice:

What is the basic ideology and philosophy of school? Does it work on the principle of only personal development or work more toward social justice? What kinds of opportunities are provided to learner to develop as a social member of the society, where, rights and responsibilities move together? How does teacher provide and favour social justice is another important question to be asked?

Choosing secular material:

Except text books, what kinds of material are used by teachers in the class, is very important? How teacher select that material and how it is transacted to the learners? This selection of material greatly influence learner understanding about social concerns such as secularism.

Culturally sensitive teaching:

It is a fact that one can see the representation of entire Indian culture in one school. But how this representation is dealt in school is a very significant question. Does all cultures are given equal representation and respect or one is given more preference over others? How does teachers deals with these concerns in class? What kinds of question teachers ask? What kinds of examples teachers used?

Tolerance:

In a society which is full of diversity should provide opportunities to develop benevolence and tolerance in learner, where, they all learn to listen and accept each other's along with their ideas. Does our school provide such spaces and opportunities?

Concluding

Present work reaches to the three main arguments. *First*, the understanding of secularism is not similar in teachers, school and other educational personals. How the very idea of secularism will be perceived, depends on the agency which implement it or where it is to be implemented, such as government schools, private school, minority schools and so on. The work presents a schema of useful perspective about secular school education for better national and global citizens, coexistence, tolerance, and transformative actions which will surely facilitate to develop a secular school. Present work also highlights

the issues concerned with the very idea of developing a framework of secular school system. Further, it highlighted the hinders in developing and creating secular state and educational institution, which lead us towards an egalitarian society, which will be based on social inclusion and will be able to avoid uneven development of the nation.

Second, the work argues that strategy or the way we implement is as important as content or policy in itself. The difference between these two will increase the possibility of not implementation of the idea or policy. For this, it is necessary that a kind of empathetic environment need to be created of both academicians and bureaucrats, so that, a balance approach can be adapted to create a secular education system nationwide. But school teachers and principals have to play a major role in this regard. Their active participation will surely control the unexpected non secular happenings in the school and classrooms.

Third, it is important to understand that individuals influence the secularist implication as per their social location. Individuals actually do action in the field. Therefore, it is very important to understand how an individual perceives secularism and where it is to be implemented. It also implies that the person going to implement secular understanding have some fear from the social context he/she belongs to.

Emerged Characteristics of Secular Education

There are various characteristics emerged during analysis and review of literature about secular education. Identified characteristics are discussed below:

- *Moral outlook*: education must carry a moral outlook which is secular and carry no biases based on any particular religion. There must be some general outline for moral principles and perspective, which will be able to convey the spirit of secular moral understanding.
- *Development of wider vision*: secular does not restricted to the term religion only rather it has more extensive meaning associated with it. It is also associated with the neutral process of development where no discrimination exists.
- *Pluralistic outlook*: Following pluralistic outlook and approach is also associated with the notion of secular education. Pluralistic approach here means to provide spaces to all existing approaches to understand any concept or phenomenon. It will provide a comprehensive outlook to education.
- *Democratic values*: Using democratic values will make education secular because secularism is also one of the important values of democracy. It is significantly important to respect the democratic values not only in curriculum but also in teaching-learning process and evaluation.
- *Cultural development*: Education should provide space for cultural development. It will happen when all the cultures will be appreciated and given equal opportunities for development. It is the responsibility of education to provide equal spaces to all the cultures.
- *Synthesis of spiritual and material*: Knowing the importance of spiritual values, it is also important to think and work towards materialistic values. The synthesis of both will develop a better outline of the education.
- *Humanitarianism*: Secular perspective is subsumed the humanitarianism. Person should be human and humanistic with reference to their thinking and action. Education should impart this perspective in learner so that humanistic society can be developed.

- *Secular aims:* Aims of education should be secular where no religion should be given more importance over others. Doing this defeat the very purpose of education and get defeated in developing a secular human being and therefore, secular society.
- *Multiple curriculum:* It seems to be little tough but very important to have multiple curriculum where learners may have choice to choose the curriculum they like to study. This will allow celebrating diversity in a pluralistic society like India.

The present Indian educational system should create a social climate in the country, in which secular values are sought to be promoted effectively and enthusiastically. It should also promote secular attitudes and values through its broad based aims, curriculum, enlightened teachers and appropriate activities, progressivism, rationality, freedom from bigotry and equal respect for all religion.

Suggestions

Significant Points emerged regarding secular perspective

Some of the specific points which emerged regarding secular perspective from literature review, school observations and interaction with teachers can be understood as below:

- There should not be any established state religion.
- There should be one law for all and its application should not be governed on the basis of religion.
- Individuals should neither be disadvantaged nor discriminated because of their religion or belief, or perspective.
- Freedom of expression cannot be restricted because of religious practices
- The state, cannot expresses religious beliefs or preferences.
- The state cannot be included in, fund or promote religious activities or practices.
- No religion or person can be given any privilege over other religion or person.
- The state should not intervene in the setting up or functioning/running of any institution related to any religion.

Reason for Imparting Secular Education

- Secular education develops a moral human beings
- Secular education helps in the development of liberal attitudes and values
- It develops wider vision in citizen
- It develops an attitude of appreciation and understanding of others point of view
- It develops democratic values and humanistic outlook
- Secular education works as a treatment or counter for fundamentalists.

In a multi religious country like India, the spirit of secularism is to be developed in order to maintain the unity and integrity of the nation. Education should play a positive role in preparing people for a secular society and a purposeful life. We hope secularism will develop in to a stronger force leading to the social unity of India when institutionalized religions gradually lose their coercive hold on the young generations.

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VOCATIONAL MATURITY OF THE VOCATIONAL EDUCATION STREAM SUBJECTS IN KASHMIR

Nazir-Ul-Amin Gash *

Neelofar Khan♦♥

ABSTRACT

The study was conducted with the objective to work on the captioned title, "Vocational Maturity of the Vocational Education Stream Subjects in Kashmir". The objective in general is to compare the Vocational maturity of vocational stream subjects (ITI, Polytechnic and NIT courses). The N-1502 subjects were drawn randomly and the Manju Mehta's Vocational Attitude Maturity Scale was used. The comparison was made among the various vocational courses on Vocational maturity at ITI, Polytechnic and NIT levels. The results of the said study revealed that there is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

Keywords: Vocational Maturity, Vocational Education stream, Subject.

Introduction

Vocational maturity is a construct that was originally proposed to account for individual differences regarding readiness to make career choices, plan ahead and assume the role of a worker.

According to *The Flarex Dictionary* of English the definition of Vocational education: "Vocational education is a specific vocation in industry or agriculture or trade; the gradual process of acquiring knowledge; "education is a preparation for life". According to Super, vocational or career maturity involves the mastery of increasingly complex tasks at different stages of career development in the course of the life span. In this context, career maturity is characterised by: -

1. An increasing orientation to vocational choice.
2. Increasing amounts of vocational information and more comprehensive and detailed planning.
3. Increasing consistency of vocational preferences.
4. The crystallization of traits relevant to vocational choices.
5. Increasing wisdom in vocational preferences.

R. Bhandari, and T. Lingzay, (2014) this study examines the vocational maturity of senior secondary school students in relation to their family environment. The major findings of the study revealed significant difference in vocational maturity of female students studying in government and private schools. Further, it indicated that vocational maturity level of students with high family environment was significantly higher than the students with low family environment. Vineeta., Sirohi, (2013) The said study is focused on the stage of secondary education which is a critical period for the development of career maturity, when students are faced with ongoing academic and occupational decisions over the course of their study and these educational and vocational decisions pave the way for future decisions to be taken by any individual in the world of work. The findings of the study have strong implications for the policy makers and educationists for institutionalizing the vocational guidance and counseling programmes in secondary

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schools and delivering planned and systematic counseling interventions to increase the career maturity of secondary school students.

Dr. Y. K. Anand, (2011) (*Vocational Education in India: World bank report-2006*): In India, skill acquisition takes place through two basic structural streams – a *small formal one and a large informal one*. Status of Vocational Training received: *Only about 2.5 million vocational training seats are available in the India whereas 12.8 million persons enter the labour market each year (Meeting of State Education Ministers on NVEQF 28th Jan, 2011 – Report from MHRD)*. Similarly, the World Bank Report, 2006 shows that among persons of age 15-29 only about 2 per cent reported to have received formal vocational training and another 8 per cent reported to have received non-formal vocational training. The proportion of persons (15-29 years of age) who received formal vocational training was the highest among the unemployed.

Dybwad, (2008) research increasingly focuses on individuals' career readiness, career concerns and career adaptability as aspects of their career maturity in dealing with the challenges posed by the contemporary world of work, which is turbulent and uncertain. **Short**, (2008) Education in general is the concurrent responsibility of the central and state governments. The implementation of VET, however, is largely the responsibility of the state governments. For this reason, in addition to the agencies state authorities are involved in providing VET. The organization and allocation of responsibilities is not consistent across the country.

Jacobs, (2007) in career development practices, career maturity are regarded as one of the most commonly employed outcome measures. A person is regarded as career-mature or ready to make appropriate career choices when he or she has engaged in carefully planned exploration and has appropriate occupational knowledge, self-knowledge and decision-making knowledge. Swanson, (2005) the concept of career maturity has been used to describe both the process by which individuals make career choices appropriate to their age and stage of career development, and their readiness and ability to successfully negotiate, resolve and deal with the specific tasks and challenges in their particular developmental stage. Herr et al., (2004) The cognitive dimension refers to individuals' awareness of a need to make a career decision, their understanding of their vocational preferences and the world of work, and their ability to apply their knowledge of the principles of career decision making to actual choices. In this regard, career maturity is described as the attitudinal and cognitive readiness to cope with the developmental tasks of finding, preparing for, getting established in, pursuing, and retiring from an occupation.

Rue, (2004) from an organizational perspective, career development is viewed as an ongoing, formalised effort by the organization that focuses on developing and enriching the organisation's human resources in the light of the needs of both the employee and the organization. Caligiuri, (1997) found that a career workshop intervention with high school 10th graders increased vocational identity, and decreased career indecision of students. Super's, (1992) career development theory identifies five career or vocational stages, namely: (1) *growth (ages 4 to 13)*, (2) *exploration (ages 14 to 24)*, (3) *establishment (ages 25 to 44)*, (4) *maintenance (ages 45 to 65)* and (5) *decline (over 65)*. The primary task in the first stage is to develop a picture of the kind of person one is and an understanding of the nature and meaning of work. In the second stage, the primary task is to crystallise, specify and implement a vocational preference.

Crites, (1976) described career maturity as having attitudinal and cognitive dimensions. The former refer to individuals' attitudes and feelings about making an effective vocational choice and whether they

will continue to pursue their career choice as they enter the workforce. Affective variables involve individuals' planning ability and career exploration or curiosity. Career mature individuals are generally better adjusted to their careers, whereas maladjusted individuals' career choices are generally neither congruent with their field of interest nor with their level of aptitude.

The construct of career maturity was introduced by Donald E Super, (1957) as "*vocational maturity*" in his career development theory more than 50 years ago. *Career maturity is reflected by an individual's mature behaviour in coping with the tasks of career development when compared with the behaviour of others who are dealing with the same tasks at a particular life or career stage.* Career maturity focuses on the manner in which the individual responds to the emerging demands, problems, challenges and expectations that are generally associated with a particular life stage. This is a normative definition of the construct since it compares an individual's career behaviour with the career behaviour that is expected at a particular life or career stage.

Objectives

1. To compare the Vocational maturity of vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

Hypotheses

1. There is no significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

Sample

For this study, the population from which the sample was drawn is the various ITI's, Polytechnics and National Institute of Technology of Kashmir division. The technique of random sampling was employed to draw N=1502 subjects. In which all the three levels of vocational cum technical courses were selected for this study (73-courses).

Tools Used

1. Manju Mehta's Vocational Attitude Maturity Scale (VAMS-1971)

Statistical Treatment

Mean, S.D and F-test were used for the analysis of the data (SPSS).

(Table: A)

Integrated 'vocational attitude maturity' VAMS and dimension wise 'vocational attitude maturity' results on its various dimensions viz: (Vocational Aspiration Level, Influence and Money in Job choice, Altruism and passivity in job choice, Lack of job awareness and change in job performance, Indecisiveness in vocational choice, Vocational understanding, Lack of independence And Chance factor in vocational choice) -ANOVA

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Vocational Attitude Maturity Scale	Between Groups	6993.345	23	304.058	20.497	.000
	Within Groups	21925.369	1478	14.834		
	Total	28918.714	1501			
Vocational Aspiration level (V1)	Between Groups	355.210	23	15.444	12.168	.000
	Within Groups	1875.837	1478	1.269		
	Total	2231.047	1501			
Influence and Money in Job Choice (V2)	Between Groups	229.431	23	9.975	8.171	.000
	Within Groups	1804.253	1478	1.221		
	Total	2033.684	1501			
Altruism and Passivity in Job Choice (V3)	Between Groups	261.099	23	11.352	8.890	.000
	Within Groups	1887.314	1478	1.277		
	Total	2148.413	1501			
Lack of Job Awareness and Change in Job Performance (V4)	Between Groups	222.900	23	9.691	14.488	.000
	Within Groups	988.017	1477	.669		
	Total	1210.917	1500			
Indecisiveness in Vocational Choice (V5)	Between Groups	180.947	23	7.867	4.363	.000
	Within Groups	2665.309	1478	1.803		
	Total	2846.256	1501			
Vocational Understanding (V6)	Between Groups	97.742	23	4.250	6.851	.000
	Within Groups	916.768	1478	.620		
	Total	1014.509	1501			
Lack of Independence (V7)	Between Groups	158.098	23	6.874	11.149	.000
	Within Groups	911.244	1478	.617		
	Total	1069.342	1501			
Chance Factor in Vocational Choice (V8)	Between Groups	31.305	23	1.361	5.944	.000
	Within Groups	338.437	1478	.229		
	Total	369.742	1501			

Discussion and interpretation of the results of (Table: A)

Integrated 'vocational attitude maturity' VAMS and dimension wise 'vocational attitude maturity' results on its various dimensions viz: (Vocational Aspiration Level, Influence and Money in Job choice, Altruism and passivity in job choice, Lack of job awareness and change in job performance, Indecisiveness in vocational choice, Vocational understanding, Lack of independence And Chance factor in vocational choice) -ANOVA

The (**Table: A**) shows the integrated 'vocational attitude maturity' VAMS f-test results of courses, which is .000 respectively.

The result depicts that integrated 'vocational attitude maturity' VAMS results of courses, differ at 0.01 level significantly.

Also the dimension wise 'vocational attitude maturity' VAMS results on its various dimensions viz: - V1-Vocational Aspiration Level, V2-Influence and Money in Job choice, V3-Altruism and passivity in job choice, V4-Lack of job awareness and change in job performance, V5-Indecisiveness in vocational choice, V-6 Vocational understanding, V-7 Lack of independence And V-8 Chance factor in vocational choice are as: .000, .000, .000, .000, .000, .000, .000 and .000 respectively.

These results depicts that the dimension wise 'vocational attitude maturity' VAMS results (i-e V1, V2, V3, V4, V5, V6, V7 and V8) of all the eight dimensions of 'vocational attitude maturity' differ significantly at 0.01 level of significance.

The (**Table: A**) shows, There is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

Conclusion

The result of the present study is as under:-

The hypotheses no. 1 is rejected, because there is significant difference on Vocational maturity among vocational stream subjects on dimension wise (V1- V8) and at all the three levels of vocational education (ITI, Polytechnic and NIT level courses).

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EXAMINATION REFORMS – A CASE STUDY OF TEACHER EDUCATION OFFERED THROUGH DIRECTORATE OF DISTANCE EDUCATION UNIVERSITY OF KASHMIR

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ABSTRACT

Examination is necessary to assess the minimum level of competency achieved by the student after completion of a particular course .Its effectiveness therefore depends upon the dissemination of knowledge by teachers and its assimilation by the students. The transnational character of education in the wake of globalization expects it to be the instrument of bringing social , cultural and economic transformation of society .Hence the need to make it fit to stand the test of time becomes pertinent. Educationists , policy makers , teachers need to put their endeavour toward revamping the system and prepare model ensuring validity, reliability and objectivity in the examination system and help student realizing the educational attainments in its true sense . In the past few decades the examination system in the universities has received vehement criticism for being inadequate to address the changing needs and priorities. The deficiencies in the system requires a revamping with the objective of not only ameliorating the standard of examination but also make it effective and efficient to assess the knowledge and skills of the student with high degree of objectivity. The present paper highlights the examination challenges in offering Teacher Education through Directorate of Distance Education University of Kashmir and the modus operandi to tackle these challenges .

Keywords: Examination reforms, Distance Education, Results

Introduction

The B. Ed programme is offered through

- a) Faculty of Education, University of Kashmir
 - b) Govt. College of Education, M.A. Road
 - c) Private B. Ed Colleges
 - d) Directorate of Distance Education, University of Kashmir
- First issue is no uniform Academic Calendar is followed in completing the admission formalities for the above listed four institutions. It has a direct impact on the conduct part of B. Ed examinations. Two or three B. Ed examinations with different sessions in the same year are conducted which strains the University exchequer.
 - Extending of admission dates beyond the prescribed limit has a negative impact on the conduct of B. Ed examinations.
 - Once the date sheet is notified, student start agitating and university is in news which clouds our accountability towards the society.

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- Notification of date sheet within four or five days before commencement of examinations gives student a less breathing time for preparation.
- Gap of one day between papers is also not practically feasible because mostly Adult learners/in-service teachers with age above 40 are enrolled for B. Ed (Govt Deputees).
- Objection list regarding completing of Registration formalities is communicated to us at the time of examination, which puts the student of Leh/kargil to a great trouble.
- No single unique identity/enrollment number is allotted to student. Colleges/ Department allots one enrollment number; examination Roll No. is different and if the student is reappear in some paper, he is allotted different Roll No, so a single student carries three different identification Roll Numbers.
- Postponing the examinations has a de-motivating impact on the hard working students. Once the date sheet is notified and student download admit cards they travel from far-flung areas like Kishtwar, Tangdar, Gurez, Leh/kargil arrange accommodation for appearing in the examination. All of a sudden when they hear about examination being postponed they feel frustrated and a degree which should complete in one year is completed in two years. This uncertainty leads to psychological depression and enhances the chances of dropout among the students. If the student-support-services is strengthened student will go as good ambassadors, and we shall sustain in this competitive environment.
- After the declaration of the result (main Gazette), office of the Controller of the Examination issues subsequent notifications in continuation to the main gazette. This process continues for years together. For example notification No. 47 of B.Ed October 2011 was issued on May 03,2013.This process breeds unhealthy practices . There is a solution for it .After the declaration of main gazette seven days should be kept for the registration of post-examination –related –grievances. After screening the grievances a single notification should be issued and the process closed .
- **The solution is:**
 - a) Centralized admission policy should be followed in letter and spirit
 - b) Mode of admission may be kept flexible as per the philosophy of the system (a) Formal (b) Non-formal.
 - c) Date of admission and date of closing of admission should be same for all the four institutions.
 - d) Date sheet of examination for all the four institutions should be same.
 - e) Internal examination should be made subjective while external examination should be made objective on the analogy of NET/SET keeping in view the huge enrollment of students.
 - f) A committee should be constituted, inviting the beneficiaries from grass-root level, so that a mechanism is evolved for Examination reforms.

Examination Reforms

Justification for introduction of objectivity in the examination system

I. Case Study 1st

(42,6); (44,18); (52,17); (60,18); TGE (44,17); THS 944,18); PED (61,14)

In this case, the examiner has awarded 6 marks in sessionals, while passing marks are 08. When the examiner was approached, he said that due to oversight he awarded 6 marks instead of 16. The Tabulation Wing declined to change the result. She had to wait for one complete year. She had to submit the examination form afresh and re-appear in the theory and Sessionals of paper 1st.

II. Case study 2nd

(44,17);(44,19);(55,18); (62,17); TGE (49,18); TBS (66,0); PED (63,17)

In this case the candidate has been shown 'zero' marks in sessionals in Teaching of Bio-science, while as he has secured 66 marks in the theory. A look at the above reflected marks sheet shows that in all other six papers, candidates has 17 marks and above out of 20 in all sessionals, while he is getting zero in Teaching of Bio-science. After investigating the factual position, the examiner of Bio-science, had poorly handled the sessional papers of candidates and lost the sessional paper of above mentioned candidate. The attendance register, showed that candidate has attended all the classes in the paper where he was marked zero. Now next year he was supposed to submit the examination form and re-appear in theory and sessionals. But due to lack of proper guidance rather misguidance he was told that he had to reappear only in sessionals of Bioscience while his theory marks in TBS shall remain intact and she does not need to submit the examination form. This exercise cost him one more year and she completed the one year degree in three years.

III. Case Study 3rd

(44,16); (47,18); (49,17); (52,16); TUR (44,NA);THS (46,17);PED (48,16)

In this case, the students had opted for Teaching of English (TGE) at the time of admission, but later during contact classes he changed his language paper to Teaching of Urdu. The liaison officer did not communicate the Directorate on time about the change of optional paper. The Registration return (RR) forms were sent to the registration section, without any change. The directorate also did not float the RR details of the candidates on the website to invite queries /feedback before sending the details to the Registration section. While compiling the awards his marks were placed under the 'Teaching of English (TGE) column instead of Teaching of Urdu (TUR) column. This put the student in a great trouble.

IV. Case Study 4th

(42,17);(44,16); (61,17);TGE (49,18);THS (31,19); PED (44,19)

In this case the candidate is failing in THS by just one mark. The pass marks are 32 out of 80. While investigating the case, it appeared that the teacher due to additional assignments had dropped the confidential sack filled with answer scripts of Teaching of History (THS) at one of the homes of Research scholars. There were three sacks filled with 1500 answers scripts and the assignment letter to the examiner reflected that the deadline for completing the job is ten days. The Research scholar without any experience failed the candidates with one or two marks. The examiner without looking at the entries, in the award roll prepared by Research scholar signed the award Roll, and submitted the bill in his name.

V. Case Study 5th

(32,19);(29,19);(28,19);(33,19);TGE (32,19),THS (34,19), PED (40,19)

If we look closely at Theory and Sessional marks, we see that the coefficient of variation is high between Theory and sessional marks. The coefficient of correlation was worked out between Theory & Sessionals for 500 paper and result was-0.671

VI. Case Study 6th

(32,19);(34,18);(28,17);(35,18);TGE (29,17),THS (34,17), PED (64,17)

The candidate was shown re-appear in Teaching of English (TGE) and paper III, because the passing marks are 32. He was eligible for submitting the re-evaluation form and deposit Rs.1000 as re-evaluation fee. When the re-evaluation result was declared he jumped from mere 28 marks in paper III to 55 marks and in Teaching of English his re-evaluation result reflected 62 marks. Now see the huge variation. Student has to pay a re-evaluation fee for his no fault, sustained torture is meted upon him due to delay in declaration of re-evaluation result.

VII. Case Study 7th

Paper	Roll No series	Examiner Out of 80	Marks Range marks	Average
1 st	1-500	A	50-60	56
1 st	501-1000	B	32-40	44

In this case, five hundred papers of paper 1st from Roll No. 1 to 500, were assigned to Examiner a. He marked most of the papers in the range of 50 to 60. Another series of paper 1st from roll No 501 to 1000 were assigned to Examiner B. He marked most of the papers in the Range of 32 to 40.

VIII. Case Study 8th

(22,17)

The candidate was confident that he has written the answer script to the best of the ability. Since he was short of one or two marks, he could not apply for re-evaluation. So he procured his answer script under Right to Information (RTI) Act. It was written on the face of answer script that the examiner was supposed to write marks on the perforated corner at the end of each question. The answer script of the candidate reflected that the examiner has not followed the rule while he had awarded marks on the face of the answer script. The authorities told him that they are helpless in his case and cannot challenge /question the integrity of examiner.

IX. Case Study 9th

Internship (20/30)	Teaching Aids (20/30)	Microteaching (40/60)	Lesson Plan (40/60)	Total (120/180)
Internal (120)	20	20	40	39
119				
External (180)	15	16	38	38

In B.Ed we have two components Internal Practice of Teaching and External Practice of Teaching . Internal Practice of Teaching (IPOT) is conducted in school under the supervision of concerned Head of the

Institutions. The award Rolls of IPOT, received from some schools reflect Head of the Institutions/Principals display Non-seriousness and do not maintain confidentiality in awarding marks. They award them 40 out of 40 as if they are mastered the teaching skills to the ideal point. This approach is childish as if we are giving candies in the form of marks to primary kids. Another issue in this IPOT is that the IX grade teacher or teachers working in higher/Hr. Secondary school opt primary/middle school as their practice teaching school.

Lesson plan registers of the B.Ed trainees reflect that they follow the old Herbertian approach and do not integrate technology in their lesson structures. They follow the old text based approach.

X. Case Study 10th

Inter-examiner-variability

Roll No. series 1-500 allotted to examiner A in paper Psychology of Learning & Development	20% pass percentage
Roll No. series 501-1000 allotted to examiner B in paper Psychology of Learning & Development	80% pass percentage
Papers were interchanged Roll No. series 501-1000 allotted to examiner A in paper Psychology & learning & Development	25% pass percentage
Papers were interchanged Roll No. series 1-500 allotted to examiner B in paper Psychology of Learning & Development	75% pass percentage

XI. Case Study 11th

Teaching Practice awarded by 4 head of the institution in 4 different schools (A,B,C,D) There is a significant mean difference between the marks awarded by different Head of the institutions as per their perception.

	School A	School B		School C		School D	
Roll No	Marks (120)	Roll No	Marks	Roll No	Marks	Roll NO	Marks
1	119	6	101	11	80	16	75
2	118	7	102	12	86	17	77
3	119	8	104	13	84	18	79
4	119	9	106	14	88	19	79
5	117	10	107	15	87	20	79

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LEGAL PERSPECTIVES OF EUTHANASIA:—AN OVERVIEW

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ABSTRACT

The most important Public policy debates today surround the use of euthanasia to end the sufferings of terminally ill patients. This debate revolves round one of the most important aspects that is right to life and it is the central concern for one and all. This research paper is an attempt to analyze the legal issues involved in legalizing euthanasia and the consequences thereof. The research paper will also focus on the role played by the judiciary in India related to euthanasia.

Key Words: Euthanasia, killing, Terminally ill, Right to life, suicide, and physician assisted death, voluntary, involuntary, fundamental right, duty, Permanent Vegetative State.

Introduction:

*our days are fixed &
 all our days are numbered,
 how long and how short,
 we know not---this we know!*

*Duty requires we calmly wait for the summons,
 Not dare to stir till heavens shall give permission¹.*

Euthanasia seems to be a new word but it existed in one or the other forms from the earlier times. However as used in contemporary times, euthanasia involves the direct and intentional killing of a patient by a physician commonly by lethal injection. Euthanasia can be either voluntary or involuntary. In other words one can say that euthanasia is a process of taking one's own life or giving others permission to take it. This has been the topic great controversy and the debate is still continuing. Controversy of euthanasia is not limited to any particular segment of the society in fact it is the concern of all the quarters of the world. It is the concern of nations all around the world. Any move towards it must be carefully and cautiously taken. In India certain initiatives have been taken to make some changes in the law but euthanasia was not decriminalized keeping into view its socio-cultural or economic consequences.

Meaning and Types of Euthanasia:

The word Euthanasia coined in 17th century² has been derived from the Greek words '**Eu**' meaning 'good' or 'well' and 'thantos' mean death. So the literal meaning of euthanasia means good death, well death or dying well³. As Originally used the term euthanasia referred to painless or peaceful natural deaths in old ages that occurred in comfortable and familiar surroundings. Euthanasia occurs when one

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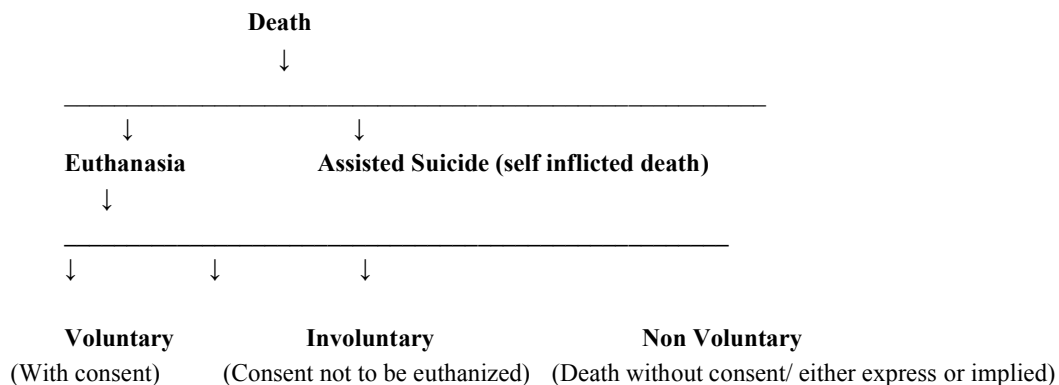
1 Robert Blair; The Grave 1.41, Euthanasia & Assisted Suicide pp,32.

2 Thomas More, Utopia 1516 JM Dent at. Pp 98.

3 T. L.Beachman; The Justification of Assisted Suicide , Int. Law Review (1996) at. Pp. 1173.

person ends the life of another person for the purpose of ending the sufferings and pain of that person⁴. Euthanasia is also referred to as mercy killing and is understood as causing death painlessly because the person is suffering or is terminally ill. O'Loughlin and MC Nanara defined euthanasia as, intentional taking of human life either by a deliberate act as with a lethal injection or by a deliberate neglect of reasonable care e.g. not offering eatables to a new born infant⁵. Euthanasia Society of America defines the term euthanasia as, 'the lawful termination of human life by painless means for the purpose of avoiding unnecessary sufferings and under adequate safeguards'. The definition of euthanasia includes doing of something or omit to do something with an intention of causing death for the purpose of relieving sufferings. So in euthanasia 'intention to cause death' is always precursor to causing of euthanasia⁶.

Euthanasia essentially means putting terminally ill patients to death by medical means. The term euthanasia can be analyzed in the following ways depending upon the modalities for its performance⁷



The above chart classifies various types of euthanasia though technically understood euthanasia in any of its forms is always meant as the intentional killing by any act or omission, of a dependent for his or her alleged benefits. So the important element in euthanasia is intention to cause the death if such an element is missing there is no euthanasia. Various types of euthanasia depending upon the modalities for its performance are briefly stated below:-

Voluntary Euthanasia: when the person who is killed has requested to be killed for the reason of ending the sufferings it is known as voluntary euthanasia. It is also referred to as euthanasia by consent. It may be also defined as the medically assisted quick and peaceful death at the request and in the interest of the patient⁸ or the deliberate ending of the life by painless manner⁹ the killing of any person where on account

4 Encyclopedria of Crime and Justice, 2nd Edition Volume II at pp. 623.

5 Euthanasia ; The Netherlands And Slippery Slopes- John-I Fleming Bio Ethics Research Notes , Occasional Paper No.1 June 1992.

6 Arun Shorie; Mercy Killing—An Analysis Cri.L.J(2004) pp. 49.

7 Ibid, pp. 50

8 South Asian Voluntary Euthanasia Society; 22nd Interim Report of select Committee 2015, pp.98

of his distressing physical or mental state, and is thought to be in his own interest and done at the request of the person himself⁹.

Involuntary Euthanasia: when the person who is killed made an express wish that he should not be killed, it is involuntary euthanasia. This equates involuntary euthanasia to murder.

Non Voluntary Euthanasia: when the person who is killed makes no request and gives no consent with respect to euthanasia. In such type of euthanasia since the person is not capable of giving consent, the concerned person is killed at the request of family members.

Euthanasia may be conducted passively, non- aggressively and aggressively. Passive euthanasia involves withholding of common treatments, non-aggressive euthanasia involves withdrawing of life support system where as aggressive euthanasia involves the use of a lethal substance as to cause the death.

Legal Frame work of Euthanasia:

There are few places/States in the world wherein the euthanasia stands legalized which include Netherlands, Belgium and Oregon. Netherlands and Belgium have legalized both euthanasia and physician assisted suicide where as Oregon (state of U.S.A) has only legalized Physician Assisted Suicide. In India Euthanasia is undoubtedly illegal. In cases of euthanasia or mercy killing there is always an intention to cause the death. Hence such cases would squarely fall within the ambit of murder. That is within Section 300 of IPC however such cases would also attract exception 5 of section 300 of IPC that is the death being caused by the consent of the deceased (as in the case of voluntary euthanasia) in other words to go strictly by the words of section 300 IPC defining murder euthanasia qualifies as consensual killing¹¹. The punishment for consent killing is provided under section 304¹² IPC. It prescribes the punishment for culpable homicide not amounting to murder. The consent of the deceased to suffer the death reduces the crime from murder to culpable homicide not amounting to murder. The punishment is justified on the ground that life of human being is not only important and valuable to himself but also to the state. Human beings are therefore not entitled to give up life by consent, though consent has unquestionably the effect of mitigating punishment. However it can never exonerate the offender. This position was clarified by the hon'ble supreme court that the fundamental rights are non-violable and cannot be waived¹³. Thus a doctor has little defence available in India for euthanizing patient. If we go by the interpretation of law, the consent even if given by the accused, is null and void and renders the accused liable for murder. Thus the general notion attached with the exception to section 300 IPC is that they mitigate the gravity of the crime. Consent for killing is

9 Daniel ;Euthanasia (2008) pp.243.

10 Jonathan Glover; Causing Death and Saving Life, 1987,pp. 182

11 Section 300 IPC exception 5 culpable homicide is not murder when the person whose death is caused being above the age of 18 years and suffers death or takes the risk of death with his own consent.

12 This section prescribes punishment for culpable homicide not amounting to murder; para I: imprisonment for life, or imprisonment for 10 years and fine, cognizable, non-bailable triable by court of sessions -- non-compoundable, para II- imprisonment for 10 years or fine or both cognizable, non-bailable triable by court of sessions.

13 Olga Tellis v. Bombay Corporation AIR 1986 pp.180

unconstitutional being inconsistent with the interpretation put to the right to life by Supreme Court under constitution of India. However it is also to be understood that it is only in cases of voluntary euthanasia that is where the patient consents to his death that exception 5 of section 300 is attracted. In the cases of non-voluntary and in-voluntary euthanasia the act would be illegal and the exception would not be attracted because of the provisos 1&2 of section 92 IPC and punishable like any case of murder. It is submitted here that in the light of this discussion the Supreme Court may declare the exception 5 to 300 of IPC unconstitutional in the context of euthanasia¹⁴ because it seeks to bring right to die within the constitutional precincts, which is strictly against the mandate of article 21.

Law regarding brain stem death vis-à-vis euthanasia

Many jurisdictions have enacted specific laws dealing with brain-death. To this regard it was commented way back in the late 1970's by the neurologists of the United Kingdom that, "if brain-stem is dead, brain is dead and is the brain is dead the person is dead".

In the United States brain-death was accepted as equivalent to death. The Uniform Brain-Death Act, 1978 define death as cessation of all circulatory, respiratory and brain functions including the brain stem. Initially, lower brain death was considered as an alternative mode of determining the probability of the revival¹⁵. Today no state in the United state, allows the higher brain death standard to be equated with the death, in some jurisdictions, it is legitimized from the perspective of right to die with dignity¹⁶. While in others, it is simply recognized as an exception to suicide¹⁷. The rationale lies in fact that every competent adult has a right to forgo treatment, or even cure, if it entails what for him are intolerable consequences or risks, however unwise his senses of values may be to the other¹⁸.

In some states even persistent vegetative state (a prolonged stage of vegetative state) is considered as sufficient to allow the removal of life support systems and this decision of removal has been allowed by the United States Supreme Court to be taken by the kin of the patient¹⁹.

Legal Position in India

To find the relevancy of euthanasia in the modern day context, we ought to keep into account the advancements made in medical sciences which is stretching the normal life-span of human beings. Questions are being asked on the propriety of continuance of life support medical treatments in the cases where all hopes have extinguished. The moot question arises; Whether wishes of a person yet competent to exercise judgment and the wishes previously expressed before lapsing into the incapacity of exercising judgment be respected and complied with in terminating life²⁰.

14 Emphasis supplied.

15 James T Bernet, On The Definition & Criterion Of Death, ANAALS Internal Med At 394.

16 E.G. Arizona Hawii Death with dignity act, 2004, pp.34

17 Washington Natural Death Act, 1979, provides that withholding of life supporting treatment, at a patients direction shall for any purpose constitute a suicide.

18 Robert D Troug; It Is Time To Abandon Death, 1997 HCR, 29.

19 Crusen v. Director Missouri Department of Health, SCL2008, pp. 2841

20 H.D. Shorie The Right to Live & Die, 1998 pp. 24

The law regards the brain stem death is not settled in India. Instead the existing provisions have come to perplex the Indian medical fraternity with conflicting provisions under different laws. The same is clear from the survey of laws, as applicable to brain stem death in India. The discussion on the following laws will further clarify the point.

1. **Transplantation of Human Organs Act** In India the hither to prevailing situation was dramatically reversed by passing of Transplantation of Human Organs Act, 1994 which defined deceased person²¹ as one in whom permanent disappearance of all evidence of life has occurred by reason of brain stem death. The Act also elaborates the meaning of brain stem death as a stage at which all functions of brain stem has permanently and irreversibly ceased. The declaration of brain stem death was made subject to certificate of a registered medical practitioner. The object of the Act was however different. The preamble of the Act provides that it is meant to provide for regulation, removal, storage and transplantation of human organs for therapeutic purposes and for prevention of commercial dealings in human organs. In spite of the fact that the Act defines the deceased person but its application is limited to transplantation of organs only. Where a person is brain stem dead and is maintained in life support system, this status quo has to be maintained unless he has earlier consented to his organ donation and prescribed procedure has been followed²².
2. **Indian Medical Councils Act, 1956** : This Law also incidentally deals with the issue at hand section 20-A read with section 33 (m) of Act of 1956, the medical council of India may prescribe the standard of medical ethic for, medical practitioner.²³ The code of medical ethics for medical practitioners classifies the Act of euthanasia as unethical except in the cases where the life support is used only to continue cardio-pulmonary actions of the body²⁴.
3. **Indian Penal Code:**Provisions of Act of 1994 are not applicable to the situations other than donation of organs in such cases therefore the general position of law applies. Removal of life support from the body of the patient on which the entire body would cease to function would tantamount to an act of murder. Motive is irrelevant factor for the purpose of commission of an act. The doctor or the concerned person would nonetheless be liable though it may be a different case that the quantum of punishment be reduced. Further the exception V to section 300 of IPC²⁵ can not be availed since the patient would not be in a position to make a valid consent. Euthanasia in India is undoubtedly illegal. In cases of euthanasia there is clear intention of killing hence such cases would squarely fall within section 300 of IPC which defines murder. Petitions are being moved before the courts where the prayers for removal of life support system have been made by

21 Section 2(e) of Transplantation of Human Organs Act, 1994.

22 Section 3 of Transplantation of Human Organs Act, 1994.

23 Jan Aneeda;Socio-Legal Perspectives of Euthanasia, 2012 pp. 87

24 Ibid 88

25 Exception V Culpable Homicide is not murder when the person whose death is caused being above the age of 18 years suffers death or takes the risk of death with his own consent

the relatives of the patients but the judges have found themselves helpless in giving the clear position of law²⁶.

Position of law which emerges by taking together the Transplantation of Human Organs Act, 1994, Indian Medical Councils Act, 1956 and Indian Penal Code, 1860 can be summarized as follows;

In cases where the patient has given his consent for donation of his organs and prescribed procedure is followed including the certification by a registered medical practitioner, it would be legally permissible to remove the life support system in case of brain stem death. Since the definition of deceased person under the act of 1994 is confined to the Act alone in any case where the act is not applicable, brain stem death may not be considered to be death under the eyes of law. Under the regulation of 1956 it would not be unethical to remove the life support system if it is used only to continue the cardio-pulmonary actions of the body.

The Act of 1956 does not amend the IPC. The Doctor removing the life support system may however be prosecuted for murder that act which falls outside the purview of Medical Council Act 1956. Where it is settled position that brain stem death is a death in medical parlance with no chance of recovery under penal code it is punishable to remove the life support system to a person having suffered from brain death unless his case is covered under Act of 1994. There have been a number of representations to cure this anomaly but of no avail²⁷. To this regard it is apt to quote a member of Maharashtra Confederation for organ transplantation who states,

Neurologists/neurosurgeons are reluctant to ascertain a patient as brain stem dead and withdraw life support as they feel that it is not permitted under the law, they think that a patient has to be declared only in the context of organ retrieval.

Also the supreme court of india in the case of Gian Kaur vs. State of Punjab²⁸ wherein one of the points directly raised was the inclusion of Right to die within the ambit of article 21 of the constitution the bench observed,

To give meaning and content to the word life under article 21 it has been construed as the life with human dignity and the aspect of life which makes it dignified may be read into it but not that which extinguishes it and is therefore in consonance with the continued existence of life resulting in effecting the right itself. The right to die if any is inherently inconsistent with the right to life as is death with life. The right to life including the right to live with human dignity would mean existence of such a right upto to the end of natural life. This also includes the right to a dignified life up to the point of death including the dignified procedure of death. In other words this may include the right of a dying man also to die with dignity when his ebbing out. But the right to die with dignity at the end of life is not to be confused or equated with the right to die an unnatural curtailing the natural span of life²⁹.

Thus the court made it abundantly clear that so long as there is any trace of human life present in the patient, death could not be accelerated by the removal of life support system. To this extent court reversed

26 The most hyped case being one of K. Venkatesh before Andhra Pradesh High Court in 2004

27 Sunil k. Pandia Brain Death and Transplant Law (2000) pp. 54

28 AIR(1996)SC,PP. 1257

29 Ibid, at para,24

its earlier decision taken in the case of *P. Rantinam vs. Union of India*³⁰ where in the right to die was considered as embedded in article 21 of the constitution. In fact the court in *Gian Kaur's* case was categorical in restating that euthanasia was not permitted within the constitutional precincts.

In India if euthanasia is decriminalized or permitted attempt to commit suicide can not survive as an offence. Attempt to commit suicide is self helped attempt to euthanasia. In euthanasia a third person may come into picture otherwise there is no difference. Under the present legal system, euthanasia is murder or culpable homicide not amounting to murder if the consent of the person seeking euthanasia is obtained.

Judicial Approach to Euthanasia: Euthanasia is not permitted in India and the judiciary has maintained this position of law and in almost all the cases disallowed the petitions seeking permission for euthanasia. However a softer view was taken by the courts in India in 2011 wherein passive euthanasia was permitted. Some of the case laws pertaining to euthanasia decided by the Indian judiciary are lime lighted as below:

The case of *Sudeshwari vs. State of Assam*³¹ is one of the interested cases which came before the high court of Assam. In this case three year old child was killed by her mother and one of the defences stated by her was, that the child has been done to death because she was suffering from illness badly and the accused could not bear the trouble and the court was asked to decide whether mercy killing was permitted as an exception to murder available in India. The specific argument before the court was whether mercy killing is exempted under the law, if yes to what extent. For this purpose the court referred to diminished responsibility available under Homicide Act 1957 in Britain which enables the judge to reduce or extinguish the sentence on merciful grounds and does not leave the accused entirely on the executive³². The court observes that the purpose of criminal law is to induce people to control their impulse and thus mercy killing due to impairment of mental faculties of victim was no exception under Indian law, even if it be with the purpose of relieving pain or unbearable sufferings. Another case which is largely relied upon by the supporters of euthanasia is *Murti Sharipati Dubal vs. State of Maharashtra*³³, in this case the high court of Mumbai invoked a number of decisions³⁴ of Supreme Court and came to hold that what is true for one fundamental right is also true for another fundamental right. It is not and cannot be disputed that fundamental rights have positive as well as negative aspect.

If it is so, logically it must follow that 'right to life as recognized by article 21 of constitution would include right not to live or not to be forced to live. To put it positively, it would include right to die or terminate one's own life'³⁵. In *Dubal's* case, there was a judicial transmutation of right to life into right to die. After concealing a positive right to life, the court painstakingly labored to create a new right namely right to die from the basic right. The analysis of the decision reveals that while suicide may be permitted under certain circumstances euthanasia or mercy killing is never permitted, as it amounts to murder.

30 AIR(1994)2, SC PP.48

31 1981)3 Cr.L.J.PP. 1005

32 Section 3 of Homicide Act, 1957

33 (1983) 4 Cr.L.J. PP. 748

34 *Maneka Gandhi vs. Union of India* AIR(1978), *Sunil Batra vs. Delhi Administration* AIR (1970) *Kharak Singh vs. State of U.P* AIR (1960)

35 Ibid, Para, 10

However the decision of supreme court in the case of Gian Kaur vs. State of Punjab³⁶ has negated the allowance to commit suicide and thus the decision of Bombay high court has no force or authority of law now. In the Gian Kaur's case it was held that section 309 of IPC provides for attempt to commit suicide is not volatile of article 14 of the constitution. Right to die is not included within the ambit of right to life and article 21 of the constitution. Thus right to live with human dignity cannot be construed to include within its ambit the right to terminate the natural life, at least before commencement of natural process of death. The court held that article 21 of the constitution guarantee protection of life and liberty and by no stretch of imagination can extinction of life be read into it. Article 21 of the constitution cannot be pressed into service to support the challenge based on article 14 it cannot be therefore said that section 309 of IPC is volatile of either of article 14 or 21 of constitution.

Recently courts turned down the requests of the patients to die which were reported in the year 2001. The Patna High Court dismissed the Tarakeshwar Chandraswami's Plea seeking mercy killing for his 25 year old wife Kanchan who had been comatose for 16 months. The Kerala High court said no to the Plea of death of B.K Pilla who had disabling illness. Recently in the State of West Bengal, the father of two disabled daughters, seeking the permission from the state Government to end his daughter's lives who are in Moribund state but the Plea was dismissed³⁷. In another case Kumari Pranajali Vs. Chief Secretary³⁸ a petition seeking mercy killing of 10 year old girl, Pranajali, was filed by her mother. The girl was suffering from a serious ailment for which there was no effective treatment, the petition was dismissed. In another case Venkatesh vs. State of Andhra Pradesh³⁹, Venkatesha former National chess champion, 25 year of age, had been in hospital in the southern city of Hyderabad for more than seven months battling Duchenne's Muscular Dystrophy. This disorder degenerates the bodies muscle heart and lungs. Venkatesh mother filed a writ petition before Andhra Pradesh high court seeking declaration from the high court to switch off the life support system but the petition was dismissed. The Plea which was raised before the court was that Venkatesh wanted to donate organs" Heart, Kidney, Liver" before it is too late. The petition was dismissed the court declared that the law doesn't allow transplanting organs from a person who is still alive. Devender Gupta J. and Naraian Raddy J. said, the existing law has no such provision and such a request cannot be conceded. It will amount mercy killing which is not legal. Petition is accordingly dismissed. Although the Indian Judiciary has been reluctant in acknowledging and legalizing euthanasia but however a partial change in this trend has been observed in the case of Aruna Ramchandra Shanbaug vs. Union of India⁴⁰ when honorable supreme court of India on 7th march 2011 legalized passive euthanasia by means of withdrawal of life support, (Aruna was a staff nurse at KEM hospital Mumbai who was raped by ward boy in the same hospital in 1973, she died in may 2015 after spending 42 years in coma) Markandey Kartju J. while delivering judgment quoted the following couplet of Mirza Ghalib

36 (1996)Cr.L.J PP. 1600 SC

37 India Today April 5, 2005, unreported.

38 (2003)3 Crimes pp. 374

39 Times of India, December 15 2005

40 (2011)4 SCC, 454

مرتے ہیں آرزو میں مرنے کی
موت آتی ہے پر نہیں آتی

while rejecting Pinky Viran's Plea for Aruna Shanbangs euthanasia against which the KEM Hospital filed a counter petition. Since there were disparities in the petitions filed by the petitioners and respondents the court appointed a team of three eminent doctors to investigate and file a report on the physical and mental health of Shanbaug's. They studied the medical history in detail and opined that she is not brain dead. She reacts to certain situations in her own way for example she likes light, devotional music and prefers fish soup and mango. She is calm seeing fewer people around her. The KEM Hospital was taking sufficient care of her. She was kept clean also there was no sign from her body language any willingness to terminate her life. Further the nursing staff at KEM was keen and willing to take care of her. Thus, the doctors opined that euthanasia in this case was not needed or necessary and therefore euthanasia was denied by the courts in this case. In 2015 Aruna died natural death in KEM Hospital after spending 42 years in coma.

While rejecting Pinki Viranis plea of euthanasia for Aruna the court laid down the below mentioned guidelines for passive euthanasia which are as:

- a) Decision regarding discontinuance of life support has to be made by the parents, spouse or even by a person acting as next friend or by doctors attending patient. However, the decision should be taken bonafide in the best interests of the patients.
- b) Before executing such decision should be approved by the High court.
- c) When such application is filed the Chief Justice of high Court should forthwith constitute a bench of at least two judges who should decide on the grant of approval or not.
- d) A committee of three reputed doctors, nominated by the bench who will give report regarding the condition of the patient

Although the decision is path breaking however there is more possibility of misuse of the guidelines. Evil consequences of euthanasia cannot be ruled out. For instance the faith in doctors as healers will shake, every ailing patient would live under the constant sword of euthanasia. Euthanasia denies the patient the final stage of growth. Euthanasia undermines medical research, curing and caring centers will convert into killing centers etc.

Conclusion

Euthanasia seems to be a beautiful concept in terms of relieving pain & sufferings of terminally ill people but at the same it goes against the philosophy of life. Right to life being the basic and inalienable right that is the reason as to why there are only few states throughout the world which have legalized euthanasia. In India euthanasia is not legalized and the courts have maintained this position of law. However in Aruna Shabangs case court has legalized passive euthanasia and prescribed guidelines for the same. Although the decision is historic and landmark. However the decision may set a stage for legalizing euthanasia for which the time is not enough ripe keeping into consideration social, economic & cultural setup in India. If euthanasia is legalized in India attempt to commit suicide will no more remain on the statute books. Thus any move towards euthanasia must be carefully and cautiously taken keeping into view the essence and importance of life for the existence of human race. With the following message we conclude this research paper by asking that,

*‘ should the human be allowed and empowered to end the lives of innocent ailing persons when they cannot create even a single soul?
We are committed against it, what about you’⁴¹.....?.*

41 J.Aneeda; Socio Legal Perspectives of Euthanasia (2012)at pp.I

CULTURAL SIGNIFICANCE OF CINEMA: THE RELEVANCE OF POST ISLAMIC REVOLUTION IRANIAN CINEMATIC VALUES IN THE CONTEXT OF KASHMIR

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Benish Ali Bhat**

ABSTRACT

Cinema is a language that transcends all borders. Films become a form of communication of narrating stories from societies- not just where society is presently and what it's doing now- but where society has been. And these stories travel to other societies where they may or may not find relevance. The present paper attempts to recognise such a relevance of Post Islamic Revolution Iranian cinema to Kashmir. Kashmir's cultural history traces its roots in the Central Asia. It finds close proximity and resemblance with Iran. The Iranian films of the post revolution era are culturally rich and religion finds a large place in it. The women folk are shown fully covered and there is an attempt to maintain and depict largely accepted moral values in the cinematic language. The locales and depiction of close knit societies and construct of families bear a striking resemblance to Kashmiri society. The present paper attempts to understand adaptation of Iranian Cinema to cater to the cultural requirements of Kashmiri society in changed circumstances. The paper also tries to find if it can act as a model for Kashmiri film makers.

Key Words: Kashmir, Iranian Cinema, Films, Culture, Cinema studies

Introduction:

Kashmir has borrowed a lot from Persia since ages. Iran as a culture has always influenced Kashmir and historic resources in Kashmir, in almost all the fields, are replete with examples from Iran. The historic link of Kashmir and Iran and the wider Persian speaking world has been immortalized by poet philosopher Iqbal who referred to it as '*Iran-i-Sagheer*', the smaller or lesser Iran.

The culture of Iran bears a heavy imprint on the Kashmir culture as well as an appreciation of arts, "moulded and refined" in the land of Iran. The enduring effect of Iran on Kashmir began with the establishment of the Sultanate rule in the 14th century. Sultan Zain-ul-Abidin (c. 1420–1470 CE) invited artists and craftsmen from Central Asia and Persia to train local artists in Kashmir. (Asimov & Bosworth, 1998)

Over time the crafts were adopted and modified but the imprints of Persia never left Kashmir. The current study tries to understand the value of those imprints and the significance of yet another art form, i.e. filmmaking from Iran, for Kashmir.

It is commonly said that media reflects the society and culture; the real life stories are an inspiration for films. Fiction however much away from the reality has its base in the human mind itself. Films travel only that distance that is allowed by the human brain and hence films are the revelations of the societal and cultural meanings.

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A brief genesis of the Iranian Cinema explains that the Islamic revolution of 1979 changed a lot for them. The cinema was firmly clutched by the Islamic revolutionaries and the artistic freedom was curbed to a great extent. The filmmakers, therefore, had to devise new tactics to express themselves. They minimized casting of women in films and worked on themes that required mostly children for important roles. Stories were written in accordance with normally accepted Islamic principles and realism was incorporated. The changed political landscape resulted in creation of a 'new wave cinema' and Iranian film makers devised their own style to express their thoughts and to stay in business.

For many years after its beginning the Iranian Cinema could hardly be taken seriously, and rarely even took itself seriously. It is relatively recently- during the 1990's- when it began to be approached more thoughtfully by both film makers and critics.

In the years 1978-82 the Islamist revolutionaries attempted to customize the Persian Cinema in accordance with Islamic laws and jurisprudence. This was given a term "Islamizing" (Duhnkrack, 2009) the cinema. The new regime, however, quickly understood the power of cinema as propaganda. In 1982 detailed regulations on Islamizing the cinema were passed and the Ministry of Culture and Islamic Guidance (MICG) was entrusted with their implementation (Cinema of Iran, n.d.). The restrictions were formidable. Forbidden were films that question, alter or negate:

- Monotheism and submission to God and his laws
- The role of Revelation (vahy) in creation and in law
- The continuity of religious leadership (emamat)

Through its various organizations, the regime promoted the creation of a distinctively Islamic cinema in the early 1980s. In those years no quality film was produced, and women and love were almost totally absent from the screen, though women were present behind the camera, even working as directors (Dabashi, *Theology of Discontent*, 1993). In the absence of women, love and human emotions could be channelled through children, so stories based on children dominated the screen. This is where the context of Kashmiri society comes into play where morals, depiction of women and children and the whole plots as such can take away a lot from the post revolution films.

Talking of cultural significances the Iranian style of cinema is itself derivative of earlier Italian films. The term *Iranian Neo-Realism* is often used to describe the new films coming out of Iran, and it is a term that alludes to the many thematic and stylistic similarities between present day Iranian film, and the *Italian Neo-Realism* cinema that formed because of the post-war struggle for identity (Gregory, 2008).

Although their stylistic range is wide, NIC (New Iranian Cinema) films are often made with non-professional actors, filmed on location rather than in studios, use direct sound, contain a number of long takes and frequently end with a final freeze-frame shot. They tend to have simple narratives, commonly open-ended, with seemingly little dramatization or sensationalisation, often set in rural areas of Iran and focusing on lower class characters. This approach has drawn many comparisons between New Iranian Cinema and the Italian neo-realist films, or the 'poetic realist' films of Satyajit Ray. (De Vault, 2012)

Simple and culturally rich portrayals of characters, with themes that have the power of conquering minds, is what Persian cinema specializes in. In her article 'Real Fictions', Rose Issa (2004) argues that Iranian films have a distinctively Iranian cinematic language, "that champions the poetry in everyday life and the ordinary person by blurring the boundaries between fiction and reality, feature film with documentary." The social issues that are relevant locally are showcased in the films. The new form of film-

making can be related to by Kashmiri film makers living in almost similar cultural and religious surroundings. The film 'Hurud' by a Kashmiri filmmaker, Amir Bashir, can serve as a great example. The director has copied the Neo-realistic style of the Iranian Cinema and the film was widely accepted and acclaimed in Kashmir.

The way this cinema showcases the society and the local problems can find relevance here and young filmmakers of Kashmir can look at it for inspiration. Though at first inaccessible, Internet has now made this cinema available around the world and its popularity is growing.

Hypothesis

The proposed study will be based by the researcher on the following Hypothesis:

The Cinematic values of the contemporary Iranian cinema can find relevance in Kashmiri society, because of cultural and religious proximity

Methodology

For the current study, methodology employed is Focus Group Discussion. In the social sciences, focus groups allow the moderator and the observer to study people in a 'more natural conversation' pattern than what typically occurs in a one-to-one interview. In combination with participant observation, they can be used for learning about groups and their patterns of interaction. Focus groups have a fairly low cost as compared to surveys and the results are obtained quickly. The sample size can also be increased by talking to several people at once. (Marshall & Rossman, 1999)

To understand the impact of cinematic values on viewers better and to find their relevance, if any in Kashmir, the researchers used the focus group discussion technique. Iranian films from post Islamic revolution of 1979 including 'Songs of Sparrows', 'Children of Heaven', 'Blackboards', 'Taste of cherry' and 'Turtles Can Fly' were shown to a select group of people followed by a discussion with them, involving a well trained moderator. The responses were carefully noted and analysed to understand the relevance of these films to Kashmir from the perspective of the respondents.

Sample and Technique

For focus group discussion the researchers chose students, purposively, pursuing Graduate and Post graduate courses. Each group was shown one Iranian film and each screening was followed by a two hour interaction with them about the film.

Once the groups were selected, the researchers prepared a Focus Group Guide to ensure the discussions yield maximum data. A moderator was chosen to facilitate the discussion and the researchers participated as a silent observer. The discussions were recorded on an audio device with permission from the participants and the discussions were then evaluated according to certain parameters.

For each Focus Group Discussion six students were selected. The researchers chose students from varying backgrounds like sciences, and business studies to incorporate a layman perspective and two discussions were held with media students to get a clearer picture on how they react to Iranian Cinematic values and their relevance to Kashmir. The limited scope of the study allowed only five Focus Group discussions. The participants were selected through contacts. One contact was established in each

department or College and requested to nominate students willing to participate. The researcher then called the students and selected 6 students for the each of the five Focus Group discussions.

The Focus Groups were held in Baramulla Boys Degree College, Women's College M. A. Road, Amar Singh College, Business School, University of Kashmir and MERC, University of Kashmir.

Analysis

The Group Discussion recordings were heard and important aspects were noted down and then analysed according to the following parameters or variables: **Knowledge about Iranian Cinema, Cultural proximity of Iran to Kashmir, Portrayal of Religion, Family and Society, Appeal of a Realistic Cinema and Iranian Cinema as a model for Kashmir.**

To ascertain the relevance of the Iranian cinematic values in Kashmir Focus Group Discussions were analysed objectively. The overall analysis revealed that the youth in Kashmir don't have much know how about the Cinema of Iran but once shown the films they were attracted to simplistic narratives and depiction of human emotions. The consolidated responses to the above identified variables/parameters are summarised as under:

Knowledge about Iranian Cinema

Through most of the group discussions, except the ones held with the media students, the Cinema of Iran needed a formal introduction. The students had no idea that such a cinema existed. They were stuck on Bollywood and Hollywood for their share of entertaining movies. To the realistic style of film making they were being introduced for the first time.

Many of them expressed surprise on watching the film and said that they had no idea that films of such quality were being made around the world and that they had not yet been able to explore it. The media students had the knowledge of the existence of Iranian cinema and some of them had seen some Iranian films and were much interested in the genre.

Cultural Proximity of Iran to Kashmir

A major part of the discussions revealed that the students were most stuck by the society that is depicted in the Iranian films. They found several connections between Iran and Kashmir and went on excitingly talking about how this all also happens in Kashmir. The best example similarity emerged from the group that was shown the film 'The Songs of Sparrows'. The group members spent 20 minutes discussing how this film feels so like Kashmir. The scene where Karim and his wife share food (a delicacy omelette of an ostrich egg is prepared) by sending it to all the neighbours and relatives, was mostly appreciated as it identified with their neighbourhood. Comparison was drawn how good food is usually shared, in Kashmir, with the neighbours.

In every group discussion the researcher could observe that group members got particularly thrilled on the resemblance of the culture between Iran and Kashmir.

The ambience and the landscape shown in the films was found, by many, to resemble Kashmir, especially the depictions of village life. The part of Tehran shown in the film "Children of Heaven" was equated to 'downtown' of the Srinagar city.

Portrayal of Religion, Family and society

Kashmir is a predominantly Muslim state and the religious proximity of Iran to Kashmir was also highlighted in all the groups. Although Iran has a *Shi'a* majority country but the basic doctrines of the religion are shared. The group to which the film "Children of Heaven" was screened, observed that the family system in Iran, depicted in the film, was so much like the family system in Kashmir. The parents have a decisive control over the children in Kashmir as is shown in the film as well. The students could relate to it.

The characters would often offer *Nimaaz* or Islamic Prayer which is not seen in many cine depictions by Kashmiris. Kashmir has been remote as far as producing films is considered and therefore the students felt that watching an Iranian film is like seeing the Kashmiri society in a mirror.

The moral lessons in the films were also discussed in three of the groups. They appreciated the way Iranian Cinema is working for the benefit of the larger society by carrying helpful meanings. The depiction of women was especially appreciated because of their presence on screen in *purdah*. Also the representation of children was much appreciated. The films were found to be practical and participants were moved by the fact that children had to face real problems.

Some members were happy that there was no obscenity or vulgarity depicted in the films and they could watch such films together with their families.

Appeal of a Realistic Cinema

An interesting outcome of the group discussions was that the students loved the films they watched. The Iranian films lack modern day glamour and are based on day to day events as already discussed, but these films had an appeal for all the groups. The members were surprised that they could appreciate such a cinema and its existence. To many there couldn't be better films than these.

The appeal was also evident as the members began to ask for soft copies of the films so that they could again watch these and more films of this kind with their family and friends.

Iranian Cinema as a Model for Kashmir

The moderator led every discussion finally to the most important question, "Does the Iranian Cinema find any relevance in Kashmir?"

After appreciating the cultural proximity and the way life is depicted in the films, the group member believed that if Kashmir ever has a cinema it should be based on this model. It was discussed that Kashmir has many untold stories that need a vent and there can be no better way to carry forth the messages than through films.

Some argued that Kashmir should create its own model of cinema although they agreed that there is a lot to be learned from the Iranian filmmakers. They discussed that it would be better to watch and learn the art of film making from Iran's cinema than trying to copy Hollywood or Bollywood that generally does not reflect the Kashmir culture.

The simple way of storytelling, according to the discussions, is the one strong possibility that can help Kashmiri Cinema if one ever exists. Majority of the members agreed to make Iranian cinema as a model for Kashmir and wanted that such film should be shown to the people of Kashmir.

The media students in particular admired the style of filmmaking and expressed desire to be able to make such films.

Testing the Hypothesis

The above analysis of the group discussions reveal that the depiction of life in Iranian films has many similarities with Kashmir and Iranian model can be replicated in Kashmir. In other words Kashmir can invent its own model primarily based on the Iranian model. The hypothesis of the study, '*The Cinematic values of the contemporary Iranian cinema can find relevance in Kashmiri society, because of a cultural and religious proximity*' therefore tests positive.

Conclusion

The Focus Group Discussions clearly put forth the cultural and societal similarities between Iran and Kashmir as per the depictions in the films. A Kashmiri cinema if modelled can take lessons from the Iranian Cinema and be developed in tune with that. It would be easier to accept for the people because of the religious and moral values that are predominantly accepted in Kashmiri society.

Gaining an understanding of the Iranian cinema has helped the researchers to explore the unknown from Kashmir and the discovery was that it finds relevance in this context.

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EDUCATIONALLY BACKWARD TRIBES OF JAMMU AND KASHMIR -A CASE STUDY OF DISTRICT SHOPIAN

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ABSTRACT

Education has been and continues to be one of the major concerns of the modern as well as the traditional societies. It is a powerful instrument that decides the destiny of the mankind. It is a major force behind the development that mankind has achieved so far and will achieve in the future. It is essential that every new generation must be given the training in the ways of the group so that the same tradition will continue. Every society has its own ways and means of fulfilling this need. 'Education' has come to be recognized as one of the core ways of fulfilling this need. It is increasingly being recognized that education is one of the pre-requisites of social change and development. All the countries of the world have placed high premium on education.

The race of achieving greater and challenging objectives in the present era became an important issue for every independent country, but some countries including our own country, face some different challenges as some of the minority communities especially Muslims who live under poverty and deprivation are not able to contribute in the economy and development of the country. Literacy which is a first step to education is lowest of the Muslim minority and the educational scenario of minorities living in tribal and far flung areas of the country is extremely miserable, the inter-state variation in their literacy rates is also very high. Also, their literacy rate in some districts of J and K state is abysmally low. In this paper the researcher has discussed the areas of intervention and challenges and appropriate measures are suggested to improve and promote the education of minorities in India.

Keywords: Literacy, school education, minorities, miserable, tribal.

Introduction:

Education has been and continues to be one of the major concerns of the modern as well as the traditional societies. It is a powerful instrument that decides the destiny of the mankind. It is a major force behind the development that mankind has achieved so far and will achieve in the future. It is essential that every new generation must be given the training in the ways of the group so that the same tradition will continue. Every society has its own ways and means of fulfilling this need. 'Education' has come to be recognized as one of the core ways of fulfilling this need. It is increasingly being recognized that education is one of the pre-requisites of social change and development. All the countries of the world have placed high premium on education.

The Valley of Kashmir is a unique part of our Country located at a very high altitude as compared to the other parts of the Country. It is surrounded by exceptionally high mountains on all sides which are nearly un-reachable but we must appreciate the human courage that man invaded these high mountains despite of harsh geographical and climatic conditions. Kashmir is not only geographically unique but its history is also different like its culture and civilization. The people of Kashmir are famous in the world due

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to some unique characteristics. Kashmir is called the “Paradise on earth”. There is famous proverb about Kashmir:

Agar Firdous Baroye Zamin Ast

Hami astu Hami astu Hami Ast.

Meaning: If paradise is anywhere on the earth, it is here, it is here and it is here.

District shopian which has been established in 2007 by separating it from District Pulwama is located on the base of Peer Panchal range of Mountains. According to the 2011 census, District Shopian has 13 Urban Wards and 229 Villages. District has been divided into two main Divisions-Shopian division and Keller Division. Keller block has 29 Panchayat Halqas and Block Shopian has 47 Panchayat Halqas. Geographically District Shopian has 612.86 sq.km area, out of which 304 sq kms are under forests. The District head quarter is located in the middle of the town nearly 55 kms away from the summer capital of the state, Srinagar. According to census 2011, the total population of the district is 266215 individuals, out of which 249855 are living in villages and 16360 are living in the town. Shopian is called the Apple Bowl because apple are grown here at large scale and the whole agricultural process is confined to horticulture that too only apple cultivation. As the whole district is located on the pir panchal hills, the district has been declared as the hill district. The famous Mughal road which connects the valley with district Rajouri passes through this district.

The Gujjars living on the Himalayan mountain range had spread throughout the northern India other than Jammu and Kashmir, they live in Himachal Pradesh, Haryana, Punjab, Gujrat and Rajasthan States. Except the Gujjars of Jammu and Kashmir state, the Gujjars of all Northern States are Hindus. The Gujjars of Jammu and Kashmir state are mostly muslims and they are living throughout the Pir-panchal range on about 300 Kms area from Banihal to Muzzafarabad. Though the Gujjars live in almost all districts of Jammu division but the Gujjar population of Rajouri and Poonch districts is about 40% of their total population. The Gujjar had also spread to some villages of Jammu and Kuthwa district. Gol-Gulabgad Reasi and Ramnagar villages of Udampur district have also good number of Gujjars. They also live on the mountains of Kishtwar district. On the other hand, the Gujjars of the Kashmir Valley have spread throughout the mountain ranges of Valley. The whole Himalayan mountain range from Qazigund to Ganderbal has got the tribal population Yusmarg, Gulmarg, Khilanmarag, Tangmarg Bandipora, Kupwara, Karna, Uri, Sonamarg, Lar, Wanghat, Kangan, Kokernag, Pahalgam and most parts of district shopian has got dense Muslim Gujjar Population. The Gujjars of Kashmir Valley are living mostly on difficult and far flung mountain peaks where there are no basic amenities of life. Other than animal rearing, these people also do some farming. As the land here remains covered with snow in most of the months of year and the soil being less fertile. The farming is not so fruitful; these people live in small houses made of wood and mud called kothas. These people have their own separate pastures where they feed their animals.

Need and Importance of the Study:

The tribal people of our country are passing through different developmental stages and some tribes are living miserable life even today because these tribes are not able to get benefited from the welfare

schemes run by the government due to their indifferent approach and disinterest. Yet there is a group of certain tribes which are developed like the people living in plains of India and they play their full role in strengthening the economy of our country. A large number of researchers have done their research to find out the reasons of educational backwardness of different tribes till date and most of the researches pertain to disinterest in education, education achievement, professional attitude, intelligence, behavior and other allied educational problems. Now the need is to explore the economical, social and educational backwardness of those tribes who live in the far flung and difficult mountain peaks and how to solve their problems and devise the steps by which their hardships can be removed. As our country is a democratic country and it is expected from a democracy that all the sections of people get equal opportunities of development and every citizen should have equal rights and no any tribe can be neglected, may it be social equity, economy or education.

Review of Related Literature:

Many studies have been done on Educational backwardness of minorities in India by the individual scholars, religious organizations, NGO's as well as by some governmental agencies; the findings of some important studies are mentioned here:

Since 1947 Muslims have been continuously found educationally backward, being a part of this big secular country Jammu and Kashmir State also falls into the backwardness which is found among the Muslims of India and have been continuously getting treatment which has been given to the Muslims in India. In the State a clear discrimination has been continuously found in Muslim populated districts. There are so many development schemes which directly go to Jammu while as the Valley based Muslim districts remain always waiting for the promises made by the legislatures. (Wasim Ali, 27 Feb, 2013)

Economic poverty, Lack of proper education, Illiteracy among parents, Larger families, Lack of girls school, Poor facilities in Muslim schools, Linking education with employment, Negative attitude towards girls education, Effect of Medium of Instruction in Schools, Lack of vocational education, Improper Muslim Leadership: social and political, Lack of education among Muslims in Muslim managed institutions are the main reasons for the backwardness of Muslim in the field of education. (Dr. Mujibul Hasan Siddiqui, Dec. 2012.)

The tribal population of District Kupwara of J and K State which is mainly comprised of Gujers and Backerwals are mainly illiterate and only 65% of their child population is enrolled in schools, the mobile schools which have been established there are stationed at one place and are mobile only by name, there is lack of basic educational facilities in the schools and the teachers posted in these schools are less qualified, less experienced and untrained. (Dr. Mohammad Syed Bhat, 2008)

After a thorough study it has been found that there are only 53 schools and 24 craft centers in district pulwama of J and K state where 1850 students and 405 children are enrolled respectively. There are more than 37% children who are out of schools due poverty and indifferent attitude of parents towards education. Most of the parents think that sending children to increases their unemployment. (Gulshan Banoo, 2006)

Facilities Available for Tribal minority students in Shopian:

The researcher visited all the areas of District Shopian where the tribal people are residing and detailed information about the educational facilities was collected which is tabulated as under:

Table-1: Distance of Schools in Hilly areas of District Shopian

Distance	Primary Schools	Secondary Schools	Total
Within 01 KM	55 (59.78%)	0	55
Between 01-02 KMS	32 (34.78)	02 (13.33%)	32
More than 02 KMS	05 (05.44%)	13 (86.67%)	18
Total	92	15	107

There are a total of 92 primary schools in the hilly areas of District Shopian and only 59.78% primary are located within one Km as required by the national norms of Distance, 41.22% schools imparting primary education are located more two KMs away from the enrolled students.

Table-1.1: Type of Connectivity to Schools in District Shopian

Road	Primary Schools	Secondary schools
Pacca Roads	41(44.57%)	14 (93.33%)
Kacha Roads	51(55.43%)	01 (06.67%)
Total	92	15

The information tabulated above gives a clear indication that most of the schools located in the areas under study are not connected with proper roads and the students face dangers of wild animals and have to travel through difficult paths to reach their schools. 55.43% Primary Schools and 06.67% Schools are without any proper connectivity.

Table-1.2: Status of School Buildings in Hilly areas of District Shopian

S. No.	School	Govt. Building	Rented House	Tent	Total
1	Senior Secondary	04 (100%)	0	0	04
2	Secondary	10 (90.91%)	01 (9.09)	0	11
3	Elementary	23 (74.19%)	08 (25.81%)	0	31
4	Primary	21 (34.43%)	40 (65.57%)	0	61
5	Behak Centres	0	0	38	38
Total		58	49	38	145

When we look into the status of school buildings in the hilly areas of the Shopian we find that 9.09% secondary, 25.81% Elementary, 65.57% Primary and 100% Mobile Schools are having insufficient accommodation and are housed either in temporary huts or tents which hinders the normal teaching learning in the areas under study.

Educational Problems Tribal Students of District Shopian

Questionnaire of educational problems “**Shah Educational Problem Questionnaire (EPQS-SL)**” prepared by Prof. Beena Shah and S.K. Lakhara from the National Psychological Corporation Kachari Ghat Agra was used to collect information from the students. The questionnaire contains 147 items on four dimensions viz. causes related to teacher and teaching, causes related to social and educational atmosphere, organizational and administrative causes and cultural and historical causes. The responses of the subjects are tabulated as under:

Table 2.0: Educational Problems of minorities living in tribal Areas

S. No	Variables	Boys	Girls	Total
1	Student face linguistic problems in the class room learning (Item No. 1-4)	67.58%	71.38%	69.48%
2	There is not the curriculum suitable for students in these Schools.(item No. 5&6)	51.23%	57.41%	54.32%
3	Students have difficulties in completing their home work (item No. 7-15)	60.23%	61.19%	60.71%
4	Students face problems in respect of Teachers (item No. 16-29)	35.23%	42.28%	38.90%
5	Students have problems with time table of The schools (item No. 30 -31)	21.23%	28.27%	23.23%
6	The Students face psychological stress due to examination (item No. 32-38)	59.37%	64.54%	61.95%
7	Students face problems with methodology and motivation (item No.39-47)	38.98%	47.18%	43.08%
8	Students have problems with their class mates of other communities (item No. 48-60)	63.24%	73.89%	68.56%

9	Students need extra tuition (additional classes) (item No. 61-63)	51.39%	48.62%	50.00%
10	There is lack of teachers in these schools (item No. 64-65)	58.97%	61.58%	60.27%

The above information collected from the students reveal that the students of tribal minorities living in the hilly areas of district Shopian face severe type of educational problems as students face multiple many problems in their education like medium of instruction is not suitable them, mother tongue is not used in the class room even in the primary classes, 69.48% students have identified this problem out of which 71.38 are girls and 67.58% are boys. The curriculum is also not fit the students of these communities as 54.32% students have identifies this problem (57.41% girls and 51.32% boys). The students face difficulties in completing their home work 60.71% students have this kind of difficulty as they have no any person at home to help them in this regard. The students have problems of interaction with their teachers. There are some problems of these students with school time table and the overall School timings.

Among the other educational problems, which the students of these minorities are facing are the psychological stress due to examination, 61.95% students (64.54% girls and 59.37% boys) have answered in positive in response to queries of such kind in the questionnaire. 43.08% students (47.18% Girls and 38.98% boys) face problems of methodology adopted by the teachers in these schools. The students of these tribes face problems of behavior and interaction with the students of other communities who are enrolled along with these minority students in concerned schools, 68.56% students (73.89% girls and 63.24% boys) have identified such problems. 50% students (48.62% girls and 51.39 boys) have clearly mentioned that they need extra tuition and additional classes in their studies. There is lack of teachers in these schools as 60.27% students have consented that there are less teachers in their schools.

Table 2.1: Problems of social and educational environment in the areas of Study:

S. No	Variables	Boys	Girls	Total
1	Economic backwardness is hurdle in education (item No. 66-78)	59.30%	57.09%	58.19%
2	Interest of parents towards education of their children (item No. 79-87)	43.08%	38.89%	40.98%
3	Educational attitude among students (item No 88-90)	47.51%	32.08%	39.40%
4	Effect of home environment on the educational achievement of students (item No. 91-93)	27.82%	33.78%	30.80%
5	Home environment is responsible for their remaining absent in schools (item	68.32%	60.68%	64.50%

	No. 94-98)			
6	Distance to schools is a hurdle (item No. 99-102)	59.23%	51.03%	55.13%
7	Lack of hostel facilities in schools (Item No.103-104)	26.03%	22.01%	24.02%
8	Lack of educational environment at home (item No. 105-107)	57.01%	68.81%	62.91%
9	Lack of Tuition at Home (item No. 108-109)	60.93%	65.75%	63.34%

The information of the table reveals that the economic backwardness of the parents of tribal minorities is a hurdle in the educational achievement of the students as 58.19% students have accepted it as a hurdle in the educational achievement. There is lack of interest on the part of parents of these students towards their education which revealed by 63.34% students. Lack of educational environment at home and poverty are reasons of their less interest in education, this has been revealed by 30.80% students.

64.50% students have confirmed that their involvement in the home business and engagement in house hold domestic jobs is main reason of their being in schools most of the time. 55.13% students and 24.01% students are the opinion that the lack proper transport facilities and lack hostel in schools are the reasons of lack of interest of their not attending the schools. 62.91% students have revealed that lack facilities at home for education is also one of the reasons for their educational backwardness.

Table 2.2: Administrative problems in the schools:

S. No	Variables	Boys	Girls	Total
1	Lack of Library and Reading room in the school (item No. 110-117)	68.79%	69.46%	69.12%
2	Facility of MDM in schools (item No. 118-121)	88.08%	83.68%	85.88%
3	Availability of Scholarship to the students (item No. 122-129)	59.32%	48.66%	53.99%
4	Lack sports facilities in the schools (item No. 130-134)	49.55%	56.25%	52.09%
5	Lack of cultural activities and other co curricular activities(item No.135-139)	61.67%	58.23%	59.95%

The tabulated information reveals that there is lack of library and reading room facilities in the concerned schools as 69.12% students have identified such issues in the schools. 53.99% students have revealed that there is insufficient MDM and the same is provided in some months of the academic year, 85.88% students have opinioned about this problem of MDM. 53.99% students have revealed that the scholarship provided to them is not utilized for educational purposes as they are living in abject poverty. 52.09% students are of the opinion that neither there are sports facilities nor are any type sports competition held in the schools. 59.95% students have revealed that there is lack of co-curricular activities and cultural programmes in their schools.

Table 2.3: Historical and Cultural aspects of the students

S No	Variables	Boys	Girls	Total
1	Parents of the students want their children to work with them (item No. 140-144)	52.67%	51.28%	51.98%
2	By educating children parents feel isolated (item No. 145)	47.30%	41.25%	44.26%
3	Parents feel that their children have go away from home for education (Item No. 146-147)	38.29%	29.83%	34.06%

The above tabulated information reveals that 51.98% students are of the opinion that their parents want them to work with them in their traditional work. 44.28% students feel that by going to schools their parents feel isolated from them and 34.06% students feel that their parents are afraid that by educating their children they will be forced to send them to hostels away from their homes.

Conclusion and Findings:

After the interpretation and analysis of the data the researcher concluded that:

1. The literacy rate of District Shopian is only 62.49% which is 04.67% less than the state literacy rate (67.16%) and 11.55% less than the national literacy rate (74.04%)
2. 83.26% tribal populations are living below poverty line.
3. 90% of parents of school going children are illiterate.
4. No any Non-Govt. educational Institution is present in all the areas where tribal people are living in District Shopian.
5. There is lack of learning facilities in schools.
6. All the tribal children of District Shopian are facing extreme educational problems.
7. The geographical and climatic conditions of the areas under study are harsh and are forcing authorities to reduce the daily school timings and the yearly academic calendars.

Suggestions for stakeholders:

As revealed by the results of the research it is found that the educational backwardness of minorities (tribal people) has become a hurdle in the overall development of the state and concrete steps are needed to taken up for removing the educational backwardness of the tribes and following measures are to taken by the concerned agencies in this regard:

1. Appropriate arrangement of Education should be done for them especially the value system and their regional needs should be taken care of in their curriculum.
2. The educational facilities should be provided to the tribal people as required by the climatic conditions prevailing in those areas.
3. Use of mother tongue at primary level should be encouraged and either the teacher of their own community should be appointed or else teachers should be given trained to teach in the tribal language.
4. The National and State level welfare schemes should be advertised properly so that these people can be benefited.
5. The amount of scholarships given to tribal students should be enhanced so that their individual and educational need can be fulfilled.
6. The basic infrastructural arrangements of ICT should be provided to these areas.
7. The mobile Schools made fully functional with sufficient infrastructure

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ROLE OF ICTS IN SOCIAL MOVEMENTS: A CASE STUDY OF ARAB SPRING

Aaliya *

Aadil Masood Wani**

ABSTRACT

The proliferation of ICTs has impacted economic, social, cultural and educational aspects of human life. However, over past few years it has been observed that ICTs are being exploited by activists to provide impetus to social movements. The use of social media, subset of (ICTs) by activists in social movements in different parts of world (Arab Spring, the Occupy Wall Street)etc has generated lot of debate among scholars and academicians (Espinoza-Vasquez, 2013) and at the same time ICTs acts as an alternative media which allows activists not only to disseminate information but to organize, discuss, debate political issues bypassing the traditional forms of communication.

In other words, activists bypass the regulation and censorship especially in authoritarian regimes. Since ICTs are cost effective when compared to traditional forms of communication because “mass-media communication required centralized means of information production and large investments in physical capital, networked media are based on relatively cheap personal computers interconnected through the internet”(Enjolras, Steen-Johnsen, & Wollebæk, 2012). It gives activists a necessary advantage to lower down the barriers needed for mobilisation in social movements. ICTs reduce the cost of participation because political activity “puts demand on the people’s scarce resources”(Rosenstone & Hansen, 1993).

With Arab Spring as case study, this paper underlines how ICTs including social media played a role in the Arab Spring. The very nature of ICTs is such that they tend to a amplify the spread of information “by allowing users to forward information to their followers and those to their own followers, and so on”(Kang, VIP: Incorporating Human Cognitive Biases in a Probabilistic Model of Retweeting, 2015). At the same time diffusion of ideas happen not only happen in real time but it allows activists to organize events, protests by ensuring visibility (Kang, 2015) b) ICTs are not limited to a certain place, therefore, the message can virtually reach anywhere which enhances the rate of discussions because participants can pitch their ideas from any part of world.c) Not only it builds opinions “but also to give a shape to the way in which people come together and act together (Gerbaudo, 2012), in other words – participation. d) ICTs connects people which allows individual to influence each other’s behaviour and in the process creating cascades and “thus produce population-wide, collective outcomes”(Easley & Kleinberg, 2010).

Key Words: ICT, Culture, Arab Spring, social movements, Mobilization, Social media

Introduction

The mass protests have taken place in the every epoch of human history. But there are some mass protests which take world by storm and other protests simply become a local affair. In early 2011, Middle

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East and North African countries (MENA) witnessed protests of unprecedented nature which were termed as “Arab Spring”. These protests were able to topple few ageing dictators but more importantly these protests were able to attract global attention. One of the reasons was the use of Information and Communications Technologies (ICTs) including social media by the protestors giving rise to new form of mass protest movement. The use of ICTs in protests movements has generated a lot of debate providing window of opportunity to academicians, researchers to understand how socio-political protests are facilitated by the use of digital technology.

The diffusion of ICTs across the globe has resulted in rich literature wherein focus is to understand facilitation role of ICTs in social movements. But before delving upon the role of ICTs in facilitation in social movements, it is imperative to highlight the underlying concept of these movements. The concepts underlying social movement theories have evolved in late nineteenth century. The definition of social movement theory varies from one theorist to another because of “competing frameworks” and each theory being “conceptualized differently” (Aldon Morris, 1984). But the general consensus among scholars are that social movements are “networks of informal interaction between a plurality of individuals, groups and/or organisations, engaged in a political or cultural conflict on the basis of a shared collective identity” (Diani, 1992). With the introduction of technology, the on-going social movements in present times have taken new direction and such historical structures have also changed.

Humans have evolved over a period of time and in the process it has led to various kinds of transformations which have changed the dynamics of the society. These changes whether “social, technological, economic, and cultural transformations came together to give rise to a new form of society, the network society” (Castells, 2010) p-xvii. This network society has given rise to a new form of communication which Castells calls as “mass self-communication” which is different from traditional forms of communication in sense that it has global reach and “it is self-generated in content, self-directed in emission, and self-selected in reception by many that communicate with many” (Castells, *Communication, Power and Counter-power in the Network Society*, 2007)p- 248. This “mass self-communication” has provided an excellent forum to social movements and rebellious people because as it allows “to build their autonomy and confront the institutions of society in their own terms and around their own projects” (p-249). Contrary to traditional social movements, “the social movements of the information age, and the new forms of political mobilization are widely using the means of mass self-communication, although they also intervene in the mainstream mass media as they try to influence public opinion at large”(p-249).

According to Melucci, conflict now “tend to arise in those areas of the system that are most directly involved in the production of information and communicative resources but at the same time subjected to intense pressure of integration” (Melucci, 1994). Givan et al. argues that diffusion of social movements in a particular period of time takes place via two dimensions: behavioral and ideational. “The behavioural dimension involves the diffusion of movement tactics or collective action repertoires”, whereas, ideational involves “the spread of collective action frames that define issues, goals, and targets” (Givan, Roberts, & Soule, 2010). Behavioural dimension is directly related to ideational because when “people make collective claims, they innovate within limits set by the repertoire already established for their place, time, and pair” (Tilly & Tarrow, *Contentious Politics*, 2007)

Garrett identifies three mechanisms “that potentially link technology and participation: reduction of participation costs, promotion of collective identity, and creation of community” (Garrett, 2006). He argues

that activists have used technology in various ways to “mobilize”, cease “new political opportunities” and “shaping the language” but it should not mean the social change is inherited to technology alone, “used in different contexts, technologies yield different effects” (p-224). On similar lines, Lynch asserts that new media (both television and Internet-based social media) has potential to impact collective action through reduced “transaction costs, increased costs of repression, scale and diffusion effect” (Lynch, 2011). He argues that since new media reduces transaction costs not makes even a small-scale protest visible but allows like-minded people a common space and at the same time new media helps to overcome social isolation created by authoritarian states (p-304). Lynch contends that tidal waves which were seen in Tunisia and Egypt are clue to what we term as informational cascade -the ouster of Ben Ali in Tunisia led to perception of successful regime change can take place in Egypt (p-304). New media, according to Lynch further gives impetus to collective action as it’s able to garner international attention which raises cost of repression as far as authoritarian regimes are concerned (p-305).

Role of ICTs in Mobilization

Mobilization:

According to Rosenstone and Hansen mobilization is “the process by which candidates, parties, activists and groups induce other people to participate” (Rosenstone & Hansen, 1993). By this very definition people get involved in the “process”. Therefore, the question is why does people get involved in the “process” or why do they get mobilized? There are different reasons as to why people get mobilized. Rosenstone categorised them into benefits, interests and beliefs. Furthermore, Benefits can be classified as material benefits which are “tangible” in nature. Solidarity benefits come into the category of “intangible rewards”. Purposive benefit, it is an “intrinsic reward” that provides satisfaction. Similarly, interests of people can lead to mobilization. More the stakes, more it generates the interest. Also, preferences lead to different interests. People with stronger “psychological attachments” are more active than others. And finally, belief in a cause makes to fulfill the “obligation”.

Mobilization can be achieved in two ways:

Direct Mobilization: In this process activists or leaders rely on interpersonal communication and persuade people to participate in particular activity. Direct mobilization allows people forum for “political action” and at the same time allows them to receive information at subsidised rates and ultimately it reduces cost of activism. (Rosenstone & Hansen, 1993).

Indirect Mobilization: Rosenstone says that direct mobilization turns into indirect mobilization via social networks: “Membership in social networks makes people available to politicians, organisations and activists.” This is similar to Lazarsfeld’s “two-step flow of communication” where opinion leaders first receive the information and then they pass same information to the members who are not politically so active (Katz, 1957). Social networks not only reduce the cost but it also helps to “multiple the effects of mobilization” (Rosenstone & Hansen, 1993).

Since ICTs by its very nature provide space for networks, therefore, the “opinion leaders” which Katz talks in “two-step flow of communication” will be also available in social networking sites. But one needs to understand who these opinion leaders are? Opinion leaders should not be confused with some politician

or an actor who is known to the people but “rather their influence is direct and derives from their informal status as individuals who are highly informed, respected, or simply connected” (Duncan Watts, 2007). One may identify these “opinion leaders” in small groups but it becomes very difficult to find the same “opinion leaders” in the complex structure of social media. It however, cannot be ruled out that “they do not play an important role” (Duncan Watts, 2007).

Apart from providing platform for networks, ICTs reduces the cost of participation because political activity “puts demand on the people’s scarce resources” (Rosenstone & Hansen, 1993). If we compare, ICTs with traditional forms of media it is extremely cost effective. “Whereas mass-media communication required centralized means of information production and large investments in physical capital, networked media are based on relatively cheap personal computers interconnected through the internet” (Bernard Enjolras, 2012). The properties such as ‘network functionalities and affordances’ associated with ICTs not only reduce the cost of political activity but it adds new dimension to the concept of mobilization.

Social Network Functionalities:

In sociology, social network is the association of people connected to each other through family, union, clubs, church, friendship or religious organization. Similarly, in ICTs(social media), networks are structures made up of nodes, ties and flows. In his book, ‘The Network Society’, (Barney, 2004) apart from defining these important elements in the network defines their characters:

- a) Nodes: “A node is a distinct point connected to at least one other point, though it often simultaneously acts as a point of connection between two or more other points.”
- b) Tie: “tie connects one node to another.”
- c) Flows: “are what pass between and through nodes along ties”.

Ties in the Network:

One of the elements in social network which is of prime concern is ties in the network. It is due to the fact that ‘two step flow of communication’ or for that matter diffusion theory by Rogers give importance to opinion leaders which can only formed by ties. Traditional media can inform or educate the opinion leaders about the issue and then only they discuss it with their immediate environment (ties). Therefore, we can deduce two things, one is that ICTs not only provides information like traditional media but at the same time because of ties it provides opinion leaders which are necessary condition at least for nascent mobilization.

ICTs may be a decade old but the concept of ties had been laid way back in the year 1973 in the ground-breaking research paper in the field of Sociology – “The Strength of Weak Ties” by Mark Granovetter. According to Granovetter strong ties cost time and energy because it involves emotional attachment, interpersonal communication and intimacy between the individuals and as such people with strong ties will also have overlapping networks (Granovetter, 1973). In other words, strong ties which include family and friends have common circle which usually results in having same information due to repeated interactions.

In weak ties, where investment in terms of time and energy are minimal because emotional quotient is extremely low and there are not regular interactions (Granovetter, 1973). Thus, weak ties are acquaintances in the network. Granovetter argued that weak ties on contrary are important in the network as

they allow information transmission. “Whatever is to be diffused can reach a larger number of people, and traverse greater social distance (i.e. path length), when passed through weak ties rather than strong” (p-1366). Weak ties act as bridges in the network and as such enhance the speed of the information. This is due to the fact that without bridges there is information barrier. Since in weak ties there is hardly any emotional bias as such it allows user opportunity for “diverse opinions” and new information (Cheng-Jun Wang, 2013). The more the ties in the network, the “higher expected potential mobilization feedback loop” or in other words the actors in the network themselves trigger the reaction which allows amplification of message (Sean Costigan, 2012). Also, “Collective action often diffuses via weak ties carrying the news of what others have done” (David Strang, 1998). But the author of the “Tipping Point”, Malcolm Gladwell in his article in the New Yorker argued that ICTs are not only “messy” but lack “centralized leadership authority” resulting in lack of “clear goals and consensus” (Gladwell, 2010).

Informational Cascades:

Once people receive information about an event whether it's through network or through opinion leaders they develop certain kind of perception either in favour or against it. And in the process this information passes successively to others resulting in cascades. Economists Sushil Bikhchandani, David Hirshleifer, and Ivo Welch while writing for “Journal of Political Economy” defined informational cascades as process in which, “it is optimal for an individual, having observed the actions of others ahead of him, to follow the behavior of the preceding individual without regard to his own information” (Sushil Bikhchandani, 1992). Information cascade is similar to the bandwagon effect in politics wherein people follow other people irrespective of their own beliefs.

In a political turmoil, there is uncertainty in the atmosphere; therefore, according to Drezner informational cascade happens “when individuals acting in conditions of uncertainty strongly condition their choices on what others have done previously” (Drezner, 2005). An informational cascade model is based on the assumption that regime in question either goes for political reforms or responds by crushing the uprising (Susanne, 1994). If information cascade model resembles “the reality of the situation” there are great chances actors in the process will not only initiate cascades but will play an important role (Frank Baumgartner, 2002). Cascades with them bring collective action to pursue shared interests. “In time of social turbulence, we observe cascades of collective action: people speak their mind in public, undertake acts of civil disobedience, attend demonstrations, and participate in violent riots” (Lohmann, 2002). However, the success of the cascade depends on two things. One participants have meagre choice between the alternatives and second, when there are chances of successful outcome (Frank Baumgartner, 2002).

Role of ICTs in Arab Spring

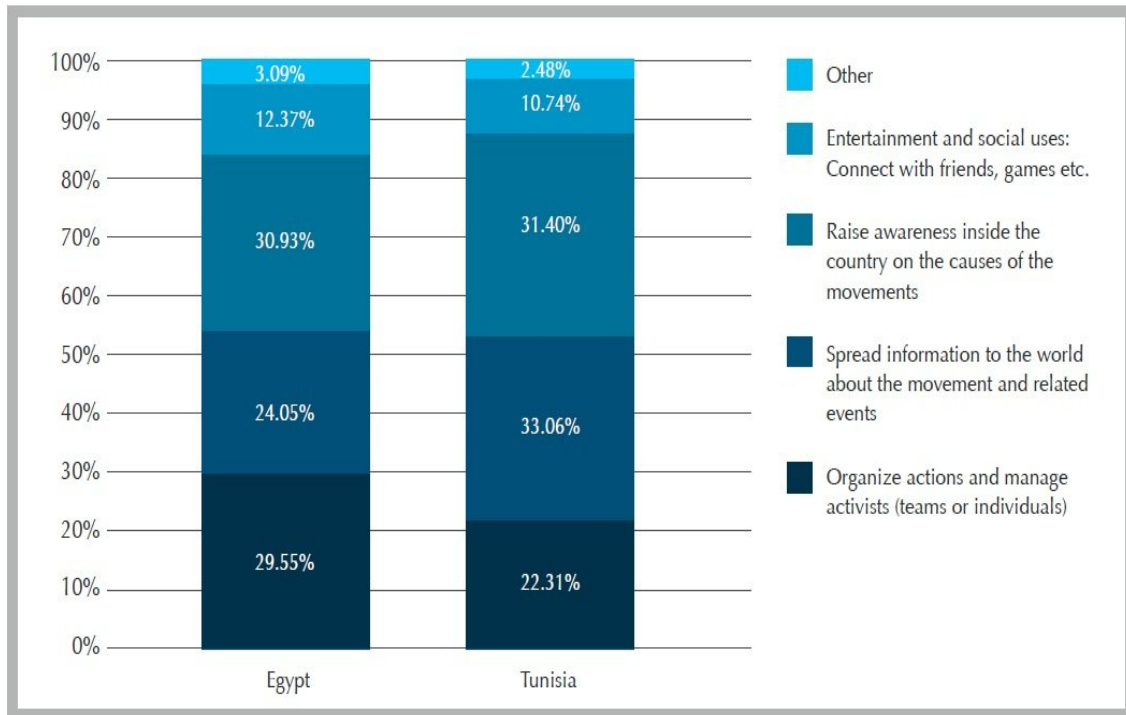
Social media played a role in the Arab Spring because the very nature of networks is such that they tend to a) amplify the spread of information “by allowing users to forward information to their followers and those to their own followers, and so on” (Kang, 2015). At the same time diffusion of ideas happen not only happen in real time but it allows activists to organize events, protests by ensuring visibility i.e “process of information discovery in social media” (Kang, 2015), ensuring message relevant to users. b) social media are not limited to a certain place, therefore, the message can virtually reach anywhere which enhances the rate of discussions because participants can pitch their ideas from any part of world. Not only

it builds opinions “but also to give a shape to the way in which people come together and act together (Gerbaudo, 2012), in other words – participation. c) social media not only gives space to alternative voices by allowing them to bypass traditional forms of communication. “People share links to news stories by e-mail, post articles on their Facebook and other networking feeds and tweet them on Twitter -- often following up by discussing the articles on message boards and other sites” (Gross, 2010). d) social media connects people which allows individual to influence each other’s behaviour and in the process creating cascades and “thus produce population-wide, collective outcomes” (Easley & Kleinberg, 2010).

Information Spread/ Organization

A survey done by Dubai School of (Government, 2011) substantiates the fact that in societies with limited freedom of expression use of ICTs(social media) from being entertainment media takes the role of an organizational tool to promote and create awareness. According to the survey, 85% of respondents in Egypt believed that Facebook had a critical role to play in spreading information, subsequently creating information and finally organizing protests. And on contrary only 15% respondents believed Facebook had entertainment role during Egyptian uprising. Similarly, 86% respondents in Tunisia believed apart from spreading information, it helped activists to organize actions. Again 15% respondents believed Facebook had entertainment role during Tunisian protests.

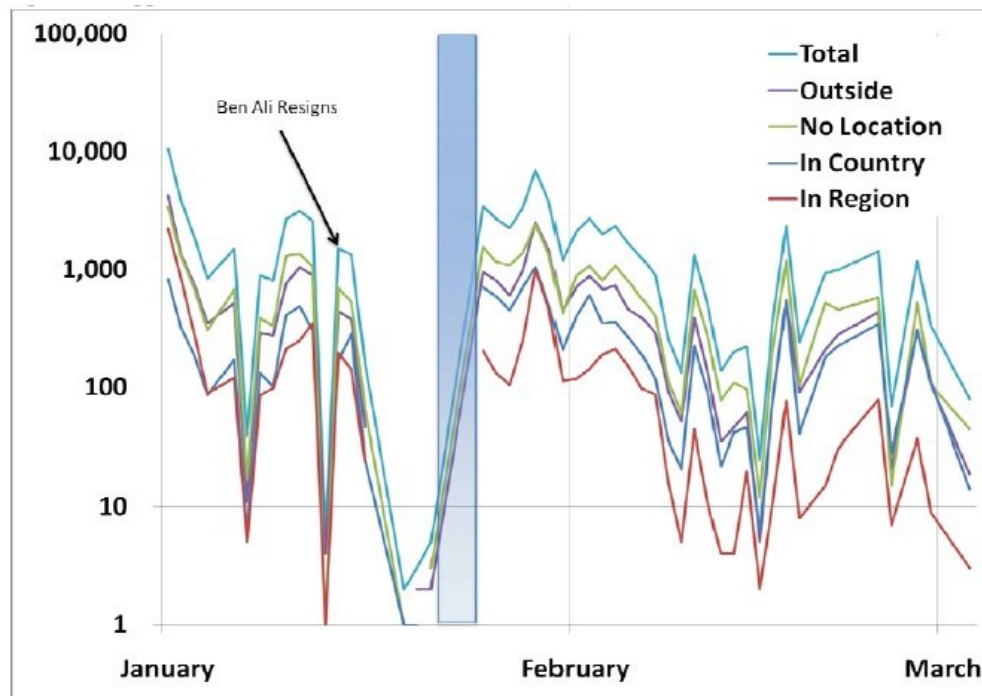
Source: Dubai School of Government (2011).



There is no denying in the fact that number of tweeter users has been less when compared to Facebook. For example in Egypt there 7 million users Facebook users while Twitter users were 130,000. However, that doesn't mean that twitter had no role to play as far as coordination and organization is concerned. "Need more protesters on the salahsalem side. There are only 1000 there with thousands on the roxy side. Pl retweet #jan25" (Idle & Nunns, 2011). This gives an idea how activists exploited twitter to overcome loopholes in organising and coordinating protests on streets.

Another figure maps the tweets on political change. It also shows the correlation as twitter traffic peaked online; street protests swelled drawing thousands on the streets.

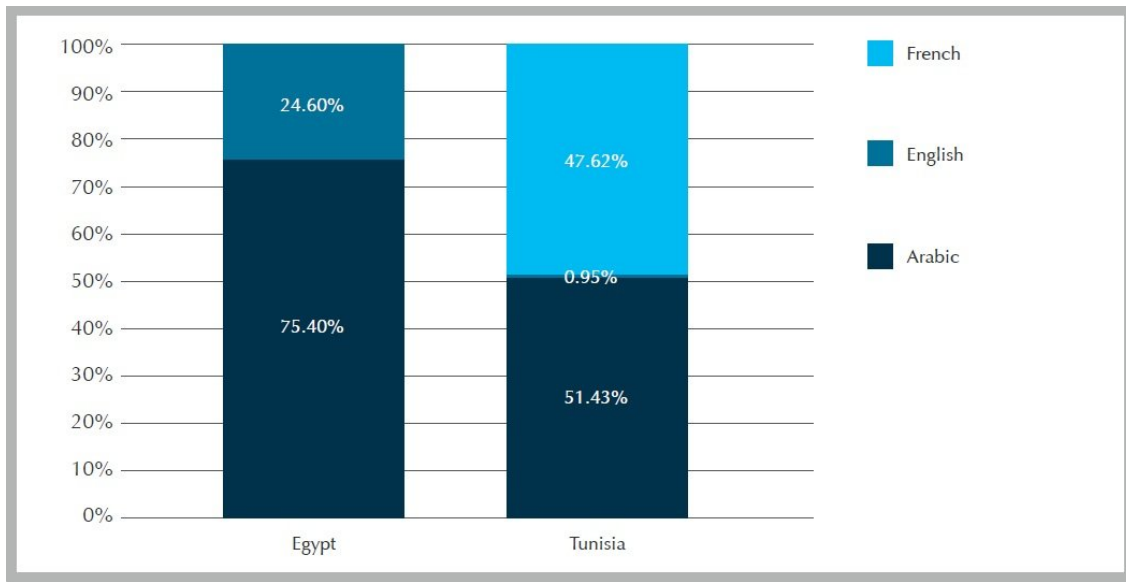
Source: PTPI (2011).



Discussion/Participation

The other interesting thing found in the Dubai School of (Government, 2011) survey was the use of language. According to the survey, the primary language used on the Facebook during the protests was Arabic. In Egypt 75% mainly used Arabic and rest that is 25% used English. While, in Tunisia there was split between Arabic (51.43%) and French (47.62%). The survey shows that users preferred local language over foreign language. In order to coordinate and organize protests it is important to be well versed with local dialect because firstly it allows average citizen to discuss political happenings in his own language and secondly "more the political debate takes place in the vernacular, the greater the participation" (Kymlicka, 2001) p-214

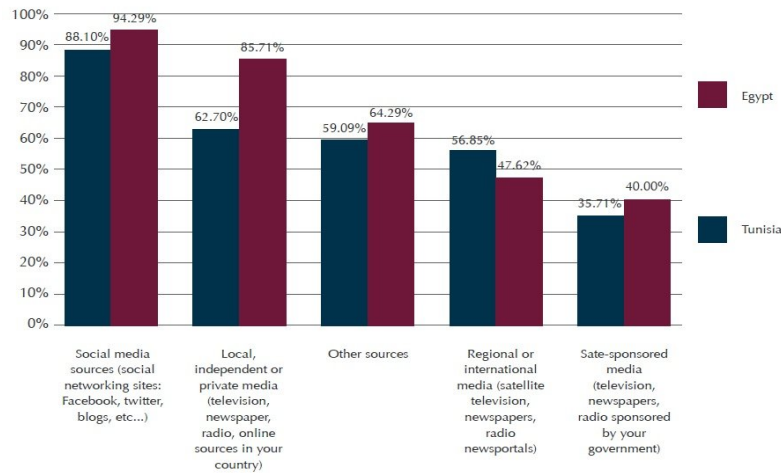
Source: Dubai School of Government (2011).



Alternative Media

Naturally when quotient of social media as an entertainment platform decreases, it performs the role of an alternative media. Facebook had become a major source of information during the protests. “94% of people in Tunisia said they got their news from these tools, while 88% of people in Egypt did” Dubai School of (Government, 2011). Clearly, people relied less on traditional forms of mass media.

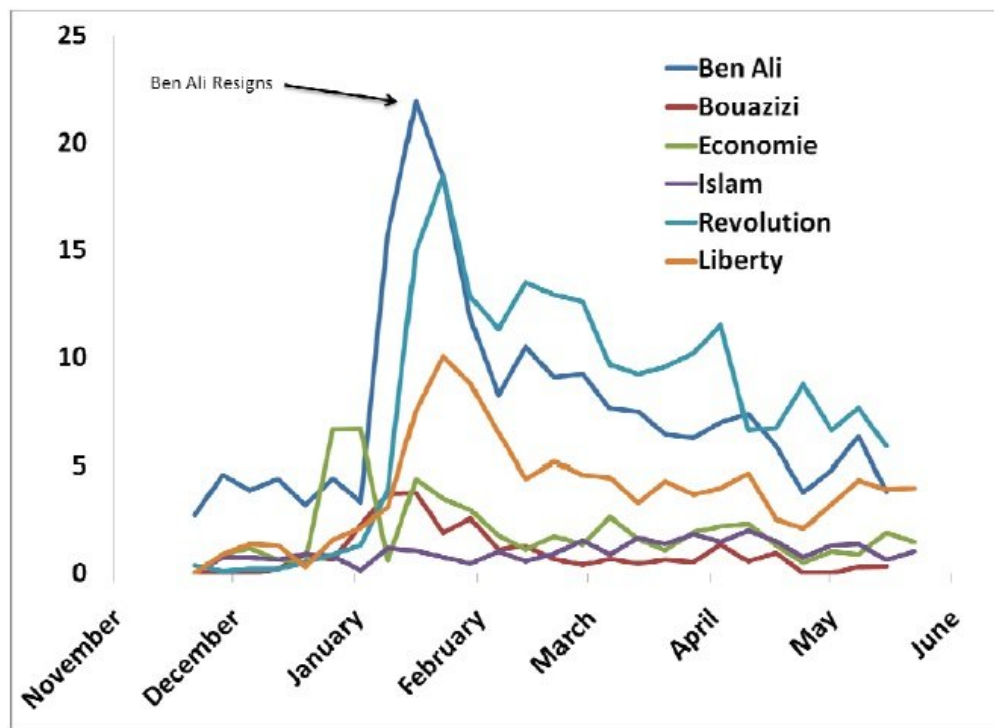
Source: Dubai School of Government (2011).



The empirical study done Howard et al (2011) on the role of social media during Arab Spring examined political conversations in Arab blogosphere and also analysed 3 million tweets based on key words. The extensive study reveals main interesting facts, it talks about the thriving blog culture present in Arab World and simultaneously notes the frequency with which blogs were uploaded with keywords. “Analysis of the structure of content and links in the Tunisian blogosphere between November 2010 and May 2011 indicates direct parallels between online political conversations and offline events” (Howard & etal, 2011). As the demonstrations on streets intensified in numbers at the same time volume of online traffic reflecting sentiments of public peaked.

Percent of Tunsian Blogs with Post on Politics, By Keyword

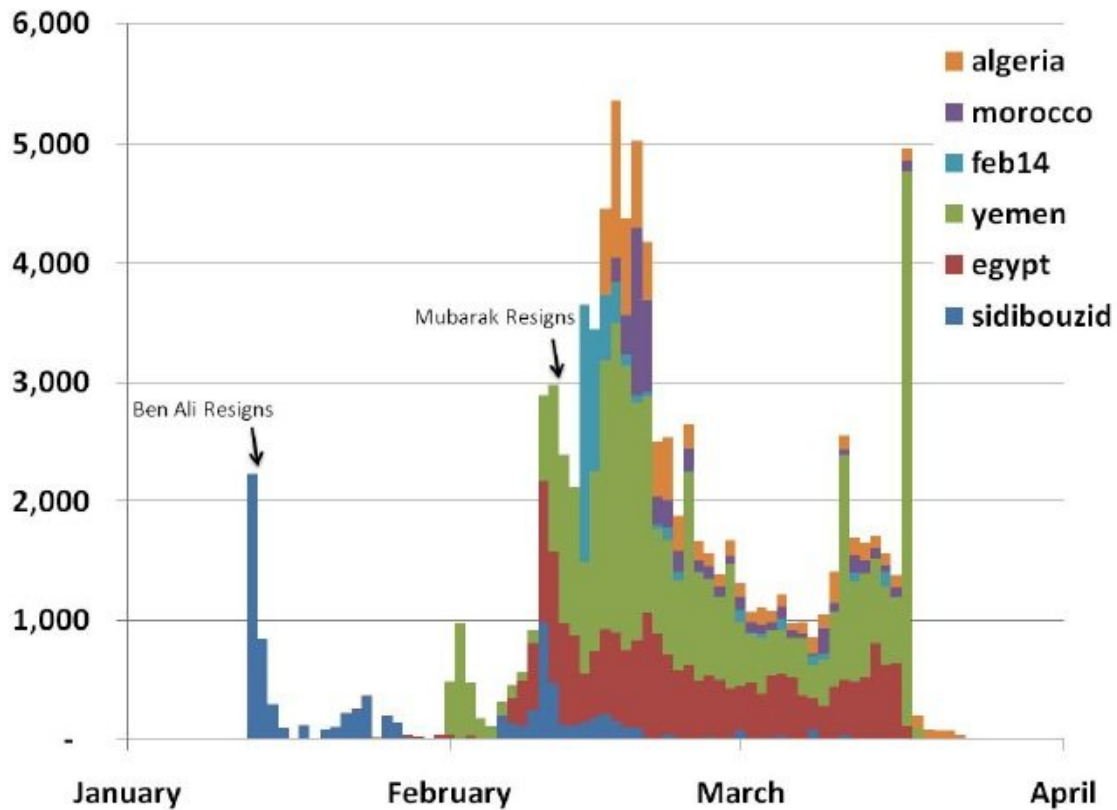
Source: PTPI (2011)



Informational Cascades

The figure below “reveals how the success of demands for political change in Tunisia and Egypt led individuals in other countries to pick up the conversation and talk about how it was relevant to their own lives” (Howard & etal, 2011). In other words, informational cascade happens when “an individual, having observed the actions of others ahead of him, to follow the behavior of the preceding individual without regard to his own information” (Sushil Bikhchandani, 1992).

Source: PTPI (2011)



Conclusion

The very nature of ICTs allows activists to exploit technology at various levels to initiate a social movement. However it will be naïve to even think technology alone can trigger a social movement; there are multiple factors that provide impetus to social movements. From purely technological point of view, ICTs' play facilitation role by allowing dissemination of information at an accelerated pace, overcomes barriers for mobilization, and finally for collective action. The Arab Spring as case study highlights the fact ICTs played a multi-dimensional role by first creating awareness which subsequently allows participation which is essential in order to achieve mobilization. Greater the participation, greater are the numbers of networks available for activists to carry forward their messages within and outside networks. This allows information to reach to international audience and simultaneously dependency on traditional media gets reduced drastically. And finally, the collective outcome which is ultimate goal as far as social movements are concerned, gets reflected by way of cascades.

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QUALITY ASSURANCE IN DISTANCE EDUCATION

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ABSTRACT

It is a prevailing truth that conventional education system is not able to cater the need of masses. There is also a debate that the education provided through distance and open learning is quality oriented or not? If, so, how they can satisfy the learner to attain their goal? It doesn't matter that what was the scion philosophy of the distance education but today everyone wants wall free quality education without too much burden. To satisfy the needs of the learner these universities are doing maximum efforts to maintain the quality of education and in process of learner-teacher interaction. Today the learner is not differentiating between conventional and distance education. Therefore, the ratio of learners in the open and distance universities is increasing rapidly in last years. This paper emphasizes on the quality maintaining process of the open and distance universities to assure the quality to give quality education.

Keywords: Quality assurance, Quality maintenance, Open and Distance Universities, Best practices.

The establishing thinkers of quality assurance have defined the open and distance education with the nature of its functioning over the periods, such as according to Wedemeyer (1981) *distance education is the teaching and learning of knowledge through various methods used when learners and teachers are at physical distance from each other*. He suggested the model of distance education where he described two important mechanisms in which one is *distance* (the separation of teachers from learners) and *medium of instruction* (way of teaching and learning). Moore (1994) affirmed that the real concept of open and distance education is purely separation of learners and teachers by distance and sometimes by period. Holmberg (1995) differentiate that open and distance education covers different exercise or practices of study with controlled or uncontrolled, continuous or discontinuous conditions occurred at all levels from the preparation, regulation and instruction of a supporting organization.

After the comprehensive survey Keegan (1996) established these main characters that must be incorporated to give the liberal definition of open and distance education as described below-

- Separation of teacher and learner all over the length of the learning method.
- The impact of a scholastic organization both in the preparation and planning of learning resources and in provider of learner support services.
- The use of ICT(Information and Communication Technology) medium like print-media, audio, visual or audio-visual or the World Wide Web to interact teacher and learner and to transmit the content of the course.
- Continuous evaluation of the learner so that individuals are usually skilled.

The rise of open and distance education is a predictable improvement but its development is an unbelievable, magical and changeable for the higher education system. Distance and open universities have

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expanded out-side conventional universities and grown-up into varied replicas reflecting the regularswithaim to appear, how they were introduced? How they are sponsored and the varieties of programmes they offer? First model open university was the United Kingdom Open University (UKOU) established in 1969 for a number of single mode open and distance universities have been developed in many countries representing approaches that focus on widening access to higher education provisions. Sallis (2002) felt that “*a comprehensive, systematic and regular review of an organization’s activities and results...The self-assessment process allows the organisation to discern clearly its strengths and areas in which improvements can be made and culminates, in planned improvement which are the monitored for progress*”.(p. 148)

In India First Open University was Dr.B.R. Ambedkar Open University (BRAOU), formerly known as Andhra Pradesh Open University, was set up on 26th August 1982. Currently there are 14 open and distance universities in India. Dhanarajan (2010) and Moore & Kearsley (2012) reported that many of these Distance Universities are appreciating economies of scale agreeing for large admissions. They contain such examples as Allama Iqbal Open University which has 32 lacstudents, Indira Gandhi National Open University which has 30 lac students and Open University of China that has 27 lac students showing in graph.

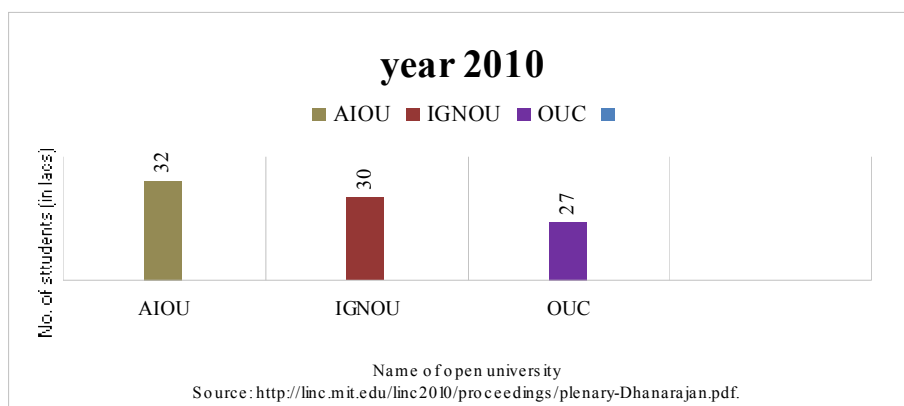


Table-1

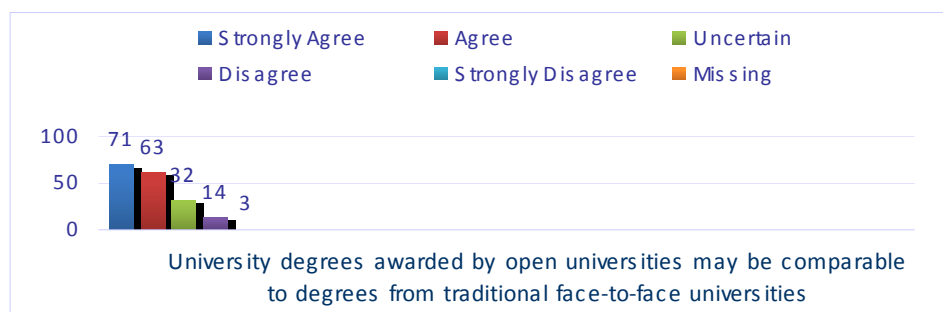
Peters (2008) observed that there are about 50 independent single mode open and distance universities dispersed all over the world in which most of are working with the aim of offering distance education according to the regulations of the United State Open University and 16 of them are called *Mega-Universities*. Several scholars Holmberg (1995) and Keegan (1996) of distance education have argued that open and distance universities have the benefit of providing comprehensive access and settlement of the expanding hopes of people who would not be capable to attend traditional regular universities. In developing countries with large populations, such as India, open and distance universities offer a planned way to enroll a large number of students.

As these days Government of India tries to meet public demand to upgrade the skills for the coming generation and economic growth through the developing new NPE (National Policy on Education) with by taking suggestions of the educated civilians, policy makers, teachers, educators etc. Rena (2007) and

Hoosen & Butcher (2012) have confirmed with the dares that these new universities face like the shortage of support and comforts such as providing teachers, academic counselors, schedulers and official support, struggle in lapse of delivery of teaching, and transfer of student sustenance services including educational and logistical basics or establishing organization. Daniel (2012) found in his studies that open and distance education had been saddled with a blurred image problem of poor excellence and substandard. These dares have appealed to analyse the quality of open and distance universities particularly concerning the need for launching standard best practices and modifying standards of quality by which open and distance education can be adjudged.

Every institution has routine, honour and discipline in its functioning. In the same thing all open and distance universities of the world were established under the rules and regulations of various governing bodies as were existed. Therefore, it was the need of the hour to prepare, maintain and control the quality to stand up against the other conventional universities were with their strong reputation. In respect of the quality, the open and distance universities which established a system to post-operative check of services, maintain quality requirements and guarantee of quality has been developed his self-existence through his efforts. For examples *Allama Iqbal Open University*, *Indira Gandhi National Open University*, *Open University of China*, *United Kingdom Open University* and many others. The thought of quality is likely supposed to be diverse in form of *Quality Inspection*, *Quality Control* and *Quality Assurance*.

From the process of admission, distribution of self-learning material, held of examination, declaration of result, revolution of result and award of degree everything should be in its original procedural way and within given period. Every procedure should be evaluated by the quality control department of the university. Every grievance should be resolved as soon as possible. Quality can be seen as conformance to necessities, best for assured customer situations and appropriateness for use. Deming (1990) who is usually credited as the father of the modern quality movement was developed a **PDCA cycle** that means **Plan, Do, Check and Act** in his work *Out of the crisis* elementary code to manage continuous quality improvement. Kramer (2007) opened facts about quality and authenticity of degree of open and distance universities that the degrees awarded by the open universities are seen positively in comparison to the degrees provided by the traditional universities.



The modern concept of quality has evolved and became one of the prime theme tune in higher education policy discussions over the last three or four decades. Vlasceanu, Grunberg & Parlea(2007) opposed that “*Quality in higher education is a multi-dimensional, multi-level, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as*

well as to specific standards within a given system, institution, programme, or discipline. Quality may thus take different, sometimes conflicting, meanings depending on the understanding of various interests of different constituencies or stakeholders in higher education." Harvey and Green (1993) identified that quality in higher education can be classified into five extents as follows-

- Exceptionality - Quality as something special, unique and exclusive.
- Consistency - Quality as perfect or zero deficiencies.
- Fitness for purpose - Quality as satisfying customer's requirements.
- Value for money - Quality as a return on investment.
- Transformation - Quality as boost and the improvement of new knowledge.

These five extents to quality replicate a wide range of significances ranging from the outdated idea of quality as quality to focusing on methods that it aims to meet perfectly (consistency), task orientation and user specification (fitness for purpose) and the transformative excellence, through enhancing and enabling the learner.

Interaction and communication in open and distance education are essential to fill the distance between the teacher and the learner. The instructive exchange is ordinary in learning. This communication is of two types-

1. One-way traffic – In this type of interaction the supporting material is sent by the responsible open and distance university and sometimes text based interaction takes place if needed that is described as simulated communication.
2. Two-way traffic – This is the active and didactic interaction was introduced in 1960 and in which the association between learner and teacher and other members of the responsible organization.

The course designers of open and distance education have to develop an attention on moralistic aspects rather than logical aspects when arranging a course. A combination of examples, theories with their applications should be recommended for learner to construct creative and significant ideas. Printed self-learning material in the form of text books for the learner must be prepared to support the availability of study material. The self-learning material are developed in a way to permit distance learners to get all facts desired to understand the concepts or subject problem under study without requiring supplementary materials. The open and distance learning courses are seen as the devices to encourage attention, motivate learner learning and guidance to provide opinion as well as facilitate retention. The latest teaching and learning exchange framework is based on six hypotheses as follows-

1. Approaches of personal associations between the learning and teaching individuals and groups promote learning, desire and inspiration.
2. Such moods can be nurtured on the one hand to another hand by interaction through a fully developed self-instructional material.
3. Logical choice and learning motivation are encouraged to the achievement of education goal and the use of proper study routes and methods.
4. The environment, linguistic and concord of friendly conversation favour moods of personal associations according to hypothesis (1).
5. Communications given and received in intimate forms are easily agreed and recalled.
6. The discussion concept can be positively applied to open and distance education and the means available to it.

As it is known that in open and distance learning there is a choice to learn through one-way or two-way traffic modes. As communication and interface have been considered as a perilous trait in developing active and independent distance learners. Communication through written learning resources or audio-visual documented guidelines can be considered as psychologically vital to support learner individuality. The core of open and distance learning is the liberation of the learner to establish instruction so that better choice in learning can be possible for the learner. In an open and distance learning atmosphere the learner and the teacher are associated to each other by a range of communication techniques. Distance is considered as a task of individualization and interchange when absence of physical closeness. It is also appealing to explore web-based instruction and other communicating technologies that are becoming more commonly used in open and distance universities will have extra impact on learner-teacher interaction and communication and they will strengthen independent and liberated learning. These questions will be significant for analyzing quality in open and distance universities. How can we implement, maintain and improve the quality of interaction and communication? What kind of ethics and potentials must be developed in order to coherent the balance between interaction and communication? Nunan and Calvert (1992) concentrated on two key areas to assure quality in open and distance universities–

1. The process and production of course.
2. Programme material and the distribution of open and distance education to learners.

According to Stella and Gnanam (2004) *The American Council on Education (ACE)* suggested the following main scope that focus more on learning support and results like learning scheme, learner care, administrative promise, learning products and skill. The more comprehensive evidence on quality assurance areas in open and distance universities has been disclosed by Jung (2004) after a survey of fourteen(14) universities as institutional quality and standards, academic framework, accountability to stakeholders, internal collaborative assessment at the *United Kingdom Open University (UKOU)* and honesty, springiness, quality sequences, support services at the *Athabasca University in Alberta*.

According to Latchem and Ali (2102) the World Bank and UNESCO also supporting the quality assurance due to it the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) including the Asian Quality Assurance Network (AQAN) and the Central Asian Network for Quality Assurance and Accreditation (CANQAA) are trying to develop the quality assurance in regulated open and distance universities by them.

As it is indicated that the most of open and distance universities has approved the Quality Assurance Framework (QAF) prepared by the Asian Association of Open Universities (AAOU) to assistance fellow institutes. For the implementation of framework of Asian Association of Open Universities, the Open and distance universities used these five criterion–

1. Advancement of quality assurance policy guide.
2. Self-evaluation and pre-planning and setting for quality manage.
3. Development of the quality assurance career instructions.
4. Enactment and amendment of the quality assurance job manuals.
5. Continuous and comprehensive evaluation of quality assurance operation.

Advancement of Quality Assurance Policy Guide

Adapting Asian Association of Open Universities Quality Assurance Framework as a monitor the open and distance universities are need to change best practices and operate following programmes to improve quality assurance –

- Strategy and scheduling
- Social source employment and expansion
- Administration and supervision
- Apprentices
- Program proposal and progress
- Course scheme and change
- Education provisions
- Valuation of student knowledge
- Broadcasting for education

Self-Evaluation and Pre-Planning and Setting for Quality Manage

In instruction for open and distance universities to appreciate the existing quality. It is vital to self-evaluate observed ideas of quality in all sub-processes within the organization's operations with best performances as expressed and verbalized in the quality assurance career instructions. To affect quality assurance, implementation must be done with new changes in the policy modification or policy amendment through harmonious approaches step by step.

Development of the Quality Assurance Career Instructions

Open and distance universities quality assurance career instructions are pronounced as reference standards. They hold exact and clearly specified schemes and events, accounts of deeds and vital instructions to monitor staff in their regular activities. The quality assurance career instructions define responsibilities and indicate the co-relationship between unit and within units charged with performance explicit activities. The techniques termed in quality assurance career instructions show in detail the phases of each movement and ordered analytically to shape a vision of what the whole system should look like and how it should optimally operate.

Enactment and Amendment of the Quality Assurance Job Manuals

The then grave phase is enactment and amendment of the quality assurance Job Manuals. Firstly, everybody desires to identify “where they are going?” then a rough road line describing “how they should get there.”. To support staff, circumnavigate the road line to open and distance universities’ cooperative future, recognized selected clearly pronounced their idea of open and distance universities’ future in a specific period to ensure everybody so that everyone realizes “what is expected of them in performing their daily tasks.”.

Continuous and Comprehensive Evaluation of Quality Assurance Operation

Actual application of quality assurance needs substantial modification in the united mind-set and scion philosophy of the institution. Quality assurance wants everybody within the institution growing, regarding, and supporting every day. The role of human assets is important in executing quality assurance,

therefore goal of open and distance universities is to offer the means to permit its persons to recover the university's complete performance and care its energies in comprehensive and continuous quality improvement operations. The open and distance universities can increase performances by -

- providing exact guidelines for teachers and learners.
- arrangement of sufficient number of qualified teachers for running courses.
- providing proper training to teachers for the course.
- giving constructive feedback to the teacher and learners.
- monitoring learner's and teacher's progress.
- providing easily accessible modes for teaching and learning with varieties.
- providing counseling guidelines for the teachers and learners with the synchronous and asynchronous routes according to the needs of the learners.
- active mechanism for observing and assessing learning and learner support services.

Conclusively the open and distance learning has been rapidly renovated as a result of the progression, growth and the new types of communications. It was started with the aim to provide education for the community that was not able to attend regular and traditional universities. But there were many problems about norms and regulation, admissions and interaction with the learner. It was not so easy for the open and distance universities to grow with the conventional system of education. It was also a problem to conveyance and influence the learner to connect with them. But finally the miracle efforts to strengthen the quality were made by the open and distance universities to standup and to develop a unique area to provide education with distance and to satisfy the learner. Today by paradigm shift in distance models, open and distance universities can assure the quality through following changes-

1. Technology - Interactive-community building, empirical, information-interchange, computers based learning experience, self-motivated media presentation.
2. Instruction - Learner centered, open, flexible, any time-anywhere, constructive
3. Role of teacher - Co-learner, evaluates and supports route, growth, and products of learner
4. Role of learner - member, promote
5. Learning - active and multichannel based
6. Knowledge – self based, empirical, application based, summative and formative

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STUDY OF ICT (INFORMATION AND COMMUNICATION TECHNOLOGY) IN CONTEXT OF INDIAN HIGHER EDUCATION

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ABSTRACT

For the past twenty years, the use of ICT has fundamentally changed the practices and procedures of nearly all forms of activities within business and governance. Organizations especially educational institutions are increasingly investing in the use of information and communication technology (ICT) to support all aspects of organizational work from group work to individual teaching, training and learning. ICT is used not only for the delivery of lectures and materials, but also for administration and management purposes. Traditional libraries now converted to resource center with the use ICT. Teaching students at universities must avoid the traditional styles that students were familiar with at high school. Although ICT may be available at high schools, its use at higher education is completely different, because teaching at university level will use ICT in different ways to meet the objectives of mature students.

Keyword:- ICT, University, learning, Teaching, Internet, Administration, Knowledge, Research

Administration and ICT

Transform has been happening at an uneven pace in any growth-oriented industry, and the education sector is no exception. Educational institutions are in quest of change in order to grab up with the development of the enormous technical and technological changes and to bridge the gap between the education sector and other technical and scientific sectors. The 21st century has witnessed tremendous advancements in technology which has led to far reaching developments in the administrative system [7]. Organizations especially educational institutions are increasingly investing in the use of information and communication technology (ICT) to support all aspects of organizational work from group work to individual teaching, training and learning [12]. ICT is potentially a powerful tool for extending educational opportunities and can provide remote learning resources. ICT encourage students to take responsibility for their own learning and offers problem centered and inquiry based learning which provides easy access and information based resources [22]. The development and implementation of information and communication technology (ICT) forces today's universities and colleges to respond to societal trends that point to a transformation of our society into a so-called knowledge economy. ICT applications place new demands on higher education, especially in light of the growing importance placed upon lifelong learning and upon more flexible forms of higher education delivery [17]. ICT also helps administrators to save money, time and effort when dealing with issues related to higher education as Zainally (2008) pointed that "information and communication technology provides several facilities and possibilities for educational administrators to do their tasks"[26]. Integrating information and communication technologies, specifically computers, networks, and the Internet into higher education has created new opportunities for teaching, learning, and administration. The diffusion of information and communication technology into higher education can be attributed to its potential to leverage education processes toward richer and more rewarding learning and

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management environments [9]. For the past twenty years, the use of ICT has fundamentally changed the practices and procedures of nearly all forms of activities within business and governance. Within educational institutions, ICT has begun to have presence but the impact has not been as extensive as in other fields [1].

ICT in Higher Education

Throughout the 1990s a combination of factors combined to force institutions of higher education to explore the unfolding opportunities that information and communication technology (ICT) offered in terms of both enhancing pedagogy while at the same time changing the manner in which administrators and academics engaged with multiple student cohorts [2]. As we move into the 21st century, many factors are bringing strong forces to adopt ICTs in education and contemporary trends suggest we will soon see large scale changes in the way education is planned and delivered using ICT [13]. Moreover, the rapid rate at which new technologies change and develop implies that higher education systems must keep pace with advancements in knowledge and skills. It is crucial that universities equip their students with the appropriate knowledge, skills and aptitudes to be competitive in an increasingly global and competitive economy [4]. "The ICT policy in higher education aims at preparing youth to participate creatively in the establishment, sustenance and growth of a knowledge society leading to all round socioeconomic development of the nation and global competitiveness" [22]. ICT is used not only for the delivery of lectures and materials, but also for administration and management purposes. It is clear that administrative functions such as student registration, grades, course schedules and even staffing evaluation, have benefited from the use of ICT [20]. Integration of ICT in higher education is inevitable and the thrust will be on the use of ICT to strengthen the system in the mode of opens and distance learning. Institutional and sector-wide higher education ICT policy and planning should identify the specific role of ICT in enhancing research capabilities and provide for adequate infrastructure backed by capacity building. Digital libraries, access to online databases, networking etc. can be enhanced through inter institutional collaboration to ensure optimal usage of ICT expertise and resources [22].

ICT can play significant roles in higher education, such as:

- Increasing access of university community to processes of making policy/rules procedures to existing policy/rules/procedures.
- Interaction between University management/administration with internal and external stakeholders
- Increasing transparency and accountability in budgetary and financial management, revenue mobilization and expenditure.
- Monitoring performance of teaching/research and various projects.
- Simplification of various University processes [10].

ICT enhances day-to-day management of institutions and the various functional areas in which it could be used are specified below:

- Timetabling;
- Student admission and Tracking;
- Financial Management;
- Medical services;
- Procurement and Store management; and
- Data distribution and management [7].

While incorporating ICT into the institutions such as universities, is more technical in nature, management, administration and support personnel must also understand and support all decisions made. At the same time, some academic staff may not welcome disruptions to their routines and methods of teaching, and may even see ICT as a threat to their careers. Organizing orientation and training programs will help to alleviate some of the anxieties and misunderstanding, and build the capacity of existing staff to carry out new responsibilities and tasks[20]. Higher education institutions are using ICT to develop course materials, deliver and share course content, lectures and presentations, facilitate communication among lecturers and students, encourage pedagogical innovation, increase cooperation and collaboration, conduct research, enhance professional development, and provide administrative and management services [4]. Shaikh & Khoja's study (2013) measures expert opinion of Pakistani higher education system (HES) experts on what role Information and communication technologies (ICTs) can play in shaping the future of Pakistani HES. Suggestions are formulated in higher education (HE) policy & planning, and provision of essential technological infrastructure. The study questionnaire administered to 30 participants randomly selected from urban and rural areas of Pakistan. Results revealed significant gaps in ICT demand and supply, ICT use, ICT-based HE problems, reasons for delays in ICT integration, and gave suggestions for developing ICT-driven HES in Pakistan [18]. It is clear that ICT importance and use, in higher education, lies in these categories:

ICT, Teaching/Learning

Teaching students at universities must avoid the traditional styles that students were familiar with at high school. Although ICT may be available at high schools, its use at higher education is completely different, because teaching at university level will use ICT in different ways to meet the objectives of mature students. Universities cannot assume that their students already possess the necessary intellectual skills for effective use of ICT. They need to ensure that their academic programs help students to develop the necessary approaches to using technologies and tools[6]. Peeraer's study (2010) showed that the use of ICT applications for teaching practice in higher education is limited, mostly replacing traditional teaching practice. The factors explaining the integration of ICT in teaching practice are ICT skills and computer confidence [15]. "Technology has the capacity to promote and encourage the transformation of education from a very teacher directed enterprise to one which supports more student-centered models. Evidence of this today is manifested in:- The proliferation of capability, competency and outcomes focused curricula;- Moves towards problem-based learning; and- Increased use of the Web as an information source, Internet users are able to choose the experts from whom they will learn"[13]. While ICT improves learning experiences from any pedagogical perspective. ICT enables the effective storing/sorting of information, and can offer new fast ways of communication; It enables the reduction of information quantity towards a higher quality and better structure; It can be integrated into teaching and learning strategies and used to support relative learning theories; and ICT can be used to create new types of interactive learning media for improved quality, equity, and access in higher education [8]. ICT provides a technology that has the capacity to promote and encourage the transformation of education from a teacher directed enterprise towards student-centered models. As more and more students use computers as information sources and cognitive tools, the influence of the technology will increase to support their studies [12].

ICT, Administrative Services

Administration is the heart of work at universities. When universities have developed and flexible administration, all other fields will go smoothly. Krishnaveni & Meenakumari's study(2010) showed that ICT has become a necessary tool for accomplishing the administrative tasks with ease and it is evident that

transformation in accordance with technological advancements is happening in the education sector. It is mainly used in the areas of student administration and staff administration [7].

Benefits and Implications of applying ICT in Higher Education

ICT application in higher education can serve the following:

- a) Speed and automatic functions: the feature of ICT which enables routine tasks to be completed and repeated quickly, enabling teachers to demonstrate, explore or explain aspects of their subject, and allowing students to concentrate on thinking and on tasks such as analyzing and looking for patterns within data, asking questions and looking for answers, and explaining and presenting results.
- b) Capacity and range: the ability of ICT to access and to handle large amounts of information; change timescales, or remove barriers of distance; give teachers and pupils access to historical, recent and immediate information and control over situations which would normally be outside their everyday experience.
- c) Provisionality: the feature of ICT which allows information to be changed easily and enables alternatives to be explored readily.
- d) Interactivity: the function of ICT which enables rapid and dynamic feedback and response [5].

Furthermore, applying ICT in education has the following advantages:

- A sense of presence, possibly even community, in online interaction;
- Improved learner support;
- Unlimited practice of difficult concepts, skills, etc.;
- Unlimited access to resources via the Internet;
- Improved delivery of learner preferences;
- Global access to resources and teaching; and
- Learning anywhere, anytime [21].

There are some implications of ICT in higher education:

- Time, space and socio-economic factors are no longer major barriers to learning.
- Decentralized nature of the new technology frees the learner from the technology provider.
- Learners have access to variety of learning resources.
- Up-to-date knowledge from any part of the world.
- New media allows interactive, learner need not be a passive recipient of knowledge.
- New technology allows the learner to receive information in a variety of formats [11].

Challenges of applying ICT in Higher Education

Some issues and challenges have emerged that should be considered by institutions when designing and implementing their own ICT for higher education plans, such as:

- Lack of support from management;
- Unclear division of function and power;
- Uncoordinated planning and implementation;
- Question of ownership;
- Shortage of trained staff to cope with the diversity of responsibilities and tasks;
- Resistance from staff and reluctance to be retrained; and
- Insufficient funds for developing, purchasing and implementing ICT [20].
- Overcoming negative perceptions from early unsatisfactory experiences.
- Educational design and publishing standards.

- Timescale and workload.
- Getting take-up of the quality assurance processes.
- Maintaining momentum [3].

Furthermore, Sinha (2008) mentioned some of the various administrative challenges for applying ICT in higher education as below:

- Global and local challenges;
- Universal and individual challenges;
- Balancing between traditional and modern approaches;
- Long term and short term considerations;
- Competition and equity challenges, and
- Extraordinary expansion of knowledge [19].

ICT, Research services

Research is the main objective of learning in higher education. ICT provides researchers with different tools that help them in conducting their research papers. Also, ICT offer the chances for research publication, and for sharing research results with the research centers all over the world. In present scenario, ICT is well-designed to help researchers in almost all of the leading universities. Databases, digital libraries, etc. are available in most of the leading universities, too. In fact, the emerging universities suffer from a lack of technical services, whether in research or in the field of scientific publishing, and this in turn leads to the weakness of the output of those universities.

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JOB SATISFACTION AND SELF ESTEEM AMONG TEACHERS WORKING IN PRIVATE AND GOVERNMENT SCHOOLS

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ABSTRACT

The present research endeavor was aimed to assess job satisfaction and self esteem among teachers & to study the correlation between them. The sample for the present study consisted of 100 teachers working in different private and Govt. schools. To assess job satisfaction and self esteem among these teachers, The Generic Job Satisfaction Scale developed by Scott Macdonald, and Peter MacIntyre (1997) & Rosenberg's Self Esteem Scale (1965) were used. Pearson's product moment correlation & t- test were used for statistical analysis. The results of the present study revealed that there is a positive correlation between job satisfaction and self esteem indicating, "More the job satisfaction – more is the self esteem". It was also found that there is a significant difference in job satisfaction among teachers with respect to their gender. The females were found to be more satisfied with their jobs as compared to males. It was also found that there is a significant difference in job satisfaction among teachers with respect to their type of organization. The govt. teachers were found to be more satisfied with their jobs as compared to private teachers. Significant difference was also found in job satisfaction among teachers with respect to their income and age. The females were found to be more satisfied with their jobs as compared to males.

Keywords: Job satisfaction, Self Esteem, Private School Teachers, Govt School Teachers,

Introduction

Teacher can be rightly called a nation builder. Flourishing national development and a society truly prosperous with knowledge begins from its teachers. Knowledge cannot be acquired if it is not sought and received through the help of the teacher. Teachers therefore, have to play a cardinal role in the building up of the character of the next generation. It is a fact that a civilization cannot rise out of a skeleton of mere ideas and abstract concepts. Civilization finds a concrete shape in the practical behaviour of a nation, based on these principles and concepts. This necessitates the provision of a learning atmosphere throbbing with life in our educational institutions through the presence of the teacher with a view to infuse confidence in our students and to enable them to be proud of their culture, to respect their national character and national emblems, and to ornament themselves with societal conduct and morals. They should stand firm on the centuries old foundations of their cultural tradition and at the same time should establish standards of excellence in their academic performance. Because of this, teachers need to have a high level of commitment towards their duties and responsibilities. But now a days teaching profession is facing many problems. One such problem which is mostly found among teachers is job satisfaction.

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Job satisfaction is the extent to which one feels good about the job. It is in regard to one's feelings or state of mind regarding to the nature of their work. In other words, job satisfaction implies doing a job one enjoys, doing it well, enthusiasm and happiness with one's work. Everyone define job satisfaction as fulfilment of one's expectation. It differs from person to person and institution to institution and even in the context of male and female.

Self-esteem is a term used to reflect person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride and shame (Hewitt, & John 2009). Self-esteem is also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement. One's self-esteem is also closely associated with self-consciousness.

Self-esteem is a disposition that a person has which represents their judgments of their own worthiness (Olsen, Breckler, & Wiggins, 2008).

There are many studies showing that self esteem is positively correlated with job satisfaction. In a study carried out by Mozumdar Arifa Ahmed (2012), it was concluded that self esteem & optimism are positively correlated with the job satisfaction among teachers. Another study carried out by Reilly (2012), revealed that teachers who have high level of self esteem have also high job satisfaction. In another study carried out by Gul, Munir, Amin, & Farooq. (2012), it was found that there is a positive correlation between self esteem and job satisfaction among educational employees. Similarly, there is a large body of research showing that there is a positive correlation between job satisfaction and self esteem among teachers.

Objectives of the Study:

The present study was conducted with the following objectives.

1. To assess job satisfaction and self esteem among teachers working in private and govt. schools.
2. To study the relationship between self- esteem and job satisfaction among teachers working in private and govt. schools
3. To study the difference in the levels of job satisfaction among teachers with respect to different demographic variables viz: Gender, type of organization, age, financial status.
4. To study the difference in the levels of self- esteem among teachers with respect to different demographic variables viz: Gender, type of organization, age, financial status.

Hypotheses:

On the basis of above mentioned objectives following hypotheses are formulated:

H₀₁: There is no significant correlation between job satisfaction and self- esteem among teachers working in private and govt. schools

H₀₂: There is no significant difference in job satisfaction among teachers with respect to their gender.

H₀₃: There is no significant difference in job satisfaction among teachers with respect to their organization.

H₀₄: There is no significant difference in job satisfaction among teachers with respect to their age.

H₀₅: There is no significant difference in job satisfaction among teachers with respect to their financial Status.

H₀₆: There is no significant difference in self- esteem among teachers with respect to their gender.

H₀₇: There is no significant difference in self- esteem among teachers with respect to their organization.

H₀₈: There is no significant difference in self- esteem among teachers schools with respect to their age.

H₀₉: There is no significant difference in self- esteem among teachers with respect to their financial status.

Methodology

Sample

The sample for the present study consisted of 100 teachers working in different private schools of district Baramulla. The data was collected from different schools listed below:

1. Govt. High School Amargrah, sopore
2. Govt. High School Seer, sopore
3. Govt. Middle School Bulgam, sopore
4. Govt. Middle School Krakshivan, sopore
5. Govt Middle School Shair Colony, sopore
6. Govt High School Baba Yousuf Sopore
7. Govt Middle School Amberpora Tarzoo
8. Govt Middle School Manz Seer, sopore
9. Govt Primary School Rawatpora Delina, Baramulla
10. Noorul Huda High school Lalad Sopore
11. Hanifia Islamiya School Lalad Sopore
12. Greenland High School , Delina Baramula
13. Hanfia High School Delina,Baramulla
14. Sanctorem Public School, Lalad Sopore

The details of the sample for the present study are given in the table below:

Gender		Type of Organization		Age		Annual Income	
Male	Female	Govt.	Private	Below 30	Above 30	Low	High
42	58	52	48	50	50	47	53
Total=100							

Description of Tools: Following tools were used to gather the information from the respondents in the present study.

- i) **The Generic Job Satisfaction Scale:** The Generic Job Satisfaction Scale developed by Scott Macdonald, and Peter MacIntyre (1997) was used to assess job satisfaction among the participants. The Scale consists of 10 items that measures the extent to which employees are satisfied with their job. The items are rated on 5 point Lickert scale. The scale is highly reliable and valid with Chronbac's alpha of .87.

- ii) **Self- Esteem Scale:** Rosenberg's (1965) 10 item Scale (SES) was used to assess self esteem among the participants. The scale provides a convenient measure of global attitudes about the self. The scale consists of five negatively worded items and five positively worded items. The higher score indicated higher level of self esteem. The scale is highly reliable and valid.

Apart from the above tools, **Biographical Information Blank (IB)** was designed to gather information of various socio-personal factors viz, age, gender, income, type of organization etc. of the chosen sample.

Procedure of Data Collection

In the present study, random sampling technique was used. Informed consent was taken from teachers in order to seek their voluntary participation and only those teachers were included who agreed to take part in this study. They were given directions on how to give response to the scales. It was assured to the respondents that this data will be kept highly confidential and will be used only for research purposes. After motivating the respondents, the responses were taken from them.

Statistical Analysis

The information collected from the respondents was analyzed by using various statistical techniques. A descriptive statistical technique such as Mean, SD, and Percentage was used to make the raw data tangible. Further t-test and Pearson's product moment correlation was used.

Results and Their Interpretation:

Table 1
Showing the Frequency Distribution of Teachers with respect to Job Satisfaction

Level of Job Satisfaction	Range	F	%
Very Low	10-26	11	11
Low	27-31	18	18
Moderate	32-38	36	36
High	39-41	22	22
Very High	42-50	13	13
Total (N)=100			

The table 1 reveals that out of total 100 teachers, 11% of teachers fall on very low level of job satisfaction, 18% fall in low level of job satisfaction & 36% of teachers fall on moderate level of job satisfaction, 22% of teachers are highly satisfied with their job, and 13% fall on very high level of job satisfaction. The graphical representation of frequency distribution of teachers with respect to job satisfaction is shown in the Fig. 1.1.

Fig. 1.1

Showing graphical representation of frequency distribution of teachers with respect to job satisfaction.

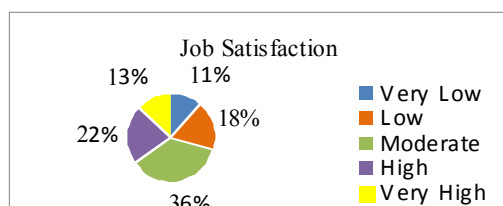


Table 2***Showing the Frequency Distribution of Teachers with respect to Self Esteem***

Level of Self Esteem	Range	<i>f</i>	%
Low	10-16	25	25
Moderate	17-20	56	56
High	20-24	19	19
Total (N)=100			

The table 2 reveals that out of total 100 teachers, 25% of teachers fall in low level of self esteem, 56% of teachers fall on moderate level of self esteem, 19% of teachers fall on high level of self esteem. The graphical representation of frequency distribution of teachers with respect to self esteem is shown in the Fig. 2.1.

	Sales	
Low	25%	
Moderate	56%	

Fig. 2.1

Showing graphical representation of frequency distribution of teachers with respect to job satisfaction.

Table 3***Showing the gender wise Frequency Distribution of Teachers with respect to Job Satisfaction.***

Gender	<i>n</i>	Level of job Satisfaction	Frequency	Percentage
Male	42	Very Low	4	9.52
		Low	13	30.95
		Moderate	16	38.09
		High	06	14.28
		Very High	03	7.14
Female	58	Very Low	07	12.06
		Low	05	8.62
		Moderate	20	34.48
		High	16	27.58
		Very High	10	17.24

The table 3 reveals that out of total 42 male teachers, 9.52% of teachers fall on very low level of job satisfaction, 30.95% fall in low level of job satisfaction, 38.09% of teachers fall on moderate level of job satisfaction, 14.28% of teachers are highly satisfied with their job, and 7.14% fall on very high level of job satisfaction. The table 3 also reveals that out of total 58 female teachers, 12.06% of teachers fall on very

low level of job satisfaction, 8.62% fall in low level of job satisfaction, 34.48% of teachers fall on moderate level of job satisfaction, 27.58% of teachers are highly satisfied with their job, and 17.24% fall on very high level of job satisfaction. The graphical representation of frequency distribution of teachers with respect to job satisfaction is shown in the Fig. 3.1.

Fig 3.1

Showing graphical representation of gender wise frequency distribution of teachers with respect to Job Satisfaction.

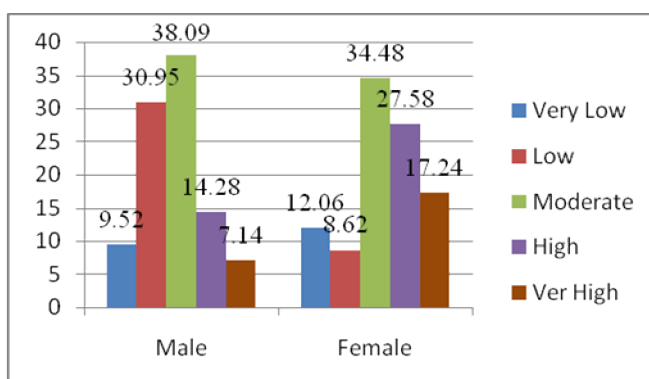


Table 4

Showing the organization wise Frequency Distribution of Teachers with respect to Job Satisfaction

Organization	n	Level of job Satisfaction	Frequency	%
Govt.	52	Very Low	1	1.92
		Low	5	9.61
		Moderate	19	36.53
		High	14	26.92
		Very High	13	25
Private	48	Very Low	07	20.83
		Low	05	27.08
		Moderate	20	35.41
		High	16	16.66
		Very High	0	0

The table 4 reveals that out of total 52 Govt. teachers, 1.96% of teachers fall on very low level of job satisfaction, 9.61% fall in low level of job satisfaction, 36.53% of teachers fall on moderate level of job satisfaction, 26.92% of teachers are highly satisfied with their job, and 25% fall on very high level of job satisfaction. The table 4 also reveals that out of total 48 female teachers, 20.83% of teachers fall on very low level of job satisfaction, 27.08% fall in low level of job satisfaction, 35.41% of teachers fall on

moderate level of job satisfaction, 16.66% of teachers are highly satisfied with their job, and 0% fall on very high level of job satisfaction. The graphical representation of frequency distribution of teachers with respect to job satisfaction is shown in the Fig. 4.1.

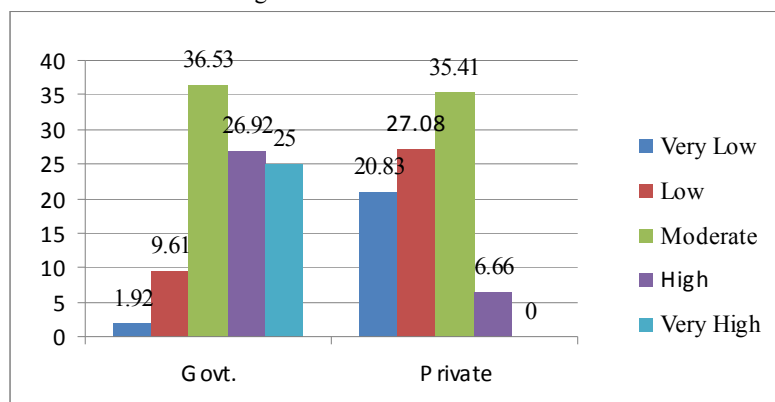


Fig 4.1

Showing graphical representation of organization wise frequency distribution of teachers with respect to

Job Satisfaction.

Table 5

Showing the Pearson's Correlation Coefficient between Self Esteem and Job Satisfaction among Teachers

Variable	Pearson's Correlation Coefficient (r)	
Job Satisfaction	$r = 0.291^*$ (p=.005)	
Self Esteem		

*P significant at 0.05 level of significance

The table 5 reveals that there is a significant positive correlation between job satisfaction and self esteem among families of cancer patients as Pearson's correlation coefficient ($r = 0.291$, $p = 0.005$), indicating "more the job satisfaction, more is the self esteem". Thus, our null hypothesis (H_0 , there is not a significant correlation between job satisfaction and self esteem among teachers) stands rejected.

Table 6

Showing the Comparison of Mean Scores of Job Satisfaction and self esteem among teachers with respect to their Gender

Variable	Gender	N	M	SD	df	t	P
Job Satisfaction	Male	42	33.30	6.60	98	2.31*	.02
	Female	58	36.37	6.52			
	Male	42	14.09	17.52			
Self Esteem					98	0.943**	.348

Female 58 16.67 18.06

*p<0.05 level of significance, ** insignificant difference

The table 6 reveals that there is a significant difference in job satisfaction between male and female teachers as the t-value ($t=2.31$ is significant at 0.05 level of significance). The results show that females are more satisfied with their jobs as compared to males. Thus, our null hypotheses (H_{02} . *There is no significant difference in job satisfaction among teachers as far as their gender is concerned*) stand rejected. The table also reveals that there is not a significant difference in self esteem among teachers with respect to their gender. Therefore, our null hypotheses (H_{06} . *There is no significant difference in self esteem among teachers as far as their gender is concerned*) stand accepted.

Table 7

Showing the Comparison of Mean Scores of Job Satisfaction and self esteem among teachers with respect to their Organization

Variable	Organization	n	M	SD	df	t	P
Job Satisfaction	Private	52	31.60	5.10	98	5.75*	.0001
	Govt.	48	38.37	6.51			
Self Esteem	Govt.	52	17.53	2.44	98	1.102**	.273
	Private	48	18.16	3.23			

*p<0.05 level of significance, ** insignificant difference

The table 7 reveals that there is a significant difference in job satisfaction between govt. ad private school teachers and female teachers as the t-value ($t=5.75$ is significant at 0.05 level of significance). The results show that govt. teachers are more satisfied with their jobs as compared to private teachers. Thus, our null hypotheses (H_{03} . *There is no significant difference in job satisfaction among teachers as far as their organization is concerned*) stand rejected. The table also reveals that there is not a significant difference in self esteem among teachers with respect to their type organization. Therefore, our null hypotheses (H_{07} . *There is no significant difference in self esteem among teachers as far as their organization is concerned*) stand accepted.

Table 8

Showing the Comparison of Mean Scores of Job Satisfaction and self esteem among teachers with respect to their income.

Variable	Financial status	n	M	SD	df	t	P
Job Satisfaction	Low	47	31.70	6.71	98	5.39*	.0001
	High	53	38.09	5.09			
Self Esteem	Low	47	17.91	3.06	98	.246**	.806
	High	53	17.77	2.67			

* $p < 0.05$ level of significance, ** insignificant difference

The table 8 reveals that there is a significant difference in job satisfaction among teachers having high and low income as the t-value ($t=5.39$ is significant at 0.05 level of significance). The results show that teachers whose income is high are highly satisfied with their job as compared to teachers with low income. Thus, our null hypotheses (H_{05} . *There is no significant difference in job satisfaction among teachers as far as their financial status is concerned*) stand rejected. The table also reveals that there is not a significant difference in self esteem among teachers with respect to their income. Thus, our null hypotheses (H_{09} . *There is no significant difference in self esteem among teachers as far as their financial status is concerned*) stand rejected.

Table 9
Showing the Comparison of Mean Scores of Job Satisfaction and self esteem among teachers with respect to their age.

Variable	Financial status	n	M	SD	df	t	P
Job Satisfaction	Below 30	50	33.76	6.48	98	2.01*	.004
	Above 30	50	36.42	6.71			
Self Esteem	Below 30	50	17.56	3.15	98	.981**	.32
	Above 30	50	18.12	2.52			

* $p < 0.05$ level of significance, ** insignificant difference

The table 9 reveals that there is a significant difference in job satisfaction among teachers with respect to their age as the t-value ($t=2.01$ is significant at 0.05 level of significance). The results show that teachers whose age is above 30 are highly satisfied with their job as compared to teachers having age below 30. Thus, our null hypotheses (H_{04} . *There is no significant difference in job satisfaction among teachers as far as their age is concerned*) stand rejected. The table also reveals that there is not a significant difference in self esteem among teachers with respect to their age. Thus, our null hypotheses (H_{84} . *There is no significant difference in self esteem among teachers as far as their age is concerned*) stand rejected.

Conclusion:

1. There is a positive correlation between job satisfaction and self esteem among teachers of govt and private schools of kashmir valley.
2. The females were found to be more satisfied with their jobs as compared to males.
3. The govt. teachers were found to be more satisfied with their jobs as compared to private teachers.
4. It was found that teachers with high income/ wages were more satisfied with their jobs as compared those having low income. No significant difference was found in self esteem among teachers with respect to their gender, age, organization type & age.

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SOCIAL IMPACT OF URBANIZATION ON THE INSTITUTION OF FAMILY IN KASHMIR: A STUDY OF SRINAGAR CITY

Dr Manzoor Hussain*

Iram Imtiyaz**

ABSTRACT

Urbanization implies a change in the economic, social and cultural aspects of the society. It is a process of becoming urban, the movement of people or processes to urban areas, increase of urban areas, population or processes. Globally, more people live in urban areas than in rural areas with 54 per cent of the world's population residing in urban areas in 2014. In 1950, 30 per cent of the world's population was urban, and by 2050, 66 per cent of the world's population is projected to be urban. First the developed countries and now the developing countries like India has become the epicentre of rapid urbanization. Based on a sample of 400 respondents in the city of Srinagar and using interview schedule as the tool of data collection, the study explores the social impact of urbanization on the institution of family like breakdown of joint family system, authority pattern, family structure, economic independence of women and high cost of living etc.

Keywords: Urbanization; breakdown of joint family system, family structure, economic independence of women, Srinagar city

1. Introduction

Among the great revolutions of the human history, urbanization stands out as a significant process of social transformation. The three great revolutions- the industrial revolution, the agrarian revolution and the transport revolution sparked off another great revolution- the urban revolution (Yadav & Sharma, 2004)¹. The process of urbanization has assumed a great precedence at the global as well as local scale. The increased pace of urbanization and its attendant ramifications have widely attracted the attention of social scientists. The transformations that it has ushered, in the social, political, economic, ecological and cultural domains of human life have been enormous. The development of this phenomena in the human history symbolizing it as one of the recent developments in the world history, coupled by the consequences of this process in terms of the revolutionary changes it has brought in the whole pattern of social life certainly make urbanization worth global academic attention. Moreover the symbolic representation of city as the centre of power and influence and finally the plethora of problems and challenges that have emerged due to the process of urbanization has caught the sociological attention (Davis, 1955)². Thus urbanization is a multifaceted, multidimensional and very complex phenomenon. An understanding into the nature and implications of this process necessitates an understanding of this process from various vantage points.

Urbanization being a product of economic and technological changes, once it comes into being, in turn, affects every dimension of human existence. The revolutions in the field of science and technology

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led to a shift in the pattern and mode of economic activities which in turn led to the emergence of new settlement pattern. The emergent settlement pattern was markedly different from the past. People increasingly began to live in cities. The increase in the proportion of population living in cities in turn had implications on the various aspects of social life. The increase in the concentration of population in the cities led to increase in the differentiation and specialization of population and gave way to a complex division of labour. The society that emerged had a different social order. Increase in the specialization and differentiation prompted urbanization and in turn urbanization led to more complex forms of division of labour. Thus the two reinforced each other. The increase in the size and density of population which form the most important features in the definition urbanization greatly modified the social organization. This transformation greatly engaged the nineteenth century thinkers into the nature of social order that was emerging, radically different from the past. The shift from mechanical to organic solidarity in Durkheimian terms, and from *Gemeinschaft* to *Gesellschaft* quoting Ferdinand Tonnies entailed the development of a complex economic and social organization. A social order based upon differences and diversity and integrated by the interdependence is the product of the process of urbanization. A new kind of city emerged during the nineteenth century, built on productive power, massed population and industrial technology. By the end of the century, this new city had been credited with the creation of a system of social life founded entirely on new principles³. These new principles of social life were radically different from the earlier social order. The social consequences of urbanization thus got expressed in the transformation of human nature, social organization, social institutions, value systems and the total network of social relationships.

2. Factors of Urbanization in Kashmir

Agricultural surplus, demographic revolution, technological revolution, commercial revolution and revolution in transportation are the factors that have played a significant role in the urbanization process. The agricultural surplus was a prerequisite for the emergence of city as it released a significant proportion of population from the necessities of food production and their engagement in non-agricultural endeavours. The invention of steam engine, development of mass production techniques, factory system made possible the concentration of people in a densely settled pattern. Likewise, the development of world markets and improved means of transportation facilitated the conditions under which cities would flourish. Most importantly the demographic revolution provided the necessary labor force for the cities and also as potential consumers for the growing markets.

In the context of the valley of Kashmir, the city of Srinagar has emerged as the premier urban center. The city of Srinagar has witnessed rapid urban growth. The growth of urban population in the city of Srinagar increased nine times from 122,618 in 1901 to 1,147,617 in 2011. Being a million plus city the city of Srinagar shares 37 percent of the urban population of Jammu and Kashmir and about 53 percent of the total population of the Kashmir valley. An analysis of the urbanization pattern of Srinagar city reveals that it has combined taken place due to auto-urbanization, migration and territorial annexation. The natural increase in the population of the city of Srinagar has significantly contributed towards the urban growth of the city. A remarkable increase in the share of territorial annexation has also contributed towards rapid urbanization of the city. Migration has also consistently contributed for the population growth of the city,

mainly because of excessive concentration of economic, political, administrative and socio-cultural activities in the city which pull people from various parts of the State (City development plan for Srinagar city).⁴ The city of Srinagar being the summer capital of the state of Jammu and Kashmir has historically been the administrative and political hub of the valley. The concentration of medical, educational, administrative institutions and better civic amenities in the city of Srinagar has made it the foci of rapid urbanization. Moreover, the significance of the city has a potential source of employment opportunities has also led to increased migration and hence to increased urban growth. Cities have broader fields of employment as a newer way of life than rural areas. And these attractions, remarks Barclay, often coincide with rural distress, which helps to induce people to move (Khan, 1978).⁵

3. Research Methodology

3.1 The universe of the study

The universe of the present study is the city of Srinagar. As per the census of Jammu and Kashmir, 2011⁶ the total population of Srinagar district is 12, 36,829. The total area of the Srinagar city is 278 sq. km, but without taking the cantonment area under defence into consideration. The average population density of the city is 4,128 persons per sq.km as per census of India, 2011⁷. The total number of households in the Srinagar district is near about 178,213 with an average household density of 4,126 households per square km as per census 2011.

3.2. Sampling plan of the study

The sample for the present study comprises of 400 households, taking into consideration the time and cost factors. A stratified random sampling technique was used to collect the data. The city of Srinagar is divided into four administrative zones- east, west, north and south. From each of the four administrative zones, a sample of 100 households was chosen randomly. A descriptive research design was used to carry out the study. Interview schedule was used to obtain information from the respondents. The observation method was utilized by the researcher to gain additional information from the respondents.

3.3. Hypothesis of the study

Urbanization as a process of social change has led to a significant change in the institution of family in the Srinagar city. This has led to the transformation in the structural and functional aspects of the family system.

3.4. Objectives of the study:

1. To understand nature of urbanization in the Srinagar city,
2. To explore the factors of urbanization in the Srinagar city,
3. To trace the social impact of urbanization on the institution of family like breakdown of joint family system, authority pattern, family structure: economic independence of women: and high cost of living etc.

4. Discussion and Analysis

The findings of the study are as under:

4.1 Impact on Family

4.1.1. Breakdown of joint family system

The family is regarded as the basic social institution for two reasons. First it may be the prime mover in determining the nature of life in a given society. Second, the family is the primary determinant of the life chances of the individual born into it⁸. Among the social institutions the family has the greatest potential for touching the individual through the most intimate of human experiences. The family is a unique institution in that almost everyone is both born into a family and establishes his own⁹. The analysis of the impact of urbanization on the organization of the family is of great sociological significance. Though the institution of family is witnessing change due to various factors but here the concern of the researcher has been with the factor of urbanization. Generally, urban sociologists maintain that the process of urbanization leads to decline in family size and weakening of family ties. Under the influence of urbanization joint family system gets replaced by nuclear family system. Growth of an individualistic attitude, norms emphasizing rationality, importance of the uniqueness of individual personality, the individual's right to pursue his own goals, etc. are some of the features that characterize urbanism. However, the answer to the above inferences demand support from relevant data. It was in this context that the study was carried out. To gauge the social situation in the city of Srinagar, the respondents were asked some attitudinal questions. For, the change in the institution of family is expected to be expressed in new status definitions, new interpersonal relationships and personality orientations. Under the influence of urbanization, the nuclear family is expected to be culturally more acceptable and urban members are expected to be expressing attitudes more compatible to that change.

The breakdown of joint family and proliferation of nuclear family accompanies the process of urbanization. However, the above hypothesis has to be substantiated by the empirical data. The results from various studies carried out by sociologists point out to the prevalence of joint family in urban centres. To understand the scenario in the city of Srinagar, the respondents were asked about the disintegration of joint families. Does urban living weaken the joint family pattern of living and attitudes, and strengthen nuclear family patterns? The opinion of respondents was sought in terms of whether the family structure was undergoing change from joint to nuclear structure.

Table 4.1.1: Shift in Family Structure

Theme	Responses	Number	Percentage
Family disintegrating from joint to nuclear	Strongly agree	211	52.75
	Agree	156	39.00
	Undecided	11	2.75
	Disagree	9	2.25
	Strongly disagree	13	3.25

Total	400	100
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Source: Field Work, 2016 carried out in urban Srinagar.

As per the table 4.1.1, when asked that family is disintegrating from joint to nuclear, 211 respondents (52.75 percent) strongly agreed with the statement. 156 respondents (39 percent) agreed that the joint family is disintegrating. 11 respondents (2.75 percent) felt undecided. 9 respondents (2.25 percent) disagreed; while as 13 respondents (3.25 percent) strongly disagreed about the disintegration process. Overall the majority of respondents expressed affirmation that family is witnessing disintegration. Majority of respondents said that the family is changing from joint to nuclear structure. Against the traditional society which was marked by the preponderance of joint family structure, the city of Srinagar has witnessed dramatic changes and the proliferation of nuclear family is an observable fact. A similar trend has been witnessed by Singh (2003)¹⁰ in his study, "Breakdown of household and family in India", where his data substantiates the generalization that the Indian family is in transition from consanguinity orientation to conjugal orientation. As per this study, the available evidence, both from the Census and the all India surveys, bears ample testimony to the fact that the nuclear family has become a kind of basic residential unit in urban India.

4.1.2. Authority pattern

Urbanism is often associated with the weakening of the strong authoritative structure. One of the dominant hypotheses about family patterns in urban sociology suggests that urban living tends to weaken the traditional pattern of familial authority, thus giving rise to expectations of greater participation by all in the process of decision making. The fact that male in the society plays a major role in the occupational system gives him an upper hand and makes him focus of power in the family system. Catering of overall authority in the eldest male is a characteristic feature of the patriarchal family system. All the decisions come from the patriarch. Kashmir being a patriarchal society, the city of Srinagar forms a part of the general society. However, Srinagar by virtue of being the primate city is the reservoir of the forces of change. In this context the respondents were asked about the authority patterns prevalent in their home. The opinions of respondents on the issue of authority were sought.

Table 4.1.2: Authority pattern

Theme	Responses	Number	Percentage
Authority of father/ elder male diminished	Strongly agree	137	34.25
	Agree	177	44.25
	Undecided	29	7.25
	Disagree	46	11.5
	Strongly disagree	11	2.75
Total		400	100

Source: Field Work, 2016 carried out in urban Srinagar.

The respondents were asked that the authority of father/elder male has diminished. As per the table 4.1.2, 137 respondents (34.25 percent) strongly agreed, 177 respondents agreed, while 29 respondents (7.25 percent) remained undecided. 46 respondents (11.5 percent) disagreed whereas 11 respondents (2.75

percent) strongly disagreed that the authority of elder male is diminishing. Thus as the data reveals, majority of respondents argue that the authority pattern is witnessing a change. The rigid authoritative pattern has witnessed a decline and the decisions are made by taking other family members into consideration. As per the respondents, times have changed. The younger generation no longer feel obliged to confirm to the old norms and customs. They in no way, are ready to submit their freedom to anyone. The spirit of individualism and the notions of freedom are very dear to the youth. As a result the authority pattern has modified itself. The head of family no longer is absolute, supported by the weight of traditions. As per the respondents the decision making process has become somewhat democratic where other members are included and their opinions are deemed necessary.

4.1.3. Change in family structure

Urbanism which implies that complex of traits that makes up the characteristic mode of life in cities and denotes the development and extension of these factors, find their most pronounced expression in metropolitan areas¹¹. City is characterized by secondary rather than primary contacts. The size, density and heterogeneity tend to create a social structure in which primary group relationships inevitably get replaced by secondary contacts. Anonymity, impersonality, transitory and segmental relations, superficiality, individualistic ideology, materialistic ethos are some of the defining features related to urbanism as a way of life. The net consequence of these features does carry implications for the existing family pattern. These traits have significant role in the emergence of nuclear family as the dominant family type in the modern urban society. To understand the role of these factors in the disintegration of nuclear family, the respondents were asked whether urbanism has been the reason behind this disintegration.

Table 4.1.3: Urbanism and change in family structure

Theme	Responses	Number	Percentage
Is it because of urbanism	Strongly agree	134	33.5
	Agree	138	34.5
	Undecided	87	21.75
	Disagree	34	8.5
	Strongly disagree	7	1.75
Total		400	100

Source: Field Work, 2016 carried out in urban Srinagar.

As highlighted by the table 4.1.3, 134 respondents (33.5 percent) strongly agreed, while 138 respondents (34.5 percent) agreed that the spirit of urbanism has led to such disintegration. As per the respondents with the rise of an urbanized society in which rationality, individualism and anonymity are the defining features such pattern of change is bound to occur. Materialistic ethos and inward looking attitude, have replaced the collective sharing and caring attitude that one was prevalent in the society. Rather the society has now witnessed a shift in its normative structure as per the respondents. Thus such changes are bound to happen. However, 87 respondents (21.75 percent) remained undecided, 34 respondents (8.5

percent) disagreed whereas, 7 respondents (1.75 percent) strongly disagreed that urbanism is responsible for such a state of affairs. As per these respondents the normative structure has not witnessed such radical changes.

4.1.4. Economic independence of women

Urbanization entails the participation of women in the economic system. The participation of women in the labour force implies the economic independence of women. The exposure of women to the outside world certainly has led to a change in her attitude and perceptions. As against the traditional family pattern, her role structure has become more complicated. The economic power along with the exposure of women to liberal values tends to impact the behavioural aspect of women. She no longer is expected to comply with the traditional normative structure. The women who have got gainful jobs seek more freedom in many aspects. The impatience with the restrictiveness of the joint family is one of the factors that lead to the establishment of nuclear family. Thus in such a situation the link between the participation of women in the economy and the disintegration of joint family system needs to be analysed. To understand the role of economic independence behind disintegration of joint family system, the respondents were asked their opinions.

Table 4.1.4: Economic independence of women

Theme	Responses	Number	Percentage
Economic independence of women a cause of family disintegration	Strongly agree	113	28.25
	Agree	129	32.25
	Undecided	47	11.75
	Disagree	73	18.25
	Strongly disagree	38	9.5
Total		400	100

Source: Field Work, 2016 carried out in urban Srinagar.

Thus as the table 4.1.4, suggests, a significant majority of 113 respondents (28.25 percent) strongly agreed whereas 129 respondents (32.25 percent) agreed with the statement. 47 respondents (11.75 percent) were undecided. However, 73 respondents (18.25 percent) disagreed and 38 respondents (9.5 percent) strongly disagreed that economic independence of women is the reason behind such change. As per the respondents economy stands as a potential factor in the decisions making power. The women who is economically productive stands as an equal partner with his spouse in the decision making process. Her economic role makes her more assertive with respect to various domains of family life. She can defend herself from the traditional role structure as well as can equally stand for her self-esteem. The prospects of greater independence, as per the respondents make nuclear family favourable to working women. That is why employment of women stands a factor in the changing pattern of family structure.

4.1.5. High cost of living

High cost of living is an associated feature of urban living. Family in an urban setting is not a unit of production but one of consumption. The urban living demands reliance on other facilities, all of which are

based on monetary exchange. The complexities of modern life and the consumerist ethos do not render joint families as suitable for the urban living. The importance of high cost of urban living as a factor in the preference for nuclear family was sought from the respondents.

Table 4.1.5: High cost of living

S.no	Theme	Responses	Number	Percentage
1	High cost of life resulted in family disintegration	Strongly agree	152	38
2		Agree	149	37.25
3		Undecided	33	8.25
4		Disagree	53	13.25
5		Strongly disagree	13	3.25
Total			400	100

Source: Field Work, 2016 carried out in urban Srinagar.

As is clear from the table 4.1.5, 152 respondents (38 percent) held the strongly agreed opinion, followed by 149 respondents (37.25 percent) who agreed with this statement. The respondents were of the opinion that the joint family proved to be an economic burden for them. So they had to set up their own nucleated family. As per them, the nuclear family minimizes economic liability, so they prefer nuclear family. 33 respondents (8.25 percent) remained inconclusive. However, 53 respondents (13.25 percent) expressed disagreement while 13 respondents (3.25 percent) strongly disagreed that high cost of living is responsible from the structural shift of joint family into nuclear form. As per these respondents the joint family acts as a strong system of social support and security. So there was no reason to link economic exigencies to the breakdown of joint family system.

4.1.6. Better child care

In the descriptions of urban mode of life, it is observed that the focus is more on the conjugal bonds. The children assume central focus of their parents. Compared to joint family pattern of living where the eldest male member carry the responsibility of care of all the children in the family, this role now seems a daunting task for the urban residents. The strong inclination and loyalty towards the family of procreation is a factor in the breakdown of the joint family. Contrary to the old pattern, the father is more involved in the rearing and caring of his children. The relationship between the parents and their kids are more based on the lines of friendship. Thus the children assume greater importance i.e. their grooming, education, health etc. This primacy of parent-child relationship and intensely emotional nature of their relationship proves a threat to the filial and fraternal relationships that exist in a joint family living. This paves the way for disintegration of joint family. The nuclear family implies the full and exclusive acceptance of the responsibility of one's own children. In this context, respondents were asked that did the concern for better care of children among the people of Srinagar stand as one of the factors in the shift of family from joint to nuclear.

4.1.6: Better child care

Theme	Responses	Number	Percentage
For better care of children nuclear family preferred	Strongly agree	157	39.25
	Agree	152	38
	Undecided	15	3.75
	Disagree	58	14.5
	Strongly disagree	18	4.5
Total		400	100

Source: Field Work, 2016 carried out in urban Srinagar.

As the table highlights 4.1.6, 157 respondents (39.25 percent) strongly agree, followed by 152 respondents (38 percent) who agreed, while 15 respondents (3.75 percent) remained undecided. 58 respondents (14.5 percent) expressed disagreement and 18 respondents (4.5 percent) strongly disagreed that for better care of children nuclear family is preferred. As per the respondents the increasing involvement of parents towards the well-being of their children paves the way towards the breakdown of joint family. The inclination of people towards the nuclear family unit and their loyalty towards it makes them opt for the latter. However, among the respondents those who disagreed with the above argument cited that joint family proved to be as pervasive agent of better care of children. Under the surveillance of the grandparents and other kin they were susceptible to social security as well as social control.

5. Conclusion

Urbanization as a process of the concentration of population and economic activities in large urban places is a recent phenomenon in the history of man. Nonetheless, judged in terms of its magnitude and impact, it has assumed great significance as the fourth great revolution- the urban revolution. Urbanization is essentially a process of social transformation, a process of social change. The consequences of urbanization for the social order have remained a pervasive question in the writing of sociologists. The present study was concerned with the impact that urbanization had brought in the social institutions of family in the context of the city of Srinagar. The most consequences for social organization of city consist in the declining social significance of family and in the change in the structure of the family. The findings of this study also showed that the urbanization process has significantly affected the social organization of the urban society of Srinagar. Under the influence of urbanization the nuclear family has emerged as the dominant family type in the city with majority of respondents living in nuclear family setup. The pattern of authority is no longer patriarchal and dictatorial and has shifted towards more egalitarian norms. The main reasons for the emergence of nuclear family as per study were economic independence of women, better child care, concern for better future and lack of accommodation. The study also identified urbanism (operationalized as a complex of traits like individualism, rationality, modernity) as a potential factor for the structural shift in the institution of family.

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OPERATIONAL RISK MANAGEMENT IN BANKING – A STUDY OF J&K BANK

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Introduction:

There are many connotations of risk that vary by specific application and situational context. From one perspective, "risks" are simply the future issues which can be avoided or mitigated, rather than present problems that must be immediately addressed. Risk is inherent in any walk of life in general and in financial sectors in particular. Risk at the apex level may be visualized as the probability of a banks' financial health being impaired due to one or more contingent factors. Till recently, due to regulated environment, banks could not afford to take risks. A bank is a financial institution and a financial intermediary that accepts deposits and channels those deposits into lending activities, either directly by loaning or indirectly through capital markets. In doing their businesses banks are often faced with a double edged sword of risk & returns & they have to balance the two in order to survive & generate profits. If the concept of risk management is applied to banking sector then banks are invariably faced with different types of risks that may have a potentially negative effect on their business. The major financial & non financial risks encountered by the banking sector as per the Reserve Bank of India guidelines issued in Oct. 1999 are market risk, operational risk and credit risk.

Market risk can be defined as the risk arising from the adverse changes in the market variables such as interest rate, foreign exchange rate, equity price and the commodity price. Credit risk is the risk of loss due to a debtor's non-payment of a loan or other line of credit (either the principal or interest (coupon) or both). The default events include a delay in repayments, restructuring of borrower repayments, and bankruptcy. Thus credit risk is most simply defined as the potential that a bank borrower or counterparty will fail to meet its obligations in accordance with agreed terms. Operational risk is a risk arising from execution of a company's business functions. As such, it is a very broad concept including e.g. fraud risks, physical or environmental risks, etc. The term operational risk is most commonly found in risk management programs of financial institutions that must organize their risk management program according to Basel II. Operational risk arises from faulty business practices or when buildings, equipment, and other property required to run the business are damaged or destroyed.

The identification and measurement of operational risk is a real and live issue for modern-day banks, particularly since the decision by the Basel Committee on Banking Supervision (BCBS) to introduce a capital charge for this risk as part of the new capital adequacy framework (Basel II). The Basel Committee defines operational risk as, "The risk of loss resulting from inadequate or failed internal processes, people and systems or from external events." Basel II and various supervisory bodies of the countries have prescribed various soundness standards for operational risk management for banks and similar financial institutions. To complement these standards, Basel II has given guidance to 3 broad methods of capital calculation for operational risk:

- Basic Indicator Approach – based on annual revenue of the financial institution.

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➤ Standardized Approach – based on annual revenue of each of the broad business lines of the financial institution.

➤ Advanced Measurement Approaches – based on the internally developed risk measurement framework of the bank adhering to the standards prescribed (methods include IMA, LDA, Scenario-based, Scorecard etc).

NEED OF THE STUDY:

Banking system is exposed to many risks and in particular the banks are exposed to credit, market and operational risks. In this regard a study has been undertaken and the bank that has been chosen is J&K Bank because it is a pioneering bank of the state. The present study has been confined to the management of operational risk in J&K Bank and its preparedness for higher approaches. The study has been focused on operational risk management because it is the area of the risk management where not much work has been done. Based on the findings of the study, recommendations have been made so that the bank improves upon the area of operational risk management.

Objectives of the Study:

The study has been conducted keeping the following objectives in view:

1. To study and compare the position of J&K Bank with respect to the guidelines put forth by RBI for the implementation of operational risk management framework.
2. On the basis of the results of the study, put forth the suggestions and recommendations outlining their policy implications for improving the management of operational risk in J&K Bank.

Research Approach:

The research approach adopted for the study consists of the following:

1. Assessment of the present Operational risk Management policy of J&K Bank.
2. Detailed analysis of the status of J&K Bank in terms of its management of operational risk. This has been primarily done by comparing the J&K Banks operational risk management policy with that of the guidelines put forth by RBI.

Data Source:

The data relating to the study has been collected through the secondary sources. The various secondary sources i.e. BASEL operational risk framework, RBI guidelines and J&K Banks operational risk management policy were analysed for the purpose of understanding the status of J&K Bank in terms of operational risk management.

J&K Bank's Status With Respect To Rbi Guidelines For Operational Risk Management: The Reserve Bank of India (RBI) is the regulator and supervisor of the banking system in India and is entrusted with the task of framing the capital adequacy guidelines for banks in India under Basel II. Thus RBI has issued guidelines which form an outline of a set of sound principles for effective management and supervision of operational risk by banks. Thereafter, banks use these guidelines for upgrading their operational risk management system. Like most of the banks in India, the J&K Bank has so far been trying to implement the guidelines put forth by the regulatory body for banking in India i.e. RBI and has been successful in various aspects of the guidelines with respect to the management of operational risk. Keeping in view the RBI guidelines, a comparison has been drawn between the current position of J&K bank in terms of the management of its operational risk and the criteria's put forth by the RBI for the implementation of

operational risk management framework. The status of J&K bank in terms of RBI guidelines for the operational risk management is presented below:

1. Organizational Set-up for Operational Risk Management:

Operational Risk Management has been identified as one of the important pillars for Integrated Risk Management framework in the J&K bank and an appropriate organizational set up has been put in place with clear definition of responsibilities at each level. The operational risk management organization structure in the bank has been structured as per the guidelines of RBI with the Board of Directors exercising the complete oversight and control of the Operational Risk Function. Operational risk framework adopted in J&K bank follows a top down approach. Instructions/observations made at Board level are followed and implemented down the hierarchal levels. Ideally, the organizational set-up for operational risk management as per RBI guidelines should include the following:

- a) Board of Directors.
- b) Risk Management Committee of the Board.
- c) Operational Risk Management Committee.
- d) Operational Risk Management Department.
- e) Operational Risk Managers.
- f) Support Group for operational risk management.

The J&K Bank has been successful in having the organizational set up as per RBI guidelines. In addition to this, the bank has extended their structure for the efficient and effective management of operational risk in their organization. In this regard the bank has included Business Unit/Department/Zonal Heads, Operational risk Managers/Zonal Level Nodal Operational Risk managers and Internal Supervision and Control Division so as to ensure that the operational risk management is taken care of at the zonal and operational (i.e. functional) level and not only at the corporate headquarter level. The Zonal Level Nodal Operational Risk managers are required to report two types of loss events to the operational risk management group:

- Actual losses exceeding Rs. 5000, and
- Near misses.

2. Policy Requirements and Strategic Approach:

Bank understands the importance of operational risks vis-a-vis their criticality and effective management/mitigation. Bank has a well-defined operational risk structure with hierarchal levels properly defined along with roles and responsibilities. A comprehensive Operational Risk policy and BCP has also been devised, these policies envisage to address Operational Risk issues positively on continuing basis. Operational Risk Management policy, BCP is already in place and approved by Board. The primary objective of the Operational Risk Management (ORM) policy is to provide strategic direction and ensure an effective ORM throughout the Bank. It gives a direction to the bank so that it can identify and assess the Operational Risk inherent in all material products, activities, processes and systems and also initiate necessary actions to monitor and mitigate those risks.

3. Identification of Operational Risk:

Various losses resulting due to operational risk have been identified in the operational risk policy. However, there still exist many areas, which are to be addressed. So far the bank has hired a group of two

employees who have been assigned the task of risk identification and profiling. For the purpose of identifying risk events the bank has also listed out the activities that are susceptible to operational risk. The list of such activities has been taken to be same as the business lines used for the measurement of Operational Risk capital using Standardized Approach. These are: Corporate finance, trading and sales, retail banking, commercial banking, payment and settlement, agency services, asset management, and retail brokerage. The bank has been and is trying to break down each of these business lines into its sub processes like transaction banking, trade finance, general banking, cash management etc. for risk factor mapping. Following principles of Risk Event recognition have been followed while Risk mapping the Processes:

- (i) **Experience:** The event has occurred in the past.
- (ii) **Judgment:** Business logic suggests that the bank is exposed to a risk event;
- (iii) **Intuition:** *Events where appropriate measures saved the institution in the nick of time;*
- (iv) **Linked Events:** This event resulted in a loss resulting from other risk type (credit, market etc.);
- (v) **Regulatory requirement:** Regulator requires recognition of specified events.

Based on the operational risk profile of the bank, Credit, Treasury and Remittances have been identified as the high-risk processes for the Bank, which were risk mapped for each operational risk loss event.

4. of Operational Risk:

At present there is no clearly established, single way to assess/measure operational risk on a bank-wide basis. RBI has suggested Banks to develop risk assessment techniques that are appropriate to the size and complexities of their portfolio, their resources and data availability.

In order to assess the likely operational risk exposure of the Bank, J&K bank has been using the Severity-Frequency Matrix for calculating the probability of each risk loss event. The matrix has been developed with the help of workshops conducted with the relevant operational risk and business line managers who were required to classify each risk loss event on a scale of 1 to 5 for severity and frequency based on their experience and other guiding principles.

5. Monitoring of Operational Risk:

Monitoring is done mainly based on the reports such as reports on critical system failure and reports on losses occurring due to frauds/dacoits etc. However there is a need of putting in place an operational risk database that could serve the purpose of effective management and reporting on Operational risk. Presently the bank is working to monitor the Operational Risk on the basis of impact assessment prioritization. Loss events above a threshold are being and will be comprehensively monitored and tested for appropriate controls. For high risk events proper Escalation triggers are being developed. Escalation trigger is the minimum limit set to provide early warning signal for a specific or group of loss events.

6. Reporting of operational risk:

In order to implement the operational risk management processes and enable the bank to identify and assess the operational risk on an ongoing basis, the J&K Bank has adopted a new policy and is in the process of its implementation. Each business unit is required to compile information on various operational risk events and report both actual losses and near misses to their respective Zonal level Nodal operational Risk managers, who in turn will forward this information to the ORMG at CHQ. A threshold limit of

Rs.5000/- and above is fixed for reporting of operational risk loss events. Reporting of loss data is the joint responsibility of Business unit/Department level Operational Risk Manager and Business unit Head/Department Head. It is also the responsibility of the concerned Zonal Nodal Operational Risk Managers to collect and compile information from business units/offices falling under jurisdiction of their Zonal offices and forward the same to ORMG at CHQ. In this context, any event or incident based on any of the spheres of operational risk are being considered which has the potential to cause business disruptions, financial loss or damage to the bank's reputation and assets.

The J&K Bank has also fixed a threshold limit of Rs.10000/- and above for all operational risk loss events which need to be reported immediately to the ORMG for analysis and reporting to ORMC/Top Management. Other operational risk loss events below the threshold limit are to be collected at regular intervals i.e. on quarterly basis by ORMG from all the controlling offices.

7. Controls / Mitigation of Operational Risk:

Bank has a well-defined internal control system in place through policies, procedures and directives. The J&K Bank has a system of internal audit which has the responsibility to check whether the operational risk framework is being implemented efficiently at the grass root level. The bank has also the risk based internal audit (RBIA) in the Supervision and Control Department which rates the branches of the bank on a scale based on some operational risk parameters.

8. Capital Allocation for Operational Risk:

The J&K Bank is currently computing capital charge for operational risk based under the Basic Indicator Approach but at the same time the bank has started using standardized approach as a parallel run since the last quarter of 2009. Reserve Bank has proposed that, at the minimum, all banks in India should adopt this approach while computing capital for operational risk while implementing Basel II.

Conclusions & Recommendations:

Within the broad spectrum of objectives, the study was undertaken to probe into the ways the operational risk is being managed at J&K Bank. In this regard a study was carried out where an analysis was done so as to find out the status of operational risk management in J&K Bank in comparison with the guidelines of operational risk management framework put forth by RBI. The analysis done in the foregoing pages has revealed the following points:

1. With respect to the implementation of the operational risk management framework put forth by RBI, the position of J&K Bank is strong in papers as is clearly revealed by the J&K Banks operational risk management policy.
2. It was observed that the bank has made certain additions to that of the RBI guidelines so as to ensure that the operational risk events are properly managed, mitigated and reported in the organization. One of those attempts made by the bank is the extension in their structure (i.e. zonal heads and operational risk managers) for the efficient and effective management of operational risk in their organization.
3. Also, the bank is presently calculating the capital charge using the basic indicator approach but at the same time the bank has started using standardized approach as a parallel run since the last quarter of 2009. The bank has already issued orders and is in the process of obtaining the loss data from its branches so that it switches over to the higher approaches for the calculation of capital charge.

4. It has also been found that the bank has a strong compliance with the RBI guidelines in terms of its policy.

So the findings of the study clearly reveal that the J&K Bank is working in the area of operational risk management but the pace is slow. In this regard few suggestions have been put forth that will ensure the better management of operational risk both at the corporate headquarter level and the branch level. These have been presented below:

1. Operational risk managers and all the concerned officers should be imparted a high tech training and more information should be provided on the subject of operational risk.
2. The staff at the CHQ level as well as the branch level should be communicated the changes and the updates with respect to the guidelines of the management of operational risk.
3. Better infrastructure and IT facilities should be made available to all the branches of J&K Bank.
4. A special operational risk management team should be made and assigned the task of keeping a track of operational risk events that have occurred in the branches.
5. Categorization of all the possible operational risk events in all the areas of banking operations (e.g. loan origination, term deposits, withdrawals, account opening etc) should be done and the same should be circulated to all the operational risk managers at the branch level.
6. Last but not the least, J&K Bank needs to have credible, transparent, well documented and verifiable operational risk management function.

SEARCH BASED SOFTWARE ENGINEERING-A REVIEW**Arif Mohammad Lattoo *****ABSTRACT**

This paper gives a brief report about search-based software engineering (SBSE) and the scope of the field, in research interest. The paper briefly reviews widely used optimization techniques and the important elements required for their successful application to software engineering. The paper also sets out the new techniques, which can be formulated to attain the success.

Key Words: Software Engineering, Simulate, Annealing, Genetic Algorithm, Test Case Sint.

1. Introduction

Search Based Software Engineering (SBSE), as perceived, is quite an advanced branch of computer science to evolve in future. It relies on the benchmark “every algorithm that is to be employed to devise a solution is actually search based”. SBSE is the approach in which search based optimisation is applied to software engineering. SBSE consists of search-based optimization algorithms that are becoming incorporated in almost every area of software engineering. It aims to search for candidate solutions in a search space and examines each candidate solution for some specified metrics and then ultimately focuses on devising an optimal solution. The parameters that help in distinguishing between better & worst solutions are characterised by employing Fitness Function(s) [1].

SBSE starts with basic two components a) Representation & b) A Fitness Function. A Software Engineer, at the start, will have some representation of the problem area under consideration. The Software Engineer can thus easily devise a representation of the problem from the “Minimal Data” available in the beginning. It may rarely be the case that certain problems may not ensure a representation and hence hindering the formulation of converging towards an optimal solution.

The second ingredient is fitness function. Some metric(s) associated with the problem area can guide best in formulating a fitness function. The fitness function evaluates whether the algorithm has found a better solution than the one in previous step and guides the search to as optimal as possible solution [2].

2. Implementing Search Based Approach

SBSE consists of search-based optimization algorithms used in software engineering, with genetic algorithms, simulated annealing and hill climbing being the most widely used [2]. SBSE encompasses the concept of Randomized Algorithms for its implementation. One of the techniques in this regard is “Hill Climbing”. This technique employs a “Converging Mechanism” with a heuristic policy to rendezvous with the final optimal solution. It starts with a random point in the search space and then inspects for some neighbourhood candidate solution points and then compares the metrics of the two for some aspects and if improved fitness is informed at this point, a ‘Move’ is made. Then the same mechanism is repeated for this point and so on until the neighbourhood point offers no better comparative fitness. There is a problem with

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the hill climbing approach, the located hill by the algorithm may be local maxima and may be far poorer than global maxima in the search space [3].

2.1 Simulated Annealing: Simulated Annealing (SA) inspired from *annealing in metallurgy* the logic is like a variation of hill climbing that avoids the problem of local maxima by allowing moves to less fit individuals. The approach gives more chances to consider less fit individuals in the earlier stages of the exploration of the search space. This chance is gradually reduced until the approach becomes a traditional hill climb in the very final stages of the exploration of the search space.

2.2 Genetic Algorithm: Genetic algorithms are an inspiration from Darwin's theory about evolution. To start the Algorithm we take a set of solutions (Represented by chromosomes) known as population. New Populations is formed from the solutions of the previous population. The motivation here is driven by a hope, that the resulting population will be better than the old one. The solutions to be selected for the formation of a new solution (offspring) are selected on the basis of their fitness - the more fitting they are, more the chances of they having to produce again. This process continues until some condition (for example number of populations or improvement of the best solution) is satisfied.

3. Problem Statement

SBSE believes in overcoming the difficulty faced when a software engineer finds himself surrounded by questions that are fully immersed in probability; e.g., how many test cases suffice for the current problem?, what is the minimum requirement set for the current program? & so on. This will definitely serve as an endeavour in computer science as these sort of uncertain questions always pose obstructions in the life cycle of any project, and hence any problem.

Many problems are computationally demanding, and have motivated the necessity for developing novel optimization approaches. There are problems which can best be solved with combining approaches of optimization techniques [3].

In this approach of problem solving, the output of one optimization technique can be fed as input to another optimization technique. In order to look for near optimal solution we got to have better understanding of search landscapes, which may suggest the application of hybrid search techniques. In the hybrid approach the best aspects of existing search algorithms can be combined.

Combining optimization search algorithms/hybrid algorithms can be further used as a possible approach to achieve the optimization or near optimal solutions with following goals:

- To achieve better balance between exploration and exploitation.
- To yield better solutions in shorter time.
- To combine global and local strategies for solving problems.

One important lacuna that may arrive out of nowhere is, the "Size of the test case suite". Test case suite is the set of all tests available to a software engineer at any instance of time. At the very scratch the size of the problem under consideration is small; hence an engineer will find it easy to put the current set of instructions through the test suite. But as the instruction set increases or the software evolves, it is the responsibility of the engineer to ensure that the modifications don't alter the existing functionality of the software. In linear thought, a software engineer will again re-employ all the tests in the test suite. But as the

software evolves, the size of test suite also increases and it is not feasible to employ all the tests, the justifications being limited resources available [1]. Here comes a stage where the engineer has to select only certain tests and not all in the test suite.

4. Research Scope

There has been an increase of interest in the SBSE over the recent years. SBSE has many stake holders throughout the software engineering lifecycle paradigm, from requirement engineering and project planning to maintenance and re-engineering [1]. Several journal articles and papers that have discussed the possibility of SBSE as an alternate name to the software engineering have attracted the reader's interest. Since, SBSE claims that all the software engineering problems can be addressed as SBSE problems, and can thus use SBSE and software engineering interchangeably [1]. These articles and books about the SBSE provide sufficient information to get a complete review of literature and devise a work plan accordingly in order to carry out further research about the subject. The following two paragraphs highlight the use of these sources in the interest of research.

At one end the focus is on achieving better balance between exploitation and exploration. Exploration deals with understanding of the configuration space, regardless of the planning problem, while exploitation deals with the solution of the problem based on the information obtained by exploration. The experiments are to be performed to demonstrate the adaptive balancing of exploration and exploitation.

Further, such experiment would yield better solutions in shorter time. The evaluation is based on experimenting on optimization algorithms and on combining of several search techniques in order to find optimal solution in shorter time. The third goal is to combine global and local strategies for solving problems. The Global optimization is done in order to find the best solution globally, in the (possible or known) presence of multiple local optima. If the traditional local scope search methods are used for solving the problem, then the locally optimal solutions of varying quality will be found, showing dependence on the starting point of the search, we will often find. A global scope search effort is needed in order to find the globally optimal solution.

5. Conclusion

In SBSE the goal is to use Search Based Optimization Algorithms to automate the construction of solutions to software engineering problems. Hybrid optimization can serve as a valuable resource for researchers studying SBSE or Operations Research. The goal of using hybrid techniques is to include mechanism from different approaches and thus benefiting from their advantages while minimizing their drawbacks.

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MID-DAY MEAL: AN INSTRUMENT FOR ENHANCING ENROLLMENT IN INDIA**Mirza Muneeb Manan *****ABSTRACT**

Mid-Day Meal Scheme is very popular in Indian context at elementary level. In the present paper an attempt has been made to discuss the role of mid day meal scheme for enhancing the enrolment of children at school level.

Keywords: School, Enrolment, Enhancement.

Introduction

A number of schemes were launched in the primary education sector by authorities to reach the deprived section. Access to Primary Education was universalized through flagship program of government in the name of Sarva Shiksha Abhiyan (SSA), despite its successful implementation; a few children were still seen underprivileged of primary education due to their poor economic background (Kainth, 2006). The authorities among the developed countries instituted an array of policies which focused on enhancing of school enrollment. Provision of school meal is one among those that is believed to increase the enrolment through two major channels (PROBE, 1999; Dreze and Goyal, 2003; Kremer and Vermeersch, 2004). Despite a massive practical literature available on relationship between school meal program and educational outcomes (Bundy et al, 2009), there is still a dearth of large-scale assessment of its casual effect on enrollment as per our knowledge (Adelman et al. 2007). Ironically, India has one of the largest elementary educational systems at global level. India has nearly 150 million children enrolled in 800 thousand schools across the nation (Department of Education, Government of India, 2002-03).

A program namely “National Program for Nutritional Support” was launched in 15th August 1995 across India by MHRD (Ministry of Human Resource Development), Government of India.

On November 28, 2001 the Honorable Supreme Court released a provisional order which directed state authorities to start Mid Day Meal which is serving of hot cooked meals in public/government but not in private schools. More exclusively, the directive said, “Every child in every government and government-assisted school should be given a prepared mid-day meal”. In 2001 November, the Supreme Court ordered all state level authorities to provide cooked mid-day-meal in place of giving raw food grains to the children which they could not consume at school. Peculiar timing in implementation has been credited to thriving demands raised by civil society (Karunakaran and Krishnaraji, 2015). In the year 2002 the scheme was also stretched to the students studying in Alternative Informal Education (AIE) and Education Guarantee Scheme (EGS). In October 2007 the scheme was extended to class VIII (up to the Elementary level) in 3479 educationally backward blocks. The number of beneficiaries under cooked meal scheme has been raised from 33400000 in 1995 to 120000000 in 2010 (Karunakaran and Krishnaraji, 2015).

The execution of Mid Day Meal scheme is the joint responsibility of state and central government as mentioned above. The central government offered financial help regarding the cost of food grains and their transportation. Certainly, the Food Corporation of India (FCI) which is an institution established in 1964 to assist the central government’s food policies, provides state authorities free delivery of food grains from the

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nearest of its stock stations. Each student has been decided to provide with 100 grams of wheat/Rice per day which cost central government nearly Rs 1.11 (NPNSPE 2004). Fair quality of food grains were guaranteed by the FCI and full commitment for replacing the grains if found otherwise. The subsidy for the carriage charges of grains from FCI store house to primary schools were set Rs. 50 for every quintal which has an individual subsidy of Rs. 0.05 per child per school working day (NPNSPE, 2004).

Scope of the Scheme

The thought behind implementation of the Mid Day Meal Scheme in India can be viewed by three essential perspectives: Educational progress, child nutrition and social equity. Every objective has different aspect, one is more determined than other to illustrate, on fundamental contribution of Mid Day Meals towards Educational progress, is to improve school enrollment going beyond that, Mid-day meals might be expected to augment student attendance on regular basis. School meals may also enhance learning achievement, in so far as “classroom hunger” destabilizes the capability of students to concentrate and possibly even affects their learning proficiency.

In the context of United Nations Summit in 2000, India has planned to achieve the goal of Universal Elementary Education and eliminate the gender inequalities in Education by 2015 which are the two among eight Millennium Development Goals. Evaluation reveals that South Asia, besides sub-Saharan Africa, is straggling behind in attaining this goal. Universal Primary Education is one of the important objectives of “Millennium Development Goals” (MGDs) which ensures that boys and girls must identically complete Primary Education. ‘India is residence to the world’s biggest food insecure population, with more than 200 million people who are hungry,’ India State Hunger Index (ISHI) said, adding that the country’s poor performance is driven by its high levels of child under-nutrition and poor calorie count. It is further noted that “The child malnutrition of India” is higher than most of the countries in Sub-Saharan Africa’ (World Bank, 2003). As per the global hunger index report which was released in 2009 India ranks at 65 out of 84 countries. In India more than 200 million people suffer from hunger which is more than any other country in the world, as according to 2008 report. Report also brings attention to some specific states of India where child nutrition should be addressed urgently.

Mid Day Meal and Enrollment at elementary level in India

It can be clearly reflected that MDM scheme has positively affected the enrolment, attendance and gender equity at elementary school education level (Penisetty, 2015). In district Pulwama, of Jammu and Kashmir the scheme has a significant positive effect on enrollment of students, their retention in schools and relatively high growth of female enrollment at elementary level (Jan, 2014). The school meal program was highly victorious in enhancing the enrollments particularly for the students coming from poor socio-economic backgrounds (Bonds, 2012). In district Anantnag of Jammu and Kashmir state the attendance rate has risen from 64.71% to 82.42% which clearly shows an optimistic effect on average attendance over a period of time. After taking the opinions from teachers, parents and students to know the cause of enhancement of attendance rate, it was concluded that mid meal is the key factor (Hamid & Hamid, 2012). In district Burdwan of W.B the scheme has a definite positive effect on increasing enrollment, strengthening of attendance, low retention rate and minimizing dropouts which seems to be an important aspect for high academic achievement particularly students belonging to the lower economic backgrounds

(Paul & Mondal, 2012). It was found that scheme witnesses the large increment in enrollment among the primary schools. Our indicator shows that there is 13% increase in enrollment at primary level. 6.3 million Extra children attended the school after scheme. House hold survey data is an evidence for enrollment of children in schools from poor socioeconomic background and educationally backward groups (Jayaraman & Simroth, 2011). The mid day meal scheme has a positive effect on enrolment of children belonging to any class, category and gender in government and government aided schools of Ferozpur. The more rise in enrollment were seen in case of reserved categories. Enrollment has showed more attention in case of girls. The meal is having an optimistic effect on students of all categories general, ST, SC, OBC, etc. (Kaur, 2010).

Findings

The Mid Day Meal scheme has a positive effect on school Enrollment, Retention, Drop-out rates, bringing out of school children into the school or broadly on access to education. Mid Day Meal program also provides an opportunity to bridge the gender gaps, as an impressive effect was found in case of female enrollment. It is an attempt to end the caste conflict in our nation, brings an opportunity of initiation of social equity because it is clear from the above data that scheme is very fruitful for socially and economically weaker sections. The scheme is successful in bringing up the school enrollment especially the students belonging to the weaker sections. It is a catalyst for the Universal Elementary Education (UEE).

Conclusion

The present study shows that Mid Day Meal is an incentive which has boosted the enrollment and has retained the enrolled students. The rate of increment in enrollment is more in case of girls as compared to the boys. It has helped in reduction of gender disparities. It has also reduced the social discrimination present in schools which revealed in different studies during observation of researchers.

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THE IDIOM OF MEDIA IN THE NARRATIVE OF THE COLLABORATOR: A CRITIQUE

Basharat Shameem *

ABSTRACT

In the contemporary times, media has acquired a very significant role in shaping and even altering the opinion of public and governments alike. In the politically contested spaces, the significance of media acquires much more proportions especially in the light of multiple narratives and discourses. This paper aims to study Mirza Waheed's novel The Collaborator in how it presents a critiquing engagement with the language of media propaganda in how it alters different narratives. The paper seeks to highlight how the novel offers a subtle critique of the propaganda idiom of officially sanctioned media vis-à-vis the armed conflict in Kashmir. The paper draws references from the works of various eminent theorists who have put forward their postulates about the functional and structural realms of the contemporary media.

Keywords:- The Collaborator, Media, Propaganda, Narratives, Kashmir, Conflict.

Introduction

Among many of its significant themes, Mirza Waheed's novel *The Collaborator* also presents a subtle critique of the language of media propaganda in how it aims to dilute and deny various facts pertaining to the armed conflict in Kashmir. The paper seeks to highlight how the novel offers a subtle critique of the propaganda idiom of officially sanctioned media vis-à-vis the armed conflict in Kashmir. To corroborate its arguments, the paper draws references from the works of eminent theorists who have put forward their postulates about the functional and structural realms of the contemporary media. The media is evaluated in the novel as a state controlled ideological state apparatus acting as a strong reinforcement to the repressive state apparatus which has an overawing control over people.

The novel is loaded with many descriptions in which the idiom of media is closely dissected. This is done in an attempt to show how the language of media acts as a subterfuge to cover the viciousness of military oppression. Scholars like Craig La May conclude that during any period of authoritarian rule, "governments employ strict censorship to control the flow of information to the general public, and journalists exist as mouthpieces for the government" (LaMay 26). This involves the creation of a propaganda language which thrives on a subtle, but quite deliberate misleading and manipulating of various figures and facts considered essential to the memory of the struggling people. As Noam Chomsky points out in his book *Media Control*, in an environment of military oppression, the dominant power considers it "necessary to completely falsify history" as it seeks to justify its ways of oppressive machinations (Chomsky 35). This is usually achieved through a gradual manufacturing of "Goebbalian" opinions and manipulations through media (ibid).

The various historical and political circumstances which determine the Kashmiri resistance narratives enact a pivotal part in devising certain parameters and approaches for its critical study. Waheed's narrative is situated within a definite context, a context which is intersected by the deeply entrenched historical and political factors. These complex historical and political factors transfigure themselves in the shape of a struggle, one which stands itself against military oppression. Frantz Fanon warns us about the debilitating effects of colonialism in his much acclaimed work. *The Wretched of the Earth*: "Colonialism is not satisfied

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merely with holding a people in its grip and emptying the native's head of all form and content. By a kind of perverted logic, it turns to the past of the oppressed people, and distorts, disfigures and destroys it. This work of devaluing pre-colonial history takes on a dialectical significance today" (Fanon 215).

Reflecting on the bleak scenario of 1990s Kashmir, in an interview, Waheed states: "The 90s were a dark, brutal decade with horrific levels of violence and nothing travelled to the outside world with [Pakistan describing] the conflict as jihad and India [describing] it as a law and order problem" (Waheedqtd. in Dawn 2011). In the novel, this is echoed by the words of narrator who says, "You know, sometimes I wonder—because for Kashmir there is always an Indian and a Pakistani version of everything." (*The Collaborator* 15). As Waheed alludes to, these two nation-states had adopted the posture of story-tellers of master narratives in the context of Kashmir.

Many passages in the novel are suggestive of their compelling assertions and contestations with regards to the official documentation of the Kashmiri conflict. It seems the novel aims to drive home the point that the descriptions of the conflict in the official accounts have seldom echoed the happenings on the ground. As a result, many significant facets pertaining to the conflict remain hidden to the outside world. Many stories go unrendered and many pictures go unseen. Waheed takes it upon himself, like many other writers of the resistance movements, in the words of Barbara Harlow, "to consider it necessary to wrest that expropriated historicity back, reappropriate it for themselves in order to reconstruct a new world-historical order" (Harlow 50). In the after word to the novel, Waheed quotes an estimate of 70,000 people killed in Kashmir since the inception of the armed conflict as well as the number of people disappeared, orphaned, and imprisoned. However, he also notes that "the government of India disputes these figures" (*The Collaborator* 305).

Many significant events which happened in the early 1990s are referred to in the novel with an endeavor to re-describe and re-explore them. These events have either been distorted or not been fully rendered to the outside world, owing to the inadequacies of the official accounts of the conflict. Here Waheed's narrative actively engages with the question of restoring the historical memory of the oppressed Kashmiris by bringing it out of the pages of hegemonic power discourses. As critics like Barbara Harlow have found out, this is a characteristic feature of the writings emanating from the marginalized spaces of struggle:

Resistance narratives embedded...in the historical and material conditions of their production and [contain] the allegiances and active participation of their authors...in the political events of their countries, testify to the nature of the struggle for liberation as it is enacted behind the dissembling statistics of media coverage and official government reports... Harlow 98

There are so many references to the important events which happened in the 1990s as the Kashmiri militants, struggling for liberation, and the Indian state, responding with repressive force, were locked in a bitter confrontation. Some of these tragic events are the incidents of mass-rape in Poshpora, mass massacres of Gaw Kadal and Sopore, or the fake encounters on LOC which directly resulted in the existence of mass graveyards near the border. Kunan Poshpora in Kupwara is a village in North Kashmir, where more than 50 women were raped during a cordon and search operation by the 4th Rajputana Rifles of Indian Army on February 21, 1991 while the men were kept in strict internment in a field. Many documentaries have been prepared on the village and these women, and also, numerous national and international teams have carried out their investigative studies. However, the government blatantly denies that any such occurrence ever took place. In the novel, the narrator states in shock: "A brand new Minister for Kashmir Affairs from Delhi was also quoted as saying that no place by the name of Poshpur ever existed on the map" (*The Collaborator* 26). The authorities at that time had out rightly denied that such an

incident ever took place and called the allegations of the women as baseless and propaganda aimed to tarnish the image of army. The women of Poshpur appear as “Milk Beggars” in the novel. Having been under curfew for more than three months, these women come to Nowgam desperately in search of milk for their starving children.

The mass killing incident of GawKadal is also referred to in the novel, in which, according to the narrator, nearly 50 people had been killed by the CRPF in broad daylight as the newspapers were full of headlines as “The River of Blood”: “Young and old, men and children, dead, all dead, dead on a bridge” (*The Collaborator* 117). The government defends the incident as: “There was a breakdown in the law and order situation and the police were forced to open fire on the out-of-control mob; as a result thirty-five people were killed” (*The Collaborator* 117). The novel scoffs at the way an occurrence of massive human tragedy is nonchalantly trivialized as a “law and order situation”.

The Captain’s various references to media, in his conversations with the narrator, seem to be suggestive of the dichotomy between the actual happenings on the ground and the reportage in media. Waheed ingeniously satirizes the language of propaganda in the media about the conflict. This is revealed in the way the narrator’s father scolds the Doordarshan news, India’s national broadcaster, dismissing it as “all lies, *sarasarbakwas*, and utter nonsense” (*The Collaborator* 112). Whenever any armed clash takes place between the army and the militants, many deaths result, but as the narrator describes, it is played down as “a mere “skirmish” (*The Collaborator* 5). There is also the description of fake encounters which are usually stage-managed and pictured through media. When a media team arrives from Delhi for reporting about the conflict, particularly, about the activities on the border, the Captain arrogantly shows off his skill of stage-managing the operations in a conversation with the narrator:

Well, we have this fucking TV crew coming from Delhi, there might be some foreign ladies as well, I have been told. So we will do something here in the camp, you don’t worry about it. The stupid hacks want to film foreign militants ... I can make any maderchod look like an Afghan. The dead don’t speak, remember, and I still have plenty of old photos and clothes.

The Collaborator 9

After the narrator is forcibly employed by the Captain to do the job of identification of the dead bodies of both the trained militants and aspiring militants trying to cross over the border, he becomes familiar with the machinations of army in the hinterland of Kashmir. Reflecting on his observations of these workings, the narrator says:

And when they want to show off their catch, they film the bodies which have not been conveyed down into the valley, and store the footage for present of future use. *That’s* what we see on T.V. Sometimes, especially when the action has spilled out into the bordering villages, or when they have fake-encountered some poor boys in some far-flung area, they will drag the bodies, after their faces are mutilated, and quickly hand them over to the local police, or to scared, do-gooder villagers for mass nameless burials; that is, after they are done with camera-work etc. But when there’s no such need they will just kick the corpses around and roll them over into the valley

The Collaborator 14

The narrator comes to know about the actions of Indian army behind the scenes. The reality that is fed through the media is starkly different from the actual truths. The point worth mentioning here is the complicity and connivance of the media in putting up a mask of deception to hide the realities of the military oppression. Not only this, there are many other instances as portrayed in the novel which provide an inkling of how the media, in its language and functioning, attempts to dilute the reality of its essence. In scenarios like these, as philosophers and theorists like Jean Baudrillard point out:

It is the technological structure of media that affects our attitudes, feelings, and thoughts, and that the view that media can serve some ultimate emancipatory end -- e.g., by being more inclusive, by offering more radical or subversive voices in the mix of programming -- is simply delusional. It is also questionable whether the media information produces meaning or whether it destroys it.

qtd in Baudrillard's *Thoughts On Media*

Another instance takes place towards the end of the novel when the Governor visits Nowgamon the Republic Day of India, to address its people, who had been besieged under a strict curfew. The elderly persons, children, and the women under crackdown for three days, present a condition of helplessness and suffering in the extreme cold of January. A woman is seen crying in the crackdown during her menstruation. The scene becomes more ironic as the media persons, accompanying the Governor, provide full coverage to his address, and his pretentious distribution of gifts to the people. However, the pain and agony of the besieged populace goes unnoticed entirely. This stage-managed act of 'goodwill' is carried out to apparently portray a 'calm' picture of Kashmir to the rest of the world, and it is here, that the role of media comes handy for the repressive machinery of the state to achieve such a purpose. In view of the language of propaganda and misinformation in media about the armed conflict in Kashmir, P.A. Sebastian observes, "What is being said about Kashmir in Indian and Pakistani media is not information but a campaign of misinformation and disinformation" (Sebastian 319).

In their joint study, carried out in 1990 in Kashmir, Tapan Bose, Dinesh Mohan, Gautam Navlakha and Sumanta Banerjee refer to a report from Kashmir, published in the February 15 issue of *India Today* which claims to be a first-hand account while its author has not been to Kashmir. As the study notes, the report shows a photo of Jagmohan's meeting with citizens of Srinagar with the background Chinar in bloom which is possible only in summer and in fact, the photo is not from Srinagar but taken around April 1986 at Anantnag (Banerjee, Bose, Mohan, and Navlakha 41). The study also quotes P Upendra, the then India's minister for information and broadcasting, who, in February 1990 had justified the strict imposition of press censorship in Kashmir in view of the "special circumstances, and the delicate situation there." Hence, in such circumstances, the authenticity is often diluted by a subtle use of the language of propaganda which is so aptly highlighted by the novel.

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EMERGENCE OF NEW MEDIA AND THE QUESTIONS ABOUT SOCIAL IMPLICATIONS: A PERSPECTIVE

Monisa Qadri*

ABSTRACT

This paper attempts at providing an analytical insight into the emergence of a new media and cyber world along with the socio-political arrangements around it. It also tries to highlight the importance of new media in India and its entry into Kashmir, where the penetration of this media is increasing at a fast pace

The journey of the media has seen different eras and phases reflecting the change in the audience's tastes, which again was based on the how media evolved its offerings. The world has now seen a shift from industrial society to the current information society, with the development and proliferation of communication patterns, information technology and media.

This media is acting as a superhighway of information, new platform for user-generated content, interaction and communication. It will be interesting to see how the Indian Society has adopted to this media through general instances, while reflecting upon the studies conducted. The rise of the Internet challenges both the traditional theories of communication and the relationship between media and society. The paper attempts to reflect upon this and also analyze the social, cultural, and ethical debates and concerns that have emerged from it. It will discuss the social consequences as a result of openness of this media, which include copyright issues, privacy and identity concerns, exposure to porn and violence and cyber bullying and other crimes etc.

Keywords: Internet, Cyber Bullying, Facebook, Kashmir, Global Village

1. From Old Media to New Media

Human civilization has, since its inception, revolved around the desire to 'communicate,' as this resulted in the formation of communities. With the passage of time, there have been endless developments towards what we have today in the form of Mass Media, which fulfilled this need for communication. The journey of the media has seen different eras and phases reflecting the change in the audience's tastes, which again was based on the how media evolved its offerings. The world has now seen a shift from industrial society to the current information society, with the development and proliferation of communication patterns, information technology and media. From Newspapers, magazines, films, radio and television broadcasting, which Gorman and McLean (2009) i call the '*Traditional or Mainstream Media*', the world of communications has moved to New Media. They see the emergence of New Media in two waves. The first wave was when the term- 'New Media' became popular in 1990s to describe the changes dating from 1980s, and the first wave included video, new ways of delivering television (via cable, satellite, direct broadcasting by satellite/ DBS) on a subscription basis (pay television), CD-ROMs, various forms of multimedia, advanced facsimile machines, handheld databanks, electronic books and videotext networks. ii Second wave is characterized by tremendous upsurge of the internet and World Wide Web.

Thus, even after an explosion of in the world of Television and satellite communication channels, the need for information has been ever increasing. Considering the complicity of the today's world and lack of

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time on part of the modern man and his reluctance due to the fast changing world to follow the old forms of media, technology has been developed accordingly. This has eased the process of 'knowing about the world' to a higher degree. The transition from old forms to new media has been further accelerated by the complimenting features of new media. Audiences now look for something which can provide them everything at one place and that need was addressed by internet. In addition, it has become disturbingly clear that the growing popularity of new media and its ability to address specific target audiences has the potential to impact negatively the ability of meeting the client business and communications needs done by the traditional Public Relations and advertising agencies,' which have not developed awareness of or the skills necessary to cope with new media challenges. This was realized by the American President, Barack Obama and his campaign team, and the reasons behind his scoring a clear edge over his rivals was his 'image' developed through usage of various media, across board, and most important floating the popular slogan of 'Change' and 'Yes, we can' through Social media including YouTube etc. Even the old media has to adapt to the newest trends for their sustenance today.

There are some striking differences between traditional and 'New Media,' which highlight the process of this transformation of unidirectional communication to a random pattern of communication, whose source is not necessarily placed at the beginning of the chain. Some of these unique characteristics responsible for its phenomenal growth are its interactivity, speed, low cost for serving various purposes like business promotion, dissemination of information to a larger group of masses etc., convergence, feedback, storage options, access to number of sources are few among others. But while these can be seen as providing a competitive edge to this media form, there are issues that depict its flaws, which still have no answers, which pop-up in the form of concerns raised by the society vis-a-viz New Media.

This has not only changed the process of the exchange and delivery of messages but also influenced the entire socio-economic, geo-political and socio-political global order of which we are a part. Thus, present times are a witness to the concepts of information superhighway, artificial intelligence, convergence and other creations of techie minds, which together have contributed in the process of 'Globalization'. As Keohane and Nye (2000)ⁱⁱⁱ have suggested, it is not so much the increase in 'message velocity' which marks out the present era since the leap in the speed of communications occurred in the 19th century. Rather it is 'institutional velocity', the intensity of interactions (or the 'thickness' of globalism) and the response of actors that marks out the present era.^{iv} Thus, new media is a manifestation of IT, internet, WWW etc. and its relationship with this knowledge society and pattern of usage among the users.

The arrival of a plethora of new or "emerging" media in the past few years has posed an entire array of new agency challenges. The growth and popularity of consumer/user-generated news and information has lessened to some degree the power of "third party credibility" inter-alia other points of discord between the technophiles and the technophobes or as Pinter (2008) calls them Athenians and Orwellians respectively.

2. Emergence of Internet and the WWW

When we look at today's information society, a phrase popularized during 1960s and early 1970s to commemorate the emergence of technology, it becomes clear that the entire dynamics of 'how the future world was going to be like' have changed from what the world used to be. Babbage's 'Analytical Engine' a steam powered device about the size of a football ground^v, though not successful in terms of practicality

still proved to be a threshold for others down the line working on developing technology. Combined with the US Department of Defense's venture in the form of Advances Research Program Agency Network (ARPANET) can be seen as the pioneering steps towards what we have today.

After being confined to governments, scientists or computer experts, internet was handed over to the private sector that slowly widened its reach and simultaneous technological developments gave us the Internet in 1980s. Gorman and Mclean (2009) indicate that during the early development of internet, it not only was a mode of communication and transference of information, but it also began projecting expression and terms like '*Cyberspace*' gained currency from William Gibson's 1989 novel, *Neuromancer*. The growth of the Information technology has created a different sphere - '*virtual world*' for all those who are its users- popularly known as the '*Netizens*,' and thus emerges the notion of '*Virtual Community*'. Howard Rheingold used this term *Virtual Community* for the title of a book about the collections of people who commingle on the internet in a wide variety of computer-mediated social groups usually based on the mutual interest and irrespective of geographical proximity.^{vi}

Following privatization of internet, the concurrent commercialization process and entry of media giants like Compuserve, America Online and its commercial relationship with German group Bertelsmann and the French group Hachette^{vii}, News Corporation etc. changed the scenario altogether, converting it into a viable market. It was made possible because of two reasons, one being the creation of the World Wide Web' or the 'WWW' in 1990 and second being the development of user-friendly navigation tools in the form of browsers^{viii} and the first of these 'browsers' being Gopher and Mosaic. Today, it has spread greatly, both in terms of technology and usage.

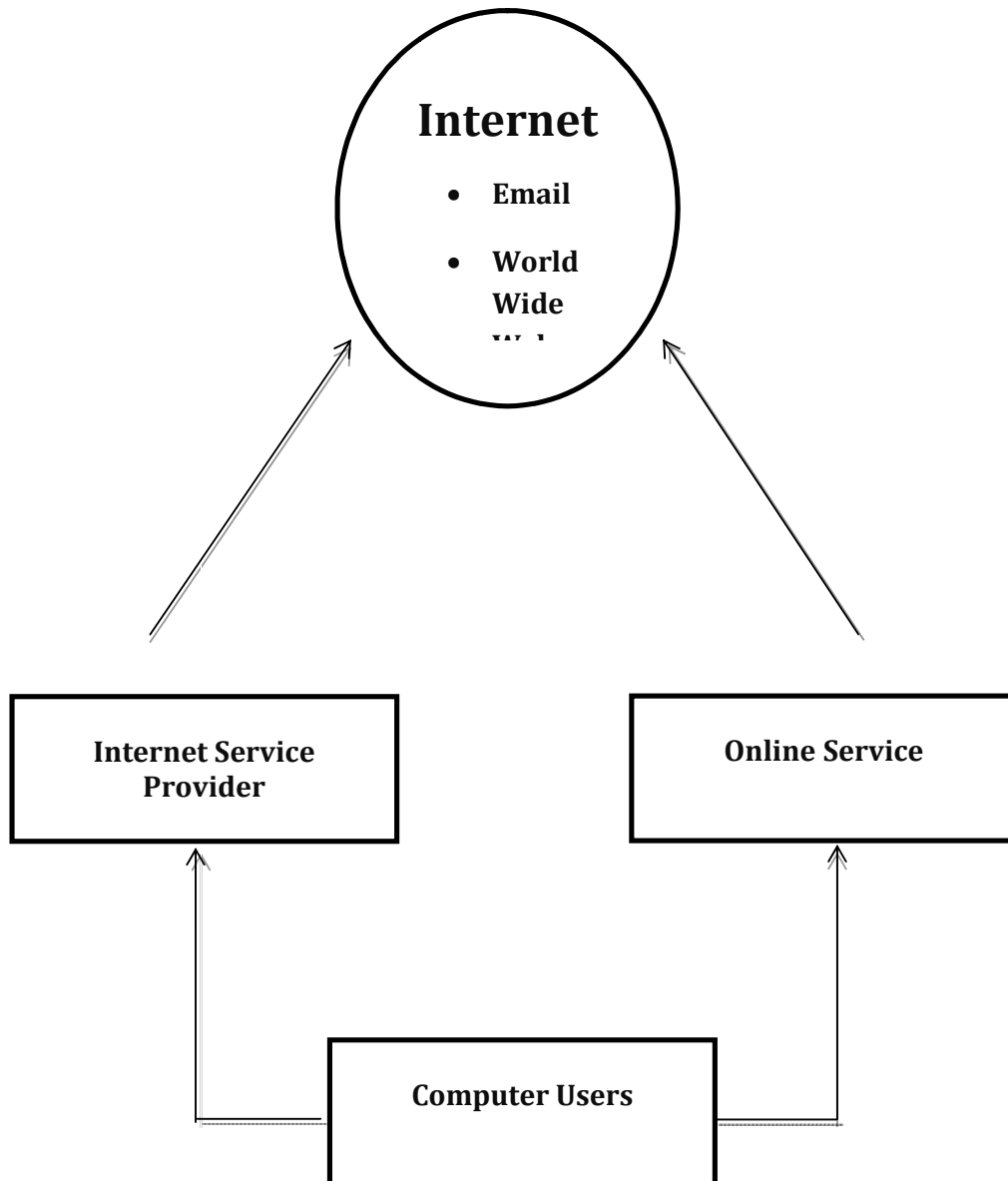
3. New Media as a Communication Tool

New Media, Information and Communication Technologies particularly digital media (computers, the internet, software culture and the new digital peer-to-peer networks for the sharing of data and cultural material) are vital to the process of dialogue, interaction and exchange. Dominick (2002) gives a schematic view of the relationship between internet and some of its major elements (Figure1). At the bottom of the diagram is the audience, the people who provide content for and access content from the internet. They gain access to the internet in one of two ways:

- 1) Through an Internet Service Provider (ISP), a company that connects a subscriber to the net and usually charges a few. Many companies, including some local phone companies, function as ISPs.
- 2) Through a commercial online service, such as America Online or MSN.^{ix}

Millions of people are empowered to project their identities to the world virtually through Websites etc., which is the order of this era. In short, Internet has emerged both as a medium that has greatly expanded access to multiple sources of information and as a platform that has enabled individuals to become producers as well as consumers of online content.^x It serves as an essential tool for communication link, an important source of news that is available on it, an appropriate channel for distributing content, suitable channel for expression and sharing of knowledge and ideas, even emotions of all types in the digital form (including software, music, photos, literature and videos) and an enthusiastic place for electronic-commerce from any place and at any point in time in the sphere of personal, professional, social, political and business aspects. This means that even the remotest geographical areas are accessible virtually, if on the World Wide Web and the information provided through it is instant. Thus, it creates a

unique niche among the masses for its characteristics of speed and user-interface. Although, Internet is old news now, but its 700 million users are changing business and society so fast that it is sometimes hard to keep up, and the revolution is just the beginning.^{xi} From the last few years, internet users have drastically increased making the world to shrink more and more, which Marshall McLuhan called as 'Global Village'.



4. Role of New Media Today

The current 21st century mediascape, which is driven by technology and provided through the platform of new media, has made available bulk of data to its users, which is why internet is referred to as the 'Information Superhighway'. 'Google the modern day virtual big-daddy of encyclopedia is the most prominent part of this new media revolution that has become synonymous with search for anything. It is one amongst many search engines, which offers entry into the world of information, content, links, connection and almost everything that is present inside the virtual space and as they say 'If it is not on Google, it does not exist.' While it has eased the way of gathering and collecting information, there are other negative aspects which have crept in with time. Professor Juan Cole of University of Michigan defined Google Smear^{xii}, shares an interesting anecdote, "The Google search has become so popular that prospective couples planning a date will Google one another. Mark Levine, a historian at the University of California Irvine, tells the story of how a radio talk show host called him a liar because he referred to an incident that the host could not find on Google. That is, '*if it isn't in Google, it didn't happen.*' (Levine was able to retrieve the incident from Lexis Nexis, a restricted database)." All this defines how the way, a 'Googlist' looks at information and its tools has changed and how his behavioral patterns in this regard have evolved through 'Googlism. A phrase often used in the normal discourses often says, 'Just Google it,' although, not every web page on the internet is linked to Google.

Because of the online world, the audiences instead of waiting patiently for the scheduled evening/morning newscast or print run, have developed a crushing need to access news and information practically before it exists, and so there is a growing rush to find out what's new or breathtaking as quickly as possible via the thousands and millions of blogs, podcasts, social network sites and other New Media that mushroom exponentially on a daily basis. Anyone can access anything online from any place, whether it is the most-circulated newspaper from New York or a recipe from the interiors of Africa or an old movie song from the Indian film industry, almost everything is made available through this search engines. Besides, being a source for various things, the interactivity has popularized it furthermore, and this phenomenon known as the 'Web 2.0', which enables participation and interaction from users came into existence after 2004. Tim Berners Lee, who pioneered the first World Wide Web ("Web 1.0"), has argued, among others, that it does not refer to an update in technological specifications but rather to changes in the ways the Web is used.^{xiii} Any person can comment on any recently published article or writing by even the otherwise inaccessible writers and journalists like Robert Fisk or Fareed Zakaria. Public can 'tweet' (using the social networking site 'twitter' a public platform) about any government policy or action or any individual and express his or her dissent or consent, and even register their grievances or highlight their accomplishment as a 'citizen journalist' using any website of a news organization, which promotes citizen journalism.

All this is indicative of a shift from top-down or a unidirectional communication in traditional media to a totally unorganized and uncontrollable flow of communication. People have assumed a right to expression and more so through New Media and like to be heard on the issues of politics, governance, economy so on and so forth. Instances of this can be profoundly taken from the recent past, whether it was the circulation of photographs leaked from the Abu Ghraib Prison in Iraq, which showed the excessive use of abuse by prison authorities from US-Led forces, latest Arab Uprising in which social networking websites played a major role in the political and social mobilization of masses or the emergence of alternate

media from not just western democracies but the other places as well. We see the phenomenon of user-generated data picking up, which has given common people a power to create news. This is the 'global billboard society' and there is a growing trend of tools for it- webpages, blogs, portals, social networking sites, audio and video sharing platforms such as Youtube, bulletin boards, wikis etc. another example where 'Blogging,' which can be done by individuals and groups mobilized people was seen in Egypt before the recent uprising. When Egypt's state-run *Al-Ahram* daily published a doctored photo that showed President Hosni Mubarak at the front and center among heads of state at a meeting in Washington, D.C., in September 2010, it was blogger Wael Khalil who discovered and blogged about it, further revealing the power of social media as a check on government press. The unaltered Associated Press photo showed President Obama leading, flanked by Palestinian President Mahmoud Abbas, King Abdullah II of Jordan, and Israeli Prime Minister Benjamin Netanyahu, with Mubarak slightly behind the four on their way to a media event. *Al-Ahram's* editor stood by the doctored photo, saying it was meant to illustrate Mubarak's central position on the Palestinian issue.^{xiv} Blogs are independent voices, where the owners write and share their ideas exercising complete freedom of expression. Certainly the Internet helps niche groups of all types coalesce. As David Ignatius noted in a column in *The Washington Post*, quoting Charles McLean, the Internet can act as a "rage enabler," providing "instant, persistent, real-time stimuli [that] takes anger to a higher level."^{xv}

In the realm of propaganda and politically motivated communication, information warfare is declared before the actual war is waged and in present times, *Virtual War*, constructed through images, symbols, words, representation and omission, prepares the ground for the physical warfare. The reinforcing images of 9/11 incident provided much justification for the 'War on Terror' and the result being millions are rendered dead, injured, maimed or homeless.

After only U.S and China, India stands at third place in terms of internet usage. The situation has emerged during the last decade only due to rapid advancements in the ICTs and introduction of various internet-related services from broadband and LAN to GPRS, 2G and 3G. It can also be attributed to the revolution in the world of communications and information in terms of accessibility, technological know-how, and competition amongst the service providers to reach-out to the maximum that has encouraged a good proportion of the world population to utilize more and more communication channels. Another factor that has contributed in the popularization of new media is through 'media convergence,' which has diminished the barriers between different forms of media and resulted in an all-in-one form of media like internet, mobile phones. The mobile phones have become smart machines, which use the latest technology and perform all the operations, which is expected of New Media. The largest technological impact globally is coming from the mobile phone.^{xvi} GPRS and Internet is easily accessed from mobile phone handsets. Based on this pattern of access, the Internet and Mobile Association of India announced in November, 2011 that India's Internet population stands at 100 million.

The technology has reached the masses through this way. The popular activities include social networking, video-sharing, matrimonial matches, job search, entertainment sites and blogs. The recent hyped cycles of news media can also be attributed to multiple options offered through cross-ownership, which includes broadcast, print and online media. Major contemporary issues like Lokpal, 2G and 3G etc. have received much spotlight through this, not just from the original news producers, but from audiences at

large, who have emerged as producers themselves. These are addressed multi-dimensionally through blogging, twitter, facebook groups etc.

Similarly, Kashmir also advances towards facilitating the online zone, with its increasing users. The media industry of Jammu and Kashmir, especially Kashmir lacks good infrastructure. The majority of people have been using newspapers, radio and Television as the tools of mass communication. Due to the unrest during the last 3 decades, the growth of media has slowed down and it could not thrive normally. The introduction of New Media can be seen as relatively new as compared to the rest of India. There is less exposure to internet. However, Kashmir is also touched by globalization and its new generations are already familiar with computer and internet. Internet usage in Kashmir is also increasing like India and the world. But, it has slowly and steadily picked up during the last decade, when the internet services and mobile phone services were started in J&K. The last 5 years have seen tremendous increase in the number of internet users because of technological advancements and popularity of smart phones, almost all internet service providers operate here, providing users with a wide range of options to choose from. With novel technologies and facilities, the people began to surf more websites for long time (as now internet has become cheaper also). People of the valley that got exposed to internet mostly include the young generations especially students. They got access to a wide variety of websites like informational, educational, medical, business, social message sharing websites. These users are on the cyberspace and part of the globalized regime of communication. During the last few years, particularly because of the upsurge of unrest, Facebook and some local news portals became highly operative because of some curbs on the other media. Perhaps, this can be seen as linked to the global contemporary revolution in the manner of communication for e.g. the Jasmine Revolution, Egypt Uprising or Wall Street revolution. These comprise of both negative and positive impacts and since new media is newer and difficult to manage, lot is needed in terms of its control and management.

5. Concerns Raised by New Media: Harm Caused by the Rise of This Technology

Since the inception of information technology, various media watch groups and monitoring agencies and bodies have registered their fears which revolve round its usage. The sphere of influence is greater as compared to other media due to its unique nature, which allows more freedom from censorship and other barriers, greater speed, increased and uninterrupted access to the overflowing information. These characteristics, which were the USP or the unique selling proposition of this media, have turned against the society in general to a higher degree and certain vulnerable groups like youngsters etc. in particular. It has been often attributed to the differently perceived 'professionalism' of the cyber world to legislative failures pushing for a growing demand for Cyberethics and its implementation cannot be ignored. Persons who first used the phrase, *information ethics* included Robert Hauptman in who started the *Journal of information ethics* in 1992 and Rafael Capurro who wrote an article in German in 1988 in "Information ethos und Informations ethik"^{xvii}[Information Ethos and Information Ethics]. However, some the issues in information ethics were raised as early as 1980. Barbara J. Kostrewski and Charles Oppenheim wrote an article, "Ethics in Information Science" for the *Journal of information science*^{xviii} where they discussed such issues as the confidentiality of information, bias in information provided to clients or consumers, the quality of data supplied by online vendors, the use of work facilities, etc.^{xix}

Some of the broader highlighted apprehensions are:

- 5.1. No gatekeeping or monitoring of content:** it leads to uncontrollable rush of information which can incite religious sentiments, cause political disturbances or result in moral degradation like 'Pornography' is in the line of fire in this regard. The users are confounded by this technology that links together nearly half a billion people in 'Worldwide Web' - a global village -allowing instant, anonymous exchange of uncensored text and images. Anyone in this virtual-metropolis can put anything online, and once it is there, anyone can access it and we have a consequence in the form of *Cyberporn Panic*. The nature of human psychology is that over-indulgence in one pleasure creates a desire for another, more depraved pleasure, and so forth in a potentially unending downward spiral towards total degradation. In a nightmarish scenario, an upstanding gentleman could thus wake up to find himself on one of the web's many sites explicitly dedicated to facilitating illicit activity. Thousands of sites offer 24/7 online gambling, and researchers say upwards of 15 million people visit these sites annually and leave several billion dollars of their family's funds there.^{xx} Also, cases of defamation and image smear are easy through internet, example being Google Smear, which was started as a political tool in America.
- 5.2. Authenticity and credibility:** While it is difficult to ascertain the source of any content, the identity of the source can also be masqueraded as someone else. Even a large chunk of 'citizen journalists' working with this media and manning the various 'New Media' cannot claim the same experience, objectivity and credibility as a traditional print or electronic journalist. So their output often has a questionable objectivity and is looked upon as having the 'third party credibility.' As print and electronic media management cut staffs and reduced the size of the "news hole" to burnish profits, the strength and credibility of the "gate keepers" have weakened. If we talk about Kashmir, during the 2010 unrest, there was mushrooming of online news portals and social networking pages, which claimed to provide updates, most of which were later on blamed for ballooning of false information at times, like the 'Quran Desecration' episodes, which triggered violent incidents.
- 5.3. Vulnerability of Intellectual Property Rights:** Internet being the 'Information Superhighway' that it is, has led to the creation of an ocean of information and knowledge material. This has also paved way for the information theft in this virtual domain, where the intellectual property like the literature (articles, books, journals, periodicals etc.) is prone to plagiarism and other related issues. The Battle over Copyright on the Net (and Other Intellectual Property Encounters) is disturbing the literary circles to a great extent. We often hear about plagiarism and copied material, which is often used without proper permission or attribution.
- 5.4. Personal relationships:** In addition, it has also led to psychologically destructive relationships and creation of harmful ties. The virtual relationships have replaced the personal interactions leading to the depleting feelings of togetherness, family. Any form of technology- mobile phones, internet, Ipods, Play Stations has created individuals within a family. Internet Dating, which is seen as a trend by youngsters has already given rise to various social and personal fiascos and disturbed the social institutions of family, marriage and community.
- 5.5. Right to privacy Vs. Right to Information:** While there is a growing demand for free-flow of information, especially about personal lives of celebrities, there are complaints about security and

privacy, which question their Civil Liberties. Cyberstalking is offshoot of the piercing nature of internet, where people have 'Someone to Watch Over them' quite often. Although, the growing desire of being famous and in spotlight is what drives these celebrities most of the times, but this tamed pet often gets out of control leading to spilling of the beans in the public domain.

5.6. Cyber Crimes: Over the last few years, there have been several infamous cases of abduction, rape and murder in which the victim was first approached and lured through a Chat or Multi-user domain sites, instant messaging or emails. A Cyber slum or the Net Slum is an illegal field was created as a sanctum for hackers, illegal characters, trash data, and similar unwanted/illegal cyber-stuff. It is inaccessible to regular players as well as to the administration of real world, making it an ideal hideout for those who would otherwise be banned from the game.^{xxi} Besides, hacking in the matters of money and accounts is an alarming indicator too.

5.7. Ill effects on psychology of children: It leads to early maturity among them. It can be regarded as a consequence of the lack of gatekeeping in internet and as a result, children and other such vulnerable groups are exposed to high degrees of uncontrollable content that triggers the disturbance of normal growth phase amongst them. Technology is available to them at a young age, when they cannot differentiate between what should be accessed and what should be avoided. This can also be a cause for juvenile computer crimes.

These are the harsh realities of cyber-street life. But as Rosalind (2004)^{xxii} argues, that technology and specifically information technology, does not simply influence culture and society, but rather is itself inherently cultural and social and that any reconciliation between technological change and community will come from 'connecting technological and social innovation.' And however, susceptible society may seem in the hands of this technology, it ultimately is a product of a human brain, which only can devise ways to control it and use for the larger benefit of society.

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DISMAL TEACHER EDUCATION IN THE STATE OF JAMMU AND KASHMIR? WHO IS RESPONSIBLE?

Habibullah Shah *

ABSTRACT

Based on an analysis of teacher education in Jammu and Kashmir state, this article draws together a set of dilemmas that face the field, arguing that a comprehensive policy is required to complement the more common institutional practices of teacher education in the state. The article concludes with thoughts on some promising directions for the improvement of the field of teacher education in the state of Jammu and Kashmir.

Key Words: Teacher education, Teacher, Policy, Creation, SCTE

Introduction

Teacher education across the globe is plagued with a number of recurring predicaments that have combined to baffle what has passed for reform (Wang et al, 2010). Facing these problems is a significant starting point both for appraising the emerging agenda for change and for considering alternative prospects (Sykes, Bird, & Kennedy, 2010). Teacher education reform has become an international trend (Bates, 2008; Garm & Karlsen, 2004), which in spite of the different national contexts and traditions, shares a set of similar expectations, foci, and even policy interventions (Loomis, Rodriguez, & Tillman, 2008). Teacher education reform in different parts of the world like the United States (US) is a crucial part of a wider educational reform intended to improve teaching practice and, thus, student performance (Darling Hammond, 2005; Wang et al, 2010,) India is no exception to it, however the context of Jammu and Kashmir is different from rest of the states of India.

Why Teacher Education?

The importance of teacher education cannot be overemphasized (Asare & Kofint, 2014). Teachers lays the foundation for the development of the human resource of every nation and are backbone for any sound educational structure. It is worth remembering that “A sound education structure leads to an enlightened society and manpower development, which is able to lead a crusade for social transformation and economic progress” (Asare, 2011, p. 43). Central to the educational enterprise is the teacher. The role of the teacher is so crucial that no nation can afford to ignore it. This is because, “Education is a condition for development and the teacher is the ultimate definer of its reality” (Adegoke, 2003, p. 5). Whether teachers are born or made is now no longer a debate in education. Because irrespective of the fact that some persons are endowed with those positive qualities which a good teacher should have even without undergoing any formal teacher training course, but no one can undermine the need and importance of teacher education programmes, especially for those who join the teaching profession with no experience. This is particularly applicable in a country like India where universalization of elementary education is a national obligation. The system here requires services of thousands of teachers who can impart quality education. This obviously implies that a good teacher preparation program should be in place to achieve the goals of universalisation and quality education. The state of Jammu and Kashmir is no exception to it. With

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progressive realization of the importance of professionalization of teaching profession, it is accepted that continuous professional development of teachers by way of pre-service and in-service teacher training is a dire mandatory in the large interest of human resource development. It is with this vision that the Indian State established a separate statutory body called *National Council for Teacher Education* (NCTE) to regulate the teacher education programmes across India except J&K state.

Teacher Education in Jammu and Kashmir State

Teacher education in this state is directionless and a big chunk of teacher training colleges are at the edge of their fall down (Shah, 2016). On one side, we talk about quality teachers but on other side we are trying to put teacher education back to Dark Age. This state is the only state in India which does not have its own teacher education policy as on date. On one side, we try to come at par with national standards but at the same time we try to keep our outdated and obsolete rules as they are. It is fact that in JK state too, B. Ed has been two year course, very expensive but on other side, the basic qualification of General Line Teacher is still 10+2 without any mandatory teacher education qualification which is basic issue that needs immediate attention. That is what MHRD, New Delhi have also noticed in the 8th Teacher Education Appraisal Board (TEAB) meeting held on 28th March, 2014 at New Delhi and the minutes of which were notified vide number No.F.43-3/2014-EE.9 dated 29th April, 2014 which reads as,

“Minimum qualification (10+2) is still an issue in the matter of restructuring of teacher educator cadre, the state government was advised to follow the norms of NCTE, even though JK does not come under the purview of NCTE, or devise its own norms on similar lines.”

Researcher's simple question is if D.Ed/B.Ed/M.Ed programmes are not getting any credit in the recruitment criteria of teachers in school education department at entry level in our state, why students will invest time and huge money for such degrees which has no relevance from employment point of view as per existing policy of the state. Earlier B.Ed as well as other teacher education programmes were getting due credit in SSRB selection but same has been scrapped. If Education Minister is bothered about the future of more than 120 B. Ed colleges as well as 22 DIETs of the state, which generate a good chunk of employment opportunities for the un-employed youth of the state, I would suggest few things in this regard for the revival of this sector and promotion of teacher education in the state.

First of all, Minister of Education should direct the administrative department of school education to modify the recruitment rules regarding the eligibility of general line teacher as minimum graduation with B. Ed from current eligibility which is 10+2 for both Govt. as well as Private Schools without any further delay. As maximum states across India have the same eligibility for the appointment of teachers and NCTE vide gazette notification dated 12-11-2014 has already made mandatory for centre and all states (except JK state as it does not come under the purview of NCTE) not to appoint any teacher at any level without teacher education degree (s). While as in our state, teachers are required to produce B.Ed degree(s) at the time of promotion. What is the logic of keeping B.Ed essential just for promotion of master grade when a person has already put enough service in the department as teacher? Better to make his/her entry in the department with B.Ed. Similarly all those staff appointed in DIETs/SIEs, should have at least M.Ed as well as their respective Masters Degree then they are professionally eligible to be as teacher educators so this issue needs also to be addressed appropriately. As per MHRD communications, JK state has been directed from time to time to create separate teacher educator cadre in the DIETs/SIEs /Colleges

of Educations. As in the recent 10th TEAB meeting held at MHRD New Delhi on 17th April, 2015 the minutes of which were circulated vide number dated No.F.43-3/2015-EE. 9 dated 8th June 2015 have also observed the same which reads as

“it has been noticed that there are large number of vacancies in DIETs. Keeping in view the academic leadership role of DIETs, the state Govt. should review the faculty requirements and norms”.

Good thing is that in a latest communication bearing F(49-21/2005/NCTE/N&S/8168 dated 8/12/2015, NCTE have acknowledged that NCTE regulations does not apply to the JK state and previous NCTE order issued in this regard vide no F.No.49-21/2005/NCTE (N&S) dated 31-5-2007 stands valid. It speaks that J& K state is free as on date to frame its own teacher education policy keeping its own context, topography and requirements in view. State has once again good chance to boost its own teacher education sector. Before it is too late, researcher's another suggestion to the authorities is that kindly *direct Commissioner Higher Education Department* to come with an act on the analogy of Jammu and Kashmir Private Colleges (Regulations and Control) Act, 2002 which can simply be called as *Jammu and Kashmir Teacher Education Act, (Year)* for streamlining the teacher education in the state. If passing of act is not possible and seems time consuming then, a SRO for regulation of teacher education in the state is also sufficient to meet the urgency for which Jammu and Kashmir Private Colleges (Regulations and Control) Act, 2002 can become a source for framing regulations. In this regard, Commissioner Higher Education Department should take an initiative and constitute a committee in order to frame teacher education policy of the state and notify the same through SRO. The committee should constitute the following important stake holders also as its core members because all of them are major stake holders of teacher education in the state. Committee should constitute, Dean Academic Affairs, University of Kashmir/University of Jammu; Dean/Head Faculty of Education, University of Kashmir/University of Jammu; Dean College Development Council, University of Kashmir/University of Jammu, Director, Directorate of Distance Education, University of Kashmir/University of Jammu, Principal Govt. College of Education, Srinagar/Jammu, Principal SIE Srinagar/ Jammu; Director Academics, J & K Board of School Education and other members to decided by the competent authorities. However above than these members, at some subject experts from teacher education field and some legal experts should also be as are part the committee. Researcher suggests that Dean School of Education, Central University of Kashmir/Jammu should be specially invited being stake holder of teacher education in the state. The committee should be assigned the job of framing eligibility, medium of instruction, draft model statutes, syllabi and other components in light of NCTE regulations. We can also think to have our own State Council for Teacher Education (SCTE) on the analogy of National Council for Teacher education NCTE, New Delhi. Creation of SCTE will be the historical contribution of present government in the history of JK Education.

Since this state is not like other states which have robust corporate sector and strong private sectors like engineering colleges and private universities, therefore it is responsibility of the state to work out such legal options which will save this education sector from rust and other malpractices. Instead of closing the doors of these private colleges, we have to strengthen these institutions both in terms of infrastructure, employability and ensure quality teacher education in these institutions. We should learn lesson from the Governments of Haryana, UP, Punjab and other states which are promoting their engineering and other private educational institutions like their own babies and have established separate educational colonies. At present a number of B.Ed colleges are without students both in Kashmir as well in Jammu province and

have expelled their respective academic staff which has put once again state's educated youth in limbo. During previous PDP-Congress Govt. the then Chief Minister Mufti Syed acknowledged that private B.Ed colleges of the state have played an important role in promoting academic tourism and generating employment therefore, we have to flourish these academic institutions across the state and save this educational industry from collapse.

Conclusion

It is good to have two cluster universities in the state but I think this state is in dire need of education university which will reduce the burden of our state universities and will improve their functioning especially research culture. This state should have at least one teacher education university seeing the potential of teacher education in the state as Tamil Nadu and other states have also separate universities for teacher education. This researcher also suggests authorities to go through the latest policy document of New Delhi entitled as *Joint Review Mission on Teacher Education of JK State*, 2013 which will give them a more broader picture of the situation. Briefly speaking, the flawed policy and lack of attention and a salutatory body in the field of teacher education, political control of teacher training colleges of the state is responsible for the dismal teacher education in the valleys. Last but not least, let us hope authorities will come with a policy on teacher education and prepare good teacher for the world from this land of saints and teachers.

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Book Review: Dyer, Caroline: *Livelihoods and Learning: Education For all and the marginalisation of mobile Pastoralists*. Routledge Taylor & Francis Group London, 2014, 215 pp ISBN—978-0-415-58590-3 (hbk) Price: £ 195.

Dr. Mohammad Zia Ul Haq Rafaqi *

Livelihood and Learning by Caroline published under auspices of Routledge London is devoted to livelihood and educational access of the Rabari's a nomadic tribe of Gujrat (India). This book is an attempt to enhance the wiry scholarly work on formal education and mobile pastoralism. Since South Asia is home to the world's largest and most diverse nomadic population, pastoralism in this region has attracted little scholarly attention and education deprivation among pastoralists less attention still. This book focuses on the mobile pastoralists/nomads and examines their problem, particularly related to education deprivation and how this has been seen and addressed within the domain of Education For All (EFA). This book also aims to stimulate further attention to a complex, contextual and dynamic set of challenges for those concerned with development in general and educational development in particular. Pastoralism in different regional contexts has received uneven attention, and it is mostly from Africa and the Middle East—that the dominant language of pastoralist studies is demonstrated.

Livelihoods and learning highlights the complex, contested and often inconsistent role of education in development and the social construction of poverty, and calls for critical reappraisal of the notion of Education. This will be Key for academics in education, development studies, international and comparative education and research methodology, as well as policy-makers, ministries and related agencies with responsibility for education.

According to Caroline the term nomad (mobility/transhumance) deployed in EFA treatise, might indicate that mobility is the underlying cause of nomads' education deprivation. Nomads, comprising millions of people around the world who live on land and water, do all deploy spatial mobility—but they are certainly no homogenous group. There are foragers, or hunter gatherers such as the Kalahari Bushmen, the Spinifex or PilaNguru people in the Great Victoria Desert of Western Australia, and the Batak of Northern Palawan in Western Philippines. If remedial action is to be engaged in the pursuance of social justice, it is vital to recognize how (would-be) learners themselves value the education inclusion for which policies aim, and their experience of education deprivation. This calls for an ethnographic approach, with its methodological capacity to offer rich, context specific detail and cautious conceptual generalization.

This script is a combination of an international perspective on nomadic pastoralists' education (inclusion within the EFA), with an empirical focus on Western India. The narrative falls into three parts—a global framing of Education For All and pastoralists' place within the EFA movement; a context-specific narratives of the experiences of the authoress and her colleague with the Rabari in the State of Gujarat (Western India); together with a follow-up visit after the earthquake of 2001; and a final discussion, drawing on work in other parts of the world and to locate these empirical findings within international experience and different attempts to find solutions to some of the issues raised.

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Opening with a discussion of how the relationships between education, poverty and development have been conceived in dominant development discourses, this book reviews the disappointing international experience of education provision to mobile pastoralist groups. It highlights a lack of sufficient flexibility and relevance to changing livelihoods and, more fundamentally, education's conceptual location within a sedentary paradigm of development that is antagonistic to mobility as a legitimate livelihood strategy. These global themes are examined in India, where policy and practices of education inclusion for mobility, marginalized groups are critiqued. Empirically based chapters drawing on ethnographic research, provide detailed insights into how the Rabaris of Kachchh—a pastoralist community in Gujarat, western India—engage with education as a social and economic development strategy for both adults and children, and show how ethnographic and participatory research approaches can be used for policy advocacy for marginalized groups.

The first part of the book comprises of two chapters—Chapter 1 reviews the policy pledges of universal education inclusion, how policy practices have marginalized pastoralists, and education as a contradictory resource. Chapter 2 sets out the eclectic analytical framework, which is applied to the subsequent investigation of education deprivation and 'terms of inclusion'. It draws on the conceptual resources of sustainable livelihood analyses, ideas of adverse incorporation and social exclusion, and three-dimensional well-being in development (3DWB).

Part II begins with Chapter 3, which situates pastoralism in the developmental context of Gujarat and introduces the Rabaris of Kachchh, on whom subsequent chapters specifically focus. Chapter 4 reflects on the methodology adopted for introduction empirical investigation of Rabari perspectives on education deprivation and 'terms of inclusion'. Chapter 5 discusses education deprivation among mobile pastoralists and their views of the relevance of a mobile model of education delivered on migration. Chapter 6 looks at forms of education in a sedentary pastoralist hamlet, while Chapter 7 examines community leaders' discourses of progress and education for social inclusion and livelihood change. Chapter 8 focuses on the impact on Rabaris of the catalytic event of a major earthquake in Kachchh in 2001, and education inclusion as a response to Gujarat's strategy of post-disaster reconstruction.

Returning to the global stage for Part III, Chapter 9 critically examines the models and strategies used around the world to educate pastoralists, and the 'terms of inclusion' on which they have come. Finally, Chapter 10 sums up the arguments made in this book about the injustice of mobile pastoralists' education deprivation, the contradictions of 'inclusion', and the prospects for responding appropriately to the 2010 UNESCO exhortation to 'urgent action'.

In this book Dyer perceived livelihood as a fully sustainable way of life which is of importance to a balanced national and global economy—as multiple, flexible, but increasingly insecure, facing political, socio-economic and environmental challenges. She argues that it is not the livelihoods, but the mobility and the cultural practices (such as the division of labour, etc.) which make the modernization agenda of EFA difficult to implement. Unlike most other “hard to reach” groups, their exclusion from education/schooling is not due to poverty, but to long-standing and very strong social attitudes, which derive from colonial times and which see the “jungle” and its economies as primitive, to be cleared away, and mobile pastoralism as “culture-bound, backward and irrational”, inimical to modernization (in a striking phrase, “get out of sheep and goats into education”). But this is a way of life, deeply spiritual as well as economically viable as it adapts. And what Dyer calls “the terms of inclusion” into education are often too high—for example,

divided families with some sedentarised members in order to attend fixed-site schools with the consequent loss of labour in the travelling households. And the losses include the disappearance of what Dyer calls “situated learning”—the traditional ways in which members of the community develop the knowledge and skills of younger members in managing their livestock and fulfilling the demands of their mobility. To talk of “educational deprivation” is to deny the validity and indeed vital importance of other forms of “education” by which “expertise is passed, by situated livelihood learning, from one generation to the next” ways of knowing and practices which she describes in detail.

Dyer does not romanticize the Rabari—she points out that they were divided in their responses to the calls for modernization; in places there is an age and generation gap; some have internalized what they have been told (especially some leaders) and some wish to become “clever” in educational terms, to participate in schooling in order to get “proper jobs”. Nor does she deny the significance of formal education: her studies and those of others “demonstrate that by adopting strategies of mobile provision, curricula that respond to learner demand, and flexible timings, formalized education can become an additional dimension of learning for a sustainable pastoralist livelihood”. She calls for forms of “education” that “en- sure that mobile pastoralists are able to access education opportunities while remaining active in pastoralism”—forms of education which will perhaps strengthen rather than weaken their existing economic and cultural lives and increase their resilience to manage the severe challenges their way of life faces from (for example) contemporary land grabs and environmental changes. There is a useful warning that “policy interventions that support pastoralism when pastoralists would otherwise abandon it may increase rather than reduce vulnerability”

There is much more eye catching points that are highlighted in this book—Mobile pastoralists are often seen as opposed to “development” but it is clear that some Rabari are keen to engage on their own terms with features of modernism which they can use within their pattern of life such as solar lanterns and mobile phones. There is an analysis of the contents of the adult literacy primers in the Indian Total Literacy Campaign. The impact of the earthquake was enormous on every aspect of life of both the mobile pastoralists and the other communities in the area.

In conclusion, this book is grounded on very wide experience of research and teaching, and on a huge literature drawn from international sources. It is well produced, though the illustrations important for ethnographic purposes, maps, graphs--self-revealing in a very lucid manner. It will remain for a long time the defining book on education and mobile pastoralism, of relevance to many parts of the world and to international policy makers on EFA; the drafters of the post-2015 education goals will find it a “must-read”.



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